



# SYDNEY MEDICAL SCHOOL HANDBOOK 2011

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# Acknowledgements



## The Arms of the University

### Sidere mens eadem mutato

*Though the constellations change, the mind is universal*

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Faculty handbooks and their respective online updates, along with the *University of Sydney Calendar*, form the official legal source of information relating to study at the University of Sydney. Please refer to the following websites:

[sydney.edu.au/handbooks](http://sydney.edu.au/handbooks)  
[sydney.edu.au/calendar](http://sydney.edu.au/calendar)

### Amendments

All authorised amendments to this handbook can be found at [sydney.edu.au/handbooks/handbooks\\_admin/updates2011](http://sydney.edu.au/handbooks/handbooks_admin/updates2011)

### Resolutions

#### *The Coursework Clause*

Resolutions must be read in conjunction with the *University of Sydney (Coursework) Rule 2000 (as amended)*, which sets out the requirements for all undergraduate courses, and the relevant resolutions of the Senate.

#### *The Research Clause*

All postgraduate research courses must be read in conjunction with the relevant rules and resolutions of the Senate and Academic Board, including but not limited to:

1. The *University of Sydney (Amendment Act) Rule 1999 (as amended)*.
2. The *University of Sydney (Doctor of Philosophy (PhD)) Rule 2004*.
3. The resolutions of the Academic Board relating to the Examination Procedure for the Degree of Doctor of Philosophy.
4. The relevant faculty resolutions.

### Disclaimers

1. The material in this handbook may contain references to persons who are deceased.
2. The information in this handbook was as accurate as possible at the time of printing. The University reserves the right to make changes to the information in this handbook, including prerequisites for units of study, as appropriate. Students should check with faculties for current, detailed information regarding units of study.

### Price

The price of this handbook can be found on the back cover and is in Australian dollars. The price includes GST.

### Handbook availability

Handbooks are available as a website, PDF download and print on demand. See the handbooks website at [sydney.edu.au/handbooks](http://sydney.edu.au/handbooks) for more information.

### Production

Web and Print Production Website: [sydney.edu.au/web\\_print](http://sydney.edu.au/web_print)

### Printing

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### Handbook enquiries

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# Important dates

## University semester and vacation dates for 2011

Summer/Winter School lectures	Dates
Summer School - December program	Begins: Monday 6 December 2010
Summer School - main program	Begins: Tuesday 4 January 2011
Summer School - late January program	Begins: Monday 17 January
Winter School - main program	Begins: Monday 27 June
Semester One	Dates
International student orientation (Semester One) - STABEX	Monday 14 February and Tuesday 15 February
International student orientation (Semester One) - full degree	Wednesday 16 February and Thursday 18 February
Lectures begin	Monday 28 February
AVCC Common Week/non-teaching Easter period	Friday 22 April to Friday 29 April
International application deadline (Semester Two) *	Thursday 29 April *
Last day of lectures	Friday 3 June
Study vacation	Monday 6 June to Friday 10 June
Examination period	Tuesday 14 June to Saturday 25 June
Semester ends	Saturday 25 June
AVCC Common Week/non-teaching period	Monday 4 July to Friday 8 July
Semester Two	Dates
International student orientation (Semester Two) - STABEX	Monday 18 July and Tuesday 19 July
International student orientation (Semester Two) - full degree	Wednesday 21 July and Thursday 22 July
Lectures begin	Monday 25 July
AVCC Common Week/non-teaching period	Monday 26 September to Friday 30 September
Last day of lectures	Friday 28 October
International application deadline (for Semester One, 2011) *	Saturday 29 October *
Study vacation	Monday 31 October to Friday 4 November
Examination period	Monday 7 November to Saturday 19 November
Semester ends	Saturday 19 November

\* Except for the faculties of Dentistry, Medicine and the Master of Pharmacy course. See [www.acer.edu.au](http://www.acer.edu.au) for details.

## Last dates for withdrawal or discontinuation for 2011

Semester One- units of study	Dates
Last day to add a unit	Friday 11 March
Last day for withdrawal	Thursday 31 March
Last day to discontinue without failure (DNF)	Friday 15 April
Last to discontinue (Discontinued - Fail)	Friday 3 June
Semester Two- units of study	Dates
Last day to add a unit	Friday 5 August
Last day for withdrawal	Wednesday 31 August
Last day to discontinue without failure (DNF)	Friday 9 September
Last day to discontinue (Discontinued - Fail)	Friday 28 October
Last day to withdraw from a non-standard unit of study	Census date of the unit, which cannot be earlier than 20 per cent of the way through the period of time during which the unit is undertaken.
Public holidays	Dates
Australia Day	Wednesday 26 January
Good Friday	Friday 22 April
Easter Monday	Tuesday 26 April
Anzac Day	Monday 25 April
Queen's Birthday	Monday 13 June
Labour Day	Monday 3 October





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# Welcome to Sydney Medical School



Sydney Medical School is dedicated to teaching medical, research, public health and science students, preparing you for useful and rewarding careers in science and health care. Across all our education programs, our aim is to develop caring, clear thinking, clinically outstanding, research capable and globally engaged graduates who have the capabilities to become leaders in medicine, public health and

research.

Our education mission is inextricably linked to both of our other key areas of focus: to our extensive research portfolio and also to the delivery of healthcare in the Australian community, particularly in NSW. Since the medicine of tomorrow will be a direct outcome of the research we do today, a medical school without a strong research base is lacking a fundamental component of good medical education. The medicine of both today and tomorrow is also enhanced when leading clinicians, academics and researchers, working together, translate the latest research into improvements in diagnosis, preventive programs or treatments, which are directly incorporated into health care.

The speed of change in medicine and health care is rapid. Every day, new discoveries are made which help us to better prevent, diagnose and treat disease. No one has a crystal ball, all that we can really be certain of is that change will continue to happen, new areas of research will continue to emerge and new technologies developed.

Which is why, more than at any time in the past, lifelong learning is essential for all health professionals. Regardless of course or research program, the aim for all our graduates is that you are critical thinkers, well trained with skills to absorb and evaluate new evidence as it becomes available. In an increasingly globalised world, we aim that you have the skills to practise and research in the international arena.

Our medical curriculum provides you with a solid foundation in basic medical science, and outstanding clinical placements in hospitals and the community. We offer an extensive range of postgraduate coursework programs, covering medicine and public health, for both medical and non-medical graduates. In each of these programs, you will be able to build on your knowledge, expand your career options and develop the skills which will enable you to provide quality health care.

Graduate certificates, graduate diplomas and master's degrees can all be obtained through coursework. Our coursework programs are taught by medical scientists, clinicians and public health professions, many of whom are leading researchers in their fields.

Our research ranks highly across every competitive measure. Each year, researchers at Sydney Medical School and in affiliated institutes fare well in national and international competitive grants, reflecting the quality and impact of the work. Our research covers a wide spectrum, from basic sciences to the public health measures to control epidemics. Following a recent major review, it is organised around six major thematic areas, all of which reflect major global health challenges. These themes are cancer; obesity, diabetes and cardiovascular disease; infection and immunological conditions; neurosciences and mental health; chronic disease and ageing, reproductive, maternal and child health.

Sydney Medical School provides a stimulating environment for postgraduate research with over 40 teaching hospitals, research centres and institutes conducting high quality education and research. With over 2000 students enrolled in postgraduate courses or research, Sydney Medical School is the only faculty in the University to have a graduation solely for the purpose of postgraduate students.

**Professor Bruce Robinson**  
*Dean*





# Senate and Faculty Resolutions

Sydney Medical School resolutions and the printed handbook are the official statement of Faculty policy. The resolutions contained in the printed handbook are accurate as at November 2010. If a conflict is perceived between the content of the printed handbook and information available elsewhere, Sydney Medical School resolutions and the information available in the handbook online shall always take precedence. See the handbook online website: [sydney.edu.au/handbooks/handbooks\\_admin/medicine.shtml](http://sydney.edu.au/handbooks/handbooks_admin/medicine.shtml). See the Policy Online website: [sydney.edu.au/policy](http://sydney.edu.au/policy), for copies of University policies.

The Faculty Resolutions apply to all the coursework courses offered by Sydney Medical School and are to be read in conjunction with the resolutions with each specific course.

The following information outlines the degree, diplomas and certificates available through Sydney Medical School, in accordance with the resolutions of the Faculty and resolutions of the courses listed below.

## Resolutions of the Senate

### 1 Degrees, diplomas and certificates of the Faculty of Medicine

- (1) With the exception of the Doctor of Medicine and the Doctor of Philosophy, the Senate, by authority of the University of Sydney Act 1989 (as amended), provides and confers the following degrees, diplomas and certificates, according to the rules specified by the Faculty of Medicine. The Doctor of Medicine and the Doctor of Philosophy are provided and conferred according to the rules specified by Senate and the Academic Board.
- (2) This list is amended with effect from 1 January, 2011. Degrees, diplomas and certificates no longer open for admission will be conferred by the Senate according to the rules specified by the Faculty at the time.

### 2 Degrees

Code	Course title	Abbreviation	Credit points
KA000	Doctor of Medicine	MD	Published work
KB000	Doctor of Philosophy	PhD	Research
KC083	Master of Philosophy	MPhil	Research
KC000	Master of Surgery	MS	Research
KB004	Doctor of Clinical Surgery	DClinSurg	144
LC047	Master of Bioethics	MBEth	48
KC044	Master of Biostatistics	MBiostat	72
KC089	Master of Brain and Mind Sciences	MBMSc	48
KC090	Master of Brain and Mind Sciences in Psychiatry	MBMScPsychiatry	72
KC096	Master of Clinical Trials Research	MClinTRes	48
KC095	Master of Genetic Counselling	MGC	96
KC054	Master of Health Policy	MHPol	48
KC068	Master of Indigenous Health (Substance Use)	MIndigH(SubUse)	48
KC069	Master of International Ophthalmology	MIOphth	48
KC053	Master of International Public Health	MIntPH	48
KC046	Master of Medical Education (admission suspended)	MMedEd	48
KC070	Master of Medical Humanities	MMedHum	48
	Master of Medicine		
KC055	Clinical Epidemiology	MMed(ClinEpi)	48
KC050	Infection and Immunity	MMed(InfImm)	48
KC047	Ophthalmic Science	MMed(OphthSc)	48
KC073	Paediatric Medicine	MMed(Paed)	48
KC057	Pain Management	MMed(PainMgt)	48
KC012	Psychotherapy	MMed(Psychotherapy)	72
KC075	Refractive Surgery	MMed(RefractSurg)	48
KC077	Reproductive Health Sciences and Human Genetics	MMed(RHHG)	48
KC041	Sleep Medicine	MMed(Sleep Medicine)	60
KC091	Sexually Transmitted Diseases/HIV	MMed(STD/HIV)	48



Code	Course title	Abbreviation	Credit points
KC052	Master of Public Health	MPH	48
KC088	Professional Practice	MPH(Professional Practice)	60
KC087	Master of Qualitative Health Research	MQHR	48
	Master of Science in Medicine		
KC056	Clinical Epidemiology	MScMed(ClinEpi)	48
KC051	Infection and Immunity	MScMed(InfImm)	48
KC048	Ophthalmic Science	MScMed(OphthSc)	48
KC058	Pain Management	MScM(PainMgt)	48
KC045	Psychotherapy	MScMed (Psychotherapy)	72
KC078	Reproductive Health Sciences and Human Genetics	MScMed(RHHG)	48
KC042	Sleep Medicine	MScMed(Sleep Medicine)	60
KC092	Sexually Transmitted Diseases/HIV	MScMed(STD/HIV)	48
KC049	Master of Surgery	MS	48
	Breast Surgery		
	Cardiothoracic Surgery		
	Colorectal		
	Endocrine Surgery		
	Hand Surgery		
	Head and Neck		
	Neurosurgery		
	Orthopaedic		
	Otorhinolaryngology		
	Paediatric Surgery		
	Plastic/Reconstructive Surgery		
	Surgical Oncology		
	Surgical Outcomes		
	Transplant Surgery		
	Upper Gastrointestinal Surgery		
	Urology		
	Vascular Surgery and Endovascular Surgery		
KH006	Bachelor of Medicine and Bachelor of Surgery <sup>^</sup>	MBBS	192

<sup>^</sup>may be awarded with honours in an integrated program

### 3 Double degrees

Code	Course title	Abbreviation	Credit points
KC093	Master of Medicine (Sexually Transmitted Diseases/HIV)/ Master of Philosophy	MMed(STD/HIV)/MPhil	48
KC094	Master of Science in Medicine (Sexually Transmitted Diseases/HIV)/ Master of Philosophy	MScMed(STD/HIV)/MPhil	48
KC085	Master of Medicine (Reproductive Health and Human Genetics)/ Master of Philosophy	MMed(RHHG)/MPhil	48
KC086	Master of Science in Medicine (Reproductive Health and Human Genetics)/Master of Philosophy	MScMed(RHHG)/MPhil	48
DH049	Bachelor of Arts (Advanced)(Honours)/ Bachelor of Medicine and Bachelor of Surgery <sup>^</sup>	BA(Adv)(Hons)/MBBS	336
FH036	Bachelor of Commerce*/Bachelor of Medicine and Bachelor of Surgery <sup>^</sup>	BCom/MBBS	336
FH035	Bachelor of Economics*/Bachelor of Medicine and Bachelor of Surgery <sup>^</sup>	BEcon/MBBS	336
LH034	Bachelor of Medical Science*/Bachelor of Medicine and Bachelor of Surgery <sup>^</sup>	BMedSc/MBBS	336
QH022	Bachelor of Music Studies*/Bachelor of Medicine and Bachelor of Surgery <sup>^</sup>	BMusStudies/MBBS	336
LH033	Bachelor of Science (Advanced)*/Bachelor of Medicine and Bachelor of Surgery	BSc(Adv)/MBBS	336

<sup>^</sup>may be awarded with honours in an integrated program

\* may be awarded with honours following a further year of study

### 4 Graduate diplomas

Code	Course title	Abbreviation	Credit points
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Code	Course title	Abbreviation	Credit points
LF037	Graduate Diploma in Bioethics	GradDipBioethics	36
KF034	Graduate Diploma in Biostatistics	GradDipBiostat	48
KF057	Graduate Diploma in Brain and Mind Sciences	GradDipBMSc	36
KF062	Graduate Diploma in Clinical Epidemiology	GradDipClinEpi	36
KF061	Graduate Diploma in Clinical Trials Research	GradDipClinTRes	36
KF060	Graduate Diploma in Genetic Counselling	GradDipGC	48
KF041	Graduate Diploma in Health Policy	GradDipHPol	36
KF049	Graduate Diploma in Indigenous Health (Substance Use)	GradDipIndigH(SubUse)	36
KF022	Graduate Diploma in Indigenous Health Promotion	GradDipIndigHProm	48
KF040	Graduate Diploma in Infection and Immunity	GradDipInfnImm	36
KF048	Graduate Diploma in International Ophthalmology	GradDipIOphth	36
KF029	Graduate Diploma in International Public Health	GradDipIntPH	36
KF036	Graduate Diploma in Medical Education ( <i>admission suspended</i> )	GradDipMedEd	36
KF050	Graduate Diploma in Medical Humanities	GradDipMedHum	36
KF063	Graduate Diploma in Ophthalmic Science	GradDipOphthSc	36
KF064	Graduate Diploma in Paediatric Medicine	GradDipPaed	36
KF065	Graduate Diploma in Pain Management	GradDipPainMgt	36
KF000	Graduate Diploma in Public Health	GradDipPH	36
KF056	Graduate Diploma in Qualitative Health Research	GradDipQHR	36
KF066	Graduate Diploma in Refractive Surgery	GradDipRefractSurg	36
KF067	Graduate Diploma in Sleep Medicine	GradDipSleep	48
KF068	Graduate Diploma in Sexually Transmitted Diseases/HIV	GradDipSTD/HIV	36
KF039	Graduate Diploma in Surgery	GradDipSurg	36

## 5 Graduate certificates

Code	Course title	Abbreviation	Credit points
LG019	Graduate Certificate in Bioethics	GradCertBEth	24
KG003	Graduate Certificate in Biostatistics	GradCertBiostat	24
KG019	Graduate Certificate in Brain and Mind Sciences	GradCertBMSc	24
KG020	Graduate Certificate in Clinical Trials Research	GradCertClinTRes	24
KG007	Graduate Certificate in Clinical Epidemiology	GradCertClinEpi	24
KG006	Graduate Certificate in Health Policy	GradCertHPol	24
KG012	Graduate Certificate in Indigenous Health (Substance Use)	GradCertIndigH(SubUse)	24
KG005	Graduate Certificate in Infection and Immunity	GradCertInfnImm	24
KG004	Graduate Certificate in Medical Education ( <i>admission suspended</i> )	GradCertMedEd	24
KG013	Graduate Certificate in Medical Humanities	GradCertMedHum	24
KG021	Graduate Certificate in Paediatric Medicine	GradCertPaed	24
KG008	Graduate Certificate in Pain Management	GradCertPainMgt	24
KG018	Graduate Certificate in Qualitative Health Research	GradCertQHR	24

## 6 Diplomas

Code	Course title	Abbreviation	Credit points
KI002	Advanced Diploma in Indigenous Primary Health Care ( <i>admission suspended</i> )	AdvDipIndigPrimHC	144
KI001	Diploma in Indigenous Primary Health Care ( <i>admission suspended</i> )	DipIndigPrimHC	96

## Resolutions of the Faculty of Medicine for coursework courses

*These resolutions apply to all undergraduate and postgraduate courses in the Faculty, unless specifically indicated otherwise. These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to) the University of Sydney (Coursework) Rule 2000 (the 'Coursework Rule'), the resolutions for the course of enrolment, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended) and the Academic Board policies on Academic Dishonesty and Plagiarism.*

### Part 1: Course enrolment

#### 1 Admission to candidature

- (1) Applicants must meet admission criteria for the relevant course and submit applications following the relevant application process including submission by advertised deadline. Late applications may be considered in special circumstances.
- (2) Where postgraduate courses in this Faculty have limited numbers of Commonwealth Supported Places (CSPs), available, places will be offered to qualified applicants based on merit, for applications received by the advertised deadline. For applications received after the advertised deadline and before the commencement of semester, any remaining places will be offered to qualified applicants based on merit.
- (3) Students who have completed an embedded Graduate Certificate may be eligible for admission to the associated Graduate Diploma or Masters degree with Head of Discipline approval.
- (4) Students who have completed an embedded Graduate Diploma may be eligible for admission to the associated Masters degree with Head of Discipline approval.

#### 2 Enrolment restrictions

The Coursework Rule limits the maximum number of credit points students may take in any given semester. The Faculty does not encourage full time students to exceed the recommended enrolment patterns for its courses.

#### 3 Time limits

- (1) *Postgraduate*
  - (a) A student must complete all the requirements for a coursework doctorate within ten calendar years.
  - (b) A student must complete all the requirements for a double master's degree within ten calendar years.
  - (c) A student must complete all the requirements for a coursework master's degree within seven calendar years.
  - (d) A student must complete all the requirements for a graduate diploma within four calendar years.
  - (e) A student must complete all the requirements for a graduate certificate within three calendar years.
  - (f) For postgraduate students, periods of suspension, exclusion or lapsed candidature will be added to maximum completion times except that no completion time will exceed ten years.
- (2) *Undergraduate*

A candidate for the Bachelor of Medicine/ Bachelor of Surgery, must complete the requirements within five calendar years. The five year limit applies to students entering the course through the combined degree program, dated from their enrolment into the MBBS degree after completion of the first degree. Periods of suspension, exclusion or lapsed candidature will not be added the maximum completion time.

#### 4 Enrolment, suspension, discontinuation and lapse of candidature

- (1) The Coursework Rule specifies the general conditions for suspending or discontinuing candidature, and return to candidature after these events. The Rule also defines the circumstances when candidature is deemed to have lapsed.
- (2) Students should pay careful attention to the significant dates in these processes and their effect on results and financial liability.
- (3) The Faculty will grant approval for a suspension from candidature only after a student has completed at least one semester of enrolment. A Postgraduate student may apply to the Faculty for a maximum period of one semester at any one time. Suspension from candidature of two consecutive semesters will only be granted in special circumstances.
- (4) The candidature of a student who has not re-enrolled and who has not obtained approval from the Faculty for a suspension of candidature for the relevant semester will be deemed to have lapsed.
- (5) A student whose candidature has lapsed must apply for re-admission in accordance with procedures determined by the Faculty.

#### 5 Credit

- (1) Credit for postgraduate study will be applied according to the Combined Board of Postgraduate Studies Advanced standing, credit, waiver and exemption policy.
- (2) Credit, where applicable, will not be granted for recognised prior learning older than five years at the time of first enrolment in the current degree unless otherwise specified in the course resolutions.

### Part 2: Unit of study enrolment

#### 6 Cross institutional study

- (1) Provided permission has been obtained in advance, the Chair of the Board of Postgraduate Studies may permit a postgraduate student to complete a unit of study at another institution and have that unit credited to the student's course requirements, provided that:
  - (a) The unit of study content is not taught in any corresponding unit of study at the University; or
  - (b) The student is unable, for good reason, to attend a corresponding unit of study at the University.
- (2) Students in the Bachelor of Medicine/Bachelor of Surgery are not permitted to complete a unit of study at another institution and have that unit credited to the student's course requirements except at the discretion of the Dean in exceptional circumstances.
- (3) Cross institutional study is regarded as another form of credit and will be counted as such when considering eligibility.

## Part 3: Studying and Assessment

### 7 Attendance

Students are required to be in attendance at the correct time and place of any formal or informal examinations. Non attendance on any grounds insufficient to claim Special Consideration or Special Arrangements will result in the forfeiture of marks associated with the assessment. Participation in a minimum number of assessment items may be included in the requirements specified for a unit of study.

### 8 Late submission policy

- (1) It is expected that unless an application for Special Consideration or Special Arrangements has been approved, students will submit all assessment for a unit of study on the due date specified. If the assessment is completed or submitted within the period of extension, no academic penalty will be applied to that piece of assessment.
- (2) If an extension is either not sought, not granted or is granted but work is submitted after the extended due date, the late submission of assessment will result in an academic penalty as follows, unless otherwise stated in the course resolutions:
  - (a) Late assignments that have not been granted extensions and are of a standard to receive a pass or higher mark will attract a penalty of 5% of the maximum mark per day late including weekend days (e.g. if the assignment is worth 40 marks, the penalty is 2 marks per day late) until the mark reaches 50% of the maximum mark (e.g. 20 marks if the maximum is 40 marks).
  - (b) Assignments that are not of a pass standard will not have marks deducted and will fail regardless.
  - (c) Assignments submitted more than 10 days late without prior approval from the unit of study coordinator will not be accepted and will be given a zero (0) mark.

### 9 Special consideration for illness, injury or misadventure

Special consideration is a process that affords equal opportunity to coursework students who have experienced circumstances that adversely impact their ability to adequately complete an assessment task in a unit of study. The Coursework Rule provides full details of the University policy and the procedures for applying for special consideration.

### 10 Concessional pass

In this Faculty the grade PCON (Concessional Pass) is not awarded to students in the Bachelor of Medicine and Bachelor of Surgery but it may be awarded to postgraduate students. No more than 25% of the total credit points of a course can be made up of PCON results.

### 11 Re-assessment

- (1) In this Faculty re-assessment is offered to students whose performance is in the prescribed range and circumstances.
- (2) Re-assessment will be offered on one date only, advised at the beginning of semester, and it is a student's responsibility to be available to attend on that date. The grades awarded for the further tests are Pass or Fail, unless otherwise determined.
- (3) Students who have successfully requested Special Consideration or Special Arrangements may be allowed to sit the exam or submit the required work at a negotiated date that should not be longer than the period of incapacitation, after this time the student will be considered to have discontinued with permission. Marks will be awarded at full value for further examination where Special Consideration or Special Arrangements are approved.
- (4) Undergraduate students in the Bachelor of Medicine/Bachelor of Surgery must pass at each annual assessment. A 'Fail on the Year' result overrides recommendations for further testing on individual units of study, meaning that the student in Stage 1 or Stage 2 must repeat all units of study in that year. Students in Stage 3 and Stage 4 should refer to specific course resolutions.

## Part 4: Progression, Results and Graduation

### 12 Satisfactory progress

- (1) The Faculty will monitor students for satisfactory progress towards the completion of their award course. In addition to the common triggers used to identify students not meeting academic progression requirements, students must pass any unit of study identified in the course resolutions as being critical to progression through the course.
- (2) In order to be eligible to pass a unit of study a student must enrol in that unit of study.

### 13 Weighted average mark (WAM)

- (1) The University WAM is calculated using the following formula:

$$\text{WAM} = \frac{\text{sum}(Wc \times Mc)}{\text{sum}(Wc)}$$

where Wc is the unit of study credit points x the unit weighting and Mc is the mark achieved for the unit. The mark used for units with a grade AF is zero. Pass/ fail units and credited units from other institutions are not counted.

- (2) The weight of a unit of study is assigned by the owning faculty. In this Faculty, junior units are weighted 1, Intermediate units are weighted 1, Senior units are weighted 1 and postgraduate units are weighted 1.

### 14 Course transfer

A candidate for a master's degree or graduate diploma may elect to discontinue study and graduate with a shorter award from an embedded sequence, with the approval of the Chair of the Board of Postgraduate Studies and provided the requirements of the shorter award have been met.

## Part 5: Other

### 15 Transitional provisions

- (1) These resolutions apply to persons who commenced their candidature after 1 January, 2011 and persons who commenced their candidature prior to 1 January, 2011 who formally elect to proceed under these resolutions.
- (2) Candidates who commenced prior to 1 January, 2011 complete the requirements in accordance with the resolutions in force at the time of their commencement.



# Medicine and Surgery

## *Bachelor of Medicine and Bachelor of Surgery (MBBS)*

Course code: KH006

Undergraduate courses comprise diplomas, advanced diplomas and bachelor's degrees. Some bachelor's degrees, such as the University of Sydney Medical Program, require a previous bachelor's degree for admission. These are considered graduate-entry undergraduate degrees.

The requirements outlined in this chapter must be read in conjunction with the provisions of the relevant degree resolutions.

## Programs for Studying Medicine

Two types of MBBS (Bachelor of Medicine and Bachelor of Surgery) programs are offered:

- Combined Medicine (undergraduate entry)
- Graduate-entry Medicine

There are also options available for combining graduate-entry Medicine with other postgraduate study programs:

- Medicine and Master of Philosophy
- Medicine and Other Postgraduate Coursework Programs

### Combined Medicine

Duration: approved undergraduate degree duration (through the relevant Faculty) + 4 years full-time graduate medicine (through Sydney Medical School)

Sydney Medical School offers a series of alternate pathways into the Bachelor of Medicine and Bachelor of Surgery. Students are able to combine an approved undergraduate degree with the four-year graduate-entry Medical Program. See the Combined Medicine chapter for more information about the combined medicine programs.

Further information about the combined degree program is available on the web at:  
[sydney.edu.au/medicine/future-students/medical-program/undergraduates](http://sydney.edu.au/medicine/future-students/medical-program/undergraduates).

### Graduate-entry Medicine

Duration: 4 years full-time (through Sydney Medical School)

The University of Sydney Medical Program is organised into four curriculum Themes which describe the important professional characteristics students will acquire by the completion of the program.

The four Themes are:

- Basic and clinical sciences
- Patient and doctor
- Population medicine
- Personal and professional development

The Themes provide the framework for the goals of the program, the curriculum and assessment. The learning within the four Themes necessarily overlaps and their program objectives should therefore be read as a single collective statement. Students are required to demonstrate satisfactory performance in all four Themes.

### Medicine and Master of Philosophy

Duration: 4 years full-time (through Sydney Medical School)

During your studies you are permitted to study up to a maximum of 12 credit points per semester in addition to your medical program studies.

Students wishing to pursue or continue an interest in research may be able to enrol in a combined Medicine/Master of Philosophy (MBBS/MPhil) program.

This program will require students to undertake intensive periods of research, usually during the end of year break, over the 4 years of graduate-entry medicine study.

Further information about the MBBS/MPhil program contact Professor Jillian Kril (email: [jillian.Kril@sydney.edu.au](mailto:jillian.Kril@sydney.edu.au)).

Further information about the MPhil program can be found in the Postgraduate Research Studies chapter.

### Medicine and Other Postgraduate Coursework Programs

Some students combine their MBBS studies with a postgraduate coursework degree. Students are permitted to study up to a maximum of 12 credit points per semester in addition to medical program studies.

Further information can be found in the Postgraduate Coursework Studies chapter and the related program chapters.

## Studying Medicine at Sydney Medical School

### Teaching and learning objectives of the Medical Program (MBBS)

The University of Sydney Medical Program aims to produce medical graduates who are committed to rational, compassionate health care and medical research of the highest quality.

The program encourages enrolment of students from diverse backgrounds and aims to help them to become graduates responsive to the health needs of individuals, families and communities and committed to improving the health care system at all levels.

The success of the program will be measured by the extent to which University of Sydney graduates maintain lifelong, self-directed learning and the pursuit of evidence-based medical practice, and the extent to which they initiate, lead and support advances in clinical medicine, research, education and community service.

### Distinctive features of the program

#### *Graduate students from diverse backgrounds*

Students enter the program as successful graduates from a diverse range of academic and life experiences, having made a singular commitment to the study of medicine.

Each individual will have made a mature decision to participate in the University of Sydney Medical Program as their preferred route for entry into the medical profession.

#### *A four-year integrated learning curriculum*

Learning in the Medical Program is integrated across disciplines and the four Themes listed above, carefully building from year to year.

A major component of the learning process in the first year (known as Stage 1) and the second year (known as Stage 2) consists of



clinical problems presented in problem-solving tutorials, in which concepts of health and disease are related to the basic biomedical sciences. This ensures the knowledge and problem-solving abilities which underpin medical practice have a strong scientific foundation.

#### *Clinical contact from the second week*

From the second week of the Medical Program, students have patient contact in the various Clinical Schools at Westmead Hospital (Western), Royal Prince Alfred Hospital (Central), Royal North Shore Hospital (Northern), Concord Hospital (Concord), Nepean Hospital (Nepean), Sydney Adventist Hospital (SAH) and later at Dubbo Hospital (School of Rural Health) and at the Children's Hospital, Westmead which provide invaluable clinical experience in a variety of settings.

Clinical training is undertaken at large urban hospitals and smaller rural hospitals. This offers students a balanced view of urban and rural health care and their differences. Across the hospitals a huge range of specialisations are catered for, with paediatrics and its subspecialties being the focus of the Children's Hospital at Westmead.

Students have access to most parts of the hospitals; they are able to sit in on surgical procedures, visit wards and accident and emergency units.

Clinical Schools provide students with access to the internet, library catalogues and email as well as study and exam areas. It is not all work, thankfully, as students can relax in common rooms, swimming pools, and lounges or whip up a meal in BBQ areas and kitchens within the hospitals.

While practical clinical experience forms the basis for all learning in the latter two years of the Medical Program, it is accompanied by a structured teaching program. The balance between clerkship-based activities and scheduled sessions varies. In general, formal teaching sessions reduce in number and frequency as students move throughout years 3 and 4 of Stage 3 and are essentially withdrawn in the Pre-Internship Block.

#### *Problem-based learning with online support*

The focus on problem-solving teaches students how to define and analyse clinical problems and seek the information needed to formulate and resolve diagnostic hypotheses and identify treatment options.

This approach also encourages students to become skilled independent learners, able to identify their own learning needs and evaluate their progress. See the following website for more information: [sydney.edu.au/medicine/futurestudents/medicalprogram/adminsupported/educationaltheory.php](http://sydney.edu.au/medicine/futurestudents/medicalprogram/adminsupported/educationaltheory.php)

The problem-based learning in Stages 1 and 2 is supported by a comprehensive set of online resources which are used to present an authentic clinical case and give extensive guidance for both group and independent learning.

#### *An evidence-based approach*

The evaluation of evidence from research is an essential part of clinical problem-solving and decision-making. Students learn the skills of critical appraisal in Stages 1 and 2 and practice applying these skills to the published medical literature. In Stage 3, they develop their ability to practice evidence-based medicine in their clinical encounters.

See: [sydney.edu.au/medicine/futurestudents/medicalprogram/adminsupported/educationaltheory.php](http://sydney.edu.au/medicine/futurestudents/medicalprogram/adminsupported/educationaltheory.php) for more information about evidence-based medicine.

## Goals and Themes of the Medical Program

### Goals of the Medical Program

The four curriculum Themes describe important professional characteristics, which students acquire during and after completion of the program. Elements within the four Themes are necessarily overlapping and the following program objectives should therefore be read as a single statement.

### Basic and Clinical Sciences Theme:

Graduates of the University of Sydney Medical Program will demonstrate the ability to:

- apply an understanding of normal and abnormal human structure, function and behaviour to the diagnosis, management and prevention of health problems
- use the best available evidence on outcomes to prevent or cure disease, relieve symptoms or minimise disability
- analyse clinical data and published work to determine their validity and application
- participate in the generation, interpretation, application and dissemination of significant advances in medical knowledge
- recognise the limits to scientific knowledge and understanding, and the continuing nature of all scientific endeavour.

### Patient and Doctor Theme:

Graduates of the University of Sydney Medical Program will demonstrate:

- understanding of the therapeutic nature of the patient-doctor relationship and the effects on that relationship of the individual characteristics of both patient and doctor
- the ability to listen, to identify issues of concern to patients, families and carers and to respond to those concerns, using whatever means are necessary for effective communication
- the ability to elicit and interpret clinical symptoms and signs by interviewing and examining patients systematically and with sensitivity, and to use this information to guide further investigations
- the ability to perform important clinical procedures, particularly those vital in life-threatening situations
- ethical behaviour in meeting the needs of patients, families, colleagues and the broader community
- concern for confidentiality and respect for individual autonomy, enabling patients and their families to make informed decisions in relation to their medical care.

### Population Medicine Theme:

Graduates of the University of Sydney Medical Program will demonstrate the ability to:

- evaluate the distribution of and risk factors for disease and injury
- understand prevention practices in the care of individual patients and communities
- make evidence-based, ethical and economically responsible decisions about the most appropriate management of health problems in individuals and in communities
- identify the economic, psychological, occupational and socio-cultural factors that contribute to the development and/or continuation of poor health and to explain how poor health affects individuals and communities
- evaluate the economic, political, social and legal factors which determine the way that individuals and communities respond to health problems and to describe how public and population health strategies are systematically planned and implemented.

### Personal and Professional Development Theme:

Graduates of the University of Sydney Medical Program will:

- show commitment to compassionate, ethical professional behaviour
- be able to work cooperatively as a member of a team, accepting and providing leadership as appropriate
- have the capacity to make rational and sensitive decisions based on the best available evidence, recognising that many decisions will inevitably be made in the face of uncertainty
- be able to recognise their personal physical and emotional needs and responses to stress, and be open to assistance when it is required
- show commitment to the advancement of learning within a community of medical scholars
- have skills in the recording, organisation and management of information, with appropriate use of information technology.

## Degree Resolutions

Sydney Medical School resolutions and the printed handbook are the official statement of Faculty policy. The resolutions contained in the printed handbook are accurate as at November 2010. If a conflict is perceived between the content of the printed handbook and information available elsewhere, Sydney Medical School resolutions and the information available in the handbook online shall always take precedence. See the handbook online website: [sydney.edu.au/handbooks](http://sydney.edu.au/handbooks). See the Policy Online website: [sydney.edu.au/policy](http://sydney.edu.au/policy), for copies of University policies.

## Bachelor of Medicine and Bachelor of Surgery

*These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to) the University of Sydney (Coursework) Rule 2000 (the 'Coursework Rule'), the Resolutions of the Faculty, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended) and the Academic Board policies on Academic Dishonesty and Plagiarism.*

### Course resolutions

#### 1 Course codes

Code	Course title
KH006	Bachelor of Medicine and Bachelor of Surgery

#### 2 Attendance pattern

- (1) The attendance pattern for this course is full time only for Stages 1 and 2.
- (2) The attendance pattern for this course is normally full time for Stage 3 however this stage may be undertaken part-time with Faculty approval.

#### 3 Admission to candidature

- (1) Available places will be offered to qualified applicants based on merit, according to the following admission criteria.
- (2) Admission to the Bachelor of Medicine and Bachelor of Surgery requires:
  - (a) a minimum credit average or equivalent grade point average (GPA) in the most recent bachelor's degree; and
  - (b) satisfactory performance in the Graduate Australian Medical Schools Admissions Test (GAMSAT) by domestic applicants; or
  - (c) satisfactory performance in either the Graduate Australian Medical Schools Admissions Test (GAMSAT), or the Medical Colleges Admissions Test (MCAT) by international applicants; and
  - (d) satisfactory performance in an interview process.
- (3) An applicant who has completed an appropriate two-year bachelor's degree in an accelerated program (a program comprising three semesters per year) will be considered only after the applicant has completed the two-year degree.
- (4) The GPA and GAMSAT/MCAT results shall apply, regardless of circumstances such as illness, misadventure or disadvantage during the bachelor's degree.
- (5) An applicant who believes that his or her performance at interview has been compromised by serious illness or misadventure may appeal in writing to the faculty following the procedures outlined in the Faculty of Medicine Handbook.
- (6) Transfer of enrolment from other medical schools is not possible except in exceptional circumstances.

#### 4 Deferrals

- (1) Deferral of enrolment following the offer of a place in the Bachelor of Medicine and Bachelor of Surgery is permitted only in the following circumstances:

- (a) progression to honours, masters or a PhD; or
  - (b) under exceptional circumstances which could not be foreseen at the time of application; or
  - (c) for completion of "professional years" where awarding of a bachelor's degree is dependent upon such completion only.
- (2) Deferral will only be granted one year at a time and will not be expected to last longer than two years.

#### 5 Requirements for award

- (1) The units of study that may be taken for the course are set out in the Table of Undergraduate Units of Study for the Bachelor of Medicine and Bachelor of Surgery.
- (2) To qualify for the award of the pass degree, a candidate must successfully complete 192 credit points of core units of study in the order prescribed by the faculty.

#### 6 Progression rules

- (1) Candidates in Stage 1 must pass all units of study designated for that year before proceeding to Stage 2. Candidates in Stage 2 must pass all units of study designated for that year before proceeding to Stage 3. Failure in any single unit of study in Stages 1 or 2 will result in a failure of the year and will require the candidate to re-enrol and successfully complete the units designated for the entire year, without credit or exemption for work previously completed.
- (2) Candidates in Stage 3 who fail one unit of study, may be permitted to proceed to units designated for the subsequent year of study providing that the failed unit of study is repeated before commencement of the PrInt (pre-internship) Term. Candidates who fail more than one unit of study and/or their barrier (summative) examination will be required to repeat the whole year, without credit or exemption for work previously completed.

#### 7 Requirements for the honours degree

- (1) Honours is available to meritorious candidates who complete an alternative set of units of study in the final year of the program. Candidates enrolled in the degree part-time are not eligible to enrol in Honours.
- (2) To qualify for admission to the honours program a candidate should, without repeating a Stage, achieve:
  - (a) a satisfactory result in the Stage 1 written exam; and
  - (b) a satisfactory result in Stage 1 and 2 portfolios on Personal and Professional Development; and
  - (c) a minimum result of 75% in the Stage 2 written exam; and
  - (d) a satisfactory result in the Stage 2 practical exam.
- (3) To qualify for the award of the honours degree a candidate must successfully complete the requirements for the degree in the minimum standard full time duration and:
  - (a) complete the 12 credit point research unit of study described in the table of units for the degree with a minimum mark of 70; and
  - (b) achieve a minimum average mark of 75% in the Years 3 and 4 written exams.

#### 8 Honours weighted average mark (HWAM)

- (1) The HWAM in the Faculty of Medicine is calculated from the results in the 80 credit points of core units of study in Stage 3, plus the honours mark which will be given double weighting.
- (2) The HWAM is calculated using the following formula:

$$\text{HWAM} = \frac{\text{sum}(Wc \times Mc)}{\text{sum}(Wc)}$$

Where Wc is the Stage 3 unit of study credit points x the Stage 3 unit weighting and Mc is the mark achieved for the Stage 3 unit. The mark used for units with a grade AF is zero.

- (3) All Stage 3 units are weighted 1 except the research unit of study which is weighted 2.

## 9 Award of the degree

- (1) The Bachelor of Medicine and Bachelor of Surgery is awarded as either Pass or Honours. The honours degree is awarded in classes ranging from First Class to Second Class, Division Two. The class of honours is awarded on the basis of a student's HWAM as below:

Description	HWAM Range
Honours Class I	80 >= HWAM
Honours Class II (Division 1)	75 <= HWAM < 80
Honours Class II (Division 2)	70 <= HWAM < 75
Honours not awarded	HWAM < 70

- (2) An honours candidate who obtains a mark of less than 70 in a research unit of study, or a HWAM of less than 70, will not be awarded honours and will be awarded the pass degree.
- (3) An honours candidate who fails the research unit of study will be required to undertake the elective unit of study at the end of the program as an additional unit in order to achieve the correct number of credit points required for the award of the pass degree.

## 10 University medal

A student with an HWAM of 90 or above may be awarded a university medal. The medal is awarded at the discretion of the

faculty to the highest achieving students who in the opinion of the faculty have an outstanding academic record.

## 11 Time Limits

A student enrolled full time must complete all the requirements for the degree within five calendar years of first enrolment. A student enrolled part time in Stage 3 must complete all the requirements for the degree within seven calendar years of first enrolment.

## 12 Credit for previous study

Advanced standing and credit for previous study is not available in this degree unless study was completed in the Bachelor of Dentistry degree at the University of Sydney. In this case, candidates may be exempted from completing the non-clinical components of Stages 1 and 2.

## 13 Transitional provisions

- (1) These resolutions apply to persons who commenced their candidature after 1 January, 2011 and persons who commenced their candidature prior to 1 January, 2011 who formally elect to proceed under these resolutions.
- (2) Candidates who commenced prior to 1 January, 2011 complete the requirements in accordance with the resolutions in force at the time of their commencement.

## Undergraduate Units of Study for the Bachelor of Medicine and Bachelor of Surgery

Unit of study	Credit points	A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition	Session
<b>Stage 1 Units of Study (year 1)</b>			
<b>Studies in Foundation Studies, Musculoskeletal Sciences, Drug and Alcohol:</b>			
GDMP1011 Basic and Clinical Sciences 1	12		Semester 1
GDMP1012 Patient and Doctor 1	6		Semester 1
GDMP1013 Population Medicine 1	3		Semester 1
GDMP1014 Personal and Professional Development 1	3		Semester 1
<b>Studies in Respiratory Sciences, Haematology, Cardiovascular Sciences:</b>			
GDMP1021 Basic and Clinical Sciences 2	12		Semester 2
GDMP1022 Patient and Doctor 2	6		Semester 2
GDMP1023 Population Medicine 2	3		Semester 2
GDMP1024 Personal and Professional Development 2	3		Semester 2
<b>Stage 2 Units of Study (year 2)</b>			
<b>Studies in Neuroscience, Vision, Behaviour, Endocrinology, Nutrition, Sexual Health:</b>			
GDMP2011 Basic and Clinical Sciences 3	12		Semester 1
GDMP2012 Patient and Doctor 3	6		Semester 1
GDMP2013 Population Medicine 3	3		Semester 1
GDMP2014 Personal and Professional Development 3	3		Semester 1

<i>Unit of study</i>	<i>Credit points</i>	<i>A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition</i>	<i>Session</i>
<b>Studies in Renal, Urology, Gastroenterology, Nutrition, Reproduction, Oncology, Palliative Care:</b>			
GDMP2021 Basic and Clinical Sciences 4	10		Semester 2
GDMP2022 Patient and Doctor 4	6		Semester 2
GDMP2023 Population Medicine 4	3		Semester 2
GDMP2024 Personal and Professional Development 4	3		Semester 2
GDMP2025 Independent Learning Activity	2		Semester 2
<b>Stage 3 Units of Study - for students commencing stage 3 in 2011 (years 3 and 4)</b>			
<b>Incorporating theme studies in: Basic &amp; Clinical Sciences, Patient and Doctor, Population Medicine, and Personal and Professional Development:</b>			
<b>Year 3</b>			
GDMP3131 Medicine Year 3	8	P GDMP2021, GDMP2022, GDMP2023, GDMP2024 and GDMP2025	Semester 1 Semester 1a Semester 1b Semester 2 Semester 2a Semester 2b
GDMP3016 Basic and Clinical Sciences 7	2	P GDMP2021, GDMP2022, GDMP2023, GDMP2024 and GDMP2025	Semester 2
GDMP3017 Patient and Doctor 7	2	P GDMP2021, GDMP2022, GDMP2023, GDMP2024 and GDMP2025	Semester 2
GDMP3018 Population Medicine 7	2	P GDMP2021, GDMP2022, GDMP2023, GDMP2024 and GDMP2025	Semester 2
GDMP3019 Personal and Professional Development 7	2	P GDMP2021, GDMP2022, GDMP2023, GDMP2024 and GDMP2025	Semester 2
<b>Units of study undertaken in Years 3 or 4</b>			
GDMP3133 Surgery	8	P GDMP2021, GDMP2022, GDMP2023, GDMP2024 and GDMP2025	Semester 1 Semester 1a Semester 1b Semester 2 Semester 2a Semester 2b
GDMP3134 Critical Care	8	P GDMP2021, GDMP2022, GDMP2023, GDMP2024 and GDMP2025	Semester 1 Semester 1a Semester 1b Semester 2 Semester 2a Semester 2b
GDMP3135 Community	8	P GDMP2021, GDMP2022, GDMP2023, GDMP2024 and GDMP2025	Semester 1 Semester 1a Semester 1b Semester 2 Semester 2a Semester 2b
GDMP3136 Psychological and Addiction Medicine	8	P GDMP2021, GDMP2022, GDMP2023, GDMP2024 and GDMP2025	Semester 1 Semester 1a Semester 1b Semester 2 Semester 2a Semester 2b
GDMP3137 Perinatal and Women's Health	8	P GDMP2021, GDMP2022, GDMP2023, GDMP2024 and GDMP2025	Semester 1 Semester 1a Semester 1b Semester 2 Semester 2a Semester 2b
GDMP3138 Child and Adolescent Health	8	P GDMP2021, GDMP2022, GDMP2023, GDMP2024 and GDMP2025	Semester 1 Semester 1a Semester 1b Semester 2 Semester 2a Semester 2b
<b>Year 4</b>			
GDMP3132 Medicine Year 4	8	P GDMP3131	Semester 1 Semester 1a Semester 1b Semester 2 Semester 2a Semester 2b
GDMP4016 Basic and Clinical Sciences 8	2	P GDMP3016	Semester 1

<b>Unit of study</b>	<b>Credit points</b>	<b>A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition</b>	<b>Session</b>
<b>GDMP4017</b> Patient and Doctor 8	2	P GDMP3017	Semester 2
<b>GDMP4018</b> Population Medicine 8	2	P GDMP3018	Semester 1
<b>GDMP4019</b> Personal and Professional Development 8	2	P GDMP3019	Semester 2
Students must also select one of the following units in year 4:			
<b>GDMP3109</b> Elective	12	P GDMP2021, GDMP2022, GDMP2023, GDMP2024 and GDMP2025 N GDMP4110 <i>Students must obtain approval to undertake an elective from the Clinical School Elective Committee Members who have the role of advising, counselling and directing students in their applications and approving Electives.</i>	S1 Late Int S2 Late Int Semester 1 Semester 2
<b>GDMP4110</b> Research Project	12	P GDMP2021, GDMP2022, GDMP2023, GDMP2024 and GDMP2025 N GDMP3109 <i>To apply for honours in the MBBS, students must submit a research proposal to the Honours/ Research Co-ordinator at the end of Stage 2 and before the commencement of Stage 3 of the MBBS.</i>	S1 Late Int S2 Late Int Semester 1 Semester 2
<b>Pre-Internship (Print Term)</b>			
To be undertaken by all students upon successful completion of Stage 3 units of study			
<b>GDMP4025</b> Pre-Internship Term	4	<i>Note: Department permission required for enrolment in the following sessions: S2 Late Int, Semester 1</i>	S2 Late Int Semester 1 Semester 2
<b>Stage 3 Units of Study - for students commencing stage 3 prior to 2011</b>			
<b>Incorporating theme studies in: Basic Clinical Sciences, Patient and Doctor, Population Medicine, and Personal and Professional Development:</b>			
<b>GDMP3101</b> Medicine Year Three	10	P GDMP2021, GDMP2022, GDMP2023, GDMP2024 and GDMP2025	S1 Late Int S2 Late Int Semester 1 Semester 2
<b>GDMP3102</b> Medicine Year Four	10	P GDMP3101	S1 Late Int S2 Late Int Semester 1 Semester 2
<b>GDMP3103</b> Surgery	10	P GDMP2021, GDMP2022, GDMP2023, GDMP2024 and GDMP2025	S1 Late Int S2 Late Int Semester 1 Semester 2
<b>GDMP3104</b> Critical Care	10	P GDMP2021, GDMP2022, GDMP2023, GDMP2024 and GDMP2025	S1 Late Int S2 Late Int Semester 1 Semester 2
<b>GDMP3105</b> Community	10	P GDMP2021, GDMP2022, GDMP2023, GDMP2024 and GDMP2025	S1 Late Int S2 Late Int Semester 1 Semester 2
<b>GDMP3106</b> Psychological and Addiction Medicine	10	P GDMP2021, GDMP2022, GDMP2023, GDMP2024 and GDMP2025	S1 Late Int S2 Late Int Semester 1 Semester 2
<b>GDMP3107</b> Perinatal and Women's Health	10	P GDMP2021, GDMP2022, GDMP2023, GDMP2024 and GDMP2025	S1 Late Int S2 Late Int Semester 1 Semester 2
<b>GDMP3108</b> Child and Adolescent Health	10	P GDMP2021, GDMP2022, GDMP2023, GDMP2024 and GDMP2025	S1 Late Int S2 Late Int Semester 1 Semester 2
Students must also select one of the following units:			
<b>GDMP3109</b> Elective	12	P GDMP2021, GDMP2022, GDMP2023, GDMP2024 and GDMP2025 N GDMP4110 <i>Students must obtain approval to undertake an elective from the Clinical School Elective Committee Members who have the role of advising, counselling and directing students in their applications and approving Electives.</i>	S1 Late Int S2 Late Int Semester 1 Semester 2
<b>GDMP4110</b> Research Project	12	P GDMP2021, GDMP2022, GDMP2023, GDMP2024 and GDMP2025 N GDMP3109 <i>To apply for honours in the MBBS, students must submit a research proposal to the Honours/ Research Co-ordinator at the end of Stage 2 and before the commencement of Stage 3 of the MBBS.</i>	S1 Late Int S2 Late Int Semester 1 Semester 2
<b>Pre-Internship (Print Term)</b>			
To be undertaken by all students upon successful completion of Stage 3 units of study			
<b>GDMP4025</b> Pre-Internship Term	4	<i>Note: Department permission required for enrolment in the following sessions: S2 Late Int, Semester 1</i>	S2 Late Int Semester 1 Semester 2

## Further Information about the Medical Program

1. Application and Admission
2. Disclosure
3. Pattern of enrolment
4. Outline of the curriculum
5. Suspension of candidature
6. Assessment
7. Progression
8. Appeals
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10. Clinical schools

Teaching period 2 UoS code and name	Credit points	Assumed knowledge
GDMP1024 Personal and Professional Development 2	3	

### 1. Application and Admission

For up to date details on admission and application requirements for entry into the University of Sydney Medical Program, visit: [sydney.edu.au/medicine/future-students/medical/](http://sydney.edu.au/medicine/future-students/medical/)

### 2. Disclosure

(a) All applicants must fully disclose all information relevant to Sydney Medical School's decision about an offer of admission. All such information known to the applicant must be disclosed at the time of initial application.

(b) Relevant information includes (but is not limited to) academic performance and transcripts, citizenship and permanent residency, details of any exclusions and certification of completion of previous bachelor's degree by the time of enrolment in the University of Sydney Medical Program.

(c) If an applicant fails to disclose any information relevant to Stage 3 (Years 3 and 4) and Sydney Medical School's decision about an offer of admission and that information would have resulted in a decision not to offer admission, then the applicant's offer of admission or subsequent enrolment in the University of Sydney Medical Program will be rescinded.

(d) Presentation of false or forged documents by an applicant may constitute a criminal offence and the University may take appropriate action in such cases, including (but not limited to) cancellation of an application for admission, cancellation of an offer of admission or termination of enrolment.

### 3. Pattern of enrolment

All units of study are compulsory unless otherwise noted.

#### Academic Stage 1 (Year 1)

Teaching period 1 UoS code and name	Credit points	Assumed knowledge
GDMP1011 Basic and Clinical Sciences 1	12	
GDMP1012 Patient and Doctor 1	6	
GDMP1013 Population Medicine 1	3	
GDMP1014 Personal and Professional Development 1	3	

Teaching period 2 UoS code and name	Credit points	Assumed knowledge
GDMP1021 Basic and Clinical Sciences 2	12	
GDMP1022 Patient and Doctor 2	6	
GDMP1023 Population Medicine 2	3	

### Academic Stage 2 (Year 2)

Teaching period 1 UoS code and name	Credit points	Assumed knowledge
GDMP2011 Basic and Clinical Sciences 3	12	Academic Stage 1
GDMP2012 Patient and Doctor 3	6	Academic Stage 1
GDMP2013 Population Medicine 3	3	Academic Stage 1
GDMP2014 Personal and Professional Development 3	3	Academic Stage 1

Teaching period 2 UoS code and name	Credit points	Assumed knowledge
GDMP2021 Basic and Clinical Sciences 4	10	Academic Stage 1
GDMP2022 Patient and Doctor 4	6	Academic Stage 1
GDMP2023 Population Medicine 4	3	Academic Stage 1
GDMP2024 Personal and Professional Development 4	3	Academic Stage 1
GDMP2025 Independent Learning Activity	2	Academic Stage 1

### Academic Stage 3 (Year 3)

Teaching Period 1 UoS code and name	Acronym	Credit points	Assumed knowledge
GDMP3131 Medicine Year Three	MED(3)	8	Academic Stage 2
Core or Speciality Block 1 (depending on Stream)		8	Academic Stage 2
Core or Speciality Block 2 (depending on Stream)		8	Academic Stage 2

Teaching Period 2 UoS code and name	Acronym	Credit points	Assumed knowledge
GDMP3016 Basic and Clinical Sciences 7		2	Academic Stage 2
GDMP3017 Patient and Doctor 7		2	Academic Stage 2
GDMP3018 Population Medicine 7		2	Academic Stage 2
GDMP3019 Personal and Professional Development 7		2	Academic Stage 2
Core or Speciality Block 3 (depending on Stream)		8	Academic Stage 2
Core or Speciality Block 4 (depending on Stream)		8	Academic Stage 2



**Academic Stage 3 (Year 4)**

Teaching Period 1 UoS code and name	Acronym	Credit points	Assumed knowledge
GDMP3109 Elective <b>OR</b> GMDP4110 Honours/Research Project		12	Academic Stage 3 (year 3)
GDMP3132 Medicine Year 4		8	GDMP3131
GDMP4016 Basic and Clinical Sciences 8		2	Academic Stage 3 (year 3)
GDMP3018 Population Medicine 8		2	Academic Stage 3 (year 3)

Teaching Period 2 UoS code and name	Acronym	Credit points	Assumed knowledge
Core or Speciality Block 5 (depending on Stream)		8	Academic Stage 3 (year 3)
Core or Speciality Block 6 (depending on Stream)		8	Academic Stage 3 (year 3)
GDMP4017 Patient and Doctor 8		2	Academic Stage 3 (year 3)
GDMP3019 Personal and Professional Development 8		2	Academic Stage 3 (year 3)
GDMP4025 Pre-Internship Term		4	Academic Stage 3 (year 3)

**Stage 3 Streams**

Stage 3 of the Medical Program is run as an integrated program. Students are allocated to one of four streams. In each stream, students will complete 10 clinical blocks over the 2 year period. This equates to 96 credit points.

The blocks are:

- Medicine year 3 (MED(3))
- Medicine year 4 (MED(4))
- Surgery (SURG)
- Critical Care (CC/S)
- Community (CR)
- Psychological and Addiction Medicine (PAAM)
- Perinatal and Women's Health (PWH)
- Child and Adolescent Health (CAH)
- Elective or Research Project (EL/HONS)
- Pre-Internship (PR)

Streams	Year 3 2011				
	Term A	Term B	Term C	Term D	Term E
Stream 1	CC/S GDMP3134	CR GDMP3135	MED(3) GDMP3131	PAAM GDMP3136	CAH GDMP3138
Stream 2	MED(3) GDMP3131	PAAM GDMP3136	SURG GDMP3133	CR GDMP3135	PWH GDMP3137
Stream 3	MED(3) GDMP3131	SURG GDMP3133	CR GDMP3135	PWH GDMP3137	PAAM GDMP3136
Stream 4	SURG GDMP3133	MED(3) GDMP3131	PAAM GDMP3136	CAH GDMP3138	CR GDMP3135

Streams	Year 4 2012				
	Term A	Term B	Term C	Term D	Term E
Stream 1	EL/HONS GDMP3109/ GDMP4110	MED(4) GDMP3132	PWH GDMP3137	SURG GDMP3133	PR GDMP4025
Stream 2	EL/HONS GDMP3109/ GDMP4110	CC/S GDMP3134	CAH GDMP3138	MED(4) GDMP3102	PR GDMP4025
Stream 3	EL/HONS GDMP3109/ GDMP4110	CAH GDMP3138	CC/S GDMP3134	MED(4) GDMP3132	PR GDMP4025
Stream 4	EL/HONS GDMP3109/ GDMP4110	PWH GDMP3137	MED(4) GDMP3132	CC GDMP3134	PR GDMP4025

**Arrangements for 2010 Stage 3 students**

Students who would have been enrolled in Stage 3 of the University of Sydney Medical Program in 2010, will continue in Stage 3 under the rules in place in 2010. The same rules will apply to students repeating Stage 3 in 2011. The units of study to be undertaken are as follows:

UoS code and name	Acronym	Credit points	Assumed knowledge
GDMP3101 Medicine Year Three	MED(3)	10	Academic Stage 2
GDMP3102 Medicine Year Four	MED(4)	10	GDMP3101 Medicine Year Three
GDMP3103 Surgery	SURG	10	Academic Stage 2
GDMP3104 Critical Care	CC/S	10	Academic Stage 2
GDMP3105 Community	CR	10	Academic Stage 2
GDMP3106 Psychological and Addiction Medicine	PAAM	10	Academic Stage 2
GDMP3107 Perinatal and Women's Health	PWH	10	Academic Stage 2
GDMP3108 Child and Adolescent Health	CAH	10	Academic Stage 2
Incorporating studies in: Basic and Clinical Sciences Theme; Patient and Doctor Theme; Population Medicine Theme; and Personal and Professional Development Theme			
GDMP3109 Elective or GDMP4110 Research Project	EL or HONS	12	Academic Stage 2
GDMP4025 Pre-Internship Block	PR	4	Academic Stage 2

**Stream arrangements for 2010 Stage 3 (year 4) students**

Streams	Year 4 2011				
	Term A	Term B	Term C	Term D	Term E
Stream 1	EL/HONS GDMP3109/ GDMP4110	MED(4) GDMP3102	PWH GDMP3107	SURG GDMP3103	PR GDMP4025
Stream 2	EL/HONS GDMP3109/ GDMP4110	CC/S GDMP3104	CAH GDMP3108	MED(4) GDMP3102	PR GDMP4025
Stream 3	EL/HONS GDMP3109/ GDMP4110	CAH GDMP3108	CC/S GDMP3104	MED(4) GDMP3102	PR GDMP4025
Stream 4	EL/HONS GDMP3109/ GDMP4110	PWH GDMP3107	MED(4) GDMP3102	CC GDMP3104	PR GDMP4025

#### 4. Outline of the curriculum

The Theme structure ensures that students' knowledge and skills develop systematically over the four years of the University of Sydney Medical Program. The relative contributions of the Themes vary at different stages of the curriculum. The initial focus is on basic sciences and basic clinical skills, with progressively increasing emphasis on clinical knowledge, skills and judgement.

The teaching year runs from February to November. The broad curriculum structure for each year in the University of Sydney Medical Program is outlined in the table below. The major Themes for every year continue throughout.

- Basic and Clinical Sciences (BCS)
- Population Medicine (P/M)
- Patient and Doctor (P/D)
- Personal and Professional Development (PPD)

Stage 1					
	Block 1	Block 2	Block 3	Block 4	Block 5
BCS	Foundation Studies	Drug & Alcohol / Musculoskeletal	Respiratory Sciences	Haematology	Cardio-vascular Sciences
P/M					
P/D					
PPD					

Stage 2					
	Block 6	Block 7	Block 8	Block 9	Block 10
BCS	Neurosciences & Vision	Endocrine, Nutrition, Sexual Health	Renal, Urology	Gastro-enterology & Nutrition	Oncology & Palliative Care
P/M	Behaviour				
P/D					
PPD					

Stage 3, Year 3					
	Term A	Term B	Term C	Term D	Term E
BCS					
PopMed					
P/D					
PPD					

Stage 3, Year 4					
	Term F	Term G	Term H	Term I	Pre-Internship
BCS					
P/M					
P/D					
PPD					

#### (1) Stages 1 and 2

During Stages 1 and 2, most learning occurs on campus, with one day per week available for Patient and Doctor sessions in the Clinical Schools to which students are assigned. Two Blocks, Block 4 (Haematology) and Block 9 (Oncology), are taught entirely in the Clinical Schools.

Aspects of all the major clinical disciplines are introduced in Stages 1 and 2, via the following learning and teaching activities:

- problem-based learning sessions (PBLs)
- lectures related to the weekly problem, covering issues relevant to all Themes but with an emphasis on basic sciences
- Basic and Clinical Sciences sessions
- Patient and Doctor sessions in the Clinical Schools
- Population Medicine or Personal and Professional Development sessions

#### (a) Problem-based learning

The core of the students' learning is problem-based learning (PBL) which extends throughout the University of Sydney Medical Program. In Stages 1 and 2, PBL tutorials are designed to develop students'

ability to relate clinical problems to basic sciences, enhance their clinical reasoning abilities and enhance their skills in working in groups. Each week, students are introduced to a clinical problem (usually relating to a particular patient). The process of thinking through the problem enables students to integrate knowledge and skills within and across the four Themes. PBL tutors act as facilitators of the reasoning process rather than subject experts. Attendance at the PBL tutorials is compulsory for all students.

#### (b) Self-directed learning

During Stages 1 and 2, students develop skills in locating and acquiring information relevant to their studies. By the time they reach Stage 3, students have an independent capacity to direct their learning and find essential information.

#### (c) Other learning activities

Students attend at least six lectures each week. Lectures provide a broad context for detailed learning and background understanding to assist in the resolution of the weekly problem. Theme sessions are offered for each Theme. Some preparatory work (eg readings) may be recommended for preparation beforehand. Basic and Clinical Sciences sessions usually offer opportunities to gain hands-on practical experience and to learn from images, models, slides and specimens. Attendance at these lectures and Theme sessions is at the discretion of students, based on their prior experiences and learning needs. In the Population Medicine Theme, sessions are interactive, encouraging debate, and are presented in a variety of formats. Personal and Professional Development Theme sessions are diverse, including aspects of personal development, evidence based medicine, ethics, patient safety and medical humanities. Attendance at these sessions and clinical tutorials is compulsory.

#### (d) Evidence-based medicine

The University of Sydney Medical Program has a major focus on the critical appraisal of evidence to underpin medical decision-making. From the start, students learn the skills of searching for, identifying and appraising published literature. In Stage 3, they apply these skills in the diagnosis and management of individual patients.

#### (e) Clinical Schools

The weekly program in the Clinical Schools introduces students to the generic skills of communication with patients, relatives and health professionals involved in their care, as well as specific history-taking, observation and physical examination skills in the body system being studied each week. Students can practise their skills and gain experience, not only by visiting patients but also by using the Clinical Schools' simulation laboratories. By the end of Stage 2, students are expected to begin integrating knowledge and skills as they communicate with and examine patients.

Block 4 (Haematology, Stage 1) and Block 9 (Oncology, Stage 2) are taught entirely in the Clinical Schools. This is intended to give students two five-week periods of immersion in a clinical setting, providing the opportunity for significant development of clinical skills. PBL tutorials, lectures and Theme sessions are conducted in each clinical school. Related computer-based materials are available through the University of Sydney Medical Program website.

#### (f) Independent Learning Activity

In Stages 1 and 2, students are required to extend the range and depth of their learning by enrolling in an Independent Learning Activity. Choices for Independent Learning Activities are varied and encompass seminar programs, small projects of various types including research, skills-based programs for small groups (eg dissection), education related projects (eg developing computer-based materials or undertaking an evaluative study). Many Independent Learning Activities are generated by students themselves, but others are offered by staff. A list of possible Independent Learning Activities is provided, inviting students to indicate their interest. Independent Learning Activity projects require faculty approval.

## (2) Stage 3 (Years 3 and 4)

While practical clinical experience forms the substrate for all learning in the final stage of the University of Sydney Medical Program, there is also a structured teaching program throughout this part of the course. A balance is maintained between clerkship-based activities and scheduled teaching sessions. In general, formal teaching sessions are reduced in number and frequency. Formats used include:

- Lectures and seminars relevant to all four Themes
- Evidence-based medicine presentations
- Structured 'hands-on' demonstrations
- Interactive case presentations
- Clinical reasoning sessions supported by information technology
- Basic science updates

### (a) Core Blocks

These consist of 8 week periods of study which occur during Years 3 and 4 in the four core blocks:

- Medicine 3
- Medicine 4
- Surgery (SURG)
- Critical Care/Surgery (CC/S)

The core blocks include time allocated to assessment and review. The experience involves student participation in ward services as well as out-patient clinics in the teaching hospitals of the clinical schools. Students are exposed to mainstream medicine and surgery as well as to some subspecialty areas such as ophthalmology, urology and ear, nose and throat surgery.

One day each week (Friday) is dedicated to structured teaching, with topics being drawn from all four curricular Theme areas. Time is also allocated for self-directed learning. Between 50 and 60 per cent of the week is spent directly involved in the clinical activities of the service to which students are attached. A progressive increase in clinical responsibility is expected as the students progress through Stage 3 of the Program.

One or more clinical supervisors is appointed for each student for each of their Medicine, Surgery and Critical Care/Surgery Blocks. The clinical supervisors will be senior clinicians from the Disciplines or Sub-Disciplines where the student is located. For example, a neurologist and a geriatrician would act as supervisors for a student undertaking a Medicine Block which is composed of attachments to Clinical Departments of Neurology and Aged Care. Supervisors will have responsibility for making formal contact with the student(s) under their supervision on at least a weekly basis. A protocol of scheduled tasks must be completed to the supervisors' satisfaction over the duration of the attachment or Block. This will assist in formulating an assessment of the student's progressive mastery of the knowledge and clinical skills relevant to the field concerned.

### (b) Specialty Blocks

The Specialty Blocks in Stage 3 are also of 8 weeks duration (including time for assessment and review), and are distributed throughout Years 3 and 4. The four Specialty Blocks are:

- Psychological and Addiction Medicine (PAAM)
- Child and Adolescent Health (CAH)
- Perinatal and Women's Health (PWH)
- Community (CR)

### (c) Elective Block

The primary objective of the Elective Block is to provide the student with experience, including research, in a specific area of medicine or surgery of their own choice. Students arrange for their elective placement to be approved prospectively by Sydney Medical School, nominating a supervisor who is required to provide a report on the student's performance at the end of the elective. Each student is required to produce their own report on the work undertaken during the Elective Block. A minimum of eight weeks of supervised experience is required for this block. The block is located at the beginning of year 4, in Term F.

### (d) Pre-Internship Block

The Pre-Internship Block aims to ease the transition to internship. Students are placed in approved locations for intern training (accredited by the NSW Institute of Medical Education and Training), with programs modified to meet the special needs of final year students.

Each student in the Pre-Internship Block is responsible for his/her own learning, but with clear requirements to be endorsed at the end of Year 4. The block supervisor is responsible for making an end of block recommendation to the Examination Committee concerning the student's readiness for graduation and internship.

The Pre-Internship Block is normally undertaken during a period of eight weeks.

### (e) Rural practice

In line with Australian Federal Government policy, 25% of local students will complete 50% of their clinical experience in Years 3 and 4 (Stage 3) at the School of Rural Health and University Departments of Rural Health, which have clinical teaching facilities at Dubbo, Orange, Bathurst, Broken Hill and Lismore.

In addition, all local medical students must spend at least four weeks in rural practice. There are opportunities for rural experience in a number of the Core Blocks as well as during the Specialty Blocks (including four weeks during the Community Block) and in the Pre-Internship Block.

International students, while not required to undertake rural practice, are encouraged to spend time at rural teaching facilities associated with Sydney Medical School.

### (f) Part-time enrolment in Stage 3

Students may be granted approval to undertake part-time enrolment in Stage 3. This would normally be at the block level. For more information, contact the Office of Medical Education.

## 5. Suspension of candidature

The Faculty may grant permission for a candidate to suspend their candidature for the following purposes:

1. To undertake a higher degree – with the permission of the Dean, a student may interrupt candidature in the University of Sydney Medical Program in order to enrol for another degree in the University of Sydney or any other institution approved by the Dean. The student will be permitted to resume the University of Sydney Medical Program at such time and under such conditions as were agreed by the Dean at the time permission to suspend was granted.
2. For any other purpose including, but not limited to, serious illness, misadventure and appropriate professional development.

The unit of study structure of the University of Sydney Medical Program is divided into semesters in the following way during 2010:

Stage 1 (Year 1) Semester 1: from start of Block 1 to end of Block 2  
 Stage 1 (Year 1) Semester 2: from start of Block 3 to end of Block 5  
 Stage 2 (Year 2) Semester 1: from start of Block 6 to end of Block 7  
 Stage 2 (Year 2) Semester 2: from start of Block 8 to end of Block 10  
 Stage 3 (Year 3) Semester 1: from start of Term A to end of Term B  
 Stage 3 (Year 3) Semester 2: from start of Term C to completion of Term E  
 Stage 3 (Year 4) Semester 1: from start of Term F to end of Term G  
 Stage 3 (Year 4) Semester 2: from start of Term H to completion of Pre-Internship Block

Satisfactory completion of units of study for each semester is a prerequisite for enrolment in subsequent semesters.

Suspension of candidature may be permitted until the commencement of the corresponding academic stage and semester in the following calendar year.

Requests for suspension of candidature submitted after the HECS census dates (31 March for Semester 1 and 31 August for Semester 2), will result in a HECS liability being incurred for the full semester. Suspension of candidature for any one interval of more than 12 months will not be permitted, except in exceptional circumstances and with the approval of the dean (see Section 5, Time limit).

## 6. Assessment

See also the Academic Board Policy "Assessment and Examination of Coursework" available from the University's Policy Online website: [sydney.edu.au/ab/policies/Assess\\_Exam\\_Coursework.pdf](http://sydney.edu.au/ab/policies/Assess_Exam_Coursework.pdf).

### (a) Responsibility for assessment

Responsibility for assessment in the University of Sydney Medical Program is vested in the Sub-dean, Assessment.

Responsibility for assessment for the award of Honours is vested in the Sub-Dean Medical Program Honours.

For the purposes of the Academic Board Policy "Assessment and Examination of Coursework", the coordinator of the relevant Theme acts as the "Head of Department responsible for all academic aspects of the conduct of assessments in the coursework units of study". Each theme coordinator "shall ensure that the assessments are conducted in accordance with the policies and directions of the Academic Board and Sydney Medical School".

For each Stage, the Dean, on the recommendation of the Office of Medical Education (OME), appoints one or more principal examiners, responsible for the development of all written, practical or other assessments for that Stage, and for the recruitment of assessors and/or markers for each assessment. Staff of the Assessment Unit will support the work of the coordinators and principal examiners.

The relevant Theme, Block, Elective or Pre-Internship Coordinator convenes an assessment group to make an academic judgement in respect of the performance of each student in each Stage, on the basis of data supplied by the Assessment Unit. The academic judgements made by each assessment group form recommendations for consideration by the relevant Examination Committee. Each assessment group records and retains such evidence (e.g marking sheets, examination scripts, transcripts of group meetings) as may be required when and if an appeal process requires it.

Each coordinator conveys the recommendations of the relevant group in respect of the result for each student for each unit of study to the Office of Medical Education in Sydney Medical School, for distribution with any other business papers to the Examination Committee for the relevant academic Stage of the program.

### (b) Examination Committees

Examination Committees are appointed for each of the three academic Stages of the program and comprise the following:

- Dean (Chair)
- Head, Office of Medical Education (OME), who shall chair the committee in the absence of the dean
- Head of Assessment (OME)
- Coordinator of the Basic and Clinical Sciences Theme
- Coordinator of the Patient and Doctor Theme
- Coordinator of the Population Medicine Theme
- Coordinator of the Personal and Professional Development Theme
- Clinical School Associate Deans
- Relevant Stage Coordinators (OME)
- Relevant Sub-Deans
- Coordinators of the Core Blocks (for Stage 3)
- Coordinators of the Specialty Blocks (for Stage 3)
- Coordinator of the Elective Block (for Stage 3)
- Coordinator of the Pre-Internship Block (for Stage 3)
- Sub-Dean Medical Program Honours (for Stage 3)
- Clinical School Executive Officers
- Assessment Unit (OME) academics and general staff.

The role of an Examination Committee is to receive recommendations from the respective coordinators of the Themes, the Blocks, the

Elective and the Pre-Internship Block, and to determine eligibility for progression or graduation as the case may be. The committee's determination is based solely on student performance in the relevant summative assessments and the requirements for progression (see section (6) below). However, it takes into account any appropriately documented requests for special consideration on account of illness or misadventure (see section (6) below).

Each Examination Committee determines the results of all summative assessments for its respective Stage. However, an Examination Committee may refer a special case to the Dean of Sydney Medical School for final determination.

The coordinator of each Examination Committee will notify the OME's Assessment Unit of the results that are to be transmitted to students.

The Assessment Office will be responsible for forwarding the results to the Student Centre of the University by the due date.

### (c) Levels of assessment

Sydney Medical School provides three levels of assessment of student progress and achievement:

(a) Formative assessment gives students feedback on their progress in learning. The results of formative assessments do not contribute to decisions about progression or graduation.

(b) The submission of formative work for review and assessment is considered to be professionally appropriate behaviour. Some formative assessments are therefore designated as Required Formative Assessments (RFAs). Students must attend and participate in all the specific formative assessments that are designated as RFAs, as part of the summative assessment requirements. However, performance in RFAs is not routinely taken into account in making decisions about students' grading, progression or graduation.

(c) Summative and barrier assessments are used for the purpose of making decisions about grading, progression and graduation, and, other than in exceptional circumstances, constitute the sole basis on which such decisions are made.

### (d) Assessment Schedule

At the beginning of each Stage of the University of Sydney Medical Program, the Office of Medical Education publishes online an assessment schedule for the Stage. The assessment schedule identifies all RFAs and Summative Assessments that an enrolled student is required to complete in order to satisfy the requirements for progression. The schedule fulfils the relevant requirements set out in the Academic Board Policy 'Assessment and Examination of Coursework'.

## 7. Progression

The requirements for progression from one Stage to the next are summarised below. The details of requirements for progression, and the provision of remediation and re-assessment, are set out in Sydney Medical School's Progression Policy. Students are also urged to refer to Sydney Medical School's Attendance Policy. These policies are available on the University of Sydney Medical Program website.

Students are strongly advised against entering into travel or other arrangements that may be disrupted if they are required to undertake remediation and re-assessment in the period immediately following any Stage of the University of Sydney Medical Program.

On account of the overlapping and interlocking nature of the Themes and blocks, a student who is required to repeat a Stage of the University of Sydney Medical Program (see below) will be required to repeat the whole Stage, and will be re-assessed in all Themes and blocks summatively assessed in that Stage. The following procedures will be followed when dealing with repeating students:

1. The Examination Committee will formally notify the coordinator(s) responsible for the Theme(s) or Block(s) in which the student failed and the relevant sub-deans (if in Stage 1 or 2) and associate

- dean of the student's clinical school about the result and need to repeat.
2. The Examination Committee will request the coordinator(s) responsible for the Theme(s) or Block(s) in which the student failed to provide comments about the specific needs of the student to the relevant sub-deans (if in Stage 1 or 2) and associate dean of the student's clinical school.
  3. The Examination Committee will request that the relevant sub-deans (if in Stage 1 or 2) and associate dean of the student's clinical school identify an appropriate supervisor and/or mentor for the repeating student.
  4. Information from the coordinator(s) responsible for the Theme(s) or Block(s) in which the student failed will be made available to the student and the supervisor/mentor by the relevant sub-deans (if in Stage 1 or 2) and associate dean of the student's clinical school.
  5. Unless otherwise determined by the relevant sub-deans (if in Stage 1 or 2) and associate dean of the student's clinical school, the student and the supervisor/mentor will meet at least monthly to review progress and identify any problems. Brief reports from these meetings will be submitted to the relevant sub-deans (if in Stage 1 or 2) and associate dean of the student's clinical school.

#### *(b) Progression at the end of Stage 1 (Year 1)*

Progression at the end of Stage 1 (Year 1) depends on satisfactory performance in all four Themes in designated summative assessments held during Stage 1. These assessments cover material from Stage 1 and may include material regarded as a prerequisite for Stage 1.

A student whose performance fails to meet the Theme criteria in one or two (but not more) Themes may be reassessed in those Themes before the start of the following academic year.

A student who meets the Theme criteria on reassessment is eligible to progress to Stage 2.

A student who fails to meet the Theme criteria after reassessment, or who fails to meet the Theme criteria in more than two Themes, is required to repeat Stage 1, and will be reassessed in all Themes.

A student who fails to meet the Theme criteria after repeating Stage 1 will be required to show cause why he/she should be permitted to re-enrol in Stage 1.

#### *(c) Progression at the end of Stage 2 (Year 2)*

Progression at the end of Stage 2 depends on satisfactory performance in all four Themes in designated summative assessments held during Stage 2. These assessments cover material from Stages 1 and 2.

A student whose performance fails to meet the Theme criteria in one or two (but not more) Themes may be re-assessed in those Themes before the start of the following academic year.

A student who meets the Theme criteria on re-assessment is eligible to progress to Stage 3.

A student who fails to meet the Theme criteria on re-assessment, or who fails to meet the Theme criteria in more than two Themes, is required to repeat Stage 2, and will be re-assessed in all Themes.

A student who fails to meet the Theme criteria after repeating Stage 2 will be required to show cause why he/she should be permitted to re-enrol in Stage 2.

#### *(d) Progression within Stage 3 (Year 3 to Year 4)*

In Stage 3, Year 3 students will complete two Core Blocks and two Specialty Blocks prior to the Year 3 Summative (Barrier) Assessment.

In order to progress to Stage 3, Year 4 a student must satisfy all Theme requirements in each of the Specialty Blocks and achieve a satisfactory standard in the Year 3 Summative (Barrier) Assessment. Students must also satisfy such additional Theme requirements as are prescribed during the Core Blocks.

Students who are unsatisfactory in a single Specialty Block may be permitted to remediate during their Elective Block. Students who are unsatisfactory at the Year 3 Summative (Barrier) Assessment will remediate during Term E and sit a supplementary assessment. They will then complete their Term E Block during Term J (Pre-Internship Block) and then undergo a delayed Pre-Internship Block in the months of January, February and March.

Students who are unsatisfactory in two Specialty Blocks or one Specialty Block and the Summative (Barrier) Assessment will be required to repeat Stage 3, Year 3.

#### *(e) Progression at the end of Stage 3 (Year 4 to Pre-Internship Block)*

In Stage 3, Year 4 students will complete two Core Blocks, two Specialty Blocks and the Elective Block prior to the Year 4 Summative (Barrier) Assessment.

In order to progress to the Pre-Internship Block a student must satisfy all Theme requirements in each of the Specialty Blocks, achieve a satisfactory standard in the Year 4 Summative (Barrier) Assessment and achieve a satisfactory standard in the Elective Block. Students must also satisfy such additional Theme requirements as are prescribed during the Core Blocks.

Students who are unsatisfactory in a single Specialty Block may be permitted to remediate during the Pre-Internship Block. Students who are unsatisfactory at the Year 4 Summative (Barrier) Assessment will remediate during Term J (Pre-Internship Block) and sit a supplementary assessment. They will then complete a delayed Pre-Internship Block during the months of January, February and March.

Students who are unsatisfactory in two Specialty Blocks or one Specialty Block and the Summative (Barrier) Assessment will be required to repeat Stage 3, Year 4.

A student who is required to undertake more than one remedial Block, or who is assessed as 'not satisfactory' on any repeat Block, or who for any other reason is not eligible to progress to a delayed Pre-Internship Block, may enrol in the next scheduled Pre-Internship Block at the end of the subsequent academic Stage.

#### *(f) Progression in the Pre-Internship Block*

A student who fails to meet the Pre-Internship assessment criteria by the mid-point of the block will undergo remediation and re-assessment in the second half of the block.

A student who fails to meet the assessment criteria at the end of the Pre-Internship Block will be given an opportunity to enrol in a delayed Pre-Internship Block (January to March).

A student whose first Pre-Internship enrolment is in a delayed Pre-Internship Block (January to March), and who fails to meet the Pre-Internship program criteria, may enrol in the next scheduled Pre-Internship Block at the end of the subsequent academic Stage.

#### *(g) Special consideration*

Sydney Medical School's guidelines to assist students who believe that they have grounds for special consideration on account of documented illness or misadventure are set out below. In general, the guidelines follow those in the Academic Board Resolutions: Assessment and Examination of Coursework [sydney.edu.au/ab/policies/Assess\\_Exam\\_Coursework.pdf](http://sydney.edu.au/ab/policies/Assess_Exam_Coursework.pdf).

A request for special consideration, accompanied by satisfactory documentation must be submitted to the Manager, Medical Program Administration Unit (MPAU), in the Student Services Unit of Sydney Medical School. In the case of illness or misadventure during a Stage, the request must be submitted by no later than the day of the first summative assessment for which special consideration is being requested. In the case of illness or misadventure during an assessment, the request must be submitted within seven working days of the last day of the relevant summative assessment. Receipt

of the request will be acknowledged in writing by the Manager, and the relevant Sub-dean, Stage Coordinator and Associate Dean of the clinical school will be notified. The request will be forwarded to the Chair of the relevant Examination Committee for consideration by that committee.

Certificates and other documentation submitted in support of a request for special consideration will be held in confidence and will be made available only to the relevant Examination Committee and to the Dean of Sydney Medical School. Special consideration will not be given when the condition is seen to be unrelated to performance in the examinations or is considered not to be serious.

In reviewing the assessment performance of a student who has submitted a request for special consideration, but who has not otherwise met the academic requirements for progression, an Examination Committee may, depending on the duration and seriousness of the circumstances satisfactorily documented by the student, and the quality of the summative assessment performance of the student, determine either:

1. that the student must undertake a specified remedial program (similar in duration to a remedial program specified for a student who has failed to meet the requirements for progression in the same Stage) and that, if successful at assessment, the student has met the requirements for progression, or
2. that the student must repeat the Stage but without academic penalty (as though it were their first enrolment in the Stage). A student who is enrolled in a remedial program, but who fails to meet the assessment requirements, shall be required to repeat the Stage.

It is impossible to specify with precision the duration and seriousness of the circumstances which may lead an Examination Committee to make a particular determination, and it is acknowledged that particular circumstances may have different effects on students from different backgrounds. In general, short-term illness or misadventure that prevented an otherwise well-prepared student from sitting for an assessment or completing a particular assignment might lead to determination (1) above, especially if the student's performance at assessment had fallen not far short of the required standard.

On the other hand, the interests of a student who had experienced longstanding illness or difficulties which prevented him/her from attending classes or completing required work or which seriously interfered with his/her capacity to study for long periods, or who had performed poorly in the assessment, might be better served by determination (2) above (repeating the Stage without academic penalty).

A student may submit an application for special consideration in relation to a supplementary examination if he or she is unable to sit for the supplementary examination because of illness or misadventure, or if he or she believes that his or her performance in a supplementary examination was affected by illness. However, even if special consideration is granted, no further supplementary examination may be conducted, and the student will therefore not be permitted to progress. However, if the student is granted special consideration, he or she will be eligible to sit for the next scheduled summative assessment corresponding to the student's Stage in the University of Sydney Medical Program. The student's result in that summative examination will have the same status as the supplementary examination for which he or she was granted special consideration, for the purposes of assessing eligibility for progression and honours.

#### *(h) Illness or misadventure during a Stage*

A student who, because of serious illness or adverse circumstances, does not attend scheduled activities for prolonged periods should seek an early interview with the relevant Sub-Dean or Associate Dean. Even if the absence does not exceed the period specified below, such a student may need to consider whether his/her best academic interests are served by obtaining permission to discontinue from the University of Sydney Medical Program until he/she is able to resume studies effectively.

A request for special consideration, and supporting documentation, should be submitted as early as possible, and not later than the day of the first summative assessment for which special consideration is being requested.

In general, a student who is absent from 10 per cent or more of those activities where attendance is specified as a requirement for progression in the Personal and Professional Development Theme in any Block (Stages 1 and 2), Clinical Attachment or Block (Stage 3) should make a submission to show why he/she should receive special consideration.

If a student is absent for more than a total of five weeks in Stage 1 or Stage 2, without a satisfactorily documented reason, the Examination Committee will require the student to repeat the Stage. If the student has a satisfactorily documented reason, the Examination Committee may permit the student to progress to the next Stage, provided that he or she meets all the assessment requirements.

If a student is absent from 50% of one Clinical Attachment (four weeks) in Stage 3, for a satisfactorily documented reason, the Examination Committee, may, if the student meets all the assessment requirements, save for the supervisor's report for the missed Attachment, permit the student to progress to Year 4.

A student who is absent for more than four weeks (either consecutively or separately) in Year 3 for a satisfactorily documented reason, will be required to undertake a supplementary Clinical Block of two four-week attachments in lieu of the first Clinical Block in Stage 4 and will sit a supplementary assessment at the end of that term. Such a student who meets the assessment requirements will progress to Stage 4. A student who fails to meet the assessment requirements will be deemed to have failed and will be required to repeat Stage 3.

A student who is absent from more than 8 weeks in Stage 3, for a satisfactorily documented reason, will be required to repeat Stage 3 without academic penalty.

A student who does not satisfy the attendance requirements for a single Clinical Attachment in Stage 3 for a satisfactorily documented reason will be given an opportunity to complete the Attachment at a later date. This will result in delayed progression to the Pre-Internship Block. Requests to delay a Clinical Block for reasons other than illness or misadventure will not normally be considered

A student who does not satisfy the attendance requirements for more than one Clinical Attachment in Stage 3 (whether consecutively or separately), for a satisfactorily documented reason, will be required to repeat the missed Attachments.

#### *(i) Illness or misadventure at the time of an assessment*

A student who believes that his/her attendance or performance at an assessment has been compromised by serious illness or misadventure has a right to request special consideration in accordance with the Academic Board Resolutions: Assessment and Examination of Coursework [sydney.edu.au/ab/policies/Assess\\_Exam\\_Coursework.pdf](http://sydney.edu.au/ab/policies/Assess_Exam_Coursework.pdf). The NSW Medical Practice Act also requires deans of medical schools to notify the Board of a student who may be suffering an impairment that might affect the person's capacity to practise medicine on graduation. Notification to the Board is no barrier to a student progressing in the medical program.

## **8. Appeals**

Any student may appeal against an academic decision in the Sydney Medical Program. Information about the Student Appeals Against Academic Decisions policies and procedures can be seen at: [sydney.edu.au/student\\_affairs/AcAppeals\\_index.shtml](http://sydney.edu.au/student_affairs/AcAppeals_index.shtml)

## **9. Evaluation**

Evaluation is an essential element of educational process. Responsibility for Evaluation in the University of Sydney Medical Program is vested in the Sub-dean, Evaluation.

Evaluation in the Medical Program is about collecting, analysing and utilising information gained from students, staff and program developers so that decisions are made in an evidence-based manner. Evaluation goes hand-in-hand with assessment, seeking to determine how well educational needs of students have been met and whether educational standards have been attained. By conducting evaluation throughout the 4-year Medical Program and beyond, the Medical Program is assessed for educational quality, and the curriculum is regularly updated to ensure the most recent educational innovations are implemented. However, to do this effectively, it is important that all students and teachers take part.

Students in the Medical Program are invited to become partners in evaluation - for their own benefit through improvements in the course, as a professional responsibility to develop skills as reflective learners, and to take part in the ongoing cycle of curriculum development for the benefit of future students.

#### *What does Evaluation involve?*

Evaluation will make some demands on students' time. Students will be asked to respond to short surveys periodically and we ask that they give honest and considered feedback. In addition, there will be opportunities online to provide feedback on your learning experiences. Taking part in all evaluation ensures that students' views are heard in a context that ensures confidentiality and anonymity. Student focus groups may also be held where specific issues can be addressed.

#### *What's in it for students?*

For effective evaluation there must be action. In return for students' feedback, Sydney Medical School will respond by reporting evaluation results on the Medical Program website and will include proposed action for change. The Evaluation Team will meet with student representatives throughout the year to make sure they are capturing as much feedback as possible. An Evaluation Committee has also been established to ensure that information will be gathered systematically and that it will be put to optimal use.

## **10. Clinical Schools**

### *Clinical School contact details*

Central Clinical School

Website: [sydney.edu.au/medicine/central](http://sydney.edu.au/medicine/central)

The Children's Hospital at Westmead Clinical School

Website: [sydney.edu.au/medicine/chw](http://sydney.edu.au/medicine/chw)

Concord Clinical School

Website: [sydney.edu.au/medicine/concord](http://sydney.edu.au/medicine/concord)

Nepean Clinical School

Website: [sydney.edu.au/medicine/nepean](http://sydney.edu.au/medicine/nepean)

Northern Clinical School

Website: [sydney.edu.au/medicine/northern](http://sydney.edu.au/medicine/northern)

Western Clinical School

Website: [sydney.edu.au/medicine/westmead](http://sydney.edu.au/medicine/westmead)

School of Rural Health

Website: [sydney.edu.au/medicine/rural-health](http://sydney.edu.au/medicine/rural-health)

Sydney Adventist Hospital

Website: [sydney.edu.au/medicine/sah](http://sydney.edu.au/medicine/sah)

## Units of Study descriptions for 2011

### GDMP1011

#### Basic and Clinical Sciences 1

**Credit points:** 12 **Teacher/Coordinator:** Professor John Mitrofanis **Session:** Semester 1 **Classes:** On a weekly basis, 2 problem-based learning sessions (total 3 hours); up to seven lectures related mainly to the weekly problem issues raised in the problem are usually relevant to all themes but with an emphasis on basic sciences; two to three Basic and Clinical Sciences Theme sessions (generally 1.5 hours); two Patient and Doctor sessions (up to 1.5 hours) in the clinical school and either one Population Medicine or Personal and Professional Development session (1.5 hours) or a joint session. Students are required to attend 1 full day at the clinical school. **Assessment:** 1xwritten assessment in Basic and Clinical Science is formative and 2xwritten assessment are summative. All are based on multiple-choice and extended-matching type questions and attendance is compulsory. Satisfactory grade in summative allows progression into Stage 2. Students will also have to complete a formative Haematology assessment and achieve a satisfactory grade in a practical exam in Anatomy and Pathology. In addition, at the end of Stage 1, there will be a Barrier assessment that covers all eight units of study in Stage 1. **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

Upon completion of this module, students will have a developed a solid understanding of the structure and function of most body systems (e.g. musculoskeletal, cardiovascular, respiratory). In addition, be able to apply an understanding of normal and abnormal human structure, function and behaviour to the diagnosis, management and prevention of health problems. They will also be able to use the best available evidence on outcomes to prevent or cure disease, relieve symptoms or minimise disability and analyse clinical data and published work to determine their validity and generality. Students will participate in the generation, interpretation, application and dissemination of significant advances in medical knowledge; and recognise the limits of scientific knowledge and understanding, and the continuing nature of all scientific.

### GDMP1012

#### Patient and Doctor 1

**Credit points:** 6 **Teacher/Coordinator:** Professor David Tiller **Session:** Semester 1 **Classes:** Similar to Basic and Clinical Science 1 **Assessment:** The Objective Structured Clinical Examination (OSCE) is formative, however participation in this required formative assessment is compulsory. In addition, at the end of Stage 1, there will be a Barrier assessment that covers all eight units of study in Stage 1. **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

Upon completion of this module, students will be able to demonstrate understanding of the therapeutic nature of the patient-doctor relationship and the impact on that relationship of the individual characteristics of both patient and doctor. They will have the ability to listen and to identify issues of concern to patients, families and carers and to respond to those concerns, using whatever means are necessary for effective communication. They will also have the ability to elicit and interpret clinical symptoms and signs by interviewing and examining patients systematically and with sensitivity, and to use this information to guide further investigations. Students will have the ability to perform important clinical procedures, particularly those vital in life threatening situations; and ethical behaviour in meeting the needs of patients and families; concern for confidentiality and respect for individual autonomy, enabling patients and their families to make informed decisions in relation to their medical care.

### GDMP1013

#### Population Medicine 1

**Credit points:** 3 **Teacher/Coordinator:** Professor Bruce Armstrong **Session:** Semester 1 **Classes:** Similar to Basic and Clinical Science 1 **Assessment:** Population Medicine material based on the Population Medicine objectives is included in the required formative and summative assessments in Stage 1. Students are also required to submit a 1000 word assignment. In addition, at the end of Stage 1, there will be a Barrier assessment that covers all eight units of study in Stage 1. **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

Upon completion of this module, students will be able to demonstrate understanding of the factors which influence the health of the population and the respective roles of the promotion of health, the prevention of illness and the treatment of disease. They will also

understanding of the legal, social, economic, historical and political context of medical practice where relevant to the provision of high quality medical care and to medical research. Furthermore, the students will have the ability to identify and analyse health issues of concern to the community and to contribute constructively and rationally to the debate on these issues; and a rational approach to resolving the tension between the medical practitioner's responsibility for individual patients and his or her responsibility for the health care needs of the whole community.

### GDMP1014

#### Personal and Professional Development 1

**Credit points:** 3 **Teacher/Coordinator:** Professor Michael Frommer **Session:** Semester 1 **Classes:** Similar to Basic and Clinical Science 1 **Assessment:** There will be a requirement to attend an intensive PPD course. Failure to meet this requirement will halt progression. In addition, a portfolio of reflective material will be produced and examined in a structured interview. Satisfactory completion of this task is also required for continuation. In addition, at the end of Stage 1, there will be a Barrier assessment that covers all eight units of study in Stage 1. Students who miss more than 10% of tutorials in any Block of study may not be eligible to proceed to Stage 2 except by a specific decision of the Stage 1 Examination Committee. **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

Upon completion of this module, students will be able to demonstrate commitment to compassionate, ethical professional behaviour and the ability to work cooperatively as a member of a team accepting and providing leadership as appropriate. They will have the recognition of the inevitability of decision-making in circumstances of uncertainty and the capacity to make rational and sensitive decisions based on the best available evidence. Students will have the ability to recognise his or her personal physical and emotional needs and responses to stress, and openness to assistance in time of need and ongoing commitment to the advancement of learning within a community of medical scholars; and skills in the recording, organisation and management of information including the use of appropriate information technology.

### GDMP1021

#### Basic and Clinical Sciences 2

**Credit points:** 12 **Teacher/Coordinator:** Professor John Mitrofanis **Session:** Semester 2 **Classes:** Similar to Basic and Clinical Sciences 1 **Assessment:** Similar to Basic and Clinical Sciences 1 **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

Similar to Basic and Clinical Sciences 1

### GDMP1022

#### Patient and Doctor 2

**Credit points:** 6 **Teacher/Coordinator:** Professor David Tiller **Session:** Semester 2 **Classes:** Similar to Patient and Doctor 1 **Assessment:** Similar to Patient and Doctor 1 **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

Similar to Patient and Doctor 1

### GDMP1023

#### Population Medicine 2

**Credit points:** 3 **Teacher/Coordinator:** Professor Bruce Armstrong **Session:** Semester 2 **Classes:** Similar to Population Medicine **Assessment:** Similar to Population Medicine 1 **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

Similar to Population Medicine 1

### GDMP1024

#### Personal and Professional Development 2

**Credit points:** 3 **Teacher/Coordinator:** Professor Michael Frommer **Session:** Semester 2 **Classes:** Similar to Personal and Professional Development 1 **Assessment:** Similar to Personal and Professional Development 1 **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

Similar to Personal and Professional Development 1



**GDMP2011****Basic and Clinical Sciences 3**

**Credit points:** 12 **Teacher/Coordinator:** Professor John Mitrofanis **Session:** Semester 1 **Classes:** Similar to Basic and Clinical Sciences 1 **Assessment:** Similar to Basic and Clinical Sciences 1. At the end of Stage 2, there will be a Barrier assessment that covers all units of study in Stages 1 and 2 except GDMP2025. **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

Similar to Basic and Clinical Sciences 1

**GDMP2012****Patient and Doctor 3**

**Credit points:** 6 **Teacher/Coordinator:** Professor David Tiller **Session:** Semester 1 **Classes:** Similar to Patient and Doctor 1 **Assessment:** Similar to Patient and Doctor 1. At the end of Stage 2, there will be a Barrier assessment that covers all units of study in Stages 1 and 2 except GDMP2025. **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

Similar to Patient and Doctor 1

**GDMP2013****Population Medicine 3**

**Credit points:** 3 **Teacher/Coordinator:** Professor Bruce Armstrong **Session:** Semester 1 **Classes:** Similar to Population Medicine 1 **Assessment:** Similar to Population Medicine 1. At the end of Stage 2, there will be a Barrier assessment that covers all units of study in Stages 1 and 2 except GDMP2025. **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

Similar to Community and Doctor 1

**GDMP2014****Personal and Professional Development 3**

**Credit points:** 3 **Teacher/Coordinator:** Professor Michael Fommer **Session:** Semester 1 **Classes:** Similar to Personal and Professional Development 1 **Assessment:** Similar to Personal and Professional Development 1. At the end of Stage 2, there will be a Barrier assessment that covers all units of study in Stages 1 and 2 except GDMP2025. **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

Similar to Personal and Professional Development 1

**GDMP2021****Basic and Clinical Sciences 4**

**Credit points:** 10 **Teacher/Coordinator:** Professor John Mitrofanis **Session:** Semester 2 **Classes:** Similar to Basic and Clinical Sciences 1 **Assessment:** Satisfactory performance in the Summative written papers and practical exam in Anatomy and Pathology as determined by the Basic and Clinical Sciences Committee. Participation in Required Formative Assessments is compulsory. In addition at the end of Stage 2, there will be a Barrier assessment that covers all units of study in Stages 1 and 2 except GDMP2025. **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

Similar to Basic and Clinical Sciences 1

**GDMP2022****Patient and Doctor 4**

**Credit points:** 6 **Teacher/Coordinator:** Professor David Tiller **Session:** Semester 2 **Classes:** Similar to Patient and Doctor 1 **Assessment:** Satisfactory performance in the Summative Objective Structured Clinical Examination (OSCE) as determined by the Patient and Doctor Theme. In addition at the end of Stage 2, there will be a Barrier assessment that covers all units of study in Stages 1 and 2 except GDMP2025. **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

Similar to Patient and Doctor 1

**GDMP2023****Population Medicine 4**

**Credit points:** 3 **Teacher/Coordinator:** Professor Bruce Armstrong **Session:** Semester 2 **Classes:** Similar to Population Medicine 1 **Assessment:** Satisfactory performance in the Population Medicine components of the written assessment as determined by the Population Medicine Theme. In addition at the end of Stage 2, there will be a Barrier assessment that covers all units of study in Stages 1 and 2 except GDMP2025. **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

Similar to Population Medicine 1

**GDMP2024****Personal and Professional Development 4**

**Credit points:** 3 **Teacher/Coordinator:** Professor Michael Frommer **Session:** Semester 2 **Classes:** Similar to Personal and Professional Development 1 **Assessment:** Satisfactory performance requires the demonstration of the following competencies: 1. Appropriate ethical and professional behaviour as determined by the PPD Theme. 2. Attendance at all designated activities in this stage. 3. Attendance and completion of all designated Evidence Based Medicine (EBM) activities. Students who miss more than 10% of tutorials in any Block of study may not be eligible to proceed to Stage 3 except by a specific decision of the Stage 2 Examination Committee. In addition at the end of Stage 2, there will be a Barrier assessment that covers all units of study in Stages 1 and 2 except GDMP2025. **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

Similar to Personal and Professional Development 1

**GDMP2025****Independent Learning Activity**

**Credit points:** 2 **Teacher/Coordinator:** Dr Luke Henderson **Session:** Semester 2 **Classes:** Depends on the title of the independent learning activity and approval from the faculty **Assessment:** Independent Learning Activities will be assessed as specified in the Independent Learning Activity Contract. This may be by means of an essay (1000-2000 words), or scientific paper, oral presentation, audio tape, videotape, workshop presentation, laboratory report or a report that describes the activities that have been undertaken and the outcomes achieved. Successful completion will be confirmed by the supervisor's signing of the completed Independent Learning Activity Completion Abstract and the approval of the Independent Learning Activity Committee. **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

In the first two stages, students are required to extend the range and depth of their learning by enrolling in an Independent Learning Activity. Independent Learning Activities are varied and include seminar programs, small projects of various types including research, skills-based programs for small groups (e.g. dissection), education-related projects (e.g. developing computer-based materials or undertaking an evaluative study). Many Independent Learning Activities are generated by students themselves, but others are offered by staff. A list of possible Independent Learning Activities is provided, inviting students to indicate their interest. Independent Learning Activity projects require approval by Faculty.

**GDMP3131****Medicine Year 3**

**Credit points:** 8 **Teacher/Coordinator:** Associate Professor Christopher Dennis **Session:** Semester 1, Semester 1a, Semester 1b, Semester 2, Semester 2a, Semester 2b **Classes:** Undertaken at the student's assigned Clinical School. **Prerequisites:** GDMP2021, GDMP2022, GDMP2023, GDMP2024 and GDMP2025 **Assessment:** On-line formative assessment (optional), followed by a written summative assessment at the end of Term D (barrier) which will include components from Terms A,B,C&D. 100% attendance is required. **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

Medicine Year Three is the first of two Medicine Blocks undertaken by medical students enrolled in Stage 3 of the MBBS from 2011 onwards. This is a core block.

**GDMP3132****Medicine Year 4**

**Credit points:** 8 **Teacher/Coordinator:** Associate Professor Christopher Dennis **Session:** Semester 1, Semester 1a, Semester 1b, Semester 2, Semester 2a, Semester 2b **Classes:** Undertaken at the student's assigned Clinical School. **Prerequisites:** GDMP3131 **Assessment:** On-line formative assessment (optional), followed by a written summative assessment at the end of Term I (barrier) which will include components from Terms E,G,H & I. 100% attendance is required. **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

Medicine Year Four is the second of two Medicine Blocks undertaken by medical students enrolled in Stage 3 of the MBBS from 2011 onwards. This is a core block.

**GDMP3133****Surgery**

**Credit points:** 8 **Teacher/Coordinator:** Associate Professor Christopher Dennis **Session:** Semester 1, Semester 1a, Semester 1b, Semester 2, Semester 2a, Semester 2b **Classes:** Undertaken at the student's assigned Clinical School. **Prerequisites:** GDMP2021, GDMP2022, GDMP2023,

GDMP2024 and GDMP2025 **Assessment:** Bedside physical exam, rectal examination, Ophthalmology logbook (RFA) due at the end of Stage 3 year 4, on-line formative assessment (optional), followed by a written summative assessment at the end of Term D for students in Year 3 which will include components from Terms A,B,C & D. Students in Year 4 will be assessed with an on-line formative assessment (optional), followed by a written summative assessment at the end of Term I which will include components from Terms E,G,H & I. All students will also undertake a written summative assessment for combined Surgery/ Critical Care Surgery at the end of Term I.100% attendance is required. **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

Surgery is the Surgical Block undertaken by medical students enrolled in Stage 3 of the MBBS from 2011 onwards. This is a core block.

### GDMP3134 Critical Care

**Credit points:** 8 **Teacher/Coordinator:** Associate Professor Christopher Dennis **Session:** Semester 1, Semester 1a, Semester 1b, Semester 2, Semester 2a, Semester 2b **Classes:** Undertaken at the student's assigned Clinical School. **Prerequisites:** GDMP2021, GDMP2022, GDMP2023, GDMP2024 and GDMP2025 **Assessment:** The Critical Care/ Surgery Block workbook requirements, on-line formative assessment (optional), followed by a written summative assessment at the end of Term D for students in Year 3 which will include components from Terms A,B,C & D. Students in Year 4 will be assessed with an on-line formative assessment (optional), followed by a written summative assessment at the end of Term I which will include components from Terms E,G,H & I. All students will also undertake a written summative assessment for combined Surgery/ Critical Care Surgery at the end of Term I.100% attendance is required. **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

Critical Care is the Critical Care Block undertaken by medical students enrolled in Stage 3 of the MBBS from 2011 onwards. This is a core block.

### GDMP3135 Community

**Credit points:** 8 **Teacher/Coordinator:** Associate Professor Christopher Dennis **Session:** Semester 1, Semester 1a, Semester 1b, Semester 2, Semester 2a, Semester 2b **Classes:** Undertaken at the student's assigned Clinical School. **Prerequisites:** GDMP2021, GDMP2022, GDMP2023, GDMP2024 and GDMP2025 **Assessment:** In-Block assessments comprising 70% of total summative mark including an EBM report (25%), Clinical Service Project (25%) & a supervisor assessment -urban (10%), -rural (10%); and a written SBA (60 questions) in a summative assessment at the end of Term D comprising 30% of the total summative mark. The Community module in the Barrier exam will contribute to the total Barrier score in Year 3/Year 4 depending on the student's Stream. 100% attendance is required. **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

Community is the Community Block undertaken by medical students enrolled in Stage 3 of the MBBS from 2011 onwards. This is a specialty Block.

### GDMP3136 Psychological and Addiction Medicine

**Credit points:** 8 **Teacher/Coordinator:** Associate Professor Christopher Dennis **Session:** Semester 1, Semester 1a, Semester 1b, Semester 2, Semester 2a, Semester 2b **Classes:** Undertaken at the student's assigned Clinical School. **Prerequisites:** GDMP2021, GDMP2022, GDMP2023, GDMP2024 and GDMP2025 **Assessment:** In-Block assessments comprising 70% of total summative mark including an observed Long Case; and a written SBA (60 questions) in a summative assessment at the end of Term D or I comprising 30% of the total summative mark. The Psychological and Addiction Medicine module in the Barrier exam will contribute to the total Barrier score in Year 3/Year 4 depending on the student's Stream.100% attendance is required. **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

Psychological and Addiction Medicine is the Psychological and Addiction Medicine Block undertaken by medical students enrolled in Stage 3 of the MBBS from 2011 onwards. This is a specialty Block.

### GDMP3137 Perinatal and Women's Health

**Credit points:** 8 **Teacher/Coordinator:** Associate Professor Christopher Dennis **Session:** Semester 1, Semester 1a, Semester 1b, Semester 2, Semester 2a, Semester 2b **Classes:** Undertaken at the student's assigned Clinical School. **Prerequisites:** GDMP2021, GDMP2022, GDMP2023, GDMP2024 and GDMP2025 **Assessment:** In-Block assessments comprising 70% of total summative mark including one written assignment (due 5pm on the Friday of week 5) for PPD "A reflection of an ethical dilemma you have

experienced in your PWH Block", Observed Structured Clinical Examinations (OSCEs) at the end of the Block (week 8), and a written SBA (60 questions) in a summative assessment at the end of Term D for Year 3 students, and Term I for Year 4 students comprising 30% of the total summative mark. The Perinatal and Women's Health module in the Barrier exam will contribute to the total Barrier score in Year 3/ Year 4 depending on the student's Stream. 100% attendance is required. **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

Perinatal and Women's Health is the Perinatal and Women's Health Block undertaken by medical students enrolled in Stage 3 of the MBBS from 2011 onwards. This is a specialty Block.

### GDMP3138 Child and Adolescent Health

**Credit points:** 8 **Teacher/Coordinator:** Associate Professor Christopher Dennis **Session:** Semester 1, Semester 1a, Semester 1b, Semester 2, Semester 2a, Semester 2b **Classes:** Undertaken at the student's assigned Clinical School. **Prerequisites:** GDMP2021, GDMP2022, GDMP2023, GDMP2024 and GDMP2025 **Assessment:** In-Block assessments comprising 70% of total summative mark including Observed Structured Clinical Examinations (OSCEs) at the end of the Block (week 8), and a written SBA (60 questions) in a summative assessment at the end of Term D for Year 3 students, and Term I for Year 4 students comprising 30% of the total summative mark. The Child and Adolescent Health module in the Barrier exam will contribute to the total Barrier score in Year 3/ Year 4 depending on the student's Stream. 100% attendance is required. **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

Child and Adolescent Health is the Child and Adolescent Health Block undertaken by medical students enrolled in Stage 3 of the MBBS from 2011 onwards. This is a specialty Block.

### GDMP3016 Basic and Clinical Sciences 7

**Credit points:** 2 **Teacher/Coordinator:** Professor John Mitrofanis **Session:** Semester 2 **Classes:** Undertaken at the student's assigned clinical school **Prerequisites:** GDMP2021, GDMP2022, GDMP2023, GDMP2024 and GDMP2025 **Assessment:** Submission of completed Clinical Attachment forms for each Core Block undertaken in Year 3. **Campus:** Camperdown/Darlington **Mode of delivery:** Clinical Experience

Involves student attachments to the main medical and surgical ward services and associated ambulatory clinics in the teaching hospitals in the various clinical schools. Students will also have some experience in sub-specialty disciplines, such as Ear Nose and Throat and Ophthalmology. About half of each student's week will be spent directly involved in the clinical activities of the service to which they are attached. A progressive increase in clinical responsibility is expected over the total 32 weeks of these attachments.

### GDMP3017 Patient and Doctor 7

**Credit points:** 2 **Teacher/Coordinator:** Professor David Tiller **Session:** Semester 2 **Classes:** Undertaken at the student's assigned clinical school **Prerequisites:** GDMP2021, GDMP2022, GDMP2023, GDMP2024 and GDMP2025 **Assessment:** Bedside physical exam. **Campus:** Camperdown/Darlington **Mode of delivery:** Clinical Experience

Involves student attachments to the main medical and surgical ward services and associated ambulatory clinics in the teaching hospitals in the various clinical schools. Students will also have some experience in sub-specialty disciplines, such as Ear Nose and Throat and Ophthalmology. About half of each student's week will be spent directly involved in the clinical activities of the service to which they are attached. A progressive increase in clinical responsibility is expected over the total 32 weeks of these attachments.

### GDMP3018 Population Medicine 7

**Credit points:** 2 **Teacher/Coordinator:** Professor Bruce Armstrong **Session:** Semester 2 **Classes:** Undertaken at the student's assigned clinical school **Prerequisites:** GDMP2021, GDMP2022, GDMP2023, GDMP2024 and GDMP2025 **Assessment:** Population Medicine assessment tasks as specified in Year 3. **Campus:** Camperdown/Darlington **Mode of delivery:** Clinical Experience

Involves student attachments to the main medical and surgical ward services and associated ambulatory clinics in the teaching hospitals

in the various clinical schools. Students will also have some experience in sub-specialty disciplines, such as Ear Nose and Throat and Ophthalmology. About half of each student's week will be spent directly involved in the clinical activities of the service to which they are attached. A progressive increase in clinical responsibility is expected over the total 32 weeks of these attachments.

#### GDMP3019

##### Personal and Professional Development 7

**Credit points:** 2 **Teacher/Coordinator:** Professor Michael Frommer **Session:** Semester 2 **Classes:** Undertaken at the student's assigned clinical school **Prerequisites:** GDMP2021, GDMP2022, GDMP2023, GDMP2024 and GDMP2025 **Assessment:** Personal and Professional Development topic activities as specified in Year 3, EBM PEARLS task, participation in self and peer marking sessions, demonstration of ethical and professional behaviour. Attendance at all required formative assessments and Blocks. **Campus:** Camperdown/Darlington **Mode of delivery:** Clinical Experience

Involves student attachments to the main medical and surgical ward services and associated ambulatory clinics in the teaching hospitals in the various clinical schools. Students will also have some experience in sub-specialty disciplines, such as Ear Nose and Throat and Ophthalmology. About half of each student's week will be spent directly involved in the clinical activities of the service to which they are attached. A progressive increase in clinical responsibility is expected over the total 32 weeks of these attachments.

#### GDMP4016

##### Basic and Clinical Sciences 8

**Credit points:** 2 **Teacher/Coordinator:** Professor John Mitrofanis **Session:** Semester 1 **Classes:** Undertaken at the student's assigned clinical school **Prerequisites:** GDMP3016 **Assessment:** Submission of completed Clinical Attachment forms for each Core Block undertaken in Year 4. **Campus:** Camperdown/Darlington **Mode of delivery:** Clinical Experience

Involves student attachments to the main medical and surgical ward services and associated ambulatory clinics in the teaching hospitals in the various clinical schools. Students will also have some experience in sub-specialty disciplines, such as Ear Nose and Throat and Ophthalmology. About half of each student's week will be spent directly involved in the clinical activities of the service to which they are attached. A progressive increase in clinical responsibility is expected over the total 32 weeks of these attachments.

#### GDMP4017

##### Patient and Doctor 8

**Credit points:** 2 **Teacher/Coordinator:** Professor David Tiller **Session:** Semester 2 **Classes:** Undertaken at the student's assigned clinical school **Prerequisites:** GDMP3017 **Assessment:** Long Case assessment. **Campus:** Camperdown/Darlington **Mode of delivery:** Clinical Experience

Involves student attachments to the main medical and surgical ward services and associated ambulatory clinics in the teaching hospitals in the various clinical schools. Students will also have some experience in sub-specialty disciplines, such as Ear Nose and Throat and Ophthalmology. About half of each student's week will be spent directly involved in the clinical activities of the service to which they are attached. A progressive increase in clinical responsibility is expected over the total 32 weeks of these attachments.

#### GDMP4018

##### Population Medicine 8

**Credit points:** 2 **Teacher/Coordinator:** Professor Bruce Armstrong **Session:** Semester 1 **Classes:** Undertaken at the student's assigned clinical school **Prerequisites:** GDMP3018 **Assessment:** Population Medicine assessment tasks as specified in Year 4. **Campus:** Camperdown/Darlington **Mode of delivery:** Clinical Experience

Involves student attachments to the main medical and surgical ward services and associated ambulatory clinics in the teaching hospitals in the various clinical schools. Students will also have some experience in sub-specialty disciplines, such as Ear Nose and Throat and Ophthalmology. About half of each student's week will be spent directly involved in the clinical activities of the service to which they are attached. A progressive increase in clinical responsibility is expected over the total 32 weeks of these attachments.

#### GDMP4019

##### Personal and Professional Development 8

**Credit points:** 2 **Teacher/Coordinator:** Professor Michael Frommer **Session:** Semester 2 **Classes:** Undertaken at the student's assigned clinical school **Prerequisites:** GDMP3019 **Assessment:** Personal and Professional Development topic activities as specified in Year 4, EBM PEARLS task, participation in self and peer marking sessions, demonstration of ethical and professional behaviour. Attendance at all required formative assessments and Blocks. **Campus:** Camperdown/Darlington **Mode of delivery:** Clinical Experience

Involves student attachments to the main medical and surgical ward services and associated ambulatory clinics in the teaching hospitals in the various clinical schools. Students will also have some experience in sub-specialty disciplines, such as Ear Nose and Throat and Ophthalmology. About half of each student's week will be spent directly involved in the clinical activities of the service to which they are attached. A progressive increase in clinical responsibility is expected over the total 32 weeks of these attachments.

#### GDMP3109

##### Elective

**Credit points:** 12 **Teacher/Coordinator:** Ms Karen Garlan **Session:** S1 Late Int, S2 Late Int, Semester 1, Semester 2 **Classes:** Undertaken in an environment approved by the Clinical School Associate Dean or Delegate. **Prerequisites:** GDMP2021, GDMP2022, GDMP2023, GDMP2024 and GDMP2025 **Prohibitions:** GDMP4110 **Assessment:** This unit will be assessed by the submission of an 'Elective Term Report' of between 1500 to 3000 words at the end of the Elective Term. **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

*Note: Students must obtain approval to undertake an elective from the Clinical School Elective Committee Members who have the role of advising, counselling and directing students in their applications and approving Electives.*

The Elective Term offers students an opportunity to undertake supervised experience in clinical work, community medicine or research, locally, interstate or anywhere in the world. It is an opportunity to prepare for a particular career direction, explore different experiences or enhance skills in particular areas of a student's own choice. Students usually organise their own Elective Terms but if advice or assistance is needed students can contact the Associate Dean or Delegate of their Clinical Schools, the Academic Elective Co-ordinator or the Administrative Elective Co-ordinator in the Student Administration Office.

#### GDMP4110

##### Research Project

**Credit points:** 12 **Teacher/Coordinator:** Dr Margot Day **Session:** S1 Late Int, S2 Late Int, Semester 1, Semester 2 **Classes:** Frequent, regular contact the honours or research supervisor. **Prerequisites:** GDMP2021, GDMP2022, GDMP2023, GDMP2024 and GDMP2025 **Prohibitions:** GDMP3109 **Assessment:** Honours thesis or research report (100%) **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

*Note: To apply for honours in the MBBS, students must submit a research proposal to the Honours/ Research Co-ordinator at the end of Stage 2 and before the commencement of Stage 3 of the MBBS.*

Honours/Research students will undertake a supervised research project whilst enrolled in the MBBS, that will culminate in the submission of an honours dissertation and a seminar given to the Discipline. Students will be monitored through regular progress reports.

#### GDMP4025

##### Pre-Internship Term

**Credit points:** 4 **Teacher/Coordinator:** Dr Kar-Soon Lim **Session:** S2 Late Int, Semester 1, Semester 2 **Classes:** Various clinical schools **Assessment:** Each student in the pre-internship phase will be responsible for his/her own learning, but with clear requirements for a final signing off at the end of Year 4. **Campus:** Camperdown/Darlington **Mode of delivery:** Clinical Experience

*Note: Department permission required for enrolment in the following sessions: S2 Late Int, Semester 1.*

The Pre-Internship Term aims to ease the transition to internship. Students are placed in locations by their Clinical Schools accredited by the Postgraduate Medical Council of New South Wales for intern training with programs modified to meet the special needs of final-stage students.

## Sydney Medical Program units for students commencing Stage 3 prior to 2011

### GDMP3101

#### Medicine Year Three

**Credit points:** 10 **Teacher/Coordinator:** Professor Richard Lindley, Associate Professor Christopher Dennis **Session:** S1 Late Int, S2 Late Int, Semester 1, Semester 2 **Classes:** Undertaken at the student's assigned Clinical School. **Prerequisites:** GDMP2021, GDMP2022, GDMP2023, GDMP2024 and GDMP2025 **Assessment:** This unit will be assessed with clinical attachment forms, a bedside physical exam, Population Medicine Theme activities, PPD Theme activities, EBM PEARLS task, demonstration of ethical and professional behaviour and attendance at all teaching and learning activities and assessments. There will also be an on-line formative assessment followed by a written summative assessment at the end of Term D which will include components from this unit of study and Stages 1 and 2. The Barrier examination at the end of Term D will be in modular format comprising separate examination papers for each unit of study undertaken in Terms A,B,C and D. **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

Medicine Year Three is the first of two Medicine Blocks undertaken by medical students enrolled in Stage 3 of the MBBS. This is a Core Block.

### GDMP3102

#### Medicine Year Four

**Credit points:** 10 **Teacher/Coordinator:** Professor Richard Lindley, Associate Professor Christopher Dennis **Session:** S1 Late Int, S2 Late Int, Semester 1, Semester 2 **Classes:** Undertaken at the student's assigned Clinical School. **Prerequisites:** GDMP3101 **Assessment:** This unit will be assessed with clinical attachment forms, a Population Medicine Theme activities, PPD Theme activities, Long Case summative assessment, demonstration of ethical and professional behaviour and attendance at all teaching and learning activities and assessments. There will also be an on-line formative assessment, followed by a written summative assessment at the end of Term I which will include components from this unit of study and Stages 1 and 2 and GDMP3101. The Barrier examination at the end of Term I will be in modular format comprising separate examination papers for each unit of study undertaken in Terms E,G,H and I. There will also be an additional examination paper covering GDMP3103 Surgery and GDMP3104 Critical Care. **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

Medicine Year Four is the second of two Medicine Blocks undertaken by medical students enrolled in Stage 3 of the MBBS. This is a Core Block.

### GDMP3103

#### Surgery

**Credit points:** 10 **Teacher/Coordinator:** Professor Leigh Delbridge, Associate Professor Christopher Dennis **Session:** S1 Late Int, S2 Late Int, Semester 1, Semester 2 **Classes:** Undertaken at the student's assigned Clinical School. **Prerequisites:** GDMP2021, GDMP2022, GDMP2023, GDMP2024 and GDMP2025 **Assessment:** This unit will be assessed with clinical attachment forms, a bedside physical exam, a rectal exam, Population Medicine Theme activities, Ophthalmology logbook, PPD activities, demonstration of ethical and professional behaviour and attendance at all teaching and learning activities and assessments. There will also be an on-line formative assessment, followed by a written summative assessment at the end of Term D for students in Year 3 which will include components from this unit of study and Stages 1 and 2. The Barrier examination at the end of Term D will be in modular format comprising separate examination papers for each unit of study undertaken in Terms A,B,C and D. Students in Year 4 will be assessed with an on-line formative assessment, followed by a written summative assessment at the end of Term I which will include components from this unit of study and Stages 1 and 2. The Barrier examination at the end of Term I will be in modular format comprising separate examination papers for each unit of study undertaken in Terms E,G,H and I. There will also be an additional examination paper covering GDMP3103 Surgery and GDMP3104 Critical Care. **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

Surgery is the Surgical Block undertaken by medical students enrolled in Stage 3 of the MBBS. This is a Core Block.

### GDMP3104

#### Critical Care

**Credit points:** 10 **Teacher/Coordinator:** Professor Anthony McLean, Associate Professor Christopher Dennis **Session:** S1 Late Int, S2 Late Int, Semester 1, Semester 2 **Classes:** Undertaken at the student's assigned Clinical School. **Prerequisites:** GDMP2021, GDMP2022, GDMP2023, GDMP2024 and GDMP2025 **Assessment:** This unit will be assessed with clinical attachment forms, a workbook, a Population Medicine Theme activities, PPD activities, demonstration of ethical and professional behaviour and attendance at all teaching and learning activities and assessments. There will also be an on-line

formative assessment, followed by a written summative assessment at the end of Term for students in Year 3 which will include components from this unit of study and Stages 1 and 2. The Barrier examination at the end of Term D will be in modular format comprising separate examination papers for each unit of study undertaken in Terms A,B,C and D. Students in Year 4 will be assessed with an on-line formative assessment, followed by a written summative assessment at the end of Term I which will include components from this unit of study and Stages 1 and 2. The Barrier examination at the end of Term I will be in modular format comprising separate examination papers for each unit of study undertaken in Terms E,G,H and I. There will also be an additional examination paper covering GDMP3103 Surgery and GDMP3104 Critical Care. **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

Critical Care is the Critical Care Block undertaken by medical students enrolled in Stage 3 of the MBBS. This is a Core Block.

### GDMP3105

#### Community

**Credit points:** 10 **Teacher/Coordinator:** Dr Narelle Shadbolt, Associate Professor Christopher Dennis **Session:** S1 Late Int, S2 Late Int, Semester 1, Semester 2 **Classes:** Undertaken at the student's assigned Clinical School. **Prerequisites:** GDMP2021, GDMP2022, GDMP2023, GDMP2024 and GDMP2025 **Assessment:** This unit will be assessed across 4 Themes as follows: Basic & Clinical Science: self-directed learning problems, short case, long case and clinical topic presentations, communication skills (video) workshop and skin cancer on-line assessment; Patient & Doctor: Supervisor assessment; Population Medicine: Clinical Service Project; Personal & Professional Development: Evidence Based Medicine (EBM) case commentary reports, critical incident presentation, PPD activities, attendance, participation and professional behaviour. Students must achieve a satisfactory level of competence in all four themes and in the written summative assessment at the end of Term D for students in Year 3 or the end of Term I for students in Year 4, which will include components from this unit of study and Stages 1 and 2. The Barrier examination at the end of Term D for students in Year 3, will be in modular format comprising separate examination papers for each unit of study undertaken in Terms A,B,C and D. The Barrier examination at the end of Term I will be in modular format comprising separate examination papers for each unit of study undertaken in Terms E,G,H and I. There will also be an additional examination paper covering GDMP3103 Surgery and GDMP3104 Critical Care. **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

Community is the Community Block undertaken by medical students enrolled in Stage 3 of the MBBS. This is a Specialty Block.

### GDMP3106

#### Psychological and Addiction Medicine

**Credit points:** 10 **Teacher/Coordinator:** Associate Professor Anthony Harris, Associate Professor Christopher Dennis **Session:** S1 Late Int, S2 Late Int, Semester 1, Semester 2 **Classes:** Undertaken at the student's assigned Clinical School. **Prerequisites:** GDMP2021, GDMP2022, GDMP2023, GDMP2024 and GDMP2025 **Assessment:** This unit will be assessed across 4 Themes as follows: Basic & Clinical Science: written summative assessment at the end of the Block; Patient & Doctor: Observed Long Case, case presentations and clinical reasoning session discussion; Population Medicine or Personal & Professional Development (PPD): written summative assessment at the end of the Block; PPD: Completion of workbook including Evidence Based Medicine (EBM), two case reports, written summative assessment at the end of the Block, PPD activities, attendance, participation and professional behaviour. Students must achieve a satisfactory level of competence in all four themes and in the written summative assessment at the end of Term D for students in Year 3 or the end of Term I for students in Year 4, which will include components from this unit of study and Stages 1 and 2. The Barrier examination at the end of Term D for students in Year 3, will be in modular format comprising separate examination papers for each unit of study undertaken in Terms A,B,C and D. The Barrier examination at the end of Term I will be in modular format comprising separate examination papers for each unit of study undertaken in Terms E,G,H and I. There will also be an additional examination paper covering GDMP3103 Surgery and GDMP3104 Critical Care. **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

Psychological and Addiction Medicine is the Psychological and Addiction Medicine Block undertaken by medical students enrolled in Stage 3 of the MBBS. This is a Specialty Block.

### GDMP3107

#### Perinatal and Women's Health

**Credit points:** 10 **Teacher/Coordinator:** Professor Jonathan Morris, Associate Professor Christopher Dennis **Session:** S1 Late Int, S2 Late Int, Semester 1, Semester 2 **Classes:** Undertaken at the student's assigned Clinical School. **Prerequisites:** GDMP2021, GDMP2022, GDMP2023, GDMP2024 and GDMP2025 **Assessment:** This unit will be assessed across 4 Themes as follows: Basic & Clinical Science: summative written assessment at the end of the Block, neonatal examination; Patient & Doctor: Observed Structured Clinical

Examinations (OSCEs) at the end of the Block, vaginal and pap smear examination; Population Medicine or Personal & Professional Development (PPD): Theme paper; PPD: two case reports, PPD activities, attendance, participation and professional behaviour. Students must achieve a satisfactory level of competence in all four themes and in the written summative assessment at the end of Term D for students in Year 3 or the end of Term I for students in Year 4, which will include components from this unit of study and Stages 1 and 2. The Barrier examination at the end of Term D for students in Year 3, will be in modular format comprising separate examination papers for each unit of study undertaken in Terms A, B, C and D. The Barrier examination at the end of Term I will be in modular format comprising separate examination papers for each unit of study undertaken in Terms E, G, H and I. There will also be an additional examination paper covering GDMP3103 Surgery and GDMP3104 Critical Care. **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

Perinatal and Women's Health is the Perinatal and Women's Health Block undertaken by medical students enrolled in Stage 3 of the MBBS. This is a Specialty Block.

### GDMP3108

#### Child and Adolescent Health

**Credit points:** 10 **Teacher/Coordinator:** Associate Professor Diane Campbell, Associate Professor Christopher Dennis **Session:** S1 Late Int, S2 Late Int, Semester 1, Semester 2 **Classes:** Undertaken at the student's assigned Clinical School. **Prerequisites:** GDMP2021, GDMP2022, GDMP2023, GDMP2024 and GDMP2025 **Assessment:** This unit will be assessed across 4 Themes as follows: Basic & Clinical Science and Population Medicine: written summative assessment at the end of the Block, on-line practice activities; Patient & Doctor: Observed Structured Clinical Examinations (OSCEs) at the end of the Block, structured written history and weekly clinical appraisals; Personal & Professional Development (PPD): two case reports, PPD activities, attendance, participation and professional behaviour. Students must achieve a satisfactory level of competence in all four themes and in the written summative assessment at the end of Term D for students in Year 3 or the end of Term I for students in Year 4, which will include components from this unit of study and Stages 1 and 2. The Barrier examination at the end of Term D for students in Year 3, will be in modular format comprising separate examination papers for each unit of study undertaken in Terms A, B, C and D. The Barrier examination at the end of Term I will be in modular format comprising separate examination papers for each unit of study undertaken in Terms E, G, H and I. There will also be an additional examination paper covering GDMP3103 Surgery and GDMP3104 Critical Care. **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

Child and Adolescent Health is the Child and Adolescent Health Block undertaken by medical students enrolled in Stage 3 of the MBBS. This is a Specialty Block.

### GDMP3109

#### Elective

**Credit points:** 12 **Teacher/Coordinator:** Ms Karen Garlan **Session:** S1 Late Int, S2 Late Int, Semester 1, Semester 2 **Classes:** Undertaken in an environment approved by the Clinical School Associate Dean or Delegate. **Prerequisites:** GDMP2021, GDMP2022, GDMP2023, GDMP2024 and GDMP2025 **Prohibitions:** GDMP4110 **Assessment:** This unit will be assessed by the submission of an 'Elective Term Report' of between 1500 to 3000 words at the end of the Elective Term. **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

*Note: Students must obtain approval to undertake an elective from the Clinical School Elective Committee Members who have the role of advising, counselling and directing students in their applications and approving Electives.*

The Elective Term offers students an opportunity to undertake supervised experience in clinical work, community medicine or research, locally, interstate or anywhere in the world. It is an opportunity to prepare for a particular career direction, explore different experiences or enhance skills in particular areas of a student's own choice. Students usually organise their own Elective Terms but if advice or assistance is needed students can contact the Associate Dean or Delegate of their Clinical Schools, the Academic Elective Co-ordinator or the Administrative Elective Co-ordinator in the Student Administration Office.

### GDMP4110

#### Research Project

**Credit points:** 12 **Teacher/Coordinator:** Dr Margot Day **Session:** S1 Late Int, S2 Late Int, Semester 1, Semester 2 **Classes:** Frequent, regular contact the honours or research supervisor. **Prerequisites:** GDMP2021, GDMP2022, GDMP2023, GDMP2024 and GDMP2025 **Prohibitions:** GDMP3109 **Assessment:** Honours thesis or research report (100%) **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

*Note: To apply for honours in the MBBS, students must submit a research proposal to the Honours/ Research Co-ordinator at the end of Stage 2 and before the commencement of Stage 3 of the MBBS.*

Honours/Research students will undertake a supervised research project whilst enrolled in the MBBS, that will culminate in the submission of an honours dissertation and a seminar given to the Discipline. Students will be monitored through regular progress reports.

### GDMP4025

#### Pre-Internship Term

**Credit points:** 4 **Teacher/Coordinator:** Dr Kar-Soon Lim **Session:** S2 Late Int, Semester 1, Semester 2 **Classes:** Various clinical schools **Assessment:** Each student in the pre-internship phase will be responsible for his/her own learning, but with clear requirements for a final signing off at the end of Year 4. **Campus:** Camperdown/Darlington **Mode of delivery:** Clinical Experience

*Note: Department permission required for enrolment in the following sessions: S2 Late Int, Semester 1.*

The Pre-Internship Term aims to ease the transition to internship. Students are placed in locations by their Clinical Schools accredited by the Postgraduate Medical Council of New South Wales for intern training with programs modified to meet the special needs of final-stage students.



# Combined Medicine

*Bachelor of Arts (Hons)/Bachelor of Medicine and Bachelor of Surgery (BA(Adv)(Hons)/MBBS)*

Course code: DH049

*Bachelor of Commerce/ Bachelor of Medicine and Bachelor of Surgery (BCom/MBBS)*

Course code: FH036

*Bachelor of Economics/ Bachelor of Medicine and Bachelor of Surgery (BEcon/MBBS)*

Course code: FH035

*Bachelor of Medical Science/ Bachelor of Medicine and Bachelor of Surgery (BMedSc/MBBS)*

Course code: LH034

*Bachelor of Music Studies/ Bachelor of Medicine and Bachelor of Surgery (BMusStudies/MBBS)*

Course code: QH022

*Bachelor of Science (Advanced)/ Bachelor of Medicine and Bachelor of Surgery (BSc(Adv)/MBBS)*

Course code: LH033

## Combined Medicine Courses

Duration: approved undergraduate degree duration + 4 years full-time Graduate Medicine (Sydney Medical School)

## Sydney Medical School Combine Medicine Admissions policy

Sydney Medical School offers a series of alternate pathways into the Bachelor of Medicine and Bachelor of Surgery (Medical Program). Students are able to combine an approved undergraduate degree with the four-year graduate-entry Medical Program.

## Admission criteria

- An outstanding Australian Tertiary Admissions Rank (ATAR) obtained the year the applicant applies for admission
- An interview
- An audition for applicants for the Bachelor of Music Studies/ Bachelor of Medicine and Bachelor of Surgery only.

## Places available

Up to 30 places will be offered each year for the combined medicine degrees.

Up to 5 additional places will be offered each year to applicants who identify as Aboriginal or Torres Strait Islander (ATSI) people in the following combined degrees:

- Bachelor of Medical Science/ Bachelor of Medicine and Bachelor of Surgery
- Bachelor of Science (Advanced)/ Bachelor of Medicine and Bachelor of Surgery

## Further information

Sydney Medical School resolutions and the printed handbook are the official statement of Faculty policy. The resolutions contained in the printed, online or PDF handbook are accurate as at November 2010. If a conflict is perceived between the content of the printed handbook and information available elsewhere, Sydney Medical School resolutions and the information available in the handbook online shall always take precedence. See the handbook online website: [sydney.edu.au/handbooks/handbooks\\_admin/medicine.shtml](http://sydney.edu.au/handbooks/handbooks_admin/medicine.shtml). See the Policy Online website: [sydney.edu.au/policy](http://sydney.edu.au/policy), for copies of University policies.

## Degree Resolutions

### Bachelor of Arts (Advanced) (Honours) / Bachelor of Medicine and Bachelor of Surgery

*These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to) the University of Sydney (Coursework) Rule 2000 (the 'Coursework Rule'), the Resolutions of the Faculty, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended) and the Academic Board policies on Academic Dishonesty and Plagiarism.*

## Course resolutions

### 1 Course codes

Code	Course and stream title
DH049	Bachelor of Arts (Advanced) (Honours) / Bachelor of Medicine and Bachelor of Surgery

### 2 Attendance pattern

The attendance pattern for this course is full time only.

### 3 Cross-faculty management

- (1) Candidates in this combined degree program will be under the general supervision of the Faculty of Arts until the end of the semester in which they complete the requirements for the Bachelor of Arts (Advanced) (Honours). They will then be under the supervision of the Faculty of Medicine (Sydney Medical School).
- (2) The Deans of the Faculty of Arts and the Faculty of Medicine shall jointly exercise authority in any matter concerned with the combined course not otherwise dealt with in these resolutions.

### 4 Admission to candidature

- (1) Admission to this course is on the basis of a secondary school leaving qualification such as the NSW Higher School



Certificate (including national and international equivalents) leading to the award of an Australian Tertiary Admission Ranking (ATAR) or equivalent. English language requirements must be met where these are not demonstrated by sufficient qualifications taught in English. Applicants are ranked by merit and offers for available places are issued according to the ranking. Details of admission policies are found in the Coursework Rule.

- (2) Shortlisted applicants are required to attend a semi-structured interview, the results of which will form part of the ranking of applicants.

## 5 Requirements for award

- (1) The units of study that may be taken for the degrees in the combined program are set out:
  - (a) in Tables A and B of the Faculty of Arts Tables of units of study; and
  - (b) in the table of units of study for the Bachelor of Medicine and Bachelor of Surgery from the Faculty of Medicine.
- (2) To qualify for both degrees, candidates must successfully complete 336 credit points.
  - (a) To qualify for the award of the Bachelor of Arts (Advanced) (Honours) component of the combined program, candidates must complete 144 credit points comprising:
    - (b) 18 junior credit points in designated Science units of study (Biology or Molecular Biology and Genetics, Physics and Chemistry); and
    - (c) a minimum of 78 senior (2000 - 3000 level) credit points from the Faculty of Arts Tables of units of study, including a Table A major. The credit points completed must include all pre-requisites and entry requirements for honours as specified in the Resolutions of the Faculty of Arts and in the honours units of study, including a minimum of 48 senior credit points with a minimum Credit average in the intended subject area;
    - (d) a maximum of 60 senior (2000 - 3000 level) credit points from any single Table A subject area;
    - (e) a maximum of 30 intermediate/senior credit points from units of study in Table B; and
    - (f) 48 credit points of honours units of study from Table A.
- (3) To qualify for the award of the Bachelor of Medicine and Bachelor of Surgery component of the combined program, candidates must complete:
  - (a) 192 credit points specified by the resolutions for the Bachelor of Medicine and Bachelor of Surgery from the Faculty of Medicine; and
  - (b) one zero credit point of unit of study in the first three years of the program.

## 6 Majors

- (1) Completion of a Table A major is a requirement of the Bachelor of Arts (Advanced)(Honours) component of this combined degree course. Units of study counted towards one major may not count toward any other major completed.
- (2) The list of majors available and the requirements for the completion of a major are listed in the Resolutions of the Faculty of Arts.

## 7 Progression rules

- (1) Candidates must complete all requirements for the degree of Bachelor of Arts (Advanced)(Honours), including the designated Science units of study, in minimum time and must maintain a minimum credit average across all units of study in the Bachelor of Arts (Advanced)(Honours), this being the minimum achievement required for admission to candidature for the Bachelor of Medicine and Bachelor of Surgery.
- (2) Failure to maintain the required progression and minimum result requirements will result in candidates being transferred from the combined degree program to a Bachelor of Arts degree in their next year of enrolment. Such candidates will be granted full credit for all units of study successfully completed in the Bachelor of Arts (Advanced)(Honours).

- (3) Candidates who fail to complete 48 credit points of Honours units of study, or whose final result is below 65 for the Honours year, will be allowed to enrol as candidates for the Bachelor of Arts degree under the Course Resolutions for that degree. Full credit will be granted for all units of study completed in the Bachelor of Arts (Advanced) (Honours) candidature.

## 8 Requirements for Honours

- (1) Honours is mandatory for candidates in the Bachelor of Arts (Advanced)(Honours).
- (2) Honours is also available to meritorious students in the Bachelor of Medicine and Bachelor of Surgery and requires successful completion of an alternative set of units completed within the normal timeframe of the pass degree. Admission and award requirements for honours are listed in the Course Resolutions relating to the Bachelor of Medicine and Bachelor of Surgery.

## 9 Award of the degrees

- (1) The Bachelor of Arts (Advanced)(Honours) degree is awarded in classes ranging from First Class to Third Class according to the conditions specified in the Resolutions of the Faculty of Arts.
- (2) The Bachelor of Medicine and Bachelor of Surgery is awarded as either Pass or Honours. The honours degree is awarded in classes ranging from First Class to Second Class (Division 2) according to the conditions specified in the course resolutions relating to the Bachelor of Medicine and Bachelor of Surgery.
- (3) Candidates for the award of either Honours degree who do not meet the requirements, and who have not already graduated, will be awarded the relevant pass degree.

## 10 Credit Transfer

It is not possible for candidates enrolled in the Bachelor of Arts (Advanced) (Honours)/Bachelor of Medicine and Bachelor of Surgery to obtain credit for previous studies.

## 11 Course transfer

A candidate may abandon the combined program and elect to complete the Bachelor of Arts (Advanced) (Honours) in accordance with the resolutions governing that degree. Completion of the Bachelor of Medicine and Bachelor of Surgery in the future will require a new application for admission to candidature for that course and completion in accordance with the resolutions governing that degree.

## 12 Transitional provisions

- (1) These resolutions apply to students who commenced their candidature after 1 January, 2011 and students who commenced their candidature prior to 1 January 2011 who formally elect to proceed under these resolutions.
- (2) Candidates who commenced prior to 1 January, 2011 may elect to complete the requirements in accordance with the resolutions in force at the time of their commencement.



## Bachelor of Commerce /Bachelor of Medicine and Bachelor of Surgery

*These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to) the University of Sydney (Coursework) Rule 2000 (the 'Coursework Rule'), the Resolutions of the Faculty, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended) and the Academic Board policies on Academic Dishonesty and Plagiarism.*

### Course resolutions

#### 1 Course codes

Code	Course title
FH036	Bachelor of Commerce/Bachelor of Medicine and Bachelor of Surgery

#### 2 Attendance pattern

The attendance pattern for this course is full time only.

#### 3 Cross faculty management

- (1) Candidates in this combined degree program will be under the general supervision of the Faculty of Economics and Business until the end of the semester in which they complete the requirements for the Bachelor of Commerce. They will then be under the supervision of the Faculty of Medicine (Sydney Medical School).
- (2) The Faculty of Economics and Business and the Faculty of Medicine shall jointly exercise authority in any matter concerned with the combined course not otherwise dealt with in these resolutions.

#### 4 Admission to candidature

- (1) Admission to this course is on the basis of a secondary school leaving qualification such as the NSW Higher School Certificate (including national and international equivalents) leading to the award of an Australian Tertiary Admission Ranking (ATAR) or equivalent. English language requirements must be met where these are not demonstrated by sufficient qualifications taught in English. Applicants are ranked by merit and offers for available places are issued according to the ranking. Details of admission policies are found in the Coursework Rule.
- (2) In addition, admission to this course requires the applicant to participate in a semi structured interview. The results of this interview will form part of the ranking of applicants.

#### 5 Requirements for award

- (1) The units of study that may be taken for the course are set out in the:
  - (a) Table of undergraduate units of study: Faculty of Economics and Business; and
  - (b) table of units for the Bachelor of Medicine and Bachelor of Surgery from the Faculty of Medicine.
- (2) To qualify for the award of both degrees a candidate must successfully complete 336 credit points, comprising:
  - (a) 144 credit points to qualify for the award of the Bachelor of Commerce as specified in resolutions for the Bachelor of Commerce, including 6 credit points of Junior units of study from each of the Science subject areas of Chemistry, Physics, and either Biology or Molecular Biology and Genetics (18 credit points in total);
  - (b) 192 credit points specified by the resolutions for the Bachelor of Medicine and Bachelor of Surgery from the Faculty of Medicine; and
  - (c) one zero credit point Medicine unit of study in the first three years of the program.

#### 6 Majors

Completion of a major is a requirement of the Bachelor of Commerce degree. A major requires the completion of 36 senior credit points. The list of majors available in the Bachelor of Commerce is specified in the course resolutions for the Bachelor of Commerce. Units of study counted towards one major may not count toward any other major completed.

#### 7 Progression rules

- (1) Candidates must complete all requirements for the degree of Bachelor of Commerce, including the designated Science units of study, in minimum time and must maintain a minimum credit average across all units of study in the Bachelor of Commerce, this being the minimum achievement required for admission to candidature for the Bachelor of Medicine and Bachelor of Surgery.
- (2) Failure to maintain the required progression and minimum result requirements will result in candidates being transferred from the combined degree program to a Bachelor of Commerce degree with full credit for all units of study successfully completed.
- (3) Full time students must enrol in all junior core units of study for the Bachelor of Commerce within the first year of enrolment.

#### 8 Requirements for the Honours degree

- (1) Honours is available to meritorious candidates, in either or both the Bachelor of Commerce or Bachelor of Medicine and Bachelor of Surgery.
- (2) Honours in the Bachelor of Commerce requires an additional year of full time study after the completion of the pass degree. Admission, requirements and award of honours are according to the Resolutions of the Faculty of Economics and Business. Candidates who qualify to undertake honours in the Bachelor of Commerce degree may elect to do so either:
  - (a) by suspending candidature from the Bachelor of Medicine and Bachelor of Surgery degree for one year, with the permission of the Faculty of Medicine; or
  - (b) after completion of the combined course.
- (3) Honours in the Bachelor Medicine and Bachelor of Surgery requires successful completion of an alternative set of units completed within the normal time frame of the pass degree. Admission and award requirements for honours in the Bachelor of Medicine and Bachelor of Surgery are described in the course resolution relating to the Bachelor of Medicine and Bachelor of Surgery.

#### 9 Award of the degrees

- (1) The Bachelor of Commerce is awarded in the grades of either Pass or Honours. The Honours degree is awarded in classes ranging from First Class to Third Class according to the conditions specified in the Resolutions of the Faculty of Economics and Business.
- (2) The Bachelor of Medicine and Bachelor of Surgery is awarded in the grades of either Pass or Honours. The honours degree is awarded in classes ranging from First Class to Second Class (Division 2) according to the conditions specified in the course resolution relating to the Bachelor of Medicine and Bachelor of Surgery.
- (3) Candidates for the award of either Honours degree who do not meet the requirements, and who have not already graduated, will be awarded the relevant pass degree.

#### 10 Cross-institutional study

Cross institutional study is not available in this combined course.

#### 11 Course transfer

A candidate may abandon the combined program and elect to complete the Bachelor of Commerce in accordance with the

resolutions governing that degree. Completion of the Bachelor of Medicine and Bachelor of Surgery in the future will require a new application for admission to that course and completion in accordance with the resolutions governing that degree.

## 12 Credit for previous study

It is not possible for candidates enrolled in the Bachelor of Commerce/Bachelor of Medicine and Bachelor of Surgery to obtain credit for previous studies.

## 13 Transitional provisions

- (1) These resolutions apply to students who commenced their candidature after 1 January, 2011 and students who commenced their candidature prior to 1 January 2011 who formally elect to proceed under these resolutions.
- (2) Candidates who commenced prior to 1 January, 2011 may elect to complete the requirements in accordance with the resolutions in force at the time of their commencement.

## Bachelor of Economics/ Bachelor of Medicine and Bachelor of Surgery

*These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to) the University of Sydney (Coursework) Rule 2000 (the 'Coursework Rule'), the Resolutions of the Faculty, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended) and the Academic Board policies on Academic Dishonesty and Plagiarism.*

### Course resolutions

#### 1 Course codes

Code	Course title
FH035	Bachelor of Economics/Bachelor of Medicine and Bachelor of Surgery

#### 2 Attendance pattern

The attendance pattern for this course is full time only.

#### 3 Cross faculty management

- (1) Candidates in this combined degree program will be under the general supervision of the Faculty of Economics and Business until the end of the semester in which they complete the requirements for the Bachelor of Economics. They will then be under the supervision of the Faculty of Medicine (Sydney Medical School).
- (2) The Faculty of Economics and Business and the Faculty of Medicine shall jointly exercise authority in any matter concerned with the combined course not otherwise dealt with in these resolutions.

#### 4 Admission to candidature

- (1) Admission to this course is on the basis of a secondary school leaving qualification such as the NSW Higher School Certificate (including national and international equivalents) leading to the award of an Australian Tertiary Admission Ranking (ATAR) or equivalent. English language requirements must be met where these are not demonstrated by sufficient qualifications taught in English. Applicants are ranked by merit and offers for available places are issued according to the ranking. Details of admission policies are found in the Coursework Rule.
- (2) In addition, admission to this course requires the applicant to participate in a semi structured interview. The results of this interview will form part of the ranking of applicants.

#### 5 Requirements for award

- (1) The units of study that may be taken for the course are set out in the:
  - (a) Table of undergraduate units of study: Faculty of Economics and Business; and
  - (b) table of units for the Bachelor of Medicine and Bachelor of Surgery from the Faculty of Medicine.
- (2) To qualify for the award of both degrees a candidate must successfully complete 336 credit points comprising:
  - (a) 144 credit points to qualify for the award of the Bachelor of Economics as specified in resolutions for the Bachelor of Economics, including 6 credit points of Junior units of study from each of the Science subject areas of Chemistry, Physics, and either Biology or Molecular Biology and Genetics (18 credit points in total); and
  - (b) 192 credit points specified by the resolutions for the Bachelor of Medicine and Bachelor of Surgery from the Faculty of Medicine; and
  - (c) one zero credit point Medicine unit of study in the first three years of the program.

## 6 Majors

Completion of a major is a requirement of the Bachelor of Economics degree. Students must complete a major in either Economics, Econometrics or Financial Economics. A major requires the completion of 36 senior credit points. Units of study counted towards one major may not count toward any other major completed.

## 7 Progression rules

- (1) Candidates must complete all requirements for the degree of Bachelor of Economics, including the designated Science units of study, in minimum time and must maintain a minimum credit average across all units of study in the Bachelor of Economics, this being the minimum achievement required for admission to candidature for the Bachelor of Medicine and Bachelor of Surgery.
- (2) Failure to maintain the required progression and minimum result requirements will result in candidates being transferred from the combined degree program to a Bachelor of Economics degree with full credit for all units of study successfully completed.

## 8 Requirements for the Honours degree

- (1) Honours is available to meritorious candidates, in either or both the Bachelor of Economics or Bachelor of Medicine and Bachelor of Surgery.
- (2) Honours in the Bachelor of Economics requires an additional year of full time study after the completion of the pass degree. Admission, requirements and award of honours are according to the Resolutions of the Faculty of Economics and Business. Candidates who qualify to undertake honours in the Bachelor of Economics degree may elect to do so either:
  - (a) by suspending candidature from the Bachelor of Medicine and Bachelor of Surgery degree for one year, with the permission of the Faculty of Medicine; or
  - (b) after completion of the combined course.
- (3) Honours in the Bachelor of Medicine and Bachelor of Surgery requires successful completion of an alternative set of units completed within the normal timeframe of the pass degree. Admission and award requirements for honours in the Bachelor of Medicine and Bachelor of Surgery are described in the course resolution relating to the Bachelor of Medicine and Bachelor of Surgery.

## 9 Award of the degrees

- (1) The Bachelor of Economics is awarded as either Pass or Honours. The Honours degree is awarded in classes ranging from First Class to Third Class according to the conditions specified in the Resolutions of the Faculty of Economics and Business.
- (2) The Bachelor of Medicine and Bachelor of Surgery is awarded as either Pass or Honours. The honours degree is awarded in classes ranging from First Class to Second Class (Division 2) according to the conditions specified in the course resolution relating to the Bachelor of Medicine and Bachelor of Surgery.
- (3) Candidates for the award of either Honours degree who do not meet the requirements, and have not already graduated, will be awarded the pass degree.

## 10 Cross-institutional study

Cross institutional study is not available in this combined course.

## 11 Course transfer

A candidate may abandon the combined program and elect to complete the Bachelor of Economics in accordance with the resolutions governing that degree. Completion of the Bachelor of Medicine and Bachelor of Surgery in the future will require a

new application for admission to that course and completion in accordance with the resolutions governing that degree.

## 12 Credit for previous study

It is not possible for candidates enrolled in the Bachelor of Economics/Bachelor of Medicine and Bachelor of Surgery to obtain credit for previous studies.

## 13 Transitional provisions

- (1) These resolutions apply to students who commenced their candidature after 1 January, 2011 and students who commenced their candidature prior to 1 January 2011 who formally elect to proceed under these resolutions.
- (2) Candidates who commenced prior to 1 January, 2011 may elect to complete the requirements in accordance with the resolutions in force at the time of their commencement.

## Bachelor of Medical Science/Bachelor of Medicine and Bachelor of Surgery

*These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to) the University of Sydney (Coursework) Rule 2000 (the 'Coursework Rule'), the Resolutions of the Faculty, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended) and the Academic Board policies on Academic Dishonesty and Plagiarism.*

### Course resolutions

#### 1 Course codes

Code	Course title
LH034	Bachelor of Medical Science/Bachelor of Medicine and Bachelor of Surgery

#### 2 Attendance pattern

The attendance pattern for this course is full time only.

#### 3 Cross faculty management

- (1) Candidates in this combined degree will be under the general supervision of the Faculty of Science until the end of the semester in which they complete the requirements for the Bachelor of Medical Science. After that they will be under the general supervision of the Faculty of Medicine (Sydney Medical School).
- (2) The Deans of the Faculties of Medicine and Science shall jointly exercise authority in any matter concerned with the combined degree program not otherwise dealt with in these resolutions.

#### 4 Admission to candidature

- (1) Admission to this course is on the basis of a secondary school leaving qualification such as the NSW Higher School Certificate (including national and international equivalents) leading to the award of an Australian Tertiary Admission Ranking (ATAR) or equivalent. English language requirements must be met where these are not demonstrated by sufficient qualifications taught in English. Applicants are ranked by merit and offers for available places are issued according to the ranking. Eligible Indigenous or Torres Strait Islander applicants who submit additional information may improve their ranking by participating in the University's access and equity schemes. Details of admission policies are found in the Coursework Rule.
- (2) In addition, admission to this course requires the applicant to participate in a semi structured interview. The results of this interview will form part of the ranking of applicants.

#### 5 Requirements for award

- (1) The units of study that may be taken for the course are set out in:
  - (a) Table IV for the Bachelor of Medical Science in the Faculty of Science handbook; and
  - (b) the table of units of study for the Bachelor of Medicine and Bachelor of Surgery from the Faculty of Medicine.
- (2) The Dean of the Faculty of Science may permit a candidate of exceptional merit who is admitted to the Talented Student Program to undertake a unit or units of study within the Faculty other than those specified in Table IV.
- (3) To qualify for the award of award of both degrees a candidate must successfully complete 336 credit points, comprising:
  - (a) 144 credit points to qualify for the award of the Bachelor of Medical Science as required in the Bachelor of Medical Science resolutions; and
  - (b) 192 credit points to qualify for the award of the Bachelor of Medicine and Bachelor of Surgery as

- required by the resolutions for the Bachelor of Medicine and Bachelor of Surgery; and
- (c) One zero credit point Medicine unit of study in the first three years of the program.

#### 6 Progression rules

- (1) Candidates must complete all requirements for the degree Bachelor of Medical Science in minimum time and must maintain a minimum average mark of 65 in each year of the Bachelor of Medical Science, this being the minimum achievement required for admission to candidature for the Bachelor of Medicine and Bachelor of Surgery.
- (2) Failure to maintain required progression and minimum result requirements will result in candidates being transferred from the combined degree program to the Bachelor of Medical Science with full credit for the units of study completed.

#### 7 Requirements for the Honours degree

- (1) Honours is available to meritorious candidates, in either or both the Bachelor of Medical Science or Bachelor of Medicine and Bachelor of Surgery.
- (2) Honours in the Bachelor of Medical Science requires completion of an additional year of full time study. Candidates must complete the requirements for the honours course full-time over two consecutive semesters.
- (3) Candidates who enrol in the honours year at the completion of the Bachelor of Medical Science will suspend enrolment in the combined degree and transfer to the Bachelor of Medical Science honours candidature and enrol in fourth year units of study, before returning to complete the combined award. Honours can also be attempted at the completion of the combined pass program.
- (4) Admission and award requirements for honours are described in the resolutions of the Faculty of Science.
- (5) Honours in the Bachelor of Medicine and Bachelor of Surgery requires successful completion of an alternative set of units completed within the normal timeframe of the pass degree. Admission and award requirements for honours are listed in the course resolutions relating to the Bachelor of Medicine and Bachelor of Surgery.

#### 8 Award of the degree

- (1) The Bachelor of Medical Science is awarded as either Pass or Honours. The honours degree is awarded in classes ranging from First Class to Third Class according to the rules specified in the resolutions of the Faculty of Science.
- (2) The Bachelor of Medicine and Bachelor of Surgery is awarded as either Pass or Honours. The honours degree is awarded in classes ranging from First Class to Second Class (Division 2) according to the conditions specified in the course resolutions relating to the Bachelor of Medicine and Bachelor of Surgery.
- (3) Candidates for the award of either Honours degree who do not meet the requirements, and who have not already graduated, will be awarded the relevant pass degree.

#### 9 Credit Transfer

It is not possible for candidates enrolled in the Bachelor of Medical Science/Bachelor of Medicine and Bachelor of Surgery to obtain credit for previous studies.

#### 10 Course transfer

A candidate may abandon the combined program and elect to complete the Bachelor Medical Science in accordance with the resolutions governing that degree. Completion of the Bachelor of Medicine and Bachelor of Surgery in the future will require a new application for admission to candidature for that course and completion in accordance with the resolutions governing that degree.

## 11 Transitional provisions

- (1) These resolutions apply to students who commenced their candidature after 1 January, 2011 and students who commenced their candidature prior to 1 January, 2011 who formally elect to proceed under these resolutions.
- (2) Candidates who commenced prior to 1 January, 2011 may elect to complete the requirements in accordance with the resolutions in force at the time of their commencement.

## Bachelor of Music Studies/Bachelor of Medicine and Bachelor of Surgery

*These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to) the University of Sydney (Coursework) Rule 2000 (the 'Coursework Rule'), the Resolutions of the Faculty, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended) and the Academic Board policies on Academic Dishonesty and Plagiarism.*

### Course resolutions

#### 1 Course codes

Code	Course title
QH022	Bachelor of Music Studies / Bachelor of Medicine and Bachelor of Surgery

#### 2 Attendance pattern

The attendance pattern for this course is normally full time. Part time study may be permitted upon successful application.

#### 3 Cross faculty management

- (1) Candidates in this combined degree program will be under the general supervision of the Sydney Conservatorium of Music until the end of the semester in which they complete the requirements for the Bachelor of Music Studies. They will then be under the supervision of the Faculty of Medicine (Sydney Medical School).
- (2) The Deans of the Sydney Conservatorium of Music and the Faculty of Medicine shall jointly exercise authority in any matter concerned with the combined course not otherwise dealt with in these resolutions.

#### 4 Admission to candidature

- (1) Admission to undergraduate courses at the University of Sydney is either on the basis of completion of secondary study via the NSW Higher School Certificate, leading to the award of an Australian Tertiary Admission Ranking (ATAR) or equivalent. Applicants are ranked by merit and offers for available places are issued according to the ranking.
- (2) In addition, admission to this course requires the applicant:
  - (a) to participate in a semi structured interview at the Faculty of Medicine; and
  - (b) to complete a music skills test or jazz aptitude test and depending on the applicant's proposed Principal Study:
    - (i) Principal Study in Composition, submit at least three compositions in different performance media which should represent their present level of achievement as composers and attend an interview;
    - (ii) Principal Study in Musicology, present an example of recent written work and attend an interview;
    - (iii) Principal Study in Performance, undertake a practical audition in the nominated instrument or in voice.
- (3) The results of this process will form part of the ranking of applicants.

#### 5 Requirements for award

- (1) The units of study that may be taken for the Bachelor of Music Studies are set out in the Table of units of study for Undergraduate Degrees from the Sydney Conservatorium of Music.
- (2) The units of study that may be undertaken for the Bachelor of Medicine and the Bachelor of Surgery are set out in the table of units for the Bachelor of Medicine and Bachelor of Surgery from the Faculty of Medicine.
- (3) To qualify for the award of both degrees, a candidate must successfully complete 336 credit points, comprising:

- (a) 144 credit points as required for the award of the Bachelor of Music Studies and reach the minimum levels of achievement as set out in the table below; and
- (b) 192 credit points specified in the resolutions for the Bachelor of Medicine and Bachelor of Surgery from the Faculty of Medicine; and
- (c) one zero credit point Medicine unit of study in the first three years of the program.

Area of Study	Credit Points	Minimum level of achievement
Principal Study	36	Principal Study 6
Performance	12	
Music Skills	24	Harmony and Analysis 4 and Aural Perception 4; or Jazz Music Skills 4
Studies in analysis, history and culture	30	At least 12 credit points from Foundation units
Teaching Music	3	Can be taken in studio pedagogy or music education units of study
Science	18	6 junior credit points of Chemistry; and 6 junior credit points of Physics; and 6 junior credit points of Biology or Molecular Biology and Genetics
Medicine	0	At least one zero credit point unit from Medicine
Electives	21	

## 6 Principal Studies

Principal Studies available for the Bachelor of Music Studies are listed under the course resolution for the Bachelor of Music Studies.

## 7 Progression rules

- (1) Candidates must complete all requirements for the Bachelor of Music Studies, including the designated Science units of study, in minimum time and must maintain a minimum average mark of 65 in all units of study in the Bachelor of Music Studies, this being the minimum achievement required for admission to candidature for the Bachelor of Medicine and Bachelor of Surgery.
- (2) Failure to maintain required progression and minimum result requirements will result in candidates being transferred from the combined degree program to the Bachelor of Music Studies with full credit for the units of study completed.

## 8 Requirements for the Honours degree

- (1) Honours is available to meritorious candidates, in either or both the Bachelor of Music Studies or Bachelor of Medicine and Bachelor of Surgery.
- (2) Honours in the Bachelor of Music Studies requires completion of one additional full time year of study. Candidates who enrol in the honours year at the completion of the Bachelor of Music Studies will suspend enrolment in the combined degree and transfer to the Bachelor of Music Studies (Honours) candidature and enrol in fourth year units of study, before returning to complete the combined award. Honours can also be attempted at the completion of the combined pass program.
- (3) Admission and award requirements for honours in the Bachelor of Music Studies are listed in the resolution for the Bachelor of Music Studies degree.
- (4) Honours in the Bachelor of Medicine and Bachelor of Surgery requires successful completion of an alternative set of units completed within the normal timeframe of the pass degree. Admission and award requirements for honours are listed in the Course Resolution relating to the Bachelor of Medicine and Bachelor of Surgery.

## 9 Award of the degree

- (1) The Bachelor of Music Studies is awarded in the grades of either Pass or Honours. The honours degree is awarded in classes ranging from First Class to Third Class according to the conditions specified in the resolutions of the Sydney Conservatorium of Music.
- (2) The Bachelor of Medicine and Bachelor of Surgery is awarded as either Pass or Honours. The honours degree is awarded in classes ranging from First Class to Second Class (Division 2) according to the conditions specified in the course resolutions relating to the Bachelor of Medicine and Bachelor of Surgery.
- (3) Candidates for the award of either Honours degree who do not meet the requirements, and who have not already graduated, will be awarded the relevant pass degree.

## 10 Cross-institutional study

Cross-institutional study is not available in this course.

## 11 Course Transfer

A candidate may abandon the combined program and elect to complete the Bachelor of Music Studies in accordance with the resolutions governing that degree. Completion of the Bachelor of Medicine and Bachelor of Surgery in the future will require a new application for admission to candidature for that course and completion in accordance with the resolutions governing that degree.

## 12 Transitional provisions

- (1) These resolutions apply to students who commenced their candidature after 1 January, 2011 and students who commenced their candidature prior to 1 January, 2011 who elect to proceed under these resolutions.
- (2) Candidates who commenced prior to 1 January, 2011 may complete the requirements in accordance with the resolutions in force at the time of their commencement.

## Bachelor of Science (Advanced)/Bachelor of Medicine and Bachelor of Surgery

*These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to) the University of Sydney (Coursework) Rule 2000 (the 'Coursework Rule'), the Resolutions of the Faculty, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended) and the Academic Board policies on Academic Dishonesty and Plagiarism.*

### Course resolutions

#### 1 Course codes

Code	Course and stream title
LH033	Bachelor of Science (Advanced)/Bachelor of Medicine and Bachelor of Surgery

#### 2 Attendance pattern

The attendance pattern for this course is full time only.

#### 3 Cross faculty management

- (1) Candidates in this combined degree will be under the general supervision of the Faculty of Science until the end of the semester in which they complete the requirements for the Bachelor of Science (Advanced). They will then be under the supervision of the Faculty of Medicine (Sydney Medical School).
- (2) The Deans of the Faculty of Science and the Faculty of Medicine shall jointly exercise authority in any matter concerned with the combined course not otherwise dealt with in these resolutions.

#### 4 Admission to candidature

- (1) Admission to this course is on the basis of a secondary school leaving qualification such as the NSW Higher School Certificate (including national and international equivalents) leading to the award of an Australian Tertiary Admission Ranking (ATAR) or equivalent. English language requirements must be met where these are not demonstrated by sufficient qualifications taught in English. Applicants are ranked by merit and offers for available places are issued according to the ranking. Eligible Indigenous or Torres Strait Islander applicants who submit additional information may improve their ranking by participating in the University's access and equity schemes. Details of admission policies are found in the Coursework Rule.
- (2) In addition, admission to this course requires the applicant to participate in a semi structured interview. The results of this interview will form part of the ranking of applicants.

#### 5 Requirements for award

- (1) The units of study that may be taken for the course are set out in:
  - (a) Table 1 for the Bachelor of Science (Advanced) from the Faculty of Science; and
  - (b) The table of units of study for the Bachelor of Medicine and Bachelor of Surgery from the Faculty of Medicine.
- (2) The Dean of the Faculty of Science may permit a candidate of exceptional merit who is admitted to the Talented Student Program (TSP) to undertake a unit or units of study within the Faculty other than those specified in Table 1.
- (3) To qualify for the award of both degrees a candidate must successfully complete 336 credit points, comprising:
  - (a) 144 credit points to qualify for the award of the Bachelor of Science (Advanced) as required by the Bachelor of Science resolutions; and
  - (b) 192 credit points to qualify for the award of the Bachelor of Medicine and Bachelor of Surgery as

- (c) required by the resolutions for the Bachelor of Medicine and Bachelor of Surgery; and
- (c) one zero credit point Medicine unit of study in the first three years of the program.

#### 6 Majors

- (1) Completion of a major is a requirement of the Bachelor of Science (Advanced) in this combined degree. Candidates have the option of completing up to two majors.
- (2) The list of majors available in the Bachelor of Science (Advanced) is specified in the course resolutions for the Bachelor of Science.

#### 7 Progression rules

- (1) Candidates must complete all requirements for the degree Bachelor of Science (Advanced) in minimum time and must maintain a minimum average mark of 65 in all units of study in the Bachelor of Science (Advanced), this being the minimum achievement required for admission to candidature for the Bachelor of Medicine and Bachelor of Surgery.
- (2) Failure to maintain required progression and minimum result requirements will result in candidates being transferred from the combined degree program to the Bachelor of Science with full credit for the units of study completed.

#### 8 Requirements for the Honours degree

- (1) Honours is available to meritorious candidates, in either or both the Bachelor of Science (Advanced) or Bachelor of Medicine and Bachelor of Surgery.
- (2) Honours in the Bachelor of Science (Advanced) requires completion of an additional year of full time study. Candidates must complete the requirements for the honours course full-time over two consecutive semesters.
- (3) Candidates who enrol in the honours year at the completion of the Bachelor of Science (Advanced) will suspend enrolment in the combined degree and transfer to the Bachelor of Science honours candidature and enrol in fourth year units of study, before returning to complete the combined award. Honours can also be attempted at the completion of the combined pass program.
- (4) Admission and award requirements for honours in the Bachelor of Science (Advanced) are described in the resolutions of the Faculty of Science.
- (5) Honours in the Bachelor of Medicine and Bachelor of Surgery requires successful completion of an alternative set of units completed within the normal timeframe of the pass degree. Admission and award requirements for honours are listed in the Course Resolutions of the Bachelor of Medicine and Bachelor of Surgery.

#### 9 Award of the degree

- (1) The Bachelor of Science (Advanced) is awarded as either Pass or Honours. The honours degree is awarded in classes ranging from First Class to Third Class according to the conditions specified in the resolutions of the Faculty of Science.
- (2) The Bachelor of Medicine and Bachelor of Surgery is awarded as either Pass or Honours. The honours degree is awarded in classes ranging from First Class to Second Class (Division 2) according to the conditions specified in the course resolution relating to the Bachelor of Medicine and Bachelor of Surgery.
- (3) Candidates for the award of either Honours degree who do not meet the requirements, and who have not already graduated, will be awarded the relevant pass degree.

#### 10 Credit Transfer

It is not possible for candidates enrolled in the Bachelor of Science (Advanced)/Bachelor of Medicine and Bachelor of Surgery to obtain credit for previous studies.

## 11 Course transfer

A candidate may abandon the combined program and elect to complete the Bachelor of Science (Advanced) in accordance with the resolutions governing that degree. Completion of the Bachelor of Medicine and Bachelor of Surgery in the future will require a new application for admission to that course and completion in accordance with the resolutions governing that degree.

## 12 Transitional provisions

- (1) These resolutions apply to students who commenced their candidature after 1 January, 2011 and students who commenced their candidature prior to 1 January, 2011 who formally elect to proceed under these resolutions.
- (2) Candidates who commenced prior to 1 January, 2011 may elect to complete the requirements in accordance with the resolutions in force at the time of their commencement.



# Postgraduate Research Studies

## *Master of Philosophy*

(MPhil) KC083

## *Master of Surgery (by Research)*

(MS) KC000

## *Doctor of Philosophy*

(PhD) KB000

## *Doctor of Medicine*

(MD) KA000

### What is a research degree?

Research degrees are very different from coursework degrees in that the majority of work is self-directed study with supervision by a group of academics, working on a project that aims to make an original contribution to knowledge. Some degrees require a limited amount of coursework, but at least two thirds of the degree must be by research for the degree to be considered a higher degree by research.

Apart from any required coursework, the assessment of a research degree is through the examination of a thesis written by the student. The thesis is sent to a group of examiners and their recommendations form the basis for the outcome of the examination.

The four research degrees currently offered by the Faculty of Medicine are the Master of Philosophy, the Master of Surgery (Research), the Doctor of Philosophy and the Doctor of Medicine.

Governance, including the resolutions, or reference to where the resolutions for the postgraduate degrees by research can be found, are covered in this chapter. The information in this chapter provides a summary and is subordinate to the provisions of relevant degree resolutions.

### Financial information about research degrees

With the exception of the Doctor of Medicine, the Federal Government funds a number of places in research higher degrees for domestic students, currently defined as Australian and New Zealand citizens and Australian permanent residents. This is known as the Research Training Scheme (RTS), and more information can be found at [sydney.edu.au/medicine/current-students/costs-assistance/research-support/index.php#rts](http://sydney.edu.au/medicine/current-students/costs-assistance/research-support/index.php#rts).

This means that tuition fees for domestic students are covered by RTS for periods defined by the scheme.

International students are required to pay fees for each year they are enrolled for the duration of the degree. See the postgraduate course database for information on the fees for 2011.

[sydney.edu.au/medicine/future-students/postgraduate/costs-scholarships/international.php](http://sydney.edu.au/medicine/future-students/postgraduate/costs-scholarships/international.php).

There are a number of scholarships available for domestic students to assist with living costs, and a limited number for international students. Information about University-wide scholarships for domestic students can be found at

[sydney.edu.au/scholarships/research](http://sydney.edu.au/scholarships/research)

and

[sydney.edu.au/medicine/future-students/postgraduate/costs-scholarships](http://sydney.edu.au/medicine/future-students/postgraduate/costs-scholarships) for Sydney Medical School scholarships.

The scholarships database at <http://www.jason.edu.au> provides information on scholarships for both domestic and international students.

### Theses: production and examination

Before commencing writing up their thesis, students are strongly urged to read *The Thesis Guide* published by the Sydney University Postgraduate Representative Association (SUPRA), which can be found on the SUPRA website [www.supra.usyd.edu.au](http://www.supra.usyd.edu.au).

Details on submitting a thesis for research degrees other than the MD can be found on the Faculty of Medicine's website [sydney.edu.au/medicine/current-students/essential-information/research-students/submit-thesis.php](http://sydney.edu.au/medicine/current-students/essential-information/research-students/submit-thesis.php).

This website covers such information as options for thesis submission, timing of thesis submission, selection of examiners, types of thesis examination, preparing for submission of the thesis, the examination process, possible examination outcomes, appeals, deferment of public availability of theses, submission of corrected thesis and continuation of borrowing privileges after submission of the thesis.



# Master of Philosophy

(MPhil) KC083

Course	Duration full-time	Duration part-time
MPhil	1 year	1.5 to 4 years

## Overview

The Master of Philosophy (MPhil) is aimed at those who intend to pursue careers in medical or health research or who wish to upgrade their qualifications to give them a competitive edge in their employment by demonstrating superior ability and some research experience. It may also be used as a stepping stone to commencing a Doctor of Philosophy (PhD).

The MPhil is a research degree in which students undertake supervised research leading to the production of a thesis.

MPhil students are required to complete one six credit point unit of study, MEDF5005 Research Methods and Ethics, early in their candidature to provide them with guidance on areas relating to research such as writing papers and theses, reading and critiquing technical papers and writing literature reviews. Otherwise, MPhil students are not normally required to attend classes or undertake coursework units of study, with the thesis being the major examinable assessment requirement for the degree.

Major research areas include: anaesthesia, anatomy and histology, cardiology, dermatology, endocrinology, gastroenterology and hepatology, general practice, geriatric medicine, haematology, infection and immunity, medical education, medical genetics, neurology, nuclear medicine, obstetrics and gynaecology, oncology, clinical ophthalmology and eye health, paediatrics and child health, pathology, pharmacology, physiology, psychological medicine, public health, rehabilitation medicine, renal medicine, respiratory medicine, rheumatology and surgery.

## Degree Resolutions

Sydney Medical School resolutions and the printed handbook are the official statement of Faculty policy. The resolutions contained in the printed handbook are accurate as at November 2010. If a conflict is perceived between the content of the printed handbook and information available elsewhere, Sydney Medical School resolutions and the information available in the handbook online shall always take precedence. See the handbook online website: [sydney.edu.au/handbooks/handbooks\\_admin/medicine.shtml](http://sydney.edu.au/handbooks/handbooks_admin/medicine.shtml). See the Policy Online website: [sydney.edu.au/policy](http://sydney.edu.au/policy), for copies of University policies.

## Master of Philosophy

*These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to), the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended) and the Academic Board policies on Academic Dishonesty and Plagiarism.*

## Course resolutions

### 1 Course codes

Code	Course title
KC083	Master of Philosophy

### 2 Attendance pattern

The attendance pattern for this course is full time or part time as approved by the Faculty.

### 3 Admission to candidature

- (1) Available places will be offered to qualified applicants according to the following admissions criteria. In exceptional circumstances the Dean may admit applicants without the following qualifications but whose evidence of experience and achievement is deemed to be equivalent.
- (2) Admission to the Master of Philosophy by research requires:
  - (a) a bachelor's degree with first or second class honours from the University of Sydney or equivalent qualification; or  
a bachelor's degree from the University of Sydney or equivalent qualification. Applicants normally must have completed work equivalent to a first or second class honours bachelor's degree or pass a preliminary examination(s) as prescribed by the Faculty; this requirement may be waived if the applicant has obtained at least a credit in the highest course available in the subject(s) relevant to the proposed course of advanced study and research.
  - (b) submission of a research proposal which will detail a course of advanced study and research, in which the work to be carried out is in a discipline of the Faculty of Medicine.
- (3) Admission to candidature will be conditional upon the appointment of an appropriate supervisor and associate supervisor.

### 4 Requirements for award

- (1) To qualify for the degree of Master of Philosophy candidates must:
  - (a) successfully complete a 6 credit point research methods unit of study;
  - (b) successfully complete such units of study, if any, as may be prescribed by the head of the discipline;
  - (c) carry out supervised research on a topic approved by the Faculty on the recommendation of the head of the discipline;
  - (d) write a thesis, that passes examination, embodying the results of the approved research which shall contain original contribution to the knowledge and understanding of the subject concerned.

### 5 Attendance

- (1) Candidates, with Faculty approval, may pursue research or related study within industrial laboratories or research institutions or other institutions considered by the Faculty to provide adequate facilities and appropriate supervision for that candidature.
- (2) Candidates must complete a minimum of one semester of candidature within the university before submission of the thesis.

### 6 Probation

- (1) A candidate of the Master of Philosophy will be accepted by the Faculty on a probationary basis for a period one year and, prior to completion of this probationary period, the Faculty shall review the candidate's work and shall either confirm the candidate's status or terminate the candidature.
- (2) In the case of a candidate accepted on a probationary basis, the candidature shall be deemed to have commenced from the date of such acceptance.

### 7 Satisfactory progress

- (1) Subject to approval of the supervisor, head of discipline or Faculty the candidate may request a period of time away to pursue the course of advanced study and research within industrial laboratories or research institutions or other institutions considered by the Faculty to provide adequate facilities and appropriate supervision for that candidature.

- (2) A candidate pursuing candidature outside of Australia must also complete a minimum of one semester of candidature within the University before submission of the thesis.
- (3) At the end of each year the candidate shall provide evidence of progress and attend a progress review interview to the satisfaction of the supervisor, head of discipline concerned, the postgraduate review committee and the Faculty.
- (4) On the basis of evidence provided, the head of discipline or the Faculty shall recommend the conditions of candidature to apply for the following year and may require the candidate to provide further evidence of progress at the end of one semester or such other period as the head of discipline or the Faculty considers appropriate.
- (5) If a candidate fails to submit evidence of progress or if the head of discipline concerned considers that the evidence submitted does not indicate satisfactory progress, the Faculty may request the candidate to show cause why that candidature should not be terminated by reason of unsatisfactory progress towards completion of the degree.
- (6) At any time the Faculty may, on the recommendation of the head of the discipline, call upon the candidate to show cause why that candidature should not be terminated by reason of unsatisfactory progress towards completion of the degree.
- (7) Where a candidate has been asked to show cause and in the opinion of the Faculty, the candidate does not show good cause, the Faculty may terminate the candidature.

## 8 Preparation and submission of thesis

- (1) Candidates should complete a dissertation that:
  - (a) shall be an original contribution and include evidence of originality by the exercising of independent critical ability;
  - (b) is a satisfactory literary presentation;
  - (c) contains material suitable for publication.
- (2) The thesis or any component(s) of the thesis shall not already have been presented for any degree, however such component(s) may be included within the thesis where details of the previous presentation are provided.
- (3) A candidate may include in the thesis any publication of which the candidate is the sole or joint author provided that the papers:
  - (a) are based on work undertaken during the candidature for the degree;
  - (b) are identified as published work;
  - (c) are compatible with the overall coherence and organisation of the text of the thesis; and
  - (d) that the candidate provides evidence to identify satisfactorily the sections of the work for which the candidate is responsible, such as a signed written statement from all authors attesting to the contribution of the candidate.
- (4) A candidate may also submit in support of the candidature any publication of which the candidate is the sole or joint author. In such a case the candidate must produce evidence to identify satisfactorily the sections of the work for which the candidate is responsible.
- (5) The thesis shall be a record of original research undertaken by the candidate, who shall state the sources from which the information was derived, the extent to which use has been made of the work of others and the portion of the work claimed as original.
- (6) The thesis shall state the sources from which the information was derived, the extent to which use has been made of the work of others and the portion of the work claimed as original.
- (7) The thesis shall be accompanied by a declaration signed by the candidate that the thesis is composed by the candidate.
- (8) The thesis shall be written in English.
- (9) Prepare three copies of the thesis and lodge with the Faculty typewritten and bound according to the Academic Board resolutions for the Degree of Doctor of Philosophy, Form of the Thesis, points 1 - 4.
- (10) The candidate must submit to the Faculty, with the thesis, a certificate from the supervisor stating whether, in the supervisor's opinion, the form of presentation of the thesis is satisfactory.

## 9 Examination of thesis

The examination of a thesis for the degree of Master of Philosophy, by research, shall follow closely the examination process as stipulated by the Academic Board resolutions for the Degree of Doctor of Philosophy, the Examination Process, (with any reference to the PhD Award Subcommittee being substituted by the Faculty), except that the head of the discipline shall appoint two examiners for the thesis, of whom at least one shall be external to the Faculty.

## 10 Time limits

- (1) A full time student must submit a thesis for examination not earlier than 1 calendar year from first enrolment and not later than 2 calendar years from first enrolment.
- (2) A part time student must submit a thesis for examination not earlier than 2 calendar years from first enrolment and not later than 4 calendar years from first enrolment.

## 11 Transitional provisions

- (1) These course resolutions apply to students who commenced their candidature after 1 January, 2011 and students who commenced their candidature prior to 1 January, 2011 who formally elect to proceed under these course resolutions.
- (2) Candidates who commenced prior to 1 January, 2011 complete the requirements in accordance with the course resolutions in force at the time of their commencement.

## Table of Units of Study: Master of Philosophy

Unit of study	Credit points	Session
MEDF5005 Health Research Methods and Ethics	6	Semester 1 Semester 2

## Units of Study Descriptions 2011

### MEDF5005 Health Research Methods and Ethics

**Credit points:** 6 **Teacher/Coordinator:** Dr Patrick Kelly **Session:** Semester 1, Semester 2 **Classes:** Face to face interactive lectures and tutorials, plus online lectures and discussions **Assessment:** 1x study design assignment (30%), 1x statistics assignment (40%), 1x online self-study tasks (10%), 1x reflective diary or critical appraisal (20%) **Campus:** Camperdown/Darlington **Mode of delivery:** Distance Education/Intensive on Campus

This unit of study introduces students to the fundamental skills that are required for postgraduate research in medicine and health. Students will learn how to conduct research that is scientifically and ethically sound, be able to critically appraise and review literature, and will develop simple but important statistical analysis skills. In particular, students will learn how to present and interpret data, basic data management skills, and how to determine the required sample size for a study.

Obtaining ethics approval is necessary for any study involving the collection or analysis of data involving humans, animals or their tissues. Hence, this unit will also cover when and how to apply for ethics approval.

# Master of Surgery (by research)

(MS) KC000

Course	Duration full-time	Duration part-time
MS	minimum of 2 years	maximum of 4 years

## Overview

The Master of Surgery (MS) by research is aimed at those who intend to pursue careers in surgical research. The major research areas include: melanoma, neurosurgery, rheumatology and orthopaedic surgery, urology and vascular surgery.

MS students are not normally required to attend classes or undertake coursework units of study, with the thesis being the only or major examinable assessment requirement for the degree.

## Degree Resolutions

Sydney Medical School resolutions and the printed handbook are the official statement of Faculty policy. The resolutions contained in the printed handbook are accurate as at November 2010. If a conflict is perceived between the content of the printed handbook and information available elsewhere, Sydney Medical School resolutions and the information available in the handbook online shall always take precedence. See the handbook online website: [sydney.edu.au/handbooks/handbooks\\_admin/medicine.shtml](http://sydney.edu.au/handbooks/handbooks_admin/medicine.shtml). See the Policy Online website: [sydney.edu.au/policy](http://sydney.edu.au/policy), for copies of University policies.

## Master of Surgery (by research)

*These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to), the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended) and the Academic Board policies on Academic Dishonesty and Plagiarism.*

### Course resolutions

#### 1 Course codes

Code	Course and stream title
KC000	Master of Surgery

#### 2 Attendance pattern

The attendance pattern for this course is full time or part time as approved by the Faculty.

#### 3 Admission to candidature

Available places will be offered to qualified applicants according to the following admissions criteria.

- (1) Admission to the Master of Surgery by research requires:
  - (a) a Bachelor of Medicine or Bachelor of Surgery from the University of Sydney or equivalent qualification; and
  - (b) a traineeship with the relevant surgical training program of the Royal Australasian College of Surgeons or equivalent; or a Fellowship of the Royal Australasian College of Surgeons; or is able to pass a clinical examination in surgery as determined by the Faculty.
- (2) Admission to candidature will be conditional upon the appointment of an appropriate supervisor and associate supervisor.

#### 4 Requirements for award

To qualify for the degree of Master of Surgery by research candidates must:

- (a) complete such units of study, if any, as may be prescribed by the Head of the Discipline of Surgery;
- (b) carry out supervised research on a topic approved by the Faculty on the recommendation of the Head of the Discipline of Surgery;
- (c) write a thesis, that passes examination, embodying the results of the approved research which shall be a substantially original contribution and must be a significant contribution of distinguished merit adding to the knowledge and understanding of the subject concerned;
- (d) lodge with the Faculty four copies of this thesis, typewritten and bound in accordance with University requirements; and
- (e) submit to the Faculty, with the thesis, a certificate from the supervisor stating whether, in the supervisor's opinion, the form of presentation of the thesis is satisfactory.

### 5 Attendance

- (1) Candidates, with Faculty approval, may pursue research or related study within industrial laboratories or research institutions or other institutions considered by the Faculty to provide adequate facilities and appropriate supervision for that candidature.
- (2) Candidates must complete a minimum of one semester of candidature within the University before submission of the thesis.

### 6 Probation

- (1) A candidate of the Master of Surgery by research will be accepted by the Faculty on a probationary basis for a period one year and prior to completion of this probationary period the Faculty shall review the candidate's work and shall either confirm the candidate's status or terminate the candidature.
- (2) In the case of a candidate accepted on a probationary basis, the candidature shall be deemed to have commenced from the date of such acceptance.

### 7 Satisfactory progress

- (1) At the end of each year the candidate shall provide evidence of progress and attend a progress review interview to the satisfaction of the supervisor, head of discipline concerned, any postgraduate review committee and the Faculty.
- (2) On the basis of evidence provided, the head of discipline or the Faculty shall recommend the conditions of candidature to apply for the following year and may require the candidate to provide further evidence of progress at the end of one semester or such other period as the head of discipline or the Faculty considers appropriate.
- (3) If a candidate fails to submit evidence of progress or if the head of discipline concerned considers that the evidence submitted does not indicate satisfactory progress, the Faculty may request the candidate to show cause why that candidature should not be terminated by reason of unsatisfactory progress towards completion of the degree.
- (4) At any time the Faculty may, on the recommendation of the Head of the Discipline of Surgery, call upon the candidate to show cause why that candidature should not be terminated by reason of unsatisfactory progress towards completion of the degree.
- (5) Where a candidate has been asked to show cause and in the opinion of the Faculty, the candidate does not show good cause, the Faculty may terminate the candidature.

### 8 Preparation and submission of thesis

- (1) The thesis or any component(s) of the thesis shall not already have been presented for any degree, however such component(s) may be included within the thesis where details of the previous presentation are provided.
- (2) A candidate may also submit in support of the candidature any publication of which the candidate is the sole or joint author. In such a case the candidate must produce evidence

to identify satisfactorily the sections of the work for which the candidate is responsible.

- (3) The thesis shall be a record of original research undertaken by the candidate, who shall state the sources from which the information was derived, the extent to which use has been made of the work of others and the portion of the work claimed as original.
- (4) The thesis shall be accompanied by a declaration signed by the candidate that the thesis is composed by the candidate.
- (5) The thesis shall be written in English.
- (6) Prepare four copies of the thesis and lodge with the Faculty, typewritten and bound according to the Academic Board resolutions for the Degree of Doctor of Philosophy, Form of the Thesis, points 1 - 4.

## 9 Examination of thesis

The examination of a thesis for the degree of Master of Surgery, by research, shall follow closely the examination process as stipulated by the Academic Board resolutions for the Degree of Doctor of Philosophy, the Examination Process, (with any reference to the PhD Award Subcommittee being substituted by the Faculty), except that the Head of the Discipline of Surgery shall appoint examiners for the thesis, of whom at least one shall be external to the University.

## 10 Time limits

- (1) A full time student must submit a thesis for examination not earlier than 2 calendar years from first enrolment and not later than 3 calendar years from first enrolment.
- (2) A part time student must submit a thesis for examination not earlier than 3 calendar years from first enrolment and not later than 4 calendar years from first enrolment.

## 11 Transitional provisions

- (1) These resolutions apply to persons who commenced their candidature after 1 January, 2011 and persons who commenced their candidature prior to 1 January, 2011 who formally elect to proceed under these resolutions.
- (2) Candidates who commenced prior to 1 January, 2011 complete the requirements in accordance with the resolutions in force at the time of their commencement.

## Doctor of Philosophy

The Doctor of Philosophy (PhD) is different from all the other degrees offered by the University as it is the only degree offered at the University level, with the same regulations governing a PhD student whether the student is in fine arts, medicine or architecture.

The Resolutions governing the degree of Doctor of Philosophy are found in Policy Online [sydney.edu.au/senate/policies/PhD\\_Rule.pdf](http://sydney.edu.au/senate/policies/PhD_Rule.pdf). The resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to), the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended) and the Academic Board policies on Academic Dishonesty and Plagiarism and *University of Sydney (Doctor of Philosophy (PhD)) Rule 2004 (as amended)*. These rules are found in Policy Online at [sydney.edu.au/policy](http://sydney.edu.au/policy).

Major research areas include:

- anaesthesia
- anatomy and histology
- cardiology
- dermatology
- endocrinology
- gastroenterology and hepatology
- general practice
- geriatric medicine
- haematology
- infection and immunity
- medical education
- medical genetics
- neurology
- nuclear medicine
- obstetrics and gynaecology
- oncology
- clinical ophthalmology and eye health
- paediatrics and child health
- pathology
- pharmacology
- physiology
- psychological medicine
- public health
- rehabilitation medicine
- renal medicine
- respiratory medicine
- rheumatology
- surgery.

## Doctor of Medicine

### Overview

The Doctor of Medicine (MD) is a higher doctorate, and unlike the Doctor of Philosophy (PhD) is not a research training degree. It may be described as an award that one would receive at the end of one's career, rather than the beginning, for an outstanding contribution to knowledge. The MD is awarded by published work which, in the opinion of examiners and the Faculty of Medicine, has been generally recognised by scholars in the particular field of expertise as a distinguished contribution to knowledge.

To be eligible for admission, the applicant must hold the degree of Bachelor of Medicine/Bachelor of Surgery (MBBS) from the University of Sydney.

Alternatively the Faculty of Medicine must deem a graduate of another institution as having equal standing to that of a graduate of the University of Sydney and the applicant must have been a full-time member of the academic staff of the University of Sydney for at least three years or have had similar significant involvement with teaching and research and the applicant must have been a graduate of the University of Sydney (or an equivalent institution) of at least five years standing before the degree of Doctor of Medicine can be awarded.

Published work submitted for examination may be regarded as a distinguished contribution to knowledge if:

- it represents a significant advance in knowledge in its chosen field
- or it has given rise to or is a major part of a significant debate in scholarly books and journals among recognised scholars in its chosen field
- or it has directly given rise to significant changes in the direction of research or of practice of a newer generation of recognised scholars in its chosen field.

There is no set number of publications an applicant must have to be awarded the degree. The Prima Facie Committee and the examiners will be asked to judge the work on its quality and based on the criteria stated above, rather than on the quantity of the papers.

People considering applying for an MD are advised to contact the Student Services Unit in the first instance.

Information for prospective students can be found at:  
[sydney.edu.au/medicine/future-students/pdfs/MD-info.pdf](http://sydney.edu.au/medicine/future-students/pdfs/MD-info.pdf)

A copy of the resolutions governing the MD can be found at:  
[sydney.edu.au/medicine/future-students/pdfs/MDDS-resolutions.pdf](http://sydney.edu.au/medicine/future-students/pdfs/MDDS-resolutions.pdf)

# Postgraduate Coursework Studies

## Introduction

Postgraduate courses are higher award courses such as graduate certificates, graduate diplomas, master's degrees and doctorates. (Information on the graduate-entry University of Sydney Medical Program, which leads to registration as a medical doctor, can be found in the chapters on Medicine and Surgery and Combined Medicine).

## What is a coursework course?

Coursework courses are similar to undergraduate study in that the student enrolls in a set of units of study, with largely predetermined content and predetermined assessment. The units of study can be offered face to face, with lectures and tutorials, or offered online with set readings and a web-based forum or similar, or a combination of both. Each unit of study has a credit point value and each course has a defined number of credit points the student must attain to be awarded the qualification.

Governance, including the resolutions for all postgraduate degrees, are covered in the individual chapters relating to the area of study. The information in this chapter provides a summary and is subordinate to the provisions of each chapter containing the relevant degree resolutions.

## Embedded courses

Coursework courses in the Faculty of Medicine include graduate certificates, graduate diplomas and master's degrees. Some of these are stand-alone but many of them are known as 'embedded' or 'articulated' courses. This means that the two or three levels involved are linked with overlapping content so that a student may progress through the levels seamlessly, or transfer from a higher level and be awarded a qualification with a smaller load.

For example a student may be unsure about undertaking study again after a protracted period away, so only requests admission to the graduate certificate. However, the student finds the study so relevant to their work that they decide to continue with the graduate diploma. Instead of having to reapply and repeat units of study, the student can request a transfer to the graduate diploma with full credit for their studies in the graduate certificate.

Alternatively, a student may enrol in the master's degree, but part of the way through is posted overseas for work and can't continue. The student can apply to graduate with the highest level of award for which they have satisfied the requirements, thereby adding a qualification to their list of achievements.

Another example is that a year after completing a graduate certificate, a student can apply to undertake the graduate diploma and, if accepted, will be given credit for the units of study completed in the graduate certificate.

Note that time limits do apply for returning students. See the faculty's credit policy at: [sydney.edu.au/medicine/current-students/policies-forms/postgraduate.php](http://sydney.edu.au/medicine/current-students/policies-forms/postgraduate.php).

Transfer between levels is not automatic. A student must request a transfer. The request is considered by the course coordinator in the first instance, who makes a recommendation to the Chair of the Board of Postgraduate Studies, who makes the final decision.

In the Faculty of Medicine, the general structure of embedded courses is as follows:

- a graduate certificate requires 24 credit points for award

- a graduate diploma requires 36 credit points
- a master's degree requires 48 credit points.

Not all courses follow this structure so students should ensure that they read the resolutions and other information about their course to ensure they are aware of the requirements.

## Units of study

Units of study are the building blocks of all coursework courses, each with an associated credit point value. Each award course has a number of credit points necessary for completion of the course, and these credit points are gained through successfully completing units of study.

For some courses, the course coordinator specifies units of study for which a student must enrol. Other courses have only one or two units of study which are compulsory and the student has a choice, within limits, of which other units of study to undertake to achieve the required credit points for award.

The units that are compulsory are known as 'core' units, and a student must successfully complete these in order to be awarded the relevant qualification. Even if the student has the necessary number of credit points for award, if they have not passed the core units then they are not regarded as having qualified.

The units of study where students have a choice are called elective units. Generally the choice of elective units of study is restricted to certain groups of units. Each following chapter provides a description of a postgraduate course offered through the Faculty of Medicine, the resolutions governing that course and an outline of requirements of core and elective units for each course.

Some units of study have restrictions on who may enrol in the unit. The three types of restrictions are prerequisites, corequisites and prohibitions.

### Prerequisites

Enrolment in a unit may only be possible if students have already completed a particular unit of study, the prerequisite.

For example, the unit of study OPSC5004 Practical Ophthalmic Science builds on the content of OPSC5001, and without having completed OPSC5001, students will not be able to understand and complete OPSC5005. Hence, OPSC5001 is a prerequisite for OPSC5005.

### Corequisites

A corequisite is where a unit of study requires a student to have already completed a second unit of study, or to enrol in it at the same time.

For example, the Biostatistics BSTA5020 Workplace Project Portfolio Part A requires students to also enrol in BSTA5021 Workplace Project Portfolio Part B during the same semester.

### Prohibitions

A prohibition is where a student may not enrol in a unit of study if they have already completed the unit with a prohibition against it. For example, if a student has already completed BSTA5022 Workplace Project Portfolio Part C then he/she may not enrol in BSTA5020 or BSTA5021.

## Financial information about coursework courses

Postgraduate coursework courses within the Faculty of Medicine are fee-paying, with the exception of the Graduate Diploma of Indigenous



Health Promotion and the Indigenous Health (Substance Use) program, which are covered by HECS-HELP for Australian citizens.

A limited number of Commonwealth Support Places (CSP) are available in a restricted number of postgraduate coursework courses. Applications submitted by the application deadline will be considered for a CSP place, based on merit and availability. Please check with the relevant course coordinator for further information.

Few scholarships exist to cover the fees for coursework degrees for either domestic and international students.

For information on scholarships see:  
[sydney.edu.au/medicine/future-students/scholarships](http://sydney.edu.au/medicine/future-students/scholarships).



# Bioethics

**Graduate Certificate in Bioethics**

(GradCertBEth) LG019

**Graduate Diploma in Bioethics**

(GradDipBEth) LF037

**Master of Bioethics**

(MBEth) LC047

*(Students apply through the Faculty of Science)*

Course	Credit points for award	Duration
GradCertBEth	24	0.5 to 2.5 years
GradDipBEth	36	1 to 4 years
MBEth	48	1 to 5 years
MBEth(Hons)	60	1.5 to 6 years

**Overview**

These courses are designed to meet the widely recognised growing need for ethics education for scientists, researchers, and professionals working in medicine, nursing, public health, health law, health policy/administration, public policy, and science communication. They will also be attractive to students with general interests in relationships between science and society or relevant social science disciplines.

Particular units of study such as Critical Concepts in Bioethics (BETH5000), Human and Animal Research Ethics (BETH5202), Ethics and Biotechnology (BETH5201), and Ethics and Public Health (BETH5203) – offered through the postgraduate program in Bioethics will be popular with postgraduate students pursuing degrees in other fields such as medical humanities, law, biology, health sciences, biomedical sciences, public health, and/or any disciplines involving human or animal experimentation.

The discipline of bioethics is concerned with ethical questions arising in contexts of biological and medical science. Social concern about such issues has grown with advances in biomedical technology, as illustrated by contemporary debate over reproductive technologies, genetic engineering, cloning, and stem cell research. Traditional topics in bioethics include abortion, euthanasia, relationships between health care providers and patients, research involving humans and animals, and justice in the distribution of medical resources. Emerging topics include ethical issues related to global public health.

Falling at the intersections of ethics, policy, and biomedical science, bioethics is an inherently interdisciplinary field. The University of Sydney's postgraduate program in Bioethics uniquely addresses this interdisciplinarity head-on.

In addition to the core unit of study (BETH5101), which provides interdisciplinary grounding in ethical philosophy, our capstone unit (BETH5000) provides a broad and critical survey of the fields of bioethics. Our foundational units are philosophy of science/medicine (BETH5102), interdisciplinary approaches to the study of medicine and society (BETH5103), and bioethics law (BETH5104).

Specialisation in areas of particular interest is provided via elective units with focus on biotechnology (BETH5201), research ethics (BETH5202), public health (BETH5203), clinical ethics (BETH5204) and mental health (BETH5205). All of these units of study include historical components.

The Master of Bioethics degree can be completed in one year by full-time students or over two years by part-time students. Further details on duration of study are provided below.

**Course Outcomes**

The University of Sydney postgraduate Bioethics degree courses provide breadth and depth of coverage of both traditional and alternative/emerging issues in, and approaches to, bioethics.

Our students will gain advanced understanding of the bearing of ethical philosophy, epistemology, law, sociology, linguistics, and history on issues in bioethics. They will develop interdisciplinary appreciation of relationships between values, science, and society. They will become familiar with both the historical and philosophical bases of local and international legislation and regulatory guidelines regarding the ethics of health care and research.

They will develop, and be able to defend, their own reasoned judgements about how ethical issues arising in health care, research, and public policy contexts should be resolved; and they will be able to recognise novel, or previously unappreciated, ethical issues arising in the professional workplace or in social policy contexts.

Our degrees contribute to the professional development of those working in health care and they offer the skills and knowledge base necessary for critical analysis in health policy making or in relevant areas of social science disciplines.

All of our degrees contribute to development of general skills in research, reading, writing, and oral expression. Expertise will vary with level of degree completed.

The program has been designed to enable progression from Graduate Certificate to Graduate Diploma, and Master's.

**Degree Resolutions**

Sydney Medical School resolutions and the printed handbook are the official statement of Faculty policy. The resolutions contained in the printed handbook are accurate as at November 2010. If a conflict is perceived between the content of the printed handbook and information available elsewhere, Sydney Medical School resolutions and the information available in the handbook online shall always take precedence. See the handbook online website: [sydney.edu.au/handbooks/handbooks\\_admin/medicine.shtml](http://sydney.edu.au/handbooks/handbooks_admin/medicine.shtml). See the Policy Online website: [sydney.edu.au/policy](http://sydney.edu.au/policy), for copies of University policies.

## Graduate Certificate in Bioethics

## Graduate Diploma in Bioethics

## Master of Bioethics

*These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to) the University of Sydney (Coursework) Rule 2000 (the 'Coursework Rule'), the Resolutions of the Faculty, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended) and the Academic Board policies on Academic Dishonesty and Plagiarism.*

### Course resolutions

#### 1 Course codes

Code	Course title
LG019	Graduate Certificate in Bioethics
LF037	Graduate Diploma in Bioethics
LC047	Master of Bioethics

#### 2 Attendance pattern

The attendance pattern for these courses is full time or part time according to candidate choice.

#### 3 Master's type

The master's degree in these resolutions is an advanced learning master's course.

#### 4 Embedded courses in this sequence

- (1) The embedded courses in this sequence are:
  - (a) Graduate Certificate in Bioethics
  - (b) Graduate Diploma in Bioethics
  - (c) Master of Bioethics
- (2) Providing candidates satisfy the admission requirements for each stage, a candidate may progress to the award of any course in this sequence. Only the highest award completed will be conferred.

#### 5 Admission to candidature

- (1) With approval from the Dean available places will be offered to qualified applicants according to the following admissions criteria.
- (2) Admission to the Graduate Certificate in Bioethics requires a bachelor's degree from the University of Sydney or equivalent qualification in the field of Science, Medicine, Nursing, Allied Health Sciences, Philosophy/Ethics, Sociology, Anthropology, History, Law or other relevant field.
- (3) Admission to the Graduate Diploma in Bioethics requires:
  - (a) a bachelor's degree from the University of Sydney or equivalent qualification in the field of Science,

Medicine, Nursing, Allied Health Sciences, Philosophy/Ethics, Sociology, Anthropology, History, Law or other relevant field; or

- (b) completion of the requirements of an embedded graduate certificate or equivalent qualification.
- (4) Admission to the Master of Bioethics requires:
  - (a) a bachelor's degree with a credit average from the University of Sydney or equivalent qualification in the field of Science, Medicine, Nursing, Allied Health Sciences, Philosophy/Ethics, Sociology, Anthropology, History, Law or other relevant field; or
  - (b) completion of the requirements of an embedded graduate diploma or equivalent qualification.

### 6 Requirements for award

- (1) The units of study that may be taken for these awards are set out in tables for Bioethics postgraduate courses. With the approval of the Dean and the program coordinator, candidates for the graduate diploma or master's degree with special aims or interests may be allowed to substitute up to 12 credit points with relevant postgraduate units (eg. history, medical humanities or law) from outside the table.
- (2) Candidates for the Graduate Certificate of Bioethics are required to complete 24 credit points including:
  - (a) 6 credit points from core units of study; and
  - (b) 12 credit points from foundational units of study.
  - (c) 6 credit points from elective or foundational units of study.
- (3) Candidates for the Graduate Diploma of Bioethics are required to complete 36 credit points including:
  - (a) 6 credit points from core units of study; and
  - (b) 12 credit points from foundational units of study; and
  - (c) 18 credit points from foundational or elective units of study.
- (4) Candidates for the Master of Bioethics coursework pathway are required to complete 48 credit points including:
  - (a) 12 credit points from core units of study; and
  - (b) 18 credit points from foundational units of study; and
  - (c) 18 credit points from elective units of study.
- (5) Subject to the availability of supervision and suitable projects, candidates with a credit average in 24 credit points of study from the degree may be admitted to the research pathway.
- (6) Candidates for the Master of Bioethics research pathway are required to complete 48 credit points including:
  - (a) 24 credit points from core units of study; and
  - (b) 18 credit points from foundational units of study; and
  - (c) 6 credit point elective unit of study.

### 7 Transitional provisions

- (1) These resolutions apply to persons who commenced their candidature after 1 January, 2011 and persons who commenced their candidature prior to 1 January, 2011 who elect to proceed under these resolutions.
- (2) Candidates who commenced prior to 1 January, 2011 may complete the requirements in accordance with the resolutions in force at the time of their commencement, provided that requirements are completed by 1 January, 2016, or later date as the faculty may, in special circumstances, approve.

## Table of Units of Study: Bioethics

Unit of study	Credit points	A: Assumed knowledge	P: Prerequisites	C: Corequisites	N: Prohibition	Session
<b>Core Units</b>						
Students in the graduate certificate or in the graduate diploma must complete BETH5101 Introduction to Ethical reasoning.						
Students in the master's degree must complete all core units.						
<b>BETH5000</b> Core Concepts in Bioethics	6	A A three-year undergraduate degree in science, medicine, nursing, allied health sciences, philosophy/ethics, sociology/anthropology, history, or other relevant field, or by special permission. A limited number of students may be granted permission to take this unit during their honours year.				Semester 2

<b>Unit of study</b>	<b>Credit points</b>	<b>A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition</b>	<b>Session</b>
<b>BETH5101 Introduction to Ethical Reasoning</b>	6	<b>A</b> A three-year undergraduate degree in science, medicine, nursing, allied health sciences, philosophy/ethics, sociology/anthropology, history, or other relevant field, or by special permission. <i>A limited number of students may be granted permission to take this unit during their honours year.</i>	Semester 1
<b>Foundational</b>			
Students in the graduate certificate must choose two foundational units of study. Students in the graduate diploma must choose two foundational units of study AND choose an additional three units from foundational or elective units of study. Students in the master's degree must complete all three foundational units of study and choose an additional three elective units of study.			
<b>BETH5102 Philosophy of Medicine</b>	6	<b>A</b> A three-year degree in science, medicine, nursing, allied health sciences, philosophy/ethics, sociology/anthropology, history, or other relevant field - or by special permission. <i>A limited number of students may be granted permission to take this unit during their honours year.</i>	Semester 1
<b>BETH5103 Biomedicine and Society</b>	6	<b>A</b> A three-year undergraduate degree in science, medicine, nursing, allied health sciences, philosophy/ethics, sociology/anthropology, history, or other relevant field, or by special permission. <i>A limited number of students may be granted permission to take this unit during their honours year.</i>	Semester 2
<b>BETH5104 Bioethics, Law and Society</b>	6	<b>A</b> A three-year undergraduate degree in science, medicine, nursing, allied health sciences, philosophy/ethics, sociology/anthropology, history, or other relevant field, or by special permission	Semester 1
<b>Elective</b>			
Students in the graduate certificate must choose one elective unit of study. Students in the graduate diploma must choose three foundational or elective units of study (in addition to two foundational units of study). Students in the master's degree must choose three elective units of study.			
<b>BETH5201 Ethics and Biotech: Genes and Stem Cells</b>	6	<b>A</b> A three-year undergraduate degree in science, medicine, nursing, allied health sciences, philosophy/ethics, sociology/anthropology, history, or other relevant field, or by special permission. <i>A limited number of students may be granted permission to take this unit during their honours year.</i>	Semester 1
<b>BETH5202 Human and Animal Research Ethics</b>	6	<b>A</b> A three-year undergraduate degree in science, medicine, nursing, allied health sciences, philosophy/ethics, sociology/anthropology, history, or other relevant field, or by special permission. <i>A limited number of students may be granted permission to take this unit during their honours year.</i>	Semester 2
<b>BETH5203 Ethics and Public Health</b>	6	<b>A</b> A three-year undergraduate degree in science, medicine, nursing, allied health sciences, philosophy/ethics, sociology/anthropology, history, or other relevant field, or by special permission. <i>A limited number of students may be granted permission to take this unit during their honours year.</i>	Semester 2
<b>BETH5204 Clinical Ethics</b>	6	<b>A</b> Honours or equivalent degree, or other appropriate terminal undergraduate degree (such as a three-year nursing degree) in science, medicine, nursing, allied health sciences, philosophy/ethics, sociology/anthropology, history, or other relevant field-or by special permission. <i>A limited number of students may be granted permission to take this unit during their honours year.</i>	Semester 1
<b>BETH5205 Ethics and Mental Health</b>	6		Semester 2

### Further enquiries

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## Units of Study descriptions for 2011

### BETH5000

#### Core Concepts in Bioethics

**Credit points:** 6 **Session:** Semester 2 **Classes:** 13 x 2 hr seminars **Assumed knowledge:** A three-year undergraduate degree in science, medicine, nursing, allied health sciences, philosophy/ethics, sociology/anthropology, history, or other relevant field, or by special permission. **Assessment:** 1x750 wd review (15%) and 1x1500wd essay (35%) and 1x200-2500 wd essay (50%) **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

*Note: A limited number of students may be granted permission to take this unit during their honours year.*

This unit of study provides a broad overview of the primary issues in, and theoretical approaches to, bioethics. Following an introduction to the history of bioethics and review of the major theoretical approaches

to applied ethics, central debates in bioethics surrounding doctor-patient relationships, informed consent, privacy/confidentiality, research ethics, abortion, euthanasia, genetics, cloning, stem cell research, justice and distribution of health care resources, etc., are examined. In addition to classical cases and traditional theoretical perspectives, emerging topics and alternative perspectives are explored. The unit concludes with the topic of global public health and socio-political critique(s) of the discipline of bioethics itself. Learning activities will include seminars, small group sessions, and project work.

### BETH5101

#### Introduction to Ethical Reasoning

**Credit points:** 6 **Session:** Semester 1 **Classes:** 13 x 2hr seminars **Assumed knowledge:** A three-year undergraduate degree in science, medicine, nursing, allied health sciences, philosophy/ethics, sociology/anthropology, history, or

other relevant field, or by special permission. **Assessment:** 1 x 2000wd essay (35%); 1x 4000wd essay (55%); participation (10%) **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day  
*Note: A limited number of students may be granted permission to take this unit during their honours year.*

This unit prepares students for advanced analysis of issues in bioethics by laying foundations in both critical thinking and ethical theory. Following an introduction to the construction and assessment of arguments, central issues of debate in meta-ethics, normative ethics, and political philosophy are examined. Major traditional (historical, consequential, deontological, contractarian/egalitarian, and communitarian) theoretical frameworks as well as postmodern/continental perspectives are introduced and critically evaluated. The unit concludes with an introduction to applied and professional ethics. It is recommended, but not required, that BETH5101 is taken during students' first semester in the program.

## BETH5102

### Philosophy of Medicine

**Credit points:** 6 **Session:** Semester 1 **Classes:** 13 x 2hr seminars **Assumed knowledge:** A three-year degree in science, medicine, nursing, allied health sciences, philosophy/ethics, sociology/anthropology, history, or other relevant field - or by special permission. **Assessment:** 1x exercise 1200wds (30%); 1 x essay 3000-4000wds (60%); Participation (10%) **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day  
*Note: A limited number of students may be granted permission to take this unit during their honours year.*

This unit of study introduces students to the broader philosophical issues and epistemological structures that underlie medicine and the biomedical sciences. The unit will begin by introducing students to the philosophy of science and medicine, epistemology and the concepts of health, illness and disease. The second part of the unit will review debates regarding disease causation and the social construction of disease. Students will then consider issues relating to the generation and use of knowledge and evidence, and the differences between conventional and alternative/non-Western approaches to illness and healing. The final part of the unit will focus on diagnosis, nosology and classification of disease, with particular reference to mental illness.

## BETH5103

### Biomedicine and Society

**Credit points:** 6 **Session:** Semester 2 **Classes:** 13 x 2hr seminars **Assumed knowledge:** A three-year undergraduate degree in science, medicine, nursing, allied health sciences, philosophy/ethics, sociology/anthropology, history, or other relevant field, or by special permission. **Assessment:** 1 x exercise 1200 wds (30%); 1 x 3000-4000 wd essay (60%); Participation (10%) **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day  
*Note: A limited number of students may be granted permission to take this unit during their honours year.*

How does biomedicine both influence and reflect the broader society of which it is a part? This unit of study addresses this general question by examining a series of ethical and social issues relating to sex and drugs. The issues relate to gender, reproduction and sexual behaviour, and some of the drugs that have played a key role in the medicalisation of human experience in these domains. The course readings explore the issues from a range of different perspectives (i.e. history, sociology, politics, health policy, philosophy, religion, feminism, public health, and personal experience) with the aim of broadening the scope of bioethical inquiry. Each topic introduces specific concepts which students are encouraged to apply. Students are also encouraged to draw on their own disciplinary and/or professional background. Seminars, on-line discussions and coursework will provide opportunities to learn from other students, and apply learning from other units of study.

## BETH5104

### Bioethics, Law and Society

**Credit points:** 6 **Session:** Semester 1 **Classes:** 3 x 8hr intensives **Assumed knowledge:** A three-year undergraduate degree in science, medicine, nursing, allied health sciences, philosophy/ethics, sociology/anthropology, history, or other relevant field, or by special permission **Assessment:** 1 x Problem 1500

wds (40%); 1 x 2000wd essay (60%) **Campus:** Camperdown/Darlington **Mode of delivery:** Block Mode

The unit of study will begin by introducing students to interrelationships between health care, ethics and the law. In particular students will explore the moral basis of law and the means by which law influences moral norms, clinical practice and health policy. Students will be shown how to critically read and analyse primary sources of law relevant to bioethics. Students will then examine a number of areas of law that have particular significance for bioethics and society including the law of tort (consent and standards of care), contract (confidentiality), criminal law (euthanasia and abortion), public health law, administrative law and law reform.

## BETH5201

### Ethics and Biotech: Genes and Stem Cells

**Credit points:** 6 **Session:** Semester 1 **Classes:** 6 x 2hr seminars 1 x 8 hr intensive **Assumed knowledge:** A three-year undergraduate degree in science, medicine, nursing, allied health sciences, philosophy/ethics, sociology/anthropology, history, or other relevant field, or by special permission. **Assessment:** 3 Tutorial assessments - 400 wds each (3x 10%); 1 x 1200-1500 wd essay (30%); 1 x 2200 - 2500 wd essay (40%) **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day  
*Note: A limited number of students may be granted permission to take this unit during their honours year.*

This unit introduces students to the broader social/political, ethical/philosophical and legal/regulatory issues that underlie genetics, stem cell research and the emerging biotechnologies. The unit will provide a brief overview of the relevant science before considering scientific, cultural and religious understandings of life and human identity. The second part of the unit will review the political, regulatory and commercial context of biotechnology and the control of information. Students will then review the history of genetics and eugenics and the ethical issues that arise in clinical and population genetics, stem cell research and cloning. The final part of the unit will explore the boundaries of research and knowledge and the issues raised by emerging biotechnologies, such as nanotechnology and proteomics. Learning activities will include an intensive seminar program, small group sessions and reading. Students will be able to concentrate on stem cell research, clinical or molecular genetics or other biotechnologies according to their clinical and scientific interests and experience.

## BETH5202

### Human and Animal Research Ethics

**Credit points:** 6 **Session:** Semester 2 **Classes:** 3 x 8 hr intensive **Assumed knowledge:** A three-year undergraduate degree in science, medicine, nursing, allied health sciences, philosophy/ethics, sociology/anthropology, history, or other relevant field, or by special permission. **Assessment:** Continuous assessment (20%); Briefing paper (30%); Position Paper (50%) **Campus:** Camperdown/Darlington **Mode of delivery:** Block Mode

*Note: A limited number of students may be granted permission to take this unit during their honours year.*

This unit introduces students to research ethics in its social context. Students will first analyse the philosophical underpinnings of the research endeavour, including the justifications for engaging in research, research priorities and research integrity. The unit will then review the history of research and research abuses, the evolution of research ethics and the regulation of research in Australia. The second part of the unit will focus on issues arising in the conduct of research including; the protection of research subjects (both human and animal), consent, confidentiality and risk/benefit analysis.

## BETH5203

### Ethics and Public Health

**Credit points:** 6 **Session:** Semester 2 **Classes:** 3 x 8hr Intensives **Assumed knowledge:** A three-year undergraduate degree in science, medicine, nursing, allied health sciences, philosophy/ethics, sociology/anthropology, history, or other relevant field, or by special permission. **Assessment:** 10 x Online tasks 250-400wds (20%); 1 x 1000 wd essay (30%); 1 x 2500 wd essay (50%) **Campus:** Camperdown/Darlington **Mode of delivery:** Block Mode

*Note: A limited number of students may be granted permission to take this unit during their honours year.*

This unit will provide students with an overview of the broader philosophical, ethical, sociopolitical and cultural issues that underlie public health and public health research. Students will first review the history of public health and examine the values that underpin health promotion and disease prevention. The second part of the unit will critique the place of facts and values in public health and the construction and use of information, with particular reference to evidence-based-medicine. The third part of the unit will examine the cultural, moral and social context of public health including the social determinants of health, the construction of health services, the determination of research priorities and issues relating to human rights and global health. Learning activities will include 2-hour weekly seminars and readings. Assessment tasks will consist of essays and a presentation/project.

### **BETH5204**

#### **Clinical Ethics**

**Credit points:** 6 **Session:** Semester 1 **Classes:** 3 x 8hr Intensives **Assumed knowledge:** Honours or equivalent degree, or other appropriate terminal undergraduate degree (such as a three-year nursing degree) in science, medicine, nursing, allied health sciences, philosophy/ethics, sociology/anthropology, history, or other relevant field-or by special permission. **Assessment:** 1 x 1500 wd case study ((30%); 1 x 3000 wd essay (50%); 10 x online tasks 25-400 wd (20%) **Campus:** Camperdown/Darlington **Mode of delivery:** Block Mode

*Note: A limited number of students may be granted permission to take this unit during their honours year.*

This unit will provide students with an overview of the broader philosophical, ethical, sociopolitical, and cultural issues that underlie the delivery of healthcare. Students will first explore major conceptual models for ethical reasoning in the clinical context; the design and delivery of clinical ethics consultation; and issues relating to the role of the professions. The second part of the unit will examine the foundations of clinical practice, including consent, competence, veracity, confidentiality, and decision-making. The third part of the unit will consider specific issues and populations within clinical practice, such as the care of vulnerable populations, mental health, and chronic illness. The next part of the unit will focus on skills associated with clinical ethics including analytic and mediation skills. The unit will conclude with reflections on current debates in the Australian healthcare context, particularly issues associated with healthcare rationing. Learning activities will include lectures (in an intensive format), facilitated discussion, case study presentations, and readings. Assessment tasks will consist of essays, a portfolio/journal, and a presentation/project.

### **BETH5205**

#### **Ethics and Mental Health**

**Credit points:** 6 **Session:** Semester 2 **Classes:** 3 x 8hr Intensives **Assessment:** 1 x 1000 - 1500 wd essay (25%); 1 x 2200 - 2500 wd essay (50%); On line learning participation (15%); Attendance (10%) **Campus:** Camperdown/Darlington **Mode of delivery:** Block Mode

Mental health and mental illness are unique in the field of health care and bioethics. The very nature of psychiatric disorder and its relationship with prevailing social and cultural factors, in addition to the unique status of the mental health patient, necessitate a specific discourse in biomedical ethics in the area of mental health. This course will provide participants with a broad perspective of issues in bioethics applied to mental health and mental illness. Students will examine the history of the psychiatric profession and consider the adequacy of current safeguards against the abuses of power seen in the history of the profession of psychiatry. Other areas considered in the course include the current ethical dilemmas in mental health care, the implications of technological advances in the neurosciences, the philosophical basis of the concept of mental disorder, the relationship between power and the psychiatric profession and the complex relationship between morality, mental health and the law. The course aspires to inform future decision makers in health, public policy, clinical settings and academia in the unique aspects of biomedical ethics in the field of mental health.



# Biostatistics

## Graduate Certificate in Biostatistics

(GradCertBiostat) KG003

## Graduate Diploma in Biostatistics

(GradDipBiostat) KF034

## Master of Biostatistics

(MBiostat) KC044

Course	Credit points for award	Duration part-time
GradCertBiostat	24	1 to 2 years
GradDipBiostat	48	2 to 4 years
MBiostat	72	3 to 6 years

### Overview

Biostatistics is the application of statistical techniques to scientific research in health-related fields, including medicine and public health. In recent times, the results of biostatistical research have become pivotal in improving health and reducing illness. Biostatisticians play essential roles in designing studies, analysing data and creating methods to solve research problems. These courses have been designed to provide advanced biostatistical training for a diverse range of students and are delivered by distance learning.

### Course Information

The program is delivered predominantly via distance learning (electronically and by mail). It is taught by a group of senior academic biostatisticians based in universities around Australia.

The only units of study not available via distance learning are PUBH5215 Introductory Analysis of Linked Data, and the Part 4 workplace projects, for which students must be supervised by a biostatistician approved by the University of Sydney.

Assessment for most coursework subjects is by assignment only, although some units of study may have a take-home or online exam.

It is recommended that students undertake no more than two units of study per semester. Students should contact the program coordinator for advice on how best to structure their program of study, taking into account the prerequisites.

Students may apply for a waiver for one or more of BSTA5001, BSTA5002, BSTA5011, BSTA5023 depending on the student's previous studies. Students granted a waiver for these units of study must choose a unit from Part 3 of the Table of Units of Study: Biostatistics to make up the required credit points.

Graduate diploma students, with no waivers, must complete all units of study from Part 2 of table, except BSTA5009.

## Degree Resolutions

Sydney Medical School resolutions and the printed handbook are the official statement of Faculty policy. The resolutions contained in the printed handbook are accurate as at November 2010. If a conflict is perceived between the content of the printed handbook and information available elsewhere, Sydney Medical School resolutions and the information available in the handbook online shall always take precedence. See the handbook online website:

[sydney.edu.au/handbooks/handbooks\\_admin/medicine.shtml](http://sydney.edu.au/handbooks/handbooks_admin/medicine.shtml). See the Policy Online website: [sydney.edu.au/policy](http://sydney.edu.au/policy), for copies of University policies.

## Graduate Certificate in Biostatistics

## Graduate Diploma in Biostatistics

## Master of Biostatistics

*These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to) the University of Sydney (Coursework) Rule 2000 (the 'Coursework Rule'), the Resolutions of the Faculty, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended) and the Academic Board policies on Academic Dishonesty and Plagiarism.*

### Course resolutions

#### 1 Course codes

Code	Course title
KG003	Graduate Certificate in Biostatistics
KF034	Graduate Diploma in Biostatistics
KC044	Master of Biostatistics

#### 2 Attendance pattern

The attendance pattern for this course is part time only.

#### 3 Master's type

The master's degree in these resolutions is a professional master's course as defined by the Coursework Rule.

#### 4 Embedded courses in this sequence

- (1) The embedded courses in this sequence are:
  - (a) the Graduate Certificate in Biostatistics
  - (b) the Graduate Diploma in Biostatistics
  - (c) the Master of Biostatistics.
- (2) Providing candidates satisfy the admission requirements for each stage, a candidate may progress to the award of any of the courses in this sequence. Only the longest award completed will be conferred.

#### 5 Admission to candidature

- (1) Available places will be offered to qualified applicants based on merit, according to the following admissions criteria. In exceptional circumstances the Dean may admit applicants without these qualifications who, in the opinion of the Faculty,



have qualifications, evidence of experience and achievement sufficient to successfully undertake the award.

- (2) Admission to the Graduate Certificate in Biostatistics requires:
- a bachelor's degree in statistics, mathematics, science, psychology, medicine, pharmacy, economics, health sciences or other appropriate discipline from the University of Sydney or equivalent qualification;
  - a proven aptitude for advanced mathematical work - indicated, for example, by a high level of achievement in high school or undergraduate mathematics; and
  - having already passed an introductory course in statistics covering, at least, the estimation of means and proportions with confidence intervals, and the comparison of means and proportions between two groups using hypothesis tests.
- (3) Admission to the Graduate Diploma in Biostatistics requires:
- a bachelor's degree in statistics, mathematics, science, psychology, medicine, pharmacy, economics, health sciences or other appropriate discipline from the University of Sydney or equivalent qualification;
  - a proven aptitude for advanced mathematical work - indicated, for example, by a high level of achievement in high school or undergraduate mathematics; and
  - having already passed an introductory course in statistics covering, at least, the estimation of means and proportions with confidence intervals, and the comparison of means and proportions between two groups using hypothesis tests.
- (4) Admission to the Master of Biostatistics requires:
- a bachelor's degree in statistics, mathematics, science, psychology, medicine, pharmacy, economics, health sciences or other appropriate discipline from the University of Sydney or equivalent qualification;
  - a proven aptitude for advanced mathematical work - indicated, for example, by a high level of achievement in high school or undergraduate mathematics; and
  - having already passed an introductory course in statistics covering, at least, the estimation of means and proportions with confidence intervals, and the comparison of means and proportions between two groups using hypothesis tests.

## 6 Requirements for award

- The units of study that may be taken for these awards are set out in the Table of Units of Study: Biostatistics.
- To qualify for the award of the Graduate Certificate of Biostatistics a candidate must successfully complete 24 credit points, comprising:
  - 6 credit points of units of study from Part 1 of the Table; and
  - 18 credit points of units of study from Part 2 or 3 of the Table.
- To qualify for the award of the Graduate Diploma of Biostatistics a candidate must successfully complete 48 credit points, comprising:
  - 6 credit points of units of study from Part 1 of the Table; and
  - 42 credit points of units of study from Part 2 of the Table.
- To qualify for the award of the Master of Biostatistics a candidate must successfully complete 72 credit points, comprising:
  - 6 credit points of units of study from Part 1 of the Table; and
  - 48 credit points of units of study from Part 2 of the Table; and
  - a minimum of 6 and a maximum of 12 credit points of units of study from Part 3 of the Table; and
  - a minimum of 6 and a maximum of 12 credit points of workplace project units of study from Part 4 of the Table.

## 7 Transitional provisions

- These resolutions apply to persons who commenced their candidature after 1 January, 2011 and persons who commenced their candidature prior to 1 January, 2011 who formally elect to proceed under these resolutions.
- Candidates who commenced prior to 1 January, 2011 complete the requirements in accordance with the resolutions in force at the time of their commencement.

## Table of Units of Study: Biostatistics

<i>Unit of study</i>	<i>Credit points</i>	<i>A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition</i>	<i>Session</i>
<b>Part 1</b>			
<b>PUBH5010</b> Epidemiology Methods and Uses	6	<b>N</b> BSTA5011	Semester 1
<b>BSTA5011</b> Epidemiology for Biostatisticians	6	<b>N</b> PUBH5010	Semester 2
<b>Part 2</b>			
Graduate diploma students, with no waivers, must complete all units of study from Part 2 of table, except BSTA5009 BSTA5009 is a compulsory unit of study for Master's students			
<b>BSTA5001</b> Mathematics Background for Biostatistics	6		Semester 1 Semester 2
<b>BSTA5002</b> Principles of Statistical Inference	6	<b>P</b> BSTA5023	Semester 1 Semester 2
<b>BSTA5004</b> Data Management & Statistical Computing	6		Semester 1 Semester 2
<b>BSTA5006</b> Design of Randomised Controlled Trials	6	<b>P</b> BSTA5001 and (BSTA5011 or PUBH5010)	Semester 2
<b>BSTA5007</b> Linear Models	6	<b>P</b> BSTA5002 and (BSTA5011 or PUBH5010)	Semester 2
<b>BSTA5008</b> Categorical Data and GLMs	6	<b>C</b> BSTA5007	Semester 2
<b>BSTA5009</b> Survival Analysis	6	<b>P</b> BSTA5007	Semester 1
<b>BSTA5023</b> Probability and Distribution Theory	6	<b>P</b> BSTA5001	Semester 1 Semester 2



Unit of study	Credit points	A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition	Session
<b>Part 3</b>			
<b>BSTA5003</b> Health Indicators and Health Surveys	6	C BSTA5001	Semester 1
<b>BSTA5005</b> Clinical Biostatistics	6	P BSTA5001 and (BSTA5011 or PUBH5010) C BSTA5002	Semester 1
<b>BSTA5012</b> Longitudinal and Correlated Data	6	P BSTA5008	Semester 1
<b>BSTA5013</b> Bioinformatics	6	P BSTA5007	Semester 2
<b>BSTA5014</b> Bayesian Statistical Methods <i>This unit of study is not available in 2011</i>	6	P BSTA5008	Semester 2
<b>BSTA5015</b> Advanced Clinical Trials	6	P BSTA5006, BSTA5007	Semester 2
<b>PUBH5215</b> Introductory Analysis of Linked Data	6	P PUBH5018 and (PUBH5010 or BSTA5011) and (PUBH5211 or BSTA5004)	Semester 2b
BSTA5014 is only available in even years.			
<b>Part 4</b>			
<b>BSTA5020</b> Workplace Project Portfolio Part A	6	P 24 credit points including BSTA5004 and BSTA5007 C BSTA5021 N BSTA5022 <i>Note: Department permission required for enrolment</i>	Semester 1 Semester 2
<b>BSTA5021</b> Workplace Project Portfolio Part B	6	P 24 credit points including BSTA5004 and BSTA5007 <i>Note: Department permission required for enrolment</i>	Semester 1 Semester 2
<b>BSTA5022</b> Workplace Project Portfolio Part C	6	P 24 credit points including BSTA5004 and BSTA5007 N BSTA5020 <i>Note: Department permission required for enrolment</i>	Semester 1 Semester 2
Master's degree students must submit a Workplace Project Portfolio, comprising either two projects (Part A and Part B) or one project (Part C).			
A student must be enrolled in order to submit the workplace project portfolio. If a student is not able to submit his/her workplace project portfolio after enrolling once in Part C or once in both Part A and Part B, then he/she must re-enrol in a minimum of six credit points of workplace project portfolio units of study, with the concomitant financial liability, every semester until he/she submits.			

### Further enquiries

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## Unit of Study Descriptions for 2011

### BSTA5001

#### Mathematics Background for Biostatistics

**Credit points:** 6 **Teacher/Coordinator:** Dr Gary Glonek, University of Adelaide (semester 1), Dr Maurizio Manuguerra, Macquarie University (semester 2)  
**Session:** Semester 1, Semester 2 **Classes:** 8-12 hours total study time per week, distance learning **Assessment:** 3x assignments (20%, 40% and 40%)  
**Campus:** Camperdown/Darlington **Mode of delivery:** Distance Education

The aim of this unit is to provide students with the mathematics required for studying biostatistics at a more rigorous level. On completion of this unit students should be able to follow the mathematical demonstrations and proofs used in biostatistics at Masters degree level, and to understand the mathematics behind statistical methods introduced at that level. The intention is to allow students to concentrate on statistical concepts in subsequent units, and not be distracted by the mathematics employed. Content: basic algebra and analysis; exponential functions; calculus; series, limits, approximations and expansions; matrices and numerical methods.

#### Textbooks

Anton H, Bivens I, Davis S. Calculus: early transcendentals combined, 9th edition. Wiley, 2009. ISBN 978-0-470-18345-8

### BSTA5002

#### Principles of Statistical Inference

**Credit points:** 6 **Teacher/Coordinator:** Ms Rachel O'Connell and Ms Liz Barnes, University of Sydney (semester 1), Dr Patrick Kelly, University of Sydney (semester 2) **Session:** Semester 1, Semester 2 **Classes:** 8-12 hours total

study time per week, distance learning **Prerequisites:** BSTA5023 **Assessment:** 2x written assignments (2x35%) and practical exercises (30%) **Campus:** Camperdown/Darlington **Mode of delivery:** Distance Education

The aim of this unit is to provide a strong mathematical and conceptual foundation in the methods of statistical inference, with an emphasis on practical aspects of the interpretation and communication of statistically based conclusions in health research. Content covered includes: review of the key concepts of estimation and construction of Normal-theory confidence intervals; frequentist theory of estimation including hypothesis tests; methods of inference based on likelihood theory, including use of Fisher and observed information and likelihood ratio; Wald and score tests; an introduction to the Bayesian approach to inference; an introduction to distribution-free statistical methods.

#### Textbooks

Notes supplied. Recommended reference books (not compulsory): Azzalini A. Statistical Inference Based on the Likelihood. Chapman and Hall, London 1996. ISBN 978-0-412-60650-2 Clayton D, Hills M. Statistical Models in Epidemiology. Oxford University Press, Oxford, 1993. ISBN 978-0-19-852221-8. Wackerley DD, Mendenhall W, Scheaffer RL. Mathematical Statistics with Applications. Duxbury Press, 2007. ISBN 978-0-495-11081-1

### BSTA5003

#### Health Indicators and Health Surveys

**Credit points:** 6 **Teacher/Coordinator:** Professor Judy Simpson, University of Sydney **Session:** Semester 1 **Classes:** 8-12 hours total study time per week, distance learning **Corequisites:** BSTA5001 **Assessment:** 4x written assignments (20%, 30%, 25%, 25%) **Campus:** Camperdown/Darlington **Mode of delivery:** Distance Education

On completion of this unit students should be able to derive and compare population measures of mortality, illness, fertility and survival, be aware of the main sources of routinely collected health data and their advantages and disadvantages, and be able to collect primary data by a well-designed survey and analyse and interpret it appropriately. Content covered in this unit includes: Routinely collected health-related data; quantitative methods in demography, including standardisation and life tables; health differentials; design and analysis of population health surveys including the roles of stratification, clustering and weighting.

#### Textbooks

Scheaffer RL, Mendenhall W, Ott RL. Elementary Survey Sampling. 6th edition. Wadsworth 2006. ISBN 978-0-534-41805-2. Notes supplied

### BSTA5004

#### Data Management & Statistical Computing

**Credit points:** 6 **Teacher/Coordinator:** Professor Cate D'Este and Mr Stephen Halpin, University of Newcastle (semester 1), Associate Professor Lyle Gurrin and Mr Kris Jansen, University of Melbourne (semester 2) **Session:** Semester 1, Semester 2 **Classes:** 8-12 hours total study time per week, distance learning **Assessment:** 3x written assignments (30%, 35%, 35%) **Campus:** Camperdown/Darlington **Mode of delivery:** Distance Education

The aim of this unit is to introduce students to essential concepts and tools required for the management, manipulation, display and analysis of data using the Stata and SAS statistical software packages. Content includes: relational databases and how to explore them using Stata and SAS; using Stata and SAS to import, check, inspect and manipulate data, including appending, merging, using dates, transposing longitudinal data; fundamental programming skills for efficient and reproducible use of these packages, including loops, arguments and programs/macros; data display and summary presentation, including advanced graphics to produce publication-quality graphs.

#### Textbooks

Recommended if you have not used SAS or Stata before:

Cody R, Smith J. Applied Statistics & the SAS Programming Language. 5th edition. Prentice Hall 2005. Hills M & De Stavola B. A Short Introduction to Stata for Biostatistics. Timberlake 2009. ISBN 0-9557076-4-1. Order online at [www.survey-design.com.au](http://www.survey-design.com.au) or [www.stata.com/bookstore/bios.html](http://www.stata.com/bookstore/bios.html)

### BSTA5005

#### Clinical Biostatistics

**Credit points:** 6 **Teacher/Coordinator:** Professor Annette Dobson, Dr Mark Jones, University of Queensland **Session:** Semester 1 **Classes:** 8-12 hours total study time per week, distance learning **Prerequisites:** BSTA5001 and (BSTA5011 or PUBH5010) **Corequisites:** BSTA5002 **Assessment:** 4x written assignments (4x23%) and online discussions (8%) **Campus:** Camperdown/Darlington **Mode of delivery:** Distance Education

The aim of this unit is to enable students to use correctly statistical methods of particular relevance to evidence-based health care and to advise clinicians on the application of these methods and interpretation of the results. This unit will look at: Clinical agreement: Bland-Altman method, kappa statistics, intraclass correlation; diagnostic tests: sensitivity, specificity, predictive value, ROC curves, likelihood ratios; statistical process control: special and common causes of variation, Shewhart CUSUM and EWMA charts; systematic reviews: process estimating treatment effect, assessing heterogeneity, publication bias.

#### Textbooks

Notes supplied

### BSTA5006

#### Design of Randomised Controlled Trials

**Credit points:** 6 **Teacher/Coordinator:** Professor Philip Ryan, University of Adelaide **Session:** Semester 2 **Classes:** 8-12 hours total study time per week, distance learning **Prerequisites:** BSTA5001 and (BSTA5011 or PUBH5010) **Assessment:** 3x written assignments (30%, 30%, 40%) **Campus:** Camperdown/Darlington **Mode of delivery:** Distance Education

The aim of this unit is to enable students to understand and apply the principles of design and analysis of experiments, with a particular focus on randomised controlled trials (RCTs), to a level where they are able to contribute effectively as a statistician to the planning, conduct and reporting of a standard RCT. This unit covers: Principles

and methods of randomisation in controlled trials; treatment allocation, blocking, stratification and allocation concealment; parallel, factorial and crossover designs including n-of-1 studies; practical issues in sample size determination; intention-to-treat principle; phase I dose-finding studies; phase II safety and efficacy studies; interim analyses and early stopping; multiple outcomes/endpoints, multiple tests and subgroup analyses, including adjustment of significance levels and P-values; reporting trial results and use of the CONSORT statement.

#### Textbooks

Piantadosi S. Clinical Trials: a Methodological Perspective, 2nd edition. Wiley 2005. ISBN 978-0-471-72781-1 Notes supplied

### BSTA5007

#### Linear Models

**Credit points:** 6 **Teacher/Coordinator:** Professor John Carlin, University of Melbourne, Professor Andrew Forbes, Monash University **Session:** Semester 2 **Classes:** 8-12 hours total study time per week, distance learning **Prerequisites:** BSTA5002 and (BSTA5011 or PUBH5010) **Assessment:** 2x written assignments (35%, 40%), submitted exercises (20%), online quizzes (5%) **Campus:** Camperdown/Darlington **Mode of delivery:** Distance Education

The aim of this unit is to enable students to apply methods based on linear models to biostatistical data analysis, with proper attention to underlying assumptions and a major emphasis on the practical interpretation and communication of results. This unit will cover: the method of least squares; regression models and related statistical inference; flexible nonparametric regression; analysis of covariance to adjust for confounding; multiple regression with matrix algebra; model construction and interpretation (use of dummy variables, parametrisation, interaction and transformations); model checking and diagnostics; regression to the mean; handling of baseline values; the analysis of variance; variance components and random effects.

#### Textbooks

Recommended: Kutner MH, Nachtsheim CJ, Neter J, Li W. Applied Linear Statistical Models. 5th edition. McGraw-Hill/Irwin 2005. ISBN 978-0-07-310874-2 Notes supplied.

### BSTA5008

#### Categorical Data and GLMs

**Credit points:** 6 **Teacher/Coordinator:** Professor Annette Dobson, Associate Professor Michael Coory, University of Queensland. **Session:** Semester 2 **Classes:** 8-12 hours total study time per week, distance learning **Corequisites:** BSTA5007 **Assessment:** submitted exercises (6x4%), 2x written assignments (2x35%), online discussions (6%) **Campus:** Camperdown/Darlington **Mode of delivery:** Distance Education

The aim of this unit is to enable students to use generalised linear models (GLMs) and other methods to analyse categorical data, with proper attention to underlying assumptions. There is an emphasis on the practical interpretation and communication of results to colleagues and clients who might not be statisticians. This unit covers: Introduction to and revision of conventional methods for contingency tables especially in epidemiology; odds ratios and relative risks, chi-squared tests for independence, Mantel-Haenszel methods for stratified tables, and methods for paired data. The exponential family of distributions; generalised linear models (GLMs), and parameter estimation for GLMs. Inference for GLMs - including the use of score, Wald and deviance statistics for confidence intervals and hypothesis tests, and residuals. Binary variables and logistic regression models - including methods for assessing model adequacy. Nominal and ordinal logistic regression for categorical response variables with more than two categories. Count data, Poisson regression and log-linear models.

#### Textbooks

Notes supplied

### BSTA5009

#### Survival Analysis

**Credit points:** 6 **Teacher/Coordinator:** Dr Ken Beath, Macquarie University **Session:** Semester 1 **Classes:** 8-12 hours total study time per week, distance learning **Prerequisites:** BSTA5007 **Assessment:** 3x written assignments (3x22%), 1x at-home examination (26%), online participation (8%) **Campus:** Camperdown/Darlington **Mode of delivery:** Distance Education

The aim of this unit is to enable students to analyse data from studies in which individuals are followed up until a particular event occurs, e.g. death, cure, relapse, making use of follow-up data also for those who do not experience the event, with proper attention to underlying assumptions and a major emphasis on the practical interpretation and communication of results. The content covered in this unit includes: Kaplan-Meier life tables; logrank test to compare two or more groups; Cox's proportional hazards regression model; checking the proportional hazards assumption; time-dependent covariates; multiple or recurrent events; sample size calculations for survival studies.

#### Textbooks

Hosmer DW, Lemeshow S, May S. Applied Survival Analysis: Regression Modeling of Time to Event Data, 2nd edition. Wiley Interscience 2008. ISBN 978-0-471-75499-2 Recommended: Cleves M, Gould W, Gutierrez R, Marchenko Y. An Introduction to Survival Analysis Using Stata, 2nd edition. Stata Press 2008. ISBN 978-1-59718-041-2. Order online at [www.survey-design.com.au](http://www.survey-design.com.au) or [www.stata.com/bookstore/bios.html](http://www.stata.com/bookstore/bios.html). Notes supplied.

### BSTA5011

#### Epidemiology for Biostatisticians

**Credit points:** 6 **Teacher/Coordinator:** Dr Andrew Page or Dr Chris Bain or Dr Kerriane Watt, University of Queensland **Session:** Semester 2 **Classes:** 8-12 hours total study time per week, distance learning **Prohibitions:** PUBH5010 **Assessment:** 3x written assignments (20%, 30%, 50%) **Campus:** Camperdown/Darlington **Mode of delivery:** Distance Education

On completion of this unit students should be familiar with the major concepts and tools of epidemiology, the study of health in populations, and should be able to judge the quality of evidence in health-related research literature.

This unit covers: historical developments in epidemiology; sources of data on mortality and morbidity; disease rates and standardisation; prevalence and incidence; life expectancy; linking exposure and disease (eg. relative risk, attributable risk); main types of study designs - case series, ecological studies, cross-sectional surveys, case-control studies, cohort or follow-up studies, randomised controlled trials; sources of error (chance, bias, confounding); association and causality; evaluating published papers; epidemics and epidemic investigation; surveillance; prevention; screening; the role of epidemiology in health services research and policy.

#### Textbooks

Notes supplied

### BSTA5012

#### Longitudinal and Correlated Data

**Credit points:** 6 **Teacher/Coordinator:** Professor Andrew Forbes, Monash University, Professor John Carlin, University of Melbourne **Session:** Semester 1 **Classes:** 8-12 hours total study time per week, distance learning **Prerequisites:** BSTA5008 **Assessment:** practical exercises and online discussions (20%) and 2x written assignments (2x40%) **Campus:** Camperdown/Darlington **Mode of delivery:** Distance Education

This unit aims to enable students to apply appropriate methods to the analysis of data arising from longitudinal (repeated measures) epidemiological or clinical studies, and from studies with other forms of clustering (cluster sample surveys, cluster randomised trials, family studies) that will produce non-exchangeable outcomes. Content covered in this unit includes: Paired data; the effect of non-independence on comparisons within and between clusters of observations; methods for continuous outcomes; normal mixed effects (hierarchical or multilevel) models and generalised estimating equations (GEE); role and limitations of repeated measures ANOVA; methods for discrete data; GEE and generalised linear mixed models (GLMM); methods for count data.

#### Textbooks

Recommended: Fitzmaurice G, Laird N, Ware J. Applied Longitudinal Analysis. John Wiley and Sons, 2004. ISBN 978-0-471-21487-8. Notes supplied.

### BSTA5013

#### Bioinformatics

**Credit points:** 6 **Teacher/Coordinator:** Professor Graham Wood, Macquarie University **Session:** Semester 2 **Classes:** 8-12 hours total study time per week, distance learning **Prerequisites:** BSTA5007 **Assessment:** 3x written

assignments (3x20%), at-home exam (40%) **Campus:** Camperdown/Darlington **Mode of delivery:** Distance Education

Aim: Bioinformatics addresses problems related to the storage, retrieval and analysis of information about biological structure. This unit will provide a broad-ranging study of this application of quantitative methods in biology. Topics studied will be selected from: data sources, data retrieval, quantitative methods in genome science, proteome science, population genetics, evolutionary genetics and animal and plant breeding. A suitable preparation in statistics and in biology is strongly recommended. Content: Basic notions in biology; basic principles of population genetics; Web-based tools, data sources and retrieval; analysis of single and multiple DNA or protein sequences; hidden Markov models and their applications; evolutionary models; phylogenetic trees; analysis of microarrays; functional genomics; use of R in bioinformatics applications.

#### Textbooks

Durbin R, Eddy S, Krogh A, Mitchison G. Biological Sequence Analysis: Probabilistic models of proteins and nucleic acids. Cambridge University Press, 1998. ISBN 978-0-521-62971-3. Notes supplied.

### BSTA5014

#### Bayesian Statistical Methods

*This unit of study is not available in 2011*

**Credit points:** 6 **Teacher/Coordinator:** Dr Lyle Gurrin, University of Melbourne **Session:** Semester 2 **Classes:** 8-12 hours total study time per week, distance learning **Prerequisites:** BSTA5008 **Assessment:** Assignments 60% (2x30%) and submitted exercises 40%. **Campus:** Camperdown/Darlington **Mode of delivery:** Distance Education

The aim of this unit is to achieve an understanding of the logic of Bayesian statistical inference, i.e. the use of probability models to quantify uncertainty in statistical conclusions, and acquire skills to perform practical Bayesian analysis relating to health research problems. This unit covers: simple one-parameter models with conjugate prior distributions; standard models containing two or more parameters, including specifics for the normal location-scale model; the role of non-informative prior distributions; the relationship between Bayesian methods and standard "classical" approaches to statistics, especially those based on likelihood methods; computational techniques for use in Bayesian analysis, especially the use of simulation from posterior distributions, with emphasis on the WinBUGS package as a practical tool; application of Bayesian methods for fitting hierarchical models to complex data structures.

#### Textbooks

Gelman A, Carlin JB, Stern HS, Rubin DB. Bayesian Data Analysis, 2nd ed. Chapman and Hall, 2003 ISBN 978-1-58488-388-3

### BSTA5015

#### Advanced Clinical Trials

**Credit points:** 6 **Teacher/Coordinator:** Professor Val GebSKI, Ms Diana Zannino, University of Sydney **Session:** Semester 2 **Classes:** 8-12 hours total study time per week, Distance learning **Prerequisites:** BSTA5006, BSTA5007 **Assessment:** 3x written assignments (25%, 25% and 10%) and 1x at-home examination (40%) **Campus:** Camperdown/Darlington **Mode of delivery:** Distance Education

This elective unit extends and enhances the concepts developed in BSTA5006 Design of Experiments and RCTs. On completion, students have the knowledge and skills required at an advanced professional level to design and analyse clinical trials, including cross-over designs and equivalence trials, and to identify and implement statistical methods for trial monitoring and reporting, with appropriate knowledge of regulatory requirements. This unit covers: methods in RCTs for determining: stopping rules for interim analyses (O'Brien-Fleming, Peto), spending functions, stochastic curtailment; statistical principles encountered in relation to aspects of regulatory guidelines (ICH, FDA, EMEA), and related to reports prepared for data safety and monitoring committees (DSMC); design and analysis of cross-over trials (period effects, interactions); equivalence and non-inferiority trials; problems of defining and using surrogate endpoints as alternatives to direct clinical outcomes.

#### Textbooks

Recommended: Senn S. Cross-over trials in clinical research, 2nd edition 2002, Wiley. ISBN 978-0-47149-653-3.

Recommended: Jennison C, Turnbull BW. Group sequential methods with applications to clinical trials 2000, Chapman & Hall. ISBN 978-0-84930-316-6. Notes supplied.

### BSTA5020

#### Workplace Project Portfolio Part A

**Credit points:** 6 **Teacher/Coordinator:** Professor Judy Simpson, University of Sydney **Session:** Semester 1, Semester 2 **Classes:** Supervision by an experienced biostatistician **Prerequisites:** 24 credit points including BSTA5004 and BSTA5007 **Corequisites:** BSTA5021 **Prohibitions:** BSTA5022 **Assessment:** There is no assessment for Part A. For Part B, the portfolio will be examined by two examiners, at least one of whom will be internal to the University of Sydney. (100%) **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

*Note: Department permission required for enrolment.*

The aim of this unit is to give master's students practical experience, usually in workplace settings, in the application of knowledge and skills learnt during the coursework of the master's program. Students will provide evidence of having met this goal by presenting a portfolio made up of a preface and two project reports. The projects should not all be of the same type and must involve the use of different statistical methods and concepts. At least one project should involve complex multivariable analysis of data. Students should enrol in both Workplace Project Portfolio A and Workplace Project Portfolio Part B, either in semesters 1 and 2 respectively, or both in the same semester.

#### Textbooks

There are no essential readings for this unit.

### BSTA5021

#### Workplace Project Portfolio Part B

**Credit points:** 6 **Teacher/Coordinator:** Professor Judy Simpson, University of Sydney **Session:** Semester 1, Semester 2 **Classes:** Supervision by an experienced biostatistician **Prerequisites:** 24 credit points including BSTA5004 and BSTA5007 **Assessment:** There is no assessment for Part A. For Part B, the portfolio will be examined by two examiners, at least one of whom will be internal to the University of Sydney. (100%) **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

*Note: Department permission required for enrolment.*

The aim of this unit is to give master's students practical experience, usually in workplace settings, in the application of knowledge and skills learnt during the coursework of the master's program. Students will provide evidence of having met this goal by presenting a portfolio made up of a preface and two project reports. The projects should not all be of the same type and must involve the use of different statistical methods and concepts. At least one project should involve complex multivariable analysis of data. Students should enrol in both Workplace Project Portfolio A and Workplace Project Portfolio Part B, either in semesters 1 and 2 respectively, or both in the same semester.

#### Textbooks

There are no essential readings for this unit.

### BSTA5022

#### Workplace Project Portfolio Part C

**Credit points:** 6 **Teacher/Coordinator:** Professor Judy Simpson, University of Sydney **Session:** Semester 1, Semester 2 **Classes:** supervision by an experienced biostatistician **Prerequisites:** 24 credit points including BSTA5004 and BSTA5007 **Prohibitions:** BSTA5020 **Assessment:** the portfolio will be examined by two examiners, at least one of whom will be internal to the University of Sydney **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

*Note: Department permission required for enrolment.*

The aim of this unit is to give master's students practical experience, usually in workplace settings, in the application of knowledge and skills learnt during the coursework of the master's program. Students will provide evidence of having met this goal by presenting a portfolio made up of a preface and one project report. The project must involve complex multivariable analysis of data.

### BSTA5023

#### Probability and Distribution Theory

**Credit points:** 6 **Teacher/Coordinator:** Professor Andrew Forbes, Monash University (semester 1). Associate Professor Rory Wolfe, Monash University

(semester 2) **Session:** Semester 1, Semester 2 **Classes:** 8-12 hours total study time per week, distance learning **Prerequisites:** BSTA5001 **Assessment:** practical exercises (20%) and 2x written assignments (2x40%) **Campus:** Camperdown/Darlington **Mode of delivery:** Distance Education

This unit begins with the study of probability, random variables, discrete and continuous distributions, and the use of calculus to obtain expressions for parameters of these distributions such as the mean and variance. Joint distributions for multiple random variables are introduced together with the important concepts of independence, correlation and covariance, marginal and conditional distributions. Techniques for determining distributions of transformations of random variables are discussed. The concept of the sampling distribution and standard error of an estimator of a parameter is presented, together with key properties of estimators. Large sample results concerning the properties of estimators are presented with emphasis on the central role of the Normal distribution in these results. General approaches to obtaining estimators of parameters are introduced. Numerical simulation and graphing with Stata is used throughout to demonstrate concepts.

#### Textbooks

Wackerly DD, Mendenhall W, Scheaffer RL. Mathematical Statistics with Applications, 7th edition, 2008, Duxbury Press, USA. ISBN 978-0-495-11081-1

### PUBH5010

#### Epidemiology Methods and Uses

**Credit points:** 6 **Teacher/Coordinator:** Associate Professor Tim Driscoll **Session:** Semester 1 **Classes:** 1x1hr lecture and 1x2hr tutorial per week for 13 weeks - lectures and tutorials may be completed online **Prohibitions:** BSTA5011 **Assessment:** 1x4page assignment (30%) and 1x2.5hr open-book exam (70%) **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day or On-line

This unit provides students with core skills in epidemiology, particularly the ability to critically appraise public health and clinical epidemiological research literature. This unit covers: study types; measures of frequency and association; measurement bias; confounding/effect modification; randomized trials; systematic reviews; screening and test evaluation; infectious disease outbreaks; measuring public health impact and use and interpretation of population health data. It is expected that students spend an additional 2-3 hours preparing for their tutorials.

#### Textbooks

Webb, PW, Bain, CJ, and Pirozzo, SL. Essential Epidemiology: An Introduction for Students and Health Professionals: Cambridge University Press 2005.

### PUBH5215

#### Introductory Analysis of Linked Data

**Credit points:** 6 **Teacher/Coordinator:** Professor Judy Simpson **Session:** Semester 2b **Classes:** block/intensive mode 5 days 9am-5pm **Prerequisites:** PUBH5018 and (PUBH5010 or BSTA5011) and (PUBH5211 or BSTA5004) **Assessment:** Workbook exercises (30%) and 1x assignment (70%) **Campus:** Camperdown/Darlington **Mode of delivery:** Block Mode

This unit introduces the topic of linked health data analysis. It will usually run in the last full week of November. The topic is a very specialised one and will not be relevant to most MPH students. The modular structure of the unit provides students with a theoretical grounding in the classroom on each topic, followed by hands-on practical exercises in the computing lab using de-identified linked NSW data files. The computing component assumes a basic familiarity with SAS computing syntax and methods of basic statistical analysis of fixed-format data files. Contents include: an overview of the theory of data linkage methods and features of comprehensive data linkage systems, sufficient to know the sources and limitations of linked health data sets; design of linked data studies using epidemiological principles; construction of numerators and denominators used for the analysis of disease trends and health care utilisation and outcomes; assessment of the accuracy and reliability of data sources; data linkage checking and quality assurance of the study process; basic statistical analyses of linked longitudinal health data; manipulation of large linked data files; writing syntax to prepare linked data files for analysis, derive exposure and outcome variables, relate numerators and denominators

and produce results from statistical procedures at an introductory to intermediate level.

*Textbooks*

Notes will be distributed in class.



## 12. Brain and mind sciences

*Graduate Certificate in Brain and Mind Sciences*  
(GradCertBMSc) KG019

*Graduate Diploma in Brain and Mind Sciences*  
(GradDipBMSc) KF057

*Master of Brain and Mind Sciences*  
(MBMSc) KC089

*Master of Brain and Mind Sciences in Psychiatry*  
(MBMScPsychiatry) KC090

### Overview

The Brain and Mind Sciences program strongly promotes the idea of interdisciplinary research, broadening the scope of investigation to address disease areas of the brain and mind rather than disparate biomedical disciplines. For example, in the search to ameliorate Dementia, whether the postgraduate student is scientific or clinical, they will receive core training exposing them to the connection between basic laboratory research in Alzheimer's, Parkinson's and Prion disease; access to human imaging facilities for research to better understand active processes within the brain; clinical neuropsychological principles and interventions in degenerative dementias such as cognitive behavioural therapy and the clinical treatment of movement disorders. It is this link between basic and clinical research that is particularly promoted by the Brain & Mind Research Institute. This provides a unique opportunity for students to have access to specialised training and will equip them with a valuable understanding of interdisciplinary research, open opportunities for future research collaborations, as well as refining specific skills and methodology in mental health research and clinical service provision.

The program will only be available part-time in 2010, but full-time from 2011.

### Admission

*Graduate Certificate in Brain and Mind Sciences, Graduate Diploma in Brain and Mind Sciences and Master of Brain and Mind Sciences*

Admission requires a pass in a bachelor's degree in a relevant discipline.

### *Master of Brain and Mind Sciences in Psychiatry*

Admission requires a Bachelor of Medicine/Bachelor of Surgery (MBBS) from an Australian university or an equivalent qualification from an approved institution.

### Structure

The graduate certificate and graduate diploma are embedded in both master's degrees (see chapter 9 for an explanation of embedded degrees).

Course	Credit points for award	Duration full-time	Duration part-time
GradCertBMSc	24	0.5 to 2 years	1 to 3 years
GradDipBMSc	36	1 to 2 years	1.5 to 3 years
MBMSc	48	1 to 3 years	2 to 6 years
MBMScPsychiatry	72	not available	3 to 7 years

The graduate certificate comprises four core units of study (see table on core units of study below and chapter 36 for unit of study details).

The graduate diploma comprises four core and two elective units of study (see tables on core and elective units of study below and chapter 36 for unit of study details).

Master of Brain and Mind Sciences comprises four core units of study, two elective units of study (see table on core units of study below and chapter 36 for unit of study details), and a 12-credit-point supervised research project or professional clinical placement. The research project or clinical placement acts as a capstone experience and would be conducted in a subspecialty area chosen by the student.

The Master of Brain and Mind Sciences in Psychiatry comprises four core units of study, six elective units of study (see table on core units of study below and chapter 36 for unit of study details) and a supervised research project. The research dissertation is a capstone experience and would be conducted in a subspecialty area chosen by the student.

## Brain and mind sciences core units of study

Unit of study	Credit points	A: Assumed knowledge	P: Prerequisites	C: Corequisites	N: Prohibition	Session
<b>Brain and Mind Science</b>						
<b>Core Units</b>						
<b>BMRI5001</b> Hist, Phil & Ethics of Brain & Mind Sci	6					Semester 1
<b>BMRI5002</b> Pre-clinical Brain and Mind Sciences	6					Semester 1
<b>BMRI5003</b> Applied Brain and Mind Sciences	6		P BMRI5002			Semester 2
<b>BMRI5004</b> Clinical Brain and Mind Sciences	6					Semester 2



<b>Unit of study</b>	<b>Credit points</b>	<b>A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition</b>	<b>Session</b>
<b>Elective Units</b>			
<b>BMRI5006</b> Cognitive Therapies in Brain & Mind Sci.	6		Semester 2
<b>BMRI5007</b> Neuropsychology	6		Semester 1
<b>BMRI5010</b> Brain and Mind Disorders in Childhood	6		Semester 2
<b>BMRI5011</b> Brain and Mind Disorders in Youth	6		Semester 2
<b>BMRI5012</b> Brain & Mind Disorders Related to Ageing	6		Semester 1
<b>BMRI5013</b> Applied Neuropsychopharmacology	6		Semester 1
<b>Research Units</b>			
<b>BMRI5020</b> Research Inquiry	6	<b>N</b> BMRI5022, MEDF5005 <i>Note: Department permission required for enrolment</i>	Semester 1
<b>BMRI5021</b> Research Design	6	<b>P</b> BMRI5020 or MEDF5005 <b>N</b> BMRI5022 <i>Note: Department permission required for enrolment</i>	Semester 2
<b>BMRI5022</b> Research Inquiry and Design	12	<b>N</b> BMRI5020, BMRI5021 <i>Note: Department permission required for enrolment</i>	Semester 1
<b>BMRI5023</b> Research Activity 1	6	<b>A</b> To be determined by the supervisor. <i>Note: Department permission required for enrolment</i> <i>Student needs to be nominated by an approved supervisor for admission into this unit of study.</i> <i>This unit of study provides laboratory experience within an area of need as determined by the supervisor.</i>	Semester 1 Semester 2

## Brain and mind sciences elective units of study

Elective units of study will be available from 2011 onwards.

### *Further enquiries*

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# Clinical Epidemiology

## Graduate Certificate in Clinical Epidemiology

(GradCertClinEpi) KG007

## Graduate Diploma in Clinical Epidemiology

(GradDipClinEpi)) KF062

## Master of Medicine (Clinical Epidemiology)

(MMed(ClinEpi)) KC055

## Master of Science in Medicine (Clinical Epidemiology)

(MScMed(ClinEpi)) KC056

Course	Credit points for award	Duration full-time	Duration part-time
GradCertClinEpi	24	0.5 year	1 to 3 years
GradDipClinEpi	36	1 year	1 to 3 years
MMed(ClinEpi)	48	1 year	2 to 4 years
MScMed(ClinEpi)	48	1 year	2 to 4 years

### Overview

Clinical epidemiology is the science of applying the best available research evidence to patient care. This program is intended to provide clinicians and clinical researchers the opportunity to learn and apply the principles of clinical epidemiology and 'best evidence'.

The master's courses are aimed at the 'doers' of clinical research, while the graduate diploma and graduate certificate for the 'users' of clinical research – people who want to make better use of research in their clinical decision making

The graduate certificate is a part-time coursework degree usually conducted over one year. The graduate diploma is a part-time or full-time coursework degree usually conducted over one to two years. The master's course is a part-time or full-time coursework degree usually conducted over one to two years.

The Master of Medicine (Clinical Epidemiology) and the Master of Science in Medicine (Clinical Epidemiology) are essentially the same program with different admission requirements. Only medical graduates (ie those with an MBBS) may be admitted to the Master of Medicine while non-medical graduates may be admitted to the Master of Science in Medicine. Students follow the same program of study, with the only distinction between them being the title of the course they are awarded on completion

### Course Outcomes

The program has been designed to ensure that the theory learned by course participants is applied to patient care and readily integrated into their day-to-day work. Students will learn how to think critically, learn independently and strive for excellence in clinical practice and research.

### Course information

The program is delivered by academics and clinicians from the university and outside organisations. The wide ranging experience and knowledge of teaching staff ensures an up-to-date coverage of topics and issues related to clinical epidemiology and evidence-based medicine. The tutorials and small group sessions provide the opportunity for discussion of issues and problems and a critical review of the literature.

The units of study are offered in several ways, including online, blended and traditional face-to-face formats (as either weekly sessions

or all-day workshops). All students are required to complete at least some units of study online and it is now also possible to complete all our courses by distance learning.

Assessment for the 'Epidemiological Methods', 'Introductory Biostatistics' and 'Controlled Trials' units of study is by a mid semester assignment and written examination at the end of semester. All other units of study are assessed by oral presentation and/or written assignment.

Classes are generally scheduled on Tuesday and Thursday evenings after 5pm, although some are also offered during the day on Tuesdays and Thursdays. The exceptions are units that are offered as day-long workshops such as the Controlled Trials unit – usually offered on a Saturday and a Friday with the two days being spaced over a period of 3-4 weeks – and the online units.

To avoid timetable clashes, students enrolled full-time will be required to attend some of their units of study during the day. Graduate certificate, diploma and master's degree students attend combined sessions.

## Degree Resolutions

Sydney Medical School resolutions and the printed handbook are the official statement of Faculty policy. The resolutions contained in the printed handbook are accurate as at November 2010. If a conflict is perceived between the content of the printed handbook and information available elsewhere, Sydney Medical School resolutions and the information available in the handbook online shall always take precedence. See the handbook online website:

[sydney.edu.au/handbooks/handbooks\\_admin/medicine.shtml](http://sydney.edu.au/handbooks/handbooks_admin/medicine.shtml). See the Policy Online website: [sydney.edu.au/policy](http://sydney.edu.au/policy), for copies of University policies.

## Graduate Certificate in Clinical Epidemiology

## Graduate Diploma in Clinical Epidemiology

## Master of Medicine (Clinical Epidemiology)

## Master of Science in Medicine (Clinical Epidemiology)

*These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to) the University of Sydney (Coursework) Rule 2000 (the 'Coursework Rule'), the Resolutions of the Faculty, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended) and the Academic Board policies on Academic Dishonesty and Plagiarism.*



## Course resolutions

### 1 Course codes

Code	Course and stream title
KG007	Graduate Certificate in Clinical Epidemiology
KF062	Graduate Diploma in Clinical Epidemiology
KC056	Master of Science in Medicine (Clinical Epidemiology)
KC055	Master of Medicine (Clinical Epidemiology)

### 2 Attendance pattern

The attendance pattern for this course is full time or part time according to candidate choice.

### 3 Master's type

The master's degrees in these resolutions are professional master's courses, as defined by the Coursework Rule.

### 4 Embedded courses in this sequence

- (1) The embedded courses in this sequence are:
  - (a) the Graduate Certificate in Clinical Epidemiology
  - (b) the Graduate Diploma in Clinical Epidemiology
  - (c) the Master of Medicine (Clinical Epidemiology); or
  - (d) the Master of Science in Medicine (Clinical Epidemiology)
- (2) Providing candidates satisfy the admission requirements for each stage, a candidate may progress to the award of any of the courses in this sequence. Only the longest award completed will be conferred.

### 5 Admission to candidature

- (1) Available places will be offered to qualified applicants based on merit, according to the following admissions criteria. In exceptional circumstances the Dean may admit applicants without these qualifications who, in the opinion of the Faculty, have qualifications, evidence of experience and achievement sufficient to successfully undertake the award.
- (2) Admission to the Graduate Certificate in Clinical Epidemiology requires:
  - a Bachelor of Medicine and Bachelor of Surgery from the University of Sydney or equivalent qualification;
  - or
  - a bachelor's degree with first or second class honours from the University of Sydney or equivalent qualification;
  - or
  - a pass bachelor's degree from the University of Sydney or equivalent qualification. Applicants must have completed work equivalent to a first or second class honours bachelor's degree or pass a preliminary examination(s) as prescribed by the Faculty.

- (3) Admission to the Graduate Diploma in Clinical Epidemiology requires:
  - a Bachelor of Medicine and Bachelor of Surgery of the University of Sydney or equivalent qualification;
  - or
  - a bachelor's degree with first or second class honours from the University of Sydney or equivalent qualification;
  - or
  - a pass bachelor's degree from the University of Sydney or equivalent qualification. Applicants must have completed work equivalent to a first or second class honours bachelor's degree or pass a preliminary examination(s) as prescribed by the Faculty.
- (4) Admission to the Master of Medicine (Clinical Epidemiology) requires:
  - a Bachelor of Medicine and Bachelor of Surgery of the University of Sydney or equivalent qualification.
- (5) Admission to the Master of Science in Medicine (Clinical Epidemiology) requires:
  - a bachelor's degree with first or second class honours from the University of Sydney or equivalent qualification;
  - or
  - a pass bachelor's degree in a health discipline from the University of Sydney or equivalent qualification. Applicants must have completed work equivalent to a first or second class honours bachelor's degree or pass a preliminary examination(s) as prescribed by the Faculty.

### 6 Requirements for award

- (1) The units of study that may be taken for the course are set out in the Table of Units of Study: Clinical Epidemiology.
- (2) To qualify for the award of the Graduate Certificate in Clinical Epidemiology a candidate must successfully complete 24 credit points, including:
  - (a) 14 credit points of core units of study; and
  - (b) 10 credit points of elective units of study.
- (3) To qualify for the award of the Graduate Diploma in Clinical Epidemiology a candidate must successfully complete 36 credit points, including:
  - (a) 14 credit points of core units of study; and
  - (b) 22 credit points of elective units of study.
- (4) To qualify for the award of the Master of Medicine (Clinical Epidemiology) or Master of Science in Medicine (Clinical Epidemiology) a candidate must successfully complete 48 credit points, including:
  - (a) 14 credit points of core units of study; and
  - (b) 34 credit points of elective units of study.

### 7 Transitional provisions

- (1) These resolutions apply to persons who commenced their candidature after 1 January, 2011 and persons who commenced their candidature prior to 1 January, 2011 who formally elect to proceed under these resolutions.
- (2) Candidates who commenced prior to 1 January, 2011 complete the requirements in accordance with the resolutions in force at the time of their commencement.

## Table of Units of Study: Clinical Epidemiology

Unit of study	Credit points	A: Assumed knowledge	P: Prerequisites	C: Corequisites	N: Prohibition	Session
<b>Core units</b>						
CEPI5102 Literature Searching	2					Semester 1 Semester 2
PUBH5010 Epidemiology Methods and Uses	6	N BSTA5011				Semester 1
PUBH5018 Introductory Biostatistics	6					Semester 1

<b>Unit of study</b>	<b>Credit points</b>	<b>A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition</b>	<b>Session</b>
<b>Elective Units</b>			
<b>BETH5202</b> Human and Animal Research Ethics	6	<b>A</b> A three-year undergraduate degree in science, medicine, nursing, allied health sciences, philosophy/ethics, sociology/anthropology, history, or other relevant field, or by special permission. <i>A limited number of students may be granted permission to take this unit during their honours year.</i>	Semester 2
<b>CEPI5200</b> Quality and Safety in Health Care	6	<b>A</b> clinical experience strongly recommended	Semester 1
<b>CEPI5202</b> Advanced Evaluation of Diagnostic Tests	2	<b>C</b> PUBH5208	Semester 2b
<b>CEPI5203</b> Introduction to Systematic Reviews	2		Semester 2a
<b>CEPI5204</b> Advanced Systematic Reviews	2	<b>A</b> CEPI5102 <b>P</b> CEPI5203 <b>C</b> PUBH5211	Semester 2b
<b>CEPI5205</b> Doing a Systematic Review	6	<b>P</b> CEPI5203 <b>C</b> CEPI5102	Semester 1 Semester 2
<b>CEPI5206</b> Intro Teaching Clinical Epidemiology	2	<b>P</b> PUBH5010 <b>C</b> PUBH5208 and CEPI5203	Semester 1 Semester 2
<b>CEPI5207</b> Advanced Teaching Clinical Epidemiology	6	<b>P</b> PUBH5010 <b>C</b> PUBH5208 and CEPI5203	Semester 1 Semester 2
<b>CEPI5210</b> Clinical Research Development & Practice	4	<b>A</b> clinical experience is strongly recommended	Semester 1
<b>CEPI5211</b> Introduction to Genetic Epidemiology	2		Semester 2a
<b>CEPI5306</b> Clinical Practice Guidelines	2	<b>A</b> clinical experience strongly recommended	Semester 2a
<b>CEPI5308</b> Patient Based Measures	2		Semester 1b
<b>CEPI5505</b> Clinical Epidemiology Project 1	2	<b>P</b> PUBH5010 and PUBH5018 and CEPI5102	Semester 1 Semester 2
<b>CEPI5506</b> Clinical Epidemiology Project 2	4	<b>P</b> PUBH5010 and PUBH5018 and CEPI5102 <b>C</b> CEPI5210 or CEPI5505	Semester 1 Semester 2
<b>PUBH5205</b> Decision Analysis	2	<b>P</b> PUBH5018 and PUBH5010 <i>Recommended: PUBH5302 Health Economic Evaluation</i>	Semester 2b
<b>PUBH5206</b> Controlled Trials	2	<b>P</b> PUBH5018	Semester 2
<b>PUBH5208</b> Screening and Diagnostic Test Evaluation	2	<b>P</b> PUBH5010	Semester 2a
<b>PUBH5211</b> Multiple Regression and Stats Computing	4	<b>P</b> PUBH5018	Semester 2
<b>PUBH5212</b> Categorical Data Analysis	2	<b>P</b> PUBH5018 <b>C</b> PUBH5211	Semester 2b
<b>PUBH5213</b> Survival Analysis	2	<b>C</b> PUBH5211	Semester 2b
<b>PUBH5215</b> Introductory Analysis of Linked Data	6	<b>P</b> PUBH5018 and (PUBH5010 or BSTA5011) and (PUBH5211 or BSTA5004)	Semester 2b
<b>PUBH5224</b> Advanced Epidemiology	6	<b>P</b> PUBH5010	Semester 2
<b>PUBH5302</b> Health Economic Evaluation	4	<b>P</b> PUBH5010 and PUBH5018	Semester 2
<b>PUBH5500</b> Introducing Qualitative Health Research	6		Semester 1a

*Further enquiries*

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## Unit of Study Descriptions for 2011

### BETH5202

#### Human and Animal Research Ethics

**Credit points:** 6 **Session:** Semester 2 **Classes:** 3 x 8 hr intensive **Assumed knowledge:** A three-year undergraduate degree in science, medicine, nursing, allied health sciences, philosophy/ethics, sociology/anthropology, history, or other relevant field, or by special permission. **Assessment:** Continuous assessment (20%); Briefing paper (30%); Position Paper (50%) **Campus:** Camperdown/Darlington **Mode of delivery:** Block Mode

*Note: A limited number of students may be granted permission to take this unit during their honours year.*

This unit introduces students to research ethics in its social context. Students will first analyse the philosophical underpinnings of the research endeavour, including the justifications for engaging in research, research priorities and research integrity. The unit will then review the history of research and research abuses, the evolution of research ethics and the regulation of research in Australia. The second part of the unit will focus on issues arising in the conduct of research including; the protection of research subjects (both human and animal), consent, confidentiality and risk/benefit analysis.

### CEPI5102

#### Literature Searching

**Credit points:** 2 **Teacher/Coordinator:** Dr Angela Webster **Session:** Semester 1, Semester 2 **Classes:** distance learning **Assessment:** completion of online quizzes (20%), 1x2000word assignment (80%) **Campus:** Camperdown/Darlington **Mode of delivery:** On-line

Students will learn how to formulate a searchable question; the pros and cons of different information sources; how to structure a computerised database search; important fields in MEDLINE; useful practical tips for searching MEDLINE; methodological filters, journal citation reports, and how to organise and manage references. The assignment requires students to demonstrate their search skills for three clinical problems (marks allocated for how many relevant articles found, the content terms used, the methodological terms used, and the databases searched) and to demonstrate skills in the use of Web of Science and Endnote.

#### Textbooks

Online readings and other learning resources will be provided.

### CEPI5200

#### Quality and Safety in Health Care

**Credit points:** 6 **Teacher/Coordinator:** Associate Professor Merrilyn Walton, Professor George Rubin, Dr Sharon Reid **Session:** Semester 1 **Classes:** Distance learning. Expected students hours effort/week = 9 to 12 **Assumed knowledge:** clinical experience strongly recommended **Assessment:** online participation (40%) and 1x4500word assignment (60%) **Campus:** Camperdown/Darlington **Mode of delivery:** On-line

The unit has six major content areas delivered as four modules; Module 1 Understanding Q&S in Healthcare; Module 2 Professional and ethical practice; Module 3 Clinical governance; Module 4 Improving Healthcare. At the end of the unit students will: understand the background to quality and safety in health care, from Australian and international perspectives; understand the nature of health care error including the methods of error detection and monitoring, and quality indicators; understand the role of good communication and other professional responsibilities in quality and safety in healthcare; have developed an understanding of clinical governance, accountability and systems management; have considered methods for improving healthcare such as getting research into practice, clinical practice guidelines and clinical practice improvement. This unit consists of online discussions and activities based around key provided readings and other resources.

#### Textbooks

Online readings and other learning resources will be provided.

### CEPI5202

#### Advanced Evaluation of Diagnostic Tests

**Credit points:** 2 **Teacher/Coordinator:** Dr Clement Loy, Dr Sally Lord **Session:** Semester 2b **Classes:** (face to face only ) 1x2hr seminar/week for 7 weeks **Corequisites:** PUBH5208 **Assessment:** Class discussion and

presentation (40%), written assignment (60%) **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

The aim of this unit is to critically appraise and apply, at an advanced level, the best evidence on diagnostic tests. This unit will help students to acquire advanced knowledge and skills in: assessing the quality of articles about diagnostic tests; extracting useful measures of test accuracy; and determining the value of the tests for different patients. At the end of this unit participants will be able to (at an advanced level): critically appraise articles assessing the validity and repeatability of diagnostic tests, and use information from diagnostic test articles to estimate the probabilities of alternative diagnoses with different test results. The principles of meta-analysis of diagnostic test studies will also be presented. The unit is based on discussion of pre-circulated reading material. Assessment will be based on a paper selected for discussion in the final week.

#### Textbooks

Course notes are provided.

### CEPI5203

#### Introduction to Systematic Reviews

**Credit points:** 2 **Teacher/Coordinator:** Dr Sharon Reid, Professor Jonathan Craig **Session:** Semester 2a **Classes:** offered in online and blended mode (face-to-face teaching with online tasks) (1x2hr seminar/week for 6 weeks) **Assessment:** submission of weekly tasks and participation in discussion (18%) and assignment 1x 2000word report (82%) **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day or On-line

Students will learn how to critically appraise a review of the effectiveness of an intervention; how to do a meta-analysis; how to weigh up benefits and harms (applicability); how to avoid misleading meta-analyses and how to find or do better systematic reviews. At the end of this unit, participants should be able to: search for systematic reviews; critically appraise reviews of randomised controlled trials, do a meta-analysis of randomised trials using available software; and use meta-analytic methods for weighing up benefits and harms of an intervention in individual patient management and practice policy development. The assignment task is to: outline a clinical or health policy decision that you need to make; identify a systematic review that can help you with your decision-making; critically appraise this source; outline your decision and how you used the evidence to reach it; outline what additional information you would like and how you would obtain it (this may include further analyses on the data presented in the review, further reviews or suggestions for further primary studies).

#### Textbooks

Online readings and other learning resources will be provided.

### CEPI5204

#### Advanced Systematic Reviews

**Credit points:** 2 **Teacher/Coordinator:** Dr Lisa Askie, Dr Angela Webster **Session:** Semester 2b **Classes:** 1x2hr seminar/week for 7 **Prerequisites:** CEPI5203 **Corequisites:** PUBH5211 **Assumed knowledge:** CEPI5102 **Assessment:** presentation (10%), critical appraisal assignment (50%), data analysis assignment (40%) **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

The aim of this unit is to critically appraise and apply, at an advanced level, the best evidence on systematic reviews. This unit extends beyond the 'Introduction to Systematic Reviews' unit by exploring in-depth important issues around systematic reviews. At the end of the unit, students should be able to understand the advantages of individual patient meta-analyses; critically appraise a review of observational studies; understand differences in systematic review of observational studies compared with randomized trials, understand the potential pitfalls of meta-regression, perform and interpret a sub-group and meta-regression analysis, analyse continuous data and understand the methods by which missing data can be imputed, and understand the common problems in meta-analysis of continuous data. The seminar sessions are interactive and based on discussion of reading assignments; two sessions are based in the computer lab.

#### Textbooks

Course notes are provided.

**CEPI5205****Doing a Systematic Review**

**Credit points:** 6 **Teacher/Coordinator:** Dr Angela Webster **Session:** Semester 1, Semester 2 **Classes:** student project under supervision **Prerequisites:** CEPI5203 **Corequisites:** CEPI5102 **Assessment:** 1x2500 word systematic review (100%) **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit provides an opportunity to further develop knowledge and skills in systematic reviews by undertaking a systematic review (ideally including a meta analysis) in an area nominated by the student. The student will be supported by a nominated supervisor. At the end of this unit, students should be able to: undertake a systematic review; do a meta-analysis of randomised trials using available software, and submit the review in the form of a paper suitable for submission to a peer reviewed scientific, academic or professional journal. The assessment task is to undertake a systematic review and present the review in the form of a paper suitable for submission to a peer reviewed scientific, academic or professional journal. Ideally the review will include a meta analysis of selected study results.

*Textbooks*

There are no essential readings for this unit.

**CEPI5206****Intro Teaching Clinical Epidemiology**

**Credit points:** 2 **Teacher/Coordinator:** Dr Sharon Reid **Session:** Semester 1, Semester 2 **Classes:** Student project under supervision. Expected student effort 3-4 hours/week (36-48 hours/semester) **Prerequisites:** PUBH5010 **Corequisites:** PUBH5208 and CEPI5203 **Assessment:** course materials developed and evaluation report (100%) **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

The aim of this unit is to further students' knowledge and skills in teaching clinical epidemiology at an introductory level. Students have the opportunity to develop their own teaching modules based upon the modules they have been exposed to in the Clinical Epidemiology Program at the University of Sydney. There is no additional face-to-face teaching. Participants are expected to develop, teach and evaluate a clinical epidemiology module of at least 3 hours teaching time. Participants will use the unit coordinator as a supervisor for their work in this unit. By the end of this unit participants will have developed, delivered and evaluated a teaching module in Clinical Epidemiology by: developing materials about clinical epidemiology relevant to the target audience and setting; developed a method of teaching which is relevant to the target audience and setting; developing and using an assessment tool appropriate for the teaching module; developing and using a method of evaluation appropriate for the teaching module.

*Textbooks*

Recommended: Sackett DL, Richardson WS, Rosenberg W, Haynes RB. Evidence-base medicine. How to practice and teach EBM. Churchill Livingstone, Edinburgh.

**CEPI5207****Advanced Teaching Clinical Epidemiology**

**Credit points:** 6 **Teacher/Coordinator:** Dr Sharon Reid **Session:** Semester 1, Semester 2 **Classes:** Student project under supervision. Expected student effort 9-12 hours/week (108 - 144 hours/semester) **Prerequisites:** PUBH5010 **Corequisites:** PUBH5208 and CEPI5203 **Assessment:** 1x2500 word essay, course materials developed and evaluation report (100%) **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit aims to further participants knowledge and skills in teaching clinical epidemiology - at an advanced level. Participants have the opportunity to develop their own teaching modules based upon the modules they have been exposed to in the Clinical Epidemiology Program at the University of Sydney. There is no additional face-to-face teaching. Participants are expected to develop, teach and evaluate a clinical epidemiology module of at least 9 hours teaching time. They are also expected to nominate a topic in the area of Teaching Clinical Epidemiology and explore the area in an essay. By the end of this unit participants will have developed, delivered and evaluated a teaching module in Clinical Epidemiology by: developing materials about clinical epidemiology relevant to the target audience and setting; developed a method of teaching which is relevant to the

target audience and setting; developing and using an assessment tool appropriate for the teaching module; developing and using a method of evaluation appropriate for the teaching module; explored, through an essay, an academic area of interest in Teaching Clinical Epidemiology.

*Textbooks*

Recommended: Sackett DL, Richardson WS, Rosenberg W, Haynes RB. Evidence-base medicine. How to practice and teach EBM. Churchill Livingstone, Edinburgh.

**CEPI5210****Clinical Research Development & Practice**

**Credit points:** 4 **Teacher/Coordinator:** Dr Clement Loy, Professor Jonathan Craig **Session:** Semester 1 **Classes:** (face to face only) (2hr lec/tut/wk x 12 weeks) **Assumed knowledge:** clinical experience is strongly recommended **Assessment:** 1xassignment (60%) and class presentations (40%) **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

In this unit the student will develop his/her own research proposal, to a standard suitable for a peer-reviewed granting body. Each section of a grant proposal (Aims, Background, Significance, Methods, Analysis) will be discussed in class, with the student presenting and refining the corresponding section of his/her own proposal in a workshop setting. This will then be complemented by presentations from experienced researchers on the practical aspects of clinical epidemiological research, including: funding application, ethical approval, implementation of study designs and publication strategies.

**CEPI5211****Introduction to Genetic Epidemiology**

**Credit points:** 2 **Teacher/Coordinator:** Dr Clement Loy **Session:** Semester 2a **Classes:** (face to face only) (2hr lec/tut/wk x 6 weeks) **Assessment:** 1x2000 wd assignment (70%) and class quizzes/presentations (30%) **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Evening

This unit introduces the concepts and methodology used in genetic epidemiology. It begins with a refresher on molecular biology and genetics, followed by a survey of commonly used study designs. Practical implementation and statistical analysis of these studies will then be discussed. The unit concludes by exploring potential clinical and societal ramifications. By the end of this unit students will be able to critically appraise genetic epidemiological studies and act as informed research collaborators.

**CEPI5306****Clinical Practice Guidelines**

**Credit points:** 2 **Teacher/Coordinator:** Professor Lyn March, Dr Sharon Reid **Session:** Semester 2a **Classes:** distance learning, expected student effort: 6-8 hours per week for 6 weeks **Assumed knowledge:** clinical experience strongly recommended **Assessment:** 1x4-page critical appraisal and barriers assessment (50%), online discussions and quizzes (50%). **Campus:** Camperdown/Darlington **Mode of delivery:** On-line

During this unit students will evaluate guideline development; critical appraisal of guidelines; introduction to implementation and evaluation of guidelines; involvement of consumers in guidelines; examination of hospital-based and community-based guidelines. Group and individual critical appraisal work is required.

*Textbooks*

Online readings and other learning resources will be provided.

**CEPI5308****Patient Based Measures**

**Credit points:** 2 **Teacher/Coordinator:** Associate Professor Martin Stockler, Professor Glenn Salkeld, Professor Phyllis Butow **Session:** Semester 1b **Classes:** 1x2hr seminar/week for 7 weeks **Assessment:** 1x4000 word assignment (100%) **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

The aim of this unit is to enable students to appraise and incorporate patient-based measures in clinical research. Topics include: definitions, structure and functions of PBM; item-generation and selection; validation; assessing and improving reliability; utilities and preferences; questionnaire design; developing and appraising studies using PBM. The sessions combine information giving (first 90 minutes) with discussion and problem solving (last 30 minutes). The written

assignment may be either an appraisal of an existing instrument for a particular purpose; or, a protocol for either developing an instrument, or validating an instrument, or applying an instrument in clinical research.

*Textbooks*

Course notes are provided. Streiner DL, Norman GR. Health Measurement Scales: a practical guide to their development and use. 3rd Ed. Oxford University Press, 2003. (course textbook)

**CEPI5505**

**Clinical Epidemiology Project 1**

**Credit points:** 2 **Teacher/Coordinator:** Prof Jonathan Craig **Session:** Semester 1, Semester 2 **Classes:** student project under supervision **Prerequisites:** PUBH5010 and PUBH5018 and CEPI5102 **Assessment:** 3 meetings with supervisor (face to face or distance) and 1x2000wd assignment **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit provides students with an opportunity to develop a Clinical Epidemiology study proposal under supervision. The proposal will include: background to the project; project plan; project significance; justification of the project; project method; budget; and ethical implication of project. At the end of the unit, the student will be proficient in writing research proposals suitable for submission to an appropriate funding body. Student assignment involves writing a study proposal suitable for submission to a funding body.

*Textbooks*

There are no essential readings for this unit.

**CEPI5506**

**Clinical Epidemiology Project 2**

**Credit points:** 4 **Teacher/Coordinator:** Prof Jonathan Craig **Session:** Semester 1, Semester 2 **Classes:** student project under supervision **Prerequisites:** PUBH5010 and PUBH5018 and CEPI5102 **Corequisites:** CEPI5210 or CEPI5505 **Assessment:** 1x4000word assignment (100%) **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

The aim of this unit is to conduct a clinical epidemiology project and write a report on the project in the form of a paper suitable for publication. The project will involve: refining the project proposal; data collection; data analysis; and produce a report suitable for publication. At the end of the unit, the student will be proficient in conducting and writing a report of a clinical epidemiology project. The report should be suitable for publication in a peer reviewed journal.

*Textbooks*

There are no essential readings for this unit.

**PUBH5010**

**Epidemiology Methods and Uses**

**Credit points:** 6 **Teacher/Coordinator:** Associate Professor Tim Driscoll **Session:** Semester 1 **Classes:** 1x1hr lecture and 1x2hr tutorial per week for 13 weeks - lectures and tutorials may be completed online **Prohibitions:** BSTA5011 **Assessment:** 1x4page assignment (30%) and 1x2.5hr open-book exam (70%) **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day or On-line

This unit provides students with core skills in epidemiology, particularly the ability to critically appraise public health and clinical epidemiological research literature. This unit covers: study types; measures of frequency and association; measurement bias; confounding/effect modification; randomized trials; systematic reviews; screening and test evaluation; infectious disease outbreaks; measuring public health impact and use and interpretation of population health data. It is expected that students spend an additional 2-3 hours preparing for their tutorials.

*Textbooks*

Webb, PW. Bain, CJ. and Pirozzo, SL. Essential Epidemiology: An Introduction for Students and Health Professionals: Cambridge University Press 2005.

**PUBH5018**

**Introductory Biostatistics**

**Credit points:** 6 **Teacher/Coordinator:** Mr Kevin McGeechan and Associate Professor Petra Macaskill **Session:** Semester 1 **Classes:** 2 x 2hr lecture, 10 x 1hr lectures, 11 x 2hr tutorials, 2 x 1hr and 8 x 0.5hr statistical computing self directed learning tasks over 12 weeks - lectures and tutorials may be completed

online **Assessment:** 1x4 page assignment (30%) and 1x2.5hr open-book exam (70%) **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day or On-line

This unit aims to provide students with an introduction to statistical concepts, their use and relevance in public health. This unit covers descriptive analyses to summarise and display data; concepts underlying statistical inference; basic statistical methods for the analysis of continuous and binary data; and statistical aspects of study design. Specific topics include: sampling; probability distributions; sampling distribution of the mean; confidence interval and significance tests for one-sample, two paired samples and two independent samples for continuous data and also binary data; correlation and simple linear regression; distribution-free methods for two paired samples, two independent samples and correlation; power and sample size estimation for simple studies; statistical aspects of study design and analysis. Students will be required to perform analyses using a calculator and will also be required to conduct analyses using statistical software (SPSS). It is expected that students spend an additional 2 hours per week preparing for their tutorials. Computing tasks are self-directed.

*Textbooks*

Course notes are provided.

**PUBH5205**

**Decision Analysis**

**Credit points:** 2 **Teacher/Coordinator:** Professor John Simes, Dr Andrew Martin **Session:** Semester 2b **Classes:** 1 x 2hr lecture per week for 6 weeks **Prerequisites:** PUBH5018 and PUBH5010 **Assessment:** 1 x quiz (20%) and 1 written assignment (80%) **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

*Note: Recommended: PUBH5302 Health Economic Evaluation*

This unit examines quantitative approaches to public health and clinical decision-making. Topics of study include: decision trees and health related utility assessment; incorporating diagnostic information in decision making; sensitivity and threshold analysis and application of decision analysis to economic evaluation. Exercises are set at the end of most sessions and are reviewed at the start of the following session. Readings are also set after most sessions. Preparation time for each session is 1-2 hours. The fifth session comprises a quiz followed by a 1hr practical in the computing room using a decision analysis software package.

**PUBH5206**

**Controlled Trials**

**Credit points:** 2 **Teacher/Coordinator:** Ms Diana Zannino, Mr Chris Brown **Session:** Semester 2 **Classes:** 2x 1day workshops **Prerequisites:** PUBH5018 **Assessment:** 1x2hr multiple choice and short answer exam (40%), 1x take home question exam (60%) **Campus:** Camperdown/Darlington **Mode of delivery:** Block Mode

This unit introduces important issues in trial design, protocol development, ethics and principles of analysis. Topics of study include: principles of controlled trials; study design and randomization; analysis and interpretation; ethical issues and data management considerations. At the end of this unit, students should acquire skills relating to parallel and cross-over trial design, setting up a randomisation scheme, and understanding issues of multiplicity in clinical trials. During the workshop, there will be formal lectures on an area of controlled trials methodology, followed by a practical session led by a faculty member, based on material to be reviewed by students prior to the class. Lecture notes and solutions to practicals will be provided.

*Textbooks*

Recommended: Keech A, GebSKI V, Pike R. Interpreting and reporting clinical trials: a guide to the CONSORT statement and the principles of randomised controlled trials. Sydney: Australasian Medical Publishing Company; 2007 A list of suggested readings associated with the course will be provided to students for their interest in the course notes.

**PUBH5208**

**Screening and Diagnostic Test Evaluation**

**Credit points:** 2 **Teacher/Coordinator:** Dr Germaine Wong **Session:** Semester 2a **Classes:** 1 x 2hr seminar or 2hr of online discussion per week for

7 weeks **Prerequisites:** PUBH5010 **Assessment:** 1x 1000 word critical appraisal (30%) and 1x 1500 word final assignment (70%) **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day or On-line

This unit is designed to further develop concepts covered in the Epidemiological Methods Unit for those students seeking more detail on screening and diagnostic tests. It will cover a wider range of topics than clinical medicine alone. At the end of this unit, participants should be able to: use information from articles evaluating screening tests in order to apply test results to individual patients and /or make policy decisions about screening tests; consider the internal validity of studies used to assess diagnostic and screening tests and identify and appraise relevant articles and Systematic Reviews covering screening and diagnostic test.. The unit is based on weekly discussion of material provided in the unit workbook, session outlines and pre-reading. Students will be encouraged to contribute examples for discussion. This unit is offered in online/distance mode primarily. Face-to-face tutorials may also be offered.

#### Textbooks

Course notes are provided.

### PUBH5211

#### Multiple Regression and Stats Computing

**Credit points:** 4 **Teacher/Coordinator:** Mr Kevin McGeechan **Session:** Semester 2 **Classes:** 2hr per week for 13 weeks. This unit may be undertaken in face to face or online/distance mode. Students studying in distance mode must have access to a computer running a version of Microsoft Windows compatible with the latest version of SAS. **Prerequisites:** PUBH5018 **Assessment:** 1x 4 page assignment (30%) and 1x 10 page assignment (70%) **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day or On-line

This unit covers simple and multiple linear regression; one-way analysis of variance to compare more than 2 groups; analysis of covariance to compare groups adjusting for confounders; testing for effect modification; calculating adjusted means; strategies for selecting the 'best' regression model; examination of residuals; regression to the mean; associated SAS programming. Each topic is covered by a 1 hour statistics lecture, a 1 hour SAS lecture, a 1 hour SAS practical and a 1 hour statistics tutorial to discuss the interpretation of the results. Each fortnight there is an exercise on the material covered in the statistics lecture. The SAS practical allows the necessary computing to answer the questions for the statistics tutorial the following week. The assignments will involve practical analysis and interpretation of a data set and between 10% and 20% of the marks for each assignment are for the SAS computing program.

#### Textbooks

Course notes are provided.

### PUBH5212

#### Categorical Data Analysis

**Credit points:** 2 **Teacher/Coordinator:** Associate Professor Petra Macaskill **Session:** Semester 2b **Classes:** 1 x 2hr lecture, 5 x 1hr lectures, and 5 x 1hr tutorials over 6 weeks. **Prerequisites:** PUBH5018 **Corequisites:** PUBH5211 **Assessment:** 1x 3 page report (30%) and 1x 8 page report (70%) **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day or On-line

In this unit the biostatistical concepts covered in earlier units are extended to cover analysis of epidemiological studies where the outcome variable is categorical. Topics of study include: testing for trend in a 2 x r contingency table; the Mantel-Haenszel test for the combination of several 2 x 2 tables, with estimation of the combined odds ratio and confidence limits; multiple logistic regression; Poisson regression; modelling strategy. The assignments will involve practical analysis and interpretation of categorical data. Data analyses will be conducted using statistical software (SAS). Students studying in distance mode must have access to a computer running Microsoft Windows.

#### Textbooks

Course notes are provided.

### PUBH5213

#### Survival Analysis

**Credit points:** 2 **Teacher/Coordinator:** Professor Judy Simpson **Session:** Semester 2b **Classes:** 1 x 1hr lecture and 1 x 1hr tutorial per week for six weeks both face to face and distance mode. Students studying in distance mode must have access to a computer running Microsoft Windows. **Corequisites:** PUBH5211 **Assessment:** 1x 3 page assignment (20%) and 1x 10 page assignment (80%) **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day or On-line

During this unit, students learn to analyse data from studies in which individuals are followed up until a particular event occurs, e.g. death, cure, relapse, making use of follow-up data also for those who do not experience the event. This unit covers: Kaplan-Meier life tables; logrank test to compare two or more groups; Cox's proportional hazards regression model; checking the proportional hazards assumption; sample size calculations for survival studies. For each topic participants are given some material to read beforehand. This is followed by a lecture, then participants are given one or two exercises to do for the following week. These exercises are discussed in the tutorial at the next session before moving on to the next topic. That is, in most weeks the first hour is a tutorial and the lecture is given in the second hour. Participants are expected to run SAS programs in their own time. Preparation time for each session is 2-3 hours. The assignments both involve use of SAS to analyse a set of survival data.

#### Textbooks

Course notes are provided.

### PUBH5215

#### Introductory Analysis of Linked Data

**Credit points:** 6 **Teacher/Coordinator:** Professor Judy Simpson **Session:** Semester 2b **Classes:** block/intensive mode 5 days 9am-5pm **Prerequisites:** PUBH5018 and (PUBH5010 or BSTA5011) and (PUBH5211 or BSTA5004) **Assessment:** Workbook exercises (30%) and 1x assignment (70%) **Campus:** Camperdown/Darlington **Mode of delivery:** Block Mode

This unit introduces the topic of linked health data analysis. It will usually run in the last full week of November. The topic is a very specialised one and will not be relevant to most MPH students. The modular structure of the unit provides students with a theoretical grounding in the classroom on each topic, followed by hands-on practical exercises in the computing lab using de-identified linked NSW data files. The computing component assumes a basic familiarity with SAS computing syntax and methods of basic statistical analysis of fixed-format data files. Contents include: an overview of the theory of data linkage methods and features of comprehensive data linkage systems, sufficient to know the sources and limitations of linked health data sets; design of linked data studies using epidemiological principles; construction of numerators and denominators used for the analysis of disease trends and health care utilisation and outcomes; assessment of the accuracy and reliability of data sources; data linkage checking and quality assurance of the study process; basic statistical analyses of linked longitudinal health data; manipulation of large linked data files; writing syntax to prepare linked data files for analysis, derive exposure and outcome variables, relate numerators and denominators and produce results from statistical procedures at an introductory to intermediate level.

#### Textbooks

Notes will be distributed in class.

### PUBH5224

#### Advanced Epidemiology

**Credit points:** 6 **Teacher/Coordinator:** Associate Professor Tim Driscoll **Session:** Semester 2 **Classes:** Weekly lectures and tutorials for 13 weeks **Prerequisites:** PUBH5010 **Assessment:** 1x 2500 word assignment (40%), 1x 1500 word assignment (30%), class presentations (30%) **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Evening or Normal (lecture/lab/tutorial) Day

This unit of study is intended for students who have completed Epidemiology Methods and Uses (or an equivalent unit of study) at a credit or higher level. It is designed to provide students with an opportunity to consolidate critical appraisal skills, to acquire the practical knowledge and skills needed to design epidemiological

research, and to extend students' theoretical knowledge of epidemiology beyond basic principles.

### **PUBH5302**

#### **Health Economic Evaluation**

**Credit points:** 4 **Teacher/Coordinator:** Ms Rachel Morton **Session:** Semester 2 **Classes:** 2x 2day compulsory workshops **Prerequisites:** PUBH5010 and PUBH5018 **Assessment:** assignment 1 (40%), assignment 2 (60%) **Campus:** Camperdown/Darlington **Mode of delivery:** Block Mode

This unit aims to develop students' knowledge and skills of economic evaluation as an aid to priority setting in health care. This unit covers: principles of economic evaluation; critical appraisal guidelines; measuring and valuing benefits; methods of costing; modeling in economic evaluation. The workshops consist of interactive lectures, class exercises and case history analyses.

#### *Textbooks*

A course manual will be provided to each student.

### **PUBH5500**

#### **Introducing Qualitative Health Research**

**Credit points:** 6 **Teacher/Coordinator:** Dr Stacy Carter **Session:** Semester 1a **Classes:** Block mode (2 x 3 days) **Assessment:** 2x 2000wd assignments (2x40%) plus 2x 500wd reflections on workshops (2x10%) **Campus:** Camperdown/Darlington **Mode of delivery:** Block Mode

This unit overviews qualitative inquiry. It is perfect if you're a beginner or unsure about the basics of qualitative research. Workshop One answers these questions: What is qualitative research? How is it different from quantitative research? What is its history? What research questions can it answer? How can I search for it? How do I design a qualitative study? You will learn about qualitative data collection: interviewing, focus groups and observing. Workshop Two answers these questions: What is the place of qualitative research in health and medicine? Is methodology different to method? What are ontology and epistemology? What is reflexivity (and aren't qualitative researchers biased)? How are methodologies and theories used in qualitative research? How is qualitative research synthesised and evaluated? Can I generalise qualitative findings? You will analyse qualitative data two ways in class (for concepts and for social processes), and briefly explore the qualitative data management software NVivo. In both workshops you will meet working qualitative researchers and hear about their projects. This Unit will show you a new way of thinking critically about research and researching. By the end of the Unit you will be ready to begin evaluating and doing qualitative research for yourself.



# Clinical Surgery

## Doctor of Clinical Surgery

(DClinSurg) KB004

Course	Credit points for award	Duration full-time	Duration part-time
DClinSurg	144	3 years	3.5 to 10 years

### Overview

The Doctorate in Clinical Surgery is attained by a combination of clinical, non-clinical coursework and research. The course aims to produce surgical leaders with attitudes and skills that allow them to meet the challenges of modern surgical specialist practice. Furthermore, completion of the doctorate allows students to develop research skills which equip them to plan an academic career.

Surgical training in Australia is under the auspices of the Royal Australasian College of Surgeons. The Doctor of Clinical Surgery is designed to be undertaken in conjunction with the surgical training programme of the Royal Australasian College of Surgeons to augment research, leadership and communication skills. Candidates who have already completed surgical training in Australia or a recognised surgical training programme elsewhere, will benefit from undertaking the Doctorate of Clinical Surgery for its further non clinical study opportunities and research skills development.

Candidates must possess a medical degree and show evidence of excellence in both their undergraduate and postgraduate career. Candidates who possess a Fellowship of the Royal Australasian College of Surgeons, or equivalent, may be granted an exemption of up to 66 credit points. Candidates who wish to undertake the clinical components of the Doctor of Surgery must be eligible to undertake surgical training in New South Wales and be appointed to a SET 3 or higher position by the Royal Australasian College of Surgeons. Additional requirements are set by the Discipline of Surgery and will include an interview.

### Course outcomes

As a result of participation, graduates will:

- have a solid understanding of the scientific, pathological, clinical and surgical basis of disease
- have a solid understanding of the principles of research methodologies that underpin good surgical practice
- lead and/or contribute to designing, efficiently conducting and appropriately interpreting the results of single and multi-centre clinical trials
- be able to identify and understand the appropriate literature with respect to clinical questions and clinical trials design
- be able to demonstrate skills and capacity as surgical leaders with a keen academic interest
- have a wider understanding of the practice of surgical including the ethical, legal and health economic aspects of modern surgical practice
- be able to practice surgery, safely, competently ethically and morally.

### Pattern of Enrolment

Generally, in each semester, students enrol in 2 clinical surgery units, (unless exemptions are granted), one research unit of study and one elective. In special circumstances a student may apply to undertake two electives in one semester but then must undertake two research units of study the following semester.

## Degree Resolutions

Sydney Medical School resolutions and the printed handbook are the official statement of Faculty policy. The resolutions contained in the printed handbook are accurate as at November 2010. If a conflict is perceived between the content of the printed handbook and information available elsewhere, Sydney Medical School resolutions and the information available in the handbook online shall always take precedence. See the handbook online website: [sydney.edu.au/handbooks/handbooks\\_admin/medicine.shtml](http://sydney.edu.au/handbooks/handbooks_admin/medicine.shtml). See the Policy Online website: [sydney.edu.au/policy](http://sydney.edu.au/policy), for copies of University policies.

## Doctor of Clinical Surgery

*These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to) the University of Sydney (Coursework) Rule 2000 (the 'Coursework Rule'), the Resolutions of the Faculty, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended) and the Academic Board policies on Academic Dishonesty and Plagiarism.*

### Course resolutions

#### 1 Course codes

Code	Course title
KB004	Doctor of Clinical Surgery

#### 2 Attendance pattern

The attendance pattern for these courses is full time or part time according to candidate choice.

#### 3 Admission to candidature

- (1) Available places will be offered to qualified applicants based on merit, according to the following admissions criteria. In exceptional circumstances the Dean may admit applicants without these qualifications who, in the opinion of the Faculty, have qualifications, evidence of experience and achievement sufficient to successfully undertake the award.
- (2) Admission to the degree requires:
  - (a) a Bachelor of Medicine and Bachelor of Surgery from the University of Sydney or equivalent qualification;
  - (b) evidence of excellence in both undergraduate and postgraduate study;
  - (c) an interview or examination or other requirement as determined by the faculty; and
  - (d) advanced postgraduate knowledge of anatomy, surgical pathology and applied physiology acquired either by a relevant postgraduate degree or equivalent experience;
    - or
    - completion of the Basic Training Requirements of the Royal Australasian College of Surgeons or equivalent;
    - or
    - a Fellowship of the Royal Australasian College of Surgeons, or equivalent.



## 4 Requirements for award

- (1) The units of study that may be taken for the course are set out in the Table of Units of Study: Clinical Surgery.
- (2) To qualify for the award of the Doctor of Clinical Surgery a candidate must successfully complete 144 credit points, including:
  - (a) 108 credit points of core units of study including a 36 credit point research dissertation; and
  - (b) 36 credit points of elective units of study.

## 5 Research and dissertation

- (1) The Faculty shall appoint, on the recommendation of the Head of Discipline of Surgery, a supervisor, and preferably an associate supervisor, to oversee the research component of the degree requirements.
- (2) Candidates should complete a dissertation that:
  - (a) embodies the results of the approved research;
  - (b) shall be an original contribution and include evidence of originality by the exercising of independent critical ability;
  - (c) is a satisfactory literary presentation;
  - (d) contains material suitable for publication; and
  - (e) must be a significant contribution of distinguished merit adding to the knowledge and understanding of the subject concerned.
- (3) The dissertation or any component(s) of the dissertation shall not already have been presented for any degree, however, such component(s) may be included within the dissertation where details of the previous presentation are provided.
- (4) A candidate may include in the dissertation any publication of which the candidate is the sole or joint author provided that the papers:
  - (a) are based on work undertaken during the candidature for the degree;
  - (b) are identified as published work;
  - (c) are compatible with the overall coherence and organisation of the text of the dissertation; and
  - (d) that the candidate provides evidence to identify satisfactorily the sections of the work for which the candidate is responsible, such as a signed written statement from all authors attesting to the contribution of the candidate.
- (5) The dissertation shall state the sources from which the information was derived, the extent to which use has been

made of the work of others and the portion of the work claimed as original.

- (6) The dissertation shall be accompanied by a declaration signed by the candidate that the dissertation is composed by the candidate.
- (7) The dissertation shall be written in English and be of approximately 50,000 words in length.
- (8) The candidate shall prepare three copies of the dissertation and lodge with the Faculty; typewritten and bound according to the Academic Board resolutions for the Degree of Doctor of Philosophy, Form of the thesis, points 1 - 4.
- (9) The final approved version of the dissertation will be submitted electronically.
- (10) A candidate may also submit, in support of the candidature, any publication of which the candidate is the sole or joint author. In such a case the candidate must produce evidence to identify satisfactorily the sections of the work for which the candidate is responsible.
- (11) The examination of the dissertation for the degree of Doctor of Clinical Surgery, shall follow closely the examination process as stipulated by the Academic Board resolutions for the Degree of Doctor of Philosophy, the Examination Process, (with any reference to the PhD Award Subcommittee being substituted by the Faculty), except for the following variations:  
Head of the Discipline of Surgery, shall appoint two examiners for the dissertation of whom normally at least one shall be external to the University unless otherwise approved by the supervisor and Head of Discipline of Surgery.

## 6 Credit for previous studies

Candidates who possess a Fellowship of the Royal Australasian College of Surgeons or equivalent (including fellowships granted more than 5 years prior to first enrolment in this degree) may be granted advanced standing (credit) for up to 66 units of clinical coursework as recommended by the admission panel chaired by the Head of the Discipline of Surgery.

## 7 Transitional provisions

- (1) These resolutions apply to persons who commenced their candidature after 1 January, 2011 and persons who commenced their candidature prior to 1 January, 2011 who formally elect to proceed under these resolutions.
- (2) Candidates who commenced prior to 1 January, 2011 complete the requirements in accordance with the resolutions in force at the time of their commencement.

## Table of Units of Study: Clinical Surgery

<i>Unit of study</i>	<i>Credit points</i>	<i>A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition</i>	<i>Session</i>
<b>Core Units</b>			
<b>SURG6001</b> Surgical Research 1	6		Semester 1 Semester 2
<b>SURG6002</b> Surgical Research 2	6		Semester 1 Semester 2
<b>SURG6003</b> Surgical Research 3	6		Semester 1 Semester 2
<b>SURG6004</b> Surgical Research 4	6		Semester 1 Semester 2
<b>SURG6005</b> Surgical Research 5	6		Semester 1 Semester 2
<b>SURG6006</b> Surgical Research 6	6		Semester 1 Semester 2
<b>SURG6011</b> Clinical Surgery 1	6		Semester 1 Semester 2
<b>SURG6012</b> Clinical Surgery 2	6		Semester 1 Semester 2
<b>SURG6013</b> Clinical Surgery 3	6		Semester 1 Semester 2
<b>SURG6014</b> Clinical Surgery 4	6		Semester 1 Semester 2

<b>Unit of study</b>	<b>Credit points</b>	<b>A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition</b>	<b>Session</b>
SURG6015 Clinical Surgery 5	6		Semester 1 Semester 2
SURG6016 Clinical Surgery 6	6		Semester 1 Semester 2
SURG6017 Clinical Surgery 7	6		Semester 1 Semester 2
SURG6018 Clinical Surgery 8	6		Semester 1 Semester 2
SURG6019 Clinical Surgery 9	6		Semester 1 Semester 2
SURG6020 Clinical Surgery 10	6		Semester 1 Semester 2
SURG6021 Clinical Surgery 11	6		Semester 1 Semester 2
SURG6022 Clinical Surgery Capstone	6		Semester 1 Semester 2
In general, students take one research and two clinical surgery units per semester, with the capstone unit in their final semester.			
<b>Elective Units</b>			
CEPI5200 Quality and Safety in Health Care	6	A clinical experience strongly recommended	Semester 1
EDPR5001 University Teaching and Learning	6		Semester 1
EDPE6016 Adult Learning and Development	6		Semester 1
EDPE6011 Learning and Individual Differences	6		Semester 2
EDPR6001 Research Higher Degree Supervision	6		Semester 1 Semester 2
EDPR6012 Developing Flexible Learning - Higher Ed	6		Semester 2
EDPZ5010 Individual Profession Learning Portfolio	6	Note: Department permission required for enrolment	S1 Late Int S2 Late Int Semester 1 Semester 2
EDPZ6010 Prof Learning Leadership Portfolio	6	Note: Department permission required for enrolment	S1 Late Int S2 Late Int Semester 1 Semester 2
HPOL5001 Economics and Finance for Health Policy	6		Semester 1
PUBH5018 Introductory Biostatistics	6		Semester 1
PUBH5010 Epidemiology Methods and Uses	6	N BSTA5011	Semester 1
WMST6902 Arguing the Point	6		Semester 1
In general, students take one elective unit per semester.			

### Further enquiries

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## Units of Study Descriptions for 2011

### CEPI5200

#### Quality and Safety in Health Care

**Credit points:** 6 **Teacher/Coordinator:** Associate Professor Merrilyn Walton, Professor George Rubin, Dr Sharon Reid **Session:** Semester 1 **Classes:** Distance learning. Expected students hours effort/week = 9 to 12 **Assumed knowledge:** clinical experience strongly recommended **Assessment:** online participation (40%) and 1x4500word assignment (60%) **Campus:** Camperdown/Darlington **Mode of delivery:** On-line

The unit has six major content areas delivered as four modules; Module 1 Understanding Q&S in Healthcare; Module 2 Professional and ethical practice; Module 3 Clinical governance; Module 4 Improving

Healthcare. At the end of the unit students will: understand the background to quality and safety in health care, from Australian and international perspectives; understand the nature of health care error including the methods of error detection and monitoring, and quality indicators; understand the role of good communication and other professional responsibilities in quality and safety in healthcare; have developed an understanding of clinical governance, accountability and systems management; have considered methods for improving healthcare such as getting research into practice, clinical practice guidelines and clinical practice improvement. This unit consists of online discussions and activities based around key provided readings and other resources.

#### Textbooks

Online readings and other learning resources will be provided.

**EDPE6011****Learning and Individual Differences**

**Credit points:** 6 **Teacher/Coordinator:** Dr Paul Ginns **Session:** Semester 2  
**Classes:** 1x2hr seminar/week **Assessment:** 1x3000wd seminar essay (40%) and 1x3000wd seminar essay (40%) and 1x45 minute seminar presentation (20%) **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit examines major areas of individual differences among learners and ways in which educational provision may be adapted to accommodate these differences in helping each student to achieve major learning outcomes. Consideration will be given to areas of cognitive and social-motivational differences, learning styles, gender differences and differences between advantaged/disadvantaged groups to major components of programs designed to meet individual differences. Particular attention will be given to implications of research which (a) explores aptitude-treatment interactions, (b) elucidates the mediating processes involved in adaptive provisions and (c) evaluates outcomes of major forms of provision for individual differences.

**EDPE6016****Adult Learning and Development**

**Credit points:** 6 **Teacher/Coordinator:** Dr Paul Ginns **Session:** Semester 1  
**Classes:** 1x2hr seminar/week **Assessment:** 1x3000wd learning-contract based essay and reflection exercise (40%) and 1x3000wd seminar essay (40%) and 1x45 minute seminar presentation (20%) **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit examines selected issues relating to adult development and adult learning. Concepts of growth and decline are explored, particularly in relation to cognitive development, transitions in the workplace, within families, and in other social contexts. Considerations of adult learning focus on adult conceptions of learning, metacognition, and the nature of expertise. It considers contexts for adult learning, and concepts of self-directed and self-regulated learning.

**EDPR5001****University Teaching and Learning**

**Credit points:** 6 **Teacher/Coordinator:** Dr Graham Hendry **Session:** Semester 1  
**Classes:** 1x3hr meeting fortnightly - Fridays 1.30-4.30 p.m. See ITL website **Assessment:** 2x2000wd projects (2x50%) **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit is one of two first semester units offered as part of a Graduate Certificate in Educational Studies (Higher Education) by the Institute for Teaching and Learning (ITL) through the Faculty of Education and Social Work. (The other first semester unit is EDPR5002 Reflections and Practice in University Teaching and Learning). The graduate certificate is specifically designed for university teachers seeking to develop a scholarly basis for their teaching practice and unit of study participants must be concurrently engaged in some form of university teaching. It aims to provide a broad introduction to teaching and learning in higher education. The unit is based upon a negotiated curriculum which seeks to develop participants' understanding of university teaching, learning, assessment and evaluation processes in the context of their own teaching. It will include an introduction to higher education teaching and learning principles and philosophy and to the components of a university curriculum. Please note that selection criteria may apply. Enquiries should be directed to the Institute for Teaching and Learning, ph. (02) 9351 3725 or e-mail [itl@sydney.edu.au](mailto:itl@sydney.edu.au). The website address is <http://sydney.edu.au/itl/programs/gradcert>.

**EDPR6001****Research Higher Degree Supervision**

**Credit points:** 6 **Teacher/Coordinator:** Dr Cynthia Nelson **Session:** Semester 1, Semester 2 **Classes:** online **Assessment:** independent online study and 1x2000wd written descriptive account (40%) and 1x3000wd written case study (60%) **Campus:** Camperdown/Darlington **Mode of delivery:** On-line

This independent study program is designed to develop your skills as a research supervisor. You will gain most from it if you already are or soon to be actively engaged in the supervision of research students. By the end of the unit, you will have reflected on what constitutes a scholarly approach to research supervision and be able to articulate

an informed rationale for your supervision approach and practice. The program includes seven independent-study modules. The first six modules focus on significant stages of supervision and the final module guides you through the process of developing a case study of your supervision.

**EDPR6012****Developing Flexible Learning - Higher Ed**

**Credit points:** 6 **Teacher/Coordinator:** Associate Professor Robert Ellis **Session:** Semester 2 **Classes:** 1x2hr tutorial 10am-12noon Friday, weeks 1-5 and weeks 12-14, flexible delivery weeks 6-11 **Assessment:** 1x1500wd report (35%) and 1x2500wd reflection report and flexibly-supported learning activities (65%) **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit of study investigates theoretical and practical issues related to flexible learning environments for higher education. Participants will have the chance to consider their own teaching beliefs in relation to constructivist, socially-based and problem-solving approaches to learning, especially as they relate to technology-supported learning activities. Drawing on recently published and established research into flexibly-supported learning, participants will design, develop and evaluate flexibly-supported learning activities that are relevant to their own teaching and learning contexts. On completion of the unit, participants will be able to apply the knowledge and skills they have learned to new learning contexts.

*Textbooks*

Ellis, R.A& Goodyear, P. (2010). Students' experiences of e-learning in higher education. London:Routledge Laurillard, D. (2002). Rethinking university teaching: A framework for the effective use of educational technology (2nd ed.). London:Routledge

**EDPZ5010****Individual Profession Learning Portfolio**

**Credit points:** 6 **Teacher/Coordinator:** Dr Louise Sutherland **Session:** S1 Late Int, S2 Late Int, Semester 1, Semester 2 **Classes:** independent work; 3 x 2 hr meetings across the semester **Assessment:** professional learning portfolio (100%) **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

*Note: Department permission required for enrolment.*

This unit provides you with the opportunity to develop a portfolio, where you can document and critically examine how you supported the learning of other participants in your formal or informal setting. Students are expected to implement an initiative to improve participants' learning in a formal or informal setting. Students are expected to have successfully completed other units of study before enrolling in this unit. University staff may undertake this unit by completing the development program for Research Higher Degree Supervision. No concurrent enrolment with EDPZ6010 unless special permission has been granted by the Faculty. Permission from unit of study coordinator must be sought prior to enrolling.

**EDPZ6010****Prof Learning Leadership Portfolio**

**Credit points:** 6 **Teacher/Coordinator:** Dr Louise Sutherland **Session:** S1 Late Int, S2 Late Int, Semester 1, Semester 2 **Classes:** independent work; 3 x 2 hr meetings across the semester **Assessment:** professional learning portfolio (100%) **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

*Note: Department permission required for enrolment.*

This unit is designed to enable educators, with the support of a mentor, to document and engage in critical reflection on professional workplace learning, differing from its companion unit EDPZ5010, due to the focus on leadership and your professional role in working with colleagues' professional development. This unit provides you with the opportunity to develop a professional portfolio where you can document and critically examine how you have lead others to improve the work in your formal or informal setting. Students are expected to have successfully completed other units of study before enrolling in this unit. University staff may complete this unit by undertaking the development program Research Higher Degree Supervision. No concurrent enrolment with EDPZ5010 unless special permission has

been granted by the Faculty. Permission from the unit of study coordinator must be sought prior to enrolling.

### HPOL5001

#### Economics and Finance for Health Policy

**Credit points:** 6 **Teacher/Coordinator:** Dr James Gillespie, Associate Professor Christine Giles, Dr Stephen Jan **Session:** Semester 1 **Classes:** 2x2day workshops, online discussion **Assessment:** 1x2500 word assignment (50%), 1x3000 word assignment (50%) **Campus:** Camperdown/Darlington **Mode of delivery:** Distance Education/Intensive on Campus

This unit introduces the main concepts and analytical methods of health economics, political economy and finance to examine the workings of health systems in Australia and comparable countries. It looks at the main models of funding used in developed countries and their implications for the structure, planning and delivery of services. The first module focuses on the basic concepts and methodologies of health economics and political economy and their contribution to policy analysis. The second module places funding structures in a broader political and policy context. Topics include the debates over the public-private mix and governance and accountability - who makes decisions about funding priorities? To whom should decision makers be held accountable and for what aspects of their work?. How does health finance shape broader policy reform?

### PUBH5010

#### Epidemiology Methods and Uses

**Credit points:** 6 **Teacher/Coordinator:** Associate Professor Tim Driscoll **Session:** Semester 1 **Classes:** 1x1hr lecture and 1x2hr tutorial per week for 13 weeks - lectures and tutorials may be completed online **Prohibitions:** BSTA5011 **Assessment:** 1x4page assignment (30%) and 1x2.5hr open-book exam (70%) **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day or On-line

This unit provides students with core skills in epidemiology, particularly the ability to critically appraise public health and clinical epidemiological research literature. This unit covers: study types; measures of frequency and association; measurement bias; confounding/effect modification; randomized trials; systematic reviews; screening and test evaluation; infectious disease outbreaks; measuring public health impact and use and interpretation of population health data. It is expected that students spend an additional 2-3 hours preparing for their tutorials.

#### Textbooks

Webb, PW, Bain, CJ. and Pirozzo, SL. *Essential Epidemiology: An Introduction for Students and Health Professionals*: Cambridge University Press 2005.

### PUBH5018

#### Introductory Biostatistics

**Credit points:** 6 **Teacher/Coordinator:** Mr Kevin McGeechan and Associate Professor Petra Macaskill **Session:** Semester 1 **Classes:** 2 x 2hr lecture, 10 x 1hr lectures, 11 x 2hr tutorials, 2 x 1hr and 8 x 0.5hr statistical computing self directed learning tasks over 12 weeks - lectures and tutorials may be completed online **Assessment:** 1x4 page assignment (30%) and 1x2.5hr open-book exam (70%) **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day or On-line

This unit aims to provide students with an introduction to statistical concepts, their use and relevance in public health. This unit covers descriptive analyses to summarise and display data; concepts underlying statistical inference; basic statistical methods for the analysis of continuous and binary data; and statistical aspects of study design. Specific topics include: sampling; probability distributions; sampling distribution of the mean; confidence interval and significance tests for one-sample, two paired samples and two independent samples for continuous data and also binary data; correlation and simple linear regression; distribution-free methods for two paired samples, two independent samples and correlation; power and sample size estimation for simple studies; statistical aspects of study design and analysis. Students will be required to perform analyses using a calculator and will also be required to conduct analyses using statistical software (SPSS). It is expected that students spend an additional 2 hours per week preparing for their tutorials. Computing tasks are self-directed.

#### Textbooks

Course notes are provided.

### SURG6001

#### Surgical Research 1

**Credit points:** 6 **Teacher/Coordinator:** Professor Mohamed Khadra **Session:** Semester 1, Semester 2 **Classes:** 1 hour weekly tutorial and attendance at a research skills seminar, plus up to 6 hour/week independent supervised research **Assessment:** The overall assessment of this unit will be via a dissertation submitted at the end of Surgical Research 6 **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This course builds a basis for the acquisition of research skills in an area of relevance to surgical practice. The student needs to construct a question which, when answered, makes an original contribution to the literature. The student needs to demonstrate each step of the research process through the submission of written work

### SURG6002

#### Surgical Research 2

**Credit points:** 6 **Teacher/Coordinator:** Professor Mohamed Khadra **Session:** Semester 1, Semester 2 **Classes:** 1 hour weekly tutorial and attendance at a research skills seminar, plus up to 6 hours/week independent supervised research **Assessment:** The overall assessment of this unit will be via a dissertation submitted at the end of Surgical Research 6 **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This course builds a basis for the acquisition of research skills in an area of relevance to surgical practice. The student needs to appraise the literature critically, and design a research project which will make an original contribution to the literature. Skills in data collection, statistical analysis of data and critical thinking will be assessed. The student needs to demonstrate each step of the research process through the submission of written work.

### SURG6003

#### Surgical Research 3

**Credit points:** 6 **Teacher/Coordinator:** Professor Mohamed Khadra **Session:** Semester 1, Semester 2 **Classes:** 1 hour weekly tutorial and attendance at a research skills seminar, plus up to 6hr/week independent supervised research **Assessment:** The overall assessment of this unit will be via a dissertation submitted at the end of Surgical Research 6 **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This course builds a basis for the acquisition of research skills in an area of relevance to surgical practice. The student needs to appraise the literature critically, and design a research project which will make an original contribution to the literature. Skills in data collection, statistical analysis of data and critical thinking will be assessed. The student needs to demonstrate each step of the research process through the submission of written work.

### SURG6004

#### Surgical Research 4

**Credit points:** 6 **Teacher/Coordinator:** Professor Mohamed Khadra **Session:** Semester 1, Semester 2 **Classes:** 1 hour weekly tutorial and attendance at a research skills seminar, plus up to 6hr/week independent supervised research **Assessment:** The overall assessment of this unit will be via a dissertation submitted at the end of Surgical Research 6 **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This course builds a basis for the acquisition of research skills in an area of relevance to surgical practice. The student needs to appraise the literature critically, and design a research project which will make an original contribution to the literature. Skills in data collection, statistical analysis of data and critical thinking will be assessed. The student needs to demonstrate each step of the research process through the submission of written work.

### SURG6005

#### Surgical Research 5

**Credit points:** 6 **Teacher/Coordinator:** Professor Mohamed Khadra **Session:** Semester 1, Semester 2 **Classes:** 1 hour weekly tutorial and attendance at a research skills seminar, plus up to 6hr/week independent supervised research **Assessment:** The overall assessment of this unit will be via a dissertation submitted at the end of Surgical Research 6 **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This course builds a basis for the acquisition of research skills in an area of relevance to surgical practice. The student needs to appraise the literature critically, and design a research project which will make an original contribution to the literature. Skills in data collection, statistical analysis of data and critical thinking will be assessed. The student needs to demonstrate each step of the research process through the submission of written work.

### **SURG6006** **Surgical Research 6**

**Credit points:** 6 **Teacher/Coordinator:** Professor Mohamed Khadra **Session:** Semester 1, Semester 2 **Classes:** 1 hour weekly tutorial and attendance at a research skills seminar, plus up to 6hr/week independent supervised research **Assessment:** The overall assessment of this unit will be via a dissertation submitted at the end of Surgical Research 6 **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This course builds a basis for the acquisition of research skills in an area of relevance to surgical practice. The student will demonstrate skills of writing and communication research including developing an ability to translate research to a lay audience. This unit will culminate in the submission of a research dissertation

### **SURG6011** **Clinical Surgery 1**

**Credit points:** 6 **Teacher/Coordinator:** Professor Mohamed Khadra **Session:** Semester 1, Semester 2 **Classes:** 4 x 4.5 hour weekly clinical and or operating sessions and a 2 hour tutorial per week **Assessment:** satisfactory competent participation in the care of a number of patients (30%), 1x in-depth case analysis (30%), assessment of diagnostic and clinical management (20%), participation in weekly clinical tutorials (20%) (See handbook for details of all assessment tasks) **Campus:** Camperdown/Darlington **Mode of delivery:** Clinical Experience

This course provides students with the basic psychomotor, cognitive, literature review and communication skills that are necessary to develop in a career in surgery. The course also provides opportunities for students to develop an ability to critically review the medical and scientific literature with a view to develop supportable, safe and competent clinical management for patients with surgical disease. Students will also have an opportunity to review the wider implications of surgery within the national and global health imperatives and to be able to communicate and defend their views competently.

### **SURG6012** **Clinical Surgery 2**

**Credit points:** 6 **Teacher/Coordinator:** Professor Mohamed Khadra **Session:** Semester 1, Semester 2 **Classes:** 4 x 4.5 hour weekly clinical and or operating sessions and a 2 hour tutorial per week **Assessment:** satisfactory competent participation in the care of a number of patients (30%), 1x in-depth case analysis (30%), assessment of diagnostic and clinical management (20%), participation in weekly clinical tutorials (20%) (See handbook for details of all assessment tasks) **Campus:** Camperdown/Darlington **Mode of delivery:** Clinical Experience

This course builds on the psychomotor, cognitive, literature review and communication skills that are necessary to develop in a career in surgery which are gained in previous clinical surgery courses. The course also provides opportunities for students to develop an ability to critically review the medical and scientific literature with a view to develop supportable, safe and competent clinical management for patients with surgical disease. Students will also have an opportunity to review the wider implications of surgery within the national and global health imperatives and to be able to communicate and defend their views competently.

### **SURG6013** **Clinical Surgery 3**

**Credit points:** 6 **Teacher/Coordinator:** Professor Mohamed Khadra **Session:** Semester 1, Semester 2 **Classes:** 4 x 4.5 hour weekly clinical and or operating sessions and a 2 hour tutorial per week **Assessment:** satisfactory competent participation in the care of a number of patients (30%), 1x in-depth case analysis (30%), assessment of diagnostic and clinical management (20%), participation in weekly clinical tutorials (20%) (See handbook for details of all assessment tasks) **Campus:** Camperdown/Darlington **Mode of delivery:** Clinical Experience

This course builds on the psychomotor, cognitive, literature review and communication skills that are necessary to develop in a career in surgery which are gained in previous clinical surgery courses. The

course also provides opportunities for students to develop an ability to critically review the medical and scientific literature with a view to develop supportable, safe and competent clinical management for patients with surgical disease. Students will also have an opportunity to review the wider implications of surgery within the national and global health imperatives and to be able to communicate and defend their views competently.

### **SURG6014** **Clinical Surgery 4**

**Credit points:** 6 **Teacher/Coordinator:** Professor Mohamed Khadra **Session:** Semester 1, Semester 2 **Classes:** 4 x 4.5 hour weekly clinical and or operating sessions and a 2 hour tutorial per week **Assessment:** satisfactory competent participation in the care of a number of patients (30%), 1x in-depth case analysis (30%), assessment of diagnostic and clinical management (20%), participation in weekly clinical tutorials (20%) (See handbook for details of all assessment tasks) **Campus:** Camperdown/Darlington **Mode of delivery:** Clinical Experience

This course builds on the psychomotor, cognitive, literature review and communication skills that are necessary to develop in a career in surgery which are gained in previous clinical surgery courses. The course also provides opportunities for students to develop an ability to critically review the medical and scientific literature with a view to develop supportable, safe and competent clinical management for patients with surgical disease. Students will also have an opportunity to review the wider implications of surgery within the national and global health imperatives and to be able to communicate and defend their views competently.

### **SURG6015** **Clinical Surgery 5**

**Credit points:** 6 **Teacher/Coordinator:** Professor Mohamed Khadra **Session:** Semester 1, Semester 2 **Classes:** 4 x 4.5 hour weekly clinical and or operating sessions and a 2 hour tutorial per week **Assessment:** satisfactory competent participation in the care of a number of patients (30%), 1x in-depth case analysis (30%), assessment of diagnostic and clinical management (20%), participation in weekly clinical tutorials (20%) (See handbook for details of all assessment tasks) **Campus:** Camperdown/Darlington **Mode of delivery:** Clinical Experience

This course builds on the psychomotor, cognitive, literature review and communication skills that are necessary to develop in a career in surgery which are gained in previous clinical surgery courses. The course also provides opportunities for students to develop an ability to critically review the medical and scientific literature with a view to develop supportable, safe and competent clinical management for patients with surgical disease. Students will also have an opportunity to review the wider implications of surgery within the national and global health imperatives and to be able to communicate and defend their views competently.

### **SURG6016** **Clinical Surgery 6**

**Credit points:** 6 **Teacher/Coordinator:** Professor Mohamed Khadra **Session:** Semester 1, Semester 2 **Classes:** 4 x 4.5 hour weekly clinical and or operating sessions and a 2 hour tutorial per week **Assessment:** satisfactory competent participation in the care of a number of patients (30%), 1x in-depth case analysis (30%), assessment of diagnostic and clinical management (20%), participation in weekly clinical tutorials (20%) (See handbook for details of all assessment tasks) **Campus:** Camperdown/Darlington **Mode of delivery:** Clinical Experience

This course builds on the psychomotor, cognitive, literature review and communication skills that are necessary to develop in a career in surgery which are gained in previous clinical surgery courses. The course also provides opportunities for students to develop an ability to critically review the medical and scientific literature with a view to develop supportable, safe and competent clinical management for patients with surgical disease. Students will also have an opportunity to review the wider implications of surgery within the national and global health imperatives and to be able to communicate and defend their views competently.

### **SURG6017** **Clinical Surgery 7**

**Credit points:** 6 **Teacher/Coordinator:** Professor Mohamed Khadra **Session:** Semester 1, Semester 2 **Classes:** 4 x 4.5 hour weekly clinical and or operating sessions and a 2 hour tutorial per week **Assessment:** satisfactory competent

participation in the care of a number of patients (30%), 1x in-depth case analysis (30%), assessment of diagnostic and clinical management (20%), participation in weekly clinical tutorials (20%) (See handbook for details of all assessment tasks) **Campus:** Camperdown/Darlington **Mode of delivery:** Clinical Experience

This course builds on the psychomotor, cognitive, literature review and communication skills that are necessary to develop in a career in surgery which are gained in previous clinical surgery courses. The course also provides opportunities for students to develop an ability to critically review the medical and scientific literature with a view to develop supportable, safe and competent clinical management for patients with surgical disease. Students will also have an opportunity to review the wider implications of surgery within the national and global health imperatives and to be able to communicate and defend their views competently.

### **SURG6018**

#### **Clinical Surgery 8**

**Credit points:** 6 **Teacher/Coordinator:** Professor Mohamed Khadra **Session:** Semester 1, Semester 2 **Classes:** 4 x 4.5 hour weekly clinical and or operating sessions and a 2 hour tutorial per week **Assessment:** satisfactory competent participation in the care of a number of patients (30%), 1x in-depth case analysis (30%), assessment of diagnostic and clinical management (20%), participation in weekly clinical tutorials (20%) (See handbook for details of all assessment tasks) **Campus:** Camperdown/Darlington **Mode of delivery:** Clinical Experience

This course builds on the psychomotor, cognitive, literature review and communication skills that are necessary to develop in a career in surgery which are gained in previous clinical surgery courses. The course also provides opportunities for students to develop an ability to critically review the medical and scientific literature with a view to develop supportable, safe and competent clinical management for patients with surgical disease. Students will also have an opportunity to review the wider implications of surgery within the national and global health imperatives and to be able to communicate and defend their views competently.

### **SURG6019**

#### **Clinical Surgery 9**

**Credit points:** 6 **Teacher/Coordinator:** Professor Mohamed Khadra **Session:** Semester 1, Semester 2 **Classes:** 4 x 4.5 hour weekly clinical and or operating sessions and a 2 hour tutorial per week **Assessment:** satisfactory competent participation in the care of a number of patients (30%), 1x in-depth case analysis (30%), assessment of diagnostic and clinical management (20%), participation in weekly clinical tutorials (20%) (See handbook for details of all assessment tasks) **Campus:** Camperdown/Darlington **Mode of delivery:** Clinical Experience

This course builds on the psychomotor, cognitive, literature review and communication skills that are necessary to develop in a career in surgery which are gained in previous clinical surgery courses. The course also provides opportunities for students to develop an ability to critically review the medical and scientific literature with a view to develop supportable, safe and competent clinical management for patients with surgical disease. Students will also have an opportunity to review the wider implications of surgery within the national and global health imperatives and to be able to communicate and defend their views competently.

### **SURG6020**

#### **Clinical Surgery 10**

**Credit points:** 6 **Teacher/Coordinator:** Professor Mohamed Khadra **Session:** Semester 1, Semester 2 **Classes:** 4 x 4.5 hour weekly clinical and or operating sessions and a 2 hour tutorial per week **Assessment:** satisfactory competent participation in the care of a number of patients (30%), 1x in-depth case analysis (30%), assessment of diagnostic and clinical management (20%), participation in weekly clinical tutorials (20%) (See handbook for details of all assessment tasks) **Campus:** Camperdown/Darlington **Mode of delivery:** Clinical Experience

This course builds on the psychomotor, cognitive, literature review and communication skills that are necessary to develop in a career in surgery which are gained in previous clinical surgery courses. The course also provides opportunities for students to develop an ability to critically review the medical and scientific literature with a view to develop supportable, safe and competent clinical management for patients with surgical disease. Students will also have an opportunity to review the wider implications of surgery within the national and

global health imperatives and to be able to communicate and defend their views competently.

### **SURG6021**

#### **Clinical Surgery 11**

**Credit points:** 6 **Teacher/Coordinator:** Professor Mohamed Khadra **Session:** Semester 1, Semester 2 **Classes:** 4 x 4.5 hour weekly clinical and or operating sessions and a 2 hour tutorial per week **Assessment:** satisfactory competent participation in the care of a number of patients (30%), 1x in-depth case analysis (30%), assessment of diagnostic and clinical management (20%), participation in weekly clinical tutorials (20%) (See handbook for details of all assessment tasks) **Campus:** Camperdown/Darlington **Mode of delivery:** Clinical Experience

This course builds on the psychomotor, cognitive, literature review and communication skills that are necessary to develop in a career in surgery which are gained in previous clinical surgery courses. The course also provides opportunities for students to develop an ability to critically review the medical and scientific literature with a view to develop supportable, safe and competent clinical management for patients with surgical disease. Students will also have an opportunity to review the wider implications of surgery within the national and global health imperatives and to be able to communicate and defend their views competently.

### **SURG6022**

#### **Clinical Surgery Capstone**

**Credit points:** 6 **Teacher/Coordinator:** Professor Mohamed Khadra **Session:** Semester 1, Semester 2 **Classes:** 4 x 4.5 hour weekly clinical and or operating sessions and a 2 hour tutorial per week **Assessment:** satisfactory competent participation in the care of a number of patients (30%), viva voce (70%) see handbook for details of all assessment tasks **Campus:** Camperdown/Darlington **Mode of delivery:** Clinical Experience

This course rounds off the psychomotor, cognitive, literature review and communication skills that are necessary to develop in a career in surgery which are gained in previous clinical surgery courses. The course also provides opportunities for students to develop an ability to critically review the medical and scientific literature with a view to develop supportable, safe and competent clinical management for patients with surgical disease. Students will also have an opportunity to review the wider implications of surgery within the national and global health imperatives and to be able to communicate and defend their views competently. Satisfactory performance in the Clinical Surgery Capstone is mandatory to be awarded the Doctor of Clinical Surgery.





# Clinical Trials Research

*Graduate Certificate in Clinical Trials Research*  
(GradCertClinT(R)) KG020

*Graduate Diploma in Clinical Trials Research*  
(GradDipClinT(R)) KF061

*Master of Clinical Trials Research*  
(MClinT(R)) KC096

Course	Credit points for award	Duration
GradCertClinT(R)	24	1 to 3 years
GradDipClinT(R)	36	1.5 to 3 years
MClinT(R)	48	2 to 6 years

## Overview

The aim of the online Clinical Trials Research course is to provide a distinctive program, targeted at medical doctors and allied health professionals, to acquire the expertise needed to design, develop, lead and conduct clinical trials. The course will be lead by the NHMRC Clinical Trials Centre (CTC), Australia's premier academic clinical trials research organisation. The proposed NHMRC CTC course is specifically focused on clinical trials design and research methodology and is offered via distance learning. As a result of participation, graduates will have a solid understanding of clinical trials methodologies underpinning the design of good quality studies, as well as the knowledge to lead and/or design, conduct and appropriately interpret the results of single and multi-centre clinical trials. This course is complementary to a parallel course developed by the Faculty of Nursing and Midwifery, the Master of Clinical Trials Practice. The Master of Clinical Trials Practice course is specifically focused on the practical aspects of conducting clinical trials for nurses and allied health professionals.

## Course Outcomes

As a result of participation, graduates will:

- have a solid understanding of different scientific research methodologies that underpin the design of good quality studies
- lead and/or contribute to designing, efficiently conducting and appropriately interpreting the results of single and multi-centre clinical trials
- be able to identify and understand the appropriate literature with respect to clinical questions and clinical trials design
- have a solid understanding of the clinical trial process including the design, scheduling of intervention delivery, appropriate doses of treatment, the statistical and ethical considerations.

## Information about the programs

The Graduate Certificate of Clinical Trials Research requires students to undertake 24 credit points of study comprising 4 core units subjects.

The Graduate Diploma of Clinical Trials Research requires 36 credit points of study comprising 6 core units.

The Master of Clinical Trials Research requires 48 credit points of study comprising 6 core units, a choice of electives (up to 6 credit points), and a capstone unit. The capstone unit will require each student to bring together concepts, principles and applications developed in the previous units of coursework study into a workable research protocol or project. The capstone will test the student's ability to integrate and consolidate their learning.

## Flexible Learning

The Clinical Trials Research courses are delivered 100% online, including lectures, tutorials, discussion forums and supplementary materials.

## Degree Resolutions

Sydney Medical School resolutions and the printed handbook are the official statement of Faculty policy. The resolutions contained in the printed handbook are accurate as at November 2010. If a conflict is perceived between the content of the printed handbook and information available elsewhere, Sydney Medical School resolutions and the information available in the handbook online shall always take precedence. See the handbook online website: [sydney.edu.au/handbooks/handbooks\\_admin/medicine.shtml](http://sydney.edu.au/handbooks/handbooks_admin/medicine.shtml). See the Policy Online website: [sydney.edu.au/policy](http://sydney.edu.au/policy), for copies of University policies.

## Graduate Certificate in Clinical Trials Research

## Graduate Diploma in Clinical Trials Research

## Master of Clinical Trials Research

*These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to) the University of Sydney (Coursework) Rule 2000 (the 'Coursework Rule'), the Resolutions of the Faculty, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended) and the Academic Board policies on Academic Dishonesty and Plagiarism.*

## Course resolutions

### 1 Course codes

Code	Course title
KG020	Graduate Certificate in Clinical Trials Research
KF061	Graduate Diploma in Clinical Trials Research
KC096	Master of Clinical Trials Research

### 2 Attendance pattern

The attendance pattern for these courses is full time or part time according to candidate choice.



To view the latest updates, or to purchase or search a handbook, please visit the website: [sydney.edu.au/handbooks](http://sydney.edu.au/handbooks)

### 3 Master's type

The master's degrees in these resolutions are advanced learning master's courses, as defined by the Coursework Rule.

### 4 Cross-faculty management

- (1) Candidates in Clinical Trials Research courses will be under the general supervision of the Faculty of Medicine and will be governed by the resolutions of the Faculty of Medicine.
- (2) Candidates in Clinical Trials Practice courses will be under the general supervision of the Faculty of Nursing and Midwifery and will be governed by the resolutions of the Faculty of Nursing and Midwifery.
- (3) The Deans of the Faculty of Medicine and the Faculty of Nursing and Midwifery shall jointly exercise authority in any matter concerned with the combined course units not otherwise dealt with in these resolutions.

### 5 Embedded courses in this sequence

- (1) The embedded courses in this sequence are:
  - (a) the Graduate Certificate in Clinical Trials Research
  - (b) the Graduate Diploma in Clinical Trials Research
  - (c) the Master of Clinical Trials Research
- (2) Providing candidates satisfy the admission requirements for each stage, a candidate may progress to the award of any of the courses in this sequence. Only the longest award completed will be conferred.

### 6 Admission to candidature

- (1) Available places will be offered to qualified applicants according to the following admission criteria. In exceptional circumstances the dean may admit applicants without this qualification who, in the opinion of the Faculty, have qualifications, evidence of experience and achievement sufficient to successfully undertake the award.
- (2) Admission to the Graduate Certificate in Clinical Trials Research requires:
  - a bachelor's degree in a relevant discipline from the University of Sydney or equivalent qualification.
- (3) Admission to the Graduate Diploma in Clinical Trials Research requires:
  - a bachelor's degree in a relevant discipline from the University of Sydney or equivalent qualification;
  - or
  - completion of the requirements of the embedded Graduate Certificate in Clinical Trials Research from the University of Sydney;

- or
  - a Graduate Certificate in Clinical Trials Practice from the University of Sydney, or equivalent qualification.
- (4) Admission to the Master of Clinical Trials Research requires:
    - a bachelor's degree in a relevant discipline from the University of Sydney or equivalent qualification, with a credit average;
    - or
    - a Graduate Certificate in Clinical Trials Practice from the University of Sydney or equivalent qualification;
    - or
    - a graduate diploma in a relevant discipline from the University of Sydney or equivalent qualification;
    - or
    - completion of the requirements of the embedded Graduate Certificate or Graduate Diploma in Clinical Trials Research from the University of Sydney, or equivalent qualification.

### 7 Requirements for award

- (1) The units of study that may be taken for the courses are set out in the Table of Units of Study: Clinical Trials Research
- (2) To qualify for the award of the Graduate Certificate in Clinical Trials Research a candidate must successfully complete 24 credit points of core units of study.
- (3) To qualify for the award of the Graduate Diploma in Clinical Trials Research, a candidate must successfully complete 36 credit points of core units of study
- (4) To qualify for the award of the Master of Clinical Trials Research, a candidate must successfully complete 48 credit points, including:
  - (a) 36 credit points of core units of study; and
  - (b) 6 credit points of elective units of study; and
  - (c) a 6 credit point capstone unit of study.
- (5) Candidates are required to attend clinical simulation and fieldwork as prescribed. Where appropriate, the Faculty may require individual candidates to undertake further or remedial theoretical, clinical or practical study in addition to the above requirements.

### 8 Credit

Students in the Graduate Diploma in Clinical Trials Research and Master of Clinical Trials Research who have previously completed the Graduate Certificate in Clinical Trials Practice, Graduate Diploma in Clinical Trials Practice or Master of Clinical Trials Practice may be granted up to a maximum of 12 credit points of credit toward the new award for units of study undertaken in the previous courses. Credit shall otherwise be granted in accordance with the Coursework Rule.

## Table of Units of Study: Clinical Trials Research

<i>Unit of study</i>	<i>Credit points</i>	<i>A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition</i>	<i>Session</i>
<b>Core units</b>			
<b>NURS5068</b> Clinical Trials in Practice	6		Semester 2
<b>CLTR5001</b> Trial Design and Methods	6		Semester 1
<b>CLTR5000</b> Critical Appraisal of Evidence	6		Semester 1
<b>CLTR5007</b> Understanding Trials Methods	6	P CLTR5001	Semester 2
<b>Additional core units for Diploma and Master students</b>			
<b>CLTR5002</b> Issues & Interpretation: Trial Analysis	6	P CLTR5001, NURS5068	Semester 1
<b>CLTR5003</b> Leadership and Problem Solving	6	P CLTR5001	Semester 1

<b>Unit of study</b>	<b>Credit points</b>	<b>A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition</b>	<b>Session</b>
<b>Elective Units</b>			
<b>CLTR5004 Advanced Trial Design</b>	6	P CLTR5001, NURS5068	Semester 2
<b>CLTR5005 Global Biomarker Studies</b>	6	P CLTR5001	Semester 2
<b>CLTR5006 Health Economics and Decision Analysis</b>	6	P CLTR5001	Semester 2
<b>Capstone for Master students</b>			
<b>CLTR5008 Research Project</b>	6	P CLTR5001, CLTR5007	Semester 2

### Further enquiries

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## Pattern of Enrolment

In order to progress through the program, the following pattern of enrolment is suggested.

<b>Semester 1 year 1 UoS code and name</b>	<b>Credit points</b>
CLTR5000 Critical Appraisal of Evidence	6
CLTR5001 Trial Design and Methods	6

<b>Semester 2 year 1 UoS code and name</b>	<b>Credit points</b>
NURS5068 Clinical Trials in Practice	6
CLTR5007 Understanding Trials Methods	6

<b>Semester 1 year 2 UoS code and name</b>	<b>Credit points</b>
CLTR5002 Issues & Interpretation: Trial Analysis	6
CLTR5003 Leadership and Problem Solving	6

<b>Semester 2 year 2 UoS code and name</b>	<b>Credit points</b>
Elective	6
CLTR5008 Research Project	6

## Units of Study Descriptions for 2011

### CLTR5000

#### Critical Appraisal of Evidence

**Credit points:** 6 **Session:** Semester 1 **Classes:** discussion groups and problem based learning **Assessment:** Exam (40%), 3x assessments (60%) **Campus:** Camperdown/Darlington **Mode of delivery:** Distance Education

The candidate will develop the skills necessary to synthesize evidence both in preparation for conducting a trial and how to incorporate trial results into existing evidence. This will include being able to conduct a systematic review of the literature, including understanding how to appropriately assess evidence. The principles of meta-analysis to combine the results of multiple trials will also be taught, how to interpret these and how they can be used in clinical practice guideline development.

*Textbooks*

Interpreting and Reporting of Clinical Trials: a guide to the Consort statement.

### CLTR5001

#### Trial Design and Methods

**Credit points:** 6 **Session:** Semester 1 **Classes:** discussion groups and problem based learning **Assessment:** exam (40%), 3x assessments (60%) **Campus:** Camperdown/Darlington **Mode of delivery:** Distance Education

This unit of study will focus on different clinical study designs and their various strengths and weaknesses. The different phases of trials will be studied. Candidates will gain the skills necessary to choose between these designs for best practice. Types of outcomes and the appropriate analyses will be discussed. Methods of allocating participants to interventions, as well as approaches to the analysis and interpretation of the data arising from studies using these designs will be addressed. Protocol development will be covered. On completion of this unit, the student will be familiar with distinct methods of analysis relating to various study designs, as well as the principles and practice of randomisation. It is also expected that the candidate will be able to develop simple stratified randomisation scheme for their own studies.

*Textbooks*

Interpreting and Reporting of Clinical Trials: a guide to the Consort statement.

### CLTR5002

#### Issues & Interpretation: Trial Analysis

**Credit points:** 6 **Session:** Semester 1 **Classes:** discussion groups and problem based learning **Prerequisites:** CLTR5001, NURS5068 **Assessment:** exam (40%), 3x assessments (60%) **Campus:** Camperdown/Darlington **Mode of delivery:** Distance Education

This unit will cover simple summary statistics appropriate for different study designs. The candidate will have an understanding of the limitations and correct analysis of sub-groups, multiple testing and interim analysis, including an introduction to early- stopping rules. The impact of missing data and concepts of sensitivity analysis will be taught. The candidate will learn how to interpret cumulative hazard curves and summary statistics including odds ratios and hazard ratios. The advantages and disadvantages of missing data imputation will be studied.

*Textbooks*

Interpreting and Reporting of Clinical Trials: a guide to the Consort statement

### CLTR5003

#### Leadership and Problem Solving

**Credit points:** 6 **Session:** Semester 1 **Classes:** discussion groups and problem based learning **Prerequisites:** CLTR5001 **Assessment:** exam (40%), 3x assessments (60%) **Campus:** Camperdown/Darlington **Mode of delivery:** Distance Education

The candidate will understand how to effectively form, lead and successfully manage a clinical research team and budget appropriately. He or she will gain a detailed understanding of how to plan for unexpected low event rates, changes in outcome definitions or available tests and ethical dilemmas arising during a clinical trial. Key elements of putting together a solid funding application will be taught. Specialised aspects of trial management and conduct with respect to interim analyses and study outcomes collection will be understood. Strategies to improve the practical nature of clinical trials. Skills to solve problems in recruitment follow up and event assessment will be taught.

*Textbooks*

Interpreting and Reporting of Clinical Trials: a guide to the Consort statement.

#### **CLTR5004**

##### **Advanced Trial Design**

**Credit points:** 6 **Session:** Semester 2 **Classes:** discussion groups and problem based learning **Prerequisites:** CLTR5001, NURS5068 **Assessment:** exam (40%), 3x assessments (60%) **Campus:** Camperdown/Darlington **Mode of delivery:** Distance Education

Candidates will understand and obtain skills to design and analyse equivalence trials, non-inferiority trials and cluster randomised trials. Special aspects relating to cross-over studies will be taught. Techniques to validly incorporate composite end points and co-primary endpoints will be learnt. Skills to incorporate sub-studies into clinical research projects will be covered in this unit.

*Textbooks*

Interpreting and Reporting of Clinical Trials: a guide to the Consort statement.

#### **CLTR5005**

##### **Global Biomarker Studies**

**Credit points:** 6 **Session:** Semester 2 **Classes:** discussion groups and problem based learning **Prerequisites:** CLTR5001 **Assessment:** exam (40%), 3x assessments (60%) **Campus:** Camperdown/Darlington **Mode of delivery:** Distance Education

The special skills of translational research will be highlighted in this unit. Candidates will understand how to incorporate bio-marker, DNA and tissue sample collection and analysis into clinical research projects. Use of these materials for predicting prognosis and responses to treatment will be learnt. The complexities of international regulations regarding sample collection and shipment will be highlighted.

*Textbooks*

Interpreting and Reporting of Clinical Trials: a guide to the Consort statement.

#### **CLTR5006**

##### **Health Economics and Decision Analysis**

**Credit points:** 6 **Session:** Semester 2 **Classes:** discussion groups and problem based learning **Prerequisites:** CLTR5001 **Assessment:** exam (40%), 3x assessments (60%) **Campus:** Camperdown/Darlington **Mode of delivery:** Distance Education

Candidates will acquire the ability to undertake decision analysis to inform policy. Practical application of health economic principles within clinical trials will be understood. The collection and analysis of patient related outcomes and health utilities will be taught. The principles of cost- effectiveness analysis will be covered.

*Textbooks*

Interpreting and Reporting of Clinical Trials: a guide to the Consort statement.

#### **CLTR5007**

##### **Understanding Trials Methods**

**Credit points:** 6 **Session:** Semester 2 **Classes:** discussion groups and problem based learning **Prerequisites:** CLTR5001 **Assessment:** exam (40%), 3x assessments (60%) **Campus:** Camperdown/Darlington **Mode of delivery:** Distance Education

Candidates will understand the statistical principles and concepts required to design, lead and manage clinical trials. They will be able to identify whether appropriate analyses have been undertaken in previous trial reports. They will understand the basis for, and be able to undertake, detailed sample sized calculations for their own trial

proposals. They will be able to undertake basic analysis of clinical trial datasets and test for significant effects of treatments.

*Textbooks*

Interpreting and Reporting of Clinical Trials: a guide to the Consort statement.

#### **CLTR5008**

##### **Research Project**

**Credit points:** 6 **Session:** Semester 2 **Prerequisites:** CLTR5001, CLTR5007 **Assessment:** Dissertation (100%) **Campus:** Camperdown/Darlington **Mode of delivery:** Distance Education

The capstone unit is a project which requires each student to bring together concepts, principles and applications developed in the previous units of coursework study into a workable research proposal and plan for the initiation and management of a clinical trial. The capstone will test the student's ability to integrate and consolidate their learning.

*Textbooks*

Interpreting and Reporting of Clinical Trials: a guide to the Consort statement.

#### **NURS5068**

##### **Clinical Trials in Practice**

**Credit points:** 6 **Session:** Semester 2 **Classes:** distance education/intensive on campus, up to 5 study days **Assessment:** 2500wd assignment (35%) and 3000wd assignment (40%) and online activities (25%) **Campus:** Mallett Street **Mode of delivery:** Distance Education/Intensive on Campus

This unit of study will provide students with the knowledge and skills of translating clinical trials methods and theory into practice. Students will be introduced to principles of clinical trial project management including the management of patient recruitment and follow up, monitoring study progress, clinical trial budgeting and funding. This unit of study will also focus on the ethical and legal framework which governs clinical trials including ethics approval, informing patients, and obtaining consent in the context of clinical trials and various patient populations. A key feature of clinical trials relates to quality assurance aspects such as documentation of study procedures and clinical trial audit, consequently emphasis will be placed on the development of clinical trials reports, results and publications.

# Genetic Counselling

## Graduate Diploma in Genetic Counselling

(GradDipGC) KF060

## Master of Genetic Counselling

(MGC) KC095

Course	Credit points for award	Duration full-time
GradDipGC	48	1 year
MGC	96	2 years

### Overview

Knowledge in genetics and genomics directly impacting on human health has expanded rapidly in recent years. A genetic counsellor, as a member of a medical genetics team, provides families with information about genetic conditions due to single gene variations or chromosome changes, genetic conditions due to multi-gene variations and gene-environment interactions; screening and genetic testing; genetic test results and risk estimates for genetic conditions; and provides support for decision making, the coming to terms with the impact of test results and family communication.

The Master of Genetic Counselling is a 2 year full-time program consisting of Coursework clinical (33 credit points), Clinical practice (36 credit points) including a minimum of 13 weeks under supervision in a variety of genetics services, and training for a supervised research project (27 credit points). Negotiations are underway for interstate and international students to be able to choose to complete Semester 4 within their home state/country and clinical context under joint supervision. A Graduate Diploma of Genetic Counselling (48 credit points, 1 year full time) may be awarded to a candidate under exceptional circumstances or who has successfully completed Year 1 but is not permitted to proceed due to a Supervisor report indicating insufficient skills to undertake advanced clinical practice.

The program is full-time however, part-time study may be negotiated under special circumstances. The Master's program has reciprocity agreements with other countries facilitating links to international training programs. International exchange for clinical placement is encouraged.

Assessment is by written examination, oral presentations, written assignments, supervisor reports, log books, case studies, video assessment, development of education materials, and research project dissertation.

Teaching will take place at the University of Sydney Camperdown campus and in the Kolling Building, Northern Clinical School, Royal North Shore Hospital campus, with clinical placement occurring at a variety of locations.

Sydney offers opportunities for a rich diversity of community and clinic placements for genetic counselling students. Invited speakers, including professionals with national and international standing, will present new developments and differing perspectives in genetics and genomics. Students will be encouraged to seek extra clinical placements supplementary to the minimum 13 weeks. Placement with leading researchers for the research project will be available. Mode of program delivery also includes problem based learning; didactic lectures; seminars and journal clubs; site visits to laboratories; counselling and communication skills development including role play and video assessment; supervised clinical placements; reflective practice; log book documentation and case studies; and community

service experience. Small interactive classes will foster productive and enjoyable learning experiences. Training in the use of international and national genetic databases will be provided.

The course has been designed with working professionals in mind. For example, the semester 1 program will be conducted Tues 5-7pm Camperdown campus and Wed 9-5pm Sydney Medical School-Northern, Kolling Building, Royal North Shore Hospital, St Leonards. Semester 1 will also include 2 separate week full time community/clinic placements.

The 2 year Master's program complies with international standards and fulfils the Human Genetics Society of Australasia (HGSA) requirements for Part 1 Certification and entry into Part 2 of the professional certification for genetic counselling.

Applicants will have a relevant degree recognised by the University of Sydney. Preference will be given to those with knowledge of human genetics and who can provide evidence of volunteer or work experience in a caring role. Applicants must also attach a 1000 word essay outlining what you understand about the role of genetic counselling and why you have chosen a career in genetic counselling. International students will require an IELTS score of 7.0 (minimum score of 6.5 in each band). Two Commonwealth supported places are available.

### Course Outcomes

As a result of participation, graduates will have current advanced knowledge of medical genetics and genomics; community genetics and genomics; clinical practice and genetic counselling skills; ethical, legal and social issues of genetic medicine; and research training and skills.

### Degree Resolutions

Sydney Medical School resolutions and the printed handbook are the official statement of Faculty policy. The resolutions contained in the printed handbook are accurate as at November 2010. If a conflict is perceived between the content of the printed handbook and information available elsewhere, Sydney Medical School resolutions and the information available in the handbook online shall always take precedence. See the handbook online website:

[sydney.edu.au/handbooks/handbooks\\_admin/medicine.shtml](http://sydney.edu.au/handbooks/handbooks_admin/medicine.shtml). See the Policy Online website: [sydney.edu.au/policy](http://sydney.edu.au/policy), for copies of University policies.

## Graduate Diploma in Genetic Counselling Master of Genetic Counselling

*These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to) the University of Sydney (Coursework) Rule 2000 (the 'Coursework Rule'), the Resolutions of the Faculty, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended) and the Academic Board policies on Academic Dishonesty and Plagiarism.*



## Course resolutions

### 1 Course codes

Code	Course and stream title
KF060	Graduate Diploma in Genetic Counselling
KC095	Master of Genetic Counselling

### 2 Attendance pattern

The attendance pattern for this course is full time. Part time candidature will be considered.

### 3 Master's type

The master's degree in these resolutions is a professional master's course, as defined by the Coursework Rule.

### 4 Embedded courses in this sequence

- (1) The embedded courses in this sequence are:
  - (a) the Graduate Diploma in Genetic Counselling
  - (b) the Master of Genetic Counselling
- (2) Providing candidates satisfy the admission requirements for each stage, a candidate may progress to the award of any of the courses in this sequence. Only the longest award completed will be conferred.

### 5 Admission to candidature

- (1) Available places will be offered to qualified applicants based on merit, according to the following admissions criteria. In exceptional circumstances the Dean may admit applicants without these qualifications who, in the opinion of the Faculty, have qualifications, evidence of experience and achievement sufficient to successfully undertake the award.
- (2) Admission to the Graduate Diploma in Genetic Counselling requires:

- (a) a bachelor's degree from the University of Sydney or equivalent qualification;
- (b) successful completion of an interview; and
- (c) demonstrated aptitude for study in genetics or a related field.

- (3) Admission to the Master of Genetic Counselling requires:
  - (a) a bachelor's degree from the University of Sydney or equivalent qualification;
  - (b) successful completion of an interview; and
  - (c) demonstrated aptitude for study in genetics or a related field.

### 6 Requirements for award

- (1) The units of study that may be taken for the course are set out in the Table of Units of Study: Genetic Counselling.
- (2) To qualify for the award of the Graduate Diploma in Genetic Counselling a candidate must successfully complete 48 credit points of Stage 1 units of study.
- (3) To qualify for the award of the Master of Genetic Counselling a candidate must successfully complete 96 credit points of units of study including:
  - (a) 48 credit points of Stage 1 units of study; and
  - (b) 48 credit points of Stage 2 units of study.

### 7 Progression rules

- (1) Students will only be permitted to progress into Stage 2 of the Masters degree after successfully completing Stage 1. In addition a candidate must receive a Clinical Supervisor's Report indicating that the student has the necessary skills to proceed to advanced genetic counselling and further studies.
- (2) A candidate who has successfully completed Stage 1, but is not permitted to proceed, is eligible to graduate with a Graduate Diploma in Genetic Counselling.
- (3) A candidate who fails a clinical placement unit of study will be identified as not meeting academic progression requirements and procedures of the Student Academic Progression Policy will be applied.

## Table of Units of Study: Genetic Counselling

Unit of study	Credit points	A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition	Session
<b>Stage 1 Units of Study</b>			
Students must complete all units of study from Stage 1 prior to progressing to Stage 2			
<b>GENC5001</b> Clinical Genetics and Genomics	6		Semester 1
<b>GENC5002</b> Applied Clinical Genetics and Genomics	6		Semester 1
<b>GENC5003</b> Counselling Theory and Skills	6		Semester 1
<b>EDPK5003</b> Developing a Research Project	6		Semester 1 Semester 2
<b>PSYC5012</b> Health and Risk Communication	6		S2 Intensive
<b>GENC5004</b> Clinical Practice 1	6		Semester 2
<b>GENC5005</b> Diagnostic and Risk Assessment Analysis	3		Semester 2a
<b>GENC5006</b> Ethical, Legal and Social Issues	3		Semester 2b
<b>GENC5007</b> Research Project: Lit Review and Ethics	6		Semester 2
<b>Stage 2 Units of Study</b>			
<b>GENC5008</b> Clinical Practice 2	9	P GENC5001, GENC5002, GENC5003, EDPK5003, PSYC5012, GENC5004, GENC5005, GENC5006, GENC5007	Semester 1

<b>Unit of study</b>	<b>Credit points</b>	<b>A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition</b>	<b>Session</b>
<b>GENC5009</b> Genetic Counselling: Practice and Issues	6	P GENC5001, GENC5002, GENC5003, EDPK5003, PSYC5012, GENC5004, GENC5005, GENC5006, GENC5007	Semester 1
<b>GENC5010</b> Research Project: Implementation	3	P GENC5001, GENC5002, GENC5003, EDPK5003, PSYC5012, GENC5004, GENC5005, GENC5006, GENC5007	Semester 1
<b>GENC5011</b> Clinical Practice 3	9	P GENC5001, GENC5002, GENC5003, EDPK5003, PSYC5012, GENC5004, GENC5005, GENC5006, GENC5007	Semester 2
<b>GENC5012</b> Contemporary Issues Genetic Counselling	3	P GENC5001, GENC5002, GENC5003, EDPK5003, PSYC5012, GENC5004, GENC5005, GENC5006, GENC5007	Semester 2
<b>GENC5013</b> Research Project: Dissertation	12	P GENC5001, GENC5002, GENC5003, EDPK5003, PSYC5012, GENC5004, GENC5005, GENC5006, GENC5007	Semester 2
Students must complete either EDPK5001 or EDPK5002			
<b>EDPK5001</b> Qualitative Methods	6		Semester 1 Semester 2
or			
<b>EDPK5002</b> Quantitative Methods	6		Semester 1

### Further enquiries

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## Pattern of Enrolment

In order to fulfil the Human Genetics Society of Australasia requirements for Genetic Counselling Part I certification and entry into Part 2 of the professional certification for genetic counselling, the course must be undertaken in the following sequence. All units of study are compulsory unless otherwise noted.

### Academic year 1 semester 1

<b>Teaching period 1 UoS code and name</b>	<b>Credit points</b>	<b>Assumed knowledge</b>
GENC5001 Clinical Genetics and Genomics	6	
GENC5002 Applied Clinical Genetics and Genomics	6	
GENC5003 Counselling Theory and Skills	6	
EDPK5003 Developing a Research Project	6	

### Academic year 1 semester 2

<b>Teaching period 1 UoS code and name</b>	<b>Credit points</b>	<b>Assumed knowledge</b>
PSYC5012	6	
GENC5004 Clinical Practice 1	6	
GENC5005 Diagnostic and Risk Assessment Analysis	3	
GENC5006 Ethical, legal and social issues	3	

<b>Teaching period 1 UoS code and name</b>	<b>Credit points</b>	<b>Assumed knowledge</b>
GENC5007 Research Project: Lit review and ethics	6	

### Academic year 2 semester 1

<b>Teaching period 1 UoS code and name</b>	<b>Credit points</b>	<b>Assumed knowledge</b>
GENC5008 Clinical Genetics and Genomics	9	All Stage 1 units of study: GENC5001, GENC5002, GENC5003, EDPK5003, PSYC5012, GENC5004, GENC5005, GENC5006, GENC5007
EDPK5001 Qualitative Methods OR EDPK5002 Quantitative Methods	6	
GENC5010 Research Project: Implementation	3	

### Academic year 2 semester 2

<b>Teaching period 1 UoS code and name</b>	<b>Credit points</b>	<b>Assumed knowledge</b>
GENC5011 Clinical Practice 3	9	All Stage 1 units of study: GENC5001, GENC5002, GENC5003, EDPK5003, PSYC5012, GENC5004, GENC5005, GENC5006, GENC5007
GENC5012 Contemporary Issues Genetic Counselling	3	
GENC5013 Research Project: Completion and Thesis	12	

## Units of Study Descriptions for 2011

### EDPK5001

#### Qualitative Methods

**Credit points:** 6 **Teacher/Coordinator:** Professor Murray Print **Session:** Semester 1, Semester 2 **Classes:** S1: 1x2hr seminar/week x 13 weeks; S2: 2 x 2 hrs / week x 6 weeks **Assessment:** observation and report (50%) and interview and report (50%) **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit introduces students to the major issues underlying qualitative research. It examines the relationship between research questions and appropriate study designs, as well as the issues of sampling and ethical considerations. Students will develop extensive skills in the use of various interviewing and observation techniques.

### EDPK5002

#### Quantitative Methods

**Credit points:** 6 **Teacher/Coordinator:** Dr Rachel Wilson **Session:** Semester 1 **Classes:** 1x2hr seminar/week **Assessment:** portfolio of quantitative research methods (40%) and research analysis using SPSS (40%) and presentations (10%); and 2 multiple choice class tests (10%) **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit introduces students to the basic principles and procedures of quantitative research. Both experimental and survey research strategies are considered; starting with design and development of the research tools (measures, questionnaires, interviews, observation) and progressing to basic analytical statistical methods. The unit provides a thorough introduction to simple statistics and often looks at real research data examples. By the end of the semester students will have developed various research skills as well as a critical perspective on the appropriate application of those skills.

### EDPK5003

#### Developing a Research Project

**Credit points:** 6 **Teacher/Coordinator:** Dr Rachel Wilson, Professor Murray Print (Summer School) **Session:** Semester 1, Semester 2 **Classes:** 1x2hr seminar/week **Assessment:** weekly exercises (40%) and class presentation (20%) and research proposal (40%) **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This core unit is seen as the foundation unit in research methods and it provides an overview of the research process, with a focus on critical evaluation of research reports and the design of research projects. It covers a wide range of basic research techniques and introduces other research methods that are the focus of more in-depth study in other search methods units. Research design issues and various methods of data collection examined. Students explore the use of quantitative and qualitative approaches; various research strategies; observation, documents, questionnaires and assessments. The assessment in this unit is developed around students' own research interests and by the end of the unit students will have developed their own research proposal document.

### GENC5001

#### Clinical Genetics and Genomics

**Credit points:** 6 **Teacher/Coordinator:** Professor David Sillence, Sydney Medical School **Session:** Semester 1 **Classes:** 2h pathology lab visit 8x 2h lectures 2h online database lab **Assessment:** Family history (15%), written assignment (25%), 2.5hr exam (60%) **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit of study provides a broad overview of the genetics of common single-gene human genetic disorders and the genomics of common multi-gene human genetic disorders. A review of Mendelian inheritance and current knowledge of the molecular basis of human inheritance will be presented. Principles of biochemical genetics will be presented using case examples. More complex patterns of inheritance including mitochondrial and uniparental disomy as well as epigenetic mechanisms will be explored.

The students will also be introduced to other fields contributing to the understanding of the development of genetic conditions including proteomics and varionomes The unit will include lab based field work

covering genetic testing used in diagnostic and screening contexts including molecular, cytogenetics and molecular cytogenetics.

#### Textbooks

Notes will be distributed in class.  
Online reading will be recommended.

### GENC5002

#### Applied Clinical Genetics and Genomics

**Credit points:** 6 **Teacher/Coordinator:** Professor David Sillence, Sydney Medical School **Session:** Semester 1 **Classes:** 1hr lecture and 1hr PBL per week **Assessment:** PBL participation (20%), seminar presentation (20%), 2.5 hr exam (60%) **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

Applied clinical genetics and genomics will be co-presented and integrated with the Unit of Study: Clinical genetics and genomics. Students will be introduced to the management of clinical and genomic information and databases. Molecular genetic theory will underpin the understanding of the basis of genetic, syndromes of paediatric and adult onset, cancer genetics, neurogenetics, connective tissue genetics and cardio-respiratory genetics. Application to screening and diagnosis of genetic conditions in the prenatal, paediatric and adult contexts, and current treatment therapies and preventive strategies will be presented.

#### Textbooks

Notes will be distributed in class.  
Online reading will be recommended.

### GENC5003

#### Counselling Theory and Skills

**Credit points:** 6 **Teacher/Coordinator:** Clinical Associate Professor Kristine Barlow-Stewart, Sydney Medical School **Session:** Semester 1 **Classes:** 11x 3hr reflective practice **Assessment:** Essay on community genetics 1500 words (30%), presentation of a counselling theory (20%), interview technique critique (30%), analysis of the role of peer support (20%) **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

The aim of this unit of study is to provide students with an overview of counselling theory including Psychoanalytic Theory, Systems Theory, and Cognitive Behaviour Theory. The unit will provide an introduction to the development of counseling skills underpinned by these theories in the context of genetic counselling. Client-centred counselling and Rogerian techniques will be demonstrated and practiced under supervision during role plays, some of which will be videoed for analysis and reflection. Strategies for the communication of risk will be developed and available tools to assist will be reviewed. The unit will include 40 hours of observation of: genetic counseling in metropolitan genetic clinics; community peer support provided by support groups for genetic conditions; and community genetics provided by newborn screening programs and high school genetic carrier testing programs. Public Health genetics, genetic epidemiology and population screening, genome scans, and kinship testing will be studied as important aspects of community genetics.

#### Textbooks

Notes will be distributed in class.  
Online reading will be advised.

### GENC5004

#### Clinical Practice 1

**Credit points:** 6 **Teacher/Coordinator:** Clinical Associate Professor Kristine Barlow-Stewart, Sydney Medical School **Session:** Semester 2 **Classes:** Clinical practice/tutorials **Assessment:** video analysis of 2 simulated counselling sessions (40%); case and skills development logbook, supervisor's skills report (60%) **Campus:** Camperdown/Darlington **Mode of delivery:** Clinical Experience

This unit includes a 2 week full time Clinical placement with a metropolitan or outreach genetic counselling service associated with NSW Health, including time in prenatal/paediatric and adult units. Students will be allotted a supervisor(s), observe Genetic Counsellors in session, participate in the everyday running of a service including use of KinTrak database for recording family history, attend relevant meetings, Journal Clubs, hospital clinics, and other associated activities.



**GENC5005****Diagnostic and Risk Assessment Analysis**

**Credit points:** 3 **Teacher/Coordinator:** Professor David Sillence, Sydney Medical School **Session:** Semester 2a **Classes:** 1hr lecture and 1hr PBL per week **Assessment:** bioinformatics report (10%), cytogenetic cases report and lab visit (20%), PBL case (10%), 1.5 hr exam (60%) **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit provides practical training in risk assessment and probability of outcomes that are important in genetic counselling for families with chromosomal rearrangements including cryptic anomalies, Mendelian disorders and polygenic disorders. Sources for a priori and empiric estimates of risk and Bayesian approaches to final risk perception will be taught. An introduction to web data sources and critical appraisal of studies of Association and Relative Risk for their relevance to genetic counseling will be provided.

**GENC5006****Ethical, Legal and Social Issues**

**Credit points:** 3 **Teacher/Coordinator:** Clinical Associate Professor Kristine Barlow-Stewart, Sydney Medical School **Session:** Semester 2b **Classes:** 2hr lectures and cases studies per week for 6 weeks **Assessment:** critical appraisal of issues in a case report (40%), 1000 word essay (60%) **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit will begin with a history of the eugenic movement. From this understanding, students will be provided with an overview of the current social, cultural, legal and ethical issues generated by the diagnosis or identification of risk for a genetic condition including privacy at the family and wider community levels, discrimination, ownership of genetic information, informed consent, genetic testing of children, professionalism and paternalism, access and equity to services, gene patenting, national and jurisdictional laws, regulations and guidelines governing genetics services delivery and practice and research ethics. Additionally, the associated psychosocial impact at both the individual and family levels will be explored, as well as the educational materials and tools developed to minimise the impact and assist in informed choice. At the societal level, the students will explore the issues associated with the developments and establishment of biobanks and genetic registers, the storage of genetic information and its access, the implementation of public health genetics programs and non-medical applications of genetic technologies including kinship testing and sport. Finally, students will explore challenges likely to be encountered due to the rapid developments and applications including whole genome scans and nanotechnologies.

*Textbooks*

Notes will be distributed in class

**GENC5007****Research Project: Lit Review and Ethics**

**Credit points:** 6 **Teacher/Coordinator:** Professor David Sillence, Sydney Medical School; Clinical Associate Professor Kristine Barlow-Stewart, Sydney Medical School **Session:** Semester 2 **Classes:** 1.5 h workshops and student presentations each week for 4 weeks; Independent research; 1hr tutorial per wk for 6 weeks **Assessment:** Literature review and presentation (50%), development of ethics proposal (50%) **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit further supports development of a research project. Students will conduct and present a literature review and will be supported in the development of an ethics submission

**GENC5008****Clinical Practice 2**

**Credit points:** 9 **Teacher/Coordinator:** Clinical Associate Professor Kristine Barlow-Stewart, Sydney Medical School **Session:** Semester 1 **Classes:** 3 week full time Clinical placement; 3 hr weekly for 5 weeks group supervision and reflective practice; log book and record of related activities. **Prerequisites:** GENC5001, GENC5002, GENC5003, EDPK5003, PSYC5012, GENC5004, GENC5005, GENC5006, GENC5007 **Assessment:** Essay on analysis of a video simulated consultation (40%), cases, skills and related activities logbook; supervisor skills report (60%) **Campus:** Camperdown/Darlington **Mode of delivery:** Clinical Experience

This unit includes a 3 week full time Clinical placement with a metropolitan or outreach genetic counselling service associated with NSW Health, including time in prenatal/paediatric and adult units.

Students will be allotted a supervisor(s), observe Genetic Counsellors in session, participate in the everyday running of a service including use of KinTrak database for recording family history, attend relevant meetings, Journal Clubs, hospital clinics, and other associated activities.

**GENC5009****Genetic Counselling: Practice and Issues**

**Credit points:** 6 **Teacher/Coordinator:** Clinical Associate Professor Kristine Barlow-Stewart, Sydney Medical School **Session:** Semester 1 **Classes:** 10 days Clinical placement in Outreach genetics services; 9 wk x 2 day rotation in specialized services; 1 h seminar & 2 hr role play/simulation and analysis for 5 weeks; Long case study. **Prerequisites:** GENC5001, GENC5002, GENC5003, EDPK5003, PSYC5012, GENC5004, GENC5005, GENC5006, GENC5007 **Assessment:** Long case report (40%); cases and skills development logbook and supervisor report (60%) **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit aims to further develop genetic counselling skills. The development and evaluation of values, attitudes and skills in professional helping will be presented, with an emphasis on patient advocacy, crisis counselling, cross-cultural counselling and disability awareness/sensitivity training. Following the placement, students will be assisted in the development of case study reports reflecting on their practice, skills gained and challenges faced.

The unit also examines genetic counselling in general practice, oncology, cardiology, and neurology currently and in the future. The students will explore how their role may develop as genetics moves into mainstream medicine and the challenges that may be faced.

**GENC5010****Research Project: Implementation**

**Credit points:** 3 **Teacher/Coordinator:** Clinical Associate Professor Kristine Barlow-Stewart, Sydney Medical School **Session:** Semester 1 **Classes:** 1.5hr tutorial per week plus student presentations **Prerequisites:** GENC5001, GENC5002, GENC5003, EDPK5003, PSYC5012, GENC5004, GENC5005, GENC5006, GENC5007 **Assessment:** supervisor report (100%) **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit is a continuation of the supervised Research project initiated at the beginning of the course and to be concluded in the final semester. The unit involves independent research and regular meetings with a supervisor.

The Research project will culminate in an original 15,000 word dissertation. Successful completion of the project may also provide students with the research experience required for the pursuit of a higher degree.

**GENC5011****Clinical Practice 3**

**Credit points:** 9 **Teacher/Coordinator:** Clinical Associate Professor Kristine Barlow-Stewart, Sydney Medical School **Session:** Semester 2 **Classes:** Clinical placement 4 weeks; Group supervision 2h/wk for 4 weeks with clinical supervisor by tele- &/or video conference. **Prerequisites:** GENC5001, GENC5002, GENC5003, EDPK5003, PSYC5012, GENC5004, GENC5005, GENC5006, GENC5007 **Assessment:** long case study (40%), logbook, progressive activities report and supervisor report (60%) **Campus:** Camperdown/Darlington **Mode of delivery:** Clinical Experience

Students will have some choice according to interest regarding a 4 week full time Clinical placement with metropolitan or outreach genetic counselling services associated with NSW Health. Students will be allotted a supervisor(s), work alongside Genetic Counsellors in session, participate in the everyday running of a service including use of KinTrak database for recording family history, attend relevant meetings, Journal Clubs, hospital clinics, and other associated activities. Student will present two formal Case Studies.

**GENC5012****Contemporary Issues Genetic Counselling**

**Credit points:** 3 **Teacher/Coordinator:** Clinical Associate Professor Kristine Barlow-Stewart, Sydney Medical School **Session:** Semester 2 **Classes:** (1hr visiting speaker/film excerpt with discussion & 1hr student presentation)/wk for 5 weeks by tele- &/or videoconference. **Prerequisites:** GENC5001, GENC5002, GENC5003, EDPK5003, PSYC5012, GENC5004, GENC5005, GENC5006, GENC5007 **Assessment:** production of education aid (20%), presentation on

contemporary issue (20%), 1000 word essay (60%) **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit will allow students to draw on previous course content as they examine and debate contemporary issues in genetic medicine, such as Direct to Consumer testing, intergenerational gamete donation, pharmacogenomics and other issues as they arise.

### **GENC5013**

#### **Research Project: Dissertation**

**Credit points:** 12 **Teacher/Coordinator:** Professor David Sillence, Sydney Medical School; Clinical Associate Professor Kristine Barlow-Stewart, Sydney Medical School **Session:** Semester 2 **Prerequisites:** GENC5001, GENC5002, GENC5003, EDPK5003, PSYC5012, GENC5004, GENC5005, GENC5006, GENC5007 **Assessment:** Research Project: Written dissertation (15 000 words) (100%) **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit is a continuation of the supervised Research project initiated at the beginning of the course and to be concluded in the final semester of the course. The unit involves independent research and regular meetings with a supervisor.

The Research project will culminate in an original 15,000 word dissertation. Successful completion of the project may also provide students with the research experience required for the pursuit of a higher degree.

The research project constitutes a Capstone Experience.

### **PSYC5012**

#### **Health and Risk Communication**

**Credit points:** 6 **Session:** S2 Intensive **Classes:** lectures, videos, interactive exercises, case study discussions and small group-work. This unit will be taught in a block intensive mode over five days **Assessment:** Major or two minor essays (100%) **Campus:** Camperdown/Darlington **Mode of delivery:** Block Mode

In this unit of study students will consider health communication in the context of the health professional-patient relationship and in the public sphere. This unit of study seeks to develop a critical awareness of the determinants of effective communication, particularly in relation to health risks to the individual and society. The unit of study will investigate: theories of health communication, including patient centred care and shared decision making; evidence regarding the impact of good and poor communication on patient and health professional outcomes; research paradigms in this area including interaction analysis; cross-cultural communication issues in health care; risk communication in the context of informed consent to clinical trials, discussing prognosis and responding to public health risk events; and theories of risk perception and communication. The aim of this unit of study is to provide students with a comprehensive understanding of the key issues related to communication in health care and health policy settings.

# Health Communication

*Graduate Certificate in Health Communication*  
(GradCertHC) DG036

*Graduate Diploma in Health Communication*  
(GradDipHC) DF040

*Master of Health Communication*  
(MHC) DC064

(Students apply through the Faculty of Arts)

Course	Credit points for award	Duration full-time	Duration part-time
GradCertHC	24	0.5 year	1 to 2 years
GradDipHC	36	1 year	1.5 to 3 years
MHC	48	1 Year	2 to 4 years

## Overview

Health Communication programs combine the media expertise of the Department of Media and Communications and the public health resources of the Sydney School of Public Health to provide the most comprehensive and specialised courses in health communication in Australia.

Health communicators are one of the largest industry workforces in public relations and media. These postgraduate degrees are designed to meet the needs of those working in, or wishing to work in this growing specialty. It provides both media skills for professional communicators in health and medicine working in public affairs, public relations, community relations and journalism as well as a solid, evidence-based education in public health issues.

## Course Outcomes

The course will equip students with knowledge, understanding and expertise across media and health disciplines, incorporating a cross-disciplinary, collaborative approach to media production, media relations, organisational communication, and health promotion. Units of study provide training in campaign development, advocacy, humanitarian and emergency health issues, bioethics, and an understanding of health cultures, policy and systems.

The elective internship unit open to Masters students, offers the opportunity to gain valuable work experience prior to graduation.

## Degree Resolutions

Sydney Medical School resolutions and the printed handbook are the official statement of Faculty policy. The resolutions contained in the printed handbook are accurate as at November 2010. If a conflict is perceived between the content of the printed handbook and information available elsewhere, Sydney Medical School resolutions and the information available in the handbook online shall always take precedence. See the handbook online website: [sydney.edu.au/handbooks/handbooks\\_admin/medicine.shtml](http://sydney.edu.au/handbooks/handbooks_admin/medicine.shtml). See the Policy Online website: [sydney.edu.au/policy](http://sydney.edu.au/policy), for copies of University policies.

## Graduate Certificate in Health Communication

## Graduate Diploma in Health Communication

## Master of Health Communication

*These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to) the University of Sydney (Coursework) Rule 2000 (the 'Coursework Rule'), the Resolutions of the Faculty, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended) and the Academic Board policies on Academic Dishonesty and Plagiarism.*

## Course resolutions

### 1 Course codes

Code	Course title
DG036	Graduate Certificate in Health Communication
DF040	Graduate Diploma in Health Communication
DC064	Master of Health Communication

### 2 Attendance pattern

The attendance pattern for these courses is full time or part time according to candidate choice.

### 3 Master's type

The master's degree in these resolutions is an advanced learning master's course, as defined by the Coursework Rule.

### 4 Embedded courses in this sequence

- (1) The embedded courses in this sequence are:
  - (a) the Graduate Certificate in Health Communication
  - (b) the Graduate Diploma in Health Communication
  - (c) the Master of Health Communication
- (2) A candidate for the graduate certificate or graduate diploma may apply to progress to a longer course in this sequence, providing the candidate meets the admission requirements for that course. Only the longest award completed will be conferred.

### 5 Admission to candidature

- (1) Available places will be offered to qualified applicants based on merit, according to the following admissions criteria. In exceptional circumstances the Dean may admit applicants



- without these qualifications but whose evidence of experience and achievement is deemed by the Dean to be equivalent.
- (2) Admission to candidature for the Graduate Certificate in Health Communication requires:
    - (a) a bachelor's degree from the University of Sydney with a minimum credit (65%) average, including a major in a relevant subject area in the humanities, social sciences or public health, or an equivalent qualification; or
    - (b) evidence of a minimum of five years' recent professional experience in a relevant field.
  - (3) Admission to candidature for the Graduate Diploma in Health Communication requires:
    - (a) a bachelor's degree from the University of Sydney with a minimum credit (65%) average, including a major in a relevant subject area in the humanities, social sciences or public health, or an equivalent qualification; or
    - (b) completion of the requirements for the Graduate Certificate in Health Communication with a minimum credit (65%) average, or an equivalent qualification.
  - (4) Admission to candidature for the Master of Health Communication requires:
    - (a) a bachelor's degree from the University of Sydney with a minimum credit (65%) average, including a major in a relevant subject area in the humanities, social sciences or public health, or an equivalent qualification; or
    - (b) completion of the requirements for the Graduate Diploma in Health Communication with a minimum credit (65%) average, or an equivalent qualification.

## 6 Requirements for award

- (1) The units of study that may be taken for these courses are set out in the Postgraduate Table of Units of Study for the Health Communication subject area.
- (2) To qualify for the award of the Graduate Certificate in Health Communication a candidate must complete 24 credit points, including:
  - (a) 12 credit points of core units of study; and
  - (b) 12 credit points from elective units of study.
- (3) To qualify for the award of the Graduate Diploma in Health Communication a candidate must complete 36 credit points, including:

- (a) 18 credit points of core units of study; and
  - (b) 18 credit points from elective units of study.
- (4) To qualify for the award of the Master of Health Communication a candidate must complete 48 credit points, including:
    - (a) 24 credit points of core units of study; and
    - (b) 24 credit points from elective units of study.

## 7 Cross-institutional Study

Cross-institutional study is not available in the Graduate Certificate in Health Communication.

## 8 Credit transfer policy

A maximum of one unit of study may be credited towards the Graduate Certificate in Health Communication and only if:

- (a) the study was completed prior to admission; and
- (b) the study was through the University's Summer or Winter School or Centre for Continuing Education; and
- (c) it is for a unit of study being offered to candidates for the Graduate Certificate in Health Communication.

## 9 Course transfer

A candidate for the master's degree or graduate diploma may elect to discontinue study and graduate with a shorter award from this sequence, with the approval of the Dean, and provided the requirements of the shorter award have been met.

## 10 Transitional provisions

- (1) These resolutions apply to students who commenced their candidature after 1 January 2011.
- (2) Candidates who commenced prior to 1 January 2011 will complete the requirements in accordance with the resolutions in force at the time of their commencement, provided that requirements are completed by 1 January 2016. The Faculty may specify a later date for completion or specify alternative requirements for completion of candidatures that extend beyond this time.

## Table of Units of Study: Health Communication

<i>Unit of study</i>	<i>Credit points</i>	<i>A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition</i>	<i>Session</i>
<b>Core Units</b>			
Master candidates complete four core units of study; Graduate Diploma candidates complete three core units of study; Graduate Certificate student complete two core units of study.			
<b>MECO6900</b> News Writing	6	<b>N</b> MECO4101	Semester 1
<b>MECO6901</b> Dealing with the Media	6		Semester 2
<b>MECO6927</b> Organisational Communication	6		Semester 2
<b>PUBH5033</b> Disease Prevention and Health Promotion	6		Semester 1
<b>Elective Units</b>			
MECO6904, MECO6905 and MECO6928 are available to Master of Health Communication candidates only. Some MIPH/PUBH units of study are offered partly online. A 2 credit point unit of study - must be taken with a 4 credit point unit. A 4 credit point unit of study - must be taken with a 2 credit point unit.			
<b>MECO6902</b> Legal & Ethical Issues in Media Practice	6		Semester 2
<b>MECO6904</b> Dissertation Part 1	6	<i>Note: Department permission required for enrolment</i>	Semester 1 Semester 2
<b>MECO6905</b> Dissertation Part 2	6	<b>P</b> MECO6904 <i>Note: Department permission required for enrolment</i>	Semester 1 Semester 2

<b>Unit of study</b>	<b>Credit points</b>	<b>A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition</b>	<b>Session</b>
<b>MECO6928</b> Media and Communication Internship	6	<b>P</b> May be undertaken by Master candidates only, who have completed a minimum 2 core units of study. <i>Note: Department permission required for enrolment</i>	Semester 1 Semester 2
<b>ARTS7000</b> Academic Communication for Postgraduates	6	<i>It is strongly advised that all students enrolling in this elective complete it during their first semester of study, or in Summer or Winter school when available. ARTS7000 is recommended for two main groups: 1) International postgraduate students who have not completed their Bachelor award at a university where English was the medium of instruction. 2) Domestic postgraduates who have not been in an academic environment for a prolonged period of time.</i>	Semester 1 Semester 2
<b>HPOL5000</b> Introduction to Health Policy	6		Semester 1
<b>HPOL5001</b> Economics and Finance for Health Policy	6		Semester 1
<b>HPOL5003</b> Analysing Health Policy	6		Semester 2
<b>MIPH5014</b> International Health Promotion	4		Semester 2
<b>MIPH5112</b> Global Communicable Disease Control	4	<i>The unit does not include HIV/AIDS, malaria and tuberculosis because these are covered in the core unit MIPH5132 Disease Priorities and Social Methods.</i>	Semester 2
<b>MIPH5115</b> Women's and Children's Health	4		Semester 2
<b>MIPH5116</b> Culture, Health, Illness and Medicine	4	<i>Note: Department permission required for enrolment Departmental permission is required.</i>	Semester 1 Semester 2
<b>MIPH5117</b> Diseases of Modernisation	2		Semester 2a
<b>MIPH5118</b> Global Perspectives of HIV/AIDS	4		Semester 2
<b>MIPH5124</b> Health Issues & Humanitarian Emergencies	4		Semester 2b
<b>PACS6929</b> Information Interventions in Conflict	6		Semester 2b
<b>PSYC5011</b> Applying Models of Health Behaviour	6		Semester 2
<b>PUBH5019</b> Cancer Prevention and Control	6	<b>P</b> PUBH5010	Semester 2
<b>PUBH5101</b> Special Project in Public Health	4	<i>Note: Department permission required for enrolment Students negotiate with a public health staff member to be their supervisor on an agreed project. The student or supervisor informs the Unit co-ordinator, who emails the Postgraduate Student Administration Unit permission to allow the student to enrol.</i>	Semester 1 Semester 2
<b>PUBH5102</b> Special Project in Public Health	2	<i>Note: Department permission required for enrolment Students negotiate with a public health staff member to be their supervisor on an agreed project. The student or supervisor informs the Unit co-ordinator, who emails the Postgraduate Student Administration Unit permission to allow the student to enrol.</i>	Semester 1 Semester 2
<b>PUBH5111</b> Environmental Health	4		Semester 2
<b>PUBH5113</b> International Health	4		Semester 2
<b>PUBH5114</b> Alcohol, Drug Use and Health	4	<b>N</b> PUBH5115	Semester 2
<b>PUBH5116</b> Genetics and Public Health	4		Semester 2b
<b>PUBH5414</b> Public Health Advocacy	2		Semester 2
<b>PUBH5415</b> Injury Prevention	2		Semester 2
<b>PUBH5416</b> Vaccines in Public Health	2	<i>Note: Department permission required for enrolment Students may be required to request permission from the unit of study coordinator to enrol in this unit of study. In this situation, the coordinator emails the Postgraduate Student Administration Unit advice that the student has permission to enrol.</i>	Semester 2
<b>PUBH5418</b> Tobacco Control in the 21st Century	6		Semester 2
<b>PUBH5419</b> Falls Prevention in Older People	4		Semester 2

*Further enquires*

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## Pattern of Enrolment

The following table provides examples for structuring programs of study directed towards specific interests or future employment. Students can design their own pathway in consultation with the program coordinator.

Core units			
MECO6900 News Writing	MECO6901 Dealing with the Media	MECO6927 Organisational Communication	PUBH5033 Disease Prevention and Health Promotion
Elective units			
Government Health Departments (state and federal)			
HPOL5000 Introduction to Health Policy	HPOL5001 Economics and Finance for Health Policy	PUBH5113 International Health	MECO6928 Media and Communication Internship
Consumer and Trade Media			
MIPH5014 International Health Promotion (4 credit points)	PUBH5418 Tobacco Control in the 21st Century	PUBH5111 Environmental Health (4 credit points)	MECO6928 Media and Communication Internship
Health Insurance Funds			
HPOL5000 Introduction to Health Policy	HPOL5001 Economics and Finance for Health Policy	PUBH5114 Alcohol, Drug Use and Health	MECO6928 Media and Communication Internship
Non-Government Organisations (NGOs)			
PUBH5019 Cancer Prevention and Control	PUBH5113 International Health (4 credit points)	PUBH5414 Public Health Advocacy	MECO6928 Media and Communication Internship

## Units of Study Descriptions for 2011

### ARTS7000

#### Academic Communication for Postgraduates

**Credit points:** 6 **Teacher/Coordinator:** Louise Katz **Session:** Semester 1, Semester 2 **Classes:** 1x1-hr lecture/week, 1x2-hr seminar/week **Assessment:** 1x700wd critical analysis exercise (20%), 1x300wd peer reviewing exercise (5%), 1x1500wd essay (30%), 1x seminar presentation (20%), 1x2500wd reflection journal (20%), participation and attendance (5%) **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

*Note: It is strongly advised that all students enrolling in this elective complete it during their first semester of study, or in Summer or Winter school when available. ARTS7000 is recommended for two main groups: 1) International postgraduate students who have not completed their Bachelor award at a university where English was the medium of instruction. 2) Domestic postgraduates who have not been in an academic environment for a prolonged period of time.*

This unit of study is designed to support International students in developing an understanding of critical analysis and its use as an effective basis for argument. Students will be introduced to the critical and communication practices appropriate to postgraduate study in the humanities. They will develop key attributes in the areas of research and inquiry, ethical, social and professional understanding, and communication relevant to their academic studies and in preparation for their professional lives.

### HPOL5000

#### Introduction to Health Policy

**Credit points:** 6 **Teacher/Coordinator:** Dr James Gillespie, Professor Stephen Leeder **Session:** Semester 1 **Classes:** 2x2day workshops, online lectures and discussions **Assessment:** 1x1500word paper (25%), 1x3000word paper (50%), and online learning activities (25%) **Campus:** Camperdown/Darlington **Mode of delivery:** Distance Education/Intensive on Campus

This unit aims to develop a critical and comparative grasp of the theory and practice of health policy and to give an overview of the political choices and frameworks that shape policymaking. The unit explores the main structures and institutions that make health policy. Students will debate the reform of policy frameworks, raising questions about equity, ethics and the role of socio-economic status over access to health care and priorities of the current system. Australian policy debates will be placed in their broader context by comparing different health systems and assessing global influences. Case studies will be used to examine the relationships between policy and practice.

### HPOL5001

#### Economics and Finance for Health Policy

**Credit points:** 6 **Teacher/Coordinator:** Dr James Gillespie, Associate Professor Christine Giles, Dr Stephen Jan **Session:** Semester 1 **Classes:** 2x2day workshops, online discussion **Assessment:** 1x2500 word assignment (50%), 1x3000 word assignment (50%) **Campus:** Camperdown/Darlington **Mode of delivery:** Distance Education/Intensive on Campus

This unit introduces the main concepts and analytical methods of health economics, political economy and finance to examine the workings of health systems in Australia and comparable countries. It looks at the main models of funding used in developed countries and their implications for the structure, planning and delivery of services. The first module focuses on the basic concepts and methodologies of health economics and political economy and their contribution to policy analysis. The second module places funding structures in a broader political and policy context. Topics include the debates over the public-private mix and governance and accountability - who makes decisions about funding priorities? To whom should decision makers be held accountable and for what aspects of their work?. How does health finance shape broader policy reform?

### HPOL5003

#### Analysing Health Policy

**Credit points:** 6 **Teacher/Coordinator:** Dr James Gillespie, Professor Stephen Leeder **Session:** Semester 2 **Classes:** 2x2day workshops, online discussions **Assessment:** 1x2500 word assignment (50%), 1x3000 word assignment (50%) **Campus:** Camperdown/Darlington **Mode of delivery:** Distance Education/Intensive on Campus

This unit develops skills for the effective critical appraisal of health policy, with an examination of the principles, and limitations, of evidence-based health policy and evaluation of the research that underpins policy proposals. It builds policy analysis and analytical skills by exploring policy design, implementation and evaluation using approaches drawn from public policy, political science and public administration to look at the role of politics and equity in health policy development and implementation. The workshops cover the use of epidemiological and social science literature in policy development.

#### Textbooks

Kent Buse, Nicholas Mays and Gillian Walt, Making health policy. Open University Press, 2006.

### MECO6900

#### News Writing

**Credit points:** 6 **Teacher/Coordinator:** Dr Antonio Castillo **Session:** Semester 1 **Classes:** 1x2-hr seminar/week **Prohibitions:** MECO4101 **Assessment:** 1x500wd news pitch (20%), 1x500wd news story draft (20%), 1x1000wd news story final draft (25%), 1x2000wd news feature story (35%) **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This core unit introduces students to news writing skills required by print media, including the elements of journalistic style, the structure of news and feature articles, interviewing, researching, news gathering and editing skills. The unit of study focuses on journalistic news writing but will also be useful to anyone seeking to work in fields that require professional communication skills, such as public relations and communication management, or corporate roles that require strong writing ability.

#### Textbooks

MECO6900 Course Reader

**MECO6901****Dealing with the Media**

**Credit points:** 6 **Teacher/Coordinator:** Dr Olaf Werder **Session:** Semester 2 **Classes:** 1x2hr seminar/week **Assessment:** 1x1500-2000wd group campaign proposal (25%), 1x group campaign proposal presentation to client (10%), 1x1000-1500wd campaign implementation/media kit (30%), 1x2000-2500wd campaign evaluation (25%), participation and attendance (10%) **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

Dealing with the Media combines theoretical and practical perspectives on public communication campaigns. It offers students the opportunity to design, implement and evaluate a communication campaign of public interest and to pitch it to specific media. It examines the relationships that exist between all stakeholder groups in the public communication campaign process including client, public relations practitioner, journalist and citizen.

*Textbooks*

Stanton, R., 2007, Media Relations, Oxford University Press Melbourne  
Atkin, C. and R. Rice, 2001, Public Communication Campaigns, Sage Publications Thousand Oaks CA

**MECO6902****Legal & Ethical Issues in Media Practice**

**Credit points:** 6 **Teacher/Coordinator:** Dr Tim Dwyer **Session:** Semester 2 **Classes:** 1x2-hr seminar/week **Assessment:** 1x2500wd essay (40%), 1x1000wd presentation (20%), 1x1000wd online comment piece (30%), participation (10%) **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

MECO6902 will introduce students to key legal and ethical issues relevant to journalism and the professional fields of public communication. Students will be given an introductory survey of the main ethical theories in Western thought to establish a framework within which to examine specific ethical issues that relate to media. They will also be introduced to the structure of Australia's legal system and to those aspects of the law that impinge on the work of media professionals.

*Textbooks*

Recommended reading:  
Beal, E. and Beattie, S. (2007) Connect and Converge: Australian Media and Communications Law, Oxford University Press, Melbourne

**MECO6904****Dissertation Part 1**

**Credit points:** 6 **Teacher/Coordinator:** Dr Fiona Giles **Session:** Semester 1, Semester 2 **Classes:** 6x0.5-hr supervisor consultations/semester **Assessment:** research and writing toward a dissertation of 12000 words **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

*Note: Department permission required for enrolment.*

This unit requires students to commence the conduct of their own research projects under the supervision of a member of staff and write a dissertation of 12000 words (completed in the second semester of enrolment in MECO6905). In some cases these projects will give students the opportunity to extend lines of enquiry suggested by units of study already completed for the degree. In other cases, students may have an interest in an area not covered by the coursework programs offered during their candidature that can be developed as a supervised project.

**MECO6905****Dissertation Part 2**

**Credit points:** 6 **Teacher/Coordinator:** Dr Fiona Giles **Session:** Semester 1, Semester 2 **Classes:** 6x0.5-hr supervisor consultations/semester **Prerequisites:** MECO6904 **Assessment:** completion of writing for a dissertation of 12000 words **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

*Note: Department permission required for enrolment.*

This unit requires completion of a dissertation of 12000 words, begun in the previous semester. Together with MECO6904, the unit allows students to conduct their own research projects under the supervision of a member of staff.

**MECO6927****Organisational Communication**

**Credit points:** 6 **Teacher/Coordinator:** Dr Olaf Werder **Session:** Semester 2 **Classes:** 1x2-hr seminar/week **Assessment:** 1x2000wd equivalent quizzes (40%), 1x3000wd feature or documentary on an organisational communication issue (50%) and participation (10%) **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit of study introduces key concepts in organisational communication. Students will explore various structures of organisations and how those structures affect the flow of communication within workplaces. Upon the completion of the unit, students will develop their understanding of key concepts in organisational communication and apply them to analyse communication problems in organisations. Students will also be able to offer well-grounded criticism on selected organisational issues.

**MECO6928****Media and Communication Internship**

**Credit points:** 6 **Teacher/Coordinator:** Dr Fiona Giles **Session:** Semester 1, Semester 2 **Prerequisites:** May be undertaken by Master candidates only, who have completed a minimum 2 core units of study. **Assessment:** Successful completion of a 20 day full-time internship including completion of 1x1500wd journal reflecting on the work experience (30%), submission of 1x2500wd research essay on a topic to be devised in consultation with the coordinator (70%) **Campus:** Camperdown/Darlington **Mode of delivery:** Professional Practice

*Note: Department permission required for enrolment.*

This unit of study offers Master of Health Communication candidates the opportunity to gain first-hand work experience in a health organisation. These organisations will include government departments, hospitals, pharmaceutical companies, associations, colleges, consumer and trade media, health insurance funds, not-for-profit, non-government and community-based organisations and public relations consultancies. Whilst the coordinator will assist in finding placements, the student is primarily responsible for securing a work placement offer. Available to Master of Health Communication candidates only.

**MIPH5014****International Health Promotion**

**Credit points:** 4 **Teacher/Coordinator:** Dr Philayrath Phongsavan **Session:** Semester 2 **Classes:** 1x2hr lecture per week for 13 weeks; 1x1hr tutorial per week for 9 weeks **Assessment:** 1,500 words essay (30%), 2,500 words report (50%), tutorial presentation and attendance (20%) **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit of study aims to provide students with an understanding of the principles, theory and methods that are employed in health promotion and prevention. The unit will give attention to the full spectrum of health promotion and prevention activities, from local level initiatives to the development of national policies to achieve health goals. It will have a strong practical and methodological focus, with the objective of enabling students to develop knowledge and skills for planning, implementing and evaluating health promotion programs. This unit of study provides students with opportunities to look at theory and practice in health promotion and the major health promotion issues at national and international levels. Models and methods that are commonly used in health promotion and disease prevention will be described and discussed by using real life examples. Among the major issues examined are the health impact of economic development at the national and global levels, prevention and control of cigarette smoking, non-communicable and communicable diseases.

*Textbooks*

Unit notes supplied by School.

**MIPH5112****Global Communicable Disease Control**

**Credit points:** 4 **Teacher/Coordinator:** Professor Robert Cumming, Dr Giselle Manalo **Session:** Semester 2 **Classes:** 1x2 hr lecture per week for 13 weeks; 1x1hr tutorial per week for 9 weeks plus 2x2 peer learning sessions through group presentations **Assessment:** 1x group presentation (20%), 1x2000 word written essay (60%), tutorial facilitation (10%) and peer evaluation (10%) **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

*Note: The unit does not include HIV/AIDS, malaria and tuberculosis because these are covered in the core unit MIPH5132 Disease Priorities and Social Methods.*

This unit gives candidates an insight into prevention and control of communicable diseases in developing countries using country-specific examples presented by professionals with field experience. The unit covers the so-called Neglected Tropical Diseases (including soil-transmitted helminths, and leprosy), as well as some vector-borne conditions (including yellow fever and dengue) and emerging infectious diseases such as pandemic influenza.

*Textbooks*

Unit notes supplied by School.

### MIPH5115

#### Women's and Children's Health

**Credit points:** 4 **Teacher/Coordinator:** Professor Heather Jeffery **Session:** Semester 2 **Classes:** 1x2hr lecture per week for 10 weeks, 1x1hr tutorial per week for 9 weeks and 1 half day SCORPIO workshop. **Assessment:** 1x1500 word essay, problem based (50%), 1x15 minute presentation (25%), tutorial facilitation (10%), peer evaluation (5%), and active participation in SCORPIO workshop (10%) **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit aims to give students an overview of the health status of women and children in international settings. It also aims to examine causes of major health problems and possible approaches to improving the health of women and children in resource-poor countries. The unit covers a variety of issues in women's and children's health, including approaches to prevention of maternal and fetal, neonatal and child mortality, poverty, mother to child HIV transmission, women and violence, traditional practices and early marriage, family planning, diarrhoeal disease, pneumonia, vaccine preventable diseases.

*Textbooks*

Unit notes supplied by School.

### MIPH5116

#### Culture, Health, Illness and Medicine

**Credit points:** 4 **Teacher/Coordinator:** Dr Cynthia Hunter **Session:** Semester 1, Semester 2 **Classes:** 1 x 2 day workshop; 1 x 2hr seminar per week for 7 weeks **Assessment:** 1x3000word essay (75%) and 1x1hr class facilitation (25%) **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

*Note: Department permission required for enrolment. Note: Departmental permission is required.*

This unit aims to provide an integrated and interpretive approach to an understanding of health-related behaviours of populations in international settings, by synthesizing anthropological knowledge and methodology, and the interactions of culture, biology, psychology and environment. The teaching process is by student-led, lecturer-guided, discussion based review and critical analysis of relevant topics. During the unit, students will explore a range of issues in international and multicultural health from an anthropological perspective. Methodological approaches will encompass ethnography and other anthropological data collection methods. The issues covered will include cultural influences on health, illness and healing, such as indigenous and traditional beliefs and systems, gender and cultural change and the impact of modernization and development on illness and healing. The impact examines disease and illness patterns - their distribution and persistence, mental illness and culture and attitudes towards the use of medications; and the provision of culturally sensitive and appropriate services. The emphasis will be on covering a range of topic areas relevant to the students enrolled, and those of particular importance in contemporary international and multicultural health contexts.

*Textbooks*

Unit notes supplied by School.

### MIPH5117

#### Diseases of Modernisation

**Credit points:** 2 **Teacher/Coordinator:** Dr. Rohina Joshi, Professor Bob Cumming **Session:** Semester 2a **Classes:** 1x2hr lecture per week for 7 weeks **Assessment:** 1x2000word written assignment (100%) **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit aims to provide candidates with an understanding of the causes and control of non-communicable diseases (NCDs) in developing countries. These diseases are associated with social and economic development and the demographic and health transitions. Topics covered in the unit include cardiovascular diseases, diabetes, cancer; primary health care management of NCDs, health promotion for NCDs and approaches to NCD research in developing countries. Lectures are given by health professionals with direct experience of NCD control in Africa, Asia and the Pacific.

*Textbooks*

Unit notes supplied by School.

### MIPH5118

#### Global Perspectives of HIV/AIDS

**Credit points:** 4 **Teacher/Coordinator:** Mr Joel Negin **Session:** Semester 2 **Classes:** 1x2hr lecture per week for 11 weeks; 1x1hr tutorial per week for 7 weeks; plus 1 day peer learning sessions through group presentations **Assessment:** 1xgroup presentation (20%), peer evaluation (10%), 1x2000 word individual assignment (60%), and tutorial (10%) **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit offers a detailed and evidence-based assessment of the global HIV situation to equip students with the latest understanding of HIV distribution and trends globally, its social and economic implications, the measures being taken to prevent and treat HIV and AIDS, the gaps that need to be addressed in HIV control, and the politics around global HIV issues. Examples from different parts of the world, particularly less developed settings, are used to illustrate analysis of the key issues influencing the HIV control agenda globally. Emphasis is placed on developing a critical and analytical approach to assessing the HIV situation and developing interventions for its control.

*Textbooks*

Unit notes supplied by School.

### MIPH5124

#### Health Issues & Humanitarian Emergencies

**Credit points:** 4 **Teacher/Coordinator:** Ms Bronwen Blake, Associate Professor Michael Dibley **Session:** Semester 2b **Classes:** 1x4day workshop **Assessment:** Workshop activities (40%), 1x2500word written assignment (60%) **Campus:** Camperdown/Darlington **Mode of delivery:** Block Mode

This unit gives students an overview of public health aspects of humanitarian emergencies in developing country situations and the range of appropriate responses. This includes considering problems faced by government and non-government organisations in humanitarian emergency relief efforts. Topics covered in the unit include international and human rights law, the role of donor agencies, refugee health, nutritional emergencies, site planning for refugee camps, water and sanitation, sexual violence, protection of vulnerable groups, and communicable disease surveillance and control.

*Textbooks*

Unit notes supplied by School.

### PACS6929

#### Information Interventions in Conflict

**Credit points:** 6 **Teacher/Coordinator:** Assoc Prof Jake Lynch **Session:** Semester 2b **Classes:** 1x2hr seminar/week **Assessment:** class participation (10%), 1x2000wd equivalent role play and simulation exercise (30%), 1x3000wd essay (60%) **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit of study will focus on the theory and practical application of intervention in conflict and conflict-affected societies in the domains of information and communication. Different and, in some cases, competing theories will be critically reviewed, including 'modernisation' and the 'information society' model, along with the notion of a 'new world information and communication order'; the emerging field of Communication For Social Change; the 'dependencia' school and critical pedagogy as a means of training for information and communication actors in conflict.



**PSYC5011****Applying Models of Health Behaviour**

**Credit points:** 6 **Session:** Semester 2 **Classes:** 1 one hour lecture and two hours of tutorials per week **Assessment:** Presentation of intervention, write up of intervention (100%) **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

The student will be given the opportunity to develop an intervention based on social cognitions models. The process can be followed from start to finish allowing the individual to utilise knowledge and skills gained in other units of study. It is an intended outcome for students enrolled in the MAppSc (HealthPsych) that students can demonstrate an understanding of the key models and theories in Health Psychology which are seen by many to be the foundations of the subject area. The aim of this unit of study is to allow students to identify an area of Health Psychology where an intervention would be appropriate, review existing literature on the topic, formulate the intervention, and evaluate the intervention on a pilot level.

**PUBH5019****Cancer Prevention and Control**

**Credit points:** 6 **Teacher/Coordinator:** Dr Monica Robotin **Session:** Semester 2 **Classes:** 3hr per week online lectures, discussion and other activities for 13 weeks **Prerequisites:** PUBH5010 **Assessment:** 2 assignments (65%), 5 online tutorials (35%) **Campus:** Camperdown/Darlington **Mode of delivery:** On-line

This unit aims to provide students with specific information on the concepts, methods and applications underpinning cancer prevention and control at population level. It is designed to address specific educational needs of students in various programs within the School of Public Health and to offer a broad-based perspective on cancer control, ranging from primary prevention, screening and early intervention, tertiary prevention and palliative care. Emphasis will be given to cancers with the greatest impact at population level and where evidence demonstrates that policies and interventions are capable of reducing cancer incidence, mortality, prolonging survival and improving quality of life. Although focusing on specific Australian conditions, the information will be presented in the context of regional cancer control efforts. At the completion of the unit, students will be equipped with the basic tools to design, plan, implement and evaluate cancer control programs in Australia or their own countries.

*Textbooks*

Readings will be available on the WebCT site for this unit.

**PUBH5101****Special Project in Public Health**

**Credit points:** 4 **Teacher/Coordinator:** Associate Professor Tim Driscoll **Session:** Semester 1, Semester 2 **Assessment:** 1x 4000 word written report (100%) **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

*Note: Department permission required for enrolment. Note: Students negotiate with a public health staff member to be their supervisor on an agreed project. The student or supervisor informs the Unit co-ordinator, who emails the Postgraduate Student Administration Unit permission to allow the student to enrol.*

The aim of this unit is to systematically complete a self-directed project in one of the main content areas of the course. Students should contact an academic staff member associated with the area of their project and negotiate the details of the project design and the method and frequency of contact with the supervisor during the project.

**PUBH5102****Special Project in Public Health**

**Credit points:** 2 **Teacher/Coordinator:** Associate Professor Tim Driscoll **Session:** Semester 1, Semester 2 **Assessment:** 1x 2000 word written report (100%) **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

*Note: Department permission required for enrolment. Note: Students negotiate with a public health staff member to be their supervisor on an agreed project. The student or supervisor informs the Unit co-ordinator, who emails the Postgraduate Student Administration Unit permission to allow the student to enrol.*

The aim of this unit is to systematically complete a self-directed project in one of the main content areas of the course. Students should contact an academic staff member associated with the area of their project and negotiate the details of the project design and the method and frequency of contact with the supervisor during the project.

**PUBH5111****Environmental Health**

**Credit points:** 4 **Teacher/Coordinator:** Dr Geoff Morgan **Session:** Semester 2 **Classes:** Mixed mode of online lectures with some face-to-face/online case studies (13 sessions of 2 hours) **Assessment:** 1x written assignment (45%), 1x quiz (40%) and case study participation (15%) **Campus:** Camperdown/Darlington **Mode of delivery:** Distance Education/Intensive on Campus or On-line

This unit aims to develop an understanding of environmental hazard identification and risk assessment and for students to understand the principles of hazard regulation and control. The unit will explore the major categories of environmental health hazards such as air quality; water & food quality; chemical hazards eg contaminated sites; physical hazards eg noise and radiation; and microbiological hazards eg Legionnaires' disease. It will use the disciplines of epidemiology, toxicology and ecology to characterise risks associated with these hazards and will explore various approaches to managing the risks. In studying this unit students will appreciate the multi-disciplinary nature of environmental health concerns and the need to work closely with external agencies. Regional and global issues of sustainability, climate change and land use planning will also be addressed.

*Textbooks*

Basic Environmental Health. Yassi, A et al. Oxford University Press, 2001; Environmental Health in Australia and New Zealand. Edited by Nancy Cromar, Scott Cameron and Howard Fallowfield, Oxford University Press, 2004.

**PUBH5113****International Health**

**Credit points:** 4 **Teacher/Coordinator:** Professor Robert Cumming, Associate Professor Mu Li **Session:** Semester 2 **Classes:** 9 x 2hr lectures per semester, 1 x 4 hr sessions of peer learning through group presentations **Assessment:** 1 group presentation (20%), peer evaluation (10%), 1 x 2500 word individual essay (70%) **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit aims to give students an insight into the realities of prevention and control of diseases in developing country, based on real examples presented by a wide range of people with direct practical experience. The unit covers the major health problems in developing country, as well as the role of WHO, World Bank and NGOs.

*Textbooks*

Unit notes supplied by School

**PUBH5114****Alcohol, Drug Use and Health**

**Credit points:** 4 **Teacher/Coordinator:** Dr Carolyn Day **Session:** Semester 2 **Classes:** 13 weeks of 1 x 2hr teaching sessions and associated online activities. The teaching sessions are a combination of face to face and online seminars. Students not able to attend face to face sessions can do the entire course online. **Prohibitions:** PUBH5115 **Assessment:** 2 x 1500 word assignments (60%), compulsory online discussion participation (30%); online quizzes (10%) **Campus:** Camperdown/Darlington **Mode of delivery:** Distance Education/Intensive on Campus or On-line

This unit aims to assist students in developing an evidence-based understanding of the epidemiology of alcohol and drug use and its impact on health, and the effectiveness of methods for prevention and management of related problems. This fuller drug and alcohol elective covers all the content of PUBH5115 and goes on to assist the student to develop more advanced skills in research and in management of clinical services in relation to alcohol and drug use disorders, and to examine the needs of special populations.

*Textbooks*

Readings are available on the unit's WebCT site.

**PUBH5116****Genetics and Public Health**

**Credit points:** 4 **Teacher/Coordinator:** Professor Bruce Armstrong **Session:** Semester 2b **Classes:** 1x 3 day workshop **Assessment:** 3x 30min online quiz

(25%), small group assignment (35%) and take home exam of 6 questions (250 words each) (40%). **Campus:** Camperdown/Darlington **Mode of delivery:** Block Mode

This unit caters for practitioners, policy and decision-makers, students and researchers in public health, public policy, journalism, law, epidemiology, medicine, science, industry, ethics, philosophy, communication and advocacy. It gives a basic introduction to genetics and genetic epidemiology and covers issues like genetic determinants of disease, genetic testing and screening, psychosocial, legal and ethical aspects of genetics and genetic testing, genetic education and genetics and public policy.

*Textbooks*

Readings are available on the unit's WebCT site.

**PUBH5414**

**Public Health Advocacy**

**Credit points:** 2 **Teacher/Coordinator:** Professor Simon Chapman **Session:** Semester 2 **Classes:** 1 x 2day workshop **Assessment:** 1x letter to the editor of a newspaper (10%) and 1x 2000 word assignment (90%) **Campus:** Camperdown/Darlington **Mode of delivery:** Block Mode

This unit aims to familiarise students with the strategies of public health advocacy and to provide skills in content and discourse analysis of media coverage of health and medical issues. This unit covers the role of media advocacy in advancing public health policy; framing public health issues; news gathering, reporting and editing; strategies for media advocacy; political lobbying in public health advocacy. Teaching and learning activities include interactive lectures, case studies and small group work. Students will be expected to prepare for the sessions. Requirements will be distributed prior to the first day.

*Textbooks*

(recommended only)

Chapman S. Public Health Advocacy and Tobacco Control: Making Smoking History. Oxford: Blackwell, 2007.

**PUBH5415**

**Injury Prevention**

**Credit points:** 2 **Teacher/Coordinator:** Associate Professor Rebecca Ivers **Session:** Semester 2 **Classes:** 1 x 2day workshop **Assessment:** 1 x 2000 word essay (90%) and participation in small group work during the workshop (10%) **Campus:** Camperdown/Darlington **Mode of delivery:** Block Mode

This unit aims to provide students with a clear understanding of the magnitude of the injury burden, both in higher and lower income countries, and the strategies that are required to address this burden. This unit will cover: injury definitions, measurement and surveillance; risk factor identification; intervention strategies and their evaluation; advocacy; cause-specific injury topics. During the 2 day workshop, guest speakers will outline issues relevant to the general injury prevention field and students will participate in interactive small group work which will focus on issues relevant to cause-specific injuries, in collaboration with guest contributors.

*Textbooks*

Students will be provided with a course manual. Recommended text: McClure R, Stevenson M, McEvoy S. The Scientific Basis of Injury Prevention and Control. Melbourne: IP Communications, 2004.

**PUBH5416**

**Vaccines in Public Health**

**Credit points:** 2 **Teacher/Coordinator:** Rob Menzies, Professor Peter McIntyre **Session:** Semester 2 **Classes:** Preparatory online lectures and 1x 2day workshop **Assessment:** 2x short online quizzes (10%) plus 1x 2000 word assignment (90%) **Campus:** Camperdown/Darlington **Mode of delivery:** Distance Education/Intensive on Campus

*Note: Department permission required for enrolment. Note: Students may be required to request permission from the unit of study coordinator to enrol in this unit of study. In this situation, the coordinator emails the Postgraduate Student Administration Unit advice that the student has permission to enrol.*

The aim of this unit is to provide students with an understanding of immunisation principles, the impact of vaccination on the epidemiology of vaccine preventable diseases (VPDs), how to assess the need for new vaccines and how to implement and monitor a new vaccination program. This unit covers the history and impact of vaccination; basic immunological principles of immunisation; surveillance of diseases,

vaccination coverage, vaccine effectiveness and adverse events; risk communication; assessing disease burden and new vaccines. Learning activities include short online preparatory lectures and a workshop with interactive lectures and small group case studies (please bring a calculator).

**PUBH5418**

**Tobacco Control in the 21st Century**

**Credit points:** 6 **Teacher/Coordinator:** Professor Simon Chapman **Session:** Semester 2 **Classes:** 1x3day workshop of lectures and problem-focused discussions, followed by 4 weeks of problem-based online discussions **Assessment:** 2x2000 word essays (60%), 1x100 item online quiz (10%) and online discussion and participation (30%) **Campus:** Camperdown/Darlington **Mode of delivery:** Distance Education/Intensive on Campus

The unit consists of learning topics, each of which is supported by extensive Web based resources, and 4 moderated online discussion forums, each focusing on a problem related to tobacco use and control. Lecture topics include: history of tobacco use and control; the burden of illness from tobacco use; secondhand smoke: the research evidence; measuring tobacco use, uptake and cessation in communities; international trends in tobacco consumption; the tobacco industry; the WHO's Framework Convention on Tobacco Control and new forms of tobacco advertising and promotion. Problem focused discussion forums include: Harm reduction and tobacco control, regulation of tobacco, improving and implementing pack warnings; promoting smoking cessation, prevention of uptake (youth programs); denormalisation of the tobacco industry; controlling advertising; and controlling exposure to tobacco smoke, making news on tobacco and influencing political policy on tobacco.

*Textbooks*

(recommended only)

Chapman S. Public Health Advocacy and Tobacco Control: Making Smoking History. Oxford: Blackwell, 2007.

**PUBH5419**

**Falls Prevention in Older People**

**Credit points:** 4 **Teacher/Coordinator:** Dr Soufiane Boufous and Dr Cathie Sherrington **Session:** Semester 2 **Classes:** 6-8 hours of online lectures and tutorials per week for 13 weeks **Assessment:** 1x 2000 word written assignment (60%) and participation in four moderated online discussions (40%) **Campus:** Camperdown/Darlington **Mode of delivery:** On-line

This fully online unit aims to teach students about the principles of falls prevention and falls injury prevention in the older person, with a focus on the application of these principles in the field. This unit will cover: risk factors of falls; the burden and economic implications of falls in the older person; the development and implementation of fall prevention programs; and the principles of program evaluation. Students will discuss the research methods surrounding the impact of falls, research design and the risk of falls, and will look at the development of falls prevention programs using case studies.

*Textbooks*

Lecture notes, case studies and journal articles will be provided online from a password-protected site. Recommended text: Lord SR, Sherrington C, Menz, H, Close J (2007). Falls in Older People: Risk factors and Strategies for Prevention. Cambridge University Press (2nd edition).

# Health Policy

## Graduate Certificate in Health Policy

(GradCertHPol) KG006

## Graduate Diploma in Health Policy

(GradDipHPol) KF041

## Master of Health Policy

(MHPol) KC054

Course	Credit points for award	Duration full-time	Duration part-time
GradCertHPol	24	not available	1 to 3 years
GradDipHPol	36	1 year	1.5 to 4 years
MHPol	48	1 year	1.5 to 6 years

### Overview

The Graduate Program in Health Policy offers a critical perspective on how our health care system operates. It emphasises the importance of power and value choices, focusing on the interaction of governments with the private and community sectors in shaping policy.

This unique program extends the professional skills of students.

The master's program includes intensive training in policy analysis and critical appraisal techniques. These are applied to practical tasks of policy development and writing.

Classes are conducted in intensive mode, including weekend workshops and web-based learning.

### Course Outcomes

By the end of the course students will understand the forces shaping the health policy environment, work with professional confidence across the health sector, and be familiar with the workings of high-level national and international health policy networks.

Students learn how to develop and implement health policy through the application of knowledge to health policy issues and analysis of current health policy trends.

## Degree Resolutions

Sydney Medical School resolutions and the printed handbook are the official statement of Faculty policy. The resolutions contained in the printed handbook are accurate as at November 2010. If a conflict is perceived between the content of the printed handbook and information available elsewhere, Sydney Medical School resolutions and the information available in the handbook online shall always take precedence. See the handbook online website:

[sydney.edu.au/handbooks/handbooks\\_admin/medicine.shtml](http://sydney.edu.au/handbooks/handbooks_admin/medicine.shtml). See the Policy Online website: [sydney.edu.au/policy](http://sydney.edu.au/policy), for copies of University policies.

## Graduate Certificate in Health Policy

## Graduate Diploma in Health Policy

## Master of Health Policy

*These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to) the University of Sydney (Coursework) Rule 2000 (the 'Coursework Rule'), the Resolutions of the Faculty, the University of Sydney*

*(Student Appeals against Academic Decisions) Rule 2006 (as amended) and the Academic Board policies on Academic Dishonesty and Plagiarism.*

## Course resolutions

### 1 Course codes

Code	Course title
KG006	Graduate Certificate in Health Policy
KF041	Graduate Diploma in Health Policy
KC054	Master of Health Policy

### 2 Attendance pattern

The attendance pattern for the Master of Health Policy and the Graduate Diploma in Health Policy is full time or part time according to candidate choice. The attendance pattern for the Graduate Certificate in Health Policy is part time only.

### 3 Master's type

The master's degree in these resolutions is a professional master's course, as defined by the Coursework Rule.

### 4 Embedded courses in this sequence

- (1) The embedded courses in this sequence are:
  - (a) the Graduate Certificate in Health Policy
  - (b) the Graduate Diploma in Health Policy
  - (c) the Master of Health Policy.
- (2) Providing candidates satisfy the admission requirements for each stage, a candidate may progress to the award of any of the courses in this sequence. Only the longest award completed will be conferred.

### 5 Admission to candidature

- (1) Available places will be offered to qualified applicants based on merit, according to the following admissions criteria. In exceptional circumstances the Dean may admit applicants without these qualifications who, in the opinion of the Faculty, have qualifications, evidence of experience and achievement sufficient to successfully undertake the award.
- (2) Admission to the Graduate Certificate in Health Policy requires:
  - a bachelor's degree from the University of Sydney, or equivalent qualification;
  - or
  - completion of such qualifications, courses or experiences as are acceptable to the Dean.
- (3) Admission to the Graduate Diploma of Health Policy requires:



- a bachelor's degree from the University of Sydney, or equivalent qualification;  
or  
completion of such qualifications, courses or experiences as are acceptable to the Dean.
- (4) Admission to the Master of Health Policy degree requires:  
a bachelor's degree from the University of Sydney, or equivalent qualification, for which the minimum time to qualify was at least four academic years;  
or  
a bachelor's degree with first or second class honours from the University of Sydney or an equivalent qualification;  
or  
a pass bachelor's degree from the University of Sydney or equivalent qualification. Applicants must have completed work equivalent to a first or second class honours bachelor's degree or pass a preliminary examination(s) as prescribed by the faculty.

- (b) 6 credit points of elective units of study, or other postgraduate units of study as approved by the course coordinator.
- (3) To qualify for the award of the Graduate Diploma of Health Policy a candidate must successfully complete 36 credit points, including:  
(a) 24 credit points of core units of study; and  
(b) 12 credit points of elective units of study, or other postgraduate units of study as approved by the course coordinator.
- (4) To qualify for the award of the Master of Health Policy a candidate must successfully complete 48 credit points, including:  
(a) 36 credit points of core units of study; and  
(b) 12 credit points of elective units of study, or other postgraduate units of study as approved by the course coordinator.

## 6 Requirements for award

- (1) The units of study that may be taken for the courses are set out in the Table of Units of Study: Health Policy.
- (2) To qualify for the award of the Graduate Certificate of Health Policy a candidate must successfully complete 24 credit points, including:  
(a) 18 credit points of core units of study; and

## 7 Transitional provisions

- (1) These resolutions apply to persons who commenced their candidature after 1 January, 2011 and persons who commenced their candidature prior to 1 January, 2011 who formally elect to proceed under these resolutions.
- (2) Candidates who commenced prior to 1 January, 2011 complete the requirements in accordance with the resolutions in force at the time of their commencement.

## Table of Units of Study: Health Policy

<i>Unit of study</i>	<i>Credit points</i>	<i>A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition</i>	<i>Session</i>
<b>Core Units</b>			
Core Units for Graduate Certificate Students are HPOL5000, HPOL5001 and HPOL5003			
Core Units for Graduate Diploma Students are HPOL5000, HPOL5001, HPOL5003 and HPOL5007			
<b>HPOL5000</b> Introduction to Health Policy	6		Semester 1
<b>HPOL5001</b> Economics and Finance for Health Policy	6		Semester 1
<b>HPOL5003</b> Analysing Health Policy	6		Semester 2
<b>HPOL5007</b> Global Health Policy	6		Semester 2
<b>HPOL5008</b> Evidence into Policy and Practice	6	C HPOL5000 and HPOL5001	Semester 1
<b>HPOL5009</b> Health Policy Project	6	P HPOL5008 C HPOL5003	Semester 2
<b>Elective Units</b>			
<b>BETH5104</b> Bioethics, Law and Society	6	A A three-year undergraduate degree in science, medicine, nursing, allied health sciences, philosophy/ethics, sociology/anthropology, history, or other relevant field, or by special permission	Semester 1
<b>BETH5203</b> Ethics and Public Health	6	A A three-year undergraduate degree in science, medicine, nursing, allied health sciences, philosophy/ethics, sociology/anthropology, history, or other relevant field, or by special permission. A limited number of students may be granted permission to take this unit during their honours year.	Semester 2
<b>CISS6004</b> Disease and Security <i>This unit of study is not available in 2011</i>	6		Semester 1
<b>MEDF5005</b> Health Research Methods and Ethics	6		Semester 1 Semester 2
<b>MIPH5135</b> Health Systems in Developing Countries	4		Semester 2
<b>MMHU6909</b> Risk and Health: Communication, Policy	6	<i>Note: Department permission required for enrolment</i> <i>Students request permission from the unit of study coordinator to enrol in this unit. The coordinator emails the Postgraduate Student Administration Unit advice that the student has permission to enrol.</i>	Semester 2
<b>PUBH5308</b> Health Workforce Policy Analysis	2		Semester 2b
<b>PUBH5418</b> Tobacco Control in the 21st Century	6		Semester 2

<b>Unit of study</b>	<b>Credit points</b>	<b>A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition</b>	<b>Session</b>
<b>PUBH5500</b> Introducing Qualitative Health Research	6		Semester 1a
<b>QUAL5002</b> Qualitative Methodologies & Study Design	6	<b>A</b> Basic understanding of the nature of qualitative knowledge and the processes of qualitative research. <b>C</b> PUBH5500 or equivalent <i>Departmental permission is required for students who have not completed PUBH5500</i>	Semester 1b
<b>QUAL5003</b> Qualitative Research Analysis & Writing	6	<b>A</b> Basic understanding of the nature of qualitative knowledge and types of qualitative data. <b>P</b> PUBH5500 or equivalent <i>Departmental permission is required for students who have not completed PUBH5500</i>	Semester 2
<b>Additional Elective Units of Study for the Master's course</b>			
<b>PUBH5302</b> Health Economic Evaluation	4	<b>P</b> PUBH5010 and PUBH5018	Semester 2
Students may be allowed to enrol in an elective units of study that is not on this list with the prior approval of both the course coordinator and the unit of study coordinator.			

### Further enquiries

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## Units of Study Description for 2011

### BETH5104

#### Bioethics, Law and Society

**Credit points:** 6 **Session:** Semester 1 **Classes:** 3 x 8hr intensives **Assumed knowledge:** A three-year undergraduate degree in science, medicine, nursing, allied health sciences, philosophy/ethics, sociology/anthropology, history, or other relevant field, or by special permission **Assessment:** 1 x Problem 1500 wds (40%); 1 x 2000wd essay (60%) **Campus:** Camperdown/Darlington **Mode of delivery:** Block Mode

The unit of study will begin by introducing students to interrelationships between health care, ethics and the law. In particular students will explore the moral basis of law and the means by which law influences moral norms, clinical practice and health policy. Students will be shown how to critically read and analyse primary sources of law relevant to bioethics. Students will then examine a number of areas of law that have particular significance for bioethics and society including the law of tort (consent and standards of care), contract (confidentiality), criminal law (euthanasia and abortion), public health law, administrative law and law reform.

### BETH5203

#### Ethics and Public Health

**Credit points:** 6 **Session:** Semester 2 **Classes:** 3 x 8hr Intensives **Assumed knowledge:** A three-year undergraduate degree in science, medicine, nursing, allied health sciences, philosophy/ethics, sociology/anthropology, history, or other relevant field, or by special permission. **Assessment:** 10 x Online tasks 250-400wds (20%); 1 x 1000 wd essay (30%); 1 x 2500 wd essay (50%) **Campus:** Camperdown/Darlington **Mode of delivery:** Block Mode

*Note: A limited number of students may be granted permission to take this unit during their honours year.*

This unit will provide students with an overview of the broader philosophical, ethical, sociopolitical and cultural issues that underlie public health and public health research. Students will first review the history of public health and examine the values that underpin health promotion and disease prevention. The second part of the unit will critique the place of facts and values in public health and the construction and use of information, with particular reference to evidence-based-medicine. The third part of the unit will examine the cultural, moral and social context of public health including the social determinants of health, the construction of health services, the determination of research priorities and issues relating to human rights and global health. Learning activities will include 2-hour weekly

seminars and readings. Assessment tasks will consist of essays and a presentation/project.

### CISS6004

#### Disease and Security

*This unit of study is not available in 2011*

**Credit points:** 6 **Session:** Semester 1 **Classes:** 3hrs per week **Assessment:** Essay; exam; participation **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit assesses the political and security significance of infectious diseases. Whether one contemplates historical experiences with smallpox, plague and cholera, or the contemporary challenges posed by new diseases like HIV/AIDS and SARS, it is clear that pathogenic micro-organisms exercise a powerful influence over civilized humankind. The unit concentrates on areas in which human health and security concerns intersect most closely, including: biological weapons proliferation; responses to fast-moving disease outbreaks of natural origin; safety and security in microbiology laboratories; and the relationships between infectious disease patterns, public health capacity, state functioning and violent conflict. The overall aim of the unit is to provide students with a stronger understanding of the scientific and political nature of these problems, why and how they might threaten security, and the conceptual and empirical connections between them.

### HPOL5000

#### Introduction to Health Policy

**Credit points:** 6 **Teacher/Coordinator:** Dr James Gillespie, Professor Stephen Leeder **Session:** Semester 1 **Classes:** 2x2day workshops, online lectures and discussions **Assessment:** 1x1500word paper (25%), 1x3000word paper (50%), and online learning activities (25%) **Campus:** Camperdown/Darlington **Mode of delivery:** Distance Education/Intensive on Campus

This unit aims to develop a critical and comparative grasp of the theory and practice of health policy and to give an overview of the political choices and frameworks that shape policymaking. The unit explores the main structures and institutions that make health policy. Students will debate the reform of policy frameworks, raising questions about equity, ethics and the role of socio-economic status over access to health care and priorities of the current system. Australian policy debates will be placed in their broader context by comparing different health systems and assessing global influences. Case studies will be used to examine the relationships between policy and practice.

**HPOL5001****Economics and Finance for Health Policy**

**Credit points:** 6 **Teacher/Coordinator:** Dr James Gillespie, Associate Professor Christine Giles, Dr Stephen Jan **Session:** Semester 1 **Classes:** 2x2day workshops, online discussion **Assessment:** 1x2500 word assignment (50%), 1x3000 word assignment (50%) **Campus:** Camperdown/Darlington **Mode of delivery:** Distance Education/Intensive on Campus

This unit introduces the main concepts and analytical methods of health economics, political economy and finance to examine the workings of health systems in Australia and comparable countries. It looks at the main models of funding used in developed countries and their implications for the structure, planning and delivery of services. The first module focuses on the basic concepts and methodologies of health economics and political economy and their contribution to policy analysis. The second module places funding structures in a broader political and policy context. Topics include the debates over the public-private mix and governance and accountability - who makes decisions about funding priorities? To whom should decision makers be held accountable and for what aspects of their work?. How does health finance shape broader policy reform?

**HPOL5003****Analysing Health Policy**

**Credit points:** 6 **Teacher/Coordinator:** Dr James Gillespie, Professor Stephen Leeder **Session:** Semester 2 **Classes:** 2x2day workshops, online discussions **Assessment:** 1x2500 word assignment (50%), 1x3000 word assignment (50%) **Campus:** Camperdown/Darlington **Mode of delivery:** Distance Education/Intensive on Campus

This unit develops skills for the effective critical appraisal of health policy, with an examination of the principles, and limitations, of evidence-based health policy and evaluation of the research that underpins policy proposals. It builds policy analysis and analytical skills by exploring policy design, implementation and evaluation using approaches drawn from public policy, political science and public administration to look at the role of politics and equity in health policy development and implementation. The workshops cover the use of epidemiological and social science literature in policy development.

*Textbooks*

Kent Buse, Nicholas Mays and Gillian Walt, Making health policy. Open University Press, 2006.

**HPOL5007****Global Health Policy**

**Credit points:** 6 **Teacher/Coordinator:** Dr James Gillespie **Session:** Semester 2 **Classes:** block mode 2x2 days and 6x2hr tut or 12hrs online tut **Assessment:** 1x2000wd essay (30%), 1xtutorial or online paper (20%), 1x2500wd essay (50%) **Campus:** Camperdown/Darlington **Mode of delivery:** Block Mode

This unit explores the impact of globalization on health policy, and the way in which global health problems such as HIV/AIDS and emerging chronic diseases shape policy for less developed countries. The unit aims to equip students with the skills to appraise critically global health policy proposals and to offer informed advice how these policies may be made more effective. The unit will achieve this goal by doing three things.

First, it will explore new global health threats that transcend national boundaries; especially those whose causes or results transcend the capacity of individual states to influence, avian flu, for example. Second, it will examine the governance of the policy responses, good and poor, that these global health threats evoke. The influence and power of agencies in the United Nations system, including the World Health Organisation and UNICEF, the World Bank, the Gates Foundation and activist organizations such as Médecins sans Frontières, will be examined. Third, teaching will make extensive use of current case studies. Students will be assessed on their acquisition of skills in global policy and critical analysis and their application to emerging problems.

**HPOL5008****Evidence into Policy and Practice**

**Credit points:** 6 **Teacher/Coordinator:** Dr James Gillespie **Session:** Semester 1 **Classes:** block mode 2x2 days and 12 hrs online tutorials **Corequisites:**

HPOL5000 and HPOL5001 **Assessment:** 1x2000 word essay (30%), 1 class presentation (20%), and 1x2500 word essay (50%) **Campus:** Camperdown/Darlington **Mode of delivery:** Distance Education/Intensive on Campus

There is a growing recognition of the importance that the evidence from research informs the development and evaluation of health policy. Strengthening understanding of the links between evidence and policy and practice is a crucial element in the improvement of health systems. This unit will equip students with skills to critically appraise policy proposals and to offer informed advice on making policies more effective by using evidence.

Students will gain experience in techniques to assess evidence needed for policy development, including systematic and rapid reviews. Specifically, students will learn how evidence can be used to a) identify areas that require effective interventions, b) implement the most effective interventions and c) monitor and evaluate outcomes. The unit emphasizes the manner in which political processes and imperatives shape new policy approaches.

Assessments will allow students to demonstrate their acquisition of policy assessment / interpretation skills, critical analysis of data and evidence and their application to emerging problems. This unit prepares students for the policy research project in HPOL5009, for which it is a prerequisite. The unit is taught in conjunction with the Sax Institute and the Menzies Centre for Health Policy (University Sydney).

**HPOL5009****Health Policy Project**

**Credit points:** 6 **Teacher/Coordinator:** Professor Stephen Leeder **Session:** Semester 2 **Classes:** block mode (2x2 days) **Prerequisites:** HPOL5008 **Corequisites:** HPOL5003 **Assessment:** 1x5000 word policy document (80%), and 1xclass presentation (20%) **Campus:** Camperdown/Darlington **Mode of delivery:** Block Mode

This unit is a capstone project that allows students to apply theory, tools and skills developed in previous units of study to a real life problem or issue where health policy can make a difference. It provides students with an opportunity to develop their issues analysis and subsequent policy development skills under close supervision of an allocated academic mentor. Students will choose an approved policy project. This can be drawn from their work experience or identified with the assistance of their academic mentor. The first workshop will be devoted to the skills needed for the policy writing project. By the conclusion of the project, students will have developed a policy document including: a critical literature review; an appraisal of relevant evidence and possible options; an analysis of the environment in which the policy will be introduced; a communication strategy, and; implementation, evaluation and accountability mechanisms. The project will be presented at the final student workshop.

**MEDF5005****Health Research Methods and Ethics**

**Credit points:** 6 **Teacher/Coordinator:** Dr Patrick Kelly **Session:** Semester 1, Semester 2 **Classes:** Face to face interactive lectures and tutorials, plus online lectures and discussions **Assessment:** 1x study design assignment (30%), 1x statistics assignment (40%), 1x online self-study tasks (10%), 1x reflective diary or critical appraisal (20%) **Campus:** Camperdown/Darlington **Mode of delivery:** Distance Education/Intensive on Campus

This unit of study introduces students to the fundamental skills that are required for postgraduate research in medicine and health. Students will learn how to conduct research that is scientifically and ethically sound, be able to critically appraise and review literature, and will develop simple but important statistical analysis skills. In particular, students will learn how to present and interpret data, basic data management skills, and how to determine the required sample size for a study.

Obtaining ethics approval is necessary for any study involving the collection or analysis of data involving humans, animals or their tissues. Hence, this unit will also cover when and how to apply for ethics approval.

**MIPH5135****Health Systems in Developing Countries**

**Credit points:** 4 **Teacher/Coordinator:** Mr Joel Negin **Session:** Semester 2  
**Classes:** 1x2hr lecture per week for 9 weeks; plus 2x0.5 day workshop  
**Assessment:** 1x1500 word research proposal (40%), 1x2000 word case study report (50%), and participation (10%) **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

Health systems are complex and multi-faceted. Successful health systems require attention to political economy, governance, institutions, and local context. This unit will cover health systems in developing countries to equip students with a conceptual understanding and a set of tools to address major public health challenges from a health systems perspective. With a focus on evidence-based decision making, the unit will provide an understanding of health systems including specific topics such as health workforce, financing, service delivery, information systems and policy, and how these impact health interventions and health status in less developed countries. A multi-sectoral, integrated model will be used to understand the varied aspects of development challenges related to health systems. A case study approach will then provide students with concrete examples of health systems challenges and will strengthen students' ability to view health problems in a holistic, multi-faceted manner. The unit will provide students with the tools needed to make a practical difference in health systems in less developed countries with emphasis on implementation of health projects and bringing interventions to scale.

*Textbooks*

Unit notes supplied by School

**MMHU6909****Risk and Health: Communication, Policy**

**Credit points:** 6 **Teacher/Coordinator:** Dr Claire Hooker **Session:** Semester 2  
**Classes:** 1x2day intensive plus online learning and assessment **Assessment:** 1x 3000 wd essay (40%), 1x 1500 wd essay (30%) and participation and report (30%) **Campus:** Camperdown/Darlington **Mode of delivery:** Distance Education/Intensive on Campus

*Note: Department permission required for enrolment. Note: Students request permission from the unit of study coordinator to enrol in this unit. The coordinator emails the Postgraduate Student Administration Unit advice that the student has permission to enrol.*

This single semester unit of study examines connections between risk communication and health policy around a variety of health risk issues. The unit offers a combination of a two-day face-to-face intensive study of psychological and sociological approaches to understanding health risks, and of policy processes in health risk controversies. The central focus will be on communicating with patients and the public as risk events unfold, and on interaction and impacts of policy choices and risk communication. The two day intensive will be followed by a series of online problem based learning and assessment tasks, in which the skills and concepts of risk communication and policy development will be applied to real case examples. Exemplar will include controversies over: immunization, hormone replacement therapy, air and water quality, siting telecommunications towers, cancer clusters and responses to epidemic outbreaks

**PUBH5302****Health Economic Evaluation**

**Credit points:** 4 **Teacher/Coordinator:** Ms Rachel Morton **Session:** Semester 2  
**Classes:** 2x 2day compulsory workshops **Prerequisites:** PUBH5010 and PUBH5018 **Assessment:** assignment 1 (40%), assignment 2 (60%) **Campus:** Camperdown/Darlington **Mode of delivery:** Block Mode

This unit aims to develop students' knowledge and skills of economic evaluation as an aid to priority setting in health care. This unit covers: principles of economic evaluation; critical appraisal guidelines; measuring and valuing benefits; methods of costing; modeling in economic evaluation. The workshops consist of interactive lectures, class exercises and case history analyses.

*Textbooks*

A course manual will be provided to each student.

**PUBH5308****Health Workforce Policy Analysis**

**Credit points:** 2 **Teacher/Coordinator:** Professor Deborah Schofield, Dr Michelle Cunich **Session:** Semester 2b **Classes:** 1x 2day workshop  
**Assessment:** Assignment on a selected health workforce policy analysis topic **Campus:** Camperdown/Darlington **Mode of delivery:** Block Mode

The unit will examine the major components of health workforce planning in Australia. The Australia health workforce context will be considered (including total workforce size, payment mechanisms and employment arrangements) and the processes by which health workforce planning is influenced through government policy and workforce data translated and integrated with policy and planning explored. The framework for future labour force planning will be discussed with reference to the Intergenerational Report. Current health workforce issues such as adequacy of the workforce, ageing of the workforce, the distribution of the workforce, professional registration, and special needs communities will be addressed. Approaches to planning for an adequate workforce and modelling the future of the health workforce will be examined including practical examples.

*Textbooks*

Australia's Health Workforce, Productivity Commission Research Report, 2005 Available at: <http://www.pc.gov.au/study/healthworkforce/finalreport/index.html>

**PUBH5418****Tobacco Control in the 21st Century**

**Credit points:** 6 **Teacher/Coordinator:** Professor Simon Chapman **Session:** Semester 2  
**Classes:** 1x3day workshop of lectures and problem-focused discussions, followed by 4 weeks of problem-based online discussions **Assessment:** 2x2000 word essays (60%), 1x100 item online quiz (10%) and online discussion and participation (30%) **Campus:** Camperdown/Darlington **Mode of delivery:** Distance Education/Intensive on Campus

The unit consists of learning topics, each of which is supported by extensive Web based resources, and 4 moderated online discussion forums, each focusing on a problem related to tobacco use and control. Lecture topics include: history of tobacco use and control; the burden of illness from tobacco use; secondhand smoke: the research evidence; measuring tobacco use, uptake and cessation in communities; international trends in tobacco consumption; the tobacco industry; the WHO's Framework Convention on Tobacco Control and new forms of tobacco advertising and promotion. Problem focused discussion forums include: Harm reduction and tobacco control, regulation of tobacco, improving and implementing pack warnings; promoting smoking cessation, prevention of uptake (youth programs); denormalisation of the tobacco industry; controlling advertising; and controlling exposure to tobacco smoke, making news on tobacco and influencing political policy on tobacco.

*Textbooks*

(recommended only)

Chapman S. Public Health Advocacy and Tobacco Control: Making Smoking History. Oxford: Blackwell, 2007.

**PUBH5500****Introducing Qualitative Health Research**

**Credit points:** 6 **Teacher/Coordinator:** Dr Stacy Carter **Session:** Semester 1a  
**Classes:** Block mode (2 x 3 days) **Assessment:** 2x 2000wd assignments (2x40%) plus 2x 500wd reflections on workshops (2x10%) **Campus:** Camperdown/Darlington **Mode of delivery:** Block Mode

This unit overviews qualitative inquiry. It is perfect if you're a beginner or unsure about the basics of qualitative research. Workshop One answers these questions: What is qualitative research? How is it different from quantitative research? What is its history? What research questions can it answer? How can I search for it? How do I design a qualitative study? You will learn about qualitative data collection: interviewing, focus groups and observing. Workshop Two answers these questions: What is the place of qualitative research in health and medicine? Is methodology different to method? What are ontology and epistemology? What is reflexivity (and aren't qualitative researchers biased)? How are methodologies and theories used in qualitative research? How is qualitative research synthesised and evaluated? Can I generalise qualitative findings? You will analyse qualitative data two ways in class (for concepts and for social

processes), and briefly explore the qualitative data management software NVivo. In both workshops you will meet working qualitative researchers and hear about their projects. This Unit will show you a new way of thinking critically about research and researching. By the end of the Unit you will be ready to begin evaluating and doing qualitative research for yourself.

### QUAL5002

#### Qualitative Methodologies & Study Design

**Credit points:** 6 **Teacher/Coordinator:** Dr Stacy Carter **Session:** Semester 1b **Classes:** Block mode (2x3 days) **Corequisites:** PUBH5500 or equivalent **Assumed knowledge:** Basic understanding of the nature of qualitative knowledge and the processes of qualitative research. **Assessment:** 1x 4000wd assignment (60%) plus 2x 1000wd responses to workshops (2x20%). **Campus:** Camperdown/Darlington **Mode of delivery:** Block Mode

*Note: Departmental permission is required for students who have not completed PUBH5500*

Qualitative methodologies are historical traditions and systems for planning and justifying research methods. This is an intermediate unit focused on qualitative methodologies. If you are seeking answers to basic questions about qualitative research (How is qualitative different from quantitative research? What questions can it answer? Is qualitative research generalisable or biased? How do I collect qualitative data?) please do not take this Unit: first take PUBH5500. Qualitative methodologies are informed by theories from sociology, anthropology, philosophy and other disciplines. They shape the research questions, objectives, design and outcome of a qualitative study. This course begins with general principles of qualitative methodology and study design. We then examine five common qualitative methodologies in detail: phenomenology, narrative inquiry, community based participatory research, ethnography and grounded theory. We will consider their historical and theoretical roots, the research practices they encourage, and their current status. The final day covers recent work about cases and case study, some newer methodologies (including appreciative inquiry and performative social science), and some leading contemporary social science methodologists (including Bent Flyvbjerg and Pierre Bourdieu). Finally we will ask how we can use methodologies as resources rather than recipes, maintaining both flexibility and coherence in our study designs.

### QUAL5003

#### Qualitative Research Analysis & Writing

**Credit points:** 6 **Teacher/Coordinator:** Dr Stacy Carter **Session:** Semester 2 **Classes:** 2x 2day workshops plus assessed online activities **Prerequisites:** PUBH5500 or equivalent **Assumed knowledge:** Basic understanding of the nature of qualitative knowledge and types of qualitative data. **Assessment:** online analytic work (40%), 3000 wd essay (40%), reflection on intensive workshops (2x10%) **Campus:** Camperdown/Darlington **Mode of delivery:** Block Mode

*Note: Departmental permission is required for students who have not completed PUBH5500*

In this Unit you will analyse and write about qualitative data. This is an intermediate Unit. If you seek answers to basic questions (How is qualitative different from quantitative research? What questions can it answer? Is qualitative research generalisable or biased? How do I collect qualitative data?) then please take PUBH5500 first. There are many techniques for qualitative analysis. In Intensive One, we will build on PUBH5500 and QUAL5002, introducing approaches not taught in those Units: feminist forms of analysis, conversation analyses, content analyses, discourse analyses and analyses in creative methodologies. Between intensives, you will analyse a portfolio of qualitative data online with feedback and support. In Intensive Two we will practice tricks and tips for writing articles, fieldnotes and memos, and for theorising, editing and responding to reviews. We will encounter performative social science and learn about the publishing process. Most importantly, we will practice thinking in genres, asking the question: who is going to read this, and how should I write for them?. After completing this Unit you will have a wider range of analytic techniques at your disposal, and will have experience in shaping your writing to make it appropriate for its intended audience.



# Indigenous Health Promotion

## Graduate Diploma in Indigenous Health Promotion

(GradDipIndigHProm) KF022

Course	Credit points for award	Duration full-time
GradDipIndigHProm	36	1 year

### Overview

The Indigenous Health Promotion program aims to give Aboriginal and Torres Strait Islander health workers and practitioners the opportunity to add to their knowledge and skills in promoting community health. This includes identifying community needs and strengths, developing and implementing an action plan, then evaluating its impact.

The course was developed in consultation with Aboriginal and Torres Strait Islander health professionals and is based on national and international best practice in indigenous health promotion.

### Course Outcomes

Indigenous health promotion aims to improve Indigenous health at a community level. This means identifying community needs and strengths, developing a plan of action, putting it into practice and evaluating the plan to identify the extent to which positive changes have occurred. Effective health promotion requires effective communication with Indigenous communities and organisations, with health service managers and with a range of organisations and people outside the health system. This course will give students the opportunity to add knowledge and skills in promoting health to their clinical and community knowledge skills.

There is particular emphasis on demonstrating the importance of community participation and community development.

## Degree Resolutions

Sydney Medical School resolutions and the printed handbook are the official statement of Faculty policy. The resolutions contained in the printed handbook are accurate as at November 2010. If a conflict is perceived between the content of the printed handbook and information available elsewhere, Sydney Medical School resolutions and the information available in the handbook online shall always take precedence. See the handbook online website:

[sydney.edu.au/handbooks/handbooks\\_admin/medicine.shtml](http://sydney.edu.au/handbooks/handbooks_admin/medicine.shtml). See the Policy Online website: [sydney.edu.au/policy](http://sydney.edu.au/policy), for copies of University policies.

## Graduate Diploma in Indigenous Health Promotion

*These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to) the University of Sydney (Coursework) Rule 2000 (the 'Coursework Rule'), the Resolutions of the Faculty, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended) and the Academic Board policies on Academic Dishonesty and Plagiarism.*

## Course resolutions

### 1 Course codes

Code	Course title
KF022	Graduate Diploma in Indigenous Health Promotion

### 2 Attendance pattern

The attendance pattern for this course is full time only.

### 3 Admission to candidature

- (1) Available places will be offered to qualified applicants based on merit, according to the following admissions criteria. In exceptional circumstances the Dean may admit applicants without these qualifications but whose evidence of experience and achievement is deemed to be equivalent.
- (2) Admission to the diploma is restricted to Aboriginal and Torres Strait islanders and requires:
  - (a) at least three years working experience in Aboriginal and Torres Strait Island communities, and experience in engaging communities in action to improve their health;
  - (b) prior learning that shows they can complete a course of study - the most obvious example is a degree or equivalent, but credit can be given for all forms of tertiary education;
  - (c) knowledge of, and sensitivity to, working with Aboriginal and Torres Strait Island people; and
  - (d) support for their candidature from their local communities and, where possible, their employers.

### 4 Requirements for award

- (1) The units of study that may be taken for the courses are set out in the Table of Units of Study: Indigenous Health Promotion.
- (2) To qualify for the award of the Graduate Diploma in Indigenous Health Promotion a candidate must successfully complete 36 credit points, comprising:
  - (a) 30 credit points of core units of study; and
  - (b) 6 credit points of a Final Project unit of study.

### 5 Transitional provisions

- (1) These resolutions apply to persons who commenced their candidature after 1 January, 2011 and persons who commenced their candidature prior to 1 January, 2011 who formally elect to proceed under these resolutions.
- (2) Candidates who commenced prior to 1 January, 2011 complete the requirements in accordance with the resolutions in force at the time of their commencement.



## Table of Units of Study: Indigenous Health Promotion

<i>Unit of study</i>	<i>Credit points</i>	<i>A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition</i>	<i>Session</i>
<b>Core Units</b>			
INDH5211 Community Profile and Setting Priorities	6		Semester 1a
INDH5212 Health Promotion Program Planning	6		Semester 1b
INDH5213 Strategies for Health Promotion	6		S1 Late Int
INDH5221 Communication: Tool for Promoting Health	6		S2 Intensive
INDH5224 Research and Evaluation	6		S2 Late Int
<b>Final Project</b>			
INDH5227 Final Project	6	P INDH5211, INDH5212, INDH5213, INDH5221, INDH5224 N INDH5226	S2 Late Int

*Further enquiries*

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## Units of Study Descriptions for 2011

**INDH5211****Community Profile and Setting Priorities**

**Credit points:** 6 **Teacher/Coordinator:** Ms Suzanne Plater **Session:** Semester 1a **Classes:** 8-day intensive workshop **Assessment:** 1xwritten community profile (no word limit) (70%), and 1xclass presentation of community profile (20%) and class attendance (10%) **Campus:** Camperdown/Darlington **Mode of delivery:** Block Mode

This is the first of six sequential, interdependent modules, only provided for students enrolled in the Graduate Diploma in Indigenous Health Promotion. Students will be introduced to the rationale for and components of a community profile. They will be introduced to sources of data available and required, to set up, structure and formulate a profile of their own community. The data are a combination of routinely collected statistics, and local reports on community-defined strengths and needs. Particular attention will be given to finding, managing and presenting the data in a format that is accessible and useful to the students' own communities as well as to professional colleagues, health agencies and funding agencies. The community profile provides students with a basic overview that enables them to develop culturally secure and effective programs for working with their communities to promote health effectively.

*Textbooks*

will be provided

**INDH5212****Health Promotion Program Planning**

**Credit points:** 6 **Teacher/Coordinator:** Ms Suzanne Plater **Session:** Semester 1b **Classes:** 1 week intensive workshop **Assessment:** 1xwritten assignment (no word limit) (60%), literature search (30%) and class attendance (10%) **Campus:** Camperdown/Darlington **Mode of delivery:** Block Mode

This is the second of six sequential, interdependent modules, only provided for students enrolled in the Graduate Diploma in Indigenous Health Promotion. In this module, students will be introduced to the components of a planned health promotion program. They include examining and structuring the ways in which students can engage others in their communities in identifying the causes or determinants of the public health problems they have identified; preparing a plan

of action that outlines measureable aims and objectives; examining the ways in which human, financial and other resources can be mobilised to enable program implementation; as well as how to structure and formulate strategies for action.

**INDH5213****Strategies for Health Promotion**

**Credit points:** 6 **Teacher/Coordinator:** Ms Suzanne Plater **Session:** S1 Late Int **Classes:** 1 week intensive workshop **Assessment:** written assignment (no word limit) (90%) and class attendance (10%) **Campus:** Camperdown/Darlington **Mode of delivery:** Block Mode

This is the third of six sequential, interdependent modules, only provided for students enrolled in the Graduate Diploma in Indigenous Health Promotion. Students will identify and discuss the strategies used to achieve the goals and objectives of their health promotion programs. They will be introduced to theories used to develop strategies, and will analyse case studies of effective Aboriginal and Torres Strait Islander health promotion. Students will identify the capacity needed by communities and organizations to implement strategies and the actions they can take to ensure the cultural safety of their work.

**INDH5221****Communication: Tool for Promoting Health**

**Credit points:** 6 **Teacher/Coordinator:** Ms Suzanne Plater **Session:** S2 Intensive **Classes:** 1 week intensive workshop **Assessment:** written assignment (approximately 2000 words) (90%) and class attendance (10%) **Campus:** Camperdown/Darlington **Mode of delivery:** Block Mode

This is the fourth of six sequential, interdependent modules, only provided for students enrolled in the Graduate Diploma in Indigenous Health Promotion. This module introduces students to the theory and practice of communication as a tool for promoting health. Students will develop knowledge of and skills in interpersonal, group, and public communication for health. They will expand their skills in conflict resolution. They will be introduced to social marketing theory and practice. They will also examine the negative and positive contributions of the mass media to promoting the health of Aboriginal and Torres Strait Island people.

**INDH5224****Research and Evaluation**

**Credit points:** 6 **Teacher/Coordinator:** Ms Suzanne Plater **Session:** S2 Late Int **Classes:** 1 week intensive workshop **Assessment:** 1x written assignment (no word limit) (30%), presentation (60%) and class attendance (10%) **Campus:** Camperdown/Darlington **Mode of delivery:** Block Mode

This is the fifth of six sequential, interdependent modules, only provided for students enrolled in the Graduate Diploma in Indigenous Health Promotion. The students will be introduced to the role of research in Aboriginal and Torres Strait Islander health promotion. They will identify ethical issues important in research design and implementation, and identify research methods that will assist Aboriginal and Torres Strait Island communities to describe health problems and their causes, to develop effective strategies to address these, and to evaluate the progress and outcomes of health promotion interventions. They will also identify ways in which research must be carried out in their communities in order to ensure that communities are not exploited or harmed by the research. The students will also learn to identify organisations and individuals with whom they might form partnerships, to extend the range of research that can be carried out in their communities. The students will define culturally secure and effective methods that are available to evaluate health promotion programs conducted with and for Aboriginal and Torres Strait Islander people and their communities. Assessment for this unit requires students to design and conduct the evaluation of a module of the Graduate Diploma in Indigenous Health Promotion and to report on this.

**INDH5227****Final Project**

**Credit points:** 6 **Teacher/Coordinator:** Ms Suzanne Plater **Session:** S2 Late Int **Classes:** 1x 5 day workshop **Prerequisites:** INDH5211, INDH5212, INDH5213, INDH5221, INDH5224 **Prohibitions:** INDH5226 **Assessment:** 1x written assignment (100%) **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This is the last of six sequential, interdependent modules, only provided for students enrolled in the Graduate Diploma in Indigenous Health Promotion. Students will be expected to apply and reflect on the knowledge and skills learned in each of the coursework modules they have completed. Each student will prepare a project report, integrating the learning across the whole course into a single intervention program. With the approval of the community for whom the project was developed, the report will include chapters on the profile of the community, a program plan that outlines measurable aims and objectives, strategies, an implementation plan, and an evaluation plan. The report will also include the student's reflections on their learning. The students in consultation with their employers and their communities will determine the explicit focus and direction of the project. The completed project will demonstrate the student's knowledge of and skills with regard to the key elements covered throughout the course.

*Textbooks*

Keleher, H., MacDougall, C., Murphy, B. (eds) 2008, Understanding Health Promotion, Oxford University Press, South Melbourne.

Nutbeam, D. & Bauman, A. 2006 Evaluation in a nutshell, McGraw-Hill Australia Pty Ltd, North Ryde

Block 1-5 readers.

In addition, students are expected to undertake their own reviews of the literature.



# Indigenous Health (Substance Use)

## Graduate Certificate in Indigenous Health (Substance Use)

(GradCertIndigH(SubUse)) KG012

## Graduate Diploma in Indigenous Health (Substance Use)

(GradDipIndigH(SubUse)) KF049

## Master of Indigenous Health (Substance Use)

(MIndigH(SubUse)) KC068

Course	Credit points for award	Duration
GradCertIndigH(SubUse)	24	0.5 to 1.5 years
GradDipIndigH(SubUse)	36	1 to 2 years
MIndigH(SubUse)	48	1 to 3 years

### Overview

Aboriginal and Torres Strait Islander professionals have a unique and most important role in assisting their communities to reduce the burden of harm from alcohol, tobacco and other drug use. They can do this in many ways including through clinical service delivery, policy and research. The Indigenous Health (Substance Use) program aims to provide Aboriginal and Torres Strait Islander individuals with further skills and knowledge to work towards the prevention and treatment of misuse of alcohol, tobacco and other drugs in the Indigenous community. The course was developed in consultation with Aboriginal and Torres Strait Islander health and other professionals and draws on national and international best practice in the prevention and treatment of misuse of substance misuse.

### Course Outcomes

The Indigenous Health (Substance Use) program aims to build the clinical, public health and academic capacity of Indigenous health professionals to work in the prevention and treatment of harm associated with alcohol, tobacco and other drug disorders in the indigenous community.

### Further Information

The graduate diploma is a one year course, run in block release mode. Students can apply to continue for an extra year of study to complete their master's degree. On the other hand, if a student is faced with unexpected external circumstances in their first year of study, they can choose to convert to the graduate certificate, which can be awarded after successfully completing four units of study (rather than the six units required for the graduate diploma).

Alternatively, a student may enrol in the master's degree, but part of the way through finds that for health or other personal reasons they can't continue. However, they have completed 36 credit points so can apply to graduate with a graduate diploma, thereby adding a qualification to their list of achievements.

Another example is that a year after completing a graduate diploma, a student can apply to undertake the master's degree and, if accepted, will be given credit for the units of study completed in the graduate diploma.

The graduate diploma, graduate certificate and the first year of the master's course will run in block release mode. For the graduate diploma there are six blocks of face-to-face study at the University's Camperdown Campus, each of around one week's length. After each block students will have a series of learning tasks to do at home or in

their workplace, amounting to 50 hours work (around 10 hours per week for five weeks).

Students who continue on to the master's degree undertake a further two units of study (12 credit points). Other subjects that are available through the Master of Public Health program may be taken if first approved by the course coordinator.

## Degree Resolutions

Sydney Medical School resolutions and the printed handbook are the official statement of Faculty policy. The resolutions contained in the printed handbook are accurate as at November 2010. If a conflict is perceived between the content of the printed handbook and information available elsewhere, Sydney Medical School resolutions and the information available in the handbook online shall always take precedence. See the handbook online website:

[sydney.edu.au/handbooks/handbooks\\_admin/medicine.shtml](http://sydney.edu.au/handbooks/handbooks_admin/medicine.shtml). See the Policy Online website: [sydney.edu.au/policy](http://sydney.edu.au/policy), for copies of University policies.

## Graduate Certificate in Indigenous Health (Substance Use)

## Graduate Diploma in Indigenous Health (Substance Use)

## Master of Indigenous Health (Substance Use)

*These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to) the University of Sydney (Coursework) Rule 2000 (the 'Coursework Rule'), the Resolutions of the Faculty, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended) and the Academic Board policies on Academic Dishonesty and Plagiarism.*

### Course resolutions

#### 1 Course codes

Code	Course title
KG012	Graduate Certificate in Indigenous Health (Substance Use)
KF049	Graduate Diploma in Indigenous Health (Substance Use)
KC068	Master of Indigenous Health (Substance Use)

#### 2 Attendance pattern

- (1) The attendance pattern for Graduate Certificate in Indigenous Health (Substance Use) is full-time in first semester and part-time in second semester (delivered in block release mode).



- (2) The attendance pattern for Graduate Diploma in Indigenous Health (Substance Use) is full-time only (delivered in block release mode).
- (3) The attendance pattern for Master of Indigenous Health (Substance Use) is full-time only in the first year (delivered in block release mode) and part-time thereafter.

### 3 Master's type

The master's degree in these resolutions is a professional master's course, as defined by the Coursework Rule.

### 4 Embedded courses in this sequence

- (1) The embedded courses in this sequence are:
- the Graduate Certificate in Indigenous Health (Substance Use)
  - the Graduate Diploma in Indigenous Health (Substance Use)
  - the Master of Indigenous Health (Substance Use).
- (2) Providing candidates satisfy the admission requirements for each stage, a candidate may progress to the award of any of the courses in this sequence. Only the longest award completed will be conferred.

### 5 Admission to candidature

- (1) Available places will be offered to qualified applicants based on merit, according to the following admissions criteria.
- (2) Admission to the Graduate Certificate in Indigenous Health (Substance Use) or the Graduate Diploma in Indigenous Health (Substance Use) is restricted to Aboriginal and Torres Strait Islanders and requires:
- a degree from the University of Sydney or equivalent qualification for which the minimum time to qualify was at least three academic years; or  
evidence that the applicant has certificate III qualification plus at least two years work experience in a field deemed to be relevant to the prescribed courses of study in the subject matter of the award course; or  
at least five years working experience in Aboriginal and Torres Strait Islander communities, including

experience in engaging individuals and/or communities in action to improve their health.

- demonstrated knowledge of and sensitivity to working with Aboriginal and Torres Strait Islander people;
  - support for his/her candidature from his/her community and, where relevant, from his/her employer; and
  - an interview conducted by the School of Public Health unless waived by the Head of School.
- (3) Admission to the degree of Master of Indigenous Health (Substance Use) requires:
- completion of the requirements of the embedded graduate diploma with a credit average;
  - the support for his/her candidature from his/her community and, where relevant, from his/her employer; and
  - an interview conducted by the School of Public Health unless waived by the Head of School.

### 6 Requirements for award

- (1) The units of study that may be taken for the courses are set out in the Table of Units of Study: Indigenous Health (Substance Use).
- (2) To qualify for the award of the Graduate Certificate in Indigenous Health (Substance Use) a candidate must successfully complete 24 credit points of core units of study.
- (3) To qualify for the award of the Graduate Diploma in Indigenous Health (Substance Use) a candidate must successfully complete 36 credit points of core units of study.
- (4) To qualify for the award of the Masters of Indigenous Health (Substance Use) a candidate must successfully complete 48 credit points, including:
- 36 credit points of core units of study; and
  - 12 credit points of elective units of study.

### 7 Transitional provisions

- (1) These resolutions apply to persons who commenced their candidature after 1 January, 2011 and persons who commenced their candidature prior to 1 January, 2011 who formally elect to proceed under these resolutions.
- (2) Candidates who commenced prior to 1 January, 2011 complete the requirements in accordance with the resolutions in force at the time of their commencement.

## Table of Units of Study: Indigenous Health (Substance Use)

<i>Unit of study</i>	<i>Credit points</i>	<i>A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition</i>	<i>Session</i>
<b>Core units</b>			
Core Units for Graduate Certificate Students are IHSU5001, IHSU5002, IHSU5003 and IHSU5004			
<b>IHSU5001 Non-dependent Alcohol Use Disorders</b>	6		S1 Intensive
<b>IHSU5002 Alcohol Dependence and Withdrawal</b>	6	C IHSU5001	S1 Late Int
<b>IHSU5003 Cannabis, Tobacco and Depression</b>	6	C IHSU5002	S1 Late Int
<b>IHSU5004 Opioids and Injecting Drug Use</b>	6	C IHSU5003	Semester 2a
<b>IHSU5005 Amphetamines, Polydrug Use and Psychosis</b>	6	P IHSU5001 and IHSU5002 C IHSU5004	Semester 2b
<b>IHSU5006 Substance Use Across the Lifespan</b>	6	C IHSU5005	S2 Late Int
<b>Elective Units</b>			
<b>HPOL5000 Introduction to Health Policy</b>	6		Semester 1
<b>HPOL5001 Economics and Finance for Health Policy</b>	6		Semester 1
<b>HPOL5003 Analysing Health Policy</b>	6		Semester 2

<b>Unit of study</b>	<b>Credit points</b>	<b>A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition</b>	<b>Session</b>
<b>MEDF5005</b> Health Research Methods and Ethics	6		Semester 1 Semester 2
<b>PUBH5010</b> Epidemiology Methods and Uses	6	N BSTA5011	Semester 1
<b>PUBH5017</b> Public Health Program Evaluation	6	P PUBH5010 and PUBH5018 and PUBH5032 and PUBH5033	Semester 2
<b>PUBH5018</b> Introductory Biostatistics	6		Semester 1
<b>PUBH5033</b> Disease Prevention and Health Promotion	6		Semester 1
<b>PUBH5101</b> Special Project in Public Health	4	<i>Note: Department permission required for enrolment Students negotiate with a public health staff member to be their supervisor on an agreed project. The student or supervisor informs the Unit co-ordinator, who emails the Postgraduate Student Administration Unit permission to allow the student to enrol.</i>	Semester 1 Semester 2
<b>PUBH5102</b> Special Project in Public Health	2	<i>Note: Department permission required for enrolment Students negotiate with a public health staff member to be their supervisor on an agreed project. The student or supervisor informs the Unit co-ordinator, who emails the Postgraduate Student Administration Unit permission to allow the student to enrol.</i>	Semester 1 Semester 2
<b>PUBH5114</b> Alcohol, Drug Use and Health	4	N PUBH5115	Semester 2
<b>PUBH5115</b> Alcohol, Drug Use and Health	2	N PUBH5114	Semester 2a
<b>PUBH5118</b> Aboriginal Health Promotion	4		Semester 2b
<b>PUBH5221</b> Qualitative Research Methods	2	P PUBH5031 or MIPH5132	Semester 2
<b>PUBH5414</b> Public Health Advocacy	2		Semester 2
<b>PUBH5415</b> Injury Prevention	2		Semester 2
<b>PUBH5418</b> Tobacco Control in the 21st Century	6		Semester 2
<b>SEXH5008</b> Sex and Society	2		Semester 2b
<b>SEXH5101</b> Public Health Aspects of STDs	2		S2 Intensive Semester 2a
<b>SEXH5102</b> Public Health Aspects of HIV/AIDS	2		Semester 2b
<b>SEXH5200</b> Advanced STIs	6		S1 Intensive Semester 1
<b>SEXH5202</b> Advanced HIV Infection	6		S2 Intensive Semester 2
<b>SEXH5205</b> Advanced Adolescent Sexual Health	6	N SEXH5204	Semester 2

### Further enquiries

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## Units of Study Descriptions for 2011

### IHSU5001

#### Non-dependent Alcohol Use Disorders

**Credit points:** 6 **Teacher/Coordinator:** Associate Professor Kate Conigrave, Dr Kylie Lee, Mr Shane Hearn **Session:** S1 Intensive **Classes:** block mode (7.5 weekdays), followed by 50 hours of self-directed learning at home **Assessment:** 1 x written assignment (55%), 1 x oral presentation (15%), tutorial participation and class attendance (20%), open book quiz - sciences (formative assessment) (10%), required reflective report (formative assessment) **Campus:** Camperdown/Darlington **Mode of delivery:** Block Mode

This unit of study explores substance use and misuse in Indigenous communities, the cultural and historical antecedents to the current status of alcohol, tobacco and other drug disorders, the scientific basis of addiction, and the epidemiology and aetiology of substance use in Indigenous communities. Students will examine and critique frameworks for approaching prevention and treatment of alcohol problems in clinical and public health settings. In this block we will provide examples focusing on non dependent alcohol use disorders.

A central learning method of the course, case-based learning, will be introduced and students will be expected to apply their professional experience in drug and alcohol field. In addition, students are expected to draw on their cultural knowledge to develop their drug and alcohol client assessment and management skills, to analyse their community setting, and to explore the role of the Indigenous drug and alcohol health professional in the provision of drug and alcohol prevention and treatment services to individuals and society.

#### Textbooks

Ministerial Council on Drugs Strategy. National Drug Strategy: Aboriginal and Torres Strait Islander Peoples Complementary Action Plan 2003-2006. Canberra: Commonwealth of Australia; 2003.  
Haber, P., Lintzeris, N., et al. (2009). Quick reference guide to the treatment of alcohol problems: companion document to the guidelines for the treatment of alcohol problems. Canberra: Prepared for the Australian Government Commonwealth Department of Health and Ageing.  
Brady, M. (2005). The grog book. Strengthening indigenous community action on alcohol. Revised edition. Canberra: Australian Government, Department of Health and Family Services.

## IHSU5002

### Alcohol Dependence and Withdrawal

**Credit points:** 6 **Teacher/Coordinator:** Associate Professor Kate Conigrave, Dr Kylie Lee, Mr Shane Hearn **Session:** S1 Late Int **Classes:** block mode (5 days) followed by 50 hours of self-directed learning at home **Corequisites:** IHSU5001 **Assessment:** 1 x written assignment (42%), tutorial participation and class attendance (20%), completion of clinical placement and related written tasks (28%), open book/take home quizzes (10%) **Campus:** Camperdown/Darlington **Mode of delivery:** Block Mode

This unit of study is designed to build upon the clinical skills, science, community focus and professional development and apply these to the issue of alcohol dependence and withdrawal in individuals and within the community. Clinical assessment instruments and evidence based management methods are explored in a cultural context. Students are introduced to physical, psychological and psychiatric complications and co-morbidity in alcohol dependence. The unit is designed to enhance students' skills in preventing relapse, including counseling approaches, use of and referral to appropriate services and understanding the role of pharmacotherapies. Students will appraise the evidence for alcohol misuse prevention and treatment methods and how this can be used in developing case management plans.

#### Textbooks

Ministerial Council on Drugs Strategy. National Drug Strategy: Aboriginal and Torres Strait Islander Peoples Complementary Action Plan 2003-2006. Canberra: Commonwealth of Australia; 2003

Haber, P, Lintzeris, N., et al. (2009). Guidelines for the treatment of alcohol problems. Canberra: Prepared for the Australian Government Commonwealth Department of Health and Ageing: 232.

Australian Government, Department of Health and Ageing. (2007) Alcohol treatment guidelines for Indigenous Australians. Canberra: Commonwealth Department of Health and Aged Care.

## IHSU5003

### Cannabis, Tobacco and Depression

**Credit points:** 6 **Teacher/Coordinator:** Associate Professor Kate Conigrave, Dr Kylie Lee, Mr Shane Hearn **Session:** S1 Late Int **Classes:** block mode (5 days), followed by 50 hours of self-directed learning at home **Corequisites:** IHSU5002 **Assessment:** 1 x written assignment (70%), tutorial participation and class attendance (20%), open book quizzes (10%), required (formative) clinical skills assessment (formative). **Campus:** Camperdown/Darlington **Mode of delivery:** Block Mode

This unit of study examines the impact, epidemiology and pharmacology of cannabis, tobacco and related harms in Indigenous communities. The association between cannabis use and depression and other psychiatric conditions will be explored. The nature and treatment of depression is examined particularly in cannabis users. At the public health level the unit focuses on policy and how it influences drug and alcohol programs at the local level and impacts on Aboriginal and Torres Strait Islander drug, alcohol and health status. Students will examine strategies for reducing smoking and cannabis related harm in individuals and the community. The health professional's role in influencing policy and programs in culturally secure and safe ways is also explored and applied to cannabis and tobacco policies.

#### Textbooks

Nutbeam, D. and Harris, E. (2006). Theory in a Nutshell: A Practical Guide to Health Promotion Theories. McGraw-Hill.

## IHSU5004

### Opioids and Injecting Drug Use

**Credit points:** 6 **Teacher/Coordinator:** Associate Professor Kate Conigrave, Dr Kylie Lee, Mr Shane Hearn **Session:** Semester 2a **Classes:** block mode (5 days), followed by 50 hours of self-directed learning at home **Corequisites:** IHSU5003 **Assessment:** written assignment (54%), tutorial participation and class attendance (20%), clinical placement and related tasks (16%), participation in formative open book quizzes (10%) **Campus:** Camperdown/Darlington **Mode of delivery:** Block Mode

This unit of study provides students with skills to assess and manage clients with heroin and other opioid dependence. The role of opioid maintenance pharmacotherapies and the prevention and management of blood borne virus infection among injecting drug users is examined together with other harm reduction initiatives. Students will critique a drug and alcohol program and analyse how to provide an effective

alcohol and other drug treatment service. Skills in communication are explored and applied in both advocacy for the client as well as in advocating for change in the community through communication with government and non-government agencies.

#### Textbooks

Latt, N., Conigrave, K., et al. (2009). Addiction medicine. Oxford: Oxford University Press.

Nutbeam, D. and Harris, E. (2006). Theory in a Nutshell: A Practical Guide to Health Promotion Theories. McGraw-Hill.

## IHSU5005

### Amphetamines, Polydrug Use and Psychosis

**Credit points:** 6 **Teacher/Coordinator:** Associate Professor Kate Conigrave, Dr Kylie Lee, Mr Shane Hearn **Session:** Semester 2b **Classes:** block mode (5 days), followed by 50 hours of self-directed learning at home **Prerequisites:** IHSU5001 and IHSU5002 **Corequisites:** IHSU5004 **Assessment:** 1 x written assignment (52%), 1 x oral presentation on the assignment (18%), tutorial participation and class attendance (20%), participation in formative assessment quizzes (10%) **Campus:** Camperdown/Darlington **Mode of delivery:** Block Mode

This unit of study examines amphetamine-type stimulant drugs. It covers pharmacology, effects and complications of stimulant and of polydrug use. Topics include needs of clients with amphetamine and polydrug use disorders, evidence for effective prevention and treatment strategies, complications of stimulant use, the biochemistry of psychosis and the use of antipsychotics. The prevention and management of HIV infection is examined. The unit provides students with an introduction to the skills needed to write a program funding proposal by developing skills in articulating the program rationale, goal setting, budgeting, communication with and gaining the support of key stakeholders, time management and decision making.

#### Textbooks

Latt, N., Conigrave, K., et al. (2009). Addiction medicine. Oxford: Oxford University Press.

Nutbeam, D. and Harris, E. (2006). Theory in a Nutshell: A Practical Guide to Health Promotion Theories. McGraw-Hill.

## IHSU5006

### Substance Use Across the Lifespan

**Credit points:** 6 **Teacher/Coordinator:** Associate Professor Kate Conigrave, Dr Kylie Lee, Mr Shane Hearn **Session:** S2 Late Int **Classes:** block mode (5 days), followed by 50 hours of self-directed learning at home **Corequisites:** IHSU5005 **Assessment:** written assignments (70%), tutorial participation (20%), open book quiz (including clinical competencies) (10%) **Campus:** Camperdown/Darlington **Mode of delivery:** Block Mode

This unit of study explores substance use through the lifespan of the individual from foetal development through to adulthood. It explores the factors which can contribute to trans-generational cycles of alcohol, tobacco and other drug disorders in Indigenous families. A focus on research and evaluation aims to integrate the learning from previous units to further develop an understanding of the importance of research in all aspects of drug and alcohol education, clinical practice and health promotion. The unit explores approaches and methods used in public health-oriented drug and alcohol research. It incorporates a framework of research and evaluation that will enable students to design a simple descriptive study. Use of alcohol, tobacco and other drugs in pregnancy and approaches to prevention of foetal harm will be examined. Clinical skills development will address prevention, assessment and management of benzodiazepine dependence and solvent misuse.

#### Textbooks

Latt, N., Conigrave, K., et al. (2009). Addiction medicine. Oxford: Oxford University Press.

Nutbeam, D. and Harris, E. (2006). Theory in a Nutshell: A Practical Guide to Health Promotion Theories. McGraw-Hill.

National Clinical Guidelines for the Management of Drug Use during Pregnancy, Birth and the Early Development Years of the Newborn (2006). NSW Department of Health and Commonwealth of Australia.

Brady, M. (2005). The grog book. Strengthening indigenous community action on alcohol. Revised edition. Canberra: Australian Government, Department of Health and Family Services.



**HPOL5000****Introduction to Health Policy**

**Credit points:** 6 **Teacher/Coordinator:** Dr James Gillespie, Professor Stephen Leeder **Session:** Semester 1 **Classes:** 2x2day workshops, online lectures and discussions **Assessment:** 1x1500word paper (25%), 1x3000word paper (50%), and online learning activities (25%) **Campus:** Camperdown/Darlington **Mode of delivery:** Distance Education/Intensive on Campus

This unit aims to develop a critical and comparative grasp of the theory and practice of health policy and to give an overview of the political choices and frameworks that shape policymaking. The unit explores the main structures and institutions that make health policy. Students will debate the reform of policy frameworks, raising questions about equity, ethics and the role of socio-economic status over access to health care and priorities of the current system. Australian policy debates will be placed in their broader context by comparing different health systems and assessing global influences. Case studies will be used to examine the relationships between policy and practice.

**HPOL5001****Economics and Finance for Health Policy**

**Credit points:** 6 **Teacher/Coordinator:** Dr James Gillespie, Associate Professor Christine Giles, Dr Stephen Jan **Session:** Semester 1 **Classes:** 2x2day workshops, online discussion **Assessment:** 1x2500 word assignment (50%), 1x3000 word assignment (50%) **Campus:** Camperdown/Darlington **Mode of delivery:** Distance Education/Intensive on Campus

This unit introduces the main concepts and analytical methods of health economics, political economy and finance to examine the workings of health systems in Australia and comparable countries. It looks at the main models of funding used in developed countries and their implications for the structure, planning and delivery of services. The first module focuses on the basic concepts and methodologies of health economics and political economy and their contribution to policy analysis. The second module places funding structures in a broader political and policy context. Topics include the debates over the public-private mix and governance and accountability - who makes decisions about funding priorities? To whom should decision makers be held accountable and for what aspects of their work?. How does health finance shape broader policy reform?

**HPOL5003****Analysing Health Policy**

**Credit points:** 6 **Teacher/Coordinator:** Dr James Gillespie, Professor Stephen Leeder **Session:** Semester 2 **Classes:** 2x2day workshops, online discussions **Assessment:** 1x2500 word assignment (50%), 1x3000 word assignment (50%) **Campus:** Camperdown/Darlington **Mode of delivery:** Distance Education/Intensive on Campus

This unit develops skills for the effective critical appraisal of health policy, with an examination of the principles, and limitations, of evidence-based health policy and evaluation of the research that underpins policy proposals. It builds policy analysis and analytical skills by exploring policy design, implementation and evaluation using approaches drawn from public policy, political science and public administration to look at the role of politics and equity in health policy development and implementation. The workshops cover the use of epidemiological and social science literature in policy development.

*Textbooks*

Kent Buse, Nicholas Mays and Gillian Walt, Making health policy. Open University Press, 2006.

**MEDF5005****Health Research Methods and Ethics**

**Credit points:** 6 **Teacher/Coordinator:** Dr Patrick Kelly **Session:** Semester 1, Semester 2 **Classes:** Face to face interactive lectures and tutorials, plus online lectures and discussions **Assessment:** 1x study design assignment (30%), 1x statistics assignment (40%), 1x online self-study tasks (10%), 1x reflective diary or critical appraisal (20%) **Campus:** Camperdown/Darlington **Mode of delivery:** Distance Education/Intensive on Campus

This unit of study introduces students to the fundamental skills that are required for postgraduate research in medicine and health. Students will learn how to conduct research that is scientifically and ethically sound, be able to critically appraise and review literature, and will develop simple but important statistical analysis skills. In

particular, students will learn how to present and interpret data, basic data management skills, and how to determine the required sample size for a study.

Obtaining ethics approval is necessary for any study involving the collection or analysis of data involving humans, animals or their tissues. Hence, this unit will also cover when and how to apply for ethics approval.

**PUBH5010****Epidemiology Methods and Uses**

**Credit points:** 6 **Teacher/Coordinator:** Associate Professor Tim Driscoll **Session:** Semester 1 **Classes:** 1x1hr lecture and 1x2hr tutorial per week for 13 weeks - lectures and tutorials may be completed online **Prohibitions:** BSTA5011 **Assessment:** 1x4page assignment (30%) and 1x2.5hr open-book exam (70%) **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day or On-line

This unit provides students with core skills in epidemiology, particularly the ability to critically appraise public health and clinical epidemiological research literature. This unit covers: study types; measures of frequency and association; measurement bias; confounding/effect modification; randomized trials; systematic reviews; screening and test evaluation; infectious disease outbreaks; measuring public health impact and use and interpretation of population health data. It is expected that students spend an additional 2-3 hours preparing for their tutorials.

*Textbooks*

Webb, PW. Bain, C.J. and Pirozzo, SL. Essential Epidemiology: An Introduction for Students and Health Professionals: Cambridge University Press 2005.

**PUBH5017****Public Health Program Evaluation**

**Credit points:** 6 **Teacher/Coordinator:** Professor Adrian Bauman, Dr Philayrath Phongsavan **Session:** Semester 2 **Classes:** 8-10 hours of self-directed learning and online discussions per week for 13 weeks **Prerequisites:** PUBH5010 and PUBH5018 and PUBH5032 and PUBH5033 **Assessment:** Two short assignments during the course (each around 1000 words) (2x17.5%) 1x2500-3000wd assignment (35%) and online discussion and participation (30%) **Campus:** Camperdown/Darlington **Mode of delivery:** On-line

This online unit aims to: develop skills in public health planning, evaluation and research. There is an emphasis on programs that address nutrition, physical activity and obesity related problems, but many other broad public health content areas will be used as examples. The course goal is to understand program evaluation from a public health practice and research methodological perspective. The course will complement other courses in epidemiology or qualitative research methods, in bringing these together around assessing population-level program effects. The unit comprises five modules of work, including: principles of public health program (PHP) evaluation; research designs and methodological issues for PHP evaluation; measurement issues in assessing and monitoring public health programs; analysis and interpretation of PHP evaluation data, and research translation and dissemination. Access to the instructors and other students will be substantial and ongoing through structured bulletin board discussions, collaborative activities and feedback on assessments. Students must have good uninterrupted [13 weeks] access to the internet in order to undertake the unit.

*Textbooks*

Recommended: Nutbeam D, Bauman A. Evaluation in a nutshell. McGraw Hill Sydney (2006). Practical Evaluation of Public Health Programs PHTN Course VC-0017. Centers for Disease Control and Prevention. Atlanta and the Association of Schools of Public Health. 2002 Univ of Texas, Houston.

**PUBH5018****Introductory Biostatistics**

**Credit points:** 6 **Teacher/Coordinator:** Mr Kevin McGeechan and Associate Professor Petra Macaskill **Session:** Semester 1 **Classes:** 2 x 2hr lecture, 10 x 1hr lectures, 11 x 2hr tutorials, 2 x 1hr and 8 x 0.5hr statistical computing self directed learning tasks over 12 weeks - lectures and tutorials may be completed online **Assessment:** 1x4 page assignment (30%) and 1x2.5hr open-book exam (70%) **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day or On-line

This unit aims to provide students with an introduction to statistical concepts, their use and relevance in public health. This unit covers

descriptive analyses to summarise and display data; concepts underlying statistical inference; basic statistical methods for the analysis of continuous and binary data; and statistical aspects of study design. Specific topics include: sampling; probability distributions; sampling distribution of the mean; confidence interval and significance tests for one-sample, two paired samples and two independent samples for continuous data and also binary data; correlation and simple linear regression; distribution-free methods for two paired samples, two independent samples and correlation; power and sample size estimation for simple studies; statistical aspects of study design and analysis. Students will be required to perform analyses using a calculator and will also be required to conduct analyses using statistical software (SPSS). It is expected that students spend an additional 2 hours per week preparing for their tutorials. Computing tasks are self-directed.

*Textbooks*

Course notes are provided.

**PUBH5033**

**Disease Prevention and Health Promotion**

**Credit points:** 6 **Teacher/Coordinator:** Dr Philayrath Phongsavan **Session:** Semester 1 **Classes:** 3 workshops, tutorials and online discussion; fully online version available **Assessment:** 1x1500 word assignment (25%); 1x2500 word assignment (45%); online discussion participation (30%) **Campus:** Camperdown/Darlington **Mode of delivery:** Block Mode or On-line

This core unit of study will provide students with an introduction to and critical overview of evidence-based prevention and health promotion as a fundamental component of efforts to address chronic disease prevention and reduce health inequalities in populations. The unit is divided into three sections: (i) principles underlying disease prevention and health promotion, (ii) evidence-based planning disease prevention and health promotion programs, and (iii) implementing and evaluating health promotion programs for disease prevention. The unit will illustrate the principles of prevention and health promotion programs in Indigenous and non-Indigenous populations. It will develop students' skills in: identifying problems and setting prevention priorities; planning and implementing programs, and; evaluating the impact of programs on population health. The unit will address diverse disease prevention and health promotion programs, including individual change programs, interpersonal (family, social networks), organisational (worksites, primary care), and community-wide programs. Students will develop an understanding of approaches used to enhance inter-sectoral action, community participation and consultation, the development of partnerships and the use of policy and advocacy. These approaches will be particularly applied to Indigenous health promotion settings.

*Textbooks*

Course Readings Provided

**PUBH5101**

**Special Project in Public Health**

**Credit points:** 4 **Teacher/Coordinator:** Associate Professor Tim Driscoll **Session:** Semester 1, Semester 2 **Assessment:** 1x 4000 word written report (100%) **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

*Note: Department permission required for enrolment. Note: Students negotiate with a public health staff member to be their supervisor on an agreed project. The student or supervisor informs the Unit co-ordinator, who emails the Postgraduate Student Administration Unit permission to allow the student to enrol.*

The aim of this unit is to systematically complete a self-directed project in one of the main content areas of the course. Students should contact an academic staff member associated with the area of their project and negotiate the details of the project design and the method and frequency of contact with the supervisor during the project.

**PUBH5102**

**Special Project in Public Health**

**Credit points:** 2 **Teacher/Coordinator:** Associate Professor Tim Driscoll **Session:** Semester 1, Semester 2 **Assessment:** 1x 2000 word written report (100%) **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

*Note: Department permission required for enrolment. Note: Students negotiate with a public health staff member to be their supervisor on an agreed project. The student or supervisor informs the Unit co-ordinator, who emails the Postgraduate Student Administration Unit permission to allow the student to enrol.*

The aim of this unit is to systematically complete a self-directed project in one of the main content areas of the course. Students should contact an academic staff member associated with the area of their project and negotiate the details of the project design and the method and frequency of contact with the supervisor during the project.

**PUBH5114**

**Alcohol, Drug Use and Health**

**Credit points:** 4 **Teacher/Coordinator:** Dr Carolyn Day **Session:** Semester 2 **Classes:** 13 weeks of 1 x 2hr teaching sessions and associated online activities. The teaching sessions are a combination of face to face and online seminars. Students not able to attend face to face sessions can do the entire course online. **Prohibitions:** PUBH5115 **Assessment:** 2 x 1500 word assignments (60%), compulsory online discussion participation (30%); online quizzes (10%) **Campus:** Camperdown/Darlington **Mode of delivery:** Distance Education/Intensive on Campus or On-line

This unit aims to assist students in developing an evidence-based understanding of the epidemiology of alcohol and drug use and its impact on health, and the effectiveness of methods for prevention and management of related problems. This fuller drug and alcohol elective covers all the content of PUBH5115 and goes on to assist the student to develop more advanced skills in research and in management of clinical services in relation to alcohol and drug use disorders, and to examine the needs of special populations.

*Textbooks*

Readings are available on the unit's WebCT site.

**PUBH5115**

**Alcohol, Drug Use and Health**

**Credit points:** 2 **Teacher/Coordinator:** Dr Carolyn Day, Associate Professor Kate Conigrave **Session:** Semester 2a **Classes:** 7 weeks of 1 x 2hr teaching sessions and associated online activities. The teaching sessions are a combination of face to face and online seminars. Students not able to attend face to face sessions can do the entire course online. **Prohibitions:** PUBH5114 **Assessment:** 1x 1500 word assignment (60%); compulsory online discussion participation (30%); online quizzes (10%) **Campus:** Camperdown/Darlington **Mode of delivery:** Distance Education/Intensive on Campus or On-line

This unit aims to assist students in developing an evidence-based understanding of the epidemiology of alcohol and drug use and its impact on health, and the effectiveness of methods for the prevention and management of related problems.

*Textbooks*

Readings are available on the unit's WebCT site.

**PUBH5118**

**Aboriginal Health Promotion**

**Credit points:** 4 **Teacher/Coordinator:** Mr Shane Hearn **Session:** Semester 2b **Classes:** 1 x 2day workshop, 7 weeks x 2 hr lectures **Assessment:** 1 x 2000 word essay (70%), workshop participation (30%) **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

While many positive political, social and legal changes have taken place recently, the inescapable fact after 220 years of colonisation is that the gap in regard to health between Aboriginal and non-Aboriginal populations is remarkably large. Using a health promotion framework the unit will provide students with an opportunity to gain an understanding of the history and culture of Aboriginal people. It is hoped that students will utilise this understanding to effect more congenial and productive relations with Aboriginal people in the community, and within the spheres of their chosen professions. During the unit students are encouraged to enquire factors that determine health, to analyse the major factors that influence Indigenous health issues, the relationship between these factors, their impact on health and to identify and discuss possible solutions to address the health disparities between non-Indigenous and Indigenous populations in Australia.

*Textbooks*

Course reader will be provided.

**PUBH5221****Qualitative Research Methods**

**Credit points:** 2 **Teacher/Coordinator:** Associate Professor Susan Quine  
**Session:** Semester 2 **Classes:** 1 x 2 day workshop **Prerequisites:** PUBH5031 or MIPH5132 **Assessment:** EITHER 1x2000wd theoretical essay assignment OR 1 practical reflective report (100%) **Campus:** Camperdown/Darlington  
**Mode of delivery:** Block Mode

This unit aims to extend participants' understanding of qualitative research methods and enable the acquisition of skills in the collection and analysis of qualitative data. The unit builds on the qualitative research methods introduced in the unit PUBH5031 Introductory Qualitative Methods or MIPH5132 Disease Priorities and Social Methods. It covers the relevance of qualitative methods to the investigation of health issues; non-probability sampling; observation - practical; interview technique - practical; focus groups - practical; introduction to basic data analysis and interpretation of text - theory and practical; how to speak to and interrogate qualitative data and how to write up and present qualitative data - theory and practical. During the 2 day interactive workshop, there will be opportunities for practical application of qualitative research techniques (observational activities, interviewing in pairs, simulated focus groups, data analysis), and for discussion of issues which arise when conducting qualitative research.

*Textbooks*

A manual of course notes and references are provided.  
 Recommended: Green J. and Thorogood N. Qualitative Methods for Health Research. Sage. London 2009 2nd edition

**PUBH5414****Public Health Advocacy**

**Credit points:** 2 **Teacher/Coordinator:** Professor Simon Chapman **Session:** Semester 2 **Classes:** 1 x 2day workshop **Assessment:** 1x letter to the editor of a newspaper (10%) and 1x 2000 word assignment (90%) **Campus:** Camperdown/Darlington **Mode of delivery:** Block Mode

This unit aims to familiarise students with the strategies of public health advocacy and to provide skills in content and discourse analysis of media coverage of health and medical issues. This unit covers the role of media advocacy in advancing public health policy; framing public health issues; news gathering, reporting and editing; strategies for media advocacy; political lobbying in public health advocacy. Teaching and learning activities include interactive lectures, case studies and small group work. Students will be expected to prepare for the sessions. Requirements will be distributed prior to the first day.

*Textbooks*

(recommended only)  
 Chapman S. Public Health Advocacy and Tobacco Control: Making Smoking History. Oxford: Blackwell, 2007.

**PUBH5415****Injury Prevention**

**Credit points:** 2 **Teacher/Coordinator:** Associate Professor Rebecca Ivers  
**Session:** Semester 2 **Classes:** 1 x 2day workshop **Assessment:** 1 x 2000 word essay (90%) and participation in small group work during the workshop (10%) **Campus:** Camperdown/Darlington **Mode of delivery:** Block Mode

This unit aims to provide students with a clear understanding of the magnitude of the injury burden, both in higher and lower income countries, and the strategies that are required to address this burden. This unit will cover: injury definitions, measurement and surveillance; risk factor identification; intervention strategies and their evaluation; advocacy; cause-specific injury topics. During the 2 day workshop, guest speakers will outline issues relevant to the general injury prevention field and students will participate in interactive small group work which will focus on issues relevant to cause-specific injuries, in collaboration with guest contributors.

*Textbooks*

Students will be provided with a course manual. Recommended text: McClure R, Stevenson M, McEvoy S. The Scientific Basis of Injury Prevention and Control. Melbourne: IP Communications, 2004.

**PUBH5418****Tobacco Control in the 21st Century**

**Credit points:** 6 **Teacher/Coordinator:** Professor Simon Chapman **Session:** Semester 2 **Classes:** 1x3day workshop of lectures and problem-focused discussions, followed by 4 weeks of problem-based online discussions **Assessment:** 2x2000 word essays (60%), 1x100 item online quiz (10%) and online discussion and participation (30%) **Campus:** Camperdown/Darlington  
**Mode of delivery:** Distance Education/Intensive on Campus

The unit consists of learning topics, each of which is supported by extensive Web based resources, and 4 moderated online discussion forums, each focusing on a problem related to tobacco use and control. Lecture topics include: history of tobacco use and control; the burden of illness from tobacco use; secondhand smoke: the research evidence; measuring tobacco use, uptake and cessation in communities; international trends in tobacco consumption; the tobacco industry; the WHO's Framework Convention on Tobacco Control and new forms of tobacco advertising and promotion. Problem focused discussion forums include: Harm reduction and tobacco control, regulation of tobacco, improving and implementing pack warnings; promoting smoking cessation, prevention of uptake (youth programs); denormalisation of the tobacco industry; controlling advertising; and controlling exposure to tobacco smoke, making news on tobacco and influencing political policy on tobacco.

*Textbooks*

(recommended only)  
 Chapman S. Public Health Advocacy and Tobacco Control: Making Smoking History. Oxford: Blackwell, 2007.

**SEXH5008****Sex and Society**

**Credit points:** 2 **Teacher/Coordinator:** Associate Professor Richard Hillman, Dr Shailendra Sawleshwarkar **Session:** Semester 2b **Classes:** 2 hours of lectures per week, half semester, which can be taken either face-to-face or online. AusAID students must enrol into the face-to-face version **Assessment:** written assignment (50%), online discussion (30%), online quiz (20%) **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day or On-line

This unit will explore the social, psychological and political determinants of sexuality, with particular reference to their potential impacts on public health. It is available in both online and face-to-face modes. Particular emphasis will be placed on the impact of culture, tradition, society, environment, life experiences, personal beliefs and health on sexual activity. Policy and legislative responses to sexual activity will be discussed, with regards to the consequences of sexual activity and methods for determining the effectiveness of such responses. Course content will include population studies on sexual behaviour; historical perspectives; variants of sexuality (including adolescence, prisoners, multicultural aspects, the elderly, disability, homosexuality and transgender issues); sexual dysfunction and counselling; commercial sex work; sex education; sexual assault, health promotion and ethical and legal aspects.

**SEXH5101****Public Health Aspects of STDs**

**Credit points:** 2 **Teacher/Coordinator:** Associate Professor Richard Hillman, Dr Shailendra Sawleshwarkar **Session:** S2 Intensive, Semester 2a **Classes:** Semester 2a: 2 hours of lectures per week, half semester, which can be taken either face-to-face or online; Semester 2a Intensive: compulsory attendance at a teaching day in week 4 and attendance at 2 hours of lectures per week, half semester, taken face-to-face for 4 weeks **Assessment:** written assignment and online quizzes. **Assessment:** written assignment (50%) and online quizzes (50%) **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit aims to provide a public health perspective of the community impact of sexually transmitted infections (STIs). It is available in both online and face to face modes. At the end of this unit, students will be able to understand the underlying principles of the surveillance systems used to monitor STIs; the core risk activity groups involved in the transmission of STIs; how the epidemiologies of STIs vary within and between societies; the public health impacts of STIs; and effective preventative strategies at individual and community levels. Course content will include an introduction to the basic biology of STIs; epidemiology and surveillance methods; STI service delivery

considerations; STI/HIV interactions, travellers' sexual health; health promotion for STIs; policy approaches and ethical & legal issues.

### SEXH5102

#### Public Health Aspects of HIV/AIDS

**Credit points:** 2 **Teacher/Coordinator:** Associate Professor Richard Hillman, Dr Shailendra Sawleshwarkar **Session:** Semester 2b **Classes:** 2 hours of lectures per week, half semester, which can be taken either face-to-face or online. AusAID students must enrol in the face-to-face version. **Assessment:** written assignment (50%) and online quizzes (50%) **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day or On-line

This unit aims to provide a public health perspective of the impact of HIV infection. It is available in both online and face to face modes. At the end of this unit, students will be able to understand the underlying principles of the surveillance systems used to monitor HIV infection; the core risk activity groups involved in the transmission of HIV; how the epidemiology of HIV infection varies within and between societies; the public health impacts of HIV infection; and effective prevention strategies. Course content will include an introduction to the basic science of HIV infection; epidemiology and surveillance; sexual blood borne and mother to child transmission; STI/HIV interactions; other methods of transmission; health promotion for HIV; government perspectives and ethical and legal issues.

### SEXH5200

#### Advanced STIs

**Credit points:** 6 **Teacher/Coordinator:** Associate Professor Richard Hillman, Dr Shailendra Sawleshwarkar **Session:** S1 Intensive, Semester 1 **Classes:** Semester 1: compulsory attendance at 3x1hr lectures and 1x1hr journal club per week; Semester 1 Intensive: compulsory attendance during week 4 and then compulsory attendance at 3 x 1hr lectures and 1 x 1hr journal club for 10 weeks **Assessment:** written examination (40%), short written discussion topics (15%), multiple choice quizzes (35%) and participation in journal clubs (10%) **Campus:** Westmead **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit aims to describe the epidemiology, microbiology, pathogenesis, clinical features and management strategies for the common sexually transmitted infections (STIs). HIV infection will only be covered in the context of its interactions with other STIs.

At the end of this unit, students will be able to discuss the microbiology, pathogenesis and epidemiology of the common STIs. They will be able to demonstrate an understanding of the clinical spectrum of STIs, including asymptomatic infection, genital manifestations, extragenital manifestations and problems related to pregnancy. When discussing STI management, students will understand the impact of STIs at individual, relationship and community levels and how needs differ with risk activity group and geographical location.

Course content will include the basic anatomy, physiology and clinical skills required for the investigation of STIs; the epidemiology, microbiology and clinical aspects of the following conditions: vaginal discharge, urethral discharge, genital ulceration, upper genital tract infections, sexually transmitted hepatitis, syphilis, anogenital warts and cancer, genital infestations and other conditions likely to present in a sexual health context. The social contexts of STIs, in terms of the overcoming difficulties of access and the challenges faced in resource-poor settings will also be covered.

### SEXH5202

#### Advanced HIV Infection

**Credit points:** 6 **Teacher/Coordinator:** Dr Shailendra Sawleshwarkar Dr Roger Garsia, Associate Professor Richard Hillman **Session:** S2 Intensive, Semester 2 **Classes:** Semester 2: compulsory attendance at 3x1hr lectures/week and 1x1hr journal club per week; Semester 2 Intensive: compulsory attendance at a teaching day in week 4 and attendance at 3 x 1hr lectures/week and 1 x 1hr journal club per week **Assessment:** written examination (40%), case-based discussions (10%), multiple choice quizzes (30%), participation in journal clubs (10%) and class presentations (10%) **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit aims to describe the epidemiology, biology, pathogenesis and clinical contexts of HIV infection. At the end of this unit, students will be able to understand the laboratory, clinical and social aspects of the diagnosis and management of HIV infection. Course content will include underlying scientific principles of diagnostics, virology,

immunology and pathogenesis as applicable to HIV infection; clinical aspects of HIV infection, including seroconversion, asymptomatic infection, early symptomatic disease, major opportunistic infections (including AIDS-related conditions), tumours and death. Emphasis will be placed on the roles of prophylaxis, antiretrovirals and the management of associated conditions. Legal, ethical and sociological contexts will also be discussed.

### SEXH5205

#### Advanced Adolescent Sexual Health

**Credit points:** 6 **Teacher/Coordinator:** Dr Melissa Kang **Session:** Semester 2 **Classes:** fully online **Prohibitions:** SEXH5204 **Assessment:** continuous assessment including participation in group discussion, short answer questions, 1000 word assignments plus 2500 word essay or field report. **Campus:** Westmead **Mode of delivery:** On-line

This unit aims to introduce the constructs of adolescent sexuality, explore the determinants of adolescent sexual health and to discuss the personal and public health implications of adolescent sexuality, with additional emphasis on a deeper exploration of an area of adolescent sexual health that is of particular interest to the student.

At the end of this unit of study, students will be able to describe the biological, developmental and socio-cultural contexts of adolescent sexual health as well as the constructs, challenges and diversities of adolescent sexuality. They will learn techniques used to optimize communication with adolescents and explore legal, ethical and public health implications of adolescent sexuality. They will also understand and describe one area of adolescent sexual health that the student chooses to study in depth from a list of suggestions.

The course is taught fully online using a range of assessments including group discussion, short answer questions and discussions based on case scenarios. It is divided into 6 modules: adolescent sexuality, adolescent sexual health, reproductive health issues in adolescence, diversity, legal and ethical issues and sexual health promotion.

# Infection and Immunity

*Graduate Certificate in Infection and Immunity*  
(GradCertInfnImm) KG005

*Graduate Diploma in Infection and Immunity*  
(GradDipInfnImm) KF040

*Master of Medicine (Infection and Immunity)*  
(MMed(InfnImm)) KC050

*Master of Science in Medicine (Infection and Immunity)*  
(MScMed(InfnImm)) KC051

Course	Credit points for award	Duration full-time	Duration part-time
GradCertInfnImm	24	requires a minimum of 2 semesters to complete	1.5 to 3 years
GradDipInfnImm	36	1 year	1.5 to 4 years
MMed(InfnImm)	48	1 year	1.5 to 7 years
MScMed(InfnImm)	48	1 year	1.5 to 7 years

## Overview

Infectious diseases are found all over the world and in many cases present a life-threatening risk and cause death in humans. As well as increasing resistance to antibiotics, the recurrence of known pathogens and the spread of new ones make infectious diseases a challenge for science.

The program analyses the fundamental mechanisms of infectious diseases to find improved ways of combating them. It covers a broad range of topics with a focus on understanding the functions of bacteria and viral genes, the mechanisms of viral and bacterial persistence, the immune control of viral and bacterial infections and the mechanisms involved in the generation and regulation of immune responses.

The integrated scientific approach taken will reflect the current state of knowledge regarding infectious microorganisms and their pathogenesis, immunology and the immune responses to infection, and the epidemiology and control of infectious diseases. The principles and practices advocated for the effective prevention or minimisation of infectious diseases – in hospitals, laboratories, the general community and during outbreaks of disease – will be central issues in one of the major units of study. The course will also provide training in various state-of-the-art laboratory techniques used in the disciplines of infectious diseases and immunology, including culture and identification of infectious organisms, antibiotic sensitivity testing, serology, immunohistochemistry, cellular immunology and molecular microbiology.

The Master of Medicine (Infection and Immunity) and the Master of Science in Medicine (Infection and Immunity) are essentially the same program with different admission requirements. Only medical graduates (with an MBBS) may be admitted to the Master of Medicine while non-medical graduates may be admitted to the Master of Science in Medicine. Students follow the same program of study (with the exception, in some cases, of practical work), with the only difference being the title of the course they are awarded on completion.

The graduate diploma and graduate certificate programs are open to both medical and science (non-medical) graduates.

Students with minimum weighted average mark of 70% in all core units study may obtain approval from the course-coordinator to enrol in the Dissertation unit of study. Students enrolled in this unit of study undertake supervised research which is then written up in a dissertation for examination.

Students who complete their coursework with a minimum average mark of 75 percent will be awarded pass with merit.

## Course Outcomes

The aim of these courses is to produce graduates who can effectively participate in future health care or research programs in infection or immunity anywhere in the world.

## Degree Resolutions

Sydney Medical School resolutions and the printed handbook are the official statement of Faculty policy. The resolutions contained in the printed handbook are accurate as at November 2010. If a conflict is perceived between the content of the printed handbook and information available elsewhere, Sydney Medical School resolutions and the information available in the handbook online shall always take precedence. See the handbook online website: [sydney.edu.au/handbooks/handbooks\\_admin/medicine.shtml](http://sydney.edu.au/handbooks/handbooks_admin/medicine.shtml). See the Policy Online website: [sydney.edu.au/policy](http://sydney.edu.au/policy), for copies of University policies.

## Graduate Certificate in Infection and Immunity

## Graduate Diploma in Infection and Immunity

## Master of Medicine (Infection and Immunity)

## Master of Science in Medicine (Infection and Immunity)

*These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to) the University of Sydney (Coursework) Rule 2000 (the 'Coursework Rule'), the Resolutions of the Faculty, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended) and the Academic Board policies on Academic Dishonesty and Plagiarism.*

## Course resolutions

### 1 Course codes

Code	Course and stream title
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Code	Course and stream title
KG005	Graduate Certificate in Infection and Immunity
KF040	Graduate Diploma in Infection and Immunity
KC050	Master of Medicine (Infection and Immunity)
KC051	Master of Science in Medicine (Infection and Immunity)

## 2 Attendance pattern

The attendance pattern for this course is full time or part time according to candidate choice.

## 3 Master's type

The master's degrees in these resolutions are professional master's courses, as defined by the Coursework Rule.

## 4 Embedded courses in this sequence

- (1) The embedded courses in this sequence are:
  - (a) the Graduate Certificate in Infection and Immunity
  - (b) the Graduate Diploma in Infection and Immunity
  - (c) the Master of Medicine (Infection and Immunity)
  - (d) the Master of Science in Medicine (Infection and Immunity)
- (2) Providing candidates satisfy the admission requirements for each stage, a candidate may progress to the award of any of the courses in this sequence. Only the longest award completed will be conferred.

## 5 Admission to candidature

- (1) Available places will be offered to qualified applicants based on merit, according to the following admissions criteria. In exceptional circumstances the Dean may admit applicants without these qualifications who, in the opinion of the Faculty, have qualifications, evidence of experience and achievement sufficient to successfully undertake the award.
- (2) Admission to the Graduate Certificate in Infection and Immunity requires:
 

any of the following degrees - Bachelor of Science; Bachelor of Medicine; Bachelor of Medicine and Bachelor of Surgery; Bachelor of Medical Science; Bachelor of Biomedical Sciences; Bachelor of Veterinary Science; or Bachelor of Agricultural Science from the University of Sydney or equivalent qualification.
- (3) Admission to the Graduate Diploma in Infection and Immunity requires:
 

any of the following degrees - Bachelor of Science; Bachelor of Medicine; Bachelor of Medicine and Bachelor of Surgery;

Bachelor of Medical Science; Bachelor of Biomedical Sciences; Bachelor of Veterinary Science; or Bachelor of Agricultural Science from the University of Sydney or equivalent qualification.

- (4) Admission to the Master of Medicine (Infection and Immunity) requires:
 

a Bachelor of Medicine and Bachelor of Surgery of the University of Sydney or equivalent qualification.
- (5) Admission to the Master of Science in Medicine (Infection and Immunity) requires:
 

a Bachelor of Science with first or second class honours from the University of Sydney or equivalent qualification; or  
a pass bachelor's degree from the University of Sydney or equivalent qualification. Applicants must have completed work equivalent to a first or second class honours bachelor's degree or pass a preliminary examination/s as prescribed by the Faculty.

## 6 Requirements for award

- (1) The units of study that may be taken for the course are set out in the Table of Units of Study: Infection and Immunity.
- (2) To qualify for the award of the Graduate Certificate in Infection and Immunity a candidate must successfully complete 24 credit points of core units of study.
- (3) To qualify for the award of the Graduate Diploma in Infection and Immunity a candidate must successfully complete 36 credit points, including:
  - (a) 24 credit points of core units of study; and
  - (b) 12 credit points of elective units of study.
- (4) To qualify for the award of the Master of Medicine (Infection and Immunity) or Master of Science in Medicine (Infection and Immunity) a candidate must successfully complete 48 credit points, including:
  - (a) 24 credit points of core units of study; and
  - (b) 24 credit points of elective units of study.

## 7 Credit for previous studies

The maximum credit a candidate can receive for previous studies (not undertaken as a component of an embedded graduate certificate or graduate diploma) is not to exceed six credit points.

## 8 Transitional provisions

- (1) These resolutions apply to persons who commenced their candidature after 1 January, 2011 and persons who commenced their candidature prior to 1 January, 2011 who formally elect to proceed under these resolutions.
- (2) Candidates who commenced prior to 1 January, 2011 complete the requirements in accordance with the resolutions in force at the time of their commencement.

## Table of Units of Study: Infection and Immunity

Unit of study	Credit points	A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition	Session
<b>Core Units</b>			
INIM5001 Fundamental Immunology	6	A Basic immunology	Semester 1
INIM5002 Virology and Cell Technology	6		Semester 1
INIM5011 Advanced Medical Bacteriology	6	A Basic microbiology	Semester 2
INIM5012 Infection Control and Epidemiology	6		Semester 2
<b>Elective Units</b>			
INIM5006 Bioinformatics	6		Semester 1
INIM5013 Clinical Mycology and Parasitology	6		Semester 1

Unit of study	Credit points	A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition	Session
INIM5016 Applied Clinical Immunology	6	P INIM5001 Fundamental Immunology	Semester 2
INIM5022 Global Control of Infectious Diseases	6		Semester 2
SEXH5200 Advanced STIs	6		S1 Intensive Semester 1
SEXH5202 Advanced HIV Infection	6		S2 Intensive Semester 2

### Further enquiries

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## Units of Study Descriptions for 2011

### INIM5001

#### Fundamental Immunology

**Credit points:** 6 **Teacher/Coordinator:** Dr Scott Byrne (scott.bryne@sydney.edu.au) **Session:** Semester 1 **Classes:** 2x1hr lectures/week + 1x4hr practical class and/or tutorials or seminars/week **Assumed knowledge:** Basic immunology **Assessment:** Progressive assessment including written, practical, and oral based assessment tasks as well as 1x 2hr formal examination **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

Immunology is the study of defence mechanisms that protect individuals against infections and cancers. Studies in immunology are leading to advances in clinical medicine, including understanding allergies, transplant rejection, autoimmune diseases, such as rheumatoid arthritis, multiple sclerosis and insulin-dependent diabetes, as well as the development of new vaccines. This unit of study will provide an understanding of the components and functions of the immune system at the molecular and cellular level, the mechanisms of pathological immune processes and immune system dysfunction, mechanisms of immune responses to microorganisms and immunological techniques used in clinical diagnostic and research laboratories.

The unit components will be delivered so as to develop skills in problem-solving, evaluation of scientific literature, and oral and written communication. Lectures will provide an overview of the immune system and an update of fundamental facts. Problem/case-based scenarios together with invited guest/specialized lectures, hands-on practical work, literature research and group discussions ('tutorials') will provide in-depth analysis of particular chosen topics.

#### Textbooks

Essential reading: Basic Immunology Functions and Disorders of the Immune System, Abul K Abbas & Andrew H Lichtman, Ed: Saunders. 3rd edition (updated edition) 2010. You should read and understand this book before progressing to more detailed textbooks.

#### Recommended detailed texts:

Cellular and Molecular Immunology, Abul K. Abbas, Andrew H. Lichtman, & Shiv Pillai, Ed., Saunders. 6th edition (updated edition) 2010;

Janeway's Immunobiology, Kenneth Murphy, Paul Travers & Mark Walport, Ed Garland Churchill Livingstone. 7th edition;

Immunity: The Immune Response in Infectious and Inflammatory Disease, Anthony DeFranco, Richard Locksley & Miranda Robertson. 2007 Oxford University Press;

Although these are recommended, other texts are equally sound. We suggest you discuss with the unit coordinator, Dr Scott Byrne, before making a textbook purchase.

### INIM5002

#### Virology and Cell Technology

**Credit points:** 6 **Teacher/Coordinator:** Dr Belinda Herring **Session:** Semester 1 **Classes:** 2x1hr lectures/week; 1x4hr practical classes and 1 x 1h tutorial/week **Assessment:** 1x2hr formal written examination (50%), 1x2h practical examination (20%), progressive assessment (30%) including oral presentation,

tutorial assessments and laboratory work. **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit aims to equip graduates with an in-depth knowledge of medical virology and cell technology that will enable them to work effectively as laboratory personnel in relevant hospital laboratories, clinics or research institutions. Students will develop skills in evaluation of scientific literature, in problem-solving and in scientific communication that will enable them to develop careers as administrators or policy-makers in hospitals, health care organisations or government bodies. The core of the program is a series of lectures, some of which will be given face-to-face and/or will be available online. Practical classes will focus on the identification of viruses and cell culture technology, and on techniques used in research investigations and will be conducted in an appropriately equipped student laboratory. Tutorials will be conducted in small groups and students will actively participate in a variety of exercises based on current topics in virology.

#### Textbooks

The following texts are good basic virology books and cover all the topics covered in lectures.

Basic Virology, Wagner, Hewlett, Bloom and Camerini, Blackwell Publishing, 3rd Ed, 2008

Introduction to Modern Virology, N.J Dimmock, A.J, Easton and K.N Leppard, Blackwell Publishing, 6th Ed

Principles of Molecular Virology, Alan J. Cann, Elsevier, 4th Ed, 2005.

The following two texts are more detailed and are recommended as a resource only. Principles of Virology, Flint et al., ASM Press, 2nd Ed., 2000; Medical Virology, D.E. White and Frank J. Fenner, Academic Press, 4th Ed., 1994

### INIM5006

#### Bioinformatics

**Credit points:** 6 **Teacher/Coordinator:** Dr Jonathan Arthur **Session:** Semester 1 **Classes:** 1x1hr lecture, 1x1hr tutorial, 1x3hr practical/wk **Assessment:** 1x1hr 30min written exam (50%), 10-15min seminar presentation (10%), and computer-based projects and assignments (40%) **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit of study will equip graduates with a thorough understanding of the principles and applications of bioinformatics, fostering an awareness of the increasing importance of being able to effectively manage and analyse large volumes of data in medical and related sciences. It will equip students with a thorough knowledge of online, publicly-available bioinformatics resources, with a particular emphasis on resources relevant to research in infection and immunity. Skills will be developed in the effective use of common bioinformatics software applications and databases, the evaluation of scientific literature pertaining to bioinformatics and its medical applications (including any associated software or databases), problem-solving, and scientific communication. The core of the program is a series of lectures introducing resources and concepts in bioinformatics along with tutorial sessions encouraging interactive questioning and exploration of these concepts. Practical classes will be conducted in appropriately equipped computer laboratories and enable student to actively translate theoretical concepts and apply specific software applications to the analysis and interpretation of biological data.

**INIM5011****Advanced Medical Bacteriology**

**Credit points:** 6 **Teacher/Coordinator:** Dr Jim Manos **Session:** Semester 2  
**Classes:** 2x1hr lectures/week; 2x2hr practical classes or tutorials or student presentations/week **Assumed knowledge:** Basic microbiology **Assessment:** 1x2hr closed-book (Theory), and 1x1hr closed book (Practical) Value: written examinations 70% - Theory (55%) Practical (15%), progressive assessments (30%) including class tutorial/presentations and laboratory book assessment. **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit of study aims to build on the student's basic knowledge of microbiology to provide an awareness of modern concepts and the latest knowledge of medical bacteriology relevant to the susceptibility and response of the host to pathogenic bacteria, with special emphasis on the host-pathogen relationship at the cellular and molecular levels regarding symptoms, virulence factors, pathogenesis, diagnosis, treatment, control and prevention. The practical component will allow candidates to become familiar with modern molecular-based bacteriological techniques used to identify the characteristic genetic features of bacterial species that cause infections. The unit will provide the advanced scientific and intellectual basis to augment knowledge and understanding, at a postgraduate level, in a career involving medical microbiology or in a related subject area. Lectures will be used to impart knowledge and understanding as well as review key themes of the module. Tutorials will utilise activities such as journal review and topic presentation which enable candidates to explore a range of issues including the changing pattern of diseases in Australia and worldwide. The use of case studies will enable candidates to examine breakouts of disease and their investigation by the clinical laboratory. Laboratory sessions will enable students to apply the theoretical concepts of laboratory investigation at the molecular level using advanced molecular techniques of gene and protein identification.

*Textbooks*

Recommended reading: Bacterial Pathogenesis A Molecular Approach. Salyers and Whitt ASM Press Washington DC USA 2002  
 Bacterial-Epithelial Cross-Talk: Molecular Mechanisms in Pathogenesis Ed. Beth A McCormick Cambridge University Press UK 2006  
 Although these are recommended, other texts are equally sound. We suggest you discuss with the unit coordinator, Jim Manos, before making a textbook purchase

**INIM5012****Infection Control and Epidemiology**

**Credit points:** 6 **Teacher/Coordinator:** Professor Peter McMinn **Session:** Semester 2 **Classes:** 2x1hr lectures/week; 2x2hr practical classes/week **Assessment:** 1x2hr examination (60%), progressive assessments including presentations, laboratory work and written assignments (40%) **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

The unit aims to equip graduates to use hospital laboratory services and the research literature in the recognition of individual cases of communicable disease, trace the source of outbreaks and provide a scientific basis for development of institutional infection control policies. There are four specific learning objectives: to know how to estimate the risk of transmission of infection and to assess the value of control measures; to understand the methods used to determine the efficacy of antimicrobial drugs both for treating individual patients and in terms of policy guidelines; to understand the scientific basis of vaccination and its value and limitations in the field; to appreciate the human factors involved in achieving effective infection control. The core of the program is a series of lectures, practical classes and tutorials based on important current or historical examples of epidemic infectious diseases.

*Textbooks*

Infection Prevention and Control: Applied Microbiology for Healthcare, 2nd Edition, Gould, D and Brooker, C. Palgrave McMillan 2008; ISBN 978-0-230-50753-1.  
 Red Book: 2006 Report of the Committee on Infectious Diseases, 27th Edition, Pickering, LK, Baker, CJ, Long, SS, McMillan, JA (Eds). American Academy of Pediatrics; 2006. ISBN 978-1-58110-194-2  
 Although these are recommended, other texts are equally sound. We suggest you discuss with the unit coordinator, Peter McMinn, before making a textbook purchase.

**INIM5013****Clinical Mycology and Parasitology**

**Credit points:** 6 **Teacher/Coordinator:** Associate Professor Wieland Meyer, Dr Rogan Lee **Session:** Semester 1 **Classes:** 2x1hr lectures/week, 2x2hr practical classes or tutorials or seminars/week **Assessment:** 1x3hr written examination (50%), seminar presentation (15-30min) (20%), and laboratory work (30%) **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit aims to equip graduates with an in-depth knowledge of medical mycology and parasitology that will enable them to work effectively as laboratory personnel in relevant hospital laboratories, clinics or research institutions. The course will allow students to develop skills in evaluation of scientific literature, in problem-solving and in scientific communication that will enable graduates to develop careers as administrators or policy-makers in hospitals, health care organizations or government bodies. The course structure involves lectures on diseases caused by fungal, protozoan and helminthic agents, laboratory classes on identification of fungal and parasitic infections, and on techniques used in research investigations and tutorials (e.g. clinical cases, investigation of outbreaks of disease and prevention strategies). Seminars consisting of presentation of specified topics researched by individual students will also form part of the course.

*Textbooks*

Recommended reading:  
 Medically Important Fungi - A guide to Identification Larone DH 4th Edition ASM Press Washington DC 2002.  
 Atlas of Clinical Fungi 2th Edition de Hoog et al. 2000 Centraalbureau voor Schimmelcultures, Utrecht The Netherlands.  
 Clinical Parasitology: A handbook for medical practitioners and microbiologists. Sheorey H et al. University Press Carlton Vic, 2000.  
 Diagnostic Medical Parasitology Garcia L. 4th Edition ASM Press 2001.

**INIM5016****Applied Clinical Immunology**

**Credit points:** 6 **Teacher/Coordinator:** Dr Stephen Adelstein, Dr Andrew Williams, Louise Weinholt **Session:** Semester 2 **Classes:** 1x1hr lecture/week; 1x3hr practical classes or tutorials or seminars/week **Prerequisites:** INIM5001 **Fundamental Immunology** **Assessment:** 1x2hr formal written examination (50%), progressive assessment including tutorial assignment, seminar presentation, and one formative assessment (50%). **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

The course will have two concurrent themes. Clinical: this theme will concentrate on the immunological methods used to evaluate human disease and will include the theoretical basis for tests of immune function, practical laboratory application of assays based on these principles and case-based seminars. Research: This theme will focus on understanding the investigation of immune function with lectures and practical sessions reviewing current molecular and cellular approaches and seminars based on study of current literature and classic papers in Immunology. Instruction will comprise lectures on the immunopathology of disease and the immunological methods used in diagnosis and research; laboratory classes on methods and techniques used in clinical diagnosis and research investigations; and tutorials involving clinical cases, journal article reviews, review of laboratory problems and seminars consisting of presentation of specified topics researched by individual students. The learning objectives of this unit are to understand the immunological basis for infection and immunity and how these concepts are core to and applied in the diagnostic pathology laboratory; to understand how the immune system causes and prevents disease, the use and performance of immunological tests in the investigation of disease and methods of investigation of the immune system; to develop effective skills in problem-solving and self-directed learning and to foster advanced verbal and written communication skills.

*Textbooks*

Recommended reading: Immunology, Infection and Immunity. Pier GB, Lyczak JB and Wetzel LM. ASM Press, Washington DC, 2004.  
 Clinical Immunology and Serology: A Laboratory Perspective, 2nd Edition Stevens CD. F. A. Davis company, Philadelphia, 2003.  
 Manual of Clinical Laboratory Immunology. Editors: Rose NR, Hamilton RG, and Derrick B 6th edition. ASM Press, Washington DC, 2002.



**INIM5022****Global Control of Infectious Diseases**

**Credit points:** 6 **Teacher/Coordinator:** Dr Vitali Sintchenko **Session:** Semester 2 **Classes:** 2x1hr lectures/week, 1x3hr practical classes and/or 2x2hr tutorials/week **Assessment:** written examination (40%), progressive assessments comprising written assignment (20%), seminar presentation (20%), laboratory work and tutorial assessments (20%) **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit of study will provide students with knowledge about detection, monitoring and control of existing and emerging pathogens, and will provide students with the necessary skills to plan epidemic preparedness strategies, to identify optimal strategies for disease prevention, containment or eradication and to evaluate their effectiveness. This module offers a multidisciplinary framework for understanding the principles of interventions against infectious diseases and focuses on the study of global infectious disease threats in the context of their routes of transmission and potential intervention strategies, as well as the reasons for the success or failure of control programs. The core of this unit is a series of lectures, practical demonstrations and problem-solving tutorials describing real-life examples of diagnostic and surveillance strategies and vaccination policies, community outbreak investigations and epidemic/pandemic preparedness planning. The main principles will be illustrated using examples from epidemic influenza, arbovirus diseases, tuberculosis, viral hepatitis and food- and water-borne bacterial infections. A large portion of this unit is based at the State reference laboratories of the Institute of Clinical Pathology & Medical Research at Westmead Hospital, Western Clinical School Campus.

*Textbooks*

Plotkin SA, Orenstein WA, Offit PA. Vaccines. 5th Ed. Saunders, 2008.  
 Heymann DL, Nunn M. Control of communicable diseases manual. American Public Health Association, 2008.  
 Nelson KE, Williams CM. Infectious disease epidemiology: Theory and practice. 2nd Ed. Jones & Bartlett Publishers, 2007.  
 A set of reviews will also be provided for reading.

**SEXH5200****Advanced STIs**

**Credit points:** 6 **Teacher/Coordinator:** Associate Professor Richard Hillman, Dr Shailendra Sawleshwarkar **Session:** S1 Intensive, Semester 1 **Classes:** Semester 1: compulsory attendance at 3x1hr lectures and 1x1hr journal club per week; Semester 1 Intensive: compulsory attendance during week 4 and then compulsory attendance at 3 x 1hr lectures and 1 x 1hr journal club for 10 weeks **Assessment:** written examination (40%), short written discussion topics (15%), multiple choice quizzes (35%) and participation in journal clubs (10%) **Campus:** Westmead **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit aims to describe the epidemiology, microbiology, pathogenesis, clinical features and management strategies for the common sexually transmitted infections (STIs). HIV infection will only be covered in the context of its interactions with other STIs.

At the end of this unit, students will be able to discuss the microbiology, pathogenesis and epidemiology of the common STIs. They will be able to demonstrate an understanding of the clinical spectrum of STIs, including asymptomatic infection, genital manifestations, extragenital manifestations and problems related to pregnancy. When discussing STI management, students will understand the impact of STIs at individual, relationship and community levels and how needs differ with risk activity group and geographical location.

Course content will include the basic anatomy, physiology and clinical skills required for the investigation of STIs; the epidemiology, microbiology and clinical aspects of the following conditions: vaginal discharge, urethral discharge, genital ulceration, upper genital tract infections, sexually transmitted hepatitis, syphilis, anogenital warts and cancer, genital infestations and other conditions likely to present in a sexual health context. The social contexts of STIs, in terms of the overcoming difficulties of access and the challenges faced in resource-poor settings will also be covered.

**SEXH5202****Advanced HIV Infection**

**Credit points:** 6 **Teacher/Coordinator:** Dr Shailendra Sawleshwarkar Dr Roger Garsia, Associate Professor Richard Hillman **Session:** S2 Intensive, Semester 2 **Classes:** Semester 2: compulsory attendance at 3x1hr lectures/week

and 1x1hr journal club per week; Semester 2 Intensive: compulsory attendance at a teaching day in week 4 and attendance at 3 x 1hr lectures/week and 1 x 1hr journal club per week **Assessment:** written examination (40%), case-based discussions (10%), multiple choice quizzes (30%), participation in journal clubs (10%) and class presentations (10%) **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit aims to describe the epidemiology, biology, pathogenesis and clinical contexts of HIV infection. At the end of this unit, students will be able to understand the laboratory, clinical and social aspects of the diagnosis and management of HIV infection. Course content will include underlying scientific principles of diagnostics, virology, immunology and pathogenesis as applicable to HIV infection; clinical aspects of HIV infection, including seroconversion, asymptomatic infection, early symptomatic disease, major opportunistic infections (including AIDS-related conditions), tumours and death. Emphasis will be placed on the roles of prophylaxis, antiretrovirals and the management of associated conditions. Legal, ethical and sociological contexts will also be discussed.



# International Ophthalmology

## Graduate Diploma in International Ophthalmology

(GradDiplOphth) KF048

## Master of International Ophthalmology

(MIOphth) KC069

Course	Credit points for award	Duration full-time	Duration part-time
GradDiplOphth	36	1 year	1.5 to 4 years
MIOphth	48	1 year	1.5 to 6 years

### Overview

International Ophthalmology focuses on the specific training needs of clinicians in the developing countries of the Asia-Pacific region, but is not limited to these countries. It provides them the skills to competently practise ophthalmology at the highest possible standard with an emphasis on the specific diseases and pathologies of their home countries.

Students will gain practical skills including knowledge on the prognosis and management of common eye conditions, diseases and injuries to the eye. The course provides the opportunity for extensive practical experience, including performing ophthalmic surgery and management of post-operative complications.

Clinical and basic sciences are taught online and local and visiting mentors provide valuable clinical teaching and supervision in the student's working environment.

### Course Outcomes

The courses provide graduates with the practical experience and knowledge to manage ophthalmic conditions specific to their native countries.

### Further Information

The majority of the degree is in the form of distance learning.

The method of assessment will be based on assignments (three assignments set every three weeks), problem based learning modules and online participation.

Students will also be required to sit a final examination for Clinical Ophthalmology 2, consisting of both written and practical components in their country of work.

The Practical Ophthalmic Science unit of study is offered once each year in November/December in Sydney, Australia. Students enrolled in this unit of study are required to attend a 3-week full time course (3x5 days) held at the Save Sight Institute, Sydney Eye Hospital, and the Discipline of Anatomy and Histology, Sydney, Australia.

At the end of each week there will be an observed clinical exam. Students will need to pass all three exams to pass this unit of study.

## Degree Resolutions

Sydney Medical School resolutions and the printed handbook are the official statement of Faculty policy. The resolutions contained in the printed handbook are accurate as at November 2010. If a conflict is perceived between the content of the printed handbook and information available elsewhere, Sydney Medical School resolutions and the

information available in the handbook online shall always take precedence. See the handbook online website: [sydney.edu.au/handbooks/handbooks\\_admin/medicine.shtml](http://sydney.edu.au/handbooks/handbooks_admin/medicine.shtml). See the Policy Online website: [sydney.edu.au/policy](http://sydney.edu.au/policy), for copies of University policies.

## Graduate Diploma in International Ophthalmology

## Master of International Ophthalmology

*These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to) the University of Sydney (Coursework) Rule 2000 (the 'Coursework Rule'), the Resolutions of the Faculty, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended) and the Academic Board policies on Academic Dishonesty and Plagiarism.*

### Course resolutions

#### 1 Course codes

Code	Course title
KF048	Graduate Diploma in International Ophthalmology
KC069	Master of International Ophthalmology

#### 2 Attendance pattern

The attendance pattern for these courses is full time or part time according to candidate choice.

#### 3 Master's type

The master's degree in these resolutions is a professional master's course, as defined by the Coursework Rule.

#### 4 Stream

- (1) The Graduate Diploma in International Ophthalmology, and the Master of International Ophthalmology are available in the following streams:
  - (a) Community Ophthalmology
  - (b) Post Vocational Ophthalmology

#### 5 Embedded courses in this sequence

- (1) The embedded courses for each stream in this sequence are:
  - (a) the Graduate Diploma in International Ophthalmology
  - (b) the Master of International Ophthalmology.
- (2) Providing candidates satisfy the admission requirements for each stage, a candidate may progress to the award of any of the courses in this sequence. Only the longest award completed will be conferred.



## 6 Admission to candidature

- (1) Available places will be offered to qualified applicants based on merit, according to the following admissions criteria. In exceptional circumstances the Dean may admit applicants without these qualifications who, in the opinion of the Faculty, have qualifications, evidence of experience and achievement sufficient to successfully undertake the award.
- (2) Admission to the Graduate Diploma of International Ophthalmology requires:  
a Bachelor of Medicine and Bachelor of Surgery from the University of Sydney or equivalent qualification.
- (3) Admission to the Master of International Ophthalmology requires:  
a Bachelor of Medicine and Bachelor of Surgery from the University of Sydney or equivalent qualification.
- (4) Applicants from countries without established vocational (Specialist) ophthalmology training programs and working in an ophthalmology unit are eligible for admission to the Community Ophthalmology stream.
- (5) Applicants who are overseas trained specialists from countries with established vocational ophthalmology training programs and:
  - (a) who have satisfactorily completed the requirements to practice as ophthalmologists in their country of residency; or
  - (b) who are eligible to undertake further fellowship training in their country of residence;
 are eligible for admission to the Post Vocational Ophthalmology stream.

## 7 Requirements for award

- (1) The units of study that may be taken for the courses are set out in the Table of Units of Study: International Ophthalmology.

- (2) To qualify for the award of the Graduate Diploma in International Ophthalmology a candidate in the Community Ophthalmology stream must successfully complete 36 credit points of core units of study from Part 1 of the Table of units of study.
- (3) To qualify for the award of the Graduate Diploma in International Ophthalmology a candidate in the Post Vocational Ophthalmology stream must successfully complete 36 credit points of core units of study from Part 2 of the Table of units of study.
- (4) To qualify for the award of the Master of International Ophthalmology a candidate in the Community Ophthalmology stream must successfully complete 48 credit points, including:
  - (a) 36 credit points of core units of study from Part 1 of the Table of units of study, and
  - (b) 12 credit points of units of study from Part 3 of the Table of units of study.
- (5) To qualify for the award of the Master of International Ophthalmology a candidate in the Post Vocational Ophthalmology stream must successfully complete 48 credit points, including:
  - (a) 36 credit points of core units of study from Part 2 of the Table of units of study, and
  - (b) 12 credit points of units of study from Part 3 of the Table of units of study.

## 8 Transitional provisions

- (1) These course resolutions apply to students who commenced their candidature after 1 January, 2011 and students who commenced their candidature prior to 1 January, 2011 who elect to proceed under these course resolutions.
- (2) Candidates who commenced prior to 1 January, 2011 may complete the requirements in accordance with the course resolutions in force at the time of their commencement.

## Table of Units of Study: International Ophthalmology

<i>Unit of study</i>	<i>Credit points</i>	<i>A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition</i>	<i>Session</i>
<b>Part 1</b>			
Core units of study for the Community Ophthalmology stream			
<b>OPSC5033 Acute and Emergency Eye Presentations</b>	6	<b>A</b> Candidates must be overseas trained medical practitioners without an established vocational ophthalmology training program and be working in a clinical ophthalmology unit.	Semester 1 Semester 2
<b>OPSC5013 Ophthalmology in Developing Countries 1</b>	6	<b>A</b> Candidates must be overseas trained medical practitioners from countries without an established vocational ophthalmology training programs and be working in a clinical ophthalmology unit.	Semester 1 Semester 2
<b>OPSC5014 Ophthalmology in Developing Countries 2</b>	6	<b>A</b> Candidates must be overseas trained medical practitioners from countries without an established vocational ophthalmology training programs and be working in a clinical ophthalmology unit. <b>P</b> OPSC5013	Semester 1 Semester 2
<b>OPSC5015 Clinical Ophthalmology 1</b>	6	<b>A</b> Candidates must be overseas trained medical practitioners from countries without an established vocational ophthalmology training programs and be working in a clinical ophthalmology unit. <b>P</b> OPSC5013 and OPSC5014	Semester 1 Semester 2
<b>OPSC5016 Clinical Ophthalmology 2</b>	6	<b>A</b> Candidates must be overseas trained medical practitioners from countries without an established vocational ophthalmology training programs and be working in a clinical ophthalmology unit. <b>P</b> OPSC5015	Semester 1 Semester 2
<b>OPSC5017 Surgical Ophthalmology</b>	6	<b>A</b> Candidates must be overseas trained medical practitioners from countries without an established vocational ophthalmology training programs and be working in a clinical ophthalmology unit. <b>P</b> OPSC5016	Semester 1 Semester 2
<b>Part 2</b>			
Core units of study for the Vocational Ophthalmology stream			
<b>OPSC5026 Cornea and Anterior Segment Surgery</b>	6	<b>A</b> Candidates must be overseas trained specialists from countries with established vocational ophthalmology training programs and have satisfactorily completed the requirements to practice as ophthalmologists in their countries of residency, or be eligible to undertake further fellowship training in their countries of residency.	Semester 1

Unit of study	Credit points	A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition	Session
OPSC5027 Glaucoma	6	A Candidates must be overseas trained specialists from countries with established vocational ophthalmology training programs and have satisfactorily completed the requirements to practice as ophthalmologists in their countries of residency, or be eligible to undertake further fellowship training in their countries of residency. C OPSC5026	Semester 2
OPSC5028 Practical International Ophthalmology 1	6	A Candidates must be overseas trained specialists from countries with established vocational ophthalmology training programs and have satisfactorily completed the requirements to practice as ophthalmologists in their countries of residency, or be eligible to undertake further fellowship training in their countries of residency. P OPSC5026, OPSC5027 C OPSC5029, OPSC5030	S1 Intensive
OPSC5029 Practical International Ophthalmology 2	6	A Candidates must be overseas trained specialists from countries with established vocational ophthalmology training programs and have satisfactorily completed the requirements to practice as ophthalmologists in their countries of residency, or be eligible to undertake further fellowship training in their countries of residency. P OPSC5026, OPSC5027 C OPSC5028, OPSC5030	S1 Intensive
OPSC5030 Medical Retina	6	A Candidates must be overseas trained specialists from countries with established vocational ophthalmology training programs and have satisfactorily completed the requirements to practice as ophthalmologists in their countries of residency, or be eligible to undertake further fellowship training in their countries of residency. P OPSC5026, OPSC5027 C OPSC5028, OPSC5029	Semester 1
OPSC5031 Paediatric Ophthalmology	6	A Candidates must be overseas trained specialists from countries with established vocational ophthalmology training programs and have satisfactorily completed the requirements to practice as ophthalmologists in their countries of residency, or be eligible to undertake further fellowship training in their countries of residency. P OPSC5030	Semester 2
<b>Part 3</b>			
Core unit of study for the Masters degree			
OPSC5032 Treatise	12	A Candidates must be overseas trained specialists from countries with established vocational ophthalmology training programs and have satisfactorily completed the requirements to practice as ophthalmologists in their countries of residency, or be eligible to undertake further fellowship training in their countries of residency. P (OPSC5013 and OPSC5014 and OPSC5015) or (OPSC5026 and OPSC5027 and OPSC5030)	Semester 1 Semester 2

### Further enquiries

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## Pattern of Enrolment

The following patterns of enrolment are proposed for students.

### Community Stream

Teaching period	Unit of Study
Year 1 Semester 1	OPSC5013
Year 1 Semester 2	OPSC5014
Year 2 Semester 1	OPSC5015
Year 2 Semester 2	OPSC5016
Year 3 Semester 1	OPSC5017, OPSC5032
Year 3 Semester 2	OPSC5033

### Vocational Stream

Teaching period	Unit of Study
Year 1 Semester 2	OPSC5026, OPSC5027
Year 2 Semester 1	OPSC5028, OPSC5029, OPSC5030
Year 2 Semester 2	OPSC5031
Year 3 Semester 1	OPSC5032

## Units of Study Descriptions for 2011

### Part 1

#### OPSC5013

##### Ophthalmology in Developing Countries 1

**Credit points:** 6 **Teacher/Coordinator:** Dr Con Petsoglou **Session:** Semester 1, Semester 2 **Classes:** 1x3hr online seminar/wk (13 weeks) **Assumed knowledge:** Candidates must be overseas trained medical practitioners from countries without an established vocational ophthalmology training programs and be working in a clinical ophthalmology unit. **Assessment:** 7xPBL assignments (100%) **Campus:** Camperdown/Darlington **Mode of delivery:** On-line

This unit of study and the subsequent associated UoS OPSC5014 Ophthalmology in Developing Countries 2 aim to provide candidates with the foundations of the practice of clinical ophthalmology with an emphasis on the specific diseases and pathology of their native country. Weeks 1 and 2 will cover Nutrition and Eye Disease. Weeks 3 and 4 will cover Public Health for ophthalmology. Week 5 will cover Clinical Microbiology and week 6 will cover Statistics and Epidemiology.

Weeks 7 to 9 will cover Cornea and External Diseases. Weeks 10 to 11 will cover Orbit, Eyelids and lacrimal diseases and weeks 12 to 13 will cover Intraocular inflammation and Uveitis. On completion of this and the associated Unit of Study, the successful student will be able to understand the basis of the practice of clinical ophthalmology: basic pharmacology, public health measures, nutrition and its impact on ocular health, general microbiology, principles of genetics and medical statistics and epidemiology. They will also be expected to incorporate

knowledge gained from the other online units of study into this unit of study and gain knowledge on the aetiology, pathology associated features, prognosis and management of diseases of the cornea and conjunctiv, eyelids and orbit, lacrimal system and iris and ciliary body. They will be required to identify differences in the presentation, aetiology, course, treatment and prognosis of ocular diseases in adults compared to children, to identify and study areas of ophthalmic significance in developing countries especially the candidates own and to utilise online ophthalmic and medical resources to gain knowledge and assist in the management of ocular and general medical disease. 3 hr weekly seminars via online teleconferences, CD based lectures, Fortnightly problem-based learning topics submitted by students

#### Textbooks

JJ Kanski, Clinical Ophthalmology: A Systematic Approach 5th Ed, Butterworth-Heinemann

### OPSC5014

#### Ophthalmology in Developing Countries 2

**Credit points:** 6 **Teacher/Coordinator:** Dr Con Petsoglou **Session:** Semester 1, Semester 2 **Classes:** 1x3hr online seminar/wk (13 weeks) **Prerequisites:** OPSC5013 **Assumed knowledge:** Candidates must be overseas trained medical practitioners from countries without an established vocational ophthalmology training programs and be working in a clinical ophthalmology unit. **Assessment:** 7xPBL assignments (100%) **Campus:** Camperdown/Darlington **Mode of delivery:** On-line

This unit of study and the previous associated UoS OPSC5013 Ophthalmology in Developing Countries 1 aim to provide candidates with the foundations of the practice of clinical ophthalmology with an emphasis on the specific diseases and pathology of their native country. Weeks 1 and 2 will cover traumatic eye injuries. Weeks 3 and 4 will cover the lens and cataract. Weeks 5 and 6 will cover acute and chronic glaucoma. Weeks 7 and 8 will cover retinal diseases. Weeks 9 and 10 will cover diabetes and eye disease. Weeks 11 and 12 will cover neuron-ophthalmology and paediatric diseases and weeks 13 and 14 will cover strabismus, refraction and revision. On completion of this and the associated Unit of Study, the successful student will be able to apply the scientific basis of the practice of clinical ophthalmology to the following areas of specific ocular systems: basic pharmacology, public health measures, nutrition and its impact on ocular health, general microbiology, principles of genetics and medical statistics and epidemiology. They will also be required to incorporate knowledge gained from the other online units of study into this unit of study and gain knowledge on the aetiology, pathology associated features, prognosis and management of diseases of the lens and ciliary body, retina, optic and cranial nerves, the central nervous system, extraocular muscles and head and neck diseases. They will be required to identify differences in the presentation, aetiology, course, treatment and prognosis of ocular diseases in adults compared to children, identify and study areas of ophthalmic significance in developing countries especially the candidates own and utilise online ophthalmic and medical resources to gain knowledge and assist in the management of ocular and general medical disease. 3 hr weekly seminars via online teleconferences, CD based lectures, fortnightly problem-based learning topics submitted by students.

#### Textbooks

JJ Kanski, Clinical Ophthalmology: A Systematic Approach 5th Ed, Butterworth-Heinemann.

### OPSC5015

#### Clinical Ophthalmology 1

**Credit points:** 6 **Teacher/Coordinator:** Dr Con Petsoglou **Session:** Semester 1, Semester 2 **Classes:** 2hrs online per day x 5 days (13 weeks). Study concurrent with full time work. **Prerequisites:** OPSC5013 and OPSC5014 **Assumed knowledge:** Candidates must be overseas trained medical practitioners from countries without an established vocational ophthalmology training programs and be working in a clinical ophthalmology unit. **Assessment:** Online attendance, submitted fortnightly case histories (100%) **Campus:** Camperdown/Darlington **Mode of delivery:** On-line

This unit of study and the subsequent associated UoS OPSC5012 Clinical Ophthalmology 2 aim to provide candidates with the practical experience and knowledge necessary to manage ophthalmic

conditions. They are mentor based programmes with candidates applying knowledge to eye clinic patients. Candidates are required to attend ophthalmology clinics on a full time basis. These clinics are under the supervision of local or international ophthalmologists. The student will be continuously assessed as to their competence in their management of ophthalmic conditions in both adults and children. The clinical load will be reflected in the spectrum of submitted case histories by the candidate. Candidates will be required to show that they can competently manage ophthalmic conditions. By management, the candidate is required to undertake the following tasks: take an appropriate medical/ophthalmic history; perform an ophthalmic examination, an appropriate general medical examination and an appropriate preoperative assessment. They will also identify the most likely diagnosis, and list an appropriate differential diagnosis. They will be required to outline and/or perform appropriate ophthalmic and medical investigations, outline a management plan for the condition, including (where appropriate): preventative, public health and nutritional measures; genetic, disease education and counseling; general medical therapies; pharmacological, laser, surgical and optical treatments; consultation by other medical or health professionals; organisation of government & NGO assistance and arrange for appropriate ophthalmic and other medical/paramedical follow up. This is required for common eye conditions in the fields of cornea and external diseases, orbital disease, eyelids, lacrimal diseases, intraocular inflammation and uveitis, traumatic eye injuries, lens and cataract, glaucoma, retinal diseases and diabetic retinopathy, neuron-ophthalmology, paediatric diseases, strabismus and refractive errors. Mentor based teaching, fortnightly submitted case reports, Online attendance and completed case histories This UoS will be offered as a mentor based programme with the candidate, under the supervision of three layers of Mentors. Firstly, a local ophthalmologist in their country of practice. This ophthalmologist will be assessed and deemed appropriate by the course coordinators. Visiting ophthalmologists from Australia and New Zealand will also supervise their training and, finally, a representative from the Local Government health authorities who the candidate will be employed by will also serve as a Mentor to the candidate. Candidates will be required to practice ophthalmology in a variety of settings. These will include hospital based ophthalmology clinics, private based ophthalmology practices, ophthalmology clinics run by visiting Australian and New Zealand Ophthalmologists and outreach clinics to other smaller communities. Candidates will at all times be supervised by one of the Mentors as defined above.

#### Textbooks

JJ Kanski, Clinical Ophthalmology: A Systematic Approach 5th Ed, Butterworth-Heinemann.

### OPSC5016

#### Clinical Ophthalmology 2

**Credit points:** 6 **Teacher/Coordinator:** Dr Con Petsoglou **Session:** Semester 1, Semester 2 **Classes:** 2hrs online per day x5 days (13 weeks). Study concurrent with full time work **Prerequisites:** OPSC5015 **Assumed knowledge:** Candidates must be overseas trained medical practitioners from countries without an established vocational ophthalmology training programs and be working in a clinical ophthalmology unit. **Assessment:** Online attendance, submitted fortnightly case histories, OSCE exam, long case (100%) **Campus:** Camperdown/Darlington **Mode of delivery:** Distance Education

This unit of study aims to provide candidates with the practical experience and knowledge necessary to manage ophthalmic conditions. This is a mentor based programme with candidates applying knowledge to eye clinic patients. Candidates are required to attend ophthalmology clinics on a full time basis. These clinics are under the supervision of local or international ophthalmologists. The student will be continuously assessed as to their competence in their management of ophthalmic conditions in both adults and children. The clinical load will be reflected in the spectrum of submitted case histories by the candidate. Candidates will be required to show that they can competently manage ophthalmic conditions. By management the candidate is required to take an appropriate medical / ophthalmic history, perform an ophthalmic examination, an appropriate general medical examination an appropriate preoperative assessment. They will also identify the most likely diagnosis and list an appropriate

differential diagnosis. They will be required to outline and/or perform appropriate ophthalmic and medical investigations and outline a management plan for the condition including (where appropriate): preventative, public health and nutritional measures, genetic, disease education and counseling, general medical therapies, pharmacological, laser, surgical and optical treatments, consultation by other medical or health professionals, organization of government & NGO assistance and arrange for appropriate ophthalmic and other medical/paramedical follow up. This is required for common eye conditions in the fields of cornea and external diseases, orbital disease, eyelids, lacrimal disease, intraocular inflammation and uveitis, traumatic eye injuries, lens and cataract, glaucoma, retinal diseases and diabetic retinopathy, neuro-ophthalmology, paediatric diseases, strabismus and refractive errors. Mentor based teaching, fortnightly submitted case reports, Online attendance and completed case histories. This UoS will be offered as a mentor based programme with the candidate under the supervision of three layers of Mentors. Firstly, a local ophthalmologist in their country of practice. This ophthalmologist will be assessed and deemed appropriate by the course coordinators. Visiting ophthalmologists from Australia and New Zealand will also supervise their training and a Representative from the Local Government health authorities who the candidate will be employed by will also serve as a Mentor to the candidate. Candidates will be required to practice ophthalmology in a variety of settings. These will include hospital based ophthalmology clinics, private based ophthalmology practices, ophthalmology clinics run by visiting Australian and New Zealand ophthalmologists and outreach clinics to other smaller communities. At the end of the unit of study, a supervised clinical exam will be undertaken in Sydney or their country of practice. The exam will be a clinical exam assessing the candidate's competence in clinical ophthalmology. It will take the form of both a written and clinical exam. The clinical exam will include an observed clinical exam, utilizing patients with ophthalmic conditions and a long case exam involving detailed management of common eye conditions. Successful candidates will be able to demonstrate the ability to work independently as an ophthalmologist in their native country.

#### Textbooks

JJ Kanski, Clinical Ophthalmology: A Systematic Approach 5th Ed, Butterworth-Heinemann.

### OPSC5017

#### Surgical Ophthalmology

**Credit points:** 6 **Teacher/Coordinator:** Professor Peter McCluskey **Session:** Semester 1, Semester 2 **Classes:** 2hrs online per day x5 days (13 weeks). Study concurrent with full time work **Prerequisites:** OPSC5016 **Assumed knowledge:** Candidates must be overseas trained medical practitioners from countries without an established vocational ophthalmology training programs and be working in a clinical ophthalmology unit. **Assessment:** Online surgical logbook (40%), Observed cataract operation (60%) **Campus:** Camperdown/Darlington **Mode of delivery:** Distance Education

This unit of study aims to provide candidates with the practical experience and knowledge necessary to manage surgical ophthalmic conditions. This is a mentor based programme with candidates operating in a number of different environments. Emphasis is on preoperative assessment, surgical competence and post operative management. Candidates will be required to operate in a variety of settings. These will include hospital based ophthalmology surgical lists, private based ophthalmology surgical lists, ophthalmology surgical clinic run by visiting Australian and New Zealand ophthalmologists and outreach clinics to other smaller communities. Surgical mentors will provide the appropriate training in specific ophthalmic operations. Candidates will be required to show that they can competently assess and perform ophthalmic surgery and manage post operative complications. By management the candidate is required to take an appropriate medical / ophthalmic history, perform an ophthalmic examination, an appropriate general medical examination and an appropriate preoperative assessment. They will be required to identify the most likely diagnosis and list an appropriate differential diagnosis of the aetiology of the surgical disease, and outline and/or perform appropriate ophthalmic and medical investigations. They will be required to perform Surgery of the following Ophthalmic Conditions: extra capsular cataract surgery, repair of traumatic eye and eyelid

injuries, infective eyelid and orbital lesions, benign and malignant lid procedures, pterygium surgery, acute glaucoma procedures, strabismus procedures and simple lacrimal duct procedures. Mentor based teaching, Online surgical logbook, online surgical case histories. This unit of study will be offered as a mentor based programme with the candidate under the supervision of three layers of Mentors. Firstly, a local ophthalmologist in their country of practice. This ophthalmologist will be assessed and deemed appropriate by the course coordinators. Visiting ophthalmologists from Australia and New Zealand will also supervise their training and a Representative of the Local Government health authorities who the candidate will be employed by will serve as a Mentor to the candidate. At the end of the year a supervised surgical exam will be undertaken in Sydney or their country of practice. The exam will be a supervised extracapsular cataract extraction that the candidate must perform competently to complete the unit of study.

#### Textbooks

JJ Kanski, Clinical Ophthalmology: A Systematic Approach 5th Ed, Butterworth-Heinemann.

### OPSC5033

#### Acute and Emergency Eye Presentations

**Credit points:** 6 **Teacher/Coordinator:** Dr. John Grigg **Session:** Semester 1, Semester 2 **Classes:** Online lectures 3hrs per wk plus online forum discussion 1hr per wk. Self-directed learning 16hrs per wk. **Assumed knowledge:** Candidates must be overseas trained medical practitioners without an established vocational ophthalmology training program and be working in a clinical ophthalmology unit. **Assessment:** 3 x 3000 word written assignments (45%), online forum discussion (10%), exam (45%) **Campus:** Camperdown/Darlington **Mode of delivery:** Distance Education

This unit of study will provide candidates with the theoretical and practical knowledge of acute and emergency presentations in ophthalmology.

Wk1 will cover corneal ulcerations and their immediate management  
Wk 2 penetrating eye trauma and Wk3 orbital blow out fractures. Wk 4 will cover blunt ocular trauma and intraocular foreign bodies and Wk 5 cranial nerve palsies. Wk 6 giant cell arteritis and Wk 7 CRAO/CRVO - retinal vascular occlusions. Wk 8 will cover acute glaucoma and Wk 9 acute uveitis. Wk 10 will cover neonatal conjunctivitis and Wk 11 leukoria in the infant. Wk 12 will cover recent onset nystagmus and Wk 13 neuro ophthalmic emergencies.

#### Textbooks

Wills Eye Hospital, Kunimoto Derek Y., (ed) et al, Lippincott, Williams & Wilkins: The Wills Eye Manual: Office and Emergency Room Diagnosis and Treatment of Eye Disease 4th ed.

### Part 2

### OPSC5026

#### Cornea and Anterior Segment Surgery

**Credit points:** 6 **Teacher/Coordinator:** Professor Peter McCluskey **Session:** Semester 1 **Classes:** Online lectures 3hrs per wk plus online forum discussion 1hr per wk. Self-directed learning 16hrs per wk **Assumed knowledge:** Candidates must be overseas trained specialists from countries with established vocational ophthalmology training programs and have satisfactorily completed the requirements to practice as ophthalmologists in their countries of residency, or be eligible to undertake further fellowship training in their countries of residency. **Assessment:** 3 x 3000 word written assignments (45%), online forum discussion (10%), exam (45%) **Campus:** Camperdown/Darlington **Mode of delivery:** Distance Education

This unit of study will provide candidates with the theoretical and practical foundations of the practise of cornea and anterior segment surgery. Wk 1 will cover microbial keratitis. Wk 2 corneal dystrophies and Wk 3 endothelial disease. Wk 4 will cover corneal surgery. Wk 5 will cover cataract and Wk 6 cataract surgery. Wk 7 pterygium and surgery. Wk 8 will cover cicatrising conjunctivitis and Wk 9 dry eye disease. Wk 10 will cover eyelid disease and Wk 11 herpetic eye disease. Wk 12 corneal immune disorders and Wk 13 Investigation.

#### Textbooks

Coster, Douglas, Cornea: Fundamentals of Clinical Ophthalmology Series (Fundamentals of Clinical Ophthalmology), BMJ Books 2002, ISBN 0-7279-1557-6

Krachmer, J.H., Mannis, M.J., Holland, E.J., Cornea: Fundamentals, Diagnosis and Management, 2nd ed. (2 vols) Elsevier Mosby.

**OPSC5027****Glaucoma**

**Credit points:** 6 **Teacher/Coordinator:** Dr. John Grigg **Session:** Semester 2 **Classes:** Online lectures 3hrs per wk plus online forum discussion 1hr per wk. Self-directed learning 16hrs per wk. **Corequisites:** OPSC5026 **Assumed knowledge:** Candidates must be overseas trained specialists from countries with established vocational ophthalmology training programs and have satisfactorily completed the requirements to practice as ophthalmologists in their countries of residency, or be eligible to undertake further fellowship training in their countries of residency. **Assessment:** 3 X 3000 word written assignments (45%), online forum discussion (10%), exam (45%) **Campus:** Camperdown/Darlington **Mode of delivery:** Distance Education

This unit of study will provide candidates with the theoretical and practical knowledge of the treatment of glaucoma. Wk 1 will cover classification and epidemiology. Wk 2 pathology and pathogenesis and Wk 3 clinical assessment. Wk 4 will cover disease, detection and monitoring progression. Wk 5 will cover primary open angle glaucoma and Wk 6 primary and secondary angle closure glaucoma. Wk 7 secondary open angle glaucoma. Wk 8 will cover neovascular glaucoma and Wk 9 paediatric glaucoma, congenital and developmental. Wk 10 will cover medical therapy Wk 11 laser therapy and Wk 12 surgical therapy. Wk 13 Investigation.

**Textbooks**

Stamper, Robert L., Lieberman, Marc F., Drake, Michael V., Becker-Shaffer's Diagnosis and Therapy of the Glaucomas, 8th ed., Mosby.  
Shaarawy, Tarek M., Sherwood, Mark B., Hitchings, Roger A., Crowston, Jonathan G., Glaucoma, Medical Diagnosis & Therapy, 2009, Saunders Elsevier (2 Vols)

**OPSC5028****Practical International Ophthalmology 1**

**Credit points:** 6 **Teacher/Coordinator:** Professor Peter McCluskey **Session:** S1 Intensive **Classes:** block (1x5days) **Prerequisites:** OPSC5026, OPSC5027 **Corequisites:** OPSC5029, OPSC5030 **Assumed knowledge:** Candidates must be overseas trained specialists from countries with established vocational ophthalmology training programs and have satisfactorily completed the requirements to practice as ophthalmologists in their countries of residency, or be eligible to undertake further fellowship training in their countries of residency. **Assessment:** 1hr observed practical exam (100%) **Campus:** Camperdown/Darlington **Mode of delivery:** Block Mode

This course covers interpretation and assessment of special investigation for glaucoma and anterior segment including microbiology, preparation of specimens, confocal imaging, corneal topography, ocular biometry, perimetry, and ultrasound biomicroscopy (UBM).

**OPSC5029****Practical International Ophthalmology 2**

**Credit points:** 6 **Teacher/Coordinator:** Professor Peter McCluskey **Session:** S1 Intensive **Classes:** block (1x5days) **Prerequisites:** OPSC5026, OPSC5027 **Corequisites:** OPSC5028, OPSC5030 **Assumed knowledge:** Candidates must be overseas trained specialists from countries with established vocational ophthalmology training programs and have satisfactorily completed the requirements to practice as ophthalmologists in their countries of residency, or be eligible to undertake further fellowship training in their countries of residency. **Assessment:** 1hr observed practical exam (100%) **Campus:** Camperdown/Darlington **Mode of delivery:** Block Mode

This course covers interpretation and assessment of OCT, fluorescein angiography, including green angiography, autofluorescence, electrophysiology, ocular motility assessment and research methodology.

**OPSC5030****Medical Retina**

**Credit points:** 6 **Teacher/Coordinator:** Professor Peter McCluskey **Session:** Semester 1 **Classes:** Online lectures 3hrs per wk plus online forum discussion 1hr per wk. Self-directed learning 16hrs per wk. **Prerequisites:** OPSC5026, OPSC5027 **Corequisites:** OPSC5028, OPSC5029 **Assumed knowledge:** Candidates must be overseas trained specialists from countries with established vocational ophthalmology training programs and have satisfactorily completed the requirements to practice as ophthalmologists in their countries of residency, or be eligible to undertake further fellowship training in their countries of residency. **Assessment:** 3x 3000 word written assignments (45%), online forum discussion (10%), exam (45%) **Campus:** Camperdown/Darlington **Mode of delivery:** Distance Education

This unit of study will provide candidates with the theoretical and practical foundations for the treatment of retinal disorders and diseases. Wk 1 will cover diabetic retinopathy I and Wk 2 diabetic retinopathy II. Wk 3 retinal vascular disease I - CRVO, BRVO and Wk 4 retinal vascular disease II - CRVO, BRVO. Wk 5 will cover age-related macular degeneration and Wk 6 treatments for ARMD. Wk 7 macular and retinal dystrophies I and Wk 8 macular and retinal dystrophies II. Wk 9 will cover posterior segment inflammatory eye disease I. Wk 10 peripheral retinal and vitreous disorders. Wk 11 will cover retinal and choroidal tumours and Wk 12 infective posterior segment eye disease. Wk 13 special investigation FFA, OCT, ICG, electrophysiology.

**Textbooks**

Ryan, Stephen J., et al, Retina Vols 1-3, 4th ed., 2005, Elsevier Mosby

**OPSC5031****Paediatric Ophthalmology**

**Credit points:** 6 **Teacher/Coordinator:** Dr. John Grigg **Session:** Semester 2 **Classes:** Online lectures 3hrs per wk plus online forum discussion 1hr per wk. Self-directed learning 16hrs per wk. **Prerequisites:** OPSC5030 **Assumed knowledge:** Candidates must be overseas trained specialists from countries with established vocational ophthalmology training programs and have satisfactorily completed the requirements to practice as ophthalmologists in their countries of residency, or be eligible to undertake further fellowship training in their countries of residency. **Assessment:** 3x 3000 word written assignments (45%), online forum discussion (10%), exam (45%) **Campus:** Camperdown/Darlington **Mode of delivery:** Distance Education

This unit of study will provide candidates with the theoretical and practical foundations necessary to assess and perform paediatric ophthalmology. Wk 1 will cover retinopathy of prematurity and Wk 2 refractive error and amblyopia. Wk 3 will cover strabismus I, comitant and Wk 4 strabismus II, incomitant and vertical deviation. Wk 5 will cover media opacities, congenital cataracts. Wk 6 congenital glaucoma and developmental glaucoma. Wk 7 introduction to genetic eye disease. Wk 8 will cover paediatric ophthalmic infectious diseases. Wk 9 paediatric ocular oncology. Wk 10 will cover orbital and lacrimal disease and Wk 11 the child who can't see approach to and investigations Wk 12 phakomatoses and Wk 13 nystagmus.

**Textbooks**

Taylor, David., Hoyt, Creig S., Pediatric Ophthalmology and Strabismus 2nd ed., Blackwell Science 1997

**Part 3****OPSC5032****Treatise**

**Credit points:** 12 **Teacher/Coordinator:** Professor Peter McCluskey **Session:** Semester 1, Semester 2 **Classes:** Students will be required to meet with their supervisor at least every three weeks to discuss the progress and implementation of their project **Prerequisites:** (OPSC5013 and OPSC5014 and OPSC5015) or (OPSC5026 and OPSC5027 and OPSC5030) **Assumed knowledge:** Candidates must be overseas trained specialists from countries with established vocational ophthalmology training programs and have satisfactorily completed the requirements to practice as ophthalmologists in their countries of residency, or be eligible to undertake further fellowship training in their countries of residency. **Assessment:** Review by two independent assessors. Treatise may take one of two forms, either a written output on work performed during the candidature from a supervised student project that contains between 10,000-20,000 words or a scientific paper that arises from a supervised student's project and has been accepted by a peer review journal for publication. **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day



# International Public Health

## Graduate Diploma in International Public Health

(GradDipIntPH) KF029

## Master of International Public Health

(MIntPH) KC053

Course	Credit points for award	Duration full-time	Duration part-time
GradDipIntPH	36	1 year	1.5 to 3 years
MIntPH	48	1 year	1.5 to 4 years

Candidates for the graduate diploma must complete 36 Credit points of Study (24 core and 12 elective).

Candidates for the master's degree must complete 48 Credit points of Study (24 core and 24 elective).

### Overview

International Public Health emphasises a modern approach to public health in low- and middle-income countries. It aims to ensure students can work productively in public health in an international context, particularly in developing countries, through understanding the distribution and determinants of disease and health and the social and cultural contexts in which disease and health are embedded. Students will also learn about health systems and policies and interventions for effective disease prevention and control.

### Course Outcomes

The course focuses on themes such as causes of ill-health and premature mortality; determinants of health and quality of life; infectious diseases and under-nutrition; and health in rural and urban contexts and in ethnically diverse populations. It also covers infrastructure development for disease control and health promotion, and relevant aspects of program design, implementation and evaluation.

## Degree Resolutions

Sydney Medical School resolutions and the printed handbook are the official statement of Faculty policy. The resolutions contained in the printed handbook are accurate as at November 2010. If a conflict is perceived between the content of the printed handbook and information available elsewhere, Sydney Medical School resolutions and the information available in the handbook online shall always take precedence. See the handbook online website:

[sydney.edu.au/handbooks/handbooks\\_admin/medicine.shtml](http://sydney.edu.au/handbooks/handbooks_admin/medicine.shtml). See the Policy Online website: [sydney.edu.au/policy](http://sydney.edu.au/policy), for copies of University policies.

## Graduate Diploma in International Public Health

## Master of International Public Health

*These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to) the University of Sydney (Coursework) Rule 2000 (the 'Coursework Rule'), the Resolutions of the Faculty, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended) and the Academic Board policies on Academic Dishonesty and Plagiarism.*

## Course resolutions

### 1 Course codes

Code	Course title
KF029	Graduate Diploma in International Public Health
KC053	Master of International Public Health

### 2 Attendance pattern

The attendance pattern for this course is full time or part time according to candidate choice.

### 3 Master's type

The master's degree in these resolutions is a professional master's course, as defined by the Coursework Rule.

### 4 Embedded courses in this sequence

- (1) The embedded courses in this sequence are:
  - (a) the Graduate Diploma in International Public Health
  - (b) the Master of International Public Health.
- (2) Providing candidates satisfy the admission requirements for each stage, a candidate may progress to the award of any of the courses in this sequence. Only the longest award completed will be conferred.

### 5 Admission to candidature

- (1) Available places will be offered to qualified applicants according to the following admissions criteria. In exceptional circumstances the Dean may admit applicants without these qualifications who, in the opinion of the Faculty, have qualifications, evidence of experience and achievement sufficient to successfully undertake the award.
- (2) Admission to the Graduate Diploma in the International Public Health requires:
  - a bachelor's degree from the University of Sydney or equivalent qualification.
- (3) Admission to the Master of International Public Health degree requires:
  - a four year degree from the University of Sydney or equivalent qualification.

### 6 Requirements for award

- (1) The units of study that may be taken for the courses are set out in the Tables of Units of Study: International Public Health.
- (2) To qualify for the award of the Graduate Diploma in International Public Health a candidate must successfully complete 36 credit points of core units of study, comprising:
  - (a) 24 credit points of core units of study; and
  - (b) 12 credit points of elective units of study, with a minimum of 6 credit points from Part 1 of the International Public Health tables of units of study.



- (3) To qualify for the award of the Master of International Public Health, a candidate must successfully complete 48 credit points, comprising:
- 24 credit points of core units of study; and
  - 24 credit points of elective units of study, with a minimum of 12 credit points from Part 1 of the International Public Health table of units of study.

## 7 Transitional provisions

- These resolutions apply to persons who commenced their candidature after 1 January, 2011 and persons who commenced their candidature prior to 1 January, 2011 who formally elect to proceed under these resolutions.
- Candidates who commenced prior to 1 January, 2011 complete the requirements in accordance with the resolutions in force at the time of their commencement.

## Tables of Units of Study: International Public Health

<i>Unit of study</i>	<i>Credit points</i>	<i>A: Assumed knowledge</i>	<i>P: Prerequisites</i>	<i>C: Corequisites</i>	<i>N: Prohibition</i>	<i>Session</i>
<b>Core Units</b>						
Full-time students take all core units (24 credit points) in Semester 1 of a given year; part-time students usually take 12 credit points in Semester 1 in each of two consecutive years. Note - students commencing enrolment in Semester 2 of a given year will need to do elective units before core units.						
<b>MIPH5131</b> Foundations of International Health	6					Semester 1
<b>MIPH5132</b> Disease Priorities and Social Methods	6					Semester 1
<b>PUBH5010</b> Epidemiology Methods and Uses	6	N BSTA5011				Semester 1
<b>PUBH5018</b> Introductory Biostatistics	6					Semester 1
<b>Elective Units Part 1</b>						
Full-time masters students take 24 credit points of elective units in Semester 2 of a given year; part-time students usually take 12 credit points in Semester 2 in each of two consecutive years. Candidates for the master's degree must choose a minimum of 12 credit points from Part 1; candidates for the graduate diploma must choose a minimum of 4 credit points from Part 1. Students who have not completed all core units must ensure they fulfill all essential prerequisites before enrolling in electives. Students commencing mid-year should discuss their elective choices with the course co-ordinator before enrolling.						
<b>HPOL5007</b> Global Health Policy	6					Semester 2
<b>MIPH5004</b> Praxis in International Public Health I	2		<i>Note: Department permission required for enrolment</i> <i>The student is required to fill in 2 copies of Praxis Registration Form, signed by the student and the supervisor, to give one copy to IPH Office and take the other copy to the Postgraduate Student Administration Unit to enrol.</i>			Semester 1 Semester 2
<b>MIPH5005</b> Praxis in International Public Health II	4		<i>Note: Department permission required for enrolment</i> <i>The student is required to fill in 2 copies of Praxis Registration Form, signed by the student and the supervisor, to give one copy to IPH Office and take the other copy to the Postgraduate Student Administration Unit to enrol.</i>			Semester 1 Semester 2
<b>MIPH5008</b> Travel and Tropical Medicine	2					Semester 2b
<b>MIPH5014</b> International Health Promotion	4					Semester 2
<b>MIPH5112</b> Global Communicable Disease Control	4		<i>The unit does not include HIV/AIDS, malaria and tuberculosis because these are covered in the core unit MIPH5132 Disease Priorities and Social Methods.</i>			Semester 2
<b>MIPH5115</b> Women's and Children's Health	4					Semester 2
<b>MIPH5116</b> Culture, Health, Illness and Medicine	4		<i>Note: Department permission required for enrolment</i> <i>Departmental permission is required.</i>			Semester 1 Semester 2
<b>MIPH5117</b> Diseases of Modernisation	2					Semester 2a
<b>MIPH5118</b> Global Perspectives of HIV/AIDS	4					Semester 2
<b>MIPH5124</b> Health Issues & Humanitarian Emergencies	4					Semester 2b
<b>MIPH5127</b> Mental Disorders in Global Context	2					Semester 2a
<b>MIPH5128</b> Dissertation A	6		<b>P</b> A candidate must have obtained a minimum weighted average mark of 70% in at least 24 credit points of coursework and obtained approval from the course-coordinator to enrol in this unit of study. Enrolment must be done through the Faculty or School office. <i>Note: Department permission required for enrolment</i>			Semester 1 Semester 2
<b>MIPH5129</b> Dissertation B	6		<b>P</b> A candidate must have obtained a minimum weighted average mark of 70% in at least 24 credit points of coursework and obtained approval from the course-coordinator to enrol in this unit of study. Enrolment must be done through the Faculty or School office. <i>Note: Department permission required for enrolment</i>			Semester 1 Semester 2
<b>MIPH5130</b> Dissertation C	12		<b>P</b> A candidate must have obtained a minimum weighted average mark of 70% in at least 24 credit points of coursework and obtained approval from the course-coordinator to enrol in this unit of study. Enrolment must be done through the Faculty or School office. <i>Note: Department permission required for enrolment</i>			Semester 1 Semester 2
<b>MIPH5135</b> Health Systems in Developing Countries	4					Semester 2

<b>Unit of study</b>	<b>Credit points</b>	<b>A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition</b>	<b>Session</b>
MIPH5136 Nutrition in International Settings	4		Semester 2a
MIPH5219 International Health Project Management	6		Semester 2
<b>Elective Units Part 2</b>			
Candidates may complete either LAWS6881 (Semester 1) or LAWS6252 (Semester 2) but may not complete both, and must complete either LAWS6881 or LAWS6252 before undertaking LAWS6839. For information on UNSW elective units of study, please go to the following UNSW website <a href="http://www.sphcm.med.unsw.edu.au/">http://www.sphcm.med.unsw.edu.au/</a> .			
BETH5203 Ethics and Public Health	6	<b>A</b> A three-year undergraduate degree in science, medicine, nursing, allied health sciences, philosophy/ethics, sociology/anthropology, history, or other relevant field, or by special permission. <i>A limited number of students may be granted permission to take this unit during their honours year.</i>	Semester 2
CISS6004 Disease and Security <i>This unit of study is not available in 2011</i>	6		Semester 1
DENT5013 Preventative Dentistry	6	<b>P</b> (PUBH5010 and PUBH5018) or DENT6000	Semester 2
DENT5014 Dental Health Services	6	<b>P</b> PUBH5018, PUBH5010	Semester 2
DENT5015 Population Oral Health	6	<b>P</b> (PUBH5015 and PUBH5016) or (PUBH5030, PUBH5031, PUBH5032 and PUBH5033); PUBH5018; PUBH5010	Semester 2
HPOL5000 Introduction to Health Policy	6		Semester 1
HPOL5001 Economics and Finance for Health Policy	6		Semester 1
HPOL5003 Analysing Health Policy	6		Semester 2
LAWS6252 Legal Reasoning & the Common Law System	6	<b>N</b> LAWS6881 <i>International students who are required to enrol in this unit must undertake classes during the first week of their study. Health Law and Public Health students should enrol in LAWS6881 Introduction to Law for Health Professionals in lieu of LAWS6252, if available.</i>	Int Sept S1 Late IntA S1 Late IntB S2 Late IntA
PSYC5011 Applying Models of Health Behaviour	6		Semester 2
PUBH5017 Public Health Program Evaluation	6	<b>P</b> PUBH5010 and PUBH5018 and PUBH5032 and PUBH5033	Semester 2
PUBH5019 Cancer Prevention and Control	6	<b>P</b> PUBH5010	Semester 2
PUBH5020 Chronic Disease Prevention and Control	6	<i>Note: Department permission required for enrolment</i>	Semester 1
PUBH5024 Global Obesity and Health Promotion	2	<b>A</b> Core MPH content, especially health promotion/disease prevention and epidemiology <b>P</b> PUBH5010, PUBH5033 and PUBH5031 <b>N</b> PUBH5021	Semester 2
PUBH5025 Physical Activity and Public Health	2	<b>A</b> Content of Core MPH electives noted as prerequisites <b>P</b> PUBH5010, PUBH5033, PUBH5031 <b>N</b> PUBH5022	Semester 2
PUBH5101 Special Project in Public Health	4	<i>Note: Department permission required for enrolment Students negotiate with a public health staff member to be their supervisor on an agreed project. The student or supervisor informs the Unit co-ordinator, who emails the Postgraduate Student Administration Unit permission to allow the student to enrol.</i>	Semester 1 Semester 2
PUBH5102 Special Project in Public Health	2	<i>Note: Department permission required for enrolment Students negotiate with a public health staff member to be their supervisor on an agreed project. The student or supervisor informs the Unit co-ordinator, who emails the Postgraduate Student Administration Unit permission to allow the student to enrol.</i>	Semester 1 Semester 2
PUBH5111 Environmental Health	4		Semester 2
PUBH5113 International Health	4		Semester 2
PUBH5114 Alcohol, Drug Use and Health	4	<b>N</b> PUBH5115	Semester 2
PUBH5115 Alcohol, Drug Use and Health	2	<b>N</b> PUBH5114	Semester 2a
PUBH5116 Genetics and Public Health	4		Semester 2b
PUBH5117 Communicable Disease Control	6	<b>P</b> PUBH5010 (or equivalent)	Semester 2
PUBH5118 Aboriginal Health Promotion	4		Semester 2b
PUBH5205 Decision Analysis	2	<b>P</b> PUBH5018 and PUBH5010 <i>Recommended: PUBH5302 Health Economic Evaluation</i>	Semester 2b
PUBH5206 Controlled Trials	2	<b>P</b> PUBH5018	Semester 2

<b>Unit of study</b>	<b>Credit points</b>	<b>A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition</b>	<b>Session</b>
<b>PUBH5208</b> Screening and Diagnostic Test Evaluation	2	P PUBH5010	Semester 2a
<b>PUBH5211</b> Multiple Regression and Stats Computing	4	P PUBH5018	Semester 2
<b>PUBH5212</b> Categorical Data Analysis	2	P PUBH5018 C PUBH5211	Semester 2b
<b>PUBH5213</b> Survival Analysis	2	C PUBH5211	Semester 2b
<b>PUBH5215</b> Introductory Analysis of Linked Data	6	P PUBH5018 and (PUBH5010 or BSTA5011) and (PUBH5211 or BSTA5004)	Semester 2b
<b>PUBH5221</b> Qualitative Research Methods	2	P PUBH5031 or MIPH5132	Semester 2
<b>PUBH5302</b> Health Economic Evaluation	4	P PUBH5010 and PUBH5018	Semester 2
<b>PUBH5308</b> Health Workforce Policy Analysis	2		Semester 2b
<b>PUBH5414</b> Public Health Advocacy	2		Semester 2
<b>PUBH5415</b> Injury Prevention	2		Semester 2
<b>PUBH5416</b> Vaccines in Public Health	2	<i>Note: Department permission required for enrolment Students may be required to request permission from the unit of study coordinator to enrol in this unit of study. In this situation, the coordinator emails the Postgraduate Student Administration Unit advice that the student has permission to enrol.</i>	Semester 2
<b>PUBH5417</b> Injury Epidemiology Prevention & Control	4		Semester 2
<b>PUBH5418</b> Tobacco Control in the 21st Century	6		Semester 2
<b>PUBH5419</b> Falls Prevention in Older People	4		Semester 2
<b>SEXH5008</b> Sex and Society	2		Semester 2b
<b>SEXH5101</b> Public Health Aspects of STDs	2		S2 Intensive Semester 2a
<b>SEXH5102</b> Public Health Aspects of HIV/AIDS	2		Semester 2b
<b>SEXH5205</b> Advanced Adolescent Sexual Health	6	N SEXH5204	Semester 2

### Further enquiries

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## Units of Study Descriptions for 2011

### BETH5203

#### Ethics and Public Health

**Credit points:** 6 **Session:** Semester 2 **Classes:** 3 x 8hr Intensives **Assumed knowledge:** A three-year undergraduate degree in science, medicine, nursing, allied health sciences, philosophy/ethics, sociology/anthropology, history, or other relevant field, or by special permission. **Assessment:** 10 x Online tasks 250-400wds (20%); 1 x 1000 wd essay (30%); 1 x 2500 wd essay (50%) **Campus:** Camperdown/Darlington **Mode of delivery:** Block Mode

*Note: A limited number of students may be granted permission to take this unit during their honours year.*

This unit will provide students with an overview of the broader philosophical, ethical, sociopolitical and cultural issues that underlie public health and public health research. Students will first review the history of public health and examine the values that underpin health promotion and disease prevention. The second part of the unit will critique the place of facts and values in public health and the construction and use of information, with particular reference to evidence-based-medicine. The third part of the unit will examine the cultural, moral and social context of public health including the social

determinants of health, the construction of health services, the determination of research priorities and issues relating to human rights and global health. Learning activities will include 2-hour weekly seminars and readings. Assessment tasks will consist of essays and a presentation/project.

### CISS6004

#### Disease and Security

*This unit of study is not available in 2011*

**Credit points:** 6 **Session:** Semester 1 **Classes:** 3hrs per week **Assessment:** Essay; exam; participation **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit assesses the political and security significance of infectious diseases. Whether one contemplates historical experiences with smallpox, plague and cholera, or the contemporary challenges posed by new diseases like HIV/AIDS and SARS, it is clear that pathogenic micro-organisms exercise a powerful influence over civilized humankind. The unit concentrates on areas in which human health and security concerns intersect most closely, including: biological weapons proliferation; responses to fast-moving disease outbreaks of natural origin; safety and security in microbiology laboratories; and the relationships between infectious disease patterns, public health

capacity, state functioning and violent conflict. The overall aim of the unit is to provide students with a stronger understanding of the scientific and political nature of these problems, why and how they might threaten security, and the conceptual and empirical connections between them.

### DENT5013 Preventative Dentistry

**Credit points:** 6 **Teacher/Coordinator:** Associate Professor Wendell Evans **Session:** Semester 2 **Classes:** 30hrs consisting of 10x(1hr lecture/seminar and 2hr tutorial) **Prerequisites:** (PUBH5010 and PUBH5018) or DENT6000 **Assessment:** individual written assignments (70%), tutorial discussion and group-work participation (30%) **Campus:** Westmead **Mode of delivery:** Normal (lecture/lab/tutorial) Day

To provide students with sufficient background and appreciation of the importance of preventive dentistry and oral health promotion and to provide them with the opportunity to develop skills and acquire essential knowledge in this field for the effective practice of population oral health. The following topics will be covered: principles of prevention; oral diseases and conditions of public health concern - a review; the epidemiology of the common oral problems; prevention of dental caries; prevention of periodontal disease; prevention of other diseases of oral health concern; evidence-based preventive dental care; principles of health education, health protection, and oral health promotion; and analysis of health education and oral health promotion initiatives. On the completion of this unit of study, the student will be able to: understand the efficacy and effectiveness of risk reduction strategies in relation to the common oral problems and conditions; select interventions and strategies for the prevention and control of oral disease and the promotion of oral health; and understand the limitations of health education and the potential for oral health improvement through effective oral health promotion strategies.

#### Textbooks

Fejerskov O, Ekstrand J, Burt BA (Editors) (1996). Fluoride in dentistry, 2nd edition. Copenhagen: Munksgaard.  
Burt BA, Eklund SA. Dentistry, dental practice, and the community, 6th edition. St Louis Missouri: Elsevier Saunders, 2005.  
Murray JJ, Nunn JH, Steele JG (Editors). Prevention of oral disease, 4th edition. Oxford: Oxford University Press, 2003.  
Nutbeam D, Harris E. Theory in a nutshell - A practical guide to health promotion theories. Second edition. Sydney: McGraw-Hill, 2005.

### DENT5014 Dental Health Services

**Credit points:** 6 **Teacher/Coordinator:** Associate Professor Peter Dennison **Session:** Semester 2 **Classes:** 30hrs consisting of 10x(1hr lecture/seminar and 2hr tutorial) **Prerequisites:** PUBH5018, PUBH5010 **Assessment:** individual written assignments (70%), tutorial discussion and group-work participation (30%) **Campus:** Westmead **Mode of delivery:** Normal (lecture/lab/tutorial) Day

To provide students with sufficient background and appreciation of the role and scope of dental health services within health care and to provide them with the opportunity to develop skills and acquire essential knowledge in this field for the effective practice of population oral health. The following topics will be covered: dental services in the twenty first century; the primary health care approach; assessment of the role of Western Dentistry (the limits of conventional dentistry); the limitations of a "high-risk" approach for the prevention of dental caries; the common risk factor approach: a rational basis for promoting oral health and strategies for developing oral health care programs in deprived communities; priorities in oral health care services; review of the Save our Kids Smiles program in New South Wales; the prevention of social inequalities in oral health; adult access to dental care in Australia; and ethnic indicators of dental health schoolchildren resident in areas of multiple deprivation. On the completion of this unit of study, students will be able to: understand the principles governing primary health care; understand the principles governing the delivery and management of dental services; and develop resources and implement and manage appropriate dental services for populations.

#### Textbooks

Pine CM (Editor). Community oral health. Oxford: Wright, 1997.  
Murray JJ, Nunn JH, Steele JG (Editors). Prevention of oral disease, 4th edition. Oxford: Oxford University Press, 2003.

### DENT5015 Population Oral Health

**Credit points:** 6 **Teacher/Coordinator:** Dr Shanti Sivanewaran **Session:** Semester 2 **Classes:** 30hrs consisting of 10x(1hr lecture/seminar and 2hr tutorial) **Prerequisites:** (PUBH5015 and PUBH5016) or (PUBH5030, PUBH5031, PUBH5032 and PUBH5033); PUBH5018; PUBH5010 **Assessment:** individual written assignments (70%), tutorial discussion and group-work participation (30%) **Campus:** Westmead **Mode of delivery:** Normal (lecture/lab/tutorial) Day

To provide students with sufficient background and appreciation of the importance of population oral health and to provide them with the opportunity to develop skills and acquire essential knowledge in this field for the effective practice of population oral health. The following topics will be covered: the oral health status of Australians - the changing profile; water fluoridation legislation, benefits/risks, the politics of fluoridation, the arguments for and against water fluoridation, how to respond to antifluoridationists; overview of policies and initiatives regarding dental services - the example of New South Wales; and dental workforce and dental services issues. On the completion of this unit of study, students will be able to: evaluate and monitor dental service delivery systems; plan and manage oral health programs for populations; understand the principles governing the development of resources, assets, and the workforce; understand the principles of health policy formulation and review, and the direction and financing of dental services and oral health promotion; understand the principles of economic evaluation; understand the regulations and legislation governing dental practice in New South Wales; design and understand the use of surveillance systems to monitor oral health; and communicate and collaborate with groups and individuals on oral health issues.

#### Textbooks

Burt BA, Eklund SA. Dentistry, dental practice, and the community, 6th edition. St Louis Missouri: Elsevier Saunders, 2005.  
Cohen LK, Gift HC. Disease Prevention and Oral Health Promotion. Copenhagen: Munksgaard, 1995.  
Murray JJ, Nunn JH, Steele JG (Editors). Prevention of oral disease, 4th edition. Oxford: Oxford University Press, 2003.

### HPOL5000 Introduction to Health Policy

**Credit points:** 6 **Teacher/Coordinator:** Dr James Gillespie, Professor Stephen Leader **Session:** Semester 1 **Classes:** 2x2day workshops, online lectures and discussions **Assessment:** 1x1500word paper (25%), 1x3000word paper (50%), and online learning activities (25%) **Campus:** Camperdown/Darlington **Mode of delivery:** Distance Education/Intensive on Campus

This unit aims to develop a critical and comparative grasp of the theory and practice of health policy and to give an overview of the political choices and frameworks that shape policymaking. The unit explores the main structures and institutions that make health policy. Students will debate the reform of policy frameworks, raising questions about equity, ethics and the role of socio-economic status over access to health care and priorities of the current system. Australian policy debates will be placed in their broader context by comparing different health systems and assessing global influences. Case studies will be used to examine the relationships between policy and practice.

### HPOL5001 Economics and Finance for Health Policy

**Credit points:** 6 **Teacher/Coordinator:** Dr James Gillespie, Associate Professor Christine Giles, Dr Stephen Jan **Session:** Semester 1 **Classes:** 2x2day workshops, online discussion **Assessment:** 1x2500 word assignment (50%), 1x3000 word assignment (50%) **Campus:** Camperdown/Darlington **Mode of delivery:** Distance Education/Intensive on Campus

This unit introduces the main concepts and analytical methods of health economics, political economy and finance to examine the workings of health systems in Australia and comparable countries. It looks at the main models of funding used in developed countries and their implications for the structure, planning and delivery of services. The first module focuses on the basic concepts and methodologies of health economics and political economy and their contribution to policy analysis. The second module places funding structures in a broader political and policy context. Topics include the debates over the public-private mix and governance and accountability - who makes

decisions about funding priorities? To whom should decision makers be held accountable and for what aspects of their work?. How does health finance shape broader policy reform?

### HPOL5003

#### Analysing Health Policy

**Credit points:** 6 **Teacher/Coordinator:** Dr James Gillespie, Professor Stephen Leeder **Session:** Semester 2 **Classes:** 2x2day workshops, online discussions **Assessment:** 1x2500 word assignment (50%), 1x3000 word assignment (50%) **Campus:** Camperdown/Darlington **Mode of delivery:** Distance Education/Intensive on Campus

This unit develops skills for the effective critical appraisal of health policy, with an examination of the principles, and limitations, of evidence-based health policy and evaluation of the research that underpins policy proposals. It builds policy analysis and analytical skills by exploring policy design, implementation and evaluation using approaches drawn from public policy, political science and public administration to look at the role of politics and equity in health policy development and implementation. The workshops cover the use of epidemiological and social science literature in policy development.

#### Textbooks

Kent Buse, Nicholas Mays and Gillian Walt, Making health policy. Open University Press, 2006.

### HPOL5007

#### Global Health Policy

**Credit points:** 6 **Teacher/Coordinator:** Dr James Gillespie **Session:** Semester 2 **Classes:** block mode 2x2 days and 6x2hr tut or 12hrs online tut **Assessment:** 1x2000wd essay (30%), 1xtutorial or online paper (20%), 1x2500wd essay (50%) **Campus:** Camperdown/Darlington **Mode of delivery:** Block Mode

This unit explores the impact of globalization on health policy, and the way in which global health problems such as HIV/AIDS and emerging chronic diseases shape policy for less developed countries. The unit aims to equip students with the skills to appraise critically global health policy proposals and to offer informed advice how these policies may be made more effective. The unit will achieve this goal by doing three things.

First, it will explore new global health threats that transcend national boundaries; especially those whose causes or results transcend the capacity of individual states to influence, avian flu, for example. Second, it will examine the governance of the policy responses, good and poor, that these global health threats evoke. The influence and power of agencies in the United Nations system, including the World Health Organisation and UNICEF, the World Bank, the Gates Foundation and activist organizations such as Médecins sans Frontières, will be examined. Third, teaching will make extensive use of current case studies. Students will be assessed on their acquisition of skills in global policy and critical analysis and their application to emerging problems.

### LAWS6252

#### Legal Reasoning & the Common Law System

**Credit points:** 6 **Teacher/Coordinator:** Mr Michael Skinner and Prof Reg Graycar (S53 only) **Session:** Int Sept, S1 Late IntA, S1 Late IntB, S2 Late IntA **Classes:** Classes: S63 (Intensive Group A): Mar 1-4 (9-5), S64 (Intensive Group B): Mar 25, 26 & Apr 15, 16 (9-5), S53 (Intensive Group C): Jul 26-29 (9-5), S109 (Intensive Group D): Sep 9, 10 & 23, 24 (9-5) **Prohibitions:** LAWS6881 **Assessment:** 1xin-class test (25%), 1xtake-home exam (75%) **Campus:** Camperdown/Darlington **Mode of delivery:** Block Mode

*Note: International students who are required to enrol in this unit must undertake classes during the first week of their study. Health Law and Public Health students should enrol in LAWS6881 Introduction to Law for Health Professionals in lieu of LAWS6252, if available.*

This is a compulsory unit for all postgraduate students who do not hold a law degree or equivalent from a common law jurisdiction entering the: Master of Administrative Law and Policy; Master of Business Law; Master of Environmental Law; Master of Environmental Science and Law; Master of Global Law; Master of Health Law; Master of International Business and Law; Master of Labour Law and Relations as well as Graduate Diplomas offered in these programs. The unit has been designed to equip students with the necessary legal skills and legal knowledge to competently apply themselves in

their chosen area of law. Instruction will cover the legislative process; the judiciary and specialist tribunals; precedent; court hierarchies; legal reasoning; constitutional law; administrative law; contracts; and torts. Some elements of the unit will be tailored in accordance with the requirements of the particular specialist programs.

### MIPH5004

#### Praxis in International Public Health I

**Credit points:** 2 **Teacher/Coordinator:** Professor Bob Cumming, Associate Professor Mu Li **Session:** Semester 1, Semester 2 **Classes:** student under supervision **Assessment:** 1x2000word written report (100%) **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

*Note: Department permission required for enrolment. Note: The student is required to fill in 2 copies of Praxis Registration Form, signed by the student and the supervisor, to give one copy to IPH Office and take the other copy to the Postgraduate Student Administration Unit to enrol.*

This unit gives students the opportunity to undertake a special project (a research project or a field placement) in their area of interest in international public health as part of the course. Students may research their chosen topic or analyse data already collected, then write a brief report. Alternatively, students may choose to undertake a placement with an international aid agency or with relevant sections of health services overseas or in Australia and then write a brief report about it. Students arrange with an international public health academic to be their supervisor on a project and agree to expected deliverables. The supervisor provides guidance and assesses the report.

### MIPH5005

#### Praxis in International Public Health II

**Credit points:** 4 **Teacher/Coordinator:** Professor Bob Cumming, Associate Professor Mu Li **Session:** Semester 1, Semester 2 **Classes:** student under supervision **Assessment:** 1x4000word written report (100%) **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

*Note: Department permission required for enrolment. Note: The student is required to fill in 2 copies of Praxis Registration Form, signed by the student and the supervisor, to give one copy to IPH Office and take the other copy to the Postgraduate Student Administration Unit to enrol.*

This unit gives students the opportunity to undertake a special project (a research project or a field placement) in their area of interest in international public health as part of the course. Students may research their chosen topic or analyse data already collected, then write a report. Alternatively, students may choose to undertake a placement with an international aid agency or with relevant sections of health services overseas or in Australia and then write a report about it. Students arrange with an international public health academic to be their supervisor on a project and agree to expected deliverables. The supervisor provides guidance and assesses the report.

### MIPH5008

#### Travel and Tropical Medicine

**Credit points:** 2 **Teacher/Coordinator:** Dr Giselle Manalo, Dr Paula Fogarty **Session:** Semester 2b **Classes:** 1x2day intensive lectures **Assessment:** 1x2000word individual essay (90%) and attendance (10%) **Campus:** Camperdown/Darlington **Mode of delivery:** Block Mode

This unit aims to provide an overview of common health issues and emerging travel-related diseases, with a general look at prevention and control of these problems for travellers or those intending to work in tropical or resource-poor settings for a significant period of time. Travel/public health regulations associated with outbreaks and disasters area also addressed. During the short course, students will also explore issues such as pre-travel preparations, protection from vector-borne diseases and vaccinations. The teaching method is face-to-face teaching. Attendance is compulsory.

#### Textbooks

Unit notes supplied by School.

### MIPH5014

#### International Health Promotion

**Credit points:** 4 **Teacher/Coordinator:** Dr Philayrath Phongsavan **Session:** Semester 2 **Classes:** 1x2hr lecture per week for 13 weeks; 1x1hr tutorial per week for 9 weeks **Assessment:** 1,500 words essay (30%), 2,500 words report (50%), tutorial presentation and attendance (20%) **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit of study aims to provide students with an understanding of the principles, theory and methods that are employed in health promotion and prevention. The unit will give attention to the full spectrum of health promotion and prevention activities, from local level initiatives to the development of national policies to achieve health goals. It will have a strong practical and methodological focus, with the objective of enabling students to develop knowledge and skills for planning, implementing and evaluating health promotion programs. This unit of study provides students with opportunities to look at theory and practice in health promotion and the major health promotion issues at national and international levels. Models and methods that are commonly used in health promotion and disease prevention will be described and discussed by using real life examples. Among the major issues examined are the health impact of economic development at the national and global levels, prevention and control of cigarette smoking, non-communicable and communicable diseases.

#### Textbooks

Unit notes supplied by School.

### MIPH5112

#### Global Communicable Disease Control

**Credit points:** 4 **Teacher/Coordinator:** Professor Robert Cumming, Dr Giselle Manalo **Session:** Semester 2 **Classes:** 1x2 hr lecture per week for 13 weeks; 1x1hr tutorial per week for 9 weeks plus 2x2 peer learning sessions through group presentations **Assessment:** 1x group presentation (20%), 1x2000 word written essay (60%), tutorial facilitation (10%) and peer evaluation (10%) **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

*Note: The unit does not include HIV/AIDS, malaria and tuberculosis because these are covered in the core unit MIPH5132 Disease Priorities and Social Methods.*

This unit gives candidates an insight into prevention and control of communicable diseases in developing countries using country-specific examples presented by professionals with field experience. The unit covers the so-called Neglected Tropical Diseases (including soil-transmitted helminths, and leprosy), as well as some vector-borne conditions (including yellow fever and dengue) and emerging infectious diseases such as pandemic influenza.

#### Textbooks

Unit notes supplied by School.

### MIPH5115

#### Women's and Children's Health

**Credit points:** 4 **Teacher/Coordinator:** Professor Heather Jeffery **Session:** Semester 2 **Classes:** 1x2hr lecture per week for 10 weeks, 1x1hr tutorial per week for 9 weeks and 1 half day SCORPIO workshop. **Assessment:** 1x1500 word essay, problem based (50%), 1x15 minute presentation (25%), tutorial facilitation (10%), peer evaluation (5%), and active participation in SCORPIO workshop (10%) **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit aims to give students an overview of the health status of women and children in international settings. It also aims to examine causes of major health problems and possible approaches to improving the health of women and children in resource-poor countries. The unit covers a variety of issues in women's and children's health, including approaches to prevention of maternal and fetal, neonatal and child mortality, poverty, mother to child HIV transmission, women and violence, traditional practices and early marriage, family planning, diarrhoeal disease, pneumonia, vaccine preventable diseases.

#### Textbooks

Unit notes supplied by School.

### MIPH5116

#### Culture, Health, Illness and Medicine

**Credit points:** 4 **Teacher/Coordinator:** Dr Cynthia Hunter **Session:** Semester 1, Semester 2 **Classes:** 1 x 2 day workshop; 1 x 2hr seminar per week for 7 weeks **Assessment:** 1x3000word essay (75%) and 1x1hr class facilitation (25%) **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

*Note: Department permission required for enrolment. Note: Departmental permission is required.*

This unit aims to provide an integrated and interpretive approach to an understanding of health-related behaviours of populations in

international settings, by synthesizing anthropological knowledge and methodology, and the interactions of culture, biology, psychology and environment. The teaching process is by student-led, lecturer-guided, discussion based review and critical analysis of relevant topics. During the unit, students will explore a range of issues in international and multicultural health from an anthropological perspective. Methodological approaches will encompass ethnography and other anthropological data collection methods. The issues covered will include cultural influences on health, illness and healing, such as indigenous and traditional beliefs and systems, gender and cultural change and the impact of modernization and development on illness and healing. The impact examines disease and illness patterns - their distribution and persistence, mental illness and culture and attitudes towards the use of medications; and the provision of culturally sensitive and appropriate services. The emphasis will be on covering a range of topic areas relevant to the students enrolled, and those of particular importance in contemporary international and multicultural health contexts.

#### Textbooks

Unit notes supplied by School.

### MIPH5117

#### Diseases of Modernisation

**Credit points:** 2 **Teacher/Coordinator:** Dr. Rohina Joshi, Professor Bob Cumming **Session:** Semester 2a **Classes:** 1x2hr lecture per week for 7 weeks **Assessment:** 1x2000word written assignment (100%) **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit aims to provide candidates with an understanding of the causes and control of non-communicable diseases (NCDs) in developing countries. These diseases are associated with social and economic development and the demographic and health transitions. Topics covered in the unit include cardiovascular diseases, diabetes, cancer; primary health care management of NCDs, health promotion for NCDs and approaches to NCD research in developing countries. Lectures are given by health professionals with direct experience of NCD control in Africa, Asia and the Pacific.

#### Textbooks

Unit notes supplied by School.

### MIPH5124

#### Health Issues & Humanitarian Emergencies

**Credit points:** 4 **Teacher/Coordinator:** Ms Bronwen Blake, Associate Professor Michael Dibley **Session:** Semester 2b **Classes:** 1x4day workshop **Assessment:** Workshop activities (40%), 1x2500word written assignment (60%) **Campus:** Camperdown/Darlington **Mode of delivery:** Block Mode

This unit gives students an overview of public health aspects of humanitarian emergencies in developing country situations and the range of appropriate responses. This includes considering problems faced by government and non-government organisations in humanitarian emergency relief efforts. Topics covered in the unit include international and human rights law, the role of donor agencies, refugee health, nutritional emergencies, site planning for refugee camps, water and sanitation, sexual violence, protection of vulnerable groups, and communicable disease surveillance and control.

#### Textbooks

Unit notes supplied by School.

### MIPH5127

#### Mental Disorders in Global Context

**Credit points:** 2 **Teacher/Coordinator:** Dr Maree Hackett **Session:** Semester 2a **Classes:** 1x2day workshop **Assessment:** 1x2000word essay (90%) plus class participation (10%) **Campus:** Camperdown/Darlington **Mode of delivery:** Block Mode

This unit aims to present an overview and critique of mental disorders in an international context. It covers broad issues related to the classification of mental and substance use disorders, their prevalence and population burden and their biological, environmental and cultural determinants. While the focus of the module is on international epidemiology, the course also aims to promote understanding of the economic and humanitarian implications of the burden of mental and substance use disorders for prevention, treatment and health policy.

The unit will cover what a mental disorder is, how frequent and how disabling mental disorders are and what the major correlates and determinants of mental disorders are. Students will look at the problems of greatest burden: depression and anxiety disorders, psychosis and dementia, suicide and substance use disorders with a focus on health policy.

#### Textbooks

Unit notes supplied by School.

### MIPH5128

#### Dissertation A

**Credit points:** 6 **Session:** Semester 1, Semester 2 **Prerequisites:** A candidate must have obtained a minimum weighted average mark of 70% in at least 24 credit points of coursework and obtained approval from the course-coordinator to enrol in this unit of study. Enrolment must be done through the Faculty or School office. **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

*Note: Department permission required for enrolment.*

### MIPH5129

#### Dissertation B

**Credit points:** 6 **Session:** Semester 1, Semester 2 **Prerequisites:** A candidate must have obtained a minimum weighted average mark of 70% in at least 24 credit points of coursework and obtained approval from the course-coordinator to enrol in this unit of study. Enrolment must be done through the Faculty or School office. **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

*Note: Department permission required for enrolment.*

### MIPH5130

#### Dissertation C

**Credit points:** 12 **Session:** Semester 1, Semester 2 **Prerequisites:** A candidate must have obtained a minimum weighted average mark of 70% in at least 24 credit points of coursework and obtained approval from the course-coordinator to enrol in this unit of study. Enrolment must be done through the Faculty or School office. **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

*Note: Department permission required for enrolment.*

### MIPH5131

#### Foundations of International Health

**Credit points:** 6 **Teacher/Coordinator:** Professor Bob Cumming, Associate Professor Mu Li, Mr Joel Negin **Session:** Semester 1 **Classes:** 1x2hr lecture per week for 12 weeks; 2x1 day seminar and 1x1hr tutorial per week for 9 weeks **Assessment:** 1x1500 word assignment 1 (20%), 1xgroup presentation (25%), 1x2500 word assignment 2 (45%) and tutorial discussion (10%) **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

The unit aims to provide candidates with a multidisciplinary perspective of the interplay between health and development in low- and middle-income countries from a range of social science and public health disciplines. The unit will cover the following themes: health and development, Millennium Development Goals, poverty and health, gender and health, culture and health, climate change and health, public health advocacy, human rights and health, health systems, health policy, human resources for health, primary health care, and disease and security. At the end of the unit, students should be able to demonstrate an understanding of the relation between health and development; demonstrate an understanding of how health systems and policies operate in developing countries; and demonstrate an understanding of the role played by the various international organisations and agencies in health in less developed settings.

#### Textbooks

Unit Notes supplied by School

In addition the following textbooks are recommended for reference:

International Public Health: Diseases, Programs, Systems, and Policies by Michael Merson, Robert Black, Anne Mills (editors). Sudbury, MA, USA: Jones & Bartlett Publishers, 2006.

Essentials of Global Health by Richard Skolnik. Sudbury, MA, USA: Jones & Bartlett Publishers, 2008.

Case Studies in Global Health: Millions Saved by Ruth Levine and the What Works Working Group. Sudbury, MA, USA: Jones & Bartlett Publishers, 2007.

### MIPH5132

#### Disease Priorities and Social Methods

**Credit points:** 6 **Teacher/Coordinator:** Associate Professor Michael Dibley, Associate Professor Susan Quine, Dr Giselle Manalo **Session:** Semester 1

**Classes:** 1x2hr lecture per week for 12 weeks; 1x1hr tutorial per week for 9 weeks; plus 1x2 day short course on social research methods and 1x1.5 day short course on field research methods. **Assessment:** 1x1000 word assignment 1 (20%), 1x questionnaire (30%), 1x2500 word assignment 2 (40%) and tutorial discussion (10%) **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit introduces candidates to the methods used to assess disease priorities and identify those diseases or risk factors that contribute most to the burden of disease in low- and middle-income countries. It provide candidates with an understanding of the major conditions responsible for illness, disability and premature mortality. The design and implementation of disease control and health promotion programs for developing country populations will be discussed based on an understanding of the biological, environmental, behavioral, social and cultural aspects of major health problems. Topics covered in the unit include the global burden of disease; methods for conducting both quantitative and qualitative applied field research; and the epidemiology, and control and prevention strategies for communicable diseases - HIV/AIDS, malaria, tuberculosis and neglected tropical diseases; non-communicable diseases - cardiovascular diseases and mental health; injury; and malnutrition, childhood infectious diseases and reproductive and perinatal conditions.

#### Textbooks

Unit notes supplied by School

In addition the following textbook (also available free on-line) are recommended for reference:

Global Burden of Disease and Risk Factors by Alan Lopez, Colin Mathers, Majid Ezzati, Dean Jamison and Christopher Murray (editors). New York: Oxford University Press, 2006. (co-published with World Bank)

Disease Control Priorities in Developing Countries. Dean Jamison, Joel Breman, Anthony Measham et al (editors). New York: Oxford University Press, 2006. (co-published with World Bank)

### MIPH5135

#### Health Systems in Developing Countries

**Credit points:** 4 **Teacher/Coordinator:** Mr Joel Negin **Session:** Semester 2 **Classes:** 1x2hr lecture per week for 9 weeks; plus 2x0.5 day workshop **Assessment:** 1x1500 word research proposal (40%), 1x2000 word case study report (50%), and participation (10%) **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

Health systems are complex and multi-faceted. Successful health systems require attention to political economy, governance, institutions, and local context. This unit will cover health systems in developing countries to equip students with a conceptual understanding and a set of tools to address major public health challenges from a health systems perspective. With a focus on evidence-based decision making, the unit will provide an understanding of health systems including specific topics such as health workforce, financing, service delivery, information systems and policy, and how these impact health interventions and health status in less developed countries. A multi-sectoral, integrated model will be used to understand the varied aspects of development challenges related to health systems. A case study approach will then provide students with concrete examples of health systems challenges and will strengthen students' ability to view health problems in a holistic, multi-faceted manner. The unit will provide students with the tools needed to make a practical difference in health systems in less developed countries with emphasis on implementation of health projects and bringing interventions to scale.

#### Textbooks

Unit notes supplied by School

### MIPH5136

#### Nutrition in International Settings

**Credit points:** 4 **Teacher/Coordinator:** Associate Professor Michael Dibley **Session:** Semester 2a **Classes:** 2x2 day short course **Assessment:** 1x1000 word exercise on nutritional assessment (20%), 1xgroup presentation on nutritional interventions (20%), 1x2500 word assignment (50%), workshop attendance and participation (10%) **Campus:** Camperdown/Darlington **Mode of delivery:** Block Mode

The aim of this unit is to provide students with insights into the major nutrition-related public health problems in low- and middle-income countries; knowledge and practical skills about nutritional assessment; and the design and evaluation of nutritional interventions. The content



areas include an overview of nutrition as a major determinant of health and disease; methods to assess community nutritional status; the impact of maternal and child under-nutrition on mortality and overall disease burden; design and evaluation of effective interventions; issues surrounding food security; and nutrition policies and resources. The unit is taught in two 2-day workshops, with the first workshop focusing on nutritional assessment and major nutrition-related public health problems in low- and middle-income countries, and the second workshop focusing on design and evaluation of interventions. On completion students should be able to recognise key nutritional problems facing low- and middle-income countries; have acquired knowledge and practical skills as to how these problems can be assessed; and gained insights into a number of different multi-sectoral approaches to address these problems.

#### Textbooks

Unit notes supplied by School

### MIPH5218

#### Economics and Global Pharmaceuticals

*This unit of study is not available in 2011*

**Credit points:** 2 **Teacher/Coordinator:** Professor Glenn Salkeld **Session:** Semester 2a **Classes:** 1x2hr lecture per week for 7 weeks **Assessment:** 1x2000word essay (100%) **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

*Note: Department permission required for enrolment. Note: This unit will not be offered in 2010 or following years.*

Access to pharmaceuticals is an important and highly contested issue worldwide. Solutions to problems of access cannot be developed without: an understanding of the dimensions; structure and workings of global pharmaceutical market; and a grasp of key concepts relating to the use of essential drug lists, rational; drug use, intellectual property, international trade, and the application of cost-effectiveness principles to pricing and reimbursement. This unit focuses on the affordability of, and access to, pharmaceuticals in developing countries. The unit will characterise the global pharmaceutical market as driven predominantly by political and economic forces, while acknowledging the broader context of health and human rights. Key concepts to be covered relate to the use of essential drug lists; rational drug use; intellectual property; international trade; access, affordability and the application of cost-effectiveness principles to pricing and reimbursement. Specific sessions will focus on HIV/AIDS; recent bilateral and multilateral trade agreements trade agreements; actual case studies in access; and pharmaceutical industry marketing practices. The unit will present a range of viewpoints on each issue canvassed (including the pharmaceutical industry and non-government/activist organisations).

### MIPH5219

#### International Health Project Management

**Credit points:** 6 **Teacher/Coordinator:** Associate Professor Mu Li **Session:** Semester 2 **Classes:** 1x2hr lecture per week for 10 weeks; 1x1 day workshop; 1x1hr tutorial per week for 9 weeks; 1x1 day peer learning session through group presentations. **Assessment:** 1x40minutes group presentation (20%), peer evaluation on group participation (15%), 1xgroup written assignment (40%) and 1x1000 word individual assignment (25%) **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

Effective international health projects management contributes to the achievement of health and development in developing countries. The unit aims to give students a good understanding of the concepts and key elements of the Logical Framework Approach (LFA) and project life cycle, and to demonstrate tools and techniques used in effective project management at different stages, including project planning, implementation and monitoring and evaluation. A detailed step by step application of LFA in project design will be presented, including stakeholder analysis and cross-cutting issues analysis, problem and objective trees, and the logframe matrix. The Unit also gives students an opportunity for hands-on practice through the design of a project in an international setting and allows them to consider the challenges and practical issues faced by people involved in international health project management. The key topic areas covered include: concepts and principles of international project management; context and

situation analysis; key stages of project development; the LFA for project design; project management functions including managing information, resources, risk, quality and change; post project issues of evaluation and sustainability. At the end of the course, students should be able to: identify the key aspects of the LFA to project design; develop a project proposal in international settings; recognise challenges and practical issues faced by people involved in international health project management; and apply a systematic approach to project planning and management in international settings.

#### Textbooks

Unit notes supplied by School.

### PSYC5011

#### Applying Models of Health Behaviour

**Credit points:** 6 **Session:** Semester 2 **Classes:** 1 one hour lecture and two hours of tutorials per week **Assessment:** Presentation of intervention, write up of intervention (100%) **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

The student will be given the opportunity to develop an intervention based on social cognitions models. The process can be followed from start to finish allowing the individual to utilise knowledge and skills gained in other units of study. It is an intended outcome for students enrolled in the MAppSc (HealthPsych) that students can demonstrate an understanding of the key models and theories in Health Psychology which are seen by many to be the foundations of the subject area. The aim of this unit of study is to allow students to identify an area of Health Psychology where an intervention would be appropriate, review existing literature on the topic, formulate the intervention, and evaluate the intervention on a pilot level.

### PUBH5010

#### Epidemiology Methods and Uses

**Credit points:** 6 **Teacher/Coordinator:** Associate Professor Tim Driscoll **Session:** Semester 1 **Classes:** 1x1hr lecture and 1x2hr tutorial per week for 13 weeks - lectures and tutorials may be completed online **Prohibitions:** BSTA5011 **Assessment:** 1x4page assignment (30%) and 1x2.5hr open-book exam (70%) **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day or On-line

This unit provides students with core skills in epidemiology, particularly the ability to critically appraise public health and clinical epidemiological research literature. This unit covers: study types; measures of frequency and association; measurement bias; confounding/effect modification; randomized trials; systematic reviews; screening and test evaluation; infectious disease outbreaks; measuring public health impact and use and interpretation of population health data. It is expected that students spend an additional 2-3 hours preparing for their tutorials.

#### Textbooks

Webb, PW. Bain, C.J. and Pirozzo, SL. Essential Epidemiology: An Introduction for Students and Health Professionals: Cambridge University Press 2005.

### PUBH5017

#### Public Health Program Evaluation

**Credit points:** 6 **Teacher/Coordinator:** Professor Adrian Bauman, Dr Philayrath Phongsavan **Session:** Semester 2 **Classes:** 8-10 hours of self-directed learning and online discussions per week for 13 weeks **Prerequisites:** PUBH5010 and PUBH5018 and PUBH5032 and PUBH5033 **Assessment:** Two short assignments during the course (each around 1000 words) (2x17.5%) 1x2500-3000wd assignment (35%) and online discussion and participation (30%) **Campus:** Camperdown/Darlington **Mode of delivery:** On-line

This online unit aims to: develop skills in public health planning, evaluation and research. There is an emphasis on programs that address nutrition, physical activity and obesity related problems, but many other broad public health content areas will be used as examples. The course goal is to understand program evaluation from a public health practice and research methodological perspective. The course will complement other courses in epidemiology or qualitative research methods, in bringing these together around assessing population-level program effects. The unit comprises five modules of work, including: principles of public health program (PHP) evaluation; research designs and methodological issues for PHP evaluation; measurement issues in assessing and monitoring public

health programs; analysis and interpretation of PHP evaluation data, and research translation and dissemination. Access to the instructors and other students will be substantial and ongoing through structured bulletin board discussions, collaborative activities and feedback on assessments. Students must have good uninterrupted [13 weeks] access to the internet in order to undertake the unit.

#### Textbooks

Recommended: Nutbeam D, Bauman A. Evaluation in a nutshell. McGraw Hill Sydney (2006). Practical Evaluation of Public Health Programs PHTN Course VC-0017. Centers for Disease Control and Prevention. Atlanta and the Association of Schools of Public Health. 2002 Univ of Texas, Houston.

### PUBH5018

#### Introductory Biostatistics

**Credit points:** 6 **Teacher/Coordinator:** Mr Kevin McGeechan and Associate Professor Petra Macaskill **Session:** Semester 1 **Classes:** 2 x 2hr lecture, 10 x 1hr lectures, 11 x 2hr tutorials, 2 x 1hr and 8 x 0.5hr statistical computing self directed learning tasks over 12 weeks - lectures and tutorials may be completed online **Assessment:** 1x4 page assignment (30%) and 1x2.5hr open-book exam (70%) **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day or On-line

This unit aims to provide students with an introduction to statistical concepts, their use and relevance in public health. This unit covers descriptive analyses to summarise and display data; concepts underlying statistical inference; basic statistical methods for the analysis of continuous and binary data; and statistical aspects of study design. Specific topics include: sampling; probability distributions; sampling distribution of the mean; confidence interval and significance tests for one-sample, two paired samples and two independent samples for continuous data and also binary data; correlation and simple linear regression; distribution-free methods for two paired samples, two independent samples and correlation; power and sample size estimation for simple studies; statistical aspects of study design and analysis. Students will be required to perform analyses using a calculator and will also be required to conduct analyses using statistical software (SPSS). It is expected that students spend an additional 2 hours per week preparing for their tutorials. Computing tasks are self-directed.

#### Textbooks

Course notes are provided.

### PUBH5019

#### Cancer Prevention and Control

**Credit points:** 6 **Teacher/Coordinator:** Dr Monica Robotin **Session:** Semester 2 **Classes:** 3hr per week online lectures, discussion and other activities for 13 weeks **Prerequisites:** PUBH5010 **Assessment:** 2 assignments (65%), 5 online tutorials (35%) **Campus:** Camperdown/Darlington **Mode of delivery:** On-line

This unit aims to provide students with specific information on the concepts, methods and applications underpinning cancer prevention and control at population level. It is designed to address specific educational needs of students in various programs within the School of Public Health and to offer a broad-based perspective on cancer control, ranging from primary prevention, screening and early intervention, tertiary prevention and palliative care. Emphasis will be given to cancers with the greatest impact at population level and where evidence demonstrates that policies and interventions are capable of reducing cancer incidence, mortality, prolonging survival and improving quality of life. Although focusing on specific Australian conditions, the information will be presented in the context of regional cancer control efforts. At the completion of the unit, students will be equipped with the basic tools to design, plan, implement and evaluate cancer control programs in Australia or their own countries.

#### Textbooks

Readings will be available on the WebCT site for this unit.

### PUBH5020

#### Chronic Disease Prevention and Control

**Credit points:** 6 **Teacher/Coordinator:** Dr Monica Robotin **Session:** Semester 1 **Classes:** 24 hrs online lectures; 12 hrs online discussion **Assessment:** assignments (70%), on-line tutorials (30%) **Campus:** Camperdown/Darlington **Mode of delivery:** On-line

*Note: Department permission required for enrolment.*

This course offers a broad-based integrated perspective on chronic disease prevention. The course reviews the epidemiology of selected chronic diseases with the highest impact at population level in Australia (cardiovascular diseases; cancer; chronic lung disease; diabetes and chronic renal disease). The information will focus on Australian settings, but presented within the context of a regional perspective of chronic disease prevention.

Teaching will focus on the interrelationships between the biological and epidemiological aspects of chronic diseases, the interplay between determinants of health and chronic disease, and the balance between high risk and population based strategies for reducing disease burden, and exploring their applicability to disease prevention. Students will be involved in evaluating the effectiveness of different prevention strategies and will examine the role of health policy in developing effective and sustainable chronic disease management programs in different settings (in Australia and the region).

#### Textbooks

Readings will be available on the WebCT site for this unit

### PUBH5024

#### Global Obesity and Health Promotion

**Credit points:** 2 **Teacher/Coordinator:** Dr Louise Hardy **Session:** Semester 2 **Classes:** One compulsory 2 day workshop **Prerequisites:** PUBH5010, PUBH5033 and PUBH5031 **Prohibitions:** PUBH5021 **Assumed knowledge:** Core MPH content, especially health promotion/disease prevention and epidemiology **Assessment:** Attendance at workshop (10%), participation in workshop (10%), 1x written assignment (1500-2000 words) (80%) **Campus:** Camperdown/Darlington **Mode of delivery:** Distance Education/Intensive on Campus

This unit will build on introductory public health core units of study, and apply them to consideration of global obesity as a public health problem. The unit will develop students' skills in national level, international and global approaches to obesity monitoring, prevention programs and policies, extending research methods, critical appraisal skills, introductory health promotion and disease prevention in MPH. Students will develop an understanding of surveillance systems to monitor obesity, and develop skills in evidence based obesity prevention interventions in diverse social, cultural and community contexts. The course will include discussions of policies and international approaches to obesity prevention, as part of global non-communicable disease prevention and control.

#### Textbooks

Pre-readings will be provided

### PUBH5025

#### Physical Activity and Public Health

**Credit points:** 2 **Teacher/Coordinator:** Professor Adrian Bauman **Session:** Semester 2 **Classes:** One compulsory 2 day workshop **Prerequisites:** PUBH5010, PUBH5033, PUBH5031 **Prohibitions:** PUBH5022 **Assumed knowledge:** Content of Core MPH electives noted as prerequisites **Assessment:** Attendance at workshop (10%), participation in workshop (10%), 1x written assignment (1500-2000 words) (80%) **Campus:** Camperdown/Darlington **Mode of delivery:** Distance Education/Intensive on Campus

This course will build on introductory public health core units of study and apply them to a consideration of physical activity and public health. The evidence for health and social benefits and reasons for activity will be considered, as well as evidence-based strategies and settings for increasing physical activity at the population level. The course will consider the differences between local level 'exercise programs' and large scale public efforts, and develop an understanding of policy and advocacy as applied to physical activity promotion.

#### Textbooks

Bauman, A., Bellow, B., Vita, P., Brown, W., Owen, N. Getting Australia Active I: towards better practice for the promotion of physical activity. National Public Health Partnership. Melbourne, Australia, March 2002 ISBN: 0-9580326-2-9 <http://www.fulltext/ausport.gov.au/fulltext/2002/nphp/gaa.asp>

OR

Bull, F.C., Bauman, A.E., Bellow, B., Brown, W. (eds) Getting Australia Active II: An update on physical activity. Melbourne, Australia. National Public Health Partnership (NPHP) 2005. (ISBN: 0-9750074-1-6) (Revised and updated second edition)

[http://www.dhs.vic.gov.au/nphp/publications/documents/gaa\\_2\\_body\\_ver1.pdf](http://www.dhs.vic.gov.au/nphp/publications/documents/gaa_2_body_ver1.pdf)

**PUBH5101****Special Project in Public Health**

**Credit points:** 4 **Teacher/Coordinator:** Associate Professor Tim Driscoll  
**Session:** Semester 1, Semester 2 **Assessment:** 1x 4000 word written report (100%) **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

*Note: Department permission required for enrolment. Note: Students negotiate with a public health staff member to be their supervisor on an agreed project. The student or supervisor informs the Unit co-ordinator, who emails the Postgraduate Student Administration Unit permission to allow the student to enrol.*

The aim of this unit is to systematically complete a self-directed project in one of the main content areas of the course. Students should contact an academic staff member associated with the area of their project and negotiate the details of the project design and the method and frequency of contact with the supervisor during the project.

**PUBH5102****Special Project in Public Health**

**Credit points:** 2 **Teacher/Coordinator:** Associate Professor Tim Driscoll  
**Session:** Semester 1, Semester 2 **Assessment:** 1x 2000 word written report (100%) **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

*Note: Department permission required for enrolment. Note: Students negotiate with a public health staff member to be their supervisor on an agreed project. The student or supervisor informs the Unit co-ordinator, who emails the Postgraduate Student Administration Unit permission to allow the student to enrol.*

The aim of this unit is to systematically complete a self-directed project in one of the main content areas of the course. Students should contact an academic staff member associated with the area of their project and negotiate the details of the project design and the method and frequency of contact with the supervisor during the project.

**PUBH5111****Environmental Health**

**Credit points:** 4 **Teacher/Coordinator:** Dr Geoff Morgan **Session:** Semester 2 **Classes:** Mixed mode of online lectures with some face-to-face/online case studies (13 sessions of 2 hours) **Assessment:** 1x written assignment (45%), 1x quiz (40%) and case study participation (15%) **Campus:** Camperdown/Darlington **Mode of delivery:** Distance Education/Intensive on Campus or On-line

This unit aims to develop an understanding of environmental hazard identification and risk assessment and for students to understand the principles of hazard regulation and control. The unit will explore the major categories of environmental health hazards such as air quality; water & food quality; chemical hazards eg contaminated sites; physical hazards eg noise and radiation; and microbiological hazards eg Legionnaires' disease. It will use the disciplines of epidemiology, toxicology and ecology to characterise risks associated with these hazards and will explore various approaches to managing the risks. In studying this unit students will appreciate the multi-disciplinary nature of environmental health concerns and the need to work closely with external agencies. Regional and global issues of sustainability, climate change and land use planning will also be addressed.

*Textbooks*

Basic Environmental Health. Yassi, A et al. Oxford University Press, 2001; Environmental Health in Australia and New Zealand. Edited by Nancy Cromar, Scott Cameron and Howard Fallowfield, Oxford University Press, 2004.

**PUBH5113****International Health**

**Credit points:** 4 **Teacher/Coordinator:** Professor Robert Cumming, Associate Professor Mu Li **Session:** Semester 2 **Classes:** 9 x 2hr lectures per semester, 1 x 4 hr sessions of peer learning through group presentations **Assessment:** 1 group presentation (20%), peer evaluation (10%), 1 x 2500 word individual essay (70%) **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit aims to give students an insight into the realities of prevention and control of diseases in developing country, based on real examples presented by a wide range of people with direct practical experience.

The unit covers the major health problems in developing country, as well as the role of WHO, World Bank and NGOs.

*Textbooks*

Unit notes supplied by School

**PUBH5114****Alcohol, Drug Use and Health**

**Credit points:** 4 **Teacher/Coordinator:** Dr Carolyn Day **Session:** Semester 2 **Classes:** 13 weeks of 1 x 2hr teaching sessions and associated online activities. The teaching sessions are a combination of face to face and online seminars. Students not able to attend face to face sessions can do the entire course online. **Prohibitions:** PUBH5115 **Assessment:** 2 x 1500 word assignments (60%), compulsory online discussion participation (30%); online quizzes (10%) **Campus:** Camperdown/Darlington **Mode of delivery:** Distance Education/Intensive on Campus or On-line

This unit aims to assist students in developing an evidence-based understanding of the epidemiology of alcohol and drug use and its impact on health, and the effectiveness of methods for prevention and management of related problems. This fuller drug and alcohol elective covers all the content of PUBH5115 and goes on to assist the student to develop more advanced skills in research and in management of clinical services in relation to alcohol and drug use disorders, and to examine the needs of special populations.

*Textbooks*

Readings are available on the unit's WebCT site.

**PUBH5115****Alcohol, Drug Use and Health**

**Credit points:** 2 **Teacher/Coordinator:** Dr Carolyn Day, Associate Professor Kate Conigrave **Session:** Semester 2a **Classes:** 7 weeks of 1 x 2hr teaching sessions and associated online activities. The teaching sessions are a combination of face to face and online seminars. Students not able to attend face to face sessions can do the entire course online. **Prohibitions:** PUBH5114 **Assessment:** 1x 1500 word assignment (60%); compulsory online discussion participation (30%); online quizzes (10%) **Campus:** Camperdown/Darlington **Mode of delivery:** Distance Education/Intensive on Campus or On-line

This unit aims to assist students in developing an evidence-based understanding of the epidemiology of alcohol and drug use and its impact on health, and the effectiveness of methods for the prevention and management of related problems.

*Textbooks*

Readings are available on the unit's WebCT site.

**PUBH5116****Genetics and Public Health**

**Credit points:** 4 **Teacher/Coordinator:** Professor Bruce Armstrong **Session:** Semester 2b **Classes:** 1x 3 day workshop **Assessment:** 3x 30min online quiz (25%), small group assignment (35%) and take home exam of 6 questions (250 words each) (40%). **Campus:** Camperdown/Darlington **Mode of delivery:** Block Mode

This unit caters for practitioners, policy and decision-makers, students and researchers in public health, public policy, journalism, law, epidemiology, medicine, science, industry, ethics, philosophy, communication and advocacy. It gives a basic introduction to genetics and genetic epidemiology and covers issues like genetic determinants of disease, genetic testing and screening, psychosocial, legal and ethical aspects of genetics and genetic testing, genetic education and genetics and public policy.

*Textbooks*

Readings are available on the unit's WebCT site.

**PUBH5117****Communicable Disease Control**

**Credit points:** 6 **Teacher/Coordinator:** Dr Anna Ralph and Associate Professor Tim Driscoll **Session:** Semester 2 **Classes:** 1 x 2hr online lecture and 2hrs online group discussion per week for 12 weeks **Prerequisites:** PUBH5010 (or equivalent) **Assessment:** online discussion and other online activities (20%), online quiz (10%), and 2 x 2000 word written assignments (70%) **Campus:** Camperdown/Darlington **Mode of delivery:** On-line

This fully online unit aims to provide students with an understanding of the burden of communicable diseases of public health significance in Australia, as well as the biology, epidemiology and surveillance for and control of those communicable diseases. By the end of this unit,

the student will have the theoretical background to take up a position as a member of a Communicable Diseases section of a Commonwealth or State Health Department or Public Health Unit. It is expected that the students undertake an extra hour per week of reading, research and preparation for discussion.

#### Textbooks

Recommended: Heymann. David L. (2004): Control of communicable diseases manual. American Public Health Association. Other readings provided on the course WebCT site.

### PUBH5118

#### Aboriginal Health Promotion

**Credit points:** 4 **Teacher/Coordinator:** Mr Shane Hearn **Session:** Semester 2b **Classes:** 1 x 2day workshop, 7 weeks x 2 hr lectures **Assessment:** 1 x 2000 word essay (70%), workshop participation (30%) **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

While many positive political, social and legal changes have taken place recently, the inescapable fact after 220 years of colonisation is that the gap in regard to health between Aboriginal and non-Aboriginal populations is remarkably large. Using a health promotion framework the unit will provide students with an opportunity to gain an understanding of the history and culture of Aboriginal people. It is hoped that students will utilise this understanding to effect more congenial and productive relations with Aboriginal people in the community, and within the spheres of their chosen professions. During the unit students are encouraged to enquire factors that determine health, to analyse the major factors that influence Indigenous health issues, the relationship between these factors, their impact on health and to identify and discuss possible solutions to address the health disparities between non-Indigenous and Indigenous populations in Australia.

#### Textbooks

Course reader will be provided.

### PUBH5205

#### Decision Analysis

**Credit points:** 2 **Teacher/Coordinator:** Professor John Simes, Dr Andrew Martin **Session:** Semester 2b **Classes:** 1 x 2hr lecture per week for 6 weeks **Prerequisites:** PUBH5018 and PUBH5010 **Assessment:** 1 x quiz (20%) and 1 written assignment (80%) **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

*Note: Recommended: PUBH5302 Health Economic Evaluation*

This unit examines quantitative approaches to public health and clinical decision-making. Topics of study include: decision trees and health related utility assessment; incorporating diagnostic information in decision making; sensitivity and threshold analysis and application of decision analysis to economic evaluation. Exercises are set at the end of most sessions and are reviewed at the start of the following session. Readings are also set after most sessions. Preparation time for each session is 1-2 hours. The fifth session comprises a quiz followed by a 1hr practical in the computing room using a decision analysis software package.

### PUBH5206

#### Controlled Trials

**Credit points:** 2 **Teacher/Coordinator:** Ms Diana Zannino, Mr Chris Brown **Session:** Semester 2 **Classes:** 2x 1day workshops **Prerequisites:** PUBH5018 **Assessment:** 1x2hr multiple choice and short answer exam (40%), 1x take home question exam (60%) **Campus:** Camperdown/Darlington **Mode of delivery:** Block Mode

This unit introduces important issues in trial design, protocol development, ethics and principles of analysis. Topics of study include: principles of controlled trials; study design and randomization; analysis and interpretation; ethical issues and data management considerations. At the end of this unit, students should acquire skills relating to parallel and cross-over trial design, setting up a randomisation scheme, and understanding issues of multiplicity in clinical trials. During the workshop, there will be formal lectures on an area of controlled trials methodology, followed by a practical session led by a faculty member, based on material to be reviewed by students

prior to the class. Lecture notes and solutions to practicals will be provided.

#### Textbooks

Recommended: Keech A, GebSKI V, Pike R. Interpreting and reporting clinical trials: a guide to the CONSORT statement and the principles of randomised controlled trials. Sydney: Australasian Medical Publishing Company; 2007

A list of suggested readings associated with the course will be provided to students for their interest in the course notes.

### PUBH5208

#### Screening and Diagnostic Test Evaluation

**Credit points:** 2 **Teacher/Coordinator:** Dr Germaine Wong **Session:** Semester 2a **Classes:** 1 x 2hr seminar or 2hr of online discussion per week for 7 weeks **Prerequisites:** PUBH5010 **Assessment:** 1x 1000 word critical appraisal (30%) and 1x 1500 word final assignment (70%) **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day or On-line

This unit is designed to further develop concepts covered in the Epidemiological Methods Unit for those students seeking more detail on screening and diagnostic tests. It will cover a wider range of topics than clinical medicine alone. At the end of this unit, participants should be able to: use information from articles evaluating screening tests in order to apply test results to individual patients and /or make policy decisions about screening tests; consider the internal validity of studies used to assess diagnostic and screening tests and identify and appraise relevant articles and Systematic Reviews covering screening and diagnostic test.. The unit is based on weekly discussion of material provided in the unit workbook, session outlines and pre-reading. Students will be encouraged to contribute examples for discussion. This unit is offered in online/distance mode primarily. Face-to-face tutorials may also be offered.

#### Textbooks

Course notes are provided.

### PUBH5211

#### Multiple Regression and Stats Computing

**Credit points:** 4 **Teacher/Coordinator:** Mr Kevin McGeechan **Session:** Semester 2 **Classes:** 2hr per week for 13 weeks. This unit may be undertaken in face to face or online/distance mode. Students studying in distance mode must have access to a computer running a version of Microsoft Windows compatible with the latest version of SAS. **Prerequisites:** PUBH5018 **Assessment:** 1x 4 page assignment (30%) and 1x 10 page assignment (70%) **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day or On-line

This unit covers simple and multiple linear regression; one-way analysis of variance to compare more than 2 groups; analysis of covariance to compare groups adjusting for confounders; testing for effect modification; calculating adjusted means; strategies for selecting the 'best' regression model; examination of residuals; regression to the mean; associated SAS programming. Each topic is covered by a 1 hour statistics lecture, a 1 hour SAS lecture, a 1 hour SAS practical and a 1 hour statistics tutorial to discuss the interpretation of the results. Each fortnight there is an exercise on the material covered in the statistics lecture. The SAS practical allows the necessary computing to answer the questions for the statistics tutorial the following week. The assignments will involve practical analysis and interpretation of a data set and between 10% and 20% of the marks for each assignment are for the SAS computing program.

#### Textbooks

Course notes are provided.

### PUBH5212

#### Categorical Data Analysis

**Credit points:** 2 **Teacher/Coordinator:** Associate Professor Petra Macaskill **Session:** Semester 2b **Classes:** 1 x 2hr lecture, 5 x 1hr lectures, and 5 x 1hr tutorials over 6 weeks. **Prerequisites:** PUBH5018 **Corequisites:** PUBH5211 **Assessment:** 1x 3 page report (30%) and 1x 8 page report (70%) **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day or On-line

In this unit the biostatistical concepts covered in earlier units are extended to cover analysis of epidemiological studies where the outcome variable is categorical. Topics of study include: testing for trend in a 2 x r contingency table; the Mantel-Haenszel test for the

combination of several 2 x 2 tables, with estimation of the combined odds ratio and confidence limits; multiple logistic regression; Poisson regression; modelling strategy. The assignments will involve practical analysis and interpretation of categorical data. Data analyses will be conducted using statistical software (SAS). Students studying in distance mode must have access to a computer running Microsoft Windows.

#### Textbooks

Course notes are provided.

### PUBH5213

#### Survival Analysis

**Credit points:** 2 **Teacher/Coordinator:** Professor Judy Simpson **Session:** Semester 2b **Classes:** 1 x 1hr lecture and 1 x 1hr tutorial per week for six weeks both face to face and distance mode. Students studying in distance mode must have access to a computer running Microsoft Windows. **Corequisites:** PUBH5211 **Assessment:** 1x 3 page assignment (20%) and 1x 10 page assignment (80%) **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day or On-line

During this unit, students learn to analyse data from studies in which individuals are followed up until a particular event occurs, e.g. death, cure, relapse, making use of follow-up data also for those who do not experience the event. This unit covers: Kaplan-Meier life tables; logrank test to compare two or more groups; Cox's proportional hazards regression model; checking the proportional hazards assumption; sample size calculations for survival studies. For each topic participants are given some material to read beforehand. This is followed by a lecture, then participants are given one or two exercises to do for the following week. These exercises are discussed in the tutorial at the next session before moving on to the next topic. That is, in most weeks the first hour is a tutorial and the lecture is given in the second hour. Participants are expected to run SAS programs in their own time. Preparation time for each session is 2-3 hours. The assignments both involve use of SAS to analyse a set of survival data.

#### Textbooks

Course notes are provided.

### PUBH5215

#### Introductory Analysis of Linked Data

**Credit points:** 6 **Teacher/Coordinator:** Professor Judy Simpson **Session:** Semester 2b **Classes:** block/intensive mode 5 days 9am-5pm **Prerequisites:** PUBH5018 and (PUBH5010 or BSTA5011) and (PUBH5211 or BSTA5004) **Assessment:** Workbook exercises (30%) and 1x assignment (70%) **Campus:** Camperdown/Darlington **Mode of delivery:** Block Mode

This unit introduces the topic of linked health data analysis. It will usually run in the last full week of November. The topic is a very specialised one and will not be relevant to most MPH students. The modular structure of the unit provides students with a theoretical grounding in the classroom on each topic, followed by hands-on practical exercises in the computing lab using de-identified linked NSW data files. The computing component assumes a basic familiarity with SAS computing syntax and methods of basic statistical analysis of fixed-format data files. Contents include: an overview of the theory of data linkage methods and features of comprehensive data linkage systems, sufficient to know the sources and limitations of linked health data sets; design of linked data studies using epidemiological principles; construction of numerators and denominators used for the analysis of disease trends and health care utilisation and outcomes; assessment of the accuracy and reliability of data sources; data linkage checking and quality assurance of the study process; basic statistical analyses of linked longitudinal health data; manipulation of large linked data files; writing syntax to prepare linked data files for analysis, derive exposure and outcome variables, relate numerators and denominators and produce results from statistical procedures at an introductory to intermediate level.

#### Textbooks

Notes will be distributed in class.

### PUBH5221

#### Qualitative Research Methods

**Credit points:** 2 **Teacher/Coordinator:** Associate Professor Susan Quine **Session:** Semester 2 **Classes:** 1 x 2 day workshop **Prerequisites:** PUBH5031 or MIPH5132 **Assessment:** EITHER 1x2000wd theoretical essay assignment OR 1 practical reflective report (100%) **Campus:** Camperdown/Darlington **Mode of delivery:** Block Mode

This unit aims to extend participants' understanding of qualitative research methods and enable the acquisition of skills in the collection and analysis of qualitative data. The unit builds on the qualitative research methods introduced in the unit PUBH5031 Introductory Qualitative Methods or MIPH5132 Disease Priorities and Social Methods. It covers the relevance of qualitative methods to the investigation of health issues; non-probability sampling; observation - practical; interview technique - practical; focus groups - practical; introduction to basic data analysis and interpretation of text - theory and practical; how to speak to and interrogate qualitative data and how to write up and present qualitative data - theory and practical. During the 2 day interactive workshop, there will be opportunities for practical application of qualitative research techniques (observational activities, interviewing in pairs, simulated focus groups, data analysis). and for discussion of issues which arise when conducting qualitative research.

#### Textbooks

A manual of course notes and references are provided.

Recommended: Green J. and Thorogood N. Qualitative Methods for Health Research. Sage. London 2009 2nd edition

### PUBH5302

#### Health Economic Evaluation

**Credit points:** 4 **Teacher/Coordinator:** Ms Rachel Morton **Session:** Semester 2 **Classes:** 2x 2day compulsory workshops **Prerequisites:** PUBH5010 and PUBH5018 **Assessment:** assignment 1 (40%), assignment 2 (60%) **Campus:** Camperdown/Darlington **Mode of delivery:** Block Mode

This unit aims to develop students' knowledge and skills of economic evaluation as an aid to priority setting in health care. This unit covers: principles of economic evaluation; critical appraisal guidelines; measuring and valuing benefits; methods of costing; modeling in economic evaluation. The workshops consist of interactive lectures, class exercises and case history analyses.

#### Textbooks

A course manual will be provided to each student.

### PUBH5308

#### Health Workforce Policy Analysis

**Credit points:** 2 **Teacher/Coordinator:** Professor Deborah Schofield, Dr Michelle Cunich **Session:** Semester 2b **Classes:** 1x 2day workshop **Assessment:** Assignment on a selected health workforce policy analysis topic **Campus:** Camperdown/Darlington **Mode of delivery:** Block Mode

The unit will examine the major components of health workforce planning in Australia. The Australia health workforce context will be considered (including total workforce size, payment mechanisms and employment arrangements) and the processes by which health workforce planning is influenced through government policy and workforce data translated and integrated with policy and planning explored. The framework for future labour force planning will be discussed with reference to the Intergenerational Report. Current health workforce issues such as adequacy of the workforce, ageing of the workforce, the distribution of the workforce, professional registration, and special needs communities will be addressed. Approaches to planning for an adequate workforce and modelling the future of the health workforce will be examined including practical examples.

#### Textbooks

Australia's Health Workforce, Productivity Commission Research Report, 2005 Available at: <http://www.pc.gov.au/study/healthworkforce/finalreport/index.html>

### PUBH5414

#### Public Health Advocacy

**Credit points:** 2 **Teacher/Coordinator:** Professor Simon Chapman **Session:** Semester 2 **Classes:** 1 x 2day workshop **Assessment:** 1x letter to the editor

of a newspaper (10%) and 1x 2000 word assignment (90%) **Campus:** Camperdown/Darlington **Mode of delivery:** Block Mode

This unit aims to familiarise students with the strategies of public health advocacy and to provide skills in content and discourse analysis of media coverage of health and medical issues. This unit covers the role of media advocacy in advancing public health policy; framing public health issues; news gathering, reporting and editing; strategies for media advocacy; political lobbying in public health advocacy. Teaching and learning activities include interactive lectures, case studies and small group work. Students will be expected to prepare for the sessions. Requirements will be distributed prior to the first day.

#### Textbooks

(recommended only)

Chapman S. Public Health Advocacy and Tobacco Control: Making Smoking History. Oxford: Blackwell, 2007.

### PUBH5415

#### Injury Prevention

**Credit points:** 2 **Teacher/Coordinator:** Associate Professor Rebecca Ivers **Session:** Semester 2 **Classes:** 1 x 2day workshop **Assessment:** 1 x 2000 word essay (90%) and participation in small group work during the workshop (10%) **Campus:** Camperdown/Darlington **Mode of delivery:** Block Mode

This unit aims to provide students with a clear understanding of the magnitude of the injury burden, both in higher and lower income countries, and the strategies that are required to address this burden. This unit will cover: injury definitions, measurement and surveillance; risk factor identification; intervention strategies and their evaluation; advocacy; cause-specific injury topics. During the 2 day workshop, guest speakers will outline issues relevant to the general injury prevention field and students will participate in interactive small group work which will focus on issues relevant to cause-specific injuries, in collaboration with guest contributors.

#### Textbooks

Students will be provided with a course manual. Recommended text: McClure R, Stevenson M, McEvoy S. The Scientific Basis of Injury Prevention and Control. Melbourne: IP Communications, 2004.

### PUBH5416

#### Vaccines in Public Health

**Credit points:** 2 **Teacher/Coordinator:** Rob Menzies, Professor Peter McIntyre **Session:** Semester 2 **Classes:** Preparatory online lectures and 1x 2day workshop **Assessment:** 2x short online quizzes (10%) plus 1x 2000 word assignment (90%) **Campus:** Camperdown/Darlington **Mode of delivery:** Distance Education/Intensive on Campus

*Note: Department permission required for enrolment. Note: Students may be required to request permission from the unit of study coordinator to enrol in this unit of study. In this situation, the coordinator emails the Postgraduate Student Administration Unit advice that the student has permission to enrol.*

The aim of this unit is to provide students with an understanding of immunisation principles, the impact of vaccination on the epidemiology of vaccine preventable diseases (VPDs), how to assess the need for new vaccines and how to implement and monitor a new vaccination program. This unit covers the history and impact of vaccination; basic immunological principles of immunisation; surveillance of diseases, vaccination coverage, vaccine effectiveness and adverse events; risk communication; assessing disease burden and new vaccines. Learning activities include short online preparatory lectures and a workshop with interactive lectures and small group case studies (please bring a calculator).

### PUBH5417

#### Injury Epidemiology Prevention & Control

**Credit points:** 4 **Teacher/Coordinator:** Associate Professor Rebecca Ivers **Session:** Semester 2 **Classes:** Online lectures and moderated discussions over 13 weeks (workload 6-8hr/week) **Assessment:** 1x 4000 word assignment (60%) and participation in two moderated online discussions (40%) **Campus:** Camperdown/Darlington **Mode of delivery:** On-line

This one-semester online unit teaches students about the principles of injury epidemiology, prevention and control. It provides a basis for the assessment and investigation of injury issues and the development, implementation and evaluation of injury prevention programs. The unit will cover: injury measurement and classification (descriptive

methods); risk factor identification (analytic methods); evidence-based interventions for injury prevention; priority setting in injury control; injury prevention policy; strategies in injury control; implementing strategies in injury control; program evaluation in injury prevention; injury and Indigenous Australians and an international perspective on injury. During this unit, students will: gain an understanding of the epidemiology of injury, including the burden of injury, injury surveillance, methods for estimating the frequency and severity of injury, and methods for identifying risk factors; gain an understanding of the theories underpinning injury prevention and illustrate their application; develop an appreciation of the process of priority setting in injury, the design and implementation of injury prevention interventions, and the principles and conduct of evaluations.

#### Textbooks

Lecture notes, case studies and journal articles will be provided online from a password-protected site. Recommended text: McClure R, Stevenson M, McEvoy S. The Scientific Basis of Injury Prevention and Control. Melbourne: IP Communications, 2004.

### PUBH5418

#### Tobacco Control in the 21st Century

**Credit points:** 6 **Teacher/Coordinator:** Professor Simon Chapman **Session:** Semester 2 **Classes:** 1x3day workshop of lectures and problem-focused discussions, followed by 4 weeks of problem-based online discussions **Assessment:** 2x2000 word essays (60%), 1x100 item online quiz (10%) and online discussion and participation (30%) **Campus:** Camperdown/Darlington **Mode of delivery:** Distance Education/Intensive on Campus

The unit consists of learning topics, each of which is supported by extensive Web based resources, and 4 moderated online discussion forums, each focusing on a problem related to tobacco use and control. Lecture topics include: history of tobacco use and control; the burden of illness from tobacco use; secondhand smoke: the research evidence; measuring tobacco use, uptake and cessation in communities; international trends in tobacco consumption; the tobacco industry; the WHO's Framework Convention on Tobacco Control and new forms of tobacco advertising and promotion. Problem focused discussion forums include: Harm reduction and tobacco control, regulation of tobacco, improving and implementing pack warnings; promoting smoking cessation, prevention of uptake (youth programs); denormalisation of the tobacco industry; controlling advertising; and controlling exposure to tobacco smoke, making news on tobacco and influencing political policy on tobacco.

#### Textbooks

(recommended only)

Chapman S. Public Health Advocacy and Tobacco Control: Making Smoking History. Oxford: Blackwell, 2007.

### PUBH5419

#### Falls Prevention in Older People

**Credit points:** 4 **Teacher/Coordinator:** Dr Soufiane Boufous and Dr Cathie Sherrington **Session:** Semester 2 **Classes:** 6-8 hours of online lectures and tutorials per week for 13 weeks **Assessment:** 1x 2000 word written assignment (60%) and participation in four moderated online discussions (40%) **Campus:** Camperdown/Darlington **Mode of delivery:** On-line

This fully online unit aims to teach students about the principles of falls prevention and falls injury prevention in the older person, with a focus on the application of these principles in the field. This unit will cover: risk factors of falls; the burden and economic implications of falls in the older person; the development and implementation of fall prevention programs; and the principles of program evaluation. Students will discuss the research methods surrounding the impact of falls, research design and the risk of falls, and will look at the development of falls prevention programs using case studies.

#### Textbooks

Lecture notes, case studies and journal articles will be provided online from a password-protected site. Recommended text: Lord SR, Sherrington C, Menz H, Close J (2007). Falls in Older People: Risk factors and Strategies for Prevention. Cambridge University Press (2nd edition).

### SEXH5008

#### Sex and Society

**Credit points:** 2 **Teacher/Coordinator:** Associate Professor Richard Hillman, Dr Shailendra Sawleshwarkar **Session:** Semester 2b **Classes:** 2 hours of

lectures per week, half semester, which can be taken either face-to-face or online. AusAID students must enrol into the face-to-face version **Assessment:** written assignment (50%), online discussion (30%), online quiz (20%) **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day or On-line

This unit will explore the social, psychological and political determinants of sexuality, with particular reference to their potential impacts on public health. It is available in both online and face-to-face modes. Particular emphasis will be placed on the impact of culture, tradition, society, environment, life experiences, personal beliefs and health on sexual activity. Policy and legislative responses to sexual activity will be discussed, with regards to the consequences of sexual activity and methods for determining the effectiveness of such responses. Course content will include population studies on sexual behaviour; historical perspectives; variants of sexuality (including adolescence, prisoners, multicultural aspects, the elderly, disability, homosexuality and transgender issues); sexual dysfunction and counselling; commercial sex work; sex education; sexual assault, health promotion and ethical and legal aspects.

### SEXH5101

#### Public Health Aspects of STDs

**Credit points:** 2 **Teacher/Coordinator:** Associate Professor Richard Hillman, Dr Shailendra Sawleshwarkar **Session:** S2 Intensive, Semester 2a **Classes:** Semester 2a: 2 hours of lectures per week, half semester, which can be taken either face-to-face or online; Semester 2a Intensive: compulsory attendance at a teaching day in week 4 and attendance at 2 hours of lectures per week, half semester, taken face-to-face for 4 weeks **Assessment:** written assignment and online quizzes (50%) **Assessment:** written assignment (50%) and online quizzes (50%) **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit aims to provide a public health perspective of the community impact of sexually transmitted infections (STIs). It is available in both online and face to face modes. At the end of this unit, students will be able to understand the underlying principles of the surveillance systems used to monitor STIs; the core risk activity groups involved in the transmission of STIs; how the epidemiologies of STIs vary within and between societies; the public health impacts of STIs; and effective preventative strategies at individual and community levels. Course content will include an introduction to the basic biology of STIs; epidemiology and surveillance methods; STI service delivery considerations; STI/HIV interactions, travellers' sexual health; health promotion for STIs; policy approaches and ethical & legal issues.

### SEXH5102

#### Public Health Aspects of HIV/AIDS

**Credit points:** 2 **Teacher/Coordinator:** Associate Professor Richard Hillman, Dr Shailendra Sawleshwarkar **Session:** Semester 2b **Classes:** 2 hours of lectures per week, half semester, which can be taken either face-to-face or online. AusAID students must enrol in the face-to-face version. **Assessment:** written assignment (50%) and online quizzes (50%) **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day or On-line

This unit aims to provide a public health perspective of the impact of HIV infection. It is available in both online and face to face modes. At the end of this unit, students will be able to understand the underlying principles of the surveillance systems used to monitor HIV infection; the core risk activity groups involved in the transmission of HIV; how the epidemiology of HIV infection varies within and between societies; the public health impacts of HIV infection; and effective prevention strategies. Course content will include an introduction to the basic science of HIV infection; epidemiology and surveillance; sexual blood borne and mother to child transmission; STI/HIV interactions; other methods of transmission; health promotion for HIV; government perspectives and ethical and legal issues.

### SEXH5205

#### Advanced Adolescent Sexual Health

**Credit points:** 6 **Teacher/Coordinator:** Dr Melissa Kang **Session:** Semester 2 **Classes:** fully online **Prohibitions:** SEXH5204 **Assessment:** continuous assessment including participation in group discussion, short answer questions, 1000 word assignments plus 2500 word essay or field report. **Campus:** Westmead **Mode of delivery:** On-line

This unit aims to introduce the constructs of adolescent sexuality, explore the determinants of adolescent sexual health and to discuss the personal and public health implications of adolescent sexuality, with additional emphasis on a deeper exploration of an area of adolescent sexual health that is of particular interest to the student.

At the end of this unit of study, students will be able to describe the biological, developmental and socio-cultural contexts of adolescent sexual health as well as the constructs, challenges and diversities of adolescent sexuality. They will learn techniques used to optimize communication with adolescents and explore legal, ethical and public health implications of adolescent sexuality. They will also understand and describe one area of adolescent sexual health that the student chooses to study in depth from a list of suggestions.

The course is taught fully online using a range of assessments including group discussion, short answer questions and discussions based on case scenarios. It is divided into 6 modules: adolescent sexuality, adolescent sexual health, reproductive health issues in adolescence, diversity, legal and ethical issues and sexual health promotion.

### MIPH5124

#### Health Issues & Humanitarian Emergencies

**Credit points:** 4 **Teacher/Coordinator:** Ms Bronwen Blake, Associate Professor Michael Dibley **Session:** Semester 2b **Classes:** 1x4day workshop **Assessment:** Workshop activities (40%), 1x2500word written assignment (60%) **Campus:** Camperdown/Darlington **Mode of delivery:** Block Mode

This unit gives students an overview of public health aspects of humanitarian emergencies in developing country situations and the range of appropriate responses. This includes considering problems faced by government and non-government organisations in humanitarian emergency relief efforts. Topics covered in the unit include international and human rights law, the role of donor agencies, refugee health, nutritional emergencies, site planning for refugee camps, water and sanitation, sexual violence, protection of vulnerable groups, and communicable disease surveillance and control.

*Textbooks*

Unit notes supplied by School.

### MIPH5127

#### Mental Disorders in Global Context

**Credit points:** 2 **Teacher/Coordinator:** Dr Maree Hackett **Session:** Semester 2a **Classes:** 1x2day workshop **Assessment:** 1x2000word essay (90%) plus class participation (10%) **Campus:** Camperdown/Darlington **Mode of delivery:** Block Mode

This unit aims to present an overview and critique of mental disorders in an international context. It covers broad issues related to the classification of mental and substance use disorders, their prevalence and population burden and their biological, environmental and cultural determinants. While the focus of the module is on international epidemiology, the course also aims to promote understanding of the economic and humanitarian implications of the burden of mental and substance use disorders for prevention, treatment and health policy. The unit will cover what a mental disorder is, how frequent and how disabling mental disorders are and what the major correlates and determinants of mental disorders are. Students will look at the problems of greatest burden: depression and anxiety disorders, psychosis and dementia, suicide and substance use disorders with a focus on health policy.

*Textbooks*

Unit notes supplied by School.

### MIPH5128

#### Dissertation A

**Credit points:** 6 **Session:** Semester 1, Semester 2 **Prerequisites:** A candidate must have obtained a minimum weighted average mark of 70% in at least 24 credit points of coursework and obtained approval from the course-coordinator to enrol in this unit of study. Enrolment must be done through the Faculty or School office. **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

*Note: Department permission required for enrolment.*

**MIPH5129****Dissertation B**

**Credit points:** 6 **Session:** Semester 1, Semester 2 **Prerequisites:** A candidate must have obtained a minimum weighted average mark of 70% in at least 24 credit points of coursework and obtained approval from the course-coordinator to enrol in this unit of study. Enrolment must be done through the Faculty or School office. **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

*Note: Department permission required for enrolment.*

**MIPH5130****Dissertation C**

**Credit points:** 12 **Session:** Semester 1, Semester 2 **Prerequisites:** A candidate must have obtained a minimum weighted average mark of 70% in at least 24 credit points of coursework and obtained approval from the course-coordinator to enrol in this unit of study. Enrolment must be done through the Faculty or School office. **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

*Note: Department permission required for enrolment.*

**MIPH5131****Foundations of International Health**

**Credit points:** 6 **Teacher/Coordinator:** Professor Bob Cumming, Associate Professor Mu Li, Mr Joel Negin **Session:** Semester 1 **Classes:** 1x2hr lecture per week for 12 weeks; 2x1 day seminar and 1x1hr tutorial per week for 9 weeks **Assessment:** 1x1500 word assignment 1 (20%), 1xgroup presentation (25%), 1x2500 word assignment 2 (45%) and tutorial discussion (10%) **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

The unit aims to provide candidates with a multidisciplinary perspective of the interplay between health and development in low- and middle-income countries from a range of social science and public health disciplines. The unit will cover the following themes: health and development, Millennium Development Goals, poverty and health, gender and health, culture and health, climate change and health, public health advocacy, human rights and health, health systems, health policy, human resources for health, primary health care, and disease and security. At the end of the unit, students should be able to demonstrate an understanding of the relation between health and development; demonstrate an understanding of how health systems and policies operate in developing countries; and demonstrate an understanding of the role played by the various international organisations and agencies in health in less developed settings.

**Textbooks**

Unit Notes supplied by School

In addition the following textbooks are recommended for reference:

International Public Health: Diseases, Programs, Systems, and Policies by Michael Merson, Robert Black, Anne Mills (editors). Sudbury, MA, USA: Jones & Bartlett Publishers, 2006.

Essentials of Global Health by Richard Skolnik. Sudbury, MA, USA: Jones & Bartlett Publishers, 2008.

Case Studies in Global Health: Millions Saved by Ruth Levine and the What Works Working Group. Sudbury, MA, USA: Jones & Bartlett Publishers, 2007.

**MIPH5132****Disease Priorities and Social Methods**

**Credit points:** 6 **Teacher/Coordinator:** Associate Professor Michael Dibley, Associate Professor Susan Quine, Dr Giselle Manalo **Session:** Semester 1 **Classes:** 1x2hr lecture per week for 12 weeks; 1x1hr tutorial per week for 9 weeks; plus 1x2 day short course on social research methods and 1x1.5 day short course on field research methods. **Assessment:** 1x1000 word assignment 1 (20%), 1x questionnaire (30%), 1x2500 word assignment 2 (40%) and tutorial discussion (10%) **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit introduces candidates to the methods used to assess disease priorities and identify those diseases or risk factors that contribute most to the burden of disease in low- and middle-income countries. It provides candidates with an understanding of the major conditions responsible for illness, disability and premature mortality. The design and implementation of disease control and health promotion programs for developing country populations will be discussed based on an understanding of the biological, environmental, behavioral, social and cultural aspects of major health problems. Topics covered in the unit include the global burden of disease; methods for conducting both quantitative and qualitative applied field research; and the epidemiology, and control and prevention strategies for communicable diseases - HIV/AIDS, malaria, tuberculosis and neglected tropical

diseases; non-communicable diseases - cardiovascular diseases and mental health; injury; and malnutrition, childhood infectious diseases and reproductive and perinatal conditions.

**Textbooks**

Unit notes supplied by School

In addition the following textbook (also available free on-line) are recommended for reference:

Global Burden of Disease and Risk Factors by Alan Lopez, Colin Mathers, Majid Ezzati, Dean Jamison and Christopher Murray (editors). New York: Oxford University Press, 2006. (co-published with World Bank)

Disease Control Priorities in Developing Countries. Dean Jamison, Joel Breman, Anthony Measham et al (editors). New York: Oxford University Press, 2006. (co-published with World Bank)

**MIPH5135****Health Systems in Developing Countries**

**Credit points:** 4 **Teacher/Coordinator:** Mr Joel Negin **Session:** Semester 2 **Classes:** 1x2hr lecture per week for 9 weeks; plus 2x0.5 day workshop **Assessment:** 1x1500 word research proposal (40%), 1x2000 word case study report (50%), and participation (10%) **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

Health systems are complex and multi-faceted. Successful health systems require attention to political economy, governance, institutions, and local context. This unit will cover health systems in developing countries to equip students with a conceptual understanding and a set of tools to address major public health challenges from a health systems perspective. With a focus on evidence-based decision making, the unit will provide an understanding of health systems including specific topics such as health workforce, financing, service delivery, information systems and policy, and how these impact health interventions and health status in less developed countries. A multi-sectoral, integrated model will be used to understand the varied aspects of development challenges related to health systems. A case study approach will then provide students with concrete examples of health systems challenges and will strengthen students' ability to view health problems in a holistic, multi-faceted manner. The unit will provide students with the tools needed to make a practical difference in health systems in less developed countries with emphasis on implementation of health projects and bringing interventions to scale.

**Textbooks**

Unit notes supplied by School

**MIPH5136****Nutrition in International Settings**

**Credit points:** 4 **Teacher/Coordinator:** Associate Professor Michael Dibley **Session:** Semester 2a **Classes:** 2x2 day short course **Assessment:** 1x1000 word exercise on nutritional assessment (20%), 1xgroup presentation on nutritional interventions (20%), 1x2500 word assignment (50%), workshop attendance and participation (10%) **Campus:** Camperdown/Darlington **Mode of delivery:** Block Mode

The aim of this unit is to provide students with insights into the major nutrition-related public health problems in low- and middle-income countries; knowledge and practical skills about nutritional assessment; and the design and evaluation of nutritional interventions. The content areas include an overview of nutrition as a major determinant of health and disease; methods to assess community nutritional status; the impact of maternal and child under-nutrition on mortality and overall disease burden; design and evaluation of effective interventions; issues surrounding food security; and nutrition policies and resources. The unit is taught in two 2-day workshops, with the first workshop focusing on nutritional assessment and major nutrition-related public health problems in low- and middle-income countries, and the second workshop focusing on design and evaluation of interventions. On completion students should be able to recognise key nutritional problems facing low- and middle-income countries; have acquired knowledge and practical skills as to how these problems can be assessed; and gained insights into a number of different multi-sectoral approaches to address these problems.

**Textbooks**

Unit notes supplied by School



**MIPH5218****Economics and Global Pharmaceuticals**

*This unit of study is not available in 2011*

**Credit points:** 2 **Teacher/Coordinator:** Professor Glenn Salkeld **Session:** Semester 2a **Classes:** 1x2hr lecture per week for 7 weeks **Assessment:** 1x2000word essay (100%) **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

*Note: Department permission required for enrolment. Note: This unit will not be offered in 2010 or following years.*

Access to pharmaceuticals is an important and highly contested issue worldwide. Solutions to problems of access cannot be developed without: an understanding of the dimensions; structure and workings of global pharmaceutical market; and a grasp of key concepts relating to the use of essential drug lists, rational; drug use, intellectual property, international trade, and the application of cost-effectiveness principles to pricing and reimbursement. This unit focuses on the affordability of, and access to, pharmaceuticals in developing countries. The unit will characterise the global pharmaceutical market as driven predominantly by political and economic forces, while acknowledging the broader context of health and human rights. Key concepts to be covered relate to the use of essential drug lists; rational drug use; intellectual property; international trade; access, affordability and the application of cost-effectiveness principles to pricing and reimbursement. Specific sessions will focus on HIV/AIDS; recent bilateral and multilateral trade agreements trade agreements; actual case studies in access; and pharmaceutical industry marketing practices. The unit will present a range of viewpoints on each issue canvassed (including the pharmaceutical industry and non-government/activist organisations).

**MIPH5219****International Health Project Management**

**Credit points:** 6 **Teacher/Coordinator:** Associate Professor Mu Li **Session:** Semester 2 **Classes:** 1x2hr lecture per week for 10 weeks; 1x1 day workshop; 1x1hr tutorial per week for 9 weeks; 1x1 day peer learning session through group presentations. **Assessment:** 1x40minutes group presentation (20%), peer evaluation on group participation (15%), 1xgroup written assignment (40%) and 1x1000 word individual assignment (25%) **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

Effective international health projects management contributes to the achievement of health and development in developing countries. The unit aims to give students a good understanding of the concepts and key elements of the Logical Framework Approach (LFA) and project life cycle, and to demonstrate tools and techniques used in effective project management at different stages, including project planning, implementation and monitoring and evaluation. A detailed step by step application of LFA in project design will be presented, including stakeholder analysis and cross-cutting issues analysis, problem and objective trees, and the logframe matrix. The Unit also gives students an opportunity for hands-on practice through the design of a project in an international setting and allows them to consider the challenges and practical issues faced by people involved in international health project management. The key topic areas covered include: concepts and principles of international project management; context and situation analysis; key stages of project development; the LFA for project design; project management functions including managing information, resources, risk, quality and change; post project issues of evaluation and sustainability. At the end of the course, students should be able to: identify the key aspects of the LFA to project design; develop a project proposal in international settings; recognise challenges and practical issues faced by people involved in international health project management; and apply a systematic approach to project planning and management in international settings.

*Textbooks*

Unit notes supplied by School.



# Medical Education

## Graduate Certificate in Medical Education

(GradCertMedEd) KG004

## Graduate Diploma in Medical Education

(GradDipMedEd) KF036

## Master of Medical Education

(MMedEd) KC046

Course	Credit points for award	Duration full-time	Duration part-time
GradCertMedEd	24	0.5 year	1 to 2 years
GradDipMedEd	36	1 year	1.5 to 3 years
MMedEd	48	1 year	1.5 to 4 years

### Overview

From 2010 this program will not be accepting new students. This information is provided for currently enrolled students only.

From 2011, Students wishing to undertake postgraduate study in Health Professional Education may enrol in a Master of Education (Health Professional Education) through the Faculty of Education and Social Work. For more details see:

[sydney.edu.au/education\\_social\\_work/future\\_students/postgraduate/med/health.shtml](http://sydney.edu.au/education_social_work/future_students/postgraduate/med/health.shtml)

The Medical Education programs aim to equip people who have educational responsibilities in the fields of medicine, the health professions or health sciences with knowledge, skills and attitudes relevant to undergraduate, postgraduate and continuing education.

The courses provide a broad understanding of best evidence medical education and a practical, project-based application of principles to students' own workplace settings.

### Course Outcomes

Students will emerge from this program with enhanced skills in:

- medical curriculum development, implementation and evaluation, and student assessment
- a proactive approach to continuous quality improvement in medical education
- a deeper understanding of principles and practices which underpin learning and teaching in medicine and the health sciences
- attitudes to medical education which reflect best-evidence and learner-centredness.

### Course Structure

This course may be undertaken in two modes:

1. Either as a face-to-face course, requiring regular attendance on campus, followed by some participation in online learning activities, OR
2. as a fully online, distance mode course, requiring regular participation in online activities and discussions.

Our emphasis on small group interactive learning, delivered flexibly, will provide you with ongoing feedback and contact with your fellow students and course coordinators.

The graduate certificate and graduate diploma are embedded in the master's degree.

At least 50 per cent of the credit points needed for award (eg at least 12 credit points for graduate certificate, 18 credit points for the

graduate diploma and 24 credit points for the master's degree) must be completed from the MDED units of study.

### Further Information

All students must complete 12 credit points of core medical education units (MDED5001 and MDED5002).

For award of the graduate certificate, students must satisfactorily complete the core medical education (MDED) units of study plus 12 credit points of elective units chosen from either medical education or non medical education units.

For award of the graduate diploma, students must satisfactorily complete the core medical education (MDED) units of study plus 24 credit points of elective units chosen from either medical education or non medical education units. A minimum of 18 credit points for the graduate diploma must be chosen from MDED units of study.

For award of the master's degree, students must satisfactorily complete the core medical education (MDED) units of study plus 36 credit points of elective units chosen from either medical education or non medical education units. A minimum of 24 credit points for the master's degree must be chosen from MDED units of study.

## Degree Resolutions

Sydney Medical School resolutions and the printed handbook are the official statement of Faculty policy. The resolutions contained in the printed handbook are accurate as at November 2010. If a conflict is perceived between the content of the printed handbook and information available elsewhere, Sydney Medical School resolutions and the information available in the handbook online shall always take precedence. See the handbook online website:

[sydney.edu.au/handbooks/handbooks\\_admin/medicine.shtml](http://sydney.edu.au/handbooks/handbooks_admin/medicine.shtml). See the Policy Online website: [sydney.edu.au/policy](http://sydney.edu.au/policy), for copies of University policies.

## Master of Medical Education Graduate Diploma in Medical Education Graduate Certificate in Medical Education

### Resolutions of the Senate

#### 1. Requirements for the Master of Medical Education

- 1.1 To qualify for the award of the Master of Medical Education a candidate must:
  - 1.1.1 successfully complete such units of study as may be prescribed by the Faculty on the recommendation of the head of the discipline concerned;
  - 1.1.2 enrol for and successfully complete units of study giving credit for a total of 48 credit points; and
  - 1.1.3 satisfy the requirements of all other relevant By-laws, Rules and Resolutions of the University.
- 1.2 The head of the discipline concerned shall report the result of the examination of the coursework and other work, if any,



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- to the Faculty which shall determine the results of the candidature.
2. **Requirements for the Graduate Diploma in Medical Education**
    - 2.1 To qualify for the award of the Graduate Diploma in Medical Education a candidate must:
      - 2.1.1 successfully complete such units of study as may be prescribed by the Faculty on the recommendation of the head of the discipline concerned;
      - 2.1.2 enrol for and successfully complete units of study giving credit for a total of 36 credit points; and
      - 2.1.3 satisfy the requirements of all other relevant By-laws, Rules and Resolutions of the University.
    - 2.2 The head of the discipline concerned shall report the result of the examination of the coursework and other work, if any, to the Faculty which shall determine the results of the candidature.
  3. **Requirements for the Graduate Certificate in Medical Education**
    - 3.1 To qualify for the award of the Graduate Certificate in Medical Education a candidate must:
      - 3.1.1 successfully complete such units of study as may be prescribed by the Faculty on the recommendation of the head of the discipline concerned;
      - 3.1.2 enrol for and successfully complete units of study giving credit for a total of 24 credit points; and
      - 3.1.3 satisfy the requirements of all other relevant By-laws, Rules and Resolutions of the University.
    - 3.2 The head of the discipline concerned shall report the result of the examination of the coursework and other work, if any, to the Faculty which shall determine the results of the candidature.

#### *Resolutions of the Faculty*

1. **Admission**
  - 1.1 Except as provided for in Part 9, section 47 of the *University of Sydney (Amendment Act) Rule 1999 (as amended)*, the Faculty will normally, on the recommendation of the head of the associated discipline, admit to candidature for the Master of Medical Education an applicant who:
    - 1.1.1 is a graduate of the University of Sydney or another recognised institution, as provided for in University of Sydney By-Laws, and
    - 1.1.2 has completed an undergraduate degree at a standard acceptable to the Faculty; or
    - 1.1.3 has completed the Graduate Diploma in Medical Education or its equivalent.
  - 1.2 Except as provided for in Part 9, section 47 of the *University of Sydney (Amendment Act) Rule 1999 (as amended)*, the Faculty will normally, on the recommendation of the head of the associated discipline, admit to candidature for the Graduate Diploma in Medical Education an applicant who:
    - 1.2.1 is a graduate of the University of Sydney or another recognised institution, as provided for in University of Sydney By-Laws, and
    - 1.2.2 has completed an undergraduate degree at a standard acceptable to the Faculty; or
    - 1.2.3 has completed the Graduate Certificate in Medical Education or its equivalent.
  - 1.3 Except as provided for in Part 9, section 47 of the *University of Sydney (Amendment Act) Rule 1999 (as amended)*, the Faculty will normally, on the recommendation of the head of the associated discipline, admit to candidature for the Graduate Certificate in Medical Education an applicant who:
    - 1.3.1 is a graduate of the University of Sydney or another recognised institution, as provided for in University of Sydney By-Laws, and
    - 1.3.2 has completed an undergraduate degree at a standard acceptable to the Faculty; or
    - 1.3.3 has equivalent professional experience in a relevant field.
2. **Units of study**
  - 2.1 For unit of study details relating to the degree of Master of Medical Education, the Graduate Diploma in Medical Education and the Graduate Certificate in Medical Education refer to the Faculty Handbook.

3. **Requirements for the degree, diploma and certificate**
  - 3.1 To be eligible for the award of the Master of Medical Education, a candidate must:
    - 3.1.1 successfully complete such units of study as may be prescribed by the Faculty on the associated discipline, and
    - 3.1.2 enrol in and successfully complete units of study giving credit for a total of 48 credit points, and
    - 3.1.3 satisfy the requirements of all other relevant By-Laws, Rules and Resolutions of the University.
  - 3.2 To be eligible for the award of the Graduate Diploma in Medical Education, a candidate must:
    - 3.2.1 successfully complete such units of study as may be prescribed by the Faculty on the associated discipline, and
    - 3.2.2 enrol in and successfully complete units of study giving credit for a total of 36 credit points, and
    - 3.2.3 satisfy the requirements of all other relevant By-Laws, Rules and Resolutions of the University.
  - 3.3 To be eligible for the award of the Graduate Certificate in Medical Education, a candidate must:
    - 3.3.1 successfully complete such units of study as may be prescribed by the Faculty on the associated discipline, and
    - 3.3.2 enrol in and successfully complete units of study giving credit for a total of 24 credit points, and
    - 3.3.3 satisfy the requirements of all other relevant By-Laws, Rules and Resolutions of the University.
4. **Award of the master, graduate diploma and graduate certificate**
  - 4.1 The Master of Medical Education and the Graduate Diploma in Medical Education and Graduate Certificate in Medical Education shall be awarded in one grade only, namely pass.
5. **Method of progression**
  - 5.1 A candidate for the degree of Master of Medical Education shall proceed by coursework, with provision for a maximum of two independent study units.
  - 5.2 A candidate for the graduate diploma or graduate certificate shall proceed solely by coursework.
  - 5.3 Enrolment in units additional to course requirements is subject to Faculty permission.
6. **Enrolment**
  - 6.1 A student must be enrolled in each semester in which he or she is actively completing the requirements for the award course.
  - 6.2 The candidature of a student who has not re-enrolled and who has not obtained approval from the Faculty for a suspension of candidature for the relevant semester will be deemed to have lapsed.
7. **Restrictions on enrolment**
  - 7.1 Admission to candidature may be limited by a quota. In determining the quota the Faculty will take into account:
    - 7.1.1 availability of resources
    - 7.1.2 availability of adequate and appropriate supervision.
  - 7.2 In considering an application for admission the dean will take into account the quota. Entry will be based on applicants who are most meritorious in terms of item 1.
8. **Discontinuation of enrolment**
  - 8.1 A candidate who wishes to discontinue enrolment from the Master of Medical Education, Graduate Diploma in Medical Education or the Graduate Certificate in Medical Education, must notify the faculty in writing and will be presumed to have discontinued enrolment from the date of that notification, unless evidence is produced showing:
    - 8.1.1 that the discontinuation occurred at an earlier date; and
    - 8.1.2 that there was good reason why the notification could not be made at the earlier time.
  - 8.2 A discontinuation of enrolment may be recorded as Withdrawn (W) or Discontinued Not To Count As Failure (DNF) where that discontinuation occurs within the time-frames specified by the University and published by the Student Centre, or where the student meets other conditions as specified by the faculty.
9. **Suspension of candidature**
  - 9.1 A candidate who wishes to suspend their candidature must apply, in writing, to the Faculty.

- 9.1.1 The application must be received by the Faculty prior to the commencement of the relevant semester.
- 9.1.2 A candidate may only apply for a period of suspension for one semester at any one time. Should a candidate wish to suspend their candidature for more than one semester another application must be made to the Faculty for each subsequent semester, prior to the commencement of the relevant semester.
- 9.1.3 Late applications may be considered at the Faculty's discretion.
- 9.1.4 Where a student has previously enrolled for the relevant semester, a suspension of enrolment may be recorded as *Withdrawn (W)* or *Discontinued Not To Count As Failure (DNF)* where that application is received within the time-frames specified by the University and published by the Student Centre, or where the student meets other conditions as specified by the Faculty.
- 9.2 Where the candidate has previously had two semesters of suspension the application will be considered by the Board of Postgraduate Studies for the Faculty.
- 10. Re-enrolment after an absence**
- 10.1A student must enrol in the semester following a period of approved suspension.
- 10.2A student whose candidature has lapsed must apply for re-admission in accordance with procedures determined by the Faculty.
- 11. Satisfactory progress**
- 11.1The faculty requires students to demonstrate satisfactory progress with their studies as set out in the current relevant University policy on progression.
- 12. Credit**
- 12.1Refer to *University of Sydney (Coursework) Rule 2000 (as amended)*, Division 3, Section 8 and the Board of Postgraduate Studies for the Faculties of Dentistry, Medicine and Pharmacy, *Academic Credit, Advanced Standing, and Exemption Policy*.
- 13. Time limits**
- 13.1A full-time candidate for the degree of Master of Medical Education shall complete the requirements for the degree not earlier than two semesters after the commencement of candidature and not later than the end of the fourth semester of candidature, except with the permission of the Faculty on the recommendation of the head of the discipline.
- 13.2A part-time candidate for the degree of Master of Medical Education shall complete the requirements for the degree not earlier than two semesters after the commencement of candidature and not later than the end of the eighth semester of candidature, except with the permission of the Faculty on the recommendation of the head of the discipline.
- 13.3A full-time candidate for the Graduate Diploma in Medical Education shall complete the requirements for the degree not earlier than two semesters after the commencement of candidature and not later than the end of the two semester of candidature, except with the permission of the Faculty on the recommendation of the head of the discipline.
- 13.4A part-time candidate for the Graduate Diploma in Medical Education shall complete the requirements for the degree not earlier than two semesters after the commencement of candidature and not later than the end of the sixth semester of candidature, except with the permission of the Faculty on the recommendation of the head of the discipline.
- 13.5A full-time candidate for the Graduate Certificate in Medical Education shall complete the requirements for the degree not earlier than one semester after the commencement of candidature and not later than the end of the one semester of candidature, except with the permission of the Faculty on the recommendation of the head of the discipline.
- 13.6A part-time candidate for the Graduate Certificate in Medical Education shall complete the requirements for the degree not earlier than one semester after the commencement of candidature and not later than the end of the fourth semester of candidature, except with the permission of the Faculty on the recommendation of the head of the discipline.
- 14. Examination**
- 14.1The Program Coordinator shall be responsible for overseeing assessment in all units counted towards the degree of Master of Medical Education, the Graduate Diploma in the Medical Education and the Graduate Certificate in Medical Education.
- 14.2The Program Coordinator shall report the result of the examination of the coursework and other work, if any, to the Faculty which shall determine the results of the candidature.

## Table of Units of Study: Medical Education

<i>Unit of study</i>	<i>Credit points</i>	<i>A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition</i>	<i>Session</i>
<b>Medical Education Units</b>			
<b>MDED5002</b> Scholarship in Teaching	6		Semester 1
<b>MDED5004</b> Independent Studies A	6	<b>P</b> MDED5002 <i>Note: Department permission required for enrolment</i> <i>Students negotiate with the course coordinator to find a supervisor on an agreed project. The supervisor emails the Postgraduate Student Administration Unit permission for the student to enrol.</i>	Semester 1 Semester 2
<b>MDED5005</b> Independent Studies B	6	<b>P</b> MDED5002 <i>Note: Department permission required for enrolment</i> <i>Students negotiate with the course coordinator to find a supervisor on an agreed project. The supervisor emails the Postgraduate Student Administration Unit permission for the student to enrol.</i>	Semester 1 Semester 2
<b>MDED5008</b> Assessment	6		Semester 2
All students must complete their minimum MDED requirements before taking any non-medical education units.			
<b>Non-Medical Education Units</b>			
<b>BACH5001</b> Adult Learning	6	<i>Note: Department permission required for enrolment</i> <i>Broadband internet access is desirable, last offering of this unit</i>	Semester 1 Semester 2
<b>BACH5002</b> Educational Design	6	<i>Note: Department permission required for enrolment</i> <i>Broadband internet access is desirable</i>	Semester 1 Semester 2
<b>BACH5042</b> Teaching Clinical Reasoning	6		Semester 2
<b>BACH5085</b> Clinical Teaching and Supervision	6		Semester 1
<b>BACH5116</b> Developing eLearning in Health Contexts	6	<b>A</b> Basic computer skills and some knowledge of adult learning theory would be useful <i>Broadband internet access is essential</i>	Semester 2

<b>Unit of study</b>	<b>Credit points</b>	<b>A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition</b>	<b>Session</b>
<b>BACH5336</b> <b>Lecturing and Large Group Teaching</b>	6	<b>A</b> BACH5001 Adult Learning and BACH5002 Educational Design <i>Broadband internet access is essential</i>	Semester 1
<b>NURS5091</b> <b>Simulation-Based Learning in Health</b>	6		Semester 2
Students can take no more than 50 per cent of the credit points required for award from non-medical education units.			
All students must complete their minimum requirements before taking any non-medical education units unless with prior permission from the Medical Education course co-ordinator.			
Electives may also be chosen from other postgraduate coursework programs across the University with prior permission from the Medical Education course coordinator and the unit of study convener.			

### Further enquiries

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## Units of Study Descriptions for 2011

### BACH5001

#### Adult Learning

**Credit points:** 6 **Teacher/Coordinator:** Ms Victoria Neville **Session:** Semester 1, Semester 2 **Classes:** External/distance mode: independent learning package with WebCT support. **Assessment:** Assignment based, written assessments (30%, 10%, 60%) **Campus:** Cumberland **Mode of delivery:** Distance Education

*Note: Department permission required for enrolment. Note: Broadband internet access is desirable, last offering of this unit*

The unit has been designed to encourage you to think critically about the concepts, strategies and theories of adult learning (traditional and contemporary) from theoretical and research literature relevant to education across the health sciences and services. The purpose of this process is to enable you to make informed, evidence-based arguments for enhancing deep approaches to student learning and encouraging self-regulated learning in your own teaching practice.

### BACH5002

#### Educational Design

**Credit points:** 6 **Teacher/Coordinator:** Ms Victoria Neville **Session:** Semester 1, Semester 2 **Classes:** Distance Learning. No on-campus classes. **Assessment:** Planning project submitted as two assignments (60% and 40%) **Campus:** Cumberland **Mode of delivery:** Distance Education

*Note: Department permission required for enrolment. Note: Broadband internet access is desirable*

This unit examines the procedures and practices used by an educational designer in collecting and analysing data required for planning and proposing educational programs and designing effective learning plans. The models and readings recognise the differences and commonalities in the design needs of academics, clinical teachers and professional educators in university and further education settings, clinical and workplace contexts, and patient and community health education. Current concerns, such as evidence based design, constructive alignment, flexible and technology based modes of delivery and student approaches to learning are addressed. Participants experience design processes, such as pedagogical reasoning, by undertaking a small design project relevant to their setting.

#### Textbooks

Caffarella R, Planning Programs for Adult Learners: A Practical Guide for Educators, Trainers and Staff Developers, Jossey Bass, San Francisco (2002)  
 Fraser K, Student Centered Teaching: The Development and Use of Conceptual Frameworks, Green Guide No 18, Higher Education and Research Society of Australasia (1996)

### BACH5042

#### Teaching Clinical Reasoning

**Credit points:** 6 **Teacher/Coordinator:** Ms Victoria Neville **Session:** Semester 2 **Classes:** Blended mode: online learning with 2 on-campus sessions **Assessment:** Assignments (100%) **Campus:** Cumberland **Mode of delivery:** Distance Education

Participants explore theories, models and research of clinical reasoning and decision-making from the medical, nursing and allied health literature. A range of strategies to facilitate the development of clinical reasoning will be examined. Participants will have the opportunity to plan the application of strategies to their teaching context.

#### Textbooks

Higgs, J. Jones, M.A, Loftus, S. and Christensen, N. (Eds.) (2008). Clinical Reasoning in the Health Professions. (3rd ed.) Elsevier: Boston.

### BACH5085

#### Clinical Teaching and Supervision

**Credit points:** 6 **Teacher/Coordinator:** Ms Victoria Neville **Session:** Semester 1 **Classes:** Semester 1 Blended mode: online learning with 2 on-campus sessions **Assessment:** Assignment (100%) **Campus:** Cumberland **Mode of delivery:** Distance Education

This unit of study is concerned with exploring current theory and best practice in teaching and supervision in clinical settings. Participants will be expected to develop a critical and research-informed understanding of the clinical setting as a highly complex and specialised context for student learning. Participants will be introduced to the principles of roles and responsibilities of clinical educators/supervisors/teachers, styles and models of clinical supervision, clinical assessment, and other important issues. These issues include integrating theory into clinical practice, mentorship and preceptorship, managing difficult situations, reflections, etc. The teaching and learning experiences in this subject are structured to allow you the opportunity to learn and apply these principles to your own teaching contexts.

#### Textbooks

Rose, M & Best, D. (Eds.) (2005). Transforming practice through clinical education, professional supervision & mentoring. Elsevier: Churchill Livingstone.

### BACH5116

#### Developing eLearning in Health Contexts

**Credit points:** 6 **Teacher/Coordinator:** Ms Victoria Neville **Session:** Semester 2 **Classes:** WebCT **Assumed knowledge:** Basic computer skills and some knowledge of adult learning theory would be useful **Assessment:** Presentation (50%), Written assignment (50%) **Campus:** Cumberland **Mode of delivery:** On-line

*Note: Broadband internet access is essential*

In this unit of study, participants will be introduced to the research and theoretical literature, and evolving technologies in the field of eLearning. Participants will apply elements of best practice in their design of elearning for their own contexts. On completion of this unit, participants should be able to provide an evidence based educational rationale for their choice of elearning design and use of relevant technologies. Weekly participation in online discussion forum is mandatory.

**BACH5336****Lecturing and Large Group Teaching**

**Credit points:** 6 **Teacher/Coordinator:** Ms Victoria Neville **Session:** Semester 1 **Classes:** Distance learning only, no on-campus classes **Assumed knowledge:** BACH5001 Adult Learning and BACH5002 Educational Design **Assessment:** Analysis report (10%), eResource (30%), Lecture Plan (60%) **Campus:** Cumberland **Mode of delivery:** Distance Education

*Note: Broadband internet access is essential*

This unit examines the context of large group teaching with a particular focus on effective lectures and lecturing within and outside university settings. Lecture structure is considered in the light of recent evidence concerning the impact of memory, attention and motivation in the process of student learning and the transfer of learning. Design issues, such as strategies to engage deep learning, monitoring understanding, and flexibility offered by the new information and communication technologies are explored. Relevant micro-skills of teaching, such as getting and keeping attention, explaining, variation, dynamic structuring and managing disruption are addressed.

**Textbooks**

Recommended:

Bligh D, What's the Use of Lectures?, Jossey Bass, San Francisco (2000)  
Fraser K, Student Centred Teaching: the Development & Use of Conceptual Frameworks, Green Guide No 18, Higher Education & Research Society of Australasia, Canberra (1996)  
Biggs J, Teaching for Quality Learning at University (3rd ed), Open University Press, UK (2007)

**MDED5002****Scholarship in Teaching**

**Credit points:** 6 **Teacher/Coordinator:** Koshila Kumar **Session:** Semester 1 **Classes:** The total workload for this unit of study is approximately 10 hours per week. This unit is to be delivered in a blended mode requiring attendance at face-to-face classes, followed by participation in online learning activities. **Assessment:** 2x written assignments (100%) plus formative assessments throughout the unit of study. **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Evening

This unit is designed to provide health care professionals with a deeper understanding of the nature of evidence in health professional education, and the skills in analysing and synthesising this evidence to inform improvement in their own teaching and learning practices. Modules within this unit of study will focus on the scholarship of teaching in health and understanding and appraising qualitative and quantitative research.

By the end of this unit students will be able to: describe scholarship of teaching in health professional education; critique teaching and learning interventions and methods including qualitative and quantitative studies; synthesise evidence from the health professional education literature in the form of a literature review; develop information literacy skills to search the health professional education literature and use Endnote; and reflect on applying evidence to their own teaching and learning context.

**Textbooks**

Cohen L., Manion K. & Morrison K. 2007 Research methods in education, 6th ed. New York: Routledge.

**MDED5004****Independent Studies A**

**Credit points:** 6 **Teacher/Coordinator:** Professor Merrilyn Walton & Koshila Kumar **Session:** Semester 1, Semester 2 **Classes:** Face-to-face meeting with the coordinator and scheduled meetings with supervisor, and 1x3hr evening class to present completed projects. Alternatively this unit may be undertaken fully online, with online supervision. **Prerequisites:** MDED5002 **Assessment:** Assessment for Independent Studies A will be a 7000-8000 word project, or its equivalent; whereas combining Independent Studies A and B will require a 14,000-16,000 word project, or its equivalent. **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Evening or On-line

*Note: Department permission required for enrolment. Note: Students negotiate with the course coordinator to find a supervisor on an agreed project. The supervisor emails the Postgraduate Student Administration Unit permission for the student to enrol.*

Please note that it is not advisable to begin an Independent Study early in your program. We advise you to wait until you have completed four other units of study including the two core units - MDED5001 and

MDED5002. Approval for independent studies must be sought from the program coordinator.

Candidates may contract to undertake independent studies in a particular field of educational interest or to undertake independent research. Students undertaking a research project will require appropriate supervision by academic staff in the University and may have co-supervision within the actual research setting.

The project is negotiated with your supervisor and based on a written Learning Contract. The project can be undertaken for one semester (6 credit points - Independent Studies A) or two semesters (12 credit points - A and B) in negotiation with your supervisor. The choice of project is yours and you are encouraged to select a topic that is directly relevant to your own work setting. As part of the Independent Study you will develop your own learning outcomes.

A one semester project can include a systematic literature review or an evaluation of an educational program or curricula.

**MDED5005****Independent Studies B**

**Credit points:** 6 **Teacher/Coordinator:** Professor Merrilyn Walton & Koshila Kumar **Session:** Semester 1, Semester 2 **Classes:** Face-to-face meeting with coordinator and scheduled meetings with supervisor and 1x3hr evening class to present completed projects. Alternatively this unit may be undertaken fully online, with online supervision (approximately every fortnight). **Prerequisites:** MDED5002 **Assessment:** Combined project with MDED5004 Independent Studies A 14,000-16,000 words, or its equivalent. **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Evening or On-line

*Note: Department permission required for enrolment. Note: Students negotiate with the course coordinator to find a supervisor on an agreed project. The supervisor emails the Postgraduate Student Administration Unit permission for the student to enrol.*

Please refer to MDED5004 Independent Studies A for a description of this unit of study.

**MDED5008****Assessment**

**Credit points:** 6 **Teacher/Coordinator:** Imogene Rothnie **Session:** Semester 2 **Classes:** The total workload for this unit of study is approximately 10 hours per week. This unit is to be delivered in a blended mode requiring attendance at face-to-face classes, followed by participation in online learning activities. **Assessment:** Summatively assessed by a work-based learning portfolio equivalent to 6000 words (100%). Participants will choose four topics that relate to their clinical teaching environment, negotiate a learning plan with the unit facilitator and evidence the completion of the plan in their portfolio. **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Evening

This unit of study will focus on the purpose, design, implementation and evaluation of authentic assessment tasks and strategies that reflect what trainees and practitioners do and what students will do in health professional practice. The unit of study will discuss the principles underpinning best assessment practice and the evidence for particular assessment strategies.

During this unit students will learn to: evaluate the purpose, reliability and validity of an existing assessment; design and construct a reliable, valid and acceptable assessment instrument; consider issues of standard setting and decision-making, develop strategies to facilitate the implementation of change in assessment practices; demonstrate the ability to engage in collaborative learning and demonstrate the ability to critically reflect on personal learning and teaching practices and future learning needs as they relate to assessment.

**NURS5091****Simulation-Based Learning in Health**

**Credit points:** 6 **Session:** Semester 2 **Classes:** distance education/intensive on campus, up to four study days **Assessment:** 2500w essay (40%) and learning contract (60%) **Campus:** Mallett Street **Mode of delivery:** Distance Education/Intensive on Campus

The use of simulation (the process of mimicking reality in an environment that can be manipulated to reflect real clinical situations) is an educational tool that is becoming increasingly prevalent in health care practice and education. Simulation activities have strong relevance to a broad range of learner levels across health professions

providing a safe and controlled learning environment. Simulation can be used in task or situational training areas in order to train clinicians to anticipate certain situations and develop capability to react appropriately. Additionally, simulation has the potential to create a dynamic interprofessional learning environment, facilitating the process of learning through assessment, decision making, evaluation and error prevention or correction within the healthcare team.

This unit of study will provide learners with the opportunity to critically examine the current literature related to the instructional use of simulation in health education and practice. They will become familiar with evolving theoretical frameworks associated with the use of simulation in education and explore concepts related to technical and non-technical skill development such as: participant consent and confidentiality, levels and types of fidelity, models of instruction/tuition, immersive and non-immersive scenarios, virtual reality simulation, debriefing, participant assessment and translation to practice. Students will be encouraged to further expand their clinical and theoretical repertoire by developing a simulated learning experience, based on best evidence, and linked to education outcomes.



# Medical Humanities

## Graduate Certificate in Medical Humanities

(GradCertMedHum) KG013

## Graduate Diploma in Medical Humanities

(GradDipMedHum) KF050

## Master of Medical Humanities

(MMedHum) KC070

Course	Credit points for award	Duration full-time	Duration part-time
GradCertMedHum	24	0.5 years	1 to 4 years
GradDipMedHum	36	1 year	1.5 to 3 years
MMedHum	48	1 year	1.5 to 4 years

### Overview

The medical humanities program explores the human side of health and healthcare. It aims to overcome the separation of clinical care from the human experience of illness through the use of concepts and analytic tools from various arts and social science disciplines. The medical humanities provide insight into the human condition (for example suffering, personhood and our responsibility to each other) and offer an historical perspective on illness and healthcare.

Knowledge of literature and the arts helps to develop and nurture skills of observation, analysis, empathy, and self-reflection skills that are essential for humane medical care. The social sciences help us to understand how bioscience and medicine take place within cultural and social contexts and how culture interacts with the individual experience of illness and the way medicine is practiced.

### Course Outcomes

Students will demonstrate the ability to:

- identify the differences between a biomedical view of health, illness and disease and the viewpoint of various disciplines in the arts and humanities
- describe how conceptions of medicine developed over time and continue to develop, and how these are likely to shape our understanding of health and well-being
- critically assess and respond to the individual and social circumstances in which ill-health takes place
- improve their skills in the five areas of knowledge, thinking, personal skills, personal attributes and practical skills
- creatively approach understanding diverse experiences and responses to illness, health, and caring for others

### Further Information

Candidates for the Graduate Certificate must complete 24 credit points of study. Candidates for the Graduate Diploma must complete 36 credit points of study. Candidates for the Masters of Medical Humanities must complete 48 credit points of study. Candidates must choose their units of study from among those offered in the Medical Humanities program (units with code prefix MMHU), the Bioethics program (units with code prefix BETH) (<http://sydney.edu.au/medicine/velim/pgcoursework/bioethics.php>) or the Qualitative Research program (units with code prefix QUAL) (<http://sydney.edu.au/medicine/velim/pgcoursework/qualitative.php>). Details of these are listed below. Candidates for the Graduate Diploma may include one, and candidates for the Masters of Medical Humanities may include two, external unit of study, drawn from any department across the university, with the permission of both course

coordinators. This is to allow students to explore or pursue their individual areas of interest.

## Degree Resolutions

Sydney Medical School resolutions and the printed handbook are the official statement of Faculty policy. The resolutions contained in the printed handbook are accurate as at November 2010. If a conflict is perceived between the content of the printed handbook and information available elsewhere, Sydney Medical School resolutions and the information available in the handbook online shall always take precedence. See the handbook online website: [sydney.edu.au/handbooks/handbooks\\_admin/medicine.shtml](http://sydney.edu.au/handbooks/handbooks_admin/medicine.shtml). See the Policy Online website: [sydney.edu.au/policy](http://sydney.edu.au/policy), for copies of University policies.

## Graduate Certificate in Medical Humanities

## Graduate Diploma in Medical Humanities

## Master of Medical Humanities

*These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to) the University of Sydney (Coursework) Rule 2000 (the 'Coursework Rule'), the Resolutions of the Faculty, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended) and the Academic Board policies on Academic Dishonesty and Plagiarism.*

### Course resolutions

#### 1 Course codes

Code	Course title
KG013	Graduate Certificate in Medical Humanities
KF050	Graduate Diploma in Medical Humanities
KC070	Master of Medical Humanities

#### 2 Attendance pattern

The attendance pattern for this course is full time or part time according to candidate choice.

#### 3 Master's type

The master's degree in these resolutions is a professional master's course, as defined by the Coursework Rule.

#### 4 Embedded courses in this sequence

- (1) The embedded courses in this sequence are:
- (a) the Graduate Certificate in Medical Humanities



- (b) the Graduate Diploma in Medical Humanities
  - (c) the Master of Medical Humanities.
- (2) Providing candidates satisfy the admission requirements for each stage, a candidate may progress to the award of any of the courses in this sequence. Only the longest award completed will be conferred.

## 5 Admission to candidature

- (1) Available places will be offered to qualified applicants based on merit, according to the following admissions criteria. In exceptional circumstances the Dean may admit applicants without these qualifications who, in the opinion of the Faculty, have qualifications, evidence of experience and achievement sufficient to successfully undertake the award.
- (2) Admission to the Graduate Certificate in Medical Humanities requires:  
a bachelor's degree from the University of Sydney or equivalent qualification.
- (3) Admission to the Graduate Diploma in Medical Humanities requires:  
a bachelor's degree from the University of Sydney or equivalent qualification.
- (4) Admission to the degree of Master of Medical Humanities requires:  
a bachelor's degree from the University of Sydney or equivalent qualification.

## 6 Requirements for award

- (1) The units of study that may be taken for the courses are set out in Table of Units of Study: Medical Humanities.
- (2) To qualify for the award of the Graduate Certificate in Medical Humanities a candidate must successfully complete 24 credit points, including:

- (a) a minimum 18 credit points of units of study selected from Part 1 of the Medical Humanities table of units of study; and
  - (b) a maximum 6 credit points of units of study selected from Part 2 of the Medical Humanities table of units of study, or other postgraduate units of study as approved by the course coordinator.
- (3) To qualify for the award of the Graduate Diploma in Medical Humanities a candidate must successfully complete 36 credit points, including:
- (a) a minimum 30 credit points of units of study selected from Part 1 of the Medical Humanities table of units of study; and
  - (b) a maximum 6 credit points of units of study selected from Part 2 of the Medical Humanities table of units of study, or other postgraduate unit of study as approved by the course coordinator.
- (4) To qualify for the award of the Master of Medical Humanities a candidate must successfully complete 48 credit points, including:
- (a) a minimum 36 credit points of units of study selected from Part 1 of the Medical Humanities table of units of study; and
  - (b) a maximum 12 credit points of units of study selected from Part 2 of the Medical Humanities table of units of study, or other postgraduate unit of study as approved by the course coordinator.

## 7 Transitional provisions

- (1) These resolutions apply to persons who commenced their candidature after 1 January, 2011 and persons who commenced their candidature prior to 1 January, 2011 who formally elect to proceed under these resolutions.
- (2) Candidates who commenced prior to 1 January, 2011 complete the requirements in accordance with the resolutions in force at the time of their commencement.

## Table of Units of Study: Medical Humanities

<i>Unit of study</i>	<i>Credit points</i>	<i>A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition</i>	<i>Session</i>
<b>Part 1</b>			
MMHU6901 Medicine and War is only offered in even years.			
MMHU6905 Medicine and Music and MMHU6906 Bodies on Display:Medicine, Museums, Art are only offered in odd years.			
<b>MMHU6901 Medicine and War</b> <i>This unit of study is not available in 2011</i>	6		Semester 1
<b>MMHU6902 Independent Study</b>	6		Semester 1 Semester 2
<b>MMHU6904 Medicine in Antiquity</b>	6		Semester 2
<b>MMHU6905 Medicine and Music</b>	6		Semester 1
<b>MMHU6906 Bodies on Display:Medicine, Museums, Art</b>	6		Semester 2
<b>MMHU6909 Risk and Health: Communication, Policy</b>	6	<i>Note: Department permission required for enrolment Students request permission from the unit of study coordinator to enrol in this unit. The coordinator emails the Postgraduate Student Administration Unit advice that the student has permission to enrol.</i>	Semester 2
<b>MMHU6911 Spirituality, Medicine and Health Care</b>	2	<i>Note: Department permission required for enrolment Students request permission from the unit of study coordinator to enrol in this unit. The coordinator emails the Postgraduate Student Administration Unit advice that the student has permission to enrol.</i>	Semester 2
<b>MMHU6913 History of Medicine</b>	6		Semester 1
<b>BETH5000 Core Concepts in Bioethics</b>	6	<b>A</b> A three-year undergraduate degree in science, medicine, nursing, allied health sciences, philosophy/ethics, sociology/anthropology, history, or other relevant field, or by special permission. <i>A limited number of students may be granted permission to take this unit during their honours year.</i>	Semester 2
<b>BETH5101 Introduction to Ethical Reasoning</b>	6	<b>A</b> A three-year undergraduate degree in science, medicine, nursing, allied health sciences, philosophy/ethics, sociology/anthropology, history, or other relevant field, or by special permission. <i>A limited number of students may be granted permission to take this unit during their honours year.</i>	Semester 1

<b>Unit of study</b>	<b>Credit points</b>	<b>A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition</b>	<b>Session</b>
<b>BETH5102 Philosophy of Medicine</b>	6	<b>A</b> A three-year degree in science, medicine, nursing, allied health sciences, philosophy/ethics, sociology/anthropology, history, or other relevant field - or by special permission. <i>A limited number of students may be granted permission to take this unit during their honours year.</i>	Semester 1
<b>BETH5103 Biomedicine and Society</b>	6	<b>A</b> A three-year undergraduate degree in science, medicine, nursing, allied health sciences, philosophy/ethics, sociology/anthropology, history, or other relevant field, or by special permission. <i>A limited number of students may be granted permission to take this unit during their honours year.</i>	Semester 2
<b>BETH5104 Bioethics, Law and Society</b>	6	<b>A</b> A three-year undergraduate degree in science, medicine, nursing, allied health sciences, philosophy/ethics, sociology/anthropology, history, or other relevant field, or by special permission	Semester 1
<b>BETH5201 Ethics and Biotech: Genes and Stem Cells</b>	6	<b>A</b> A three-year undergraduate degree in science, medicine, nursing, allied health sciences, philosophy/ethics, sociology/anthropology, history, or other relevant field, or by special permission. <i>A limited number of students may be granted permission to take this unit during their honours year.</i>	Semester 1
<b>BETH5202 Human and Animal Research Ethics</b>	6	<b>A</b> A three-year undergraduate degree in science, medicine, nursing, allied health sciences, philosophy/ethics, sociology/anthropology, history, or other relevant field, or by special permission. <i>A limited number of students may be granted permission to take this unit during their honours year.</i>	Semester 2
<b>BETH5203 Ethics and Public Health</b>	6	<b>A</b> A three-year undergraduate degree in science, medicine, nursing, allied health sciences, philosophy/ethics, sociology/anthropology, history, or other relevant field, or by special permission. <i>A limited number of students may be granted permission to take this unit during their honours year.</i>	Semester 2
<b>BETH5204 Clinical Ethics</b>	6	<b>A</b> Honours or equivalent degree, or other appropriate terminal undergraduate degree (such as a three-year nursing degree) in science, medicine, nursing, allied health sciences, philosophy/ethics, sociology/anthropology, history, or other relevant field-or by special permission. <i>A limited number of students may be granted permission to take this unit during their honours year.</i>	Semester 1
<b>BETH5205 Ethics and Mental Health</b>	6		Semester 2
<b>Part 2</b>			
<b>SCWK6944 Death, Dying and Mourning</b>	6		Semester 1
<b>HPSC4103 Sociology of Science</b>	6	<b>P</b> Available only to students admitted to HPS Honours, Graduate Diploma in Science (History and Philosophy of Science) and Graduate Certificate in Science (History and Philosophy of Science), or by special permission. <i>Note: Department permission required for enrolment</i>	Semester 2
<b>RLST6951 Spirituality, Consumerism and Health</b>	6		Semester 2

### Further enquiries

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## Units of Study Descriptions for 2011

### Part 1

#### MMHU6901 Medicine and War

*This unit of study is not available in 2011*

**Credit points:** 6 **Teacher/Coordinator:** Dr Claire Hooker **Session:** Semester 1 **Classes:** 1x2hr seminar/week **Assessment:** 2xarticle summaries and critical assessment 750words each; 1xresearch essay - 3500words **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

In this unit we will examine the links between medicine and war. This will be done both through substantive topics and through exposure to different intellectual and methodological approaches drawn from the humanities and social sciences, such as communicable diseases; new psychiatric problems and techniques; torture; ethical considerations concerning the involvement of the medical profession; the representation of medicine and war in literature and film (eg Pat

Barker's Regeneration trilogy); and in the visual arts (e.g. Picasso's Guernica).

*Textbooks*  
 Barker P. Regeneration. Penguin, 1992

#### MMHU6902 Independent Study

**Credit points:** 6 **Teacher/Coordinator:** Dr Claire Hooker **Session:** Semester 1, Semester 2 **Classes:** 1hr/week supervision **Assessment:** 1x research essay 4000-5000words; 2x 750word pass/fail exercises **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit will provide an opportunity for approved candidates to pursue an extended project under supervision. Students will be expected to discuss and plan the project with their supervisor, then submit drafted material to an agreed timetable, and to discuss this drafted material with their supervisor before submitting a final draft.

*Textbooks*  
 A course reader will be supplied

**MMHU6904****Medicine in Antiquity**

**Credit points:** 6 **Teacher/Coordinator:** Professor John Tidmarsh **Session:** Semester 2 **Classes:** 1x 2 hr seminar weekly for 6 weeks plus a tour through Syria and Jordan in September/October **Assessment:** 2x 2500 word essays (2x50%) **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit of study explores medicine in the ancient world. This unit allows unique hands on learning through the Nicholson Museum. A major component is a trip to archaeological sites in Syria and Jordan led by renowned archaeologist Professor John Tidmarsh and organized through the Centre for Continuing Education. Book now to secure your place.

**MMHU6905****Medicine and Music**

**Credit points:** 6 **Teacher/Coordinator:** Prof Michael Field, Prof Jack Carmody **Session:** Semester 1 **Classes:** 1x2hr seminar/week **Assessment:** 1x class presentation and short essay - 1500-2000wds (30%), 1 research essay - 3000-3500wds (70%) **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

In this unit, we will examine the links between medicine and music, through substantive topics and exposure to different intellectual and methodological approaches drawn from the humanities and social sciences. Areas for discussion include music and well-being; music and healing; the psychological and physiological basis of music appreciation and the existence of phenomena such as the 'idiot savant'; the place and role of music therapy, especially in relation to psychiatric disorders (e.g. autistic spectrum disorders in children); various historical connections (e.g. doctors as musicians, and the impact of illness on composers).

**MMHU6906****Bodies on Display: Medicine, Museums, Art**

**Credit points:** 6 **Teacher/Coordinator:** Dr Claire Hooker **Session:** Semester 2 **Classes:** 1x 2 hr seminar per week for 13 weeks **Assessment:** 1x 3000 wd essay (60%), 1x 2000 wd essay (40%) and participation **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This single semester unit of study examines how the body has been represented in the convergent spaces of medicine and art. The unit focus is on medical museums, with a component of fieldwork and interaction with museums on and nearby the University campus - the Wilson anatomy museum, the pathology museum, the Shellshear Museum (anthropological material), the Royal Prince Alfred Hospital Museum, The Macleay Museum and the Pathology museum at the University of NSW. In this course students will consider how and why the human body has been displayed and represented as an object of knowledge, art, and entertainment, through class sessions that consider the history of medical museums, the ethics of museum displays, and the relationship between museums and other forms of scientific and artistic display of the body in medical atlases, medical photography and in the work of artists who utilise medical museums. Later in the course some comparisons will be made with more recent forms of display and artistry around the medicalised body, such as the Visible Man project and Gunter von Huygens' plastination displays. While the focus of the course will be centred on representations of the body, students will also be encouraged to consider, compare and critique the ways in which museums present stories about medicine.

**MMHU6909****Risk and Health: Communication, Policy**

**Credit points:** 6 **Teacher/Coordinator:** Dr Claire Hooker **Session:** Semester 2 **Classes:** 1x2day intensive plus online learning and assessment **Assessment:** 1x 3000 wd essay (40%), 1x 1500 wd essay (30%) and participation and report (30%) **Campus:** Camperdown/Darlington **Mode of delivery:** Distance Education/Intensive on Campus

*Note: Department permission required for enrolment. Note: Students request permission from the unit of study coordinator to enrol in this unit. The coordinator emails the Postgraduate Student Administration Unit advice that the student has permission to enrol.*

This single semester unit of study examines connections between risk communication and health policy around a variety of health risk

issues. The unit offers a combination of a two-day face-to-face intensive study of psychological and sociological approaches to understanding health risks, and of policy processes in health risk controversies. The central focus will be on communicating with patients and the public as risk events unfold, and on interaction and impacts of policy choices and risk communication. The two day intensive will be followed by a series of online problem based learning and assessment tasks, in which the skills and concepts of risk communication and policy development will be applied to real case examples. Exemplar will include controversies over: immunization, hormone replacement therapy, air and water quality, siting telecommunications towers, cancer clusters and responses to epidemic outbreaks

**MMHU6911****Spirituality, Medicine and Health Care**

**Credit points:** 2 **Teacher/Coordinator:** Dr Claire Hooker **Session:** Semester 2 **Classes:** 2 day intensive face to face **Assessment:** 1 x 2000 word essay or major work equivalent (100%) **Campus:** Camperdown/Darlington **Mode of delivery:** Block Mode

*Note: Department permission required for enrolment. Note: Students request permission from the unit of study coordinator to enrol in this unit. The coordinator emails the Postgraduate Student Administration Unit advice that the student has permission to enrol.*

This unit of study will explore issues of spirituality in medicine and health care. Illness events and threatened mortality often bring spiritual issues to the fore for both patients and their carers, and healing is often experienced as necessarily encompassing spiritual dimensions by health care workers themselves. This unit will discuss concepts of spirituality, what dimensions spirituality provides to illness and healing, how to negotiate different religious practices in healing and in medical and health care ethics, and spirituality and end of life care. Participants will have the opportunity to workshop issues from their personal or professional experiences of health care.

**MMHU6913****History of Medicine**

**Credit points:** 6 **Teacher/Coordinator:** Dr Claire Hooker **Session:** Semester 1 **Classes:** 1x 2 hr seminar weekly or online response to readings **Assessment:** 2x 2500 word essay (100%) **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Evening

This unit of study offers the student an overview of the history of medicine. The unit traces the main developments in the history of medicine from the ancient world of China and Egypt, through the Islamic empire and Renaissance, to the scientific and laboratory revolutions of the seventeenth through the twentieth centuries. Students will learn more than a history of ideas. They will learn to relate social changes to changes in intellectual development in medicine, and to question connections between the history of ideas and the history of therapeutic practices. Students will examine major organisational alterations like the growth of the hospital system and explore the issue of medicalisation from an historical perspective.

**BETH5000****Core Concepts in Bioethics**

**Credit points:** 6 **Session:** Semester 2 **Classes:** 13 x 2 hr seminars **Assumed knowledge:** A three-year undergraduate degree in science, medicine, nursing, allied health sciences, philosophy/ethics, sociology/anthropology, history, or other relevant field, or by special permission. **Assessment:** 1x750 wd review (15%) and 1x1500wd essay (35%) and 1x200-2500 wd essay (50%) **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

*Note: A limited number of students may be granted permission to take this unit during their honours year.*

This unit of study provides a broad overview of the primary issues in, and theoretical approaches to, bioethics. Following an introduction to the history of bioethics and review of the major theoretical approaches to applied ethics, central debates in bioethics surrounding doctor-patient relationships, informed consent, privacy/confidentiality, research ethics, abortion, euthanasia, genetics, cloning, stem cell research, justice and distribution of health care resources, etc., are examined. In addition to classical cases and traditional theoretical perspectives, emerging topics and alternative perspectives are

explored. The unit concludes with the topic of global public health and socio-political critique(s) of the discipline of bioethics itself. Learning activities will include seminars, small group sessions, and project work.

### BETH5101

#### Introduction to Ethical Reasoning

**Credit points:** 6 **Session:** Semester 1 **Classes:** 13 x 2hr seminars **Assumed knowledge:** A three-year undergraduate degree in science, medicine, nursing, allied health sciences, philosophy/ethics, sociology/anthropology, history, or other relevant field, or by special permission. **Assessment:** 1 x 2000wd essay (35%); 1x 4000wd essay (55%); participation (10%) **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day  
*Note: A limited number of students may be granted permission to take this unit during their honours year.*

This unit prepares students for advanced analysis of issues in bioethics by laying foundations in both critical thinking and ethical theory. Following an introduction to the construction and assessment of arguments, central issues of debate in meta-ethics, normative ethics, and political philosophy are examined. Major traditional (historical, consequential, deontological, contractarian/egalitarian, and communitarian) theoretical frameworks as well as postmodern/continental perspectives are introduced and critically evaluated. The unit concludes with an introduction to applied and professional ethics. It is recommended, but not required, that BETH5101 is taken during students' first semester in the program.

### BETH5102

#### Philosophy of Medicine

**Credit points:** 6 **Session:** Semester 1 **Classes:** 13 x 2hr seminars **Assumed knowledge:** A three-year degree in science, medicine, nursing, allied health sciences, philosophy/ethics, sociology/anthropology, history, or other relevant field - or by special permission. **Assessment:** 1x exercise 1200wds (30%); 1 x essay 3000-4000wds (60%); Participation (10%) **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day  
*Note: A limited number of students may be granted permission to take this unit during their honours year.*

This unit of study introduces students to the broader philosophical issues and epistemological structures that underlie medicine and the biomedical sciences. The unit will begin by introducing students to the philosophy of science and medicine, epistemology and the concepts of health, illness and disease. The second part of the unit will review debates regarding disease causation and the social construction of disease. Students will then consider issues relating to the generation and use of knowledge and evidence, and the differences between conventional and alternative/non-Western approaches to illness and healing. The final part of the unit will focus on diagnosis, nosology and classification of disease, with particular reference to mental illness.

### BETH5103

#### Biomedicine and Society

**Credit points:** 6 **Session:** Semester 2 **Classes:** 13 x 2hr seminars **Assumed knowledge:** A three-year undergraduate degree in science, medicine, nursing, allied health sciences, philosophy/ethics, sociology/anthropology, history, or other relevant field, or by special permission. **Assessment:** 1 x exercise 1200 wds (30%); 1 x 3000-4000 wd essay (60%); Participation (10%) **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day  
*Note: A limited number of students may be granted permission to take this unit during their honours year.*

How does biomedicine both influence and reflect the broader society of which it is a part? This unit of study addresses this general question by examining a series of ethical and social issues relating to sex and drugs. The issues relate to gender, reproduction and sexual behaviour, and some of the drugs that have played a key role in the medicalisation of human experience in these domains. The course readings explore the issues from a range of different perspectives (i.e. history, sociology, politics, health policy, philosophy, religion, feminism, public health, and personal experience) with the aim of broadening the scope of bioethical inquiry. Each topic introduces specific concepts which students are encouraged to apply. Students are also encouraged to draw on their own disciplinary and/or professional background.

Seminars, on-line discussions and coursework will provide opportunities to learn from other students, and apply learning from other units of study.

### BETH5104

#### Bioethics, Law and Society

**Credit points:** 6 **Session:** Semester 1 **Classes:** 3 x 8hr intensives **Assumed knowledge:** A three-year undergraduate degree in science, medicine, nursing, allied health sciences, philosophy/ethics, sociology/anthropology, history, or other relevant field, or by special permission. **Assessment:** 1 x Problem 1500 wds (40%); 1 x 2000wd essay (60%) **Campus:** Camperdown/Darlington **Mode of delivery:** Block Mode

The unit of study will begin by introducing students to interrelationships between health care, ethics and the law. In particular students will explore the moral basis of law and the means by which law influences moral norms, clinical practice and health policy. Students will be shown how to critically read and analyse primary sources of law relevant to bioethics. Students will then examine a number of areas of law that have particular significance for bioethics and society including the law of tort (consent and standards of care), contract (confidentiality), criminal law (euthanasia and abortion), public health law, administrative law and law reform.

### BETH5201

#### Ethics and Biotech: Genes and Stem Cells

**Credit points:** 6 **Session:** Semester 1 **Classes:** 6 x 2hr seminars 1 x 8 hr intensive **Assumed knowledge:** A three-year undergraduate degree in science, medicine, nursing, allied health sciences, philosophy/ethics, sociology/anthropology, history, or other relevant field, or by special permission. **Assessment:** 3 Tutorial assessments - 400 wds each (3x 10%); 1 x 1200-1500 wd essay (30%); 1 x 2200 - 2500 wd essay (40%) **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day  
*Note: A limited number of students may be granted permission to take this unit during their honours year.*

This unit introduces students to the broader social/political, ethical/philosophical and legal/regulatory issues that underlie genetics, stem cell research and the emerging biotechnologies. The unit will provide a brief overview of the relevant science before considering scientific, cultural and religious understandings of life and human identity. The second part of the unit will review the political, regulatory and commercial context of biotechnology and the control of information. Students will then review the history of genetics and eugenics and the ethical issues that arise in clinical and population genetics, stem cell research and cloning. The final part of the unit will explore the boundaries of research and knowledge and the issues raised by emerging biotechnologies, such as nanotechnology and proteomics. Learning activities will include an intensive seminar program, small group sessions and reading. Students will be able to concentrate on stem cell research, clinical or molecular genetics or other biotechnologies according to their clinical and scientific interests and experience.

### BETH5202

#### Human and Animal Research Ethics

**Credit points:** 6 **Session:** Semester 2 **Classes:** 3 x 8 hr intensive **Assumed knowledge:** A three-year undergraduate degree in science, medicine, nursing, allied health sciences, philosophy/ethics, sociology/anthropology, history, or other relevant field, or by special permission. **Assessment:** Continuous assessment (20%); Briefing paper (30%); Position Paper (50%) **Campus:** Camperdown/Darlington **Mode of delivery:** Block Mode

*Note: A limited number of students may be granted permission to take this unit during their honours year.*

This unit introduces students to research ethics in its social context. Students will first analyse the philosophical underpinnings of the research endeavour, including the justifications for engaging in research, research priorities and research integrity. The unit will then review the history of research and research abuses, the evolution of research ethics and the regulation of research in Australia. The second part of the unit will focus on issues arising in the conduct of research including; the protection of research subjects (both human and animal), consent, confidentiality and risk/benefit analysis.

**BETH5203****Ethics and Public Health**

**Credit points:** 6 **Session:** Semester 2 **Classes:** 3 x 8hr Intensives **Assumed knowledge:** A three-year undergraduate degree in science, medicine, nursing, allied health sciences, philosophy/ethics, sociology/anthropology, history, or other relevant field, or by special permission. **Assessment:** 10 x Online tasks 250-400wds (20%); 1 x 1000 wd essay (30%); 1 x 2500 wd essay (50%) **Campus:** Camperdown/Darlington **Mode of delivery:** Block Mode

*Note: A limited number of students may be granted permission to take this unit during their honours year.*

This unit will provide students with an overview of the broader philosophical, ethical, sociopolitical and cultural issues that underlie public health and public health research. Students will first review the history of public health and examine the values that underpin health promotion and disease prevention. The second part of the unit will critique the place of facts and values in public health and the construction and use of information, with particular reference to evidence-based-medicine. The third part of the unit will examine the cultural, moral and social context of public health including the social determinants of health, the construction of health services, the determination of research priorities and issues relating to human rights and global health. Learning activities will include 2-hour weekly seminars and readings. Assessment tasks will consist of essays and a presentation/project.

**BETH5204****Clinical Ethics**

**Credit points:** 6 **Session:** Semester 1 **Classes:** 3 x 8hr Intensives **Assumed knowledge:** Honours or equivalent degree, or other appropriate terminal undergraduate degree (such as a three-year nursing degree) in science, medicine, nursing, allied health sciences, philosophy/ethics, sociology/anthropology, history, or other relevant field-or by special permission. **Assessment:** 1 x 1500 wd case study ((30%); 1 x 3000 wd essay (50%); 10 x online tasks 25-400 wd (20%) **Campus:** Camperdown/Darlington **Mode of delivery:** Block Mode

*Note: A limited number of students may be granted permission to take this unit during their honours year.*

This unit will provide students with an overview of the broader philosophical, ethical, sociopolitical, and cultural issues that underlie the delivery of healthcare. Students will first explore major conceptual models for ethical reasoning in the clinical context; the design and delivery of clinical ethics consultation; and issues relating to the role of the professions. The second part of the unit will examine the foundations of clinical practice, including consent, competence, veracity, confidentiality, and decision-making. The third part of the unit will consider specific issues and populations within clinical practice, such as the care of vulnerable populations, mental health, and chronic illness. The next part of the unit will focus on skills associated with clinical ethics including analytic and mediation skills. The unit will conclude with reflections on current debates in the Australian healthcare context, particularly issues associated with healthcare rationing. Learning activities will include lectures (in an intensive format), facilitated discussion, case study presentations, and readings. Assessment tasks will consist of essays, a portfolio/journal, and a presentation/project.

**BETH5205****Ethics and Mental Health**

**Credit points:** 6 **Session:** Semester 2 **Classes:** 3 x 8hr Intensives **Assessment:** 1 x 1000 - 1500 wd essay (25%); 1 x 2200 - 2500 wd essay (50%); On line learning participation (15%); Attendance (10%) **Campus:** Camperdown/Darlington **Mode of delivery:** Block Mode

Mental health and mental illness are unique in the field of health care and bioethics. The very nature of psychiatric disorder and its relationship with prevailing social and cultural factors, in addition to the unique status of the mental health patient, necessitate a specific discourse in biomedical ethics in the area of mental health. This course will provide participants with a broad perspective of issues in bioethics applied to mental health and mental illness. Students will examine the history of the psychiatric profession and consider the adequacy of current safeguards against the abuses of power seen in the history of the profession of psychiatry. Other areas considered in the course

include the current ethical dilemmas in mental health care, the implications of technological advances in the neurosciences, the philosophical basis of the concept of mental disorder, the relationship between power and the psychiatric profession and the complex relationship between morality, mental health and the law. The course aspires to inform future decision makers in health, public policy, clinical settings and academia in the unique aspects of biomedical ethics in the field of mental health.

**Part 2****SCWK6944****Death, Dying and Mourning**

**Credit points:** 6 **Teacher/Coordinator:** Dr Lindsey Napier **Session:** Semester 1 **Classes:** on-line **Assessment:** 6x500wd postings (30%) and participation (10%) and 1x3000wd essay (60%) **Campus:** Camperdown/Darlington **Mode of delivery:** On-line

The purpose of this unit of study is to introduce students to the various, often competing discourses both constituting and challenging notions of self around death, dying and mourning. An important focus is sociological approaches to these issues as they reflect broader cultural understanding of such issues as community relations and continuity, sex and sexuality, disease, stigma and social control. This unit is also available as a single unit of study to professionals who wish to undertake this as a stand-alone unit.

**HPSC4103****Sociology of Science**

**Credit points:** 6 **Teacher/Coordinator:** Dr Hans Pols **Session:** Semester 2 **Classes:** One 2 hour seminar per week, individual consultation. **Prerequisites:** Available only to students admitted to HPS Honours, Graduate Diploma in Science (History and Philosophy of Science) and Graduate Certificate in Science (History and Philosophy of Science), or by special permission. **Assessment:** 5000wd essay (50%) Seminar presentation (50%) **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day *Note: Department permission required for enrolment.*

This unit explores recent approaches in the social studies of scientific knowledge. Students evaluate various sociological approaches by conducting their own research on topics relevant to their own major thesis.

The unit starts with an overview of the development of history and philosophy of science since 1945, to put the emergence of the sociology of science into perspective, before moving on to a selection of readings from the field. Topics will include: the strong program critique of traditional philosophy of science, the sociology of technology, the impact of feminism on the study of science, and the actor-network approach developed by Bruno Latour and Michel Callon.

*Textbooks*

Course reader

**RLST6951****Spirituality, Consumerism and Health**

**Credit points:** 6 **Teacher/Coordinator:** Dr Jay Johnston **Session:** Semester 2 **Classes:** 1x2-hr seminar/week **Assessment:** 1x1000wd tutorial paper (50%) and 1x4000wd research essay (50%) **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit examines the way in which concepts of health and spirituality are often interrelated and represented in popular culture. This includes examining the alternative health industry and its interrelationship with various spiritual traditions (East and West) and consumer ideologies. Significant attention will be given to the analysis of diverse media forms (print and online). It also considers popular ethical discourse on the interrelationship of health and ecology; the reciprocal relationships of healing of self and planet; green consumerism, eco-villages and concepts of 'healthy' communities.

# Ophthalmic Science

## Graduate Diploma in Ophthalmic Science

(GradDipOphthSc) KF063

## Master of Medicine (Ophthalmic Science)

(MMed(OphthSc)) KC047

## Master of Science in Medicine (Ophthalmic Science)

(MScMed(OphthSc)) KC048

Course	Credit points for award	Duration full-time	Duration part-time
GradDipOphthSc	36	1 year	1.5 to 3 years
MMed(OphthSc)	48	1 year	1.5 to 6 years
MScMed(OphthSc)	48	1 year	1.5 to 6 years

### Overview

Ophthalmic science aims to prevent blindness, promote eye health and rehabilitate those with a visual disability. The courses provide graduates with the core knowledge and understanding of basic ophthalmic science and thus enable them to practise ophthalmology at the highest possible standard.

The degree teaches ocular anatomy, physiology, optics, genetics, pathology, practical ophthalmic science and is completed with a treatise in the field of ophthalmology.

Units of study are delivered online, with the exception of the 'Practical Ophthalmic Science' unit, which is delivered face-to-face in block mode.

The Master of Medicine (Ophthalmic Science) and the Master of Science in Medicine (Ophthalmic Science) are essentially the same program but with different admission requirements, and the same applies to the Graduate Diploma in Medicine (Ophthalmic Science) and the Graduate Diploma of Science in Medicine (Ophthalmic Science).

Only medical graduates (ie those with an MBBS) may be admitted to the Master of Medicine/Graduate Diploma in Medicine, while non-medical graduates may be admitted to the Master of Science in Medicine/Graduate Diploma of Science in Medicine.

Students enrolled in the Master of Medicine and Master of Science in Medicine follow the same program of study, with the only difference being the title of the degree they are awarded on completion.

### Course Outcomes

The courses provide graduates with the core knowledge and understanding of basic ophthalmic science and thus enable them to practice ophthalmology at the highest possible standard.

### Further Information

The majority of the degree is in the form of distance learning. Practical Ophthalmic Science is a 3-week block/intensive mode (3x5 days) to be taken at either the Save Sight Institute, Sydney, NSW or at the University of Otago, Dunedin, New Zealand. The unit of study will be held during the inter-semester break.

## Degree Resolutions

Sydney Medical School resolutions and the printed handbook are the official statement of Faculty policy. The resolutions contained in the printed handbook are accurate as at November 2010. If a conflict is

perceived between the content of the printed handbook and information available elsewhere, Sydney Medical School resolutions and the information available in the handbook online shall always take precedence. See the handbook online website: [sydney.edu.au/handbooks/handbooks\\_admin/medicine.shtml](http://sydney.edu.au/handbooks/handbooks_admin/medicine.shtml). See the Policy Online website: [sydney.edu.au/policy](http://sydney.edu.au/policy), for copies of University policies.

## Graduate Diploma in Ophthalmic Science

## Master of Medicine (Ophthalmic Science)

## Master of Science in Medicine (Ophthalmic Science)

*These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to) the University of Sydney (Coursework) Rule 2000 (the 'Coursework Rule'), the Resolutions of the Faculty, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended) and the Academic Board policies on Academic Dishonesty and Plagiarism.*

### Course resolutions

#### 1 Course codes

Code	Course and stream title
KF063	Graduate Diploma in Ophthalmic Science
KC047	Master of Medicine (Ophthalmic Science)
KC048	Master of Science in Medicine (Ophthalmic Science)

#### 2 Attendance pattern

The attendance pattern for this course is full time or part time according to candidate choice.

#### 3 Master's type

The master's degrees in these resolutions are professional master's courses, as defined by the Coursework Rule.

#### 4 Embedded courses in this sequence

- (1) The embedded courses in this sequence are:
  - (a) the Graduate Diploma in Ophthalmic Science
  - (b) the Master of Medicine (Ophthalmic Science)
  - (c) the Master of Science in Medicine (Ophthalmic Science).
- (2) Providing candidates satisfy the admission requirements for each stage, a candidate may progress to the award of any of the courses in this sequence. Only the longest award completed will be conferred.



## 5 Admission to candidature

- (1) Available places will be offered to qualified applicants based on merit, according to the following admissions criteria. In exceptional circumstances the Dean may admit applicants without these qualifications who, in the opinion of the Faculty, have qualifications, evidence of experience and achievement sufficient to successfully undertake the award.
- (2) Admission to the Graduate Diploma in Ophthalmic Science requires:  
a Bachelor of Medicine and Bachelor of Surgery of the University of Sydney or equivalent qualification;  
or  
a bachelor's degree with first or second class honours from the University of Sydney or equivalent qualification;  
or  
a bachelor's degree without first or second class honours from the University of Sydney or equivalent qualification. Applicants must have completed work equivalent to a first or second class honours bachelor's degree or pass a preliminary examinations/s as prescribed by the Faculty.
- (3) Admission to the Master of Medicine (Ophthalmic Science) requires:  
a Bachelor of Medicine and Bachelor of Surgery of the University of Sydney or equivalent qualification.
- (4) Admission to the Master of Science in Medicine (Ophthalmic Science) requires:  
a bachelor's degree with first or second class honours from the University of Sydney or equivalent qualification;

or  
a bachelor's degree without first or second class honours from the University of Sydney or equivalent qualification. Applicants must have completed work equivalent to a first or second class honours bachelor's degree or pass a preliminary examinations/s as prescribed by the Faculty.

## 6 Requirements for award

- (1) The units of study that may be taken for the course are set out in the Table of Units of Study: Ophthalmic Science.
- (2) To qualify for the award of the Graduate Diploma in Ophthalmic Science a candidate must successfully complete 36 credit points of core units of study.
- (3) To qualify for the award of the Master of Medicine (Ophthalmic Science) or Master of Science in Medicine (Ophthalmic Science) a candidate must successfully complete 48 credit points of core units of study.

## 7 Transitional provisions

- (1) These resolutions apply to persons who commenced their candidature after 1 January, 2011 and persons who commenced their candidature prior to 1 January, 2011 who formally elect to proceed under these resolutions.
- (2) Candidates who commenced prior to 1 January, 2011 complete the requirements in accordance with the resolutions in force at the time of their commencement.

## Table of Units of Study: Ophthalmic Science

<i>Unit of study</i>	<i>Credit points</i>	<i>A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition</i>	<i>Session</i>
<b>Core units</b>			
<b>OPSC5001</b> Ophthalmic Anatomy	9	<b>A</b> Undergraduate knowledge of basic human anatomy	Semester 1 Semester 2
<b>OPSC5002</b> Ophthalmic Physiology	9	<b>A</b> Undergraduate knowledge of basic human cell and organ physiology <b>C</b> OPSC5001	Semester 1 Semester 2
<b>OPSC5003</b> Ophthalmic Optics	9	<b>A</b> Undergraduate knowledge of physics relating to light and optics	Semester 1 Semester 2
<b>OPSC5004</b> Practical Ophthalmic Science	9	<b>A</b> Undergraduate knowledge of physics relating to light and optics <b>P</b> OPSC5001 and (OPSC5002 or OPSC5003 or OPSC5013)	S2 Late Int
<b>Additional Core Unit for Master's degree students</b>			
Master's degree students must enrol in OPSC5005. A student must be enrolled in order to submit the treatise. If a student is not able to submit his/her treatise after enrolling in OPSC5005 for one semester, he/she must enrol in OPSC5005, with the concomitant financial liability, every semester until he/she submits.			
<b>OPSC5005</b> Treatise	12	<b>P</b> OPSC5001 and OPSC5002	Semester 1 Semester 2
<b>Alternative Core Units</b>			
These units of study are only available to candidates with an exemption for a core unit of study.			
<b>OPSC5011</b> Ocular Genetics	9	<b>P</b> OPSC5001 <b>C</b> OPSC5002 <b>N</b> OPSC5012 <i>Note: Department permission required for enrolment Students request permission from the unit of study coordinator to enrol in this unit of study. The coordinator emails the Postgraduate Student Administration Unit advice that the student has permission to enrol.</i>	Semester 1 Semester 2
<b>OPSC5012</b> Ocular Pathology	9	<b>P</b> OPSC5001 <b>C</b> OPSC5002 <b>N</b> OPSC5011 <i>Note: Department permission required for enrolment Students request permission from the unit of study coordinator to enrol in this unit of study. The coordinator emails the Postgraduate Student Administration Unit advice that the student has permission to enrol.</i>	Semester 1 Semester 2

### Further enquiries

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## Units of Study Descriptions for 2011

### OPSC5001

#### Ophthalmic Anatomy

**Credit points:** 9 **Teacher/Coordinator:** Dr Yves Kerdeao **Session:** Semester 1, Semester 2 **Classes:** online/distance learning environment (total of 20hrs/wk) for 13 wks comprising: lectures delivered via CDROM (3 hrs/wk) online tutorials (1hr/wk) self directed learning and assignments (16hrs/wk) wk 14 for revision. In addition to time spent on assignments it is expected that the student will spend approximately 120 hours of private study over the course of the fourteen weeks. It is suggested that also 25 hours of study will be necessary to prepare for the 3 hour examination at the end of the semester. **Assumed knowledge:** Undergraduate knowledge of basic human anatomy **Assessment:** 1x3000word assignment every 3wks (45%), online interaction (10%) and 1x3hr exam (45%) **Campus:** Camperdown/Darlington **Mode of delivery:** Distance Education

Successful candidates will demonstrate to the examiners that they have a detailed and comprehensive knowledge of anatomy of relevance to the practice of ophthalmology, in particular the eye, the visual pathways, the orbit and its contents including peri-orbital structures. They are also expected to have an understanding of the embryology, maturation and normal ageing changes of the human eye. They should also be familiar with the anatomy of the head and neck including neuro-anatomy, histology and the use of diagnostic imaging as it pertains to the visual system. On completion of this unit of study the successful student will be able to (1) describe the normal anatomical organisation of the human eye, orbit and contents and head and neck in terms of cells, tissues, organs and systems, (2) describe the principal components of the human visual system and their function in detail and (3) describe how diagnostic imaging may be used in ophthalmic practice.

#### Textbooks

Prescribed: Wolff's Anatomy of the Eye and Orbit (8th ed). AJ Bron et al (eds) HK Lewis, London 1997; Clinical Anatomy of the Eye, R.S. Snell, M.A. Lemp, Blackwell Science (2nd ed.). Recommended: Histology of the Human Eye, M. Hogan, J. Alvarado, J. Wedell, W.B. Saunders, Philadelphia, 1971; Gray's Anatomy (38th ed.), Churchill Livingstone, Edinburgh, 1989; Clinical Anatomy of the Eye, R.S. Snell, M.A. Lemp, Blackwell Science (2nd ed.), The Eye Basic Sciences in Practice (Chapters 1 and 2), J. Forrester et al, Saunders Co. Ltd., London 1996; The Human Nervous System, An Anatomical Viewpoint (5th ed.), M.L. Barr & J.A. Kiernan, Harper and Row, Philadelphia 1988.

### OPSC5002

#### Ophthalmic Physiology

**Credit points:** 9 **Teacher/Coordinator:** Dr John Grigg **Session:** Semester 1, Semester 2 **Classes:** online/distance learning environment (total of 20hrs/wk) for 13 wks comprising: lectures delivered via CDROM (3 hrs/wk) online tutorials (1hr/wk) self directed learning and assignments (16hrs/wk) wk 14 for revision. In addition to time spent on assignments it is expected that the student will spend approximately 120 hours of private study over the course of the fourteen weeks. It is suggested that also 25 hours of study will be necessary to prepare for the 3 hour examination at the end of the semester. **Corequisites:** OPSC5001 **Assumed knowledge:** Undergraduate knowledge of basic human cell and organ physiology **Assessment:** 1x3000wd assignment every 3wks (45%) online interaction (10%) 1x3hr exam (45%) **Campus:** Camperdown/Darlington **Mode of delivery:** Distance Education

Successful candidates will demonstrate to the examiners that they have a detailed and comprehensive knowledge of physiology of relevance to the practice of ophthalmology. Particular emphasis will be placed on the organisation, function, mechanism of action, regulation and adaptation of relevant structures and their component parts. They are also expected to have an understanding of the maturation and normal ageing changes of the human eye. Candidates must have a thorough understanding of the methods used to measure the activity of relevant physiological processes e.g. intraocular pressure, retinal electrical activity, visual acuity etc On completion of this unit of study the successful student will be able to (1) describe the normal physiological functioning of the human eye and nervous system, (2) describe the principal physiological laws and phenomena that apply to these systems and (3) describe how these physiological processes are measured and the limitations of such tests.

#### Textbooks

Prescribed: Adler's Physiology of the Eye (10th Ed), Kaufman ed, CV Mosby and Co. St Louis 2000; Review of Medical Physiology (21st Ed) WF Ganong, McGraw Hill 2003 Recommended: Biochemistry of the Eye RE Anderson (ed), American Academy of Ophthalmology Manuals Program, 1983, Physics for Ophthalmologists DJ Coster (ed) Churchill Livingstone, Sydney 1997.

### OPSC5003

#### Ophthalmic Optics

**Credit points:** 9 **Teacher/Coordinator:** Dr Con Petsoglou **Session:** Semester 1, Semester 2 **Classes:** online/distance learning environment (total of 20hrs/wk) for 13 wks comprising: lectures delivered via CDROM (3 hrs/wk), online tutorials (1hr/wk), self directed learning and assignments (16hrs/wk), wk 14 for revision. In addition to time spent on assignments it is expected that the student will spend approximately 120 hours of private study over the course of the fourteen weeks. It is suggested that also 25 hours of study will be necessary to prepare for the 3hour examination at the end of the semester. **Assumed knowledge:** Undergraduate knowledge of physics relating to light and optics **Assessment:** 1x3000word assignment every 3wks (45%), online interaction (10%), and 1x3hr exam (45%) **Campus:** Camperdown/Darlington **Mode of delivery:** Distance Education

Successful candidates will demonstrate to the examiners that they have a detailed and comprehensive knowledge of optics of relevance to the practice of ophthalmology. Particular emphasis will be placed on the topics of Physical, Geometrical, Physiological and Instrument Optics. On completion of this unit of study the successful student will be able to (1) describe the physical properties of light and lasers, (2) describe the geometrical principles of light and the laws governing lights interaction with materials and (3) describe the physiological optics of the human eye and how to test this.

#### Textbooks

Prescribed: Clinical Optics, AR Elkington & HJ Frank, Blackwell Science, 3rd Ed, 2000; Optics, Refraction and Contact Lenses, Basic and Clinical Science Course, American Academy Ophthalmology, 2003. Recommended: Optics MH Freeman, Butterworths-Heinemann Medical; 10th Ed, 1990, Optics for Clinicians M Rubin, Triad Publishing, 3rd Ed, 1993.

### OPSC5004

#### Practical Ophthalmic Science

**Credit points:** 9 **Teacher/Coordinator:** Dr Con Petsoglou **Session:** S2 Late Int **Classes:** Face-to-face. The unit of study will be offered as a 3wk block/intensive mode (3x5days) to be taken at either the Save Sight Institute or at the University of Dunedin. The unit of study will be held during the inter semester break. Each week will cover practical aspects of the distance learning units. Week 1: Practical Ophthalmic Anatomy Week 2: Practical Ophthalmic Physiology Week 3: Practical Ophthalmic Optics. Each week consists of a series of lectures and practicum. Lectures will be held at the Claffy lecture theatre at the Sydney Hospital/Sydney Eye Hospital campus. These will be followed by a practicum to be held at the Save Sight Institute, Anatomy Museum University of Sydney, tutorial rooms of the Discipline of Anatomy and Histology and Outpatient Department of the Sydney Eye Hospital. **Prerequisites:** OPSC5001 and (OPSC5002 or OPSC5003 or OPSC5013) **Assumed knowledge:** Undergraduate knowledge of physics relating to light and optics **Assessment:** 3x1hour observed structured practical exams (100%). The format will include a combination of multiple choice questions, short answers, essay style questions and naming parts of anatomical dissections, performing simple experiments, use of ophthalmic equipment and clinical application of the basic sciences. Each practical exam will be worth 1/3 of the total mark for the unit of study. A score of over 50% is required for each of the viva exams for candidates to be passed. Supplementary viva exams may be offered for those candidates who are borderline pass or have failed one section of the unit of study. **Campus:** Camperdown/Darlington **Mode of delivery:** Block Mode

Successful candidates will demonstrate to the examiners that they have a detailed and comprehensive knowledge of the practical aspects of ophthalmic sciences. Particular emphasis will be placed on the topics of Anatomy, Physiology and Optics. Learning outcomes: On completion of this Unit of Study the successful student will be able to (1) describe the anatomy of the human eye, orbit, nervous system and head and neck, (2) correctly identify structures of the above on dissections, radiographic and magnetic resonance images, (3) describe the physiologic functioning of the human eye and nervous system, (4) correctly investigate, interpret results, recognise limitations and evaluate physiologic processes of the human eye and nervous system, (5) describe the physical, physiological and geometric optics of light and its application to the human eye and (6) correctly use ophthalmic instruments and describe their optical properties.

### OPSC5005

#### Treatise

**Credit points:** 12 **Teacher/Coordinator:** Dr John Grigg **Session:** Semester 1, Semester 2 **Classes:** Students will be required to meet with their supervisor at least every 3 weeks to discuss the progress and implementation of their project. **Prerequisites:** OPSC5001 and OPSC5002 **Assessment:** Review by 2 independent assessors. Successful candidates will demonstrate to the examiners that they have a detailed and comprehensive knowledge of one area

in the basic sciences or clinical ophthalmology. The treatise may take one of two forms, either a written output on work performed during the candidature from a supervised student project that contains between 10,000-20,000 words or a scientific paper that arises from a supervised student's project and has been accepted by a peer review journal for publication. **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

The format of the project may be of a systematic review of the literature, a case series, short clinical trial, survey or other project acceptable to the course supervisor. It is essential where there is the use of patient information or patient enrolment onto the study that appropriate ethics approval is gained from the governing body where the project will take place. Students need to be mindful of the time ethics approval takes and incorporate it into the project time allocation. On completion of this unit of study the successful student will be able to (1) undertake a medical/scientific project and follow it to its completion, (2) work constructively under the supervision of a supervisor, (3) display scientific thinking and apply this to ophthalmology and (4) attempt to publish their treatise or learn how to publish their work.

*Textbooks*

SUPRA booklet, Practical aspects of producing a thesis at the University of Sydney.

### OPSC5011

#### Ocular Genetics

**Credit points:** 9 **Teacher/Coordinator:** Dr Con Petsoglou **Session:** Semester 1, Semester 2 **Classes:** online/distance learning environment (total of 20hrs/wk) for 13 wks comprising: lectures delivered via CDROM (3 hrs/wk), online tutorials (1hr/wk), self directed learning and assignments (16hrs/wk), wk 14 for revision. In addition to time spent on assignments it is expected that the student will spend approximately 120 hours of private study over the course of the fourteen weeks. It is also suggested that 25 hours of study will be necessary to prepare for the 3 hour examination at the end of the semester. **Prerequisites:** OPSC5001 **Corequisites:** OPSC5002 **Prohibitions:** OPSC5012 **Assessment:** 1x3000word assignment every 3wks (45%), online interaction (10%), 1x3hr exam (45%) **Campus:** Camperdown/Darlington **Mode of delivery:** Distance Education

*Note: Department permission required for enrolment. Note: Students request permission from the unit of study coordinator to enrol in this unit of study. The coordinator emails the Postgraduate Student Administration Unit advice that the student has permission to enrol.*

Ocular genetics is becoming better understood as advances are made in the field. Areas of diagnosis, prognosis and possible gene therapy are becoming much more relevant and deserve to be included in the formal training of ophthalmologists.

Successful candidates will gain an understanding of genetics and molecular tools used in current medical genetics and disease gene discovery, understand the application of these concepts in ophthalmology, gain an overview of the current knowledge of genes associated with eye disease and the patho-physiological mechanisms, be aware of the broader ethical considerations when applying genetic knowledge to patients, become familiar with internet based bioinformatics - reference tools to aid clinical practice, research and self learning and be aware of the future therapeutic opportunities.

### OPSC5012

#### Ocular Pathology

**Credit points:** 9 **Teacher/Coordinator:** Dr Weng Sehu **Session:** Semester 1, Semester 2 **Classes:** online/distance learning environment (total of 20hrs/wk) for 13 wks comprising: lectures delivered via CDROM (3 hrs/wk) online tutorials (1hr/wk) self directed learning and assignments (16hrs/wk) wk 14 for revision. In addition to time spent on assignments it is expected that the student will spend approximately 120 hours of private study over the course of the fourteen weeks. It is also suggested that 25 hours of study will be necessary to prepare for the 3 hour examination at the end of the semester. **Prerequisites:** OPSC5001 **Corequisites:** OPSC5002 **Prohibitions:** OPSC5011 **Assessment:** 1x3000wd assignment every 3wks (45%), online interaction (10%), 1x3hr exam (45%) **Campus:** Camperdown/Darlington **Mode of delivery:** Distance Education

*Note: Department permission required for enrolment. Note: Students request permission from the unit of study coordinator to enrol in this unit of study. The coordinator emails the Postgraduate Student Administration Unit advice that the student has permission to enrol.*

Ocular pathology is a specialty area within the study of ophthalmology. Ophthalmologists and pathologists require specific teaching to gain insights into this field. The Royal Australian and New Zealand College

of Ophthalmologists requires trainees to study ocular pathology as part of their training. This course aims to equip and train prospective candidates in this exciting field. Successful candidates will gain an understanding of pathology and its basic techniques, gain an understanding of the advanced techniques currently available for the investigation of ocular diseases, understand the application of these concepts in ophthalmology, identify, analyse, understand and further investigate pathologic processes in the eye and adenexae, become familiar with internet based bioinformatics - reference tools to aid clinical practice, research and self learning and be aware of the future therapeutic opportunities in pathologic processes.

*Textbooks*

Ophthalmic Pathology: An Illustrated Guide for Clinicians, Sehu K.W. & Lee W.R., Blackwell Pub/BMJ Books 2005.

# Paediatric Medicine

## Graduate Certificate in Paediatric Medicine

(GradCertPaed) KG021

## Graduate Diploma in Paediatric Medicine

(GradDipPaed) KF064

## Master of Medicine (Paediatric Medicine)

(MMed(Paed)) KC073

Course	Credit points for award	Duration full-time	Duration part-time
GradCertPaed	24	0.5 year	1 to 2 years
GradDipPaed	36	1 year	1.5 to 3 years
MMed (Paed)	48	1 year	1.5 to 4 years

### Overview

The Master of Medicine (Paediatric Medicine) is designed for practitioners who wish to advance their knowledge and application of paediatric medicine.

Each unit of study stands alone with no prerequisites, offering maximum flexibility in an adult learning environment. The units are designed to update students' core knowledge in the relevant subject area and to enhance clinical practice with case-based scenarios that focus on current evidence-based best practice.

A series of carefully chosen practical, relevant topics, presented in a case-based interactive online format taught by expert clinicians, will challenge and stimulate participants.

Active discussion among students and course conveners is key to the learning process, with a focus on recent advances and controversial topics. Each unit consists of a combination of case-based interactive clinical scenarios, weekly discussion forums and self-directed learning and is designed to provide the latest practical and theoretical knowledge.

### Course Outcomes

As a result of completing this course, graduates will have:

- an enhanced knowledge of the basic science and recent literature in the specialty areas covered
- an approach to the management of important clinical problems in a range of sub-specialty paediatric medicine, using best available evidence
- an understanding of new and emerging clinical problems in paediatric medicine

### Further Information

The program is offered in the form of online distance education. Enrolled students are provided with a user name and password that allows them to access a protected course website. The website provides the interactive platform for both the clinical scenarios and the facilitated discussion forums.

Assessment is by performance and participation in discussion forums and by written assignment.

All 6-credit-point units of study offered by the Faculty of Medicine are suitable for elective units. Approved elective units of study are listed below. Other units of study, including those offered by other faculties, require the approval of both the paediatric medicine course coordinator and the coordinator of the units of study.

Students are encouraged to undertake PUBH5010 Epidemiology Methods and Uses or equivalent in order to be best equipped to undertake evidence based learning activities in the paediatric units of study.

## Degree Resolutions

Sydney Medical School resolutions and the printed handbook are the official statement of Faculty policy. The resolutions contained in the printed handbook are accurate as at November 2010. If a conflict is perceived between the content of the printed handbook and information available elsewhere, Sydney Medical School resolutions and the information available in the handbook online shall always take precedence. See the handbook online website: [sydney.edu.au/handbooks/handbooks\\_admin/medicine.shtml](http://sydney.edu.au/handbooks/handbooks_admin/medicine.shtml). See the Policy Online website: [sydney.edu.au/policy](http://sydney.edu.au/policy), for copies of University policies.

## Graduate Certificate in Paediatric Medicine

## Graduate Diploma in Paediatric Medicine

## Master of Medicine (Paediatric Medicine)

*These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to) the University of Sydney (Coursework) Rule 2000 (the 'Coursework Rule'), the Resolutions of the Faculty, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended) and the Academic Board policies on Academic Dishonesty and Plagiarism.*

### Course resolutions

#### 1 Course codes

Code	Course and stream title
KG021	Graduate Certificate in Paediatric Medicine
KF064	Graduate Diploma in Paediatric Medicine
KC073	Master of Medicine (Paediatric Medicine)

#### 2 Attendance pattern

The attendance pattern for this course is full time or part time according to candidate choice.

#### 3 Master's type

The master's degree in these resolutions is a professional master's course, as defined by the Coursework Rule.



#### 4 Embedded courses in this sequence

- (1) The embedded courses in this sequence are:
  - (a) the Graduate Certificate in Paediatric Medicine
  - (b) the Graduate Diploma in Paediatric Medicine
  - (c) the Master of Medicine (Paediatric Medicine)
- (2) Providing candidates satisfy the admission requirements for each stage, a candidate may progress to the award of any of the courses in this sequence. Only the longest award completed will be conferred.

#### 5 Admission to candidature

- (1) Available places will be offered to qualified applicants based on merit, according to the following admissions criteria. In exceptional circumstances the Dean may admit applicants without these qualifications who, in the opinion of the Faculty, have qualifications, evidence of experience and achievement sufficient to successfully undertake the award.
- (2) Admission to the Graduate Certificate in Paediatric Medicine requires:  
a Bachelor of Medicine and Bachelor of Surgery of the University of Sydney or equivalent qualification.
- (3) Admission to the Graduate Diploma in Paediatric Medicine requires:  
a Bachelor of Medicine and Bachelor of Surgery of the University of Sydney or equivalent qualification.
- (4) Admission to the Master of Medicine (Paediatric Medicine) requires:  
a Bachelor of Medicine and Bachelor of Surgery of the University of Sydney or equivalent qualification.

#### 6 Requirements for award

- (1) The units of study that may be taken for the course are set out in the Table of Units of Study: Paediatric Medicine.

- (2) To qualify for the award of the Graduate Certificate in Paediatric Medicine a candidate must successfully complete 24 credit points from the Paediatric Medicine table of units of study, including:
  - (a) a minimum 12 credit points from Part 1 of the Table of Units of Study; and
  - (b) a maximum 12 credit points from Part 2 of the Table of Units of Study.
- (3) To qualify for the award of the Graduate Diploma in Paediatric Medicine a candidate must successfully complete 36 credit points from the Paediatric Medicine table of units of study, including:
  - (a) a minimum 18 credit points from Part 1 of the Table of Units of Study; and
  - (b) a maximum 18 credit points from Part 2 of the Table of Units of Study.
- (4) To qualify for the award of the Master of Medicine (Paediatric Medicine) a candidate must successfully complete 48 credit points from the Paediatric Medicine table of units of study, including:
  - (a) a minimum 24 credit points from Part 1 of the Table of Units of Study; and
  - (b) a maximum 24 credit points from Part 2 of the Table of Units of Study.
- (5) Other postgraduate units of study, not listed in the Paediatric Medicine table of units of study, may be included but require the approval of the Course Coordinator and Unit of Study Coordinator.

#### 7 Transitional provisions

- (1) These resolutions apply to persons who commenced their candidature after 1 January, 2011 and persons who commenced their candidature prior to 1 January, 2011 who formally elect to proceed under these resolutions.
- (2) Candidates who commenced prior to 1 January, 2011 complete the requirements in accordance with the resolutions in force at the time of their commencement.

### Table of Units of Study: Paediatric Medicine

<i>Unit of study</i>	<i>Credit points</i>	<i>A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition</i>	<i>Session</i>
<b>Part 1</b>			
PAED5001 Paediatric Immunisation	6		Semester 2
PMED5100 Paediatric Infectious Diseases	6		Semester 1
PMED5102 Paediatric Nutrition and Obesity	6		Semester 2
PMED5103 Paediatric Gastroenterology	6		Semester 1
<b>Part 2</b>			
CEPI5200 Quality and Safety in Health Care	6	A clinical experience strongly recommended	Semester 1
MDED5002 Scholarship in Teaching	6		Semester 1
MDED5004 Independent Studies A	6	P MDED5002 <i>Note: Department permission required for enrolment Students negotiate with the course coordinator to find a supervisor on an agreed project. The supervisor emails the Postgraduate Student Administration Unit permission for the student to enrol.</i>	Semester 1 Semester 2
MDED5005 Independent Studies B	6	P MDED5002 <i>Note: Department permission required for enrolment Students negotiate with the course coordinator to find a supervisor on an agreed project. The supervisor emails the Postgraduate Student Administration Unit permission for the student to enrol.</i>	Semester 1 Semester 2
MDED5008 Assessment	6		Semester 2
MDED5011 Research Methods in Medical Education <i>This unit of study is not available in 2011</i>	6	C MDED5002	Semester 2
PAIN5001 Introduction to Pain Management	6		Semester 1 Semester 2

<b>Unit of study</b>	<b>Credit points</b>	<b>A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition</b>	<b>Session</b>
PAIN5002 Pain Mechanisms and Contributors	6		Semester 1b Semester 2b
PAIN5003 Pain Treatment and Management Principles	6		Semester 1 Semester 2
PAIN5004 Pain Conditions	6		Semester 1b Semester 2b
PAIN5005 Orofacial Pain	6		Semester 2
PAIN5006 Independent Studies in Pain	6		Semester 1 Semester 2
PAIN5010 Clinical Aspects of Neurobiology	6		Semester 1
PAIN5011 Psychology of Pain	6		Semester 1
PAIN5012 Concepts of Pain	6		Semester 1
PAIN5013 Musculoskeletal Pain	6		Semester 1
PAIN5014 Cancer Pain	6		Semester 2
PAIN5015 Pharmacology of Pain Medicine	6		Semester 1
PAIN5016 Psychological Approaches in Pain Mgmt	6		Semester 2
PAIN5017 Disability and Pain Rehabilitation	6		Semester 2
PAIN5018 Pain in Children	6		Semester 2
PAIN5019 Pain in Older People	6		Semester 2
PAIN5020 Complementary Therapies: Pain Management	6		Semester 1
PMED5051 Leadership in Medicine	6		Semester 2
PUBH5010 Epidemiology Methods and Uses	6	N BSTA5011	Semester 1
PUBH5117 Communicable Disease Control	6	P PUBH5010 (or equivalent)	Semester 2

### Further enquiries

Postgraduate Administrative Officer

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Website:sydney.edu.au/medicine/chw/

## Units of Study Descriptions for 2011

### Part 1

#### PAED5001

##### Paediatric Immunisation

**Credit points:** 6 **Teacher/Coordinator:** Dr Dianne Campbell, Dr Anne Morris  
**Session:** Semester 2 **Classes:** Online. Students will spend approx 10 hours/week (x 13 weeks) engaging in case-based learning, incl. online discussion of case scenarios, self-directed case reviews and literature appraisal. Regular access to an internet connected computer is vital. **Assessment:** 2x1000wd essays (40%), MCQ exam (10%) and participation in online discussion forum (50%). **Campus:** Westmead **Mode of delivery:** On-line

This unit of study will cover the important and latest aspects of immunisation in childhood. Basic science aspects covered will include the immunology of immunisation, the process of development of new vaccines and latest research developments in new vaccines. The clinical features of the currently vaccine preventable conditions of childhood will be covered through clinical scenarios, integrating the epidemiology, basic science and current immunisation schedule.

Immunisation in special populations and situations will be covered and the social and philosophical implications of immunisation will be explored.

#### PMED5100

##### Paediatric Infectious Diseases

**Credit points:** 6 **Teacher/Coordinator:** Associate Professor Cheryl Jones, Dr Dianne Campbell, Dr Anne Morris **Session:** Semester 1 **Classes:** Online. Students will spend approx 10 hours/week (x 13 weeks) engaging in case-based learning, incl. online discussion of case scenarios, self-directed case reviews and literature appraisal. Regular access to an internet connected computer is vital. **Assessment:** 2x2000-3000 word project (or its equivalent) (40%), MCQ exam (10%), and participation in online discussion forum (50%) **Campus:** Westmead **Mode of delivery:** On-line

This unit investigates in-depth the epidemiology, diagnosis and management of paediatric infectious diseases. Modules of study within this unit will include: worldwide patterns of infectious disease, including assessment of scope of problem and burden of disease; common paediatric infectious diseases; current evidenced based practice for diagnosis and treatment of common childhood infectious diseases; infectious diseases in special populations such as immunocompromised, malnourished and indigenous populations;

issues of policy and public health; emerging infectious diseases in paediatric settings.

### PMED5102

#### Paediatric Nutrition and Obesity

**Credit points:** 6 **Teacher/Coordinator:** Professor Louise Baur, Dr Anne Morris  
**Session:** Semester 2 **Classes:** Online. Students will spend approx 10 hours/week (x 13 weeks) engaging in case-based learning, incl. online discussion of case scenarios, self-directed case reviews and literature appraisal. Regular access to an internet connected computer is vital. **Assessment:** 2x1000word essay (40%), MCQ exam (10%), and participation in online forum (50%)  
**Campus:** Westmead **Mode of delivery:** On-line

This unit examines the worldwide status and trends in child and adolescent obesity, incorporating a focus on paediatric nutrition. It explores the determinants, clinical assessment, medical complications, management and prevention of this important public health problem. There is a close integration of epidemiology, basic science and best available evidence in management and prevention into clinically based scenarios. Our aim is to provide you with a broad knowledge base and ability to apply scientific theory and clinical evidence to the diagnosis and management of obesity in childhood. This will include grounding in the complex social, cultural and environmental factors contributing to the continuance of childhood obesity throughout the world.

### PMED5103

#### Paediatric Gastroenterology

**Credit points:** 6 **Teacher/Coordinator:** Dr Shoma Dutt **Session:** Semester 1 **Classes:** Online. Students will spend approx 10 hours/week (x 13 weeks) engaging in case-based learning, incl. online discussion of case scenarios, self-directed case reviews and literature appraisal. Regular access to an internet connected computer is vital. **Assessment:** 2x2000word project (or its equivalent) (40%), MCQ exam (10%), and participation in online discussion forum (50%)  
**Campus:** Westmead **Mode of delivery:** On-line

This unit closely examines current principle and practice of paediatric gastroenterology. Modules of study within this unit will include: worldwide patterns of paediatric gastroenterological disorders; disorders of oesophagus and stomach, focusing on evidence based evaluation and treatment of Gastroesophageal reflux, helicobacter disease; evidence based evaluation and treatment of acute and chronic liver disease, and pancreatic disorders; evidence based evaluation and treatment of enteropathies; recent advances in the diagnosis and treatment of inflammatory bowel diseases; emerging paediatric gastroenterological disorders.

## Part 2

### CEPI5200

#### Quality and Safety in Health Care

**Credit points:** 6 **Teacher/Coordinator:** Associate Professor Merrilyn Walton, Professor George Rubin, Dr Sharon Reid **Session:** Semester 1 **Classes:** Distance learning. Expected students hours effort/week = 9 to 12 **Assumed knowledge:** clinical experience strongly recommended **Assessment:** online participation (40%) and 1x4500word assignment (60%) **Campus:** Camperdown/Darlington **Mode of delivery:** On-line

The unit has six major content areas delivered as four modules; Module 1 Understanding Q&S in Healthcare; Module 2 Professional and ethical practice; Module 3 Clinical governance; Module 4 Improving Healthcare. At the end of the unit students will: understand the background to quality and safety in health care, from Australian and international perspectives; understand the nature of health care error including the methods of error detection and monitoring, and quality indicators; understand the role of good communication and other professional responsibilities in quality and safety in healthcare; have developed an understanding of clinical governance, accountability and systems management; have considered methods for improving healthcare such as getting research into practice, clinical practice guidelines and clinical practice improvement. This unit consists of online discussions and activities based around key provided readings and other resources.

#### Textbooks

Online readings and other learning resources will be provided.

### MDED5004

#### Independent Studies A

**Credit points:** 6 **Teacher/Coordinator:** Professor Merrilyn Walton & Koshila Kumar **Session:** Semester 1, Semester 2 **Classes:** Face-to-face meeting with the coordinator and scheduled meetings with supervisor, and 1x3hr evening class to present completed projects. Alternatively this unit may be undertaken fully online, with online supervision. **Prerequisites:** MDED5002 **Assessment:** Assessment for Independent Studies A will be a 7000-8000 word project, or its equivalent; whereas combining Independent Studies A and B will require a 14,000-16,000 word project, or its equivalent. **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Evening or On-line

*Note: Department permission required for enrolment. Note: Students negotiate with the course coordinator to find a supervisor on an agreed project. The supervisor emails the Postgraduate Student Administration Unit permission for the student to enrol.*

Please note that it is not advisable to begin an Independent Study early in your program. We advise you to wait until you have completed four other units of study including the two core units - MDED5001 and MDED5002. Approval for independent studies must be sought from the program coordinator.

Candidates may contract to undertake independent studies in a particular field of educational interest or to undertake independent research. Students undertaking a research project will require appropriate supervision by academic staff in the University and may have co-supervision within the actual research setting.

The project is negotiated with your supervisor and based on a written Learning Contract. The project can be undertaken for one semester (6 credit points - Independent Studies A) or two semesters (12 credit points - A and B) in negotiation with your supervisor. The choice of project is yours and you are encouraged to select a topic that is directly relevant to your own work setting. As part of the Independent Study you will develop your own learning outcomes.

A one semester project can include a systematic literature review or an evaluation of an educational program or curricula.

### MDED5005

#### Independent Studies B

**Credit points:** 6 **Teacher/Coordinator:** Professor Merrilyn Walton & Koshila Kumar **Session:** Semester 1, Semester 2 **Classes:** Face-to-face meeting with coordinator and scheduled meetings with supervisor and 1x3hr evening class to present completed projects. Alternatively this unit may be undertaken fully online, with online supervision (approximately every fortnight). **Prerequisites:** MDED5002 **Assessment:** Combined project with MDED5004 Independent Studies A 14,000-16,000 words, or its equivalent. **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Evening or On-line

*Note: Department permission required for enrolment. Note: Students negotiate with the course coordinator to find a supervisor on an agreed project. The supervisor emails the Postgraduate Student Administration Unit permission for the student to enrol.*

Please refer to MDED5004 Independent Studies A for a description of this unit of study.

### MDED5011

#### Research Methods in Medical Education

*This unit of study is not available in 2011*

**Credit points:** 6 **Teacher/Coordinator:** Dr Linda Klein, Dr Deborah O'Mara **Session:** Semester 2 **Classes:** The total workload for this unit of study is approximately 10 hours per week - this unit may be undertaken in one of two modes: either as a blended face-to-face course requiring attendance at 1x2hr fortnightly face-to-face evening classes on campus, followed by participation in online learning activities OR this unit may be completed fully online. **Corequisites:** MDED5002 **Assessment:** 2xwritten assignments (100%) plus formative tasks **Campus:** Camperdown/Darlington **Mode of delivery:** On-line or Normal (lecture/lab/tutorial) Evening

This is a core unit of study for the Graduate Diploma and Master of Medical Education programs. This unit is designed to build on the basic research principles learnt in MDED5002 (Scholarship of Teaching in Medicine) and to prepare students for independent research in medical education. This advanced unit of study will help students develop a greater depth of understanding of research methods suitable for medical education, including qualitative, quantitative and mixed methods research. Students will explore the philosophical assumptions underpinning these research traditions and the range of data collection

methods best suited to answer a research question based on their own context. Students will explore the ethical issues pertinent to conducting medical education research and will design a comprehensive medical education research proposal (including ethics application). Students will also learn to apply quantitative and/or qualitative techniques to analyse medical education research data.

#### Textbooks

Cohen L, Manion L, Morrison K. *Research Methods in Education* (6th edition). New York: Routledge, 2007.

### PAIN5001

#### Introduction to Pain Management

**Credit points:** 6 **Teacher/Coordinator:** Associate Professor Michael Nicholas **Session:** Semester 1, Semester 2 **Classes:** Online, approximately 10 hours of study per week (equals 140 hours in total) **Assessment:** participation in online discussion (20%), 4000-5000 word written assignment/s or equivalent (80%) **Campus:** Camperdown/Darlington **Mode of delivery:** On-line

To introduce participants to the problem of pain within a multidisciplinary team framework and the extent of the problem in the community. The unit provides an overview of historical and philosophical models of pain and its management methods over time. Current classifications of pain are examined and the interrelationship between various paradigms of health and illness are outlined. Participants also begin to consider the principles of research design and biostatistics, and explore professional and ethical issues.

### PAIN5002

#### Pain Mechanisms and Contributors

**Credit points:** 6 **Teacher/Coordinator:** Associate Professor Michael Nicholas and Associate Professor Janet Keast **Session:** Semester 1b, Semester 2b **Classes:** Online, approximately 10 hours of study per week (equals 140 hours in total) **Assessment:** participation in online discussion (20%), 4000-5000 word written assignment/s or equivalent (80%) **Campus:** Camperdown/Darlington **Mode of delivery:** On-line

To introduce and develop participants understanding about the basic neuroscience of pain and the interrelationship between psychological, physiological and environmental processes in pain. Neuro-anatomical, physiological, pharmacological, and biochemical mechanisms involved in nociception, including peripheral and central sensitisation are discussed. Theoretical bases are introduced and the ways in which psychological and environmental factors modify or maintain pain perception and behaviour are explored.

### PAIN5003

#### Pain Treatment and Management Principles

**Credit points:** 6 **Teacher/Coordinator:** Dr Charles Brooker **Session:** Semester 1, Semester 2 **Classes:** Online, approximately 10 hours of study per week (equals 140 hours in total) **Assessment:** participation in online discussion (20%), 4000-5000 word written assignment/s or equivalent (80%) **Campus:** Camperdown/Darlington **Mode of delivery:** On-line

To introduce participants to the core principles of pain assessment, treatment and management. Participants consider the biopsychosocial model and the scientific basis for assessment, diagnosis and treatment. They explore principles of pharmacokinetics and pharmacodynamics, together with routes of drug administration. The role of physiotherapy and rehabilitation management, and the use of procedures such as neural blockade, simulation techniques and surgery are also considered.

### PAIN5004

#### Pain Conditions

**Credit points:** 6 **Teacher/Coordinator:** Associate Professor Philip Siddall **Session:** Semester 1b, Semester 2b **Classes:** On line, approximately 10 hours of study per week (equals 140 hours in total) **Assessment:** participation in online discussion (20%), 4000-5000 word written assignment/s or equivalent (80%) **Campus:** Camperdown/Darlington **Mode of delivery:** On-line

The unit provides an introduction to a range of pain conditions. Participants are encouraged to integrate and apply previous learning to specific pain problems, acute, chronic and cancer pain. Recent advances in pain relief techniques are introduced and specific issues in the management of pain in children and older people are considered.

### PAIN5005

#### Orofacial Pain

**Credit points:** 6 **Teacher/Coordinator:** Dr Russell Vickers **Session:** Semester 2 **Classes:** Online, approximately 10 hours of study per week (equals 140 hours in total) **Assessment:** participation in online discussion (20%) 4000-5000 word written assignments or equivalent (80%) **Campus:** Camperdown/Darlington **Mode of delivery:** On-line

Orofacial pain is frequently reported in the general population and is severe. It encompasses several conditions that involve medical, dental and psychological variables such as neuralgia, neuropathic pain, and temporomandibular disorder and related headache syndromes. The purpose of this unit is to explore the principles of orofacial pain mechanisms, symptomatology and treatments. Topics include orofacial pain assessment, diagnostic tests including local anaesthetic blocks, specific pharmacology for orofacial pain, and multidisciplinary treatment approaches.

### PAIN5006

#### Independent Studies in Pain

**Credit points:** 6 **Teacher/Coordinator:** Ms Grace Tague **Session:** Semester 1, Semester 2 **Classes:** Online, approximately 10 hours of study per week (equals 140 hours in total) **Assessment:** learning contract (10%), 5000 word written assignments (or equivalent) (90%) **Campus:** Camperdown/Darlington **Mode of delivery:** On-line

In this unit participants undertake independent study in a specific area of interest within the field of pain management. The learning goals, methodology, resources and outcomes are negotiated with a supervisor via a learning contract. This negotiation process enables participants to tailor their learning to a specific need and/or area of interest around a clinical, scientific, educational, managerial or administrative topic.

### PAIN5010

#### Clinical Aspects of Neurobiology

**Credit points:** 6 **Teacher/Coordinator:** Associate Professor Philip Siddall **Session:** Semester 1 **Classes:** Online, approximately 10 hours of study per week (equals 140 hours in total) **Assessment:** participation in online discussion (20%), 4000-5000 word written assignments or equivalent (80%) **Campus:** Camperdown/Darlington **Mode of delivery:** On-line

This unit aims to build on information acquired from previous units and explore in more detail the assessment, mechanisms and management of several pain conditions. In addition, it aims to explore the concepts, neurobiology and clinical application of two approaches to pain management (lesioning and stimulation analgesia) as well as the placebo effects.

### PAIN5011

#### Psychology of Pain

**Credit points:** 6 **Teacher/Coordinator:** Mr Brad Wood **Session:** Semester 1 **Classes:** Online, approximately 10 hours of study per week (equals 140 hours in total) **Assessment:** participation in online discussion (20%), 4000-5000 word written assignments or equivalent (80%) **Campus:** Camperdown/Darlington **Mode of delivery:** On-line

This unit aims to provide a comprehensive study of current psychological perspectives and research on the experience and impact of pain. Theoretical models are introduced and the ways in which psychological processes might modify and/or maintain pain experience are explored. The processes explored include the roles of attention, learning, affect/mood, beliefs, self-talk, coping strategies, and interactions with environmental factors such as significant others, social contingencies and contexts (including culture, gender, workplace, etc.). Attention is given to incorporating psychosocial assessment within a biopsychosocial framework.

### PAIN5012

#### Concepts of Pain

**Credit points:** 6 **Teacher/Coordinator:** Mr Timothy Austin **Session:** Semester 1 **Classes:** Online, approximately 10 hours of study per week (equals 140 hours in total) **Assessment:** participation in online discussion (20%), 4000-5000 word written assignments or equivalent (80%) **Campus:** Camperdown/Darlington **Mode of delivery:** On-line

This unit provides an overview of different aspects of pain. These aspects include philosophical, narrative, placebo, evolutionary and biopsychosocial approaches to understanding pain. The aim is to deepen students' appreciation of the context in which pain management takes place.

### **PAIN5013** **Musculoskeletal Pain**

**Credit points:** 6 **Teacher/Coordinator:** Mr Damien Finnis **Session:** Semester 1 **Classes:** Online, approximately 10 hours of study per week (equals 140 hours in total) **Assessment:** participation in online discussion (20%), 4000-5000 word written assignments or equivalent (80%) **Campus:** Camperdown/Darlington **Mode of delivery:** On-line

This unit explores aspects of the assessment and management of musculoskeletal pain. Topics include anatomical/physiological mechanisms, medical and non-medical assessment and management, together with regional pain syndromes.

### **PAIN5014** **Cancer Pain**

**Credit points:** 6 **Teacher/Coordinator:** TBC **Session:** Semester 2 **Classes:** Online, approximately 10 hours of study per week (equals 140 hours in total) **Assessment:** participation in online discussion (20%), 4000-5000 word written assignments or equivalent (80%) **Campus:** Camperdown/Darlington **Mode of delivery:** On-line

This unit addresses the biopsychosocial assessment and management of pain associated with cancer. Recent advances in pain relief techniques including delivery systems for patient control of pain are reviewed, together with appropriate assessment and treatment approaches for psychological factors such as depression, grief and stress.

### **PAIN5015** **Pharmacology of Pain Medicine**

**Credit points:** 6 **Teacher/Coordinator:** Dr Beata Bajorek and Dr Christopher Vaughan **Session:** Semester 1 **Classes:** Online, approximately 10 hours of study per week (equals 140 hours in total) **Assessment:** participation in online discussion (20%), 4000-5000 word written assignments or equivalent (80%) **Campus:** Camperdown/Darlington **Mode of delivery:** On-line

This unit introduces students to the preclinical pharmacology of analgesic drugs. The ethics in laboratory research, drug testing models, and some of the confounding factors in such research are also covered.

### **PAIN5016** **Psychological Approaches in Pain Mgmt**

**Credit points:** 6 **Teacher/Coordinator:** Dr Sarah Overton **Session:** Semester 2 **Classes:** Online, approximately 10 hours of study per week (equals 140 hours in total) **Assessment:** participation in online discussion (20%), 4000-5000 word written assignments or equivalent (80%) **Campus:** Camperdown/Darlington **Mode of delivery:** On-line

This unit is primarily focused on the influence of psychological variables in the implementation of all treatments, both somatic and psychological. The bio-psychosocial model of chronic pain is revisited and the implications for interdisciplinary interventions are discussed. The evidence for interventions based on psychological principles is critically examined and implementation of these interventions in a range of clinical settings is explored.

### **PAIN5017** **Disability and Pain Rehabilitation**

**Credit points:** 6 **Teacher/Coordinator:** Professor Ian Cameron **Session:** Semester 2 **Classes:** Online, approximately 10 hours of study per week (equals 140 hours in total) **Assessment:** participation in online discussion (20%), 4000-5000 word written assignments or equivalent (80%) **Campus:** Camperdown/Darlington **Mode of delivery:** On-line

The interface between pain assessment and treatment and the system of compensation for workplace-related injury and disability is the focus of this subject. Accordingly the role of pain management in rehabilitation following occupational injury or illness is addressed, together with the medical, legal, insurer, employer, trade union and rehabilitation provider perspectives and roles in providing protection,

advocacy, compensation and treatment. Legislative and attitudinal changes in the social environment relating to occupational injury and treatment are considered together with challenges for pain management arising from dysfunction in the system of rehabilitation following injury.

### **PAIN5018** **Pain in Children**

**Credit points:** 6 **Teacher/Coordinator:** Dr Jane Thomas **Session:** Semester 2 **Classes:** Online, approximately 10 hours of study per week (equals 140 hours in total) **Assessment:** participation in online discussion (20%), 4000-5000 word written assignments or equivalent (80%) **Campus:** Camperdown/Darlington **Mode of delivery:** On-line

This unit provides an opportunity for students to understand the developmental physiology and psychology of infants and children, together with the pharmacology (particularly with reference to dose and route of administration) of pain management in children. Particular attention is given to management of acute pain in children, both post-operative and procedure-related pain, to methods of pain assessment in children of various ages, to non-pharmacological pain management strategies and to chronic pain presentations in children.

### **PAIN5019** **Pain in Older People**

**Credit points:** 6 **Teacher/Coordinator:** Mr Brad Wood **Session:** Semester 2 **Classes:** Online, approximately 10 hours of study per week (equals 140 hours in total) **Assessment:** participation in online discussion (20%), 4000-5000 word written assignments or equivalent (80%) **Campus:** Camperdown/Darlington **Mode of delivery:** On-line

Readings and case studies will highlight the unique difficulties of elderly people who suffer from degenerative, painful conditions, often exacerbated by multiple losses, role changes, limited mobility and mood disorder. The emphasis will be on assessment and management of pain when complicated by these conditions.

### **PAIN5020** **Complementary Therapies: Pain Management**

**Credit points:** 6 **Teacher/Coordinator:** Dr Russell Vickers **Session:** Semester 1 **Classes:** Online, approximately 10 hours of study per week (equals 140 hours in total) **Assessment:** participation in online discussion (20%), 4000-5000 word written assignments or equivalent (80%) **Campus:** Camperdown/Darlington **Mode of delivery:** On-line

This unit explores complementary therapies that may accompany conventional medical approaches in the management of pain. The evidence base is discussed, as well as the implications, costs and side effects of these therapies. The historical basis of each therapy is considered, together with current knowledge about their application and potential interactions with conventional medicines and treatments. Topics include: acupuncture, herbalism, homeopathy, hypnosis and relaxation techniques, yoga and meditation, osteopathy and chiropractic.

### **PMED5051** **Leadership in Medicine**

**Credit points:** 6 **Teacher/Coordinator:** Mr Hudson Birden **Session:** Semester 2 **Classes:** Online. Students will spend approx 10 hours/week (x 13 weeks) engaging in online discussions, self-directed learning activities and literature appraisal. Regular access to an internet connected computer is vital. **Assessment:** 4 x 500 word assignments (20%), 2 x 1000 word essays (50%) and participation in online discussion forum (30%) **Campus:** Westmead **Mode of delivery:** On-line

This unit is an introduction to current concepts of leadership valuable to medical practice. Our focus will be on the personal skills and knowledge necessary for effective leaders in clinical practice and in the larger policy-setting realm. This unit is designed to introduce you to current concepts of leadership that will be valuable in the context of medical practice and to develop within you the personal skills and understanding necessary to be an effective leader in clinical practice and in the larger policy-setting realm.



**PUBH5010****Epidemiology Methods and Uses**

**Credit points:** 6 **Teacher/Coordinator:** Associate Professor Tim Driscoll  
**Session:** Semester 1 **Classes:** 1x1hr lecture and 1x2hr tutorial per week for 13 weeks - lectures and tutorials may be completed online **Prohibitions:** BSTA5011 **Assessment:** 1x4page assignment (30%) and 1x2.5hr open-book exam (70%) **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day or On-line

This unit provides students with core skills in epidemiology, particularly the ability to critically appraise public health and clinical epidemiological research literature. This unit covers: study types; measures of frequency and association; measurement bias; confounding/effect modification; randomized trials; systematic reviews; screening and test evaluation; infectious disease outbreaks; measuring public health impact and use and interpretation of population health data. It is expected that students spend an additional 2-3 hours preparing for their tutorials.

*Textbooks*

Webb, PW. Bain, CJ. and Pirozzo, SL. Essential Epidemiology: An Introduction for Students and Health Professionals: Cambridge University Press 2005.

**PUBH5117****Communicable Disease Control**

**Credit points:** 6 **Teacher/Coordinator:** Dr Anna Ralph and Associate Professor Tim Driscoll **Session:** Semester 2 **Classes:** 1 x 2hr online lecture and 2hrs online group discussion per week for 12 weeks **Prerequisites:** PUBH5010 (or equivalent) **Assessment:** online discussion and other online activities (20%), online quiz (10%), and 2 x 2000 word written assignments (70%) **Campus:** Camperdown/Darlington **Mode of delivery:** On-line

This fully online unit aims to provide students with an understanding of the burden of communicable diseases of public health significance in Australia, as well as the biology, epidemiology and surveillance for and control of those communicable diseases. By the end of this unit, the student will have the theoretical background to take up a position as a member of a Communicable Diseases section of a Commonwealth or State Health Department or Public Health Unit. It is expected that the students undertake an extra hour per week of reading, research and preparation for discussion.

*Textbooks*

Recommended: Heymann. David L. (2004): Control of communicable diseases manual. American Public Health Association. Other readings provided on the course WebCT site.



# Pain Management

## Graduate Certificate in Pain Management

(GradCertPainMgt) KG008

## Graduate Diploma in Pain Management

(GradDipPainMgt) KF065

## Master of Medicine (Pain Management)

(MMed(PainMgt)) KC057

## Master of Science in Medicine (Pain Management)

(MScMed(PainMgt)) KC058

Course	Credit points for award	Duration *
GradCertPainMgt	24	0.5 to 3 years
GradDipPainMgt	36	1 to 3 years
MMed(PainMgt)	48	1 to 6 years
MScMed(PainMgt)	48	1 to 6 years

\* Students wishing to undertake full-time study should contact the course coordinator.

### Overview

The Pain Management program explores the problem of pain within a multidisciplinary team framework to investigate the extent of the problem in the community. The courses aim to provide advanced education in pain management by providing clinically relevant teaching that helps students expand their knowledge of the basic sciences, concepts and procedures of pain assessment and management.

The Master of Medicine (Pain Management) and the Master of Science in Medicine (Pain Management) are essentially the same program with different admission requirements.

Only medical graduates (ie those with an MBBS) may be admitted to the Master of Medicine while non-medical graduates may be admitted to the Master of Science in Medicine. Students follow the same program of study, with the only difference being the title of the award they are granted on completion.

Master's degree students who complete their coursework units of study with a minimum average mark of 75 per cent will be awarded pass with merit.

Students enrolled in a master's degree prior to 2011 may be awarded at either a pass or honours grade. Honours is only available to students who obtain a weighted average mark of 70 per cent in all 48 credit points of coursework and successfully complete an additional 12 credit point research dissertation (ie 60 credit points of units of study in total), in which students undertake a supervised individual project in an area of interest and report the outcomes in a dissertation.

### Course Outcomes

The specific teaching and learning outcomes of the Pain Management degree program are to:

- develop graduates with knowledge of the principles and practices which underpin the biopsychosocial approach to the management of pain
- develop graduates who can make a strong contribution towards improved outcomes for patients with pain problems
- develop graduates who adopt an evidence-based approach to practice in clinical and non-clinical contexts

- provide an avenue for graduates to focus on a specific discipline area or field of interest in pain management practice.

### Further Information

The program is offered in distance education mode. Enrolled students are provided with a username and password that allows them to access a protected course website. The website provides study guides with lecture notes and links to journal articles.

Interactive multimedia tutorials are also provided on CD-ROM. Computer conferencing allows students and staff to maintain regular contact. Some units provide additional support material on the website. Assessment is by essays, case studies and online activities. Marks are also given for the contribution students make to online discussion.

Students may also attend an optional two week course held in February each year at the Royal North Shore Hospital in Sydney.

## Degree resolutions

Sydney Medical School resolutions and the printed handbook are the official statement of Faculty policy. The resolutions contained in the printed handbook are accurate as at November 2010. If a conflict is perceived between the content of the printed handbook and information available elsewhere, Sydney Medical School resolutions and the information available in the handbook online shall always take precedence. See the handbook online website: [sydney.edu.au/handbooks/handbooks\\_admin/medicine.shtml](http://sydney.edu.au/handbooks/handbooks_admin/medicine.shtml). See the Policy Online website: [sydney.edu.au/policy](http://sydney.edu.au/policy), for copies of University policies.

## Graduate Certificate in Pain Management

## Graduate Diploma in Pain Management

## Master of Medicine (Pain Management)

## Master of Science in Medicine (Pain Management)

*These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to) the University of Sydney (Coursework) Rule 2000 (the 'Coursework Rule'), the Resolutions of the Faculty, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended) and the Academic Board policies on Academic Dishonesty and Plagiarism.*

### Course resolutions

#### 1 Course codes



Code	Course and stream title
KG008	Graduate Certificate in Pain Management
KF065	Graduate Diploma in Pain Management
KC057	Master of Medicine (Pain Management)
KC058	Master of Science in Medicine (Pain Management)

## 2 Attendance pattern

The attendance pattern for this course is full time or part time according to candidate choice.

## 3 Master's type

The master's degree in these resolutions is a professional master's course, as defined by the Coursework Rule.

## 4 Embedded courses in this sequence

- (1) The embedded courses in this sequence are:
  - (a) the Graduate Certificate in Pain Management
  - (b) the Graduate Diploma in Pain Management
  - (c) the Master of Medicine (Pain Management)
  - (d) Master of Science in Medicine (Pain Management).
- (2) Providing candidates satisfy the admission requirements for each stage, a candidate may progress to the award of any of the courses in this sequence. Only the longest award completed will be conferred.

## 5 Admission to candidature

- (1) Available places will be offered to qualified applicants according to the following admissions criteria. In exceptional circumstances the Dean may admit applicants without these qualifications who, in the opinion of the faculty, have qualifications and evidence of experience and achievement sufficient to successfully undertake the award.
- (2) Admission to the Graduate Certificate in Pain Management requires:
  - a Bachelor of Medicine and Bachelor of Surgery from the University of Sydney or equivalent qualification;
  - or
  - a bachelor's degree in a health-related discipline with first or second class honours from the University of Sydney or equivalent qualification;
  - or
  - a bachelor's degree in a health-related discipline from the University of Sydney or equivalent qualification. Applicants must have completed work equivalent to a first or second class honours bachelor's degree or pass a preliminary examination(s) as prescribed by the Faculty.
- (3) Admission to the Graduate Diploma in Pain Management requires:

a Bachelor of Medicine and Bachelor of Surgery of the University of Sydney or an equivalent qualification;

or

a bachelor's degree in a health-related discipline with first or second class honours from the University of Sydney or an equivalent qualification;

or

a bachelor's degree in a health-related discipline without first or second class honours from the University of Sydney or an equivalent qualification. Applicants must have completed work equivalent to a first or second class honours bachelor's degree or pass a preliminary examination(s) as prescribed by the Faculty.

- (4) Admission to the Master of Medicine (Pain Management) requires:
  - a Bachelor of Medicine and Bachelor of Surgery of the University of Sydney or an equivalent qualification.
- (5) Admission to the Master of Science in Medicine (Pain Management) requires:
  - a bachelor's degree in a health-related discipline with first or second class honours from the University of Sydney or an equivalent qualification;
  - or
  - a bachelor's degree in a health-related discipline without first or second class honours from the University of Sydney or an equivalent qualification. Applicants must have completed work equivalent to a first or second class honours bachelor's degree or pass a preliminary examination(s) as prescribed by the Faculty.

## 6 Requirements for award

- (1) The units of study that may be taken for the course are set out in the Table of Units of Study: Pain Management.
- (2) To qualify for the award of the Graduate Certificate in Pain Management a candidate must successfully complete 24 credit points of core units of study.
- (3) To qualify for the award of the Graduate Diploma in Pain Management a candidate must successfully complete 36 credit points, including:
  - (a) 24 credit points of core units of study; and
  - (b) 12 credit points of elective units of study.
- (4) To qualify for the award of the Master of Medicine (Pain Management) or Master of Science in Medicine (Pain Management) a candidate must successfully complete 48 credit points, including:
  - (a) 24 credit points of core units of study; and
  - (b) 24 credit points of elective units of study.

## 7 Transitional provisions

- (1) These resolutions apply to persons who commenced their candidature after 1 January, 2011 and persons who commenced their candidature prior to 1 January, 2011 who formally elect to proceed under these resolutions.
- (2) Candidates who commenced prior to 1 January, 2011 complete the requirements in accordance with the resolutions in force at the time of their commencement.

## Table of Units of Study: Pain Management

Unit of study	Credit points	A: Assumed knowledge	P: Prerequisites	C: Corequisites	N: Prohibition	Session
<b>Core Units</b>						
<b>PAIN5001</b> Introduction to Pain Management	6					Semester 1 Semester 2
<b>PAIN5002</b> Pain Mechanisms and Contributors	6					Semester 1b Semester 2b
<b>PAIN5003</b> Pain Treatment and Management Principles	6					Semester 1 Semester 2
<b>PAIN5004</b> Pain Conditions	6					Semester 1b Semester 2b

Unit of study	Credit points	A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition	Session
<b>Elective Units</b>			
PAIN5005 Orofacial Pain	6		Semester 2
PAIN5006 Independent Studies in Pain	6		Semester 1 Semester 2
PAIN5010 Clinical Aspects of Neurobiology	6		Semester 1
PAIN5011 Psychology of Pain	6		Semester 1
PAIN5012 Concepts of Pain	6		Semester 1
PAIN5013 Musculoskeletal Pain	6		Semester 1
PAIN5014 Cancer Pain	6		Semester 2
PAIN5015 Pharmacology of Pain Medicine	6		Semester 1
PAIN5016 Psychological Approaches in Pain Mgmt	6		Semester 2
PAIN5017 Disability and Pain Rehabilitation	6		Semester 2
PAIN5018 Pain in Children	6		Semester 2
PAIN5019 Pain in Older People	6		Semester 2
PAIN5020 Complementary Therapies: Pain Management	6		Semester 1
<b>Dissertation Units of Study</b>			
The following Units of Study are only available to Masters students who commenced their candidature prior to 2011			
PAIN5007 Dissertation A	6	P A candidate must have obtained a minimum weighted average mark of 70% in at least 24 credit points of coursework and obtained approval from the course-coordinator to enrol in this unit of study. Enrolment must be done through the Faculty or School office. <i>Note: Department permission required for enrolment</i>	S2 Late Int Semester 1 Semester 2
PAIN5008 Dissertation B	6	P A candidate must have obtained a minimum weighted average mark of 70% in at least 24 credit points of coursework and obtained approval from the course-coordinator to enrol in this unit of study. Enrolment must be done through the Faculty or School office. <i>Note: Department permission required for enrolment</i>	S2 Late Int Semester 1 Semester 2
PAIN5009 Dissertation C	12	P A candidate must have obtained a minimum weighted average mark of 70% in at least 24 credit points of coursework and obtained approval from the course-coordinator to enrol in this unit of study. Enrolment must be done through the Faculty or School office. <i>Note: Department permission required for enrolment</i>	S2 Late Int Semester 1 Semester 1a Semester 1b Semester 2 Semester 2a Semester 2b
Dissertation units of study are only undertaken by students in the honours stream. See the course coordinator for further information. Students must enrol in 12 credit points of dissertation in addition to the 48 credit points required for the Master's degree. The dissertation units of study should be done either in one semester (Dissertation C) or over two semesters (Dissertation A and Dissertation B). A student must be enrolled in order to submit the dissertation. If a student is not able to submit their dissertation after enrolling in 12 credit points of dissertation units of study, they must re-enrol in a minimum of 6 credit points of dissertation units of study, with the concomitant financial liability, every semester until they submit.			

### Further enquiries

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## Units of Study Descriptions for 2011

### PAIN5001

#### Introduction to Pain Management

**Credit points:** 6 **Teacher/Coordinator:** Associate Professor Michael Nicholas  
**Session:** Semester 1, Semester 2 **Classes:** Online, approximately 10 hours of study per week (equals 140 hours in total) **Assessment:** participation in online discussion (20%), 4000-5000 word written assignment/s or equivalent (80%) **Campus:** Camperdown/Darlington **Mode of delivery:** On-line

To introduce participants to the problem of pain within a multidisciplinary team framework and the extent of the problem in the community. The unit provides an overview of historical and

philosophical models of pain and its management methods over time. Current classifications of pain are examined and the interrelationship between various paradigms of health and illness are outlined. Participants also begin to consider the principles of research design and biostatistics, and explore professional and ethical issues.

### PAIN5002

#### Pain Mechanisms and Contributors

**Credit points:** 6 **Teacher/Coordinator:** Associate Professor Michael Nicholas and Associate Professor Janet Keast **Session:** Semester 1b, Semester 2b  
**Classes:** Online, approximately 10 hours of study per week (equals 140 hours in total) **Assessment:** participation in online discussion (20%), 4000-5000 word written assignment/s or equivalent (80%) **Campus:** Camperdown/Darlington **Mode of delivery:** On-line

To introduce and develop participants understanding about the basic neuroscience of pain and the interrelationship between psychological, physiological and environmental processes in pain. Neuro-anatomical, physiological, pharmacological, and biochemical mechanisms involved in nociception, including peripheral and central sensitisation are discussed. Theoretical bases are introduced and the ways in which psychological and environmental factors modify or maintain pain perception and behaviour are explored.

### PAIN5003

#### Pain Treatment and Management Principles

**Credit points:** 6 **Teacher/Coordinator:** Dr Charles Brooker **Session:** Semester 1, Semester 2 **Classes:** Online, approximately 10 hours of study per week (equals 140 hours in total) **Assessment:** participation in online discussion (20%), 4000-5000 word written assignment/s or equivalent (80%) **Campus:** Camperdown/Darlington **Mode of delivery:** On-line

To introduce participants to the core principles of pain assessment, treatment and management. Participants consider the biopsychosocial model and the scientific basis for assessment, diagnosis and treatment. They explore principles of pharmacokinetics and pharmacodynamics, together with routes of drug administration. The role of physiotherapy and rehabilitation management, and the use of procedures such as neural blockade, simulation techniques and surgery are also considered.

### PAIN5004

#### Pain Conditions

**Credit points:** 6 **Teacher/Coordinator:** Associate Professor Philip Siddall **Session:** Semester 1b, Semester 2b **Classes:** On line, approximately 10 hours of study per week (equals 140 hours in total) **Assessment:** participation in online discussion (20%), 4000-5000 word written assignment/s or equivalent (80%) **Campus:** Camperdown/Darlington **Mode of delivery:** On-line

The unit provides an introduction to a range of pain conditions. Participants are encouraged to integrate and apply previous learning to specific pain problems, acute, chronic and cancer pain. Recent advances in pain relief techniques are introduced and specific issues in the management of pain in children and older people are considered.

### PAIN5005

#### Orofacial Pain

**Credit points:** 6 **Teacher/Coordinator:** Dr Russell Vickers **Session:** Semester 2 **Classes:** Online, approximately 10 hours of study per week (equals 140 hours in total) **Assessment:** participation in online discussion (20%) 4000-5000 word written assignments or equivalent (80%) **Campus:** Camperdown/Darlington **Mode of delivery:** On-line

Orofacial pain is frequently reported in the general population and is severe. It encompasses several conditions that involve medical, dental and psychological variables such as neuralgia, neuropathic pain, and temporomandibular disorder and related headache syndromes. The purpose of this unit is to explore the principles of orofacial pain mechanisms, symptomatology and treatments. Topics include orofacial pain assessment, diagnostic tests including local anaesthetic blocks, specific pharmacology for orofacial pain, and multidisciplinary treatment approaches.

### PAIN5006

#### Independent Studies in Pain

**Credit points:** 6 **Teacher/Coordinator:** Ms Grace Tague **Session:** Semester 1, Semester 2 **Classes:** Online, approximately 10 hours of study per week (equals 140 hours in total) **Assessment:** learning contract (10%), 5000 word written assignments (or equivalent) (90%) **Campus:** Camperdown/Darlington **Mode of delivery:** On-line

In this unit participants undertake independent study in a specific area of interest within the field of pain management. The learning goals, methodology, resources and outcomes are negotiated with a supervisor via a learning contract. This negotiation process enables participants to tailor their learning to a specific need and/or area of interest around a clinical, scientific, educational, managerial or administrative topic.

### PAIN5010

#### Clinical Aspects of Neurobiology

**Credit points:** 6 **Teacher/Coordinator:** Associate Professor Philip Siddall **Session:** Semester 1 **Classes:** Online, approximately 10 hours of study per week (equals 140 hours in total) **Assessment:** participation in online discussion (20%), 4000-5000 word written assignments or equivalent (80%) **Campus:** Camperdown/Darlington **Mode of delivery:** On-line

This unit aims to build on information acquired from previous units and explore in more detail the assessment, mechanisms and management of several pain conditions. In addition, it aims to explore the concepts, neurobiology and clinical application of two approaches to pain management (lesioning and stimulation analgesia) as well as the placebo effects.

### PAIN5011

#### Psychology of Pain

**Credit points:** 6 **Teacher/Coordinator:** Mr Brad Wood **Session:** Semester 1 **Classes:** Online, approximately 10 hours of study per week (equals 140 hours in total) **Assessment:** participation in online discussion (20%), 4000-5000 word written assignments or equivalent (80%) **Campus:** Camperdown/Darlington **Mode of delivery:** On-line

This unit aims to provide a comprehensive study of current psychological perspectives and research on the experience and impact of pain. Theoretical models are introduced and the ways in which psychological processes might modify and/or maintain pain experience are explored. The processes explored include the roles of attention, learning, affect/mood, beliefs, self-talk, coping strategies, and interactions with environmental factors such as significant others, social contingencies and contexts (including culture, gender, workplace, etc.). Attention is given to incorporating psychosocial assessment within a biopsychosocial framework.

### PAIN5012

#### Concepts of Pain

**Credit points:** 6 **Teacher/Coordinator:** Mr Timothy Austin **Session:** Semester 1 **Classes:** Online, approximately 10 hours of study per week (equals 140 hours in total) **Assessment:** participation in online discussion (20%), 4000-5000 word written assignments or equivalent (80%) **Campus:** Camperdown/Darlington **Mode of delivery:** On-line

This unit provides an overview of different aspects of pain. These aspects include philosophical, narrative, placebo, evolutionary and biopsychosocial approaches to understanding pain. The aim is to deepen students' appreciation of the context in which pain management takes place.

### PAIN5013

#### Musculoskeletal Pain

**Credit points:** 6 **Teacher/Coordinator:** Mr Damien Finnis **Session:** Semester 1 **Classes:** Online, approximately 10 hours of study per week (equals 140 hours in total) **Assessment:** participation in online discussion (20%), 4000-5000 word written assignments or equivalent (80%) **Campus:** Camperdown/Darlington **Mode of delivery:** On-line

This unit explores aspects of the assessment and management of musculoskeletal pain. Topics include anatomical/physiological mechanisms, medical and non-medical assessment and management, together with regional pain syndromes.

### PAIN5014

#### Cancer Pain

**Credit points:** 6 **Teacher/Coordinator:** TBC **Session:** Semester 2 **Classes:** Online, approximately 10 hours of study per week (equals 140 hours in total) **Assessment:** participation in online discussion (20%), 4000-5000 word written assignments or equivalent (80%) **Campus:** Camperdown/Darlington **Mode of delivery:** On-line

This unit addresses the biopsychosocial assessment and management of pain associated with cancer. Recent advances in pain relief techniques including delivery systems for patient control of pain are reviewed, together with appropriate assessment and treatment approaches for psychological factors such as depression, grief and stress.

**PAIN5015****Pharmacology of Pain Medicine**

**Credit points:** 6 **Teacher/Coordinator:** Dr Beata Bajorek and Dr Christopher Vaughan **Session:** Semester 1 **Classes:** Online, approximately 10 hours of study per week (equals 140 hours in total) **Assessment:** participation in online discussion (20%), 4000-5000 word written assignments or equivalent (80%) **Campus:** Camperdown/Darlington **Mode of delivery:** On-line

This unit introduces students to the preclinical pharmacology of analgesic drugs. The ethics in laboratory research, drug testing models, and some of the confounding factors in such research are also covered.

**PAIN5016****Psychological Approaches in Pain Mgmt**

**Credit points:** 6 **Teacher/Coordinator:** Dr Sarah Overton **Session:** Semester 2 **Classes:** Online, approximately 10 hours of study per week (equals 140 hours in total) **Assessment:** participation in online discussion (20%), 4000-5000 word written assignments or equivalent (80%) **Campus:** Camperdown/Darlington **Mode of delivery:** On-line

This unit is primarily focused on the influence of psychological variables in the implementation of all treatments, both somatic and psychological. The bio-psychosocial model of chronic pain is revisited and the implications for interdisciplinary interventions are discussed. The evidence for interventions based on psychological principles is critically examined and implementation of these interventions in a range of clinical settings is explored.

**PAIN5017****Disability and Pain Rehabilitation**

**Credit points:** 6 **Teacher/Coordinator:** Professor Ian Cameron **Session:** Semester 2 **Classes:** Online, approximately 10 hours of study per week (equals 140 hours in total) **Assessment:** participation in online discussion (20%), 4000-5000 word written assignments or equivalent (80%) **Campus:** Camperdown/Darlington **Mode of delivery:** On-line

The interface between pain assessment and treatment and the system of compensation for workplace-related injury and disability is the focus of this subject. Accordingly the role of pain management in rehabilitation following occupational injury or illness is addressed, together with the medical, legal, insurer, employer, trade union and rehabilitation provider perspectives and roles in providing protection, advocacy, compensation and treatment. Legislative and attitudinal changes in the social environment relating to occupational injury and treatment are considered together with challenges for pain management arising from dysfunction in the system of rehabilitation following injury.

**PAIN5018****Pain in Children**

**Credit points:** 6 **Teacher/Coordinator:** Dr Jane Thomas **Session:** Semester 2 **Classes:** Online, approximately 10 hours of study per week (equals 140 hours in total) **Assessment:** participation in online discussion (20%), 4000-5000 word written assignments or equivalent (80%) **Campus:** Camperdown/Darlington **Mode of delivery:** On-line

This unit provides an opportunity for students to understand the developmental physiology and psychology of infants and children, together with the pharmacology (particularly with reference to dose and route of administration) of pain management in children. Particular attention is given to management of acute pain in children, both post-operative and procedure-related pain, to methods of pain assessment in children of various ages, to non-pharmacological pain management strategies and to chronic pain presentations in children.

**PAIN5019****Pain in Older People**

**Credit points:** 6 **Teacher/Coordinator:** Mr Brad Wood **Session:** Semester 2 **Classes:** Online, approximately 10 hours of study per week (equals 140 hours in total) **Assessment:** participation in online discussion (20%), 4000-5000 word written assignments or equivalent (80%) **Campus:** Camperdown/Darlington **Mode of delivery:** On-line

Readings and case studies will highlight the unique difficulties of elderly people who suffer from degenerative, painful conditions, often exacerbated by multiple losses, role changes, limited mobility and

mood disorder. The emphasis will be on assessment and management of pain when complicated by these conditions.

**PAIN5020****Complementary Therapies: Pain Management**

**Credit points:** 6 **Teacher/Coordinator:** Dr Russell Vickers **Session:** Semester 1 **Classes:** Online, approximately 10 hours of study per week (equals 140 hours in total) **Assessment:** participation in online discussion (20%), 4000-5000 word written assignments or equivalent (80%) **Campus:** Camperdown/Darlington **Mode of delivery:** On-line

This unit explores complementary therapies that may accompany conventional medical approaches in the management of pain. The evidence base is discussed, as well as the implications, costs and side effects of these therapies. The historical basis of each therapy is considered, together with current knowledge about their application and potential interactions with conventional medicines and treatments. Topics include: acupuncture, herbalism, homeopathy, hypnosis and relaxation techniques, yoga and meditation, osteopathy and chiropractic.

**The following Units of Study are only available to Master's students who commenced their candidature prior to 2011**

**PAIN5007****Dissertation A**

**Credit points:** 6 **Session:** S2 Late Int, Semester 1, Semester 2 **Classes:** Online, supervised research, minimum 6hr/week **Prerequisites:** A candidate must have obtained a minimum weighted average mark of 70% in at least 24 credit points of coursework and obtained approval from the course-coordinator to enrol in this unit of study. Enrolment must be done through the Faculty or School office. **Assessment:** PAIN5007 and PAIN5008 are assessed together through a dissertation up to 20,000 words **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

*Note: Department permission required for enrolment.*

The honours dissertation provides participants with an opportunity to undertake an advanced investigation into a topic or issue relevant to their professional interests. Participants develop a proposal for independent research on a topic or a substantial paper that demonstrates the application of scholarly literature to a practical problem or issue.

**PAIN5008****Dissertation B**

**Credit points:** 6 **Session:** S2 Late Int, Semester 1, Semester 2 **Classes:** Online, supervised research, minimum 6hr/week **Prerequisites:** A candidate must have obtained a minimum weighted average mark of 70% in at least 24 credit points of coursework and obtained approval from the course-coordinator to enrol in this unit of study. Enrolment must be done through the Faculty or School office. **Assessment:** PAIN5007 and PAIN5008 are assessed together through a dissertation up to 20,000 words **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

*Note: Department permission required for enrolment.*

The honours dissertation provides participants with an opportunity to undertake an advanced investigation into a topic or issue relevant to their professional interests. Participants develop a proposal for independent research on a topic or a substantial paper that demonstrates the application of scholarly literature to a practical problem or issue.

**PAIN5009****Dissertation C**

**Credit points:** 12 **Session:** S2 Late Int, Semester 1, Semester 1a, Semester 1b, Semester 2, Semester 2a, Semester 2b **Classes:** Online, supervised research, minimum 6hr/week **Prerequisites:** A candidate must have obtained a minimum weighted average mark of 70% in at least 24 credit points of coursework and obtained approval from the course-coordinator to enrol in this unit of study. Enrolment must be done through the Faculty or School office. **Assessment:** students write a dissertation up to 20,000 words **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

*Note: Department permission required for enrolment.*

The honours dissertation provides participants with an opportunity to undertake an advanced investigation into a topic or issue relevant to their professional interests. Participants develop a proposal for independent research on a topic or a substantial paper that

demonstrates the application of scholarly literature to a practical problem or issue.



# Psychotherapy

## Master of Medicine (Psychotherapy)

(MMed(Psychotherapy)) KC012

## Master of Science in Medicine (Psychotherapy)

(MScMed(Psychotherapy)) KC045

Course	Credit points for award	Duration part-time
MMed(Psychotherapy)	72	3 to 6 years
MScMed(Psychotherapy)	72	3 to 6 years

### Overview

Psychotherapy covers a range of techniques employed to improve an individual's mental health. Mental illness is more common than many people think – an estimated 800,000 Australians are affected by depression each year. Often mental illnesses are unrecognised and remain untreated.

The aim of this program is to train clinicians to deal effectively with people with psychological disorders that are not helped by more traditional psychotherapies. These include personality disorders, generalised anxiety disorder, dysthymia and chronic depression.

The therapeutic approach taught by this program is based on the Conversational Model (Hobson, 1985; Meares, 2000, 2005), but also incorporates concepts from other schools, including Self Psychology, Intersubjectivity Theory, Trauma Theory and Memory Systems Theory. These ideas are centred around concepts of the self, notions of boundary formation, the empathic mode of listening, a focus on subjective experience, and unconscious traumatic memory systems.

To qualify for the degree, candidates must complete 72 credit points comprising coursework, supervised clinical work and a research treatise. The program is taken part-time, normally over three years.

### Course Outcomes

Upon successful completion of the program candidates will have achieved proficiency as psychotherapists to the point of gaining professional recognition with the Australian and New Zealand Association of Psychotherapy (ANZAP) and the Psychotherapy and Counselling Federation of Australia (PACFA). Successful candidates will have learnt to apply psychodynamic principles to a variety of clinical settings. Successful candidates will also have gained competency in psychodynamic concepts to the point of being capable of publishing in the field and participating in relevant scientific meetings.

### Further Information

The program has six strands:

1. *Grand rounds*: Designed to encourage open and free discussion and to help in the formulation of new and emerging ideas, with participation by the faculty and candidates alike. These will be of one hour duration and will be attended by all the candidates and all the supervisors. An area of interest or controversy in the current psychotherapeutic field will be presented by a supervisor, candidate or invited guest, followed by discussion.
2. *Seminars*: These will be approximately one and a half hours duration and will be held every week of the academic year. One member of the faculty will lead the seminar group for a whole semester.
3. *Practical work*: Candidates will be expected to undertake psychotherapy with assigned patients during the three years of

the course. They will be expected to begin with their first assigned patient early in their first year and to begin with their second patient early in their second year. By the middle of the second year all candidates will be seeing two patients, each for at least two sessions per week. The course requirement is that one patient be seen for a minimum of 100 sessions and a second patient be seen for a minimum of 200 sessions prior to the completion of the course.

4. *Clinical supervision*: The clinical supervision will be conducted weekly for the whole of the academic year. All candidates will be expected to present sessions for weekly supervision. In addition, candidates may be required to present, from time to time, sessions in the form of process notes or by means of video tape. During the first year supervision will be conducted either individually or in small groups of two candidates for one and a half hours per week. During the second and third years, there will be weekly group supervision as well as individual supervision each week with a second supervisor.
5. *Reading*: Candidates will be given some reading material and a reading list at the beginning of the year and may be asked to prepare a seminar periodically.
6. *Assessment*: Assessment is an ongoing process during the whole year with a clinical viva and an essay paper at the end of the year. A course book will be issued at the beginning of the course in order to provide a permanent record of the candidate's progress in meeting the course requirements. At the end of each semester a candidate will be required to have their supervisors record what progress has been made during that semester in both the theoretical and clinical strands. At the end of the first year there will be a clinical viva in which they will be expected to present an example of their psychotherapy sessions on audiotape to the examiners. This assessment will focus on clinical and theoretical issues. In addition candidates will be expected to write an essay of 2 3000 words, either from a list of selected topics or a subject of their own psychotherapeutic interest. Assessment in the second year will be ongoing and conclude at the end of the year with an essay paper and a clinical viva as in Year 1. Candidates are encouraged to write essays in Years 1 and 2 on a theme that can be further developed in Year 3 as a treatise. There will be a two-part assessment at the end of the third year subject to satisfactory progress in clinical work. The first part is a clinical presentation to the members of the faculty which may be based on the material of the treatise. The second part requires completion of a research or theoretical treatise of 7 10,000 words.

## Degree Resolutions

Sydney Medical School resolutions and the printed handbook are the official statement of Faculty policy. The resolutions contained in the printed handbook are accurate as at November 2010. If a conflict is perceived between the content of the printed handbook and information available elsewhere, Sydney Medical School resolutions and the information available in the handbook online shall always take precedence. See the handbook online website: [sydney.edu.au/handbooks/handbooks\\_admin/medicine.shtml](http://sydney.edu.au/handbooks/handbooks_admin/medicine.shtml). See the Policy Online website: [sydney.edu.au/policy](http://sydney.edu.au/policy), for copies of University policies.



## Master of Science in Medicine (Psychotherapy)

### Master of Medicine (Psychotherapy)

*These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to) the University of Sydney (Coursework) Rule 2000 (the 'Coursework Rule'), the Resolutions of the Faculty, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended) and the Academic Board policies on Academic Dishonesty and Plagiarism.*

#### Course resolutions

##### 1 Course codes

Code	Course and stream title
KC012	Master of Medicine (Psychotherapy)
KC045	Master of Science in Medicine (Psychotherapy)

##### 2 Attendance pattern

The attendance pattern for this course is part time only.

##### 3 Master's type

The master's degree in these resolutions is a professional master's course, as defined by the Coursework Rule.

##### 4 Admission to candidature

- (1) Available places will be offered to qualified applicants according to the following admissions criteria. In exceptional circumstances the Dean may admit applicants without these qualifications who, in the opinion of the Faculty, have qualifications and evidence of experience and achievement sufficient to successfully undertake the award.

- (2) Admission to the Master of Medicine (Psychotherapy) requires:
  - (a) a Bachelor of Medicine and Bachelor of Surgery of the University of Sydney or an equivalent qualification;
  - (b) experience in a clinical area related to mental health;
  - (c) current professional indemnity insurance to practice psychotherapy in NSW; and
  - (d) satisfactory performance at an interview as required.
- (3) Admission to the Master of Science in Medicine (Psychotherapy) requires:
  - (a) a bachelor's degree in a health discipline with first or second class honours from the University of Sydney or equivalent qualification;
 

or

 a bachelor's degree in a health discipline without first or second class honours from the University of Sydney or equivalent qualification. Applicants must have completed work equivalent to a first or second class honours bachelor's degree or pass a preliminary examinations(s) as prescribed by the faculty;
  - (b) experience in a clinical area related to mental health;
  - (c) current professional indemnity insurance to practice psychotherapy in NSW; and
  - (d) satisfactory performance at an interview as required.

##### 5 Requirements for award

- (1) The units of study that may be taken for the course are set out in the Table of Units of Study: Psychotherapy.
- (2) To qualify for the award of the master a candidate must successfully complete 72 credit points of core units of study.

##### 6 Transitional provisions

- (1) These resolutions apply to persons who commenced their candidature after 1 January, 2011 and persons who commenced their candidature prior to 1 January, 2011 who formally elect to proceed under these resolutions.
- (2) Candidates who commenced prior to 1 January, 2011 complete the requirements in accordance with the resolutions in force at the time of their commencement.

### Table of Units of Study: Psychotherapy

Unit of study	Credit points	A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition	Session
<b>Core Units</b>			
A student must be enrolled in order to submit the treatise. If a student is not able to submit his/her treatise by the end of his/her 6th semester, he/she must re-enrol in PSTY5108 Psychotherapy Treatise, with the concomitant financial liability, every semester until he/she submits.			
PSTY5101 Psychotherapy 1A	12		Semester 1
PSTY5102 Psychotherapy 1B	12		Semester 2
PSTY5103 Psychotherapy 2A	12		Semester 1
PSTY5104 Psychotherapy 2B	12		Semester 2
PSTY5105 Psychotherapy 3A	12		Semester 1
PSTY5107 Psychotherapy Coursework	6	P PSTY5105 C PSTY5108 N PSTY5106 <i>Theoretical grounding in the Conversational Model and related approaches to psychodynamic psychotherapy.</i>	Semester 2
PSTY5108 Psychotherapy Treatise	6	P PSTY5105 C PSTY5107	Semester 2

#### Further enquiries

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## Units of Study Descriptions for 2011

### PSTY5101

#### Psychotherapy 1A

**Credit points:** 12 **Session:** Semester 1 **Classes:** Grand rounds; seminars (1.5 hours every week for whole semester); practical work; clinical supervision (45 minutes every week for whole semester). **Assessment:** Assessment undertaken on completion of PSTY5102 (i.e. at end of first year): clinical viva plus essay assignment. **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

Grand rounds: One hour duration and attended by all candidates and supervisors. An area of interest or controversy in the current psychotherapeutic field will be presented by a supervisor, candidate or invited guest, followed by discussion. Seminars: One member of the Faculty will lead the seminar group for a whole semester. Practical work: Candidates will be expected to undertake psychotherapy with assigned patients during the three years of the course. They will be expected to begin with their first assigned patient early in their first year. Clinical supervision: The clinical supervision will be conducted weekly for the whole of the academic year. All candidates will be expected to present sessions for weekly supervision. In addition, candidates may be required to present, from time to time, sessions in the form of process notes or by means of audio tape. During the first year supervision will be conducted either individually or in small groups of two candidates for one and a half hours per week. Reading: Candidates will be given some reading material and a reading list at the beginning of the year and may be asked to prepare a seminar periodically.

### PSTY5102

#### Psychotherapy 1B

**Credit points:** 12 **Session:** Semester 2 **Classes:** Grand rounds; seminars (1.5 hours every week for whole semester); practical work; clinical supervision (45 minutes every week for whole semester). **Assessment:** Assessment for both PSTY5101 and PSTY5102: clinical viva plus essay assignment. **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

Grand rounds: One hour duration and attended by all candidates and supervisors. An area of interest or controversy in the current psychotherapeutic field will be presented by a supervisor, candidate or invited guest, followed by discussion. Seminars: One member of the Faculty will lead the seminar group for a whole semester. Practical work: Candidates will be expected to undertake psychotherapy with assigned patients during the three years of the course. They will be expected to begin with their first assigned patient early in their first year. Clinical supervision: The clinical supervision will be conducted weekly for the whole of the academic year. All candidates will be expected to present sessions for weekly supervision. In addition, candidates may be required to present, from time to time, sessions in the form of process notes or by means of audiotape. During the first year supervision will be conducted either individually or in small groups of two candidates for one and a half hours per week. Reading: Candidates will be given some reading material and a reading list at the beginning of the year and may be asked to prepare a seminar periodically.

### PSTY5103

#### Psychotherapy 2A

**Credit points:** 12 **Session:** Semester 1 **Classes:** Grand rounds; seminars (1.5 hours every week for whole semester); practical work; clinical supervision. **Assessment:** Assessment undertaken on completion of PSTY5104 (i.e. at end of second year): clinical viva plus essay assignment. **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

Grand rounds: One hour duration and attended by all candidates and supervisors. An area of interest or controversy in the current psychotherapeutic field will be presented by a supervisor, candidate or invited guest, followed by discussion. Seminars: One member of the Faculty will lead the seminar group for a whole semester. Practical work: Candidates will be expected to undertake psychotherapy with assigned patients during the three years of the course. They will be expected to begin with their first assigned patient early in their first year and to begin with their second patient early in their second year.

By the middle of the second year all candidates will be seeing two patients, each for at least 2 sessions a week. Clinical supervision: The clinical supervision will be conducted weekly for the whole of the academic year. All candidates will be expected to present sessions for weekly supervision. In addition, candidates may be required to present, from time to time, sessions in the form of process notes or by means of audiotape. During the first year supervision will be conducted either individually or in small groups of two candidates for one and a half hours per week. Additionally, during the second and third years, there will be individual supervision every week with a second supervisor. Reading: Candidates will be given some reading material and a reading list at the beginning of the year and may be asked to prepare a seminar periodically.

### PSTY5104

#### Psychotherapy 2B

**Credit points:** 12 **Session:** Semester 2 **Classes:** Grand rounds; seminars (1.5 hours every week for whole semester); practical work; clinical supervision. **Assessment:** Assessment for both PSTY5103 and PSTY5104: clinical viva plus essay assignment. **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

Grand rounds: One hour duration and attended by all candidates and supervisors. An area of interest or controversy in the current psychotherapeutic field will be presented by a supervisor, candidate or invited guest, followed by discussion. Seminars: One member of the Faculty will lead the seminar group for a whole semester. Practical work: Candidates will be expected to undertake psychotherapy with assigned patients during the three years of the course. They will be expected to begin with their first assigned patient early in their first year and to begin with their second patient early in their second year. By the middle of the second year all candidates will be seeing two patients, each for at least 2 sessions a week. Clinical supervision: The clinical supervision will be conducted weekly for the whole of the academic year. All candidates will be expected to present sessions for weekly supervision. In addition, candidates may be required to present, from time to time, sessions in the form of process notes or by means of audiotape. During the first year supervision will be conducted either individually or in small groups of two candidates for one and a half hours per week. Additionally, during the second and third years, there will be individual supervision every week with a second supervisor. Reading: Candidates will be given some reading material and a reading list at the beginning of the year and may be asked to prepare a seminar periodically.

### PSTY5105

#### Psychotherapy 3A

**Credit points:** 12 **Session:** Semester 1 **Classes:** Grand rounds; seminars (1.5 hours every week for whole semester); practical work; clinical supervision. **Assessment:** Assessment undertaken on completion of PSTY5107 (i.e. at end of third year): clinical case presentation to the members of the Faculty. **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

Grand rounds: One hour duration and attended by all candidates and supervisors. An area of interest or controversy in the current psychotherapeutic field will be presented by a supervisor, candidate or invited guest, followed by discussion. Seminars: One member of the Faculty will lead the seminar group for a whole semester. Practical work: Candidates will be expected to undertake psychotherapy with assigned patients during the three years of the course. They will be expected to begin with their first assigned patient early in their first year and to begin with their second patient early in their second year. By the middle of the second year all candidates will be seeing two patients, each for at least 2 sessions a week. Clinical supervision: The clinical supervision will be conducted weekly for the whole of the academic year. All candidates will be expected to present sessions for weekly supervision. In addition, candidates may be required to present, from time to time, sessions in the form of process notes or by means of audio- tape. During the first year supervision will be conducted either individually or in small groups of two candidates for one and a half hours per week. Additionally, during the second and third years, there will be individual supervision every week with a second supervisor. Reading: Candidates will be given some reading

material and a reading list at the beginning of the year and may be asked to prepare a seminar periodically.

### **PSTY5107**

#### **Psychotherapy Coursework**

**Credit points:** 6 **Teacher/Coordinator:** Dr Anthony Korner, Dr Friederike Gerull **Session:** Semester 2 **Classes:** Classes are held on Thursday mornings and include lectures, case presentations, seminars on theory, tutorials on research method and supervision for clinical work. **Prerequisites:** PSTY5105 **Corequisites:** PSTY5108 **Prohibitions:** PSTY5106 **Assessment:** Assessment is by review of clinical work by supervisors and assessment of knowledge and participation by the teaching faculty. **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

*Note: Theoretical grounding in the Conversational Model and related approaches to psychodynamic psychotherapy.*

Coursework involves attendance at grand rounds, seminars, individual and group supervision at the Mental Health Sciences Centre, Cumberland Hospital. Candidates need to attend and participate in these activities and also need to conduct clinically supervised psychotherapy at a standard appropriate to the advanced stage of training in the discipline.

#### *Textbooks*

The Metaphor of Play.  
Intimacy and Alienation.  
Forms of Feeling.

### **PSTY5108**

#### **Psychotherapy Treatise**

**Credit points:** 6 **Teacher/Coordinator:** Dr Anthony Korner, Dr Friederike Gerull **Session:** Semester 2 **Classes:** Self-directed research with weekly meetings with the supervisor **Prerequisites:** PSTY5105 **Corequisites:** PSTY5107 **Assessment:** Treatise of 7-10,000 words. There is an oral examination that involves presentation of the treatise to the teaching faculty who then question the candidate with respect to the theoretical and evidential base for the treatise. **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

Research and treatise of up to 10,000 words.

#### *Textbooks*

The Metaphor of Play.  
Intimacy and Alienation.  
Forms of Feeling.

# Public Health

## Graduate Diploma in Public Health

(GradDipPH) KF000

## Master of Public Health

(MPH) KC052

## Master of Public Health (Professional Practice)

(MPH(Professional Practice)) KC088

Course	Credit points for award	Duration full-time	Duration part-time
GradDipPH	36	1 year	1.5 to 3 years
MPH	48	1 year	1.5 to 4 years
MPH(Professional Practice)	60	1.5 years (or 0.5 year following the MPH)	1 year following the MPH

### Overview

The Public Health program focuses on the prevention of illness and the promotion of health, with practitioners playing a proactive rather than a reactive role, especially with regard to the coordination of relevant community resources. These courses provide the opportunity to develop skills and acquire knowledge essential for the effective practice of public health, including the effective management of community health problems.

The Master of Public Health (Professional Practice) program allows high performing students to extend their MPH coursework degree with a workplace practicum. Students will undertake 12 additional credit points of study/training in a supervised professional placement.

Students enrolled in a master's degree prior to 2011 may be awarded at either a pass or honours grade. Honours is only available to students who have obtained a minimum weighted average mark of 70 percent at the completion of 48 credit points of coursework. Students must successfully complete an additional 12 credit point research dissertation (ie 60 credit points of study in total) in which they undertake a supervised individual project in an area of interest and report the outcomes in a dissertation. Enrolment in Honours requires the permission of the course coordinator.

### Course Outcomes

The skills and knowledge you will acquire are in the areas of:

- Research Methods - such as assessing the quality of research studies; using basic mortality and other data for descriptive purposes; and evaluating public health interventions and programs
- Health Services - such as developing an understanding of public and private sector health care delivery; using various sources of information for forming health policy; and interpreting the role of governments in the delivery of health services
- Public Health Practice - such as analysing social and cultural factors relating to public health problems; describing the principles of disease prevention and control across a population; and examining major public health strategies and their application.

### Further information

All core units of study are scheduled in Semester 1, except for the capstone experience for master's degree students which is in Semester 2, and most electives are in Semester 2 of each year.

In general, full-time students attend classes during the day in Semester 1, while classes for part-time students are usually scheduled on two evenings per week. In Semester 2 attendance times depend on the

elective units of study selected. Most units of study are available in distance mode – please consult the School of Public Health website for more information. Assessment methods vary from unit to unit and include assignments, class exercises and, for some core units of study, examinations.

## Degree Resolutions

Sydney Medical School resolutions and the printed handbook are the official statement of Faculty policy. The resolutions contained in the printed handbook are accurate as at November 2010. If a conflict is perceived between the content of the printed handbook and information available elsewhere, Sydney Medical School resolutions and the information available in the handbook online shall always take precedence. See the handbook online website: [sydney.edu.au/handbooks/handbooks\\_admin/medicine.shtml](http://sydney.edu.au/handbooks/handbooks_admin/medicine.shtml). See the Policy Online website: [sydney.edu.au/policy](http://sydney.edu.au/policy), for copies of University policies.

## Graduate Diploma in Public Health

## Master of Public Health

## Master of Public Health (Professional Practice)

*These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to) the University of Sydney (Coursework) Rule 2000 (the 'Coursework Rule'), the Resolutions of the Faculty, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended) and the Academic Board policies on Academic Dishonesty and Plagiarism.*

### Course resolutions

#### 1 Course codes

Code	Course title
KF000	Graduate Diploma in Public Health
KC052	Master of Public Health
KC088	Master of Public Health (Professional Practice)

#### 2 Attendance pattern

The attendance pattern for these courses is full time or part time according to candidate choice.

#### 3 Master's type

The master's degrees in these resolutions are professional master's courses, as defined by the Coursework Rule.



#### 4 Embedded courses in this sequence

- (1) The embedded courses in this sequence are:
  - (a) the Graduate Diploma in Public Health
  - (b) the Master of Public Health
  - (c) the Master of Public Health (Professional Practice).
- (2) Providing candidates satisfy the admission requirements for each stage, a candidate may progress to the award of any of the courses in this sequence. Only the longest award completed will be conferred.

#### 5 Admission to candidature

- (1) Available places in the Graduate Diploma in Public Health and Master of Public Health will be offered to qualified applicants according to the following admissions criteria. In exceptional circumstances the Dean may admit applicants without these qualifications who, in the opinion of the Faculty, have qualifications, evidence of experience and achievement sufficient to successfully undertake the award.
- (2) Admission to the Graduate Diploma of Public Health requires: a degree from the University of Sydney or equivalent qualification
- (3) Admission to the degree of Master of Public Health requires: a minimum four year degree from the University of Sydney or an equivalent qualification; or a shorter degree from the University of Sydney or an equivalent qualification, and non-degree professional qualifications and/or substantial relevant experience and/or other relevant qualifications.
- (4) Available places in the Master of Public Health (Professional Practice) will be offered to applicants based on merit, according to the following admissions criteria:
  - (a) the applicant to be enrolled in Master of Public Health;
  - (b) the applicant to have a weighted average mark of at least 75 per cent in the first 24 credit points of core coursework; and
  - (c) any other requirements as stated by the faculty at the time of application.

#### 6 Requirements for award

- (1) The units of study that may be taken for the courses are set out in the Table of Units of Study: Public Health.
- (2) To qualify for the award of the Graduate Diploma in Public Health a candidate must successfully complete 36 credit points, including:
  - (a) 24 credit points of core units of study; and
  - (b) 12 credit points of elective units of study, with a minimum of 6 credit points from Part 1 of the Table.
- (3) To qualify for the award of the Master of Public Health a candidate must successfully complete 48 credit points, including:
  - (a) 28 credit points of core units of study; and
  - (b) 20 credit points of elective units of study, with a minimum of 8 credit points from Part 1 of the Table.
- (4) To qualify for the award of the Master of Public Health (Professional Practice) a candidate must successfully complete 60 credit points, including:
  - (a) 48 credit points as required for the Master of Public Health; and
  - (b) 12 credit points of practice placement.

#### 7 Progression rules

A candidate for the Master of Public Health (Professional Practice) will not be allowed to suspend candidature apart from in exceptional circumstances and then only with the prior approval of the workplace supervisor before applying to the faculty for suspension.

#### 8 Transitional provisions

- (1) These resolutions apply to persons who commenced their candidature after 1 January, 2011 and persons who commenced their candidature prior to 1 January, 2011 who formally elect to proceed under these resolutions.
- (2) Candidates who commenced prior to 1 January, 2011 complete the requirements in accordance with the resolutions in force at the time of their commencement.

### Table of Units of Study: Public Health

<i>Unit of study</i>	<i>Credit points</i>	<i>A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition</i>	<i>Session</i>
<b>Core Units</b>			
Part-time students generally take 12 credit points of core units of study in each of their 1st and 3rd semesters.			
<b>PUBH5010 Epidemiology Methods and Uses</b>	6	<b>N</b> BSTA5011	Semester 1
<b>PUBH5018 Introductory Biostatistics</b>	6		Semester 1
<b>PUBH5030 Public Health: Achievements, Challenges</b>	2		Semester 1
<b>PUBH5031 Introductory Qualitative Methods</b>	2		Semester 1
<b>PUBH5032 Making Decisions in Public Health</b>	2		Semester 1
<b>PUBH5033 Disease Prevention and Health Promotion</b>	6		Semester 1
<b>PUBH5037 Introductory Indigenous Health Promotion</b>	2	<b>P</b> Only for students who enrolled prior to 2010 <b>N</b> PUBH5015, PUBH5033 <i>Note: Department permission required for enrolment This unit of study is only available to students who commenced their public health studies prior to 2010. Students request permission from the unit of study coordinator to enrol in this unit. The coordinator emails the Postgraduate Student Administration Unit advice that the student has permission to enrol.</i>	Semester 1
<i>Additional Core unit of study for master's degree</i>			
<b>PUBH5034 Public Health Capstone</b>	4	<b>P</b> Only for students commencing in 2010 or later, PUBH5010 and PUBH5018 and PUBH5030 and PUBH5031 and PUBH5032 and PUBH5033 <i>This unit of study is only available to students who commenced their public health studies from 2010 onwards.</i>	Semester 2

<b>Unit of study</b>	<b>Credit points</b>	<b>A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition</b>	<b>Session</b>
<b>Part 1</b>			
<b>PUBH5017 Public Health Program Evaluation</b>	6	<b>P</b> PUBH5010 and PUBH5018 and PUBH5032 and PUBH5033	Semester 2
<b>PUBH5019 Cancer Prevention and Control</b>	6	<b>P</b> PUBH5010	Semester 2
<b>PUBH5020 Chronic Disease Prevention and Control</b>	6	<i>Note: Department permission required for enrolment</i>	Semester 1
<b>PUBH5024 Global Obesity and Health Promotion</b>	2	<b>A</b> Core MPH content, especially health promotion/disease prevention and epidemiology <b>P</b> PUBH5010, PUBH5033 and PUBH5031 <b>N</b> PUBH5021	Semester 2
<b>PUBH5025 Physical Activity and Public Health</b>	2	<b>A</b> Content of Core MPH electives noted as prerequisites <b>P</b> PUBH5010, PUBH5033, PUBH5031 <b>N</b> PUBH5022	Semester 2
<b>PUBH5101 Special Project in Public Health</b>	4	<i>Note: Department permission required for enrolment Students negotiate with a public health staff member to be their supervisor on an agreed project. The student or supervisor informs the Unit co-ordinator, who emails the Postgraduate Student Administration Unit permission to allow the student to enrol.</i>	Semester 1 Semester 2
<b>PUBH5102 Special Project in Public Health</b>	2	<i>Note: Department permission required for enrolment Students negotiate with a public health staff member to be their supervisor on an agreed project. The student or supervisor informs the Unit co-ordinator, who emails the Postgraduate Student Administration Unit permission to allow the student to enrol.</i>	Semester 1 Semester 2
<b>PUBH5111 Environmental Health</b>	4		Semester 2
<b>PUBH5113 International Health</b>	4		Semester 2
<b>PUBH5114 Alcohol, Drug Use and Health</b>	4	<b>N</b> PUBH5115	Semester 2
<b>PUBH5115 Alcohol, Drug Use and Health</b>	2	<b>N</b> PUBH5114	Semester 2a
<b>PUBH5116 Genetics and Public Health</b>	4		Semester 2b
<b>PUBH5117 Communicable Disease Control</b>	6	<b>P</b> PUBH5010 (or equivalent)	Semester 2
<b>PUBH5118 Aboriginal Health Promotion</b>	4		Semester 2b
<b>PUBH5205 Decision Analysis</b>	2	<b>P</b> PUBH5018 and PUBH5010 <i>Recommended: PUBH5302 Health Economic Evaluation</i>	Semester 2b
<b>PUBH5206 Controlled Trials</b>	2	<b>P</b> PUBH5018	Semester 2
<b>PUBH5208 Screening and Diagnostic Test Evaluation</b>	2	<b>P</b> PUBH5010	Semester 2a
<b>PUBH5211 Multiple Regression and Stats Computing</b>	4	<b>P</b> PUBH5018	Semester 2
<b>PUBH5212 Categorical Data Analysis</b>	2	<b>P</b> PUBH5018 <b>C</b> PUBH5211	Semester 2b
<b>PUBH5213 Survival Analysis</b>	2	<b>C</b> PUBH5211	Semester 2b
<b>PUBH5215 Introductory Analysis of Linked Data</b>	6	<b>P</b> PUBH5018 and (PUBH5010 or BSTA5011) and (PUBH5211 or BSTA5004)	Semester 2b
<b>PUBH5221 Qualitative Research Methods</b>	2	<b>P</b> PUBH5031 or MIPH5132	Semester 2
<b>PUBH5224 Advanced Epidemiology</b>	6	<b>P</b> PUBH5010	Semester 2
<b>PUBH5302 Health Economic Evaluation</b>	4	<b>P</b> PUBH5010 and PUBH5018	Semester 2
<b>PUBH5308 Health Workforce Policy Analysis</b>	2		Semester 2b
<b>PUBH5414 Public Health Advocacy</b>	2		Semester 2
<b>PUBH5415 Injury Prevention</b>	2		Semester 2
<b>PUBH5416 Vaccines in Public Health</b>	2	<i>Note: Department permission required for enrolment Students may be required to request permission from the unit of study coordinator to enrol in this unit of study. In this situation, the coordinator emails the Postgraduate Student Administration Unit advice that the student has permission to enrol.</i>	Semester 2
<b>PUBH5417 Injury Epidemiology Prevention &amp; Control</b>	4		Semester 2
<b>PUBH5418 Tobacco Control in the 21st Century</b>	6		Semester 2
<b>PUBH5419 Falls Prevention in Older People</b>	4		Semester 2

<b>Unit of study</b>	<b>Credit points</b>	<b>A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition</b>	<b>Session</b>
PUBH5500 Introducing Qualitative Health Research	6		Semester 1a
<b>Part 2</b>			
BETH5203 Ethics and Public Health	6	A A three-year undergraduate degree in science, medicine, nursing, allied health sciences, philosophy/ethics, sociology/anthropology, history, or other relevant field, or by special permission. A limited number of students may be granted permission to take this unit during their honours year.	Semester 2
DENT5013 Preventative Dentistry	6	P (PUBH5010 and PUBH5018) or DENT6000	Semester 2
DENT5014 Dental Health Services	6	P PUBH5018, PUBH5010	Semester 2
DENT5015 Population Oral Health	6	P (PUBH5015 and PUBH5016) or (PUBH5030, PUBH5031, PUBH5032 and PUBH5033); PUBH5018; PUBH5010	Semester 2
HPOL5000 Introduction to Health Policy	6		Semester 1
HPOL5001 Economics and Finance for Health Policy	6		Semester 1
HPOL5003 Analysing Health Policy	6		Semester 2
HPOL5007 Global Health Policy	6		Semester 2
LAWS6252 Legal Reasoning & the Common Law System	6	N LAWS6881 International students who are required to enrol in this unit must undertake classes during the first week of their study. Health Law and Public Health students should enrol in LAWS6881 Introduction to Law for Health Professionals in lieu of LAWS6252, if available.	Int Sept S1 Late IntA S1 Late IntB S2 Late IntA
LAWS6839 Critical Issues in Public Health Law	6	Compulsory for GradDipPubHL students. MHL students may select this unit as one of the three compulsory units required in addition to LAWS6252 or LAWS6881.	S1 Intensive
MIPH5004 Praxis in International Public Health I	2	Note: Department permission required for enrolment The student is required to fill in 2 copies of Praxis Registration Form, signed by the student and the supervisor, to give one copy to IPH Office and take the other copy to the Postgraduate Student Administration Unit to enrol.	Semester 1 Semester 2
MIPH5005 Praxis in International Public Health II	4	Note: Department permission required for enrolment The student is required to fill in 2 copies of Praxis Registration Form, signed by the student and the supervisor, to give one copy to IPH Office and take the other copy to the Postgraduate Student Administration Unit to enrol.	Semester 1 Semester 2
MIPH5008 Travel and Tropical Medicine	2		Semester 2b
MIPH5014 International Health Promotion	4		Semester 2
MIPH5112 Global Communicable Disease Control	4	The unit does not include HIV/AIDS, malaria and tuberculosis because these are covered in the core unit MIPH5132 Disease Priorities and Social Methods.	Semester 2
MIPH5115 Women's and Children's Health	4		Semester 2
MIPH5116 Culture, Health, Illness and Medicine	4	Note: Department permission required for enrolment Departmental permission is required.	Semester 1 Semester 2
MIPH5117 Diseases of Modernisation	2		Semester 2a
MIPH5118 Global Perspectives of HIV/AIDS	4		Semester 2
MIPH5124 Health Issues & Humanitarian Emergencies	4		Semester 2b
MIPH5127 Mental Disorders in Global Context	2		Semester 2a
MIPH5135 Health Systems in Developing Countries	4		Semester 2
MIPH5136 Nutrition in International Settings	4		Semester 2a
MIPH5219 International Health Project Management	6		Semester 2
PSYC5011 Applying Models of Health Behaviour	6		Semester 2
SEXH5008 Sex and Society	2		Semester 2b
SEXH5101 Public Health Aspects of STDs	2		S2 Intensive Semester 2a
SEXH5102 Public Health Aspects of HIV/AIDS	2		Semester 2b
SEXH5205 Advanced Adolescent Sexual Health	6	N SEXH5204	Semester 2



Unit of study	Credit points	A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition	Session
<b>Practice Placement</b>			
Master of Public Health (Professional Practice) candidates must enrol in 12 credit points of professional practice units, comprising either PUBH5041 and PUBH5042 or PUBH5040. If a candidate is not able to submit his/her professional practice report after enrolling once in both PUBH5041 and PUBH5042 or once in PUBH5040, then he/she must re-enrol in a minimum of six credit points of professional practice units of study, with the concomitant financial liability, every semester until he/she submits the report.			
<b>PUBH5041</b> Practice Placement in Public Health 1	6	<b>P</b> 48 credit points of MPH, including core units <i>Note: Department permission required for enrolment</i> <i>This unit of study is only available to students who commenced their Public Health studies from 2010 onwards. It is available only to students with a weighted average mark of 75% or more in the first 24 credit points completed, and satisfactory placement project proposal. If you wish to undertake a placement, this should be discussed with the unit coordinator well before the start of the Semester in which the placement is to be undertaken.</i>	S1 Late Int S2 Late Int Semester 1 Semester 2
<b>PUBH5042</b> Practice Placement in Public Health 2	6	<b>P</b> 48 credit points of MPH, including core units PUBH5041 <i>Note: Department permission required for enrolment</i> <i>This unit of study is only available to students who commenced their Public Health studies from 2010 onwards. It is available only to students with a weighted average mark of 75% or more in the first 24 credit points completed, and satisfactory placement project proposal. If you wish to undertake a placement, this should be discussed with the unit coordinator well before the start of the Semester in which the placement is to be undertaken.</i>	S1 Late Int S2 Late Int Semester 1 Semester 2
<b>PUBH5040</b> Practice Placement in Public Health	12	<b>P</b> 48 credit points of MPH, including core units <i>Note: Department permission required for enrolment</i> <i>This unit of study is only available to students who commenced their Public Health studies from 2010 onwards. It is available only to students with a weighted average mark of 75% or more in the first 24 credit points completed, and satisfactory placement project proposal. If you wish to undertake a placement this should be discussed with the unit coordinator well before the start of the Semester in which the placement is to be undertaken.</i>	S1 Late Int S2 Late Int Semester 1 Semester 2
<b>Dissertation Units of Study</b>			
The following Units of Study are only available to Masters students who commenced their candidature prior to 2011			
<b>PUBH5906</b> Dissertation A	6	<b>P</b> A candidate must have obtained a minimum weighted average mark of 70% in at least 24 credit points of coursework and obtained approval from the course-coordinator to enrol in this unit of study. Enrolment must be done through the Faculty or School office. The minimum weighted average mark of 70% must be maintained for the entire 48 credit points of coursework. <i>Note: Department permission required for enrolment</i>	Semester 1 Semester 2
<b>PUBH5907</b> Dissertation B	6	<b>P</b> A candidate must have obtained a minimum weighted average mark of 70% in at least 24 credit points of coursework and obtained approval from the course-coordinator to enrol in this unit of study. Enrolment must be done through the Faculty or School office. The minimum weighted average mark of 70% must be maintained for the entire 48 credit points of coursework. <i>Note: Department permission required for enrolment</i>	Semester 1 Semester 2
<b>PUBH5908</b> Dissertation C	12	<b>P</b> A candidate must have obtained a minimum weighted average mark of 70% in at least 24 credit points of coursework and obtained approval from the course-coordinator to enrol in this unit of study. Enrolment must be done through the Faculty or School office. The minimum weighted average mark of 70% must be maintained for the entire 48 credit points of coursework. <i>Note: Department permission required for enrolment</i>	Semester 1 Semester 2

### Further enquiries

Learning and Teaching Support Unit

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## Units of Study Descriptions for 2011

### BETH5203

#### Ethics and Public Health

**Credit points:** 6 **Session:** Semester 2 **Classes:** 3 x 8hr Intensives **Assumed knowledge:** A three-year undergraduate degree in science, medicine, nursing, allied health sciences, philosophy/ethics, sociology/anthropology, history, or other relevant field, or by special permission. **Assessment:** 10 x Online tasks 250-400wds (20%); 1 x 1000 wd essay (30%); 1 x 2500 wd essay (50%)  
**Campus:** Camperdown/Darlington **Mode of delivery:** Block Mode

*Note: A limited number of students may be granted permission to take this unit during their honours year.*

This unit will provide students with an overview of the broader philosophical, ethical, sociopolitical and cultural issues that underlie public health and public health research. Students will first review the history of public health and examine the values that underpin health promotion and disease prevention. The second part of the unit will critique the place of facts and values in public health and the construction and use of information, with particular reference to evidence-based-medicine. The third part of the unit will examine the cultural, moral and social context of public health including the social

determinants of health, the construction of health services, the determination of research priorities and issues relating to human rights and global health. Learning activities will include 2-hour weekly seminars and readings. Assessment tasks will consist of essays and a presentation/project.

### DENT5013

#### Preventative Dentistry

**Credit points:** 6 **Teacher/Coordinator:** Associate Professor Wendell Evans  
**Session:** Semester 2 **Classes:** 30hrs consisting of 10x(1hr lecture/seminar and 2hr tutorial) **Prerequisites:** (PUBH5010 and PUBH5018) or DENT6000  
**Assessment:** individual written assignments (70%), tutorial discussion and group-work participation (30%) **Campus:** Westmead **Mode of delivery:** Normal (lecture/lab/tutorial) Day

To provide students with sufficient background and appreciation of the importance of preventive dentistry and oral health promotion and to provide them with the opportunity to develop skills and acquire essential knowledge in this field for the effective practice of population oral health. The following topics will be covered: principles of prevention; oral diseases and conditions of public health concern - a review; the epidemiology of the common oral problems; prevention of dental caries; prevention of periodontal disease; prevention of other

diseases of oral health concern; evidence-based preventive dental care; principles of health education, health protection, and oral health promotion; and analysis of health education and oral health promotion initiatives. On the completion of this unit of study, the student will be able to: understand the efficacy and effectiveness of risk reduction strategies in relation to the common oral problems and conditions; select interventions and strategies for the prevention and control of oral disease and the promotion of oral health; and understand the limitations of health education and the potential for oral health improvement through effective oral health promotion strategies.

#### Textbooks

Fejerskov O, Ekstrand J, Burt BA (Editors) (1996). Fluoride in dentistry, 2nd edition. Copenhagen: Munksgaard.  
Burt BA, Eklund SA. Dentistry, dental practice, and the community, 6th edition. St Louis Missouri: Elsevier Saunders, 2005.  
Murray JJ, Nunn JH, Steele JG (Editors). Prevention of oral disease, 4th edition. Oxford: Oxford University Press, 2003.  
Nutbeam D, Harris E. Theory in a nutshell - A practical guide to health promotion theories. Second edition. Sydney: McGraw-Hill, 2005.

### DENT5014

#### Dental Health Services

**Credit points:** 6 **Teacher/Coordinator:** Associate Professor Peter Dennison  
**Session:** Semester 2 **Classes:** 30hrs consisting of 10x(1hr lecture/seminar and 2hr tutorial) **Prerequisites:** PUBH5018, PUBH5010 **Assessment:** individual written assignments (70%), tutorial discussion and group-work participation (30%) **Campus:** Westmead **Mode of delivery:** Normal (lecture/lab/tutorial) Day

To provide students with sufficient background and appreciation of the role and scope of dental health services within health care and to provide them with the opportunity to develop skills and acquire essential knowledge in this field for the effective practice of population oral health. The following topics will be covered: dental services in the twenty first century; the primary health care approach; assessment of the role of Western Dentistry (the limits of conventional dentistry); the limitations of a "high-risk" approach for the prevention of dental caries; the common risk factor approach: a rational basis for promoting oral health and strategies for developing oral health care programs in deprived communities; priorities in oral health care services; review of the Save our Kids Smiles program in New South Wales; the prevention of social inequalities in oral health; adult access to dental care in Australia; and ethnic indicators of dental health schoolchildren resident in areas of multiple deprivation. On the completion of this unit of study, students will be able to: understand the principles governing primary health care; understand the principles governing the delivery and management of dental services; and develop resources and implement and manage appropriate dental services for populations.

#### Textbooks

Pine CM (Editor). Community oral health. Oxford: Wright, 1997.  
Murray JJ, Nunn JH, Steele JG (Editors). Prevention of oral disease, 4th edition. Oxford: Oxford University Press, 2003.

### DENT5015

#### Population Oral Health

**Credit points:** 6 **Teacher/Coordinator:** Dr Shanti Sivaneswaran **Session:** Semester 2 **Classes:** 30hrs consisting of 10x(1hr lecture/seminar and 2hr tutorial) **Prerequisites:** (PUBH5015 and PUBH5016) or (PUBH5030, PUBH5031, PUBH5032 and PUBH5033); PUBH5018; PUBH5010 **Assessment:** individual written assignments (70%), tutorial discussion and group-work participation (30%) **Campus:** Westmead **Mode of delivery:** Normal (lecture/lab/tutorial) Day

To provide students with sufficient background and appreciation of the importance of population oral health and to provide them with the opportunity to develop skills and acquire essential knowledge in this field for the effective practice of population oral health. The following topics will be covered: the oral health status of Australians - the changing profile; water fluoridation legislation, benefits/risks, the politics of fluoridation, the arguments for and against water fluoridation, how to respond to anti-fluoridationists; overview of policies and initiatives regarding dental services - the example of New South Wales; and dental workforce and dental services issues. On the completion of this unit of study, students will be able to: evaluate and monitor dental service delivery systems; plan and manage oral health programs for

populations; understand the principles governing the development of resources, assets, and the workforce; understand the principles of health policy formulation and review, and the direction and financing of dental services and oral health promotion; understand the principles of economic evaluation; understand the regulations and legislation governing dental practice in New South Wales; design and understand the use of surveillance systems to monitor oral health; and communicate and collaborate with groups and individuals on oral health issues.

#### Textbooks

Burt BA, Eklund SA. Dentistry, dental practice, and the community, 6th edition. St Louis Missouri: Elsevier Saunders, 2005.  
Cohen LK, Gift HC. Disease Prevention and Oral Health Promotion. Copenhagen: Munksgaard, 1995.  
Murray JJ, Nunn JH, Steele JG (Editors). Prevention of oral disease, 4th edition. Oxford: Oxford University Press, 2003.

### HPOL5000

#### Introduction to Health Policy

**Credit points:** 6 **Teacher/Coordinator:** Dr James Gillespie, Professor Stephen Leeder **Session:** Semester 1 **Classes:** 2x2day workshops, online lectures and discussions **Assessment:** 1x1500word paper (25%), 1x3000word paper (50%), and online learning activities (25%) **Campus:** Camperdown/Darlington **Mode of delivery:** Distance Education/Intensive on Campus

This unit aims to develop a critical and comparative grasp of the theory and practice of health policy and to give an overview of the political choices and frameworks that shape policymaking. The unit explores the main structures and institutions that make health policy. Students will debate the reform of policy frameworks, raising questions about equity, ethics and the role of socio-economic status over access to health care and priorities of the current system. Australian policy debates will be placed in their broader context by comparing different health systems and assessing global influences. Case studies will be used to examine the relationships between policy and practice.

### HPOL5001

#### Economics and Finance for Health Policy

**Credit points:** 6 **Teacher/Coordinator:** Dr James Gillespie, Associate Professor Christine Giles, Dr Stephen Jan **Session:** Semester 1 **Classes:** 2x2day workshops, online discussion **Assessment:** 1x2500 word assignment (50%), 1x3000 word assignment (50%) **Campus:** Camperdown/Darlington **Mode of delivery:** Distance Education/Intensive on Campus

This unit introduces the main concepts and analytical methods of health economics, political economy and finance to examine the workings of health systems in Australia and comparable countries. It looks at the main models of funding used in developed countries and their implications for the structure, planning and delivery of services. The first module focuses on the basic concepts and methodologies of health economics and political economy and their contribution to policy analysis. The second module places funding structures in a broader political and policy context. Topics include the debates over the public-private mix and governance and accountability - who makes decisions about funding priorities? To whom should decision makers be held accountable and for what aspects of their work?. How does health finance shape broader policy reform?

### HPOL5003

#### Analysing Health Policy

**Credit points:** 6 **Teacher/Coordinator:** Dr James Gillespie, Professor Stephen Leeder **Session:** Semester 2 **Classes:** 2x2day workshops, online discussions **Assessment:** 1x2500 word assignment (50%), 1x3000 word assignment (50%) **Campus:** Camperdown/Darlington **Mode of delivery:** Distance Education/Intensive on Campus

This unit develops skills for the effective critical appraisal of health policy, with an examination of the principles, and limitations, of evidence-based health policy and evaluation of the research that underpins policy proposals. It builds policy analysis and analytical skills by exploring policy design, implementation and evaluation using approaches drawn from public policy, political science and public administration to look at the role of politics and equity in health policy

development and implementation. The workshops cover the use of epidemiological and social science literature in policy development.

#### Textbooks

Kent Buse, Nicholas Mays and Gillian Walt, Making health policy. Open University Press, 2006.

### HPOL5007

#### Global Health Policy

**Credit points:** 6 **Teacher/Coordinator:** Dr James Gillespie **Session:** Semester 2 **Classes:** block mode 2x2 days and 6x2hr tut or 12hrs online tut **Assessment:** 1x2000wd essay (30%), 1xtutorial or online paper (20%), 1x2500wd essay (50%) **Campus:** Camperdown/Darlington **Mode of delivery:** Block Mode

This unit explores the impact of globalization on health policy, and the way in which global health problems such as HIV/AIDS and emerging chronic diseases shape policy for less developed countries. The unit aims to equip students with the skills to appraise critically global health policy proposals and to offer informed advice how these policies may be made more effective. The unit will achieve this goal by doing three things.

First, it will explore new global health threats that transcend national boundaries; especially those whose causes or results transcend the capacity of individual states to influence, avian flu, for example. Second, it will examine the governance of the policy responses, good and poor, that these global health threats evoke. The influence and power of agencies in the United Nations system, including the World Health Organisation and UNICEF, the World Bank, the Gates Foundation and activist organizations such as Médecins sans Frontières, will be examined. Third, teaching will make extensive use of current case studies. Students will be assessed on their acquisition of skills in global policy and critical analysis and their application to emerging problems.

### LAWS6252

#### Legal Reasoning & the Common Law System

**Credit points:** 6 **Teacher/Coordinator:** Mr Michael Skinner and Prof Reg Graycar (S53 only) **Session:** Int Sept, S1 Late IntA, S1 Late IntB, S2 Late IntA **Classes:** Classes: S63 (Intensive Group A): Mar 1-4 (9-5), S64 (Intensive Group B): Mar 25, 26 & Apr 15, 16 (9-5), S53 (Intensive Group C): Jul 26-29 (9-5), S109 (Intensive Group D): Sep 9, 10 & 23, 24 (9-5) **Prohibitions:** LAWS6881 **Assessment:** 1xin-class test (25%), 1xtake-home exam (75%) **Campus:** Camperdown/Darlington **Mode of delivery:** Block Mode

*Note: International students who are required to enrol in this unit must undertake classes during the first week of their study. Health Law and Public Health students should enrol in LAWS6881 Introduction to Law for Health Professionals in lieu of LAWS6252, if available.*

This is a compulsory unit for all postgraduate students who do not hold a law degree or equivalent from a common law jurisdiction entering the: Master of Administrative Law and Policy; Master of Business Law; Master of Environmental Law; Master of Environmental Science and Law; Master of Global Law; Master of Health Law; Master of International Business and Law; Master of Labour Law and Relations as well as Graduate Diplomas offered in these programs. The unit has been designed to equip students with the necessary legal skills and legal knowledge to competently apply themselves in their chosen area of law. Instruction will cover the legislative process; the judiciary and specialist tribunals; precedent; court hierarchies; legal reasoning; constitutional law; administrative law; contracts; and torts. Some elements of the unit will be tailored in accordance with the requirements of the particular specialist programs.

### LAWS6839

#### Critical Issues in Public Health Law

**Credit points:** 6 **Teacher/Coordinator:** Prof Roger Magnusson **Session:** S1 Intensive **Classes:** Intro Class: Mar 7 (6-8) then Mar 17, 18 & Apr 14, 15 (9-4.30) **Assessment:** compulsory classwork (20%) and 1x3500wd essay or 1xassignment (40%) and 1xtake-home exam (40%) **Campus:** Camperdown/Darlington **Mode of delivery:** Block Mode

*Note: Compulsory for GradDipPubHL students. MHL students may select this unit as one of the three compulsory units required in addition to LAWS6252 or LAWS6881.*

How does law contribute to public health? This unit explores the role of law as a tool for protecting the public's health, responding to public

health risks and implementing strategies designed to promote public health. It provides a foundation for further study in public health law, by clarifying the sources of public health law, the strategies that law can adopt, and debates about the proper role of law in protecting public health. The unit also provides a review of law's role within a number of critical areas, including: acute public health threats (focus on SARS, and bioterrorism); sexual health and STIs; and tobacco control. The unit also provides illustrations of the legal environment of public health practice and policy-making (through a case study on iatrogenic transmission of blood-borne viruses, and look-backs). Throughout the unit, students will be trained to identify legal issues, to apply the law to policy tasks and public health issues, and to critically evaluate the success of the strategies law adopts to protect and promote public health. Students will also explore the tension between the public interest in protecting health, and competing public and private interests. Students wishing to extend their knowledge of public health law may enrol in the companion unit, New Directions in Public Health Law and Policy. These units comprise a core program in public health law.

#### Textbooks

Useful references: Christopher Reynolds, Public Health Law and Regulation, Federation Press, 2004 [Australia focus] and Lawrence O. Gostin, Public Health Law: Power, Duty, Restraint, University of California Press, 2000 [US focus]. Issued materials will be ready for collection 4 weeks before the introductory class.

### MIPH5004

#### Praxis in International Public Health I

**Credit points:** 2 **Teacher/Coordinator:** Professor Bob Cumming, Associate Professor Mu Li **Session:** Semester 1, Semester 2 **Classes:** student under supervision **Assessment:** 1x2000word written report (100%) **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

*Note: Department permission required for enrolment. Note: The student is required to fill in 2 copies of Praxis Registration Form, signed by the student and the supervisor, to give one copy to IPH Office and take the other copy to the Postgraduate Student Administration Unit to enrol.*

This unit gives students the opportunity to undertake a special project (a research project or a field placement) in their area of interest in international public health as part of the course. Students may research their chosen topic or analyse data already collected, then write a brief report. Alternatively, students may choose to undertake a placement with an international aid agency or with relevant sections of health services overseas or in Australia and then write a brief report about it. Students arrange with an international public health academic to be their supervisor on a project and agree to expected deliverables. The supervisor provides guidance and assesses the report.

### MIPH5005

#### Praxis in International Public Health II

**Credit points:** 4 **Teacher/Coordinator:** Professor Bob Cumming, Associate Professor Mu Li **Session:** Semester 1, Semester 2 **Classes:** student under supervision **Assessment:** 1x4000word written report (100%) **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

*Note: Department permission required for enrolment. Note: The student is required to fill in 2 copies of Praxis Registration Form, signed by the student and the supervisor, to give one copy to IPH Office and take the other copy to the Postgraduate Student Administration Unit to enrol.*

This unit gives students the opportunity to undertake a special project (a research project or a field placement) in their area of interest in international public health as part of the course. Students may research their chosen topic or analyse data already collected, then write a report. Alternatively, students may choose to undertake a placement with an international aid agency or with relevant sections of health services overseas or in Australia and then write a report about it. Students arrange with an international public health academic to be their supervisor on a project and agree to expected deliverables. The supervisor provides guidance and assesses the report.

### MIPH5008

#### Travel and Tropical Medicine

**Credit points:** 2 **Teacher/Coordinator:** Dr Giselle Manalo, Dr Paula Fogarty **Session:** Semester 2b **Classes:** 1x2day intensive lectures **Assessment:**

1x2000word individual essay (90%) and attendance (10%) **Campus:** Camperdown/Darlington **Mode of delivery:** Block Mode

This unit aims to provide an overview of common health issues and emerging travel-related diseases, with a general look at prevention and control of these problems for travellers or those intending to work in tropical or resource-poor settings for a significant period of time. Travel/public health regulations associated with outbreaks and disasters area also addressed. During the short course, students will also explore issues such as pre-travel preparations, protection from vector-borne diseases and vaccinations. The teaching method is face-to-face teaching. Attendance is compulsory.

*Textbooks*

Unit notes supplied by School.

### MIPH5014

#### International Health Promotion

**Credit points:** 4 **Teacher/Coordinator:** Dr Philayrath Phongsavan **Session:** Semester 2 **Classes:** 1x2hr lecture per week for 13 weeks; 1x1hr tutorial per week for 9 weeks **Assessment:** 1,500 words essay (30%), 2,500 words report (50%), tutorial presentation and attendance (20%) **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit of study aims to provide students with an understanding of the principles, theory and methods that are employed in health promotion and prevention. The unit will give attention to the full spectrum of health promotion and prevention activities, from local level initiatives to the development of national policies to achieve health goals. It will have a strong practical and methodological focus, with the objective of enabling students to develop knowledge and skills for planning, implementing and evaluating health promotion programs. This unit of study provides students with opportunities to look at theory and practice in health promotion and the major health promotion issues at national and international levels. Models and methods that are commonly used in health promotion and disease prevention will be described and discussed by using real life examples. Among the major issues examined are the health impact of economic development at the national and global levels, prevention and control of cigarette smoking, non-communicable and communicable diseases.

*Textbooks*

Unit notes supplied by School.

### MIPH5112

#### Global Communicable Disease Control

**Credit points:** 4 **Teacher/Coordinator:** Professor Robert Cumming, Dr Giselle Manalo **Session:** Semester 2 **Classes:** 1x2 hr lecture per week for 13 weeks; 1x1hr tutorial per week for 9 weeks plus 2x2 peer learning sessions through group presentations **Assessment:** 1x group presentation (20%), 1x2000 word written essay (60%), tutorial facilitation (10%) and peer evaluation (10%) **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

*Note: The unit does not include HIV/AIDS, malaria and tuberculosis because these are covered in the core unit MIPH5132 Disease Priorities and Social Methods.*

This unit gives candidates an insight into prevention and control of communicable diseases in developing countries using country-specific examples presented by professionals with field experience. The unit covers the so-called Neglected Tropical Diseases (including soil-transmitted helminths, and leprosy), as well as some vector-borne conditions (including yellow fever and dengue) and emerging infectious diseases such as pandemic influenza.

*Textbooks*

Unit notes supplied by School.

### MIPH5115

#### Women's and Children's Health

**Credit points:** 4 **Teacher/Coordinator:** Professor Heather Jeffery **Session:** Semester 2 **Classes:** 1x2hr lecture per week for 10 weeks, 1x1hr tutorial per week for 9 weeks and 1 half day SCORPIO workshop. **Assessment:** 1x1500 word essay, problem based (50%), 1x15 minute presentation (25%), tutorial facilitation (10%), peer evaluation (5%), and active participation in SCORPIO workshop (10%) **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit aims to give students an overview of the health status of women and children in international settings. It also aims to examine causes of major health problems and possible approaches to improving the health of women and children in resource-poor countries. The unit covers a variety of issues in women's and children's health, including approaches to prevention of maternal and fetal, neonatal and child mortality, poverty, mother to child HIV transmission, women and violence, traditional practices and early marriage, family planning, diarrhoeal disease, pneumonia, vaccine preventable diseases.

*Textbooks*

Unit notes supplied by School.

### MIPH5116

#### Culture, Health, Illness and Medicine

**Credit points:** 4 **Teacher/Coordinator:** Dr Cynthia Hunter **Session:** Semester 1, Semester 2 **Classes:** 1 x 2 day workshop; 1 x 2hr seminar per week for 7 weeks **Assessment:** 1x3000word essay (75%) and 1x1hr class facilitation (25%) **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

*Note: Department permission required for enrolment. Note: Departmental permission is required.*

This unit aims to provide an integrated and interpretive approach to an understanding of health-related behaviours of populations in international settings, by synthesizing anthropological knowledge and methodology, and the interactions of culture, biology, psychology and environment. The teaching process is by student-led, lecturer-guided, discussion based review and critical analysis of relevant topics. During the unit, students will explore a range of issues in international and multicultural health from an anthropological perspective. Methodological approaches will encompass ethnography and other anthropological data collection methods. The issues covered will include cultural influences on health, illness and healing, such as indigenous and traditional beliefs and systems, gender and cultural change and the impact of modernization and development on illness and healing. The impact examines disease and illness patterns - their distribution and persistence, mental illness and culture and attitudes towards the use of medications; and the provision of culturally sensitive and appropriate services. The emphasis will be on covering a range of topic areas relevant to the students enrolled, and those of particular importance in contemporary international and multicultural health contexts.

*Textbooks*

Unit notes supplied by School.

### MIPH5117

#### Diseases of Modernisation

**Credit points:** 2 **Teacher/Coordinator:** Dr. Rohina Joshi, Professor Bob Cumming **Session:** Semester 2a **Classes:** 1x2hr lecture per week for 7 weeks **Assessment:** 1x2000word written assignment (100%) **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit aims to provide candidates with an understanding of the causes and control of non-communicable diseases (NCDs) in developing countries. These diseases are associated with social and economic development and the demographic and health transitions. Topics covered in the unit include cardiovascular diseases, diabetes, cancer; primary health care management of NCDs, health promotion for NCDs and approaches to NCD research in developing countries. Lectures are given by health professionals with direct experience of NCD control in Africa, Asia and the Pacific.

*Textbooks*

Unit notes supplied by School.

### MIPH5118

#### Global Perspectives of HIV/AIDS

**Credit points:** 4 **Teacher/Coordinator:** Mr Joel Negin **Session:** Semester 2 **Classes:** 1x2hr lecture per week for 11 weeks; 1x1hr tutorial per week for 7 weeks; plus 1 day peer learning sessions through group presentations **Assessment:** 1xgroup presentation (20%), peer evaluation (10%), 1x2000 word individual assignment (60%), and tutorial (10%) **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit offers a detailed and evidence-based assessment of the global HIV situation to equip students with the latest understanding of HIV distribution and trends globally, its social and economic implications, the measures being taken to prevent and treat HIV and AIDS, the gaps that need to be addressed in HIV control, and the politics around global HIV issues. Examples from different parts of the world, particularly less developed settings, are used to illustrate analysis of the key issues influencing the HIV control agenda globally. Emphasis is placed on developing a critical and analytical approach to assessing the HIV situation and developing interventions for its control.

*Textbooks*

Unit notes supplied by School.

### MIPH5124

#### Health Issues & Humanitarian Emergencies

**Credit points:** 4 **Teacher/Coordinator:** Ms Bronwen Blake, Associate Professor Michael Dibley **Session:** Semester 2b **Classes:** 1x4day workshop **Assessment:** Workshop activities (40%), 1x2500word written assignment (60%) **Campus:** Camperdown/Darlington **Mode of delivery:** Block Mode

This unit gives students an overview of public health aspects of humanitarian emergencies in developing country situations and the range of appropriate responses. This includes considering problems faced by government and non-government organisations in humanitarian emergency relief efforts. Topics covered in the unit include international and human rights law, the role of donor agencies, refugee health, nutritional emergencies, site planning for refugee camps, water and sanitation, sexual violence, protection of vulnerable groups, and communicable disease surveillance and control.

*Textbooks*

Unit notes supplied by School.

### MIPH5127

#### Mental Disorders in Global Context

**Credit points:** 2 **Teacher/Coordinator:** Dr Maree Hackett **Session:** Semester 2a **Classes:** 1x2day workshop **Assessment:** 1x2000word essay (90%) plus class participation (10%) **Campus:** Camperdown/Darlington **Mode of delivery:** Block Mode

This unit aims to present an overview and critique of mental disorders in an international context. It covers broad issues related to the classification of mental and substance use disorders, their prevalence and population burden and their biological, environmental and cultural determinants. While the focus of the module is on international epidemiology, the course also aims to promote understanding of the economic and humanitarian implications of the burden of mental and substance use disorders for prevention, treatment and health policy. The unit will cover what a mental disorder is, how frequent and how disabling mental disorders are and what the major correlates and determinants of mental disorders are. Students will look at the problems of greatest burden: depression and anxiety disorders, psychosis and dementia, suicide and substance use disorders with a focus on health policy.

*Textbooks*

Unit notes supplied by School.

### MIPH5135

#### Health Systems in Developing Countries

**Credit points:** 4 **Teacher/Coordinator:** Mr Joel Negin **Session:** Semester 2 **Classes:** 1x2hr lecture per week for 9 weeks; plus 2x0.5 day workshop **Assessment:** 1x1500 word research proposal (40%), 1x2000 word case study report (50%), and participation (10%) **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

Health systems are complex and multi-faceted. Successful health systems require attention to political economy, governance, institutions, and local context. This unit will cover health systems in developing countries to equip students with a conceptual understanding and a set of tools to address major public health challenges from a health systems perspective. With a focus on evidence-based decision making, the unit will provide an understanding of health systems including specific topics such as health workforce, financing, service delivery, information systems and policy, and how these impact health

interventions and health status in less developed countries. A multi-sectoral, integrated model will be used to understand the varied aspects of development challenges related to health systems. A case study approach will then provide students with concrete examples of health systems challenges and will strengthen students' ability to view health problems in a holistic, multi-faceted manner. The unit will provide students with the tools needed to make a practical difference in health systems in less developed countries with emphasis on implementation of health projects and bringing interventions to scale.

*Textbooks*

Unit notes supplied by School

### MIPH5136

#### Nutrition in International Settings

**Credit points:** 4 **Teacher/Coordinator:** Associate Professor Michael Dibley **Session:** Semester 2a **Classes:** 2x2 day short course **Assessment:** 1x1000 word exercise on nutritional assessment (20%), 1xgroup presentation on nutritional interventions (20%), 1x2500 word assignment (50%), workshop attendance and participation (10%) **Campus:** Camperdown/Darlington **Mode of delivery:** Block Mode

The aim of this unit is to provide students with insights into the major nutrition-related public health problems in low- and middle-income countries; knowledge and practical skills about nutritional assessment; and the design and evaluation of nutritional interventions. The content areas include an overview of nutrition as a major determinant of health and disease; methods to assess community nutritional status; the impact of maternal and child under-nutrition on mortality and overall disease burden; design and evaluation of effective interventions; issues surrounding food security; and nutrition policies and resources. The unit is taught in two 2-day workshops, with the first workshop focusing on nutritional assessment and major nutrition-related public health problems in low- and middle-income countries, and the second workshop focusing on design and evaluation of interventions. On completion students should be able to recognise key nutritional problems facing low- and middle-income countries; have acquired knowledge and practical skills as to how these problems can be assessed; and gained insights into a number of different multi-sectoral approaches to address these problems.

*Textbooks*

Unit notes supplied by School

### MIPH5219

#### International Health Project Management

**Credit points:** 6 **Teacher/Coordinator:** Associate Professor Mu Li **Session:** Semester 2 **Classes:** 1x2hr lecture per week for 10 weeks; 1x1 day workshop; 1x1hr tutorial per week for 9 weeks; 1x1 day peer learning session through group presentations. **Assessment:** 1x40minutes group presentation (20%), peer evaluation on group participation (15%), 1xgroup written assignment (40%) and 1x1000 word individual assignment (25%) **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

Effective international health projects management contributes to the achievement of health and development in developing countries. The unit aims to give students a good understanding of the concepts and key elements of the Logical Framework Approach (LFA) and project life cycle, and to demonstrate tools and techniques used in effective project management at different stages, including project planning, implementation and monitoring and evaluation. A detailed step by step application of LFA in project design will be presented, including stakeholder analysis and cross-cutting issues analysis, problem and objective trees, and the logframe matrix. The Unit also gives students an opportunity for hands-on practice through the design of a project in an international setting and allows them to consider the challenges and practical issues faced by people involved in international health project management. The key topic areas covered include: concepts and principles of international project management; context and situation analysis; key stages of project development; the LFA for project design; project management functions including managing information, resources, risk, quality and change; post project issues of evaluation and sustainability. At the end of the course, students should be able to: identify the key aspects of the LFA to project design; develop a project proposal in international settings; recognise challenges and practical issues faced by people involved in

international health project management; and apply a systematic approach to project planning and management in international settings.

*Textbooks*

Unit notes supplied by School.

**PSYC5011**

**Applying Models of Health Behaviour**

**Credit points:** 6 **Session:** Semester 2 **Classes:** 1 one hour lecture and two hours of tutorials per week **Assessment:** Presentation of intervention, write up of intervention (100%) **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

The student will be given the opportunity to develop an intervention based on social cognitions models. The process can be followed from start to finish allowing the individual to utilise knowledge and skills gained in other units of study. It is an intended outcome for students enrolled in the MAppSc (HealthPsych) that students can demonstrate an understanding of the key models and theories in Health Psychology which are seen by many to be the foundations of the subject area. The aim of this unit of study is to allow students to identify an area of Health Psychology where an intervention would be appropriate, review existing literature on the topic, formulate the intervention, and evaluate the intervention on a pilot level.

**PUBH5010**

**Epidemiology Methods and Uses**

**Credit points:** 6 **Teacher/Coordinator:** Associate Professor Tim Driscoll **Session:** Semester 1 **Classes:** 1x1hr lecture and 1x2hr tutorial per week for 13 weeks - lectures and tutorials may be completed online **Prohibitions:** BSTA5011 **Assessment:** 1x4page assignment (30%) and 1x2.5hr open-book exam (70%) **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day or On-line

This unit provides students with core skills in epidemiology, particularly the ability to critically appraise public health and clinical epidemiological research literature. This unit covers: study types; measures of frequency and association; measurement bias; confounding/effect modification; randomized trials; systematic reviews; screening and test evaluation; infectious disease outbreaks; measuring public health impact and use and interpretation of population health data. It is expected that students spend an additional 2-3 hours preparing for their tutorials.

*Textbooks*

Webb, PW. Bain, CJ. and Pirozzo, SL. Essential Epidemiology: An Introduction for Students and Health Professionals: Cambridge University Press 2005.

**PUBH5017**

**Public Health Program Evaluation**

**Credit points:** 6 **Teacher/Coordinator:** Professor Adrian Bauman, Dr Philayrath Phongsavan **Session:** Semester 2 **Classes:** 8-10 hours of self-directed learning and online discussions per week for 13 weeks **Prerequisites:** PUBH5010 and PUBH5018 and PUBH5032 and PUBH5033 **Assessment:** Two short assignments during the course (each around 1000 words) (2x17.5%) 1x2500-3000wd assignment (35%) and online discussion and participation (30%) **Campus:** Camperdown/Darlington **Mode of delivery:** On-line

This online unit aims to: develop skills in public health planning, evaluation and research. There is an emphasis on programs that address nutrition, physical activity and obesity related problems, but many other broad public health content areas will be used as examples. The course goal is to understand program evaluation from a public health practice and research methodological perspective. The course will complement other courses in epidemiology or qualitative research methods, in bringing these together around assessing population-level program effects. The unit comprises five modules of work, including: principles of public health program (PHP) evaluation; research designs and methodological issues for PHP evaluation; measurement issues in assessing and monitoring public health programs; analysis and interpretation of PHP evaluation data, and research translation and dissemination. Access to the instructors and other students will be substantial and ongoing through structured bulletin board discussions, collaborative activities and feedback on assessments. Students must have good uninterrupted [13 weeks] access to the internet in order to undertake the unit.

*Textbooks*

Recommended: Nutbeam D, Bauman A. Evaluation in a nutshell. McGraw Hill Sydney (2006). Practical Evaluation of Public Health Programs PHTN Course VC-0017. Centers for Disease Control and Prevention. Atlanta and the Association of Schools of Public Health. 2002 Univ of Texas, Houston.

**PUBH5017**

**Public Health Program Evaluation**

**Credit points:** 6 **Teacher/Coordinator:** Professor Adrian Bauman, Dr Philayrath Phongsavan **Session:** Semester 2 **Classes:** 8-10 hours of self-directed learning and online discussions per week for 13 weeks **Prerequisites:** PUBH5010 and PUBH5018 and PUBH5032 and PUBH5033 **Assessment:** Two short assignments during the course (each around 1000 words) (2x17.5%) 1x2500-3000wd assignment (35%) and online discussion and participation (30%) **Campus:** Camperdown/Darlington **Mode of delivery:** On-line

This online unit aims to: develop skills in public health planning, evaluation and research. There is an emphasis on programs that address nutrition, physical activity and obesity related problems, but many other broad public health content areas will be used as examples. The course goal is to understand program evaluation from a public health practice and research methodological perspective. The course will complement other courses in epidemiology or qualitative research methods, in bringing these together around assessing population-level program effects. The unit comprises five modules of work, including: principles of public health program (PHP) evaluation; research designs and methodological issues for PHP evaluation; measurement issues in assessing and monitoring public health programs; analysis and interpretation of PHP evaluation data, and research translation and dissemination. Access to the instructors and other students will be substantial and ongoing through structured bulletin board discussions, collaborative activities and feedback on assessments. Students must have good uninterrupted [13 weeks] access to the internet in order to undertake the unit.

*Textbooks*

Recommended: Nutbeam D, Bauman A. Evaluation in a nutshell. McGraw Hill Sydney (2006). Practical Evaluation of Public Health Programs PHTN Course VC-0017. Centers for Disease Control and Prevention. Atlanta and the Association of Schools of Public Health. 2002 Univ of Texas, Houston.

**PUBH5018**

**Introductory Biostatistics**

**Credit points:** 6 **Teacher/Coordinator:** Mr Kevin McGeechan and Associate Professor Petra Macaskill **Session:** Semester 1 **Classes:** 2 x 2hr lecture, 10 x 1hr lectures, 11 x 2hr tutorials, 2 x 1hr and 8 x 0.5hr statistical computing self directed learning tasks over 12 weeks - lectures and tutorials may be completed online **Assessment:** 1x4 page assignment (30%) and 1x2.5hr open-book exam (70%) **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day or On-line

This unit aims to provide students with an introduction to statistical concepts, their use and relevance in public health. This unit covers descriptive analyses to summarise and display data; concepts underlying statistical inference; basic statistical methods for the analysis of continuous and binary data; and statistical aspects of study design. Specific topics include: sampling; probability distributions; sampling distribution of the mean; confidence interval and significance tests for one-sample, two paired samples and two independent samples for continuous data and also binary data; correlation and simple linear regression; distribution-free methods for two paired samples, two independent samples and correlation; power and sample size estimation for simple studies; statistical aspects of study design and analysis. Students will be required to perform analyses using a calculator and will also be required to conduct analyses using statistical software (SPSS). It is expected that students spend an additional 2 hours per week preparing for their tutorials. Computing tasks are self-directed.

*Textbooks*

Course notes are provided.

**PUBH5019**

**Cancer Prevention and Control**

**Credit points:** 6 **Teacher/Coordinator:** Dr Monica Robotin **Session:** Semester 2 **Classes:** 3hr per week online lectures, discussion and other activities for 13 weeks **Prerequisites:** PUBH5010 **Assessment:** 2 assignments (65%), 5 online tutorials (35%) **Campus:** Camperdown/Darlington **Mode of delivery:** On-line

This unit aims to provide students with specific information on the concepts, methods and applications underpinning cancer prevention and control at population level. It is designed to address specific educational needs of students in various programs within the School of Public Health and to offer a broad-based perspective on cancer control, ranging from primary prevention, screening and early intervention, tertiary prevention and palliative care. Emphasis will be given to cancers with the greatest impact at population level and where evidence demonstrates that policies and interventions are capable of reducing cancer incidence, mortality, prolonging survival and improving quality of life. Although focusing on specific Australian conditions, the information will be presented in the context of regional cancer control efforts. At the completion of the unit, students will be equipped with the basic tools to design, plan, implement and evaluate cancer control programs in Australia or their own countries.

#### Textbooks

Readings will be available on the WebCT site for this unit.

### PUBH5020

#### Chronic Disease Prevention and Control

**Credit points:** 6 **Teacher/Coordinator:** Dr Monica Robotin **Session:** Semester 1 **Classes:** 24 hrs online lectures; 12 hrs online discussion **Assessment:** assignments (70%), on-line tutorials (30%) **Campus:** Camperdown/Darlington **Mode of delivery:** On-line

*Note: Department permission required for enrolment.*

This course offers a broad-based integrated perspective on chronic disease prevention. The course reviews the epidemiology of selected chronic diseases with the highest impact at population level in Australia (cardiovascular diseases; cancer; chronic lung disease; diabetes and chronic renal disease). The information will focus on Australian settings, but presented within the context of a regional perspective of chronic disease prevention.

Teaching will focus on the interrelationships between the biological and epidemiological aspects of chronic diseases, the interplay between determinants of health and chronic disease, and the balance between high risk and population based strategies for reducing disease burden, and exploring their applicability to disease prevention. Students will be involved in evaluating the effectiveness of different prevention strategies and will examine the role of health policy in developing effective and sustainable chronic disease management programs in different settings (in Australia and the region).

#### Textbooks

Readings will be available on the WebCT site for this unit

### PUBH5024

#### Global Obesity and Health Promotion

**Credit points:** 2 **Teacher/Coordinator:** Dr Louise Hardy **Session:** Semester 2 **Classes:** One compulsory 2 day workshop **Prerequisites:** PUBH5010, PUBH5033 and PUBH5031 **Prohibitions:** PUBH5021 **Assumed knowledge:** Core MPH content, especially health promotion/disease prevention and epidemiology **Assessment:** Attendance at workshop (10%), participation in workshop (10%), 1x written assignment (1500-2000 words) (80%) **Campus:** Camperdown/Darlington **Mode of delivery:** Distance Education/Intensive on Campus

This unit will build on introductory public health core units of study, and apply them to consideration of global obesity as a public health problem. The unit will develop students' skills in national level, international and global approaches to obesity monitoring, prevention programs and policies, extending research methods, critical appraisal skills, introductory health promotion and disease prevention in MPH. Students will develop an understanding of surveillance systems to monitor obesity, and develop skills in evidence based obesity prevention interventions in diverse social, cultural and community contexts. The course will include discussions of policies and international approaches to obesity prevention, as part of global non-communicable disease prevention and control.

#### Textbooks

Pre-readings will be provided

### PUBH5025

#### Physical Activity and Public Health

**Credit points:** 2 **Teacher/Coordinator:** Professor Adrian Bauman **Session:** Semester 2 **Classes:** One compulsory 2 day workshop **Prerequisites:** PUBH5010, PUBH5033, PUBH5031 **Prohibitions:** PUBH5022 **Assumed knowledge:** Content of Core MPH electives noted as prerequisites **Assessment:** Attendance at workshop (10%), participation in workshop (10%), 1x written assignment (1500-2000 words) (80%) **Campus:** Camperdown/Darlington **Mode of delivery:** Distance Education/Intensive on Campus

This course will build on introductory public health core units of study and apply them to a consideration of physical activity and public health. The evidence for health and social benefits and reasons for activity will be considered, as well as evidence-based strategies and settings for increasing physical activity at the population level. The course will consider the differences between local level 'exercise programs' and large scale public efforts, and develop an understanding of policy and advocacy as applied to physical activity promotion.

#### Textbooks

Bauman, A., Bellow, B., Vita, P., Brown, W., Owen, N. Getting Australia Active I: towards better practice for the promotion of physical activity. National Public Health Partnership. Melbourne, Australia, March 2002 ISBN: 0-9580326-2-9 <http://www.fulltext/ausport.gov.au/fulltext/2002/nphp/gaa.asp>

OR

Bull, F.C., Bauman, A.E., Bellow, B., Brown, W. (eds) Getting Australia Active II: An update on physical activity. Melbourne, Australia. National Public Health Partnership (NPHP) 2005. (ISBN: 0-9750074-1-6) (Revised and updated second edition)

[http://www.dhs.vic.gov.au/nphp/publications/documents/gaa\\_2\\_body\\_ver1.pdf](http://www.dhs.vic.gov.au/nphp/publications/documents/gaa_2_body_ver1.pdf)

### PUBH5030

#### Public Health: Achievements, Challenges

**Credit points:** 2 **Teacher/Coordinator:** Mr Hudson Birden **Session:** Semester 1 **Classes:** 2 day workshop; online version available **Assessment:** 1500 word assignment (70%), online discussions (30%) **Campus:** Camperdown/Darlington **Mode of delivery:** Block Mode or On-line

This unit provides a critical overview of foundational aspects of public health, introducing fundamental concepts and conceptual and historical contexts through which to view contemporary issues in public health. The unit begins with a review of human health status through history and the changing roles and main challenges that drove development of modern public health theory and practice. It then provides an overview of contemporary challenges in public health policy and program development through exposure to leading commentators, activists and theoreticians on public health. The particular problem of societal inequities and inequalities as drivers of health status is addressed. Two symposia expose students to the importance of multi-disciplinary approaches to contemporary health problems and to an anticipation of major problems that public health practitioners will be challenged to develop solutions for over the near future (5-20 years).

### PUBH5031

#### Introductory Qualitative Methods

**Credit points:** 2 **Teacher/Coordinator:** Associate Professor Susan Quine **Session:** Semester 1 **Classes:** 2 day workshop - lectures/tutorials/exercises **Assessment:** A critical appraisal of a journal article (provided by the unit coordinator) which uses one of the qualitative data collection methods covered in the unit to research a contemporary public health issue (100%). **Campus:** Camperdown/Darlington **Mode of delivery:** Block Mode or On-line

This 2 day workshop aims to introduce participants to qualitative research method and how they differ from quantitative research methods. It then presents 3 main data collection techniques used in qualitative research and demonstrates their relevance to a wide range of public health issues. The unit covers, observation, interview technique (including the importance of appropriate question wording to obtain reliable and meaningful textual data for analysis) and focus group technique theory. This unit also introduces basic qualitative analysis and appraisal of qualitative research articles. There will be an opportunity to experience the use of these methods by working through the exercises provided. This unit can also be studied by distance.

**PUBH5032****Making Decisions in Public Health**

**Credit points:** 2 **Teacher/Coordinator:** Dr James Gillespie, Dr Kirsten Howard  
**Session:** Semester 1 **Classes:** 2-day workshop; fully online version available  
**Assessment:** Take-home exam 2000 words (100%) **Campus:** Camperdown/Darlington **Mode of delivery:** Block Mode or On-line

This unit introduces students to the methods by which evidence is translated, used and abused when governments make decisions affecting public health. Students will become familiar with the main tools used by health economists and policy analysts. The unit will emphasize the role of different forms of evidence and values for priority-setting and policy-making.

Unit technical content is unified by common themes and case studies. Students will apply methods and principles of health economics e.g. resource scarcity, opportunity cost, efficiency and equity to practical real-life examples (including specific indigenous health issues) to critically consider the role of economic evidence in health decision-making in Australia.

Students will then use policy analysis methods to critically examine the Australian health care system and decision-making in public health. The unit will pay particular attention to questions of power and equity, including the position of indigenous peoples. Finally, it will look at how evidence is framed and used in decision-making.

Teaching will make use of contemporary case studies so students learn how technical analytical tools are used in practical examples of policy development, decision-making and public debate.

The unit gives public health students an essential basic knowledge of both disciplines (health economics and health policy) and lays the groundwork for more advanced studies.

**PUBH5033****Disease Prevention and Health Promotion**

**Credit points:** 6 **Teacher/Coordinator:** Dr Philayrath Phongsavan **Session:** Semester 1 **Classes:** 3 workshops, tutorials and online discussion; fully online version available **Assessment:** 1x1500 word assignment (25%); 1x2500 word assignment (45%); online discussion participation (30%) **Campus:** Camperdown/Darlington **Mode of delivery:** Block Mode or On-line

This core unit of study will provide students with an introduction to and critical overview of evidence-based prevention and health promotion as a fundamental component of efforts to address chronic disease prevention and reduce health inequalities in populations. The unit is divided into three sections: (i) principles underlying disease prevention and health promotion, (ii) evidence-based planning disease prevention and health promotion programs, and (iii) implementing and evaluating health promotion programs for disease prevention. The unit will illustrate the principles of prevention and health promotion programs in Indigenous and non-Indigenous populations. It will develop students' skills in: identifying problems and setting prevention priorities; planning and implementing programs, and; evaluating the impact of programs on population health. The unit will address diverse disease prevention and health promotion programs, including individual change programs, interpersonal (family, social networks), organisational (worksites, primary care), and community-wide programs. Students will develop an understanding of approaches used to enhance inter-sectoral action, community participation and consultation, the development of partnerships and the use of policy and advocacy. These approaches will be particularly applied to Indigenous health promotion settings.

*Textbooks*

Course Readings Provided

**PUBH5034****Public Health Capstone**

**Credit points:** 4 **Teacher/Coordinator:** Associate Professor Alexandra Barratt, Professor Michael Frommer, Ms Jo Lander **Session:** Semester 2 **Classes:** 1day workshops plus self-directed project **Prerequisites:** Only for students commencing in 2010 or later, PUBH5010 and PUBH5018 and PUBH5030 and PUBH5031 and PUBH5032 and PUBH5033 **Assessment:** project product (70%), reflective diary (30%). Both assessments are compulsory. **Campus:** Camperdown/Darlington **Mode of delivery:** Block Mode or On-line

*Note: This unit of study is only available to students who commenced their public health studies from 2010 onwards.*

This unit provides students with an opportunity to draw together and integrate their learning in the four aspects of Public Health - knowledge, values, action and outcomes -and apply these to a practical project. A one-day workshop and a study guide will prepare students for this task. Students will be expected to complete a task which illustrates how a public health problem can be analysed and an appropriate response formulated (including action to be taken and a plan to evaluate the impact of the action). Students may design a simple study and complete an ethics application, prepare a ministerial briefing paper or develop a health promotion evaluation plan. Students will also complete an assessable online reflective journal.

**PUBH5037****Introductory Indigenous Health Promotion**

**Credit points:** 2 **Teacher/Coordinator:** Dr Philayrath Phongsavan **Session:** Semester 1 **Classes:** 1x 1 day workshop, tutorials and online discussion; online version available **Prerequisites:** Only for students who enrolled prior to 2010 **Prohibitions:** PUBH5015, PUBH5033 **Assessment:** 1 x 1500 word assignment (70%), participation in online discussions (30%) **Campus:** Camperdown/Darlington **Mode of delivery:** Distance Education or Block Mode  
*Note: Department permission required for enrolment. Note: This unit of study is only available to students who commenced their public health studies prior to 2010. Students request permission from the unit of study coordinator to enrol in this unit. The coordinator emails the Postgraduate Student Administration Unit advice that the student has permission to enrol.*

This core unit of study will provide students with an introduction to and critical overview of evidence-based prevention and health promotion as a fundamental approach to addressing chronic disease prevention and reducing health inequalities in populations, as applied to Indigenous health. It will address: (i) principles underlying disease prevention and health promotion, (ii) evidence-based planning disease prevention and health promotion programs, and (iii) implementing and evaluating health promotion programs for disease prevention, concentrating on strategies most likely to be effective and accepted in an Indigenous context.

This unit is intended to facilitate transition arrangements for students who enrolled prior to 2010 and may only be taken by such students.

*Textbooks*

Course Readings Provided

**PUBH5040****Practice Placement in Public Health**

**Credit points:** 12 **Teacher/Coordinator:** Associate Professor Alexandra Barratt, Ms Jo Lander **Session:** S1 Late Int, S2 Late Int, Semester 1, Semester 2 **Classes:** Self-directed work placement with supervision and mentoring provided by the host institution and the School of Public Health **Prerequisites:** 48 credit points of MPH, including core units **Assessment:** Placement proposal (20%), reflective journal (10%), supervisor report (30%), project or portfolio (40%) **Campus:** Camperdown/Darlington **Mode of delivery:** Professional Practice

*Note: Department permission required for enrolment. Note: This unit of study is only available to students who commenced their Public Health studies from 2010 onwards. It is available only to students with a weighted average mark of 75% or more in the first 24 credit points completed, and satisfactory placement project proposal. If you wish to undertake a placement this should be discussed with the unit coordinator well before the start of the Semester in which the placement is to be undertaken.*

This unit gives high-achieving students who have completed their MPH and have an average weighted mark of 75% or more in their first 24 units of coursework the opportunity to undertake a supervised work placement in a Public Health institution. Places are limited and selection of candidates will be based on academic merit. During this placement you will undertake a project which will make a useful contribution to the workplace. Your project proposal, the project or portfolio itself and your reflection on your progress towards it will form part of your assessment for the unit.

The placement will consist of a minimum of 216 hours' work in a practice placement, that is approximately 6 weeks' full-time work (or equivalent part-time work). Initially placements will only be possible in Australia, although this may change in the future. The Public Health institutions would normally be located outside university environments.



Examples include NSW Department of Health Public Health Units or Health Promotion Units, government supported agencies such as the Sax Institute and Family Planning NSW, and non-government organisations such as NSW Cancer Council or advocacy groups.

#### PUBH5041

##### Practice Placement in Public Health 1

**Credit points:** 6 **Teacher/Coordinator:** Associate Professor Alexandra Barratt, Ms Jo Lander **Session:** S1 Late Int, S2 Late Int, Semester 1, Semester 2 **Classes:** Self-directed work placement with supervision and mentoring provided by the host institution and the School of Public Health. **Prerequisites:** 48 credit points of MPH, including core units **Assessment:** Placement proposal (20%), reflective journal (10%), supervisor report (30%), project or portfolio (40%) **Campus:** Camperdown/Darlington **Mode of delivery:** Professional Practice

*Note: Department permission required for enrolment. Note: This unit of study is only available to students who commenced their Public Health studies from 2010 onwards. It is available only to students with a weighted average mark of 75% or more in the first 24 credit points completed, and satisfactory placement project proposal. If you wish to undertake a placement, this should be discussed with the unit coordinator well before the start of the Semester in which the placement is to be undertaken.*

This unit gives high-achieving students who have completed their MPH and have an average weighted mark of 75% or more in their first 24 units of coursework the opportunity to undertake a supervised work placement in a Public Health institution. Places are limited and selection of candidates will be based on academic merit. During this placement you will undertake a project which will make a useful contribution to the workplace. Your project proposal, the project or portfolio itself and your reflection on your progress towards it will form part of your assessment for the two related units (PUBH5041 and PUBH5042).

The placement will consist of a minimum of 216 hours' work in a practice placement, that is approximately 6 weeks' full-time work (or equivalent part-time work). Initially placements will only be possible in Australia, although this may change in the future. The Public Health institutions would normally be located outside university environments. Examples include NSW Department of Health Public Health Units or Health Promotion Units, government supported agencies such as the Sax Institute and Family Planning NSW, and non-government organisations such as NSW Cancer Council or advocacy groups.

#### PUBH5042

##### Practice Placement in Public Health 2

**Credit points:** 6 **Teacher/Coordinator:** Associate Professor Alexandra Barratt, Ms Jo Lander **Session:** S1 Late Int, S2 Late Int, Semester 1, Semester 2 **Classes:** Self-directed work placement with supervision and mentoring provided by the host institution and the School of Public Health. **Prerequisites:** 48 credit points of MPH, including core units PUBH5041 **Assessment:** Supervisor report Part 2 (20%); project or portfolio (80%) **Campus:** Camperdown/Darlington **Mode of delivery:** Professional Practice

*Note: Department permission required for enrolment. Note: This unit of study is only available to students who commenced their Public Health studies from 2010 onwards. It is available only to students with a weighted average mark of 75% or more in the first 24 credit points completed, and satisfactory placement project proposal. If you wish to undertake a placement, this should be discussed with the unit coordinator well before the start of the Semester in which the placement is to be undertaken.*

This unit gives high-achieving students who have completed their MPH and have an average weighted mark of 75% or more in their first 24 units of coursework the opportunity to undertake a supervised work placement in a Public Health institution. Places are limited and selection of candidates will be based on academic merit. During this placement you will undertake a project which will make a useful contribution to the workplace. Your project proposal, the project or portfolio itself and your reflection on your progress towards it will form part of your assessment for the two related units (PUBH5041 and PUBH5042).

The placement will consist of a minimum of 216 hours' work in a practice placement, that is approximately 6 weeks' full-time work (or equivalent part-time work). Initially placements will only be possible in Australia, although this may change in the future. The Public Health institutions would normally be located outside university environments. Examples include NSW Department of Health Public Health Units or Health Promotion Units, government supported agencies such as the

Sax Institute and Family Planning NSW, and non-government organisations such as NSW Cancer Council or advocacy groups.

#### PUBH5101

##### Special Project in Public Health

**Credit points:** 4 **Teacher/Coordinator:** Associate Professor Tim Driscoll **Session:** Semester 1, Semester 2 **Assessment:** 1x 4000 word written report (100%) **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

*Note: Department permission required for enrolment. Note: Students negotiate with a public health staff member to be their supervisor on an agreed project. The student or supervisor informs the Unit co-ordinator, who emails the Postgraduate Student Administration Unit permission to allow the student to enrol.*

The aim of this unit is to systematically complete a self-directed project in one of the main content areas of the course. Students should contact an academic staff member associated with the area of their project and negotiate the details of the project design and the method and frequency of contact with the supervisor during the project.

#### PUBH5102

##### Special Project in Public Health

**Credit points:** 2 **Teacher/Coordinator:** Associate Professor Tim Driscoll **Session:** Semester 1, Semester 2 **Assessment:** 1x 2000 word written report (100%) **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

*Note: Department permission required for enrolment. Note: Students negotiate with a public health staff member to be their supervisor on an agreed project. The student or supervisor informs the Unit co-ordinator, who emails the Postgraduate Student Administration Unit permission to allow the student to enrol.*

The aim of this unit is to systematically complete a self-directed project in one of the main content areas of the course. Students should contact an academic staff member associated with the area of their project and negotiate the details of the project design and the method and frequency of contact with the supervisor during the project.

#### PUBH5111

##### Environmental Health

**Credit points:** 4 **Teacher/Coordinator:** Dr Geoff Morgan **Session:** Semester 2 **Classes:** Mixed mode of online lectures with some face-to-face/online case studies (13 sessions of 2 hours) **Assessment:** 1x written assignment (45%), 1x quiz (40%) and case study participation (15%) **Campus:** Camperdown/Darlington **Mode of delivery:** Distance Education/Intensive on Campus or On-line

This unit aims to develop an understanding of environmental hazard identification and risk assessment and for students to understand the principles of hazard regulation and control. The unit will explore the major categories of environmental health hazards such as air quality; water & food quality; chemical hazards eg contaminated sites; physical hazards eg noise and radiation; and microbiological hazards eg Legionnaires' disease. It will use the disciplines of epidemiology, toxicology and ecology to characterise risks associated with these hazards and will explore various approaches to managing the risks. In studying this unit students will appreciate the multi-disciplinary nature of environmental health concerns and the need to work closely with external agencies. Regional and global issues of sustainability, climate change and land use planning will also be addressed.

##### Textbooks

Basic Environmental Health. Yassi, A et al. Oxford University Press, 2001; Environmental Health in Australia and New Zealand. Edited by Nancy Cromar, Scott Cameron and Howard Fallowfield, Oxford University Press, 2004.

#### PUBH5113

##### International Health

**Credit points:** 4 **Teacher/Coordinator:** Professor Robert Cumming, Associate Professor Mu Li **Session:** Semester 2 **Classes:** 9 x 2hr lectures per semester, 1 x 4 hr sessions of peer learning through group presentations **Assessment:** 1 group presentation (20%), peer evaluation (10%), 1 x 2500 word individual essay (70%) **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit aims to give students an insight into the realities of prevention and control of diseases in developing country, based on real examples

presented by a wide range of people with direct practical experience. The unit covers the major health problems in developing country, as well as the role of WHO, World Bank and NGOs.

#### Textbooks

Unit notes supplied by School

### PUBH5114

#### Alcohol, Drug Use and Health

**Credit points:** 4 **Teacher/Coordinator:** Dr Carolyn Day **Session:** Semester 2 **Classes:** 13 weeks of 1 x 2hr teaching sessions and associated online activities. The teaching sessions are a combination of face to face and online seminars. Students not able to attend face to face sessions can do the entire course online. **Prohibitions:** PUBH5115 **Assessment:** 2 x 1500 word assignments (60%), compulsory online discussion participation (30%); online quizzes (10%) **Campus:** Camperdown/Darlington **Mode of delivery:** Distance Education/Intensive on Campus or On-line

This unit aims to assist students in developing an evidence-based understanding of the epidemiology of alcohol and drug use and its impact on health, and the effectiveness of methods for prevention and management of related problems. This fuller drug and alcohol elective covers all the content of PUBH5115 and goes on to assist the student to develop more advanced skills in research and in management of clinical services in relation to alcohol and drug use disorders, and to examine the needs of special populations.

#### Textbooks

Readings are available on the unit's WebCT site.

### PUBH5115

#### Alcohol, Drug Use and Health

**Credit points:** 2 **Teacher/Coordinator:** Dr Carolyn Day, Associate Professor Kate Conigrave **Session:** Semester 2a **Classes:** 7 weeks of 1 x 2hr teaching sessions and associated online activities. The teaching sessions are a combination of face to face and online seminars. Students not able to attend face to face sessions can do the entire course online. **Prohibitions:** PUBH5114 **Assessment:** 1x 1500 word assignment (60%); compulsory online discussion participation (30%); online quizzes (10%) **Campus:** Camperdown/Darlington **Mode of delivery:** Distance Education/Intensive on Campus or On-line

This unit aims to assist students in developing an evidence-based understanding of the epidemiology of alcohol and drug use and its impact on health, and the effectiveness of methods for the prevention and management of related problems.

#### Textbooks

Readings are available on the unit's WebCT site.

### PUBH5116

#### Genetics and Public Health

**Credit points:** 4 **Teacher/Coordinator:** Professor Bruce Armstrong **Session:** Semester 2b **Classes:** 1x 3 day workshop **Assessment:** 3x 30min online quiz (25%), small group assignment (35%) and take home exam of 6 questions (250 words each) (40%). **Campus:** Camperdown/Darlington **Mode of delivery:** Block Mode

This unit caters for practitioners, policy and decision-makers, students and researchers in public health, public policy, journalism, law, epidemiology, medicine, science, industry, ethics, philosophy, communication and advocacy. It gives a basic introduction to genetics and genetic epidemiology and covers issues like genetic determinants of disease, genetic testing and screening, psychosocial, legal and ethical aspects of genetics and genetic testing, genetic education and genetics and public policy.

#### Textbooks

Readings are available on the unit's WebCT site.

### PUBH5117

#### Communicable Disease Control

**Credit points:** 6 **Teacher/Coordinator:** Dr Anna Ralph and Associate Professor Tim Driscoll **Session:** Semester 2 **Classes:** 1 x 2hr online lecture and 2hrs online group discussion per week for 12 weeks **Prerequisites:** PUBH5010 (or equivalent) **Assessment:** online discussion and other online activities (20%), online quiz (10%), and 2 x 2000 word written assignments (70%) **Campus:** Camperdown/Darlington **Mode of delivery:** On-line

This fully online unit aims to provide students with an understanding of the burden of communicable diseases of public health significance in Australia, as well as the biology, epidemiology and surveillance for

and control of those communicable diseases. By the end of this unit, the student will have the theoretical background to take up a position as a member of a Communicable Diseases section of a Commonwealth or State Health Department or Public Health Unit. It is expected that the students undertake an extra hour per week of reading, research and preparation for discussion.

#### Textbooks

Recommended: Heymann. David L. (2004): Control of communicable diseases manual. American Public Health Association. Other readings provided on the course WebCT site.

### PUBH5118

#### Aboriginal Health Promotion

**Credit points:** 4 **Teacher/Coordinator:** Mr Shane Hearn **Session:** Semester 2b **Classes:** 1 x 2day workshop, 7 weeks x 2 hr lectures **Assessment:** 1 x 2000 word essay (70%), workshop participation (30%) **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

While many positive political, social and legal changes have taken place recently, the inescapable fact after 220 years of colonisation is that the gap in regard to health between Aboriginal and non-Aboriginal populations is remarkably large. Using a health promotion framework the unit will provide students with an opportunity to gain an understanding of the history and culture of Aboriginal people. It is hoped that students will utilise this understanding to effect more congenial and productive relations with Aboriginal people in the community, and within the spheres of their chosen professions. During the unit students are encouraged to enquire factors that determine health, to analyse the major factors that influence Indigenous health issues, the relationship between these factors, their impact on health and to identify and discuss possible solutions to address the health disparities between non-Indigenous and Indigenous populations in Australia.

#### Textbooks

Course reader will be provided.

### PUBH5205

#### Decision Analysis

**Credit points:** 2 **Teacher/Coordinator:** Professor John Simes, Dr Andrew Martin **Session:** Semester 2b **Classes:** 1 x 2hr lecture per week for 6 weeks **Prerequisites:** PUBH5018 and PUBH5010 **Assessment:** 1 x quiz (20%) and 1 written assignment (80%) **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

*Note: Recommended: PUBH5302 Health Economic Evaluation*

This unit examines quantitative approaches to public health and clinical decision-making. Topics of study include: decision trees and health related utility assessment; incorporating diagnostic information in decision making; sensitivity and threshold analysis and application of decision analysis to economic evaluation. Exercises are set at the end of most sessions and are reviewed at the start of the following session. Readings are also set after most sessions. Preparation time for each session is 1-2 hours. The fifth session comprises a quiz followed by a 1hr practical in the computing room using a decision analysis software package.

### PUBH5206

#### Controlled Trials

**Credit points:** 2 **Teacher/Coordinator:** Ms Diana Zannino, Mr Chris Brown **Session:** Semester 2 **Classes:** 2x 1day workshops **Prerequisites:** PUBH5018 **Assessment:** 1x2hr multiple choice and short answer exam (40%), 1x take home question exam (60%) **Campus:** Camperdown/Darlington **Mode of delivery:** Block Mode

This unit introduces important issues in trial design, protocol development, ethics and principles of analysis. Topics of study include: principles of controlled trials; study design and randomization; analysis and interpretation; ethical issues and data management considerations. At the end of this unit, students should acquire skills relating to parallel and cross-over trial design, setting up a randomisation scheme, and understanding issues of multiplicity in clinical trials. During the workshop, there will be formal lectures on an area of controlled trials methodology, followed by a practical session led by a faculty member, based on material to be reviewed by students

prior to the class. Lecture notes and solutions to practicals will be provided.

#### Textbooks

Recommended: Keech A, GebSKI V, Pike R. Interpreting and reporting clinical trials: a guide to the CONSORT statement and the principles of randomised controlled trials. Sydney: Australasian Medical Publishing Company; 2007  
A list of suggested readings associated with the course will be provided to students for their interest in the course notes.

### PUBH5208

#### Screening and Diagnostic Test Evaluation

**Credit points:** 2 **Teacher/Coordinator:** Dr Germaine Wong **Session:** Semester 2a **Classes:** 1 x 2hr seminar or 2hr of online discussion per week for 7 weeks **Prerequisites:** PUBH5010 **Assessment:** 1x 1000 word critical appraisal (30%) and 1x 1500 word final assignment (70%) **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day or On-line

This unit is designed to further develop concepts covered in the Epidemiological Methods Unit for those students seeking more detail on screening and diagnostic tests. It will cover a wider range of topics than clinical medicine alone. At the end of this unit, participants should be able to: use information from articles evaluating screening tests in order to apply test results to individual patients and/or make policy decisions about screening tests; consider the internal validity of studies used to assess diagnostic and screening tests and identify and appraise relevant articles and Systematic Reviews covering screening and diagnostic test.. The unit is based on weekly discussion of material provided in the unit workbook, session outlines and pre-reading. Students will be encouraged to contribute examples for discussion. This unit is offered in online/distance mode primarily. Face-to-face tutorials may also be offered.

#### Textbooks

Course notes are provided.

### PUBH5211

#### Multiple Regression and Stats Computing

**Credit points:** 4 **Teacher/Coordinator:** Mr Kevin McGeechan **Session:** Semester 2 **Classes:** 2hr per week for 13 weeks. This unit may be undertaken in face to face or online/distance mode. Students studying in distance mode must have access to a computer running a version of Microsoft Windows compatible with the latest version of SAS. **Prerequisites:** PUBH5018 **Assessment:** 1x 4 page assignment (30%) and 1x 10 page assignment (70%) **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day or On-line

This unit covers simple and multiple linear regression; one-way analysis of variance to compare more than 2 groups; analysis of covariance to compare groups adjusting for confounders; testing for effect modification; calculating adjusted means; strategies for selecting the 'best' regression model; examination of residuals; regression to the mean; associated SAS programming. Each topic is covered by a 1 hour statistics lecture, a 1 hour SAS lecture, a 1 hour SAS practical and a 1 hour statistics tutorial to discuss the interpretation of the results. Each fortnight there is an exercise on the material covered in the statistics lecture. The SAS practical allows the necessary computing to answer the questions for the statistics tutorial the following week. The assignments will involve practical analysis and interpretation of a data set and between 10% and 20% of the marks for each assignment are for the SAS computing program.

#### Textbooks

Course notes are provided.

### PUBH5212

#### Categorical Data Analysis

**Credit points:** 2 **Teacher/Coordinator:** Associate Professor Petra Macaskill **Session:** Semester 2b **Classes:** 1 x 2hr lecture, 5 x 1hr lectures, and 5 x 1hr tutorials over 6 weeks. **Prerequisites:** PUBH5018 **Corequisites:** PUBH5211 **Assessment:** 1x 3 page report (30%) and 1x 8 page report (70%) **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day or On-line

In this unit the biostatistical concepts covered in earlier units are extended to cover analysis of epidemiological studies where the outcome variable is categorical. Topics of study include: testing for trend in a 2 x r contingency table; the Mantel-Haenszel test for the

combination of several 2 x 2 tables, with estimation of the combined odds ratio and confidence limits; multiple logistic regression; Poisson regression; modelling strategy. The assignments will involve practical analysis and interpretation of categorical data. Data analyses will be conducted using statistical software (SAS). Students studying in distance mode must have access to a computer running Microsoft Windows.

#### Textbooks

Course notes are provided.

### PUBH5213

#### Survival Analysis

**Credit points:** 2 **Teacher/Coordinator:** Professor Judy Simpson **Session:** Semester 2b **Classes:** 1 x 1hr lecture and 1 x 1hr tutorial per week for six weeks both face to face and distance mode. Students studying in distance mode must have access to a computer running Microsoft Windows. **Corequisites:** PUBH5211 **Assessment:** 1x 3 page assignment (20%) and 1x 10 page assignment (80%) **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day or On-line

During this unit, students learn to analyse data from studies in which individuals are followed up until a particular event occurs, e.g. death, cure, relapse, making use of follow-up data also for those who do not experience the event. This unit covers: Kaplan-Meier life tables; logrank test to compare two or more groups; Cox's proportional hazards regression model; checking the proportional hazards assumption; sample size calculations for survival studies. For each topic participants are given some material to read beforehand. This is followed by a lecture, then participants are given one or two exercises to do for the following week. These exercises are discussed in the tutorial at the next session before moving on to the next topic. That is, in most weeks the first hour is a tutorial and the lecture is given in the second hour. Participants are expected to run SAS programs in their own time. Preparation time for each session is 2-3 hours. The assignments both involve use of SAS to analyse a set of survival data.

#### Textbooks

Course notes are provided.

### PUBH5215

#### Introductory Analysis of Linked Data

**Credit points:** 6 **Teacher/Coordinator:** Professor Judy Simpson **Session:** Semester 2b **Classes:** block/intensive mode 5 days 9am-5pm **Prerequisites:** PUBH5018 and (PUBH5010 or BSTA5011) and (PUBH5211 or BSTA5004) **Assessment:** Workbook exercises (30%) and 1x assignment (70%) **Campus:** Camperdown/Darlington **Mode of delivery:** Block Mode

This unit introduces the topic of linked health data analysis. It will usually run in the last full week of November. The topic is a very specialised one and will not be relevant to most MPH students. The modular structure of the unit provides students with a theoretical grounding in the classroom on each topic, followed by hands-on practical exercises in the computing lab using de-identified linked NSW data files. The computing component assumes a basic familiarity with SAS computing syntax and methods of basic statistical analysis of fixed-format data files. Contents include: an overview of the theory of data linkage methods and features of comprehensive data linkage systems, sufficient to know the sources and limitations of linked health data sets; design of linked data studies using epidemiological principles; construction of numerators and denominators used for the analysis of disease trends and health care utilisation and outcomes; assessment of the accuracy and reliability of data sources; data linkage checking and quality assurance of the study process; basic statistical analyses of linked longitudinal health data; manipulation of large linked data files; writing syntax to prepare linked data files for analysis, derive exposure and outcome variables, relate numerators and denominators and produce results from statistical procedures at an introductory to intermediate level.

#### Textbooks

Notes will be distributed in class.

**PUBH521****Qualitative Research Methods**

**Credit points:** 2 **Teacher/Coordinator:** Associate Professor Susan Quine  
**Session:** Semester 2 **Classes:** 1 x 2 day workshop **Prerequisites:** PUBH5031 or MIPH5132 **Assessment:** EITHER 1x2000wd theoretical essay assignment OR 1 practical reflective report (100%) **Campus:** Camperdown/Darlington  
**Mode of delivery:** Block Mode

This unit aims to extend participants' understanding of qualitative research methods and enable the acquisition of skills in the collection and analysis of qualitative data. The unit builds on the qualitative research methods introduced in the unit PUBH5031 Introductory Qualitative Methods or MIPH5132 Disease Priorities and Social Methods. It covers the relevance of qualitative methods to the investigation of health issues; non-probability sampling; observation - practical; interview technique - practical; focus groups - practical; introduction to basic data analysis and interpretation of text - theory and practical; how to speak to and interrogate qualitative data and how to write up and present qualitative data - theory and practical. During the 2 day interactive workshop, there will be opportunities for practical application of qualitative research techniques (observational activities, interviewing in pairs, simulated focus groups, data analysis). and for discussion of issues which arise when conducting qualitative research.

*Textbooks*

A manual of course notes and references are provided.  
 Recommended: Green J. and Thorogood N. Qualitative Methods for Health Research. Sage. London 2009 2nd edition

**PUBH524****Advanced Epidemiology**

**Credit points:** 6 **Teacher/Coordinator:** Associate Professor Tim Driscoll  
**Session:** Semester 2 **Classes:** Weekly lectures and tutorials for 13 weeks  
**Prerequisites:** PUBH5010 **Assessment:** 1x 2500 word assignment (40%), 1x 1500 word assignment (30%), class presentations (30%) **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Evening or Normal (lecture/lab/tutorial) Day

This unit of study is intended for students who have completed Epidemiology Methods and Uses (or an equivalent unit of study) at a credit or higher level. It is designed to provide students with an opportunity to consolidate critical appraisal skills, to acquire the practical knowledge and skills needed to design epidemiological research, and to extend students' theoretical knowledge of epidemiology beyond basic principles.

**PUBH5302****Health Economic Evaluation**

**Credit points:** 4 **Teacher/Coordinator:** Ms Rachel Morton **Session:** Semester 2 **Classes:** 2x 2day compulsory workshops **Prerequisites:** PUBH5010 and PUBH5018 **Assessment:** assignment 1 (40%), assignment 2 (60%) **Campus:** Camperdown/Darlington **Mode of delivery:** Block Mode

This unit aims to develop students' knowledge and skills of economic evaluation as an aid to priority setting in health care. This unit covers: principles of economic evaluation; critical appraisal guidelines; measuring and valuing benefits; methods of costing; modeling in economic evaluation. The workshops consist of interactive lectures, class exercises and case history analyses.

*Textbooks*

A course manual will be provided to each student.

**PUBH5308****Health Workforce Policy Analysis**

**Credit points:** 2 **Teacher/Coordinator:** Professor Deborah Schofield, Dr Michelle Cunich **Session:** Semester 2b **Classes:** 1x 2day workshop **Assessment:** Assignment on a selected health workforce policy analysis topic **Campus:** Camperdown/Darlington **Mode of delivery:** Block Mode

The unit will examine the major components of health workforce planning in Australia. The Australia health workforce context will be considered (including total workforce size, payment mechanisms and employment arrangements) and the processes by which health workforce planning is influenced through government policy and workforce data translated and integrated with policy and planning explored. The framework for future labour force planning will be

discussed with reference to the Intergenerational Report. Current health workforce issues such as adequacy of the workforce, ageing of the workforce, the distribution of the workforce, professional registration, and special needs communities will be addressed. Approaches to planning for an adequate workforce and modelling the future of the health workforce will be examined including practical examples.

*Textbooks*

Australia's Health Workforce, Productivity Commission Research Report, 2005  
 Available at: <http://www.pc.gov.au/study/healthworkforce/finalreport/index.html>

**PUBH5414****Public Health Advocacy**

**Credit points:** 2 **Teacher/Coordinator:** Professor Simon Chapman **Session:** Semester 2 **Classes:** 1 x 2day workshop **Assessment:** 1x letter to the editor of a newspaper (10%) and 1x 2000 word assignment (90%) **Campus:** Camperdown/Darlington **Mode of delivery:** Block Mode

This unit aims to familiarise students with the strategies of public health advocacy and to provide skills in content and discourse analysis of media coverage of health and medical issues. This unit covers the role of media advocacy in advancing public health policy; framing public health issues; news gathering, reporting and editing; strategies for media advocacy; political lobbying in public health advocacy. Teaching and learning activities include interactive lectures, case studies and small group work. Students will be expected to prepare for the sessions. Requirements will be distributed prior to the first day.

*Textbooks*

(recommended only)  
 Chapman S. Public Health Advocacy and Tobacco Control: Making Smoking History. Oxford: Blackwell, 2007.

**PUBH5415****Injury Prevention**

**Credit points:** 2 **Teacher/Coordinator:** Associate Professor Rebecca Ivers **Session:** Semester 2 **Classes:** 1 x 2day workshop **Assessment:** 1 x 2000 word essay (90%) and participation in small group work during the workshop (10%) **Campus:** Camperdown/Darlington **Mode of delivery:** Block Mode

This unit aims to provide students with a clear understanding of the magnitude of the injury burden, both in higher and lower income countries, and the strategies that are required to address this burden. This unit will cover: injury definitions, measurement and surveillance; risk factor identification; intervention strategies and their evaluation; advocacy; cause-specific injury topics. During the 2 day workshop, guest speakers will outline issues relevant to the general injury prevention field and students will participate in interactive small group work which will focus on issues relevant to cause-specific injuries, in collaboration with guest contributors.

*Textbooks*

Students will be provided with a course manual. Recommended text: McClure R, Stevenson M, McEvoy S. The Scientific Basis of Injury Prevention and Control. Melbourne: IP Communications, 2004.

**PUBH5416****Vaccines in Public Health**

**Credit points:** 2 **Teacher/Coordinator:** Rob Menzies, Professor Peter McIntyre **Session:** Semester 2 **Classes:** Preparatory online lectures and 1x 2day workshop **Assessment:** 2x short online quizzes (10%) plus 1x 2000 word assignment (90%) **Campus:** Camperdown/Darlington **Mode of delivery:** Distance Education/Intensive on Campus

*Note: Department permission required for enrolment. Note: Students may be required to request permission from the unit of study coordinator to enrol in this unit of study. In this situation, the coordinator emails the Postgraduate Student Administration Unit advice that the student has permission to enrol.*

The aim of this unit is to provide students with an understanding of immunisation principles, the impact of vaccination on the epidemiology of vaccine preventable diseases (VPDs), how to assess the need for new vaccines and how to implement and monitor a new vaccination program. This unit covers the history and impact of vaccination; basic immunological principles of immunisation; surveillance of diseases, vaccination coverage, vaccine effectiveness and adverse events; risk communication; assessing disease burden and new vaccines. Learning activities include short online preparatory lectures and a workshop

with interactive lectures and small group case studies (please bring a calculator).

### PUBH5417

#### Injury Epidemiology Prevention & Control

**Credit points:** 4 **Teacher/Coordinator:** Associate Professor Rebecca Ivers  
**Session:** Semester 2 **Classes:** Online lectures and moderated discussions over 13 weeks (workload 6-8hr/week) **Assessment:** 1x 4000 word assignment (60%) and participation in two moderated online discussions (40%) **Campus:** Camperdown/Darlington **Mode of delivery:** On-line

This one-semester online unit teaches students about the principles of injury epidemiology, prevention and control. It provides a basis for the assessment and investigation of injury issues and the development, implementation and evaluation of injury prevention programs. The unit will cover: injury measurement and classification (descriptive methods); risk factor identification (analytic methods); evidence-based interventions for injury prevention; priority setting in injury control; injury prevention policy; strategies in injury control; implementing strategies in injury control; program evaluation in injury prevention; injury and Indigenous Australians and an international perspective on injury. During this unit, students will: gain an understanding of the epidemiology of injury, including the burden of injury, injury surveillance, methods for estimating the frequency and severity of injury, and methods for identifying risk factors; gain an understanding of the theories underpinning injury prevention and illustrate their application; develop an appreciation of the process of priority setting in injury, the design and implementation of injury prevention interventions, and the principles and conduct of evaluations.

#### Textbooks

Lecture notes, case studies and journal articles will be provided online from a password-protected site. Recommended text: McClure R, Stevenson M, McEvoy S. *The Scientific Basis of Injury Prevention and Control*. Melbourne: IP Communications, 2004.

### PUBH5418

#### Tobacco Control in the 21st Century

**Credit points:** 6 **Teacher/Coordinator:** Professor Simon Chapman **Session:** Semester 2 **Classes:** 1x3day workshop of lectures and problem-focused discussions, followed by 4 weeks of problem-based online discussions **Assessment:** 2x2000 word essays (60%), 1x100 item online quiz (10%) and online discussion and participation (30%) **Campus:** Camperdown/Darlington **Mode of delivery:** Distance Education/Intensive on Campus

The unit consists of learning topics, each of which is supported by extensive Web based resources, and 4 moderated online discussion forums, each focusing on a problem related to tobacco use and control. Lecture topics include: history of tobacco use and control; the burden of illness from tobacco use; secondhand smoke: the research evidence; measuring tobacco use, uptake and cessation in communities; international trends in tobacco consumption; the tobacco industry; the WHO's Framework Convention on Tobacco Control and new forms of tobacco advertising and promotion. Problem focused discussion forums include: Harm reduction and tobacco control, regulation of tobacco, improving and implementing pack warnings; promoting smoking cessation, prevention of uptake (youth programs); denormalisation of the tobacco industry; controlling advertising; and controlling exposure to tobacco smoke, making news on tobacco and influencing political policy on tobacco.

#### Textbooks

(recommended only)  
Chapman S. *Public Health Advocacy and Tobacco Control: Making Smoking History*. Oxford: Blackwell, 2007.

### PUBH5419

#### Falls Prevention in Older People

**Credit points:** 4 **Teacher/Coordinator:** Dr Soufiane Boufous and Dr Cathie Sherrington **Session:** Semester 2 **Classes:** 6-8 hours of online lectures and tutorials per week for 13 weeks **Assessment:** 1x 2000 word written assignment (60%) and participation in four moderated online discussions (40%) **Campus:** Camperdown/Darlington **Mode of delivery:** On-line

This fully online unit aims to teach students about the principles of falls prevention and falls injury prevention in the older person, with a focus on the application of these principles in the field. This unit will

cover: risk factors of falls; the burden and economic implications of falls in the older person; the development and implementation of fall prevention programs; and the principles of program evaluation. Students will discuss the research methods surrounding the impact of falls, research design and the risk of falls, and will look at the development of falls prevention programs using case studies.

#### Textbooks

Lecture notes, case studies and journal articles will be provided online from a password-protected site. Recommended text: Lord SR, Sherrington C, Menz, H, Close J (2007). *Falls in Older People: Risk factors and Strategies for Prevention*. Cambridge University Press (2nd edition).

### PUBH5500

#### Introducing Qualitative Health Research

**Credit points:** 6 **Teacher/Coordinator:** Dr Stacy Carter **Session:** Semester 1a **Classes:** Block mode (2 x 3 days) **Assessment:** 2x 2000wd assignments (2x40%) plus 2x 500wd reflections on workshops (2x10%) **Campus:** Camperdown/Darlington **Mode of delivery:** Block Mode

This unit overviews qualitative inquiry. It is perfect if you're a beginner or unsure about the basics of qualitative research. Workshop One answers these questions: What is qualitative research? How is it different from quantitative research? What is its history? What research questions can it answer? How can I search for it? How do I design a qualitative study? You will learn about qualitative data collection: interviewing, focus groups and observing. Workshop Two answers these questions: What is the place of qualitative research in health and medicine? Is methodology different to method? What are ontology and epistemology? What is reflexivity (and aren't qualitative researchers biased)? How are methodologies and theories used in qualitative research? How is qualitative research synthesised and evaluated? Can I generalise qualitative findings? You will analyse qualitative data two ways in class (for concepts and for social processes), and briefly explore the qualitative data management software NVivo. In both workshops you will meet working qualitative researchers and hear about their projects. This Unit will show you a new way of thinking critically about research and researching. By the end of the Unit you will be ready to begin evaluating and doing qualitative research for yourself.

### PUBH5906

#### Dissertation A

**Credit points:** 6 **Session:** Semester 1, Semester 2 **Prerequisites:** A candidate must have obtained a minimum weighted average mark of 70% in at least 24 credit points of coursework and obtained approval from the course-coordinator to enrol in this unit of study. Enrolment must be done through the Faculty or School office. The minimum weighted average mark of 70% must be maintained for the entire 48 credit points of coursework. **Assessment:** Research treatise **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

*Note: Department permission required for enrolment.*

The treatise gives you an opportunity to produce a written piece of research work that is supervised by an academic member of staff. The aim is for you to apply the knowledge and skills developed in your coursework to a particular topic or problem in public health. You will produce a scholarly piece of written work that is suitable for submission to a peer-reviewed journal. As a general guide, the treatise would be completed in three months (or six months part time). Your supervisor will help you select a topic and define the research questions so that you can complete the treatise in this time.

### PUBH5907

#### Dissertation B

**Credit points:** 6 **Session:** Semester 1, Semester 2 **Prerequisites:** A candidate must have obtained a minimum weighted average mark of 70% in at least 24 credit points of coursework and obtained approval from the course-coordinator to enrol in this unit of study. Enrolment must be done through the Faculty or School office. The minimum weighted average mark of 70% must be maintained for the entire 48 credit points of coursework. **Assessment:** Research treatise **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

*Note: Department permission required for enrolment.*

The treatise gives you an opportunity to produce a written piece of research work that is supervised by an academic member of staff.

The aim is for you to apply the knowledge and skills developed in your coursework to a particular topic or problem in public health. You will produce a scholarly piece of written work that is suitable for submission to a peer-reviewed journal. As a general guide, the treatise would be completed in three months (or six months part time). Your supervisor will help you select a topic and define the research questions so that you can complete the treatise in this time.

### **PUBH5908 Dissertation C**

**Credit points:** 12 **Session:** Semester 1, Semester 2 **Prerequisites:** A candidate must have obtained a minimum weighted average mark of 70% in at least 24 credit points of coursework and obtained approval from the course-coordinator to enrol in this unit of study. Enrolment must be done through the Faculty or School office. The minimum weighted average mark of 70% must be maintained for the entire 48 credit points of coursework. **Assessment:** Research treatise **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

*Note: Department permission required for enrolment.*

The treatise gives you an opportunity to produce a written piece of research work that is supervised by an academic member of staff. The aim is for you to apply the knowledge and skills developed in your coursework to a particular topic or problem in public health. You will produce a scholarly piece of written work that is suitable for submission to a peer-reviewed journal. As a general guide, the treatise would be completed in three months (or six months part time). Your supervisor will help you select a topic and define the research questions so that you can complete the treatise in this time.

### **SEXH5008 Sex and Society**

**Credit points:** 2 **Teacher/Coordinator:** Associate Professor Richard Hillman, Dr Shailendra Sawleshwarkar **Session:** Semester 2b **Classes:** 2 hours of lectures per week, half semester, which can be taken either face-to-face or online. AusAID students must enrol into the face-to-face version **Assessment:** written assignment (50%), online discussion (30%), online quiz (20%) **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day or On-line

This unit will explore the social, psychological and political determinants of sexuality, with particular reference to their potential impacts on public health. It is available in both online and face-to-face modes. Particular emphasis will be placed on the impact of culture, tradition, society, environment, life experiences, personal beliefs and health on sexual activity. Policy and legislative responses to sexual activity will be discussed, with regards to the consequences of sexual activity and methods for determining the effectiveness of such responses. Course content will include population studies on sexual behaviour; historical perspectives; variants of sexuality (including adolescence, prisoners, multicultural aspects, the elderly, disability, homosexuality and transgender issues); sexual dysfunction and counselling; commercial sex work; sex education; sexual assault, health promotion and ethical and legal aspects.

### **SEXH5101 Public Health Aspects of STDs**

**Credit points:** 2 **Teacher/Coordinator:** Associate Professor Richard Hillman, Dr Shailendra Sawleshwarkar **Session:** S2 Intensive, Semester 2a **Classes:** Semester 2a: 2 hours of lectures per week, half semester, which can be taken either face-to-face or online; Semester 2a Intensive: compulsory attendance at a teaching day in week 4 and attendance at 2 hours of lectures per week, half semester, taken face-to-face for 4 weeks **Assessment:** written assignment and online quizzes. **Assessment:** written assignment (50%) and online quizzes (50%) **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit aims to provide a public health perspective of the community impact of sexually transmitted infections (STIs). It is available in both online and face to face modes. At the end of this unit, students will be able to understand the underlying principles of the surveillance systems used to monitor STIs; the core risk activity groups involved in the transmission of STIs; how the epidemiologies of STIs vary within and between societies; the public health impacts of STIs; and effective preventative strategies at individual and community levels. Course content will include an introduction to the basic biology of STIs;

epidemiology and surveillance methods; STI service delivery considerations; STI/HIV interactions, travellers' sexual health; health promotion for STIs; policy approaches and ethical & legal issues.

### **SEXH5102 Public Health Aspects of HIV/AIDS**

**Credit points:** 2 **Teacher/Coordinator:** Associate Professor Richard Hillman, Dr Shailendra Sawleshwarkar **Session:** Semester 2b **Classes:** 2 hours of lectures per week, half semester, which can be taken either face-to-face or online. AusAID students must enrol in the face-to-face version. **Assessment:** written assignment (50%) and online quizzes (50%) **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day or On-line

This unit aims to provide a public health perspective of the impact of HIV infection. It is available in both online and face to face modes. At the end of this unit, students will be able to understand the underlying principles of the surveillance systems used to monitor HIV infection; the core risk activity groups involved in the transmission of HIV; how the epidemiology of HIV infection varies within and between societies; the public health impacts of HIV infection; and effective prevention strategies. Course content will include an introduction to the basic science of HIV infection; epidemiology and surveillance; sexual blood borne and mother to child transmission; STI/HIV interactions; other methods of transmission; health promotion for HIV; government perspectives and ethical and legal issues.

### **SEXH5205 Advanced Adolescent Sexual Health**

**Credit points:** 6 **Teacher/Coordinator:** Dr Melissa Kang **Session:** Semester 2 **Classes:** fully online **Prohibitions:** SEXH5204 **Assessment:** continuous assessment including participation in group discussion, short answer questions, 1000 word assignments plus 2500 word essay or field report. **Campus:** Westmead **Mode of delivery:** On-line

This unit aims to introduce the constructs of adolescent sexuality, explore the determinants of adolescent sexual health and to discuss the personal and public health implications of adolescent sexuality, with additional emphasis on a deeper exploration of an area of adolescent sexual health that is of particular interest to the student.

At the end of this unit of study, students will be able to describe the biological, developmental and socio-cultural contexts of adolescent sexual health as well as the constructs, challenges and diversities of adolescent sexuality. They will learn techniques used to optimize communication with adolescents and explore legal, ethical and public health implications of adolescent sexuality. They will also understand and describe one area of adolescent sexual health that the student chooses to study in depth from a list of suggestions.

The course is taught fully online using a range of assessments including group discussion, short answer questions and discussions based on case scenarios. It is divided into 6 modules: adolescent sexuality, adolescent sexual health, reproductive health issues in adolescence, diversity, legal and ethical issues and sexual health promotion.

# Qualitative Health Research

*Graduate Certificate in Qualitative Health Research*  
(GradCertQHR) KG018

*Graduate Diploma in Qualitative Health Research*  
(GradDipQHR) KF056

*Master of Qualitative Health Research*  
(MQHR) KC087

Course	Credit points for award	Duration full-time	Duration part-time
GradCertQHR	24	not available	1 to 3 years
GradDipQHR	36	1 year	1.5 to 4 years
MQHR	48	1 year	1.5 to 6 years

## Overview

Qualitative research is becoming increasingly popular in health-related fields including medicine, public health, nursing, allied health, dentistry and health policy. Qualitative health research can assist policymakers, clinicians, health promotion professionals and consumers to understand the perspectives people bring to their health, the values people hold, and the actions people take.

Qualitative researchers observe people as they go about their usual activities, interview people, conduct focus groups and examine documents and images. They systematically analyse the resulting data to gain a better understanding of issues as they arise in the ordinary social world. Qualitative researchers spend their time in conversation, interpretation and writing more than in calculation. For proficient communicators who love language and ideas, qualitative research offers a demanding but extremely rewarding career, grounded in textual rather than statistical analysis.

The Qualitative Health Research program provides hands-on training in qualitative research practice, sophisticated engagement with qualitative research theory and methodology, solid preparation in health issues, and access to units of study across many disciplines.

## Course Outcomes

Students will have an opportunity to develop:

- connections: to peers interested in qualitative inquiry, and to working qualitative researchers
- knowledge: about the history of qualitative research, qualitative methodology and ethically sound research practice
- skills: in qualitative study design, data collection, data analysis and writing, including writing applications for research ethics approval and grant funding
- confidence: to reason and argue about qualitative methodology, and about the purpose and value of qualitative inquiry.

## Further Information

All programs in qualitative research include the same four core units. These provide skills training and conceptual foundations. They cover essential ideas, commonly-used methodologies, study design strategies and skills for data creation, analysis and writing. In the final unit of study (QUAL5004) students will be mentored to develop a sound proposal for a future research project. Master's and Graduate Diploma students have access to elective units of study; for Master's students this includes units of study beyond the Faculty of Medicine.

## Degree Resolutions

Sydney Medical School resolutions and the printed handbook are the official statement of Faculty policy. The resolutions contained in the printed handbook are accurate as at November 2010. If a conflict is perceived between the content of the printed handbook and information available elsewhere, Sydney Medical School resolutions and the information available in the handbook online shall always take precedence. See the handbook online website: [sydney.edu.au/handbooks/handbooks\\_admin/medicine.shtml](http://sydney.edu.au/handbooks/handbooks_admin/medicine.shtml). See the Policy Online website: [sydney.edu.au/policy](http://sydney.edu.au/policy), for copies of University policies.

## Graduate Certificate in Qualitative Health Research

## Graduate Diploma in Qualitative Health Research

## Master of Qualitative Health Research

*These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to) the University of Sydney (Coursework) Rule 2000 (the 'Coursework Rule'), the Resolutions of the Faculty, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended) and the Academic Board policies on Academic Dishonesty and Plagiarism.*

## Course resolutions

### 1 Course codes

Code	Course title
KG018	Graduate Certificate in Qualitative Health Research
KF056	Graduate Diploma in Qualitative Health Research
KC087	Master of Qualitative Health Research

### 2 Attendance pattern

The attendance pattern for these courses is full time or part time according to candidate choice, except for the Graduate Certificate in Qualitative Health Research, which is part time only.

### 3 Master's type

The master's degree in these resolutions is a professional master's course, as defined by the Coursework Rule.

### 4 Embedded courses in this sequence

(1) The embedded courses in this sequence are:



- (a) the Graduate Certificate in Qualitative Health Research
  - (b) the Graduate Diploma in Qualitative Health Research
  - (c) the Master of Qualitative Health Research.
- (2) Providing candidates satisfy the admission requirements for each stage, a candidate may progress to the award of any of the courses in this sequence. Only the longest award completed will be conferred.

## 5 Admission to candidature

- (1) Available places will be offered to qualified applicants according to the following admissions criteria. In exceptional circumstances the Dean may admit applicants without these qualifications who, in the opinion of the Faculty, have qualifications and evidence of experience and achievement sufficient to successfully undertake the award.
- (2) Admission to the Graduate Certificate in Qualitative Health Research requires:  
a degree from the University of Sydney or equivalent qualification.
- (3) Admission to the Graduate Diploma in Qualitative Health Research requires:  
a bachelor's degree from the University of Sydney or equivalent qualification.
- (4) Admission to the degree of Master of Qualitative Health Research requires:  
a four year degree from the University of Sydney or equivalent qualification;  
or  
a degree from the University of Sydney or an equivalent qualification and passing a preliminary examination(s) prescribed by the Faculty, unless otherwise exempted.

## 6 Requirements for award

- (1) The units of study that may be taken for the courses are set out in the Table of Units of Study: Qualitative Health Research.
- (2) To qualify for the award of the Graduate Certificate in Qualitative Health Research a candidate must successfully complete 24 credit points of core units of study.
- (3) To qualify for the award of the Graduate Diploma in Qualitative Health Research a candidate must successfully complete 36 credit points, including:
  - (a) 24 credit points of core units of study;
  - (b) 12 credit points of elective units of study from Part 1 of the Table.
- (4) To qualify for the award of the Master of Qualitative Health Research a candidate must successfully complete 48 credit points, including:
  - (a) 24 credit points of core units of study;
  - (b) 24 credit points of elective units of study from Part 1 and/or Part 2 of the Table.

## 7 Transitional provisions

- (1) These resolutions apply to persons who commenced their candidature after 1 January, 2011 and persons who commenced their candidature prior to 1 January, 2011 who formally elect to proceed under these resolutions.
- (2) Candidates who commenced prior to 1 January, 2011 complete the requirements in accordance with the resolutions in force at the time of their commencement.

## Table of Units of Study: Qualitative Health Research

<i>Unit of study</i>	<i>Credit points</i>	<i>A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition</i>	<i>Session</i>
<b>Core units</b>			
Candidates would normally take QUAL5004 in their final semester of enrolment.			
<b>PUBH5500</b> Introducing Qualitative Health Research	6		Semester 1a
<b>QUAL5002</b> Qualitative Methodologies & Study Design	6	<b>A</b> Basic understanding of the nature of qualitative knowledge and the processes of qualitative research. <b>C</b> PUBH5500 or equivalent <i>Departmental permission is required for students who have not completed PUBH5500</i>	Semester 1b
<b>QUAL5003</b> Qualitative Research Analysis & Writing	6	<b>A</b> Basic understanding of the nature of qualitative knowledge and types of qualitative data. <b>P</b> PUBH5500 or equivalent <i>Departmental permission is required for students who have not completed PUBH5500</i>	Semester 2
<b>QUAL5004</b> Designing a Qualitative Research Project	6	<b>A</b> Good understanding of the nature of qualitative knowledge and of qualitative research processes. <b>P</b> PUBH5500, QUAL5002 <b>C</b> QUAL5003 <i>Departmental permission is required for students who have not completed PUBH5500</i>	Semester 2
<b>Part 1</b>			
<b>BETH5000</b> Core Concepts in Bioethics	6	<b>A</b> A three-year undergraduate degree in science, medicine, nursing, allied health sciences, philosophy/ethics, sociology/anthropology, history, or other relevant field, or by special permission. <i>A limited number of students may be granted permission to take this unit during their honours year.</i>	Semester 2
<b>BETH5101</b> Introduction to Ethical Reasoning	6	<b>A</b> A three-year undergraduate degree in science, medicine, nursing, allied health sciences, philosophy/ethics, sociology/anthropology, history, or other relevant field, or by special permission. <i>A limited number of students may be granted permission to take this unit during their honours year.</i>	Semester 1
<b>BETH5102</b> Philosophy of Medicine	6	<b>A</b> A three-year degree in science, medicine, nursing, allied health sciences, philosophy/ethics, sociology/anthropology, history, or other relevant field - or by special permission. <i>A limited number of students may be granted permission to take this unit during their honours year.</i>	Semester 1
<b>BETH5103</b> Biomedicine and Society	6	<b>A</b> A three-year undergraduate degree in science, medicine, nursing, allied health sciences, philosophy/ethics, sociology/anthropology, history, or other relevant field, or by special permission. <i>A limited number of students may be granted permission to take this unit during their honours year.</i>	Semester 2



<b>Unit of study</b>	<b>Credit points</b>	<b>A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition</b>	<b>Session</b>
<b>BETH5201 Ethics and Biotech: Genes and Stem Cells</b>	6	<b>A</b> A three-year undergraduate degree in science, medicine, nursing, allied health sciences, philosophy/ethics, sociology/anthropology, history, or other relevant field, or by special permission. <i>A limited number of students may be granted permission to take this unit during their honours year.</i>	Semester 1
<b>BETH5202 Human and Animal Research Ethics</b>	6	<b>A</b> A three-year undergraduate degree in science, medicine, nursing, allied health sciences, philosophy/ethics, sociology/anthropology, history, or other relevant field, or by special permission. <i>A limited number of students may be granted permission to take this unit during their honours year.</i>	Semester 2
<b>BETH5203 Ethics and Public Health</b>	6	<b>A</b> A three-year undergraduate degree in science, medicine, nursing, allied health sciences, philosophy/ethics, sociology/anthropology, history, or other relevant field, or by special permission. <i>A limited number of students may be granted permission to take this unit during their honours year.</i>	Semester 2
<b>BETH5204 Clinical Ethics</b>	6	<b>A</b> Honours or equivalent degree, or other appropriate terminal undergraduate degree (such as a three-year nursing degree) in science, medicine, nursing, allied health sciences, philosophy/ethics, sociology/anthropology, history, or other relevant field-or by special permission. <i>A limited number of students may be granted permission to take this unit during their honours year.</i>	Semester 1
<b>BETH5205 Ethics and Mental Health</b>	6		Semester 2
<b>HPOL5000 Introduction to Health Policy</b>	6		Semester 1
<b>HPOL5003 Analysing Health Policy</b>	6		Semester 2
<b>MIPH5008 Travel and Tropical Medicine</b>	2		Semester 2b
<b>MIPH5014 International Health Promotion</b>	4		Semester 2
<b>MIPH5115 Women's and Children's Health</b>	4		Semester 2
<b>MIPH5116 Culture, Health, Illness and Medicine</b>	4	<i>Note: Department permission required for enrolment Departmental permission is required.</i>	Semester 1 Semester 2
<b>MIPH5117 Diseases of Modernisation</b>	2		Semester 2a
<b>MIPH5118 Global Perspectives of HIV/AIDS</b>	4		Semester 2
<b>MIPH5135 Health Systems in Developing Countries</b>	4		Semester 2
<b>MMHU6906 Bodies on Display: Medicine, Museums, Art</b>	6		Semester 2
<b>MMHU6909 Risk and Health: Communication, Policy</b>	6	<i>Note: Department permission required for enrolment Students request permission from the unit of study coordinator to enrol in this unit. The coordinator emails the Postgraduate Student Administration Unit advice that the student has permission to enrol.</i>	Semester 2
<b>MMHU6911 Spirituality, Medicine and Health Care</b>	2	<i>Note: Department permission required for enrolment Students request permission from the unit of study coordinator to enrol in this unit. The coordinator emails the Postgraduate Student Administration Unit advice that the student has permission to enrol.</i>	Semester 2
<b>PUBH5111 Environmental Health</b>	4		Semester 2
<b>PUBH5114 Alcohol, Drug Use and Health</b>	4	<b>N</b> PUBH5115	Semester 2
<b>PUBH5115 Alcohol, Drug Use and Health</b>	2	<b>N</b> PUBH5114	Semester 2a
<b>PUBH5116 Genetics and Public Health</b>	4		Semester 2b
<b>PUBH5118 Aboriginal Health Promotion</b>	4		Semester 2b
<b>PUBH5414 Public Health Advocacy</b>	2		Semester 2
<b>PUBH5415 Injury Prevention</b>	2		Semester 2
<b>PUBH5418 Tobacco Control in the 21st Century</b>	6		Semester 2
<b>PUBH5419 Falls Prevention in Older People</b>	4		Semester 2
<b>SEXH5008 Sex and Society</b>	2		Semester 2b
<b>SEXH5101 Public Health Aspects of STDs</b>	2		S2 Intensive Semester 2a
<b>SEXH5102 Public Health Aspects of HIV/AIDS</b>	2		Semester 2b
<b>SEXH5205 Advanced Adolescent Sexual Health</b>	6	<b>N</b> SEXH5204	Semester 2

<i>Unit of study</i>	<i>Credit points</i>	<i>A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition</i>	<i>Session</i>
<b>Part 2</b>			
<b>ANTH6915</b> Ethnographic Method	6		Semester 2
<b>HPSC4102</b> History of Science	6	<b>P</b> Available only to students admitted to HPS Honours, Graduate Diploma in Science (History and Philosophy of Science) and Graduate Certificate in Science (History and Philosophy of Science), or by special permission. <i>Note: Department permission required for enrolment</i>	Semester 1 Semester 2
<b>HSTY6987</b> Writing the Past	6		Semester 1
<b>LNGS7002</b> Language, Society and Power	6		Semester 1
<b>LNGS7004</b> Register and Genre in English	6		Semester 1b
<b>LNGS7006</b> Cross-Cultural Communication	6		Semester 2
<b>LNGS7274</b> Media Discourse	6		Semester 2
<b>LNGS7301</b> Functional Grammar	6		Semester 1a
<b>SCLG6903</b> New Debates in Social Theory	6		Semester 2

### Further enquiries

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## Units of Study Descriptions for 2011

### ANTH6915

#### Ethnographic Method

**Credit points:** 6 **Teacher/Coordinator:** Dr Robbie Peters **Session:** Semester 2 **Classes:** Please consult Dept for class schedule **Assessment:** 1x3000wd (equiv.) practical exercise (60%) 1x500wd tutorial paper (10%) and 1x take-home exam (30%) **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

Ethnography/Participant Observation emerged as the foundational method of modern anthropology with the recognition that the study of other cultures required an understanding of them as lived by their participants. Students follow the development of the method in a variety of social contexts (urban, village, tribe, corporation) forms of relationship (language, performance, space, exchange) forms of representation (notes, description, narrative, analysis, film) and as a sustained critical dialogue about the self, politics and the ethics of the ethnographer.

### BETH5000

#### Core Concepts in Bioethics

**Credit points:** 6 **Session:** Semester 2 **Classes:** 13 x 2 hr seminars **Assumed knowledge:** A three-year undergraduate degree in science, medicine, nursing, allied health sciences, philosophy/ethics, sociology/anthropology, history, or other relevant field, or by special permission. **Assessment:** 1x750 wd review (15%) and 1x1500wd essay (35%) and 1x200-2500 wd essay (50%) **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

*Note: A limited number of students may be granted permission to take this unit during their honours year.*

This unit of study provides a broad overview of the primary issues in, and theoretical approaches to, bioethics. Following an introduction to the history of bioethics and review of the major theoretical approaches to applied ethics, central debates in bioethics surrounding doctor-patient relationships, informed consent, privacy/confidentiality, research ethics, abortion, euthanasia, genetics, cloning, stem cell research, justice and distribution of health care resources, etc., are examined. In addition to classical cases and traditional theoretical perspectives, emerging topics and alternative perspectives are

explored. The unit concludes with the topic of global public health and socio-political critique(s) of the discipline of bioethics itself. Learning activities will include seminars, small group sessions, and project work.

### BETH5101

#### Introduction to Ethical Reasoning

**Credit points:** 6 **Session:** Semester 1 **Classes:** 13 x 2hr seminars **Assumed knowledge:** A three-year undergraduate degree in science, medicine, nursing, allied health sciences, philosophy/ethics, sociology/anthropology, history, or other relevant field, or by special permission. **Assessment:** 1 x 2000wd essay (35%); 1x 4000wd essay (55%); participation (10%) **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

*Note: A limited number of students may be granted permission to take this unit during their honours year.*

This unit prepares students for advanced analysis of issues in bioethics by laying foundations in both critical thinking and ethical theory. Following an introduction to the construction and assessment of arguments, central issues of debate in meta-ethics, normative ethics, and political philosophy are examined. Major traditional (historical, consequential, deontological, contractarian/egalitarian, and communitarian) theoretical frameworks as well as postmodern/continental perspectives are introduced and critically evaluated. The unit concludes with an introduction to applied and professional ethics. It is recommended, but not required, that BETH5101 is taken during students' first semester in the program.

### BETH5102

#### Philosophy of Medicine

**Credit points:** 6 **Session:** Semester 1 **Classes:** 13 x 2hr seminars **Assumed knowledge:** A three-year degree in science, medicine, nursing, allied health sciences, philosophy/ethics, sociology/anthropology, history, or other relevant field - or by special permission. **Assessment:** 1x exercise 1200wds (30%); 1 x essay 3000-4000wds (60%); Participation (10%) **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

*Note: A limited number of students may be granted permission to take this unit during their honours year.*

This unit of study introduces students to the broader philosophical issues and epistemological structures that underlie medicine and the

biomedical sciences. The unit will begin by introducing students to the philosophy of science and medicine, epistemology and the concepts of health, illness and disease. The second part of the unit will review debates regarding disease causation and the social construction of disease. Students will then consider issues relating to the generation and use of knowledge and evidence, and the differences between conventional and alternative/non-Western approaches to illness and healing. The final part of the unit will focus on diagnosis, nosology and classification of disease, with particular reference to mental illness.

### BETH5103

#### Biomedicine and Society

**Credit points:** 6 **Session:** Semester 2 **Classes:** 13 x 2hr seminars **Assumed knowledge:** A three-year undergraduate degree in science, medicine, nursing, allied health sciences, philosophy/ethics, sociology/anthropology, history, or other relevant field, or by special permission. **Assessment:** 1 x exercise 1200 wds (30%); 1 x 3000-4000 wd essay (60%); Participation (10%) **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

*Note: A limited number of students may be granted permission to take this unit during their honours year.*

How does biomedicine both influence and reflect the broader society of which it is a part? This unit of study addresses this general question by examining a series of ethical and social issues relating to sex and drugs. The issues relate to gender, reproduction and sexual behaviour, and some of the drugs that have played a key role in the medicalisation of human experience in these domains. The course readings explore the issues from a range of different perspectives (i.e. history, sociology, politics, health policy, philosophy, religion, feminism, public health, and personal experience) with the aim of broadening the scope of bioethical inquiry. Each topic introduces specific concepts which students are encouraged to apply. Students are also encouraged to draw on their own disciplinary and/or professional background. Seminars, on-line discussions and coursework will provide opportunities to learn from other students, and apply learning from other units of study.

### BETH5201

#### Ethics and Biotech: Genes and Stem Cells

**Credit points:** 6 **Session:** Semester 1 **Classes:** 6 x 2hr seminars 1 x 8 hr intensive **Assumed knowledge:** A three-year undergraduate degree in science, medicine, nursing, allied health sciences, philosophy/ethics, sociology/anthropology, history, or other relevant field, or by special permission. **Assessment:** 3 Tutorial assessments - 400 wds each (3x 10%); 1 x 1200-1500 wd essay (30%); 1 x 2200 - 2500 wd essay (40%) **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

*Note: A limited number of students may be granted permission to take this unit during their honours year.*

This unit introduces students to the broader social/political, ethical/philosophical and legal/regulatory issues that underlie genetics, stem cell research and the emerging biotechnologies. The unit will provide a brief overview of the relevant science before considering scientific, cultural and religious understandings of life and human identity. The second part of the unit will review the political, regulatory and commercial context of biotechnology and the control of information. Students will then review the history of genetics and eugenics and the ethical issues that arise in clinical and population genetics, stem cell research and cloning. The final part of the unit will explore the boundaries of research and knowledge and the issues raised by emerging biotechnologies, such as nanotechnology and proteomics. Learning activities will include an intensive seminar program, small group sessions and reading. Students will be able to concentrate on stem cell research, clinical or molecular genetics or other biotechnologies according to their clinical and scientific interests and experience.

### BETH5202

#### Human and Animal Research Ethics

**Credit points:** 6 **Session:** Semester 2 **Classes:** 3 x 8 hr intensive **Assumed knowledge:** A three-year undergraduate degree in science, medicine, nursing, allied health sciences, philosophy/ethics, sociology/anthropology, history, or other relevant field, or by special permission. **Assessment:** Continuous

assessment (20%); Briefing paper (30%); Position Paper (50%) **Campus:** Camperdown/Darlington **Mode of delivery:** Block Mode

*Note: A limited number of students may be granted permission to take this unit during their honours year.*

This unit introduces students to research ethics in its social context. Students will first analyse the philosophical underpinnings of the research endeavour, including the justifications for engaging in research, research priorities and research integrity. The unit will then review the history of research and research abuses, the evolution of research ethics and the regulation of research in Australia. The second part of the unit will focus on issues arising in the conduct of research including; the protection of research subjects (both human and animal), consent, confidentiality and risk/benefit analysis.

### BETH5203

#### Ethics and Public Health

**Credit points:** 6 **Session:** Semester 2 **Classes:** 3 x 8hr Intensives **Assumed knowledge:** A three-year undergraduate degree in science, medicine, nursing, allied health sciences, philosophy/ethics, sociology/anthropology, history, or other relevant field, or by special permission. **Assessment:** 10 x Online tasks 250-400wds (20%); 1 x 1000 wd essay (30%); 1 x 2500 wd essay (50%) **Campus:** Camperdown/Darlington **Mode of delivery:** Block Mode

*Note: A limited number of students may be granted permission to take this unit during their honours year.*

This unit will provide students with an overview of the broader philosophical, ethical, sociopolitical and cultural issues that underlie public health and public health research. Students will first review the history of public health and examine the values that underpin health promotion and disease prevention. The second part of the unit will critique the place of facts and values in public health and the construction and use of information, with particular reference to evidence-based-medicine. The third part of the unit will examine the cultural, moral and social context of public health including the social determinants of health, the construction of health services, the determination of research priorities and issues relating to human rights and global health. Learning activities will include 2-hour weekly seminars and readings. Assessment tasks will consist of essays and a presentation/project.

### BETH5204

#### Clinical Ethics

**Credit points:** 6 **Session:** Semester 1 **Classes:** 3 x 8hr Intensives **Assumed knowledge:** Honours or equivalent degree, or other appropriate terminal undergraduate degree (such as a three-year nursing degree) in science, medicine, nursing, allied health sciences, philosophy/ethics, sociology/anthropology, history, or other relevant field-or by special permission. **Assessment:** 1 x 1500 wd case study ((30%); 1 x 3000 wd essay (50%); 10 x online tasks 25-400 wd (20%) **Campus:** Camperdown/Darlington **Mode of delivery:** Block Mode

*Note: A limited number of students may be granted permission to take this unit during their honours year.*

This unit will provide students with an overview of the broader philosophical, ethical, sociopolitical, and cultural issues that underlie the delivery of healthcare. Students will first explore major conceptual models for ethical reasoning in the clinical context; the design and delivery of clinical ethics consultation; and issues relating to the role of the professions. The second part of the unit will examine the foundations of clinical practice, including consent, competence, veracity, confidentiality, and decision-making. The third part of the unit will consider specific issues and populations within clinical practice, such as the care of vulnerable populations, mental health, and chronic illness. The next part of the unit will focus on skills associated with clinical ethics including analytic and mediation skills. The unit will conclude with reflections on current debates in the Australian healthcare context, particularly issues associated with healthcare rationing. Learning activities will include lectures (in an intensive format), facilitated discussion, case study presentations, and readings. Assessment tasks will consist of essays, a portfolio/journal, and a presentation/project.

**BETH5205****Ethics and Mental Health**

**Credit points:** 6 **Session:** Semester 2 **Classes:** 3 x 8hr Intensives **Assessment:** 1 x 1000 - 1500 wd essay (25%); 1 x 2200 - 2500 wd essay (50%); On line learning participation (15%); Attendance (10%) **Campus:** Camperdown/Darlington **Mode of delivery:** Block Mode

Mental health and mental illness are unique in the field of health care and bioethics. The very nature of psychiatric disorder and its relationship with prevailing social and cultural factors, in addition to the unique status of the mental health patient, necessitate a specific discourse in biomedical ethics in the area of mental health. This course will provide participants with a broad perspective of issues in bioethics applied to mental health and mental illness. Students will examine the history of the psychiatric profession and consider the adequacy of current safeguards against the abuses of power seen in the history of the profession of psychiatry. Other areas considered in the course include the current ethical dilemmas in mental health care, the implications of technological advances in the neurosciences, the philosophical basis of the concept of mental disorder, the relationship between power and the psychiatric profession and the complex relationship between morality, mental health and the law. The course aspires to inform future decision makers in health, public policy, clinical settings and academia in the unique aspects of biomedical ethics in the field of mental health.

**HPOL5000****Introduction to Health Policy**

**Credit points:** 6 **Teacher/Coordinator:** Dr James Gillespie, Professor Stephen Leeder **Session:** Semester 1 **Classes:** 2x2day workshops, online lectures and discussions **Assessment:** 1x1500word paper (25%), 1x3000word paper (50%), and online learning activities (25%) **Campus:** Camperdown/Darlington **Mode of delivery:** Distance Education/Intensive on Campus

This unit aims to develop a critical and comparative grasp of the theory and practice of health policy and to give an overview of the political choices and frameworks that shape policymaking. The unit explores the main structures and institutions that make health policy. Students will debate the reform of policy frameworks, raising questions about equity, ethics and the role of socio-economic status over access to health care and priorities of the current system. Australian policy debates will be placed in their broader context by comparing different health systems and assessing global influences. Case studies will be used to examine the relationships between policy and practice.

**HPOL5003****Analysing Health Policy**

**Credit points:** 6 **Teacher/Coordinator:** Dr James Gillespie, Professor Stephen Leeder **Session:** Semester 2 **Classes:** 2x2day workshops, online discussions **Assessment:** 1x2500 word assignment (50%), 1x3000 word assignment (50%) **Campus:** Camperdown/Darlington **Mode of delivery:** Distance Education/Intensive on Campus

This unit develops skills for the effective critical appraisal of health policy, with an examination of the principles, and limitations, of evidence-based health policy and evaluation of the research that underpins policy proposals. It builds policy analysis and analytical skills by exploring policy design, implementation and evaluation using approaches drawn from public policy, political science and public administration to look at the role of politics and equity in health policy development and implementation. The workshops cover the use of epidemiological and social science literature in policy development.

*Textbooks*

Kent Buse, Nicholas Mays and Gillian Walt, Making health policy. Open University Press, 2006.

**HPSC4102****History of Science**

**Credit points:** 6 **Teacher/Coordinator:** Dr Ofer Gal Taught by HPS staff and guest lecturers. **Session:** Semester 1, Semester 2 **Classes:** One 2 hour seminar per week. **Prerequisites:** Available only to students admitted to HPS Honours, Graduate Diploma in Science (History and Philosophy of Science) and Graduate Certificate in Science (History and Philosophy of Science), or by special permission. **Assessment:** 10xquestions (50%) and 1x5000 wd essay (50%) **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

*Note: Department permission required for enrolment.*

This unit explores major episodes in the history of science from the 18th century until the present as well as introducing students to historiographic methods. Special attention is paid to developing practical skills in the history and philosophy of science.

*Textbooks*

Course reader

**HSTY6987****Writing the Past**

**Credit points:** 6 **Teacher/Coordinator:** Assoc Prof Penny Russell **Session:** Semester 1 **Classes:** 1x2-hr seminar/week **Assessment:** 1x4000wd essay (75%), 1x1000wd seminar paper (15%) and class participation (10%) **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

A work of history may range in scope from a single life to the forces of internationalism, from a single moment to the span of human history, from a single locality to the globe. Why, and how, do historians tell such different stories? In this unit we explore the ideologies and social perspectives that underpin the historian's craft. Examining trends in historical scholarship, we consider how engagement with different methodologies has contributed to the social, cultural, intellectual and political 'turns'.

**LNGS7002****Language, Society and Power**

**Credit points:** 6 **Teacher/Coordinator:** Dr Ahmar Mahboob **Session:** Semester 1 **Classes:** 1x2-hr seminar/week **Assessment:** 1x5000wd assignment, including a group research project (100%) **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

Language is a symbolic currency: mastery of the standard language can buy institutional power, mastery of urban teenage slang can buy street cred. This course introduces students to key issues in sociolinguistics and language sociology such as the political economy of language, language variation and change, and critical discourse analysis. Members of the class will undertake empirical research.

*Textbooks*

Meshtrie, R., J. Swann, et al. (2000). Introducing Sociolinguistics. Edinburgh, Edinburgh University Press.

A Course Reader with additional readings will be made available.

**LNGS7004****Register and Genre in English**

**Credit points:** 6 **Teacher/Coordinator:** Dr Monika Bednarek **Session:** Semester 1b **Classes:** 1x2-hr seminar/week **Assessment:** 1x5000wd assignment (100%) **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit of study introduces students to current research in the theory of genre and register with a focus on English. It will explore how choices in grammar and discourse (e.g. speech function, conjunction, cohesive devices, methods of development and argumentation, schematic structure) impact on the ways in which people engage with different types (genres, registers) of texts. The framework for the unit derives from a variety of linguistic approaches, including corpus linguistics and functional linguistics.

*Textbooks*

J R Martin & David Rose, Genre Relations: mapping culture, Equinox

**LNGS7006****Cross-Cultural Communication**

**Credit points:** 6 **Teacher/Coordinator:** Assoc Prof Jane Simpson **Session:** Semester 2 **Classes:** 1x2-hr seminar/week **Assessment:** 1x1500wd presentation (25%), 1x1500wd problem set (25%), 1x3000wd essay (50%) **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

In today's globalised and multicultural societies, cross-cultural communication is common enough. Even so, it continues to be a challenge, both for people who engage in cross-cultural communication on a daily basis, and for researchers trying to describe and understand it. In this unit of study we will consider a variety of discourse-analytic approaches to studying cross-cultural communication, including conversation analysis, speech act theory, interactional sociolinguistics,

the ethnography of communication, and critical discourse analysis. In our analyses of actual samples of cross-cultural communication we will pay particular attention to the social positioning of participants in an interaction, and the ways how social relationships (particularly of power and intimacy) between participants are reflected in their linguistic practices. The unit will end with exploring applied perspectives, particularly on cross-cultural communication in educational, courtroom and workplace interactions.

#### Textbooks

Holliday, A., M. Hyde, et al. (2004). *Inter-cultural communication: an advanced resource book*. London, Routledge.

A Course Reader with additional readings will be made available

### LNGS7274

#### Media Discourse

**Credit points:** 6 **Teacher/Coordinator:** Prof James Martin **Session:** Semester 2 **Classes:** 1x2-hr seminar/week **Assessment:** 1x5000wd assignment (100%) **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

"Sexy, healthy and 100% Australian-owned!" In this unit you will learn about discourse analytic approaches to media communication. The discourse of advertising and gender discourses in the media will form a special focus of the unit. Furthermore, we will explore the politics of media discourses, the ways in which social identities are constructed in the media, differences between communication in various media (print, radio, TV, Internet), the rhetoric of persuasion and the discourses of popular culture. The framework for the unit derives from functional linguistics and critical discourse analysis, as well as cultural studies.

#### Textbooks

Bell, A 1991 *The Language of the News Media*. London: Blackwell

### LNGS7301

#### Functional Grammar

**Credit points:** 6 **Teacher/Coordinator:** Prof James Martin **Session:** Semester 1a **Classes:** 2x2-hr seminar/week (Week1-6) **Assessment:** 1x4000-5000wd assignment on grammar analysis and its application to texts (100%) **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit will focus on Halliday's functional grammar, including coverage of transitivity, mood, theme, clause-complexing and nominal group and verbal group structure (including functional structures and introductory accounts of the systems from which they derive). The unit will focus on English but include exemplification from other languages where appropriate. In addition the place of grammar in functional models of language will be considered, and critical aspects of system/structure theory introduced.

### MIPH5008

#### Travel and Tropical Medicine

**Credit points:** 2 **Teacher/Coordinator:** Dr Giselle Manalo, Dr Paula Fogarty **Session:** Semester 2b **Classes:** 1x2day intensive lectures **Assessment:** 1x2000word individual essay (90%) and attendance (10%) **Campus:** Camperdown/Darlington **Mode of delivery:** Block Mode

This unit aims to provide an overview of common health issues and emerging travel-related diseases, with a general look at prevention and control of these problems for travellers or those intending to work in tropical or resource-poor settings for a significant period of time. Travel/public health regulations associated with outbreaks and disasters area also addressed. During the short course, students will also explore issues such as pre-travel preparations, protection from vector-borne diseases and vaccinations. The teaching method is face-to-face teaching. Attendance is compulsory.

#### Textbooks

Unit notes supplied by School.

### MIPH5014

#### International Health Promotion

**Credit points:** 4 **Teacher/Coordinator:** Dr Philayrath Phongsavan **Session:** Semester 2 **Classes:** 1x2hr lecture per week for 13 weeks; 1x1hr tutorial per week for 9 weeks **Assessment:** 1,500 words essay (30%), 2,500 words report (50%), tutorial presentation and attendance (20%) **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit of study aims to provide students with an understanding of the principles, theory and methods that are employed in health promotion and prevention. The unit will give attention to the full spectrum of health promotion and prevention activities, from local level initiatives to the development of national policies to achieve health goals. It will have a strong practical and methodological focus, with the objective of enabling students to develop knowledge and skills for planning, implementing and evaluating health promotion programs. This unit of study provides students with opportunities to look at theory and practice in health promotion and the major health promotion issues at national and international levels. Models and methods that are commonly used in health promotion and disease prevention will be described and discussed by using real life examples. Among the major issues examined are the health impact of economic development at the national and global levels, prevention and control of cigarette smoking, non-communicable and communicable diseases.

#### Textbooks

Unit notes supplied by School.

### MIPH5115

#### Women's and Children's Health

**Credit points:** 4 **Teacher/Coordinator:** Professor Heather Jeffery **Session:** Semester 2 **Classes:** 1x2hr lecture per week for 10 weeks, 1x1hr tutorial per week for 9 weeks and 1 half day SCORPIO workshop. **Assessment:** 1x1500 word essay, problem based (50%), 1x15 minute presentation (25%), tutorial facilitation (10%), peer evaluation (5%), and active participation in SCORPIO workshop (10%) **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit aims to give students an overview of the health status of women and children in international settings. It also aims to examine causes of major health problems and possible approaches to improving the health of women and children in resource-poor countries. The unit covers a variety of issues in women's and children's health, including approaches to prevention of maternal and fetal, neonatal and child mortality, poverty, mother to child HIV transmission, women and violence, traditional practices and early marriage, family planning, diarrhoeal disease, pneumonia, vaccine preventable diseases.

#### Textbooks

Unit notes supplied by School.

### MIPH5116

#### Culture, Health, Illness and Medicine

**Credit points:** 4 **Teacher/Coordinator:** Dr Cynthia Hunter **Session:** Semester 1, Semester 2 **Classes:** 1 x 2 day workshop; 1 x 2hr seminar per week for 7 weeks **Assessment:** 1x3000word essay (75%) and 1x1hr class facilitation (25%) **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

*Note: Department permission required for enrolment. Note: Departmental permission is required.*

This unit aims to provide an integrated and interpretive approach to an understanding of health-related behaviours of populations in international settings, by synthesizing anthropological knowledge and methodology, and the interactions of culture, biology, psychology and environment. The teaching process is by student-led, lecturer-guided, discussion based review and critical analysis of relevant topics. During the unit, students will explore a range of issues in international and multicultural health from an anthropological perspective. Methodological approaches will encompass ethnography and other anthropological data collection methods. The issues covered will include cultural influences on health, illness and healing, such as indigenous and traditional beliefs and systems, gender and cultural change and the impact of modernization and development on illness and healing. The impact examines disease and illness patterns - their distribution and persistence, mental illness and culture and attitudes towards the use of medications; and the provision of culturally sensitive and appropriate services. The emphasis will be on covering a range of topic areas relevant to the students enrolled, and those of particular importance in contemporary international and multicultural health contexts.

#### Textbooks

Unit notes supplied by School.

**MIPH5117****Diseases of Modernisation**

**Credit points:** 2 **Teacher/Coordinator:** Dr. Rohina Joshi, Professor Bob Cumming **Session:** Semester 2a **Classes:** 1x2hr lecture per week for 7 weeks **Assessment:** 1x2000word written assignment (100%) **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit aims to provide candidates with an understanding of the causes and control of non-communicable diseases (NCDs) in developing countries. These diseases are associated with social and economic development and the demographic and health transitions. Topics covered in the unit include cardiovascular diseases, diabetes, cancer; primary health care management of NCDs, health promotion for NCDs and approaches to NCD research in developing countries. Lectures are given by health professionals with direct experience of NCD control in Africa, Asia and the Pacific.

*Textbooks*

Unit notes supplied by School.

**MIPH5118****Global Perspectives of HIV/AIDS**

**Credit points:** 4 **Teacher/Coordinator:** Mr Joel Negin **Session:** Semester 2 **Classes:** 1x2hr lecture per week for 11 weeks; 1x1hr tutorial per week for 7 weeks; plus 1 day peer learning sessions through group presentations **Assessment:** 1xgroup presentation (20%), peer evaluation (10%), 1x2000 word individual assignment (60%), and tutorial (10%) **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit offers a detailed and evidence-based assessment of the global HIV situation to equip students with the latest understanding of HIV distribution and trends globally, its social and economic implications, the measures being taken to prevent and treat HIV and AIDS, the gaps that need to be addressed in HIV control, and the politics around global HIV issues. Examples from different parts of the world, particularly less developed settings, are used to illustrate analysis of the key issues influencing the HIV control agenda globally. Emphasis is placed on developing a critical and analytical approach to assessing the HIV situation and developing interventions for its control.

*Textbooks*

Unit notes supplied by School.

**MIPH5135****Health Systems in Developing Countries**

**Credit points:** 4 **Teacher/Coordinator:** Mr Joel Negin **Session:** Semester 2 **Classes:** 1x2hr lecture per week for 9 weeks; plus 2x0.5 day workshop **Assessment:** 1x1500 word research proposal (40%), 1x2000 word case study report (50%), and participation (10%) **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

Health systems are complex and multi-faceted. Successful health systems require attention to political economy, governance, institutions, and local context. This unit will cover health systems in developing countries to equip students with a conceptual understanding and a set of tools to address major public health challenges from a health systems perspective. With a focus on evidence-based decision making, the unit will provide an understanding of health systems including specific topics such as health workforce, financing, service delivery, information systems and policy, and how these impact health interventions and health status in less developed countries. A multi-sectoral, integrated model will be used to understand the varied aspects of development challenges related to health systems. A case study approach will then provide students with concrete examples of health systems challenges and will strengthen students' ability to view health problems in a holistic, multi-faceted manner. The unit will provide students with the tools needed to make a practical difference in health systems in less developed countries with emphasis on implementation of health projects and bringing interventions to scale.

*Textbooks*

Unit notes supplied by School

**MMHU6906****Bodies on Display: Medicine, Museums, Art**

**Credit points:** 6 **Teacher/Coordinator:** Dr Claire Hooker **Session:** Semester 2 **Classes:** 1x 2 hr seminar per week for 13 weeks **Assessment:** 1x 3000 wd essay (60%), 1x 2000 wd essay (40%) and participation **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This single semester unit of study examines how the body has been represented in the convergent spaces of medicine and art. The unit focus is on medical museums, with a component of fieldwork and interaction with museums on and nearby the University campus - the Wilson anatomy museum, the pathology museum, the Shellshear Museum (anthropological material), the Royal Prince Alfred Hospital Museum, The Macleay Museum and the Pathology museum at the University of NSW. In this course students will consider how and why the human body has been displayed and represented as an object of knowledge, art, and entertainment, through class sessions that consider the history of medical museums, the ethics of museum displays, and the relationship between museums and other forms of scientific and artistic display of the body in medical atlases, medical photography and in the work of artists who utilise medical museums. Later in the course some comparisons will be made with more recent forms of display and artistry around the medicalised body, such as the Visible Man project and Gunter von Hagens' plastination displays. While the focus of the course will be centred on representations of the body, students will also be encouraged to consider, compare and critique the ways in which museums present stories about medicine.

**MMHU6909****Risk and Health: Communication, Policy**

**Credit points:** 6 **Teacher/Coordinator:** Dr Claire Hooker **Session:** Semester 2 **Classes:** 1x2day intensive plus online learning and assessment **Assessment:** 1x 3000 wd essay (40%), 1x 1500 wd essay (30%) and participation and report (30%) **Campus:** Camperdown/Darlington **Mode of delivery:** Distance Education/Intensive on Campus

*Note: Department permission required for enrolment. Note: Students request permission from the unit of study coordinator to enrol in this unit. The coordinator emails the Postgraduate Student Administration Unit advice that the student has permission to enrol.*

This single semester unit of study examines connections between risk communication and health policy around a variety of health risk issues. The unit offers a combination of a two-day face-to-face intensive study of psychological and sociological approaches to understanding health risks, and of policy processes in health risk controversies. The central focus will be on communicating with patients and the public as risk events unfold, and on interaction and impacts of policy choices and risk communication. The two day intensive will be followed by a series of online problem based learning and assessment tasks, in which the skills and concepts of risk communication and policy development will be applied to real case examples. Exemplar will include controversies over: immunization, hormone replacement therapy, air and water quality, siting telecommunications towers, cancer clusters and responses to epidemic outbreaks

**MMHU6911****Spirituality, Medicine and Health Care**

**Credit points:** 2 **Teacher/Coordinator:** Dr Claire Hooker **Session:** Semester 2 **Classes:** 2 day intensive face to face **Assessment:** 1 x 2000 word essay or major work equivalent (100%) **Campus:** Camperdown/Darlington **Mode of delivery:** Block Mode

*Note: Department permission required for enrolment. Note: Students request permission from the unit of study coordinator to enrol in this unit. The coordinator emails the Postgraduate Student Administration Unit advice that the student has permission to enrol.*

This unit of study will explore issues of spirituality in medicine and health care. Illness events and threatened mortality often bring spiritual issues to the fore for both patients and their carers, and healing is often experienced as necessarily encompassing spiritual dimensions by health care workers themselves. This unit will discuss concepts of spirituality, what dimensions spirituality provides to illness and healing, how to negotiate different religious practices in healing and in medical and health care ethics, and spirituality and end of life care. Participants

will have the opportunity to workshop issues from their personal or professional experiences of health care.

### PUBH5111

#### Environmental Health

**Credit points:** 4 **Teacher/Coordinator:** Dr Geoff Morgan **Session:** Semester 2 **Classes:** Mixed mode of online lectures with some face-to-face/online case studies (13 sessions of 2 hours) **Assessment:** 1x written assignment (45%), 1x quiz (40%) and case study participation (15%) **Campus:** Camperdown/Darlington **Mode of delivery:** Distance Education/Intensive on Campus or On-line

This unit aims to develop an understanding of environmental hazard identification and risk assessment and for students to understand the principles of hazard regulation and control. The unit will explore the major categories of environmental health hazards such as air quality; water & food quality; chemical hazards eg contaminated sites; physical hazards eg noise and radiation; and microbiological hazards eg Legionnaires' disease. It will use the disciplines of epidemiology, toxicology and ecology to characterise risks associated with these hazards and will explore various approaches to managing the risks. In studying this unit students will appreciate the multi-disciplinary nature of environmental health concerns and the need to work closely with external agencies. Regional and global issues of sustainability, climate change and land use planning will also be addressed.

#### Textbooks

Basic Environmental Health. Yassi, A et al. Oxford University Press, 2001; Environmental Health in Australia and New Zealand. Edited by Nancy Cromar, Scott Cameron and Howard Fallowfield, Oxford University Press, 2004.

### PUBH5114

#### Alcohol, Drug Use and Health

**Credit points:** 4 **Teacher/Coordinator:** Dr Carolyn Day **Session:** Semester 2 **Classes:** 13 weeks of 1 x 2hr teaching sessions and associated online activities. The teaching sessions are a combination of face to face and online seminars. Students not able to attend face to face sessions can do the entire course online. **Prohibitions:** PUBH5115 **Assessment:** 2 x 1500 word assignments (60%), compulsory online discussion participation (30%); online quizzes (10%) **Campus:** Camperdown/Darlington **Mode of delivery:** Distance Education/Intensive on Campus or On-line

This unit aims to assist students in developing an evidence-based understanding of the epidemiology of alcohol and drug use and its impact on health, and the effectiveness of methods for prevention and management of related problems. This fuller drug and alcohol elective covers all the content of PUBH5115 and goes on to assist the student to develop more advanced skills in research and in management of clinical services in relation to alcohol and drug use disorders, and to examine the needs of special populations.

#### Textbooks

Readings are available on the unit's WebCT site.

### PUBH5115

#### Alcohol, Drug Use and Health

**Credit points:** 2 **Teacher/Coordinator:** Dr Carolyn Day, Associate Professor Kate Conigrave **Session:** Semester 2a **Classes:** 7 weeks of 1 x 2hr teaching sessions and associated online activities. The teaching sessions are a combination of face to face and online seminars. Students not able to attend face to face sessions can do the entire course online. **Prohibitions:** PUBH5114 **Assessment:** 1x 1500 word assignment (60%); compulsory online discussion participation (30%); online quizzes (10%) **Campus:** Camperdown/Darlington **Mode of delivery:** Distance Education/Intensive on Campus or On-line

This unit aims to assist students in developing an evidence-based understanding of the epidemiology of alcohol and drug use and its impact on health, and the effectiveness of methods for the prevention and management of related problems.

#### Textbooks

Readings are available on the unit's WebCT site.

### PUBH5116

#### Genetics and Public Health

**Credit points:** 4 **Teacher/Coordinator:** Professor Bruce Armstrong **Session:** Semester 2b **Classes:** 1x 3 day workshop **Assessment:** 3x 30min online quiz (25%), small group assignment (35%) and take home exam of 6 questions (250 words each) (40%). **Campus:** Camperdown/Darlington **Mode of delivery:** Block Mode

This unit caters for practitioners, policy and decision-makers, students and researchers in public health, public policy, journalism, law, epidemiology, medicine, science, industry, ethics, philosophy, communication and advocacy. It gives a basic introduction to genetics and genetic epidemiology and covers issues like genetic determinants of disease, genetic testing and screening, psychosocial, legal and ethical aspects of genetics and genetic testing, genetic education and genetics and public policy.

#### Textbooks

Readings are available on the unit's WebCT site.

### PUBH5118

#### Aboriginal Health Promotion

**Credit points:** 4 **Teacher/Coordinator:** Mr Shane Hearn **Session:** Semester 2b **Classes:** 1 x 2day workshop, 7 weeks x 2 hr lectures **Assessment:** 1 x 2000 word essay (70%), workshop participation (30%) **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

While many positive political, social and legal changes have taken place recently, the inescapable fact after 220 years of colonisation is that the gap in regard to health between Aboriginal and non-Aboriginal populations is remarkably large. Using a health promotion framework the unit will provide students with an opportunity to gain an understanding of the history and culture of Aboriginal people. It is hoped that students will utilise this understanding to effect more congenial and productive relations with Aboriginal people in the community, and within the spheres of their chosen professions. During the unit students are encouraged to enquire factors that determine health, to analyse the major factors that influence Indigenous health issues, the relationship between these factors, their impact on health and to identify and discuss possible solutions to address the health disparities between non-Indigenous and Indigenous populations in Australia.

#### Textbooks

Course reader will be provided.

### PUBH5414

#### Public Health Advocacy

**Credit points:** 2 **Teacher/Coordinator:** Professor Simon Chapman **Session:** Semester 2 **Classes:** 1 x 2day workshop **Assessment:** 1x letter to the editor of a newspaper (10%) and 1x 2000 word assignment (90%) **Campus:** Camperdown/Darlington **Mode of delivery:** Block Mode

This unit aims to familiarise students with the strategies of public health advocacy and to provide skills in content and discourse analysis of media coverage of health and medical issues. This unit covers the role of media advocacy in advancing public health policy; framing public health issues; news gathering, reporting and editing; strategies for media advocacy; political lobbying in public health advocacy. Teaching and learning activities include interactive lectures, case studies and small group work. Students will be expected to prepare for the sessions. Requirements will be distributed prior to the first day.

#### Textbooks

(recommended only)

Chapman S. Public Health Advocacy and Tobacco Control: Making Smoking History. Oxford: Blackwell, 2007.

### PUBH5415

#### Injury Prevention

**Credit points:** 2 **Teacher/Coordinator:** Associate Professor Rebecca Ivers **Session:** Semester 2 **Classes:** 1 x 2day workshop **Assessment:** 1 x 2000 word essay (90%) and participation in small group work during the workshop (10%) **Campus:** Camperdown/Darlington **Mode of delivery:** Block Mode

This unit aims to provide students with a clear understanding of the magnitude of the injury burden, both in higher and lower income countries, and the strategies that are required to address this burden. This unit will cover: injury definitions, measurement and surveillance; risk factor identification; intervention strategies and their evaluation; advocacy; cause-specific injury topics. During the 2 day workshop, guest speakers will outline issues relevant to the general injury prevention field and students will participate in interactive small group

work which will focus on issues relevant to cause-specific injuries, in collaboration with guest contributors.

#### Textbooks

Students will be provided with a course manual. Recommended text: McClure R, Stevenson M, McEvoy S. *The Scientific Basis of Injury Prevention and Control*. Melbourne: IP Communications, 2004.

### PUBH5418

#### Tobacco Control in the 21st Century

**Credit points:** 6 **Teacher/Coordinator:** Professor Simon Chapman **Session:** Semester 2 **Classes:** 1x3day workshop of lectures and problem-focused discussions, followed by 4 weeks of problem-based online discussions **Assessment:** 2x2000 word essays (60%), 1x100 item online quiz (10%) and online discussion and participation (30%) **Campus:** Camperdown/Darlington **Mode of delivery:** Distance Education/Intensive on Campus

The unit consists of learning topics, each of which is supported by extensive Web based resources, and 4 moderated online discussion forums, each focusing on a problem related to tobacco use and control. Lecture topics include: history of tobacco use and control; the burden of illness from tobacco use; secondhand smoke: the research evidence; measuring tobacco use, uptake and cessation in communities; international trends in tobacco consumption; the tobacco industry; the WHO's Framework Convention on Tobacco Control and new forms of tobacco advertising and promotion. Problem focused discussion forums include: Harm reduction and tobacco control, regulation of tobacco, improving and implementing pack warnings; promoting smoking cessation, prevention of uptake (youth programs); denormalisation of the tobacco industry; controlling advertising; and controlling exposure to tobacco smoke, making news on tobacco and influencing political policy on tobacco.

#### Textbooks

(recommended only)

Chapman S. *Public Health Advocacy and Tobacco Control: Making Smoking History*. Oxford: Blackwell, 2007.

### PUBH5419

#### Falls Prevention in Older People

**Credit points:** 4 **Teacher/Coordinator:** Dr Soufiane Boufous and Dr Cathie Sherrington **Session:** Semester 2 **Classes:** 6-8 hours of online lectures and tutorials per week for 13 weeks **Assessment:** 1x 2000 word written assignment (60%) and participation in four moderated online discussions (40%) **Campus:** Camperdown/Darlington **Mode of delivery:** On-line

This fully online unit aims to teach students about the principles of falls prevention and falls injury prevention in the older person, with a focus on the application of these principles in the field. This unit will cover: risk factors of falls; the burden and economic implications of falls in the older person; the development and implementation of fall prevention programs; and the principles of program evaluation. Students will discuss the research methods surrounding the impact of falls, research design and the risk of falls, and will look at the development of falls prevention programs using case studies.

#### Textbooks

Lecture notes, case studies and journal articles will be provided online from a password-protected site. Recommended text: Lord SR, Sherrington C, Menz, H, Close J (2007). *Falls in Older People: Risk factors and Strategies for Prevention*. Cambridge University Press (2nd edition).

### PUBH5500

#### Introducing Qualitative Health Research

**Credit points:** 6 **Teacher/Coordinator:** Dr Stacy Carter **Session:** Semester 1a **Classes:** Block mode (2 x 3 days) **Assessment:** 2x 2000wd assignments (2x40%) plus 2x 500wd reflections on workshops (2x10%) **Campus:** Camperdown/Darlington **Mode of delivery:** Block Mode

This unit overviews qualitative inquiry. It is perfect if you're a beginner or unsure about the basics of qualitative research. Workshop One answers these questions: What is qualitative research? How is it different from quantitative research? What is its history? What research questions can it answer? How can I search for it? How do I design a qualitative study? You will learn about qualitative data collection: interviewing, focus groups and observing. Workshop Two answers these questions: What is the place of qualitative research in health and medicine? Is methodology different to method? What are ontology and epistemology? What is reflexivity (and aren't qualitative

researchers biased)? How are methodologies and theories used in qualitative research? How is qualitative research synthesised and evaluated? Can I generalise qualitative findings? You will analyse qualitative data two ways in class (for concepts and for social processes), and briefly explore the qualitative data management software NVivo. In both workshops you will meet working qualitative researchers and hear about their projects. This Unit will show you a new way of thinking critically about research and researching. By the end of the Unit you will be ready to begin evaluating and doing qualitative research for yourself.

### QUAL5002

#### Qualitative Methodologies & Study Design

**Credit points:** 6 **Teacher/Coordinator:** Dr Stacy Carter **Session:** Semester 1b **Classes:** Block mode (2x3 days) **Corequisites:** PUBH5500 or equivalent **Assumed knowledge:** Basic understanding of the nature of qualitative knowledge and the processes of qualitative research. **Assessment:** 1x 4000wd assignment (60%) plus 2x 1000wd responses to workshops (2x20%). **Campus:** Camperdown/Darlington **Mode of delivery:** Block Mode

*Note: Departmental permission is required for students who have not completed PUBH5500*

Qualitative methodologies are historical traditions and systems for planning and justifying research methods. This is an intermediate unit focused on qualitative methodologies. If you are seeking answers to basic questions about qualitative research (How is qualitative different from quantitative research? What questions can it answer? Is qualitative research generalisable or biased? How do I collect qualitative data?) please do not take this Unit: first take PUBH5500. Qualitative methodologies are informed by theories from sociology, anthropology, philosophy and other disciplines. They shape the research questions, objectives, design and outcome of a qualitative study. This course begins with general principles of qualitative methodology and study design. We then examine five common qualitative methodologies in detail: phenomenology, narrative inquiry, community based participatory research, ethnography and grounded theory. We will consider their historical and theoretical roots, the research practices they encourage, and their current status. The final day covers recent work about cases and case study, some newer methodologies (including appreciative inquiry and performative social science), and some leading contemporary social science methodologists (including Bent Flyvbjerg and Pierre Bourdieu). Finally we will ask how we can use methodologies as resources rather than recipes, maintaining both flexibility and coherence in our study designs.

### QUAL5003

#### Qualitative Research Analysis & Writing

**Credit points:** 6 **Teacher/Coordinator:** Dr Stacy Carter **Session:** Semester 2 **Classes:** 2x 2day workshops plus assessed online activities **Prerequisites:** PUBH5500 or equivalent **Assumed knowledge:** Basic understanding of the nature of qualitative knowledge and types of qualitative data. **Assessment:** online analytic work (40%), 3000 wd essay (40%), reflection on intensive workshops (2x10%) **Campus:** Camperdown/Darlington **Mode of delivery:** Block Mode

*Note: Departmental permission is required for students who have not completed PUBH5500*

In this Unit you will analyse and write about qualitative data. This is an intermediate Unit. If you seek answers to basic questions (How is qualitative different from quantitative research? What questions can it answer? Is qualitative research generalisable or biased? How do I collect qualitative data?) then please take PUBH5500 first. There are many techniques for qualitative analysis. In Intensive One, we will build on PUBH5500 and QUAL5002, introducing approaches not taught in those Units: feminist forms of analysis, conversation analyses, content analyses, discourse analyses and analyses in creative methodologies. Between intensives, you will analyse a portfolio of qualitative data online with feedback and support. In Intensive Two we will practice tricks and tips for writing articles, fieldnotes and memos, and for theorising, editing and responding to reviews. We will encounter performative social science and learn about the publishing process. Most importantly, we will practice thinking in genres, asking the question: who is going to read this, and how should I write for them?. After completing this Unit you will have a wider range of analytic



techniques at your disposal, and will have experience in shaping your writing to make it appropriate for its intended audience.

#### QUAL5004

##### Designing a Qualitative Research Project

**Credit points:** 6 **Teacher/Coordinator:** Dr Stacy Carter **Session:** Semester 2 **Classes:** 1x 2 day workshop + 1x 1 day workshop + online activities **Prerequisites:** PUBH5500, QUAL5002 **Corequisites:** QUAL5003 **Assumed knowledge:** Good understanding of the nature of qualitative knowledge and of qualitative research processes. **Assessment:** Research proposal (30%), Human Research Ethics Committee Application (30%), online work (20%), presentation (20%) **Campus:** Camperdown/Darlington **Mode of delivery:** Distance Education/Intensive on Campus

*Note: Departmental permission is required for students who have not completed PUBH5500*

This is the capstone Unit of Study for the Master of Qualitative Health Research. It is available to Grad Cert and Grad Dip Qualitative Research students with special permission. It will draw together what you have learned over the course of your studies, and culminate in the production of a research plan, and a Human Research Ethics Committee application. You should come to the first workshop day with a problem that is appropriate to research qualitatively. Ideally the problem you work on will be either an intended PhD project or a project for which you will be seeking grant funding. The first workshop will be spent learning about the research funding process, developing aims and formal research questions, exploring methods and methodology, and highlighting issues of ethics. Across the semester, you will work online to refine and document your research plans and ethical reasoning with support from peers and the course coordinator. On the final workshop day, you will formally present your proposals and your ethical reasoning. The Unit of Study aims to ensure that as a graduate of the MQHR you are well-prepared to commence a qualitative PhD or to seek support for your future qualitative research projects.

#### SCLG6903

##### New Debates in Social Theory

**Credit points:** 6 **Teacher/Coordinator:** Dr Karl Maton **Session:** Semester 2 **Classes:** 1x2hr seminar/week **Assessment:** 1x2000wd workbook (40%), 1x3000wd research essay (60%) **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

Students will become familiar with the central recent developments in social theory. The unit will examine reinterpretation of a selection of core issues in social theory, as well as covering innovations such as actor-network theory, theories of language and culture, sexuality and the body, consumption and social identity, globalization, nation and state, economic sociology and the intersection of work and family life, democracy and civil society, ethics and recognition, multiculturalism and postcolonialism, knowledge societies, and the dynamics of postmodern social life.

#### SEXH5008

##### Sex and Society

**Credit points:** 2 **Teacher/Coordinator:** Associate Professor Richard Hillman, Dr Shailendra Sawleshwarkar **Session:** Semester 2b **Classes:** 2 hours of lectures per week, half semester, which can be taken either face-to-face or online. AusAID students must enrol into the face-to-face version **Assessment:** written assignment (50%), online discussion (30%), online quiz (20%) **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day or On-line

This unit will explore the social, psychological and political determinants of sexuality, with particular reference to their potential impacts on public health. It is available in both online and face-to-face modes. Particular emphasis will be placed on the impact of culture, tradition, society, environment, life experiences, personal beliefs and health on sexual activity. Policy and legislative responses to sexual activity will be discussed, with regards to the consequences of sexual activity and methods for determining the effectiveness of such responses. Course content will include population studies on sexual behaviour; historical perspectives; variants of sexuality (including adolescence, prisoners, multicultural aspects, the elderly, disability, homosexuality and transgender issues); sexual dysfunction and

counselling; commercial sex work; sex education; sexual assault, health promotion and ethical and legal aspects.

#### SEXH5101

##### Public Health Aspects of STDs

**Credit points:** 2 **Teacher/Coordinator:** Associate Professor Richard Hillman, Dr Shailendra Sawleshwarkar **Session:** S2 Intensive, Semester 2a **Classes:** Semester 2a: 2 hours of lectures per week, half semester, which can be taken either face-to-face or online; Semester 2a Intensive: compulsory attendance at a teaching day in week 4 and attendance at 2 hours of lectures per week, half semester, taken face-to-face for 4 weeks **Assessment:** written assignment and online quizzes (50%) **Assessment:** written assignment (50%) and online quizzes (50%) **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit aims to provide a public health perspective of the community impact of sexually transmitted infections (STIs). It is available in both online and face to face modes. At the end of this unit, students will be able to understand the underlying principles of the surveillance systems used to monitor STIs; the core risk activity groups involved in the transmission of STIs; how the epidemiologies of STIs vary within and between societies; the public health impacts of STIs; and effective preventative strategies at individual and community levels. Course content will include an introduction to the basic biology of STIs; epidemiology and surveillance methods; STI service delivery considerations; STI/HIV interactions, travellers' sexual health; health promotion for STIs; policy approaches and ethical & legal issues.

#### SEXH5102

##### Public Health Aspects of HIV/AIDS

**Credit points:** 2 **Teacher/Coordinator:** Associate Professor Richard Hillman, Dr Shailendra Sawleshwarkar **Session:** Semester 2b **Classes:** 2 hours of lectures per week, half semester, which can be taken either face-to-face or online. AusAID students must enrol in the face-to-face version. **Assessment:** written assignment (50%) and online quizzes (50%) **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day or On-line

This unit aims to provide a public health perspective of the impact of HIV infection. It is available in both online and face to face modes. At the end of this unit, students will be able to understand the underlying principles of the surveillance systems used to monitor HIV infection; the core risk activity groups involved in the transmission of HIV; how the epidemiology of HIV infection varies within and between societies; the public health impacts of HIV infection; and effective prevention strategies. Course content will include an introduction to the basic science of HIV infection; epidemiology and surveillance; sexual blood borne and mother to child transmission; STI/HIV interactions; other methods of transmission; health promotion for HIV; government perspectives and ethical and legal issues.

#### SEXH5205

##### Advanced Adolescent Sexual Health

**Credit points:** 6 **Teacher/Coordinator:** Dr Melissa Kang **Session:** Semester 2 **Classes:** fully online **Prohibitions:** SEXH5204 **Assessment:** continuous assessment including participation in group discussion, short answer questions, 1000 word assignments plus 2500 word essay or field report. **Campus:** Westmead **Mode of delivery:** On-line

This unit aims to introduce the constructs of adolescent sexuality, explore the determinants of adolescent sexual health and to discuss the personal and public health implications of adolescent sexuality, with additional emphasis on a deeper exploration of an area of adolescent sexual health that is of particular interest to the student.

At the end of this unit of study, students will be able to describe the biological, developmental and socio-cultural contexts of adolescent sexual health as well as the constructs, challenges and diversities of adolescent sexuality. They will learn techniques used to optimize communication with adolescents and explore legal, ethical and public health implications of adolescent sexuality. They will also understand and describe one area of adolescent sexual health that the student chooses to study in depth from a list of suggestions.

The course is taught fully online using a range of assessments including group discussion, short answer questions and discussions based on case scenarios. It is divided into 6 modules: adolescent

sexuality, adolescent sexual health, reproductive health issues in adolescence, diversity, legal and ethical issues and sexual health promotion.

# Refractive Surgery

## Graduate Diploma in Refractive Surgery

(GradDipRefractSurg) KF066

## Master of Medicine (Refractive Surgery)

(MMed(RefractSurg)) KC075

Course	Credit points for award	Duration full-time	Duration part-time
GradDip RefractSurg	36	1 year	1.5 to 3 years
MMed (RefractSurg)	48	1 year	1.5 to 6 years

### Overview

Refractive surgery is an ever-expanding area within the field of ophthalmology, encompassing both laser and non-laser vision correction. This has traditionally been performed by surgeons in large private clinics, but in recent years has become accepted as part of mainstream ophthalmic care. Laser eye surgery is now the most frequently performed eye operation in Australia.

The Refractive Surgery program aims to equip students with knowledge of refractive surgery theory and practice, using distance learning complemented by a two-week placement in an accredited refractive surgical centre, including time spent in the wet lab at Sydney Eye Hospital. The program is offered jointly by the University of Sydney and the University of Auckland, and is the first of its kind in any country. The lecturers include internationally recognised corneal and refractive surgeons.

### Course Outcomes

The courses provide graduates with the theoretical and practical foundations necessary to assess and practice refractive surgery.

### Further Information

The majority of the degree is in the form of distance learning.

Each of the following core units of study - Ophthalmic Anatomy, Ophthalmic Optics, Refractive Surgery 1 and Refractive Surgery 2 - requires one semester of study to complete and is taught online. The method of assessment is based on assignments (3x2000 word assignments set every three weeks: 90%), problem-based learning modules and online participation (10%).

The Practical Refractive Surgery unit of study is offered once a year in November. Students are required to attend a two-week full-time course (2x5 days) held at accredited private refractive surgery centres. Assessment will be based on an online surgical logbook (40%) and an observed structured clinical exam (60%).

### Important Note

Overseas trained specialists who wish to practice in Australia will require documentation from the Royal Australian and New Zealand College of Ophthalmologists (RANZCO) that they meet RANZCO guidelines for specialist practice in Australia.

## Degree Resolutions

Sydney Medical School resolutions and the printed handbook are the official statement of Faculty policy. The resolutions contained in the

printed handbook are accurate as at November 2010. If a conflict is perceived between the content of the printed handbook and information available elsewhere, Sydney Medical School resolutions and the information available in the handbook online shall always take precedence. See the handbook online website: [sydney.edu.au/handbooks/handbooks\\_admin/medicine.shtml](http://sydney.edu.au/handbooks/handbooks_admin/medicine.shtml). See the Policy Online website: [sydney.edu.au/policy](http://sydney.edu.au/policy), for copies of University policies.

## Graduate Diploma in Refractive Surgery

## Master of Medicine (Refractive Surgery)

*These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to) the University of Sydney (Coursework) Rule 2000 (the 'Coursework Rule'), the Resolutions of the Faculty, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended) and the Academic Board policies on Academic Dishonesty and Plagiarism.*

### Course resolutions

#### 1 Course codes

Code	Course and stream title
KF066	Graduate Diploma in Refractive Surgery
KC075	Master of Medicine (Refractive Surgery)

#### 2 Attendance pattern

The attendance pattern for this course is full time or part time according to candidate choice.

#### 3 Master's type

The master's degree in these resolutions is a professional master's course, as defined by the Coursework Rule.

#### 4 Embedded courses in this sequence

- (1) The embedded courses in this sequence are:
  - (a) the Graduate Diploma in Refractive Surgery
  - (b) the Master of Medicine (Refractive Surgery).
- (2) Providing candidates satisfy the admission requirements for each stage, a candidate may progress to the award of any of the courses in this sequence. Only the longest award completed will be conferred.

#### 5 Admission to candidature

- (1) Available places will be offered to qualified applicants according to the following admissions criteria. In exceptional circumstances the Dean may admit applicants without these qualifications who, in the opinion of the Faculty, have qualifications and evidence of experience and achievement sufficient to successfully undertake the award.



- (2) Admission to the Graduate Diploma in Refractive Surgery requires:
- a Bachelor of Medicine and Bachelor of Surgery of the University of Sydney or equivalent qualification;
  - appropriate medical indemnity; and
  - completion of the requirements of the Royal Australian and New Zealand College of Ophthalmologists, and be eligible to undertake a subspecialty fellowship in the final year of accredited training;
- or  
applicants must be registered to practice ophthalmology in their state, territory or country.
- (3) Admission to the Master of Medicine (Refractive Surgery) requires:
- a Bachelor of Medicine and Bachelor of Surgery of the University of Sydney or equivalent qualification;
  - appropriate medical indemnity; and
  - completion of the requirements of the Royal Australian and New Zealand College of Ophthalmologists, and be eligible to undertake a subspecialty fellowship in the final year of accredited training;
- or  
applicants must be registered to practice ophthalmology in their state, territory or country.

## 6 Requirements for award

- The units of study that may be taken for the course are set out in the Table of Units of Study: Refractive Surgery.
- To qualify for the award of the Graduate Diploma in Refractive Surgery a candidate must complete 36 credit points of prescribed core units of study.
- To qualify for the award of the Master of Medicine (Refractive Surgery) a candidate must complete 48 credit points comprising:
  - 24 credit points of prescribed core units of study; and
  - 12 credit points of research leading to a dissertation.

## 7 Transitional provisions

- These resolutions apply to persons who commenced their candidature after 1 January, 2011 and persons who commenced their candidature prior to 1 January, 2011 who formally elect to proceed under these resolutions.
- Candidates who commenced prior to 1 January, 2011 complete the requirements in accordance with the resolutions in force at the time of their commencement.

## Table of Units of Study: Refractive Surgery

Unit of study	Credit points	A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition	Session
<b>Core units</b>			
OPSC5001 Ophthalmic Anatomy	9	A Undergraduate knowledge of basic human anatomy	Semester 1 Semester 2
OPSC5003 Ophthalmic Optics	9	A Undergraduate knowledge of physics relating to light and optics	Semester 1 Semester 2
OPSC5018 Refractive Surgery 1	6	C OPSC5001 Ophthalmic Anatomy <i>This unit will ONLY be offered in Semester 1 due to resource issues.</i>	Semester 1
OPSC5019 Refractive Surgery 2	6	P OPSC5018 <i>This unit will ONLY be offered in Semester 2 due to resource issues</i>	Semester 2
OPSC5020 Practical Refractive Surgery	6	P OPSC5018 C OPSC5019 <i>This unit will ONLY be offered in Semester 2 Late Intake due to resource issues.</i>	S2 Late Int
<b>Dissertation Units</b>			
Master's candidates must enrol in 12 credit points of dissertation in addition to the 36 credit points of core units. These should be done either in one semester with Dissertation C or split over two semesters with both Dissertation A and Dissertation B. A candidate must be enrolled in order to submit the dissertation. If a candidate is not able to submit his/her thesis after enrolling in 12 credit points of dissertation units of study, he/she must re-enrol in a minimum of six credit points of dissertation units of study, with the concomitant financial liability, every semester until he/she submits.			
OPSC5023 Dissertation Refractive Surgery A	6	P OPSC5018 and OPSC5019	Semester 1 Semester 2
OPSC5024 Dissertation Refractive Surgery B	6	P OPSC5018 and OPSC5019	Semester 1 Semester 2
OPSC5025 Dissertation Refractive Surgery C	12	P OPSC5018 and OPSC5019	Semester 1 Semester 2

### Further enquiries

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## Units of Study Descriptions for 2011

### OPSC5001 Ophthalmic Anatomy

**Credit points:** 9 **Teacher/Coordinator:** Dr Yves Kerdean **Session:** Semester 1, Semester 2 **Classes:** online/distance learning environment (total of 20hrs/wk) for 13 wks comprising: lectures delivered via CDROM (3 hrs/wk) online tutorials (1hr/wk) self directed learning and assignments (16hrs/wk) wk 14 for revision. In addition to time spent on assignments it is expected that the student will spend approximately 120 hours of private study over the course of the fourteen

weeks. It is suggested that also 25 hours of study will be necessary to prepare for the 3 hour examination at the end of the semester. **Assumed knowledge:** Undergraduate knowledge of basic human anatomy **Assessment:** 1x3000word assignment every 3wks (45%), online interaction (10%) and 1x3hr exam (45%) **Campus:** Camperdown/Darlington **Mode of delivery:** Distance Education

Successful candidates will demonstrate to the examiners that they have a detailed and comprehensive knowledge of anatomy of relevance to the practice of ophthalmology, in particular the eye, the visual pathways, the orbit and its contents including peri-orbital structures. They are also expected to have an understanding of the

embryology, maturation and normal ageing changes of the human eye. They should also be familiar with the anatomy of the head and neck including neuro-anatomy, histology and the use of diagnostic imaging as it pertains to the visual system. On completion of this unit of study the successful student will be able to (1) describe the normal anatomical organisation of the human eye, orbit and contents and head and neck in terms of cells, tissues, organs and systems, (2) describe the principal components of the human visual system and their function in detail and (3) describe how diagnostic imaging may be used in ophthalmic practice.

#### Textbooks

Prescribed: Wolff's Anatomy of the Eye and Orbit (8th ed). AJ Bron et al (eds) HK Lewis, London 1997; Clinical Anatomy of the Eye, R.S. Snell, M.A. Lemp, Blackwell Science (2nd ed.). Recommended: Histology of the Human Eye, M. Hogan, J. Alvarado, J. Wedell, W.B. Saunders, Philadelphia, 1971; Gray's Anatomy (38th ed.), Churchill Livingstone, Edinburgh, 1989; Clinical Anatomy of the Eye, R.S. Snell, M.A. Lemp, Blackwell Science (2nd ed.), The Eye Basic Sciences in Practice (Chapters 1 and 2), J. Forrester et al, Saunders Co. Ltd., London 1996; The Human Nervous System, An Anatomical Viewpoint (5th ed.), M.L. Barr & J.A. Kiernan, Harper and Row, Philadelphia 1988.

### OPSC5003

#### Ophthalmic Optics

**Credit points:** 9 **Teacher/Coordinator:** Dr Con Petsoglou **Session:** Semester 1, Semester 2 **Classes:** online/distance learning environment (total of 20hrs/wk) for 13 wks comprising: lectures delivered via CDROM (3 hrs/wk), online tutorials (1hr/wk), self directed learning and assignments (16hrs/wk), wk 14 for revision. In addition to time spent on assignments it is expected that the student will spend approximately 120 hours of private study over the course of the fourteen weeks. It is suggested that also 25 hours of study will be necessary to prepare for the 3hour examination at the end of the semester. **Assumed knowledge:** Undergraduate knowledge of physics relating to light and optics **Assessment:** 1x3000word assignment every 3wks (45%), online interaction (10%), and 1x3hr exam (45%) **Campus:** Camperdown/Darlington **Mode of delivery:** Distance Education

Successful candidates will demonstrate to the examiners that they have a detailed and comprehensive knowledge of optics of relevance to the practice of ophthalmology. Particular emphasis will be placed on the topics of Physical, Geometrical, Physiological and Instrument Optics. On completion of this unit of study the successful student will be able to (1) describe the physical properties of light and lasers, (2) describe the geometrical principles of light and the laws governing light's interaction with materials and (3) describe the physiological optics of the human eye and how to test this.

#### Textbooks

Prescribed: Clinical Optics, AR Elkington & HJ Frank, Blackwell Science, 3rd Ed, 2000; Optics, Refraction and Contact Lenses, Basic and Clinical Science Course, American Academy Ophthalmology, 2003. Recommended: Optics MH Freeman, Butterworths-Heinemann Medical; 10th Ed, 1990, Optics for Clinicians M Rubin, Triad Publishing, 3rd Ed, 1993.

### OPSC5018

#### Refractive Surgery 1

**Credit points:** 6 **Teacher/Coordinator:** Professor Gerard Sutton **Session:** Semester 1 **Classes:** 2x1.5hr seminar/week via online audioconferences, DVD based lectures, fortnightly problem-based learning topics submitted by students, and online refractive surgery forum discussion **Corequisites:** OPSC5001 Ophthalmic Anatomy **Assessment:** 3x2000 wd written assignments (90%), and online discussion (10%) **Campus:** Camperdown/Darlington **Mode of delivery:** Distance Education

*Note: This unit will ONLY be offered in Semester 1 due to resource issues.*

This unit of study aims to provide candidates with the theoretical and practical foundations of the practise of refractive surgery (RS). Week 1 Overview of RS. Week 2 ocular and systemic diseases. Week 3 patient assessment and evaluation. Week 4 corneal imaging. Week 5 principles of Laser and technology. Week 6 principles and practice of astigmatic surgery. Week 7 principles and practice of PRK/LASEK. Week 8 principles and practice of LASIK. Week 9 principles and practice of PTK. Week 10 prevention and management of corneal refractive complications. Week 11 Keratoconus and intracorneal ring segments. Week 12 Optics and biomechanics of the eye following RS and Week 13 the economics of refractive surgery.

#### Textbooks

Azar, Dimitri L., Refractive Surgery, 2nd ed. Buratto, L., Brint, Stephen, Custom LASIK: Surgical Techniques and Complications, 2003.

Bores, Leo D., Refractive Eye Surgery, 2nd ed. 2001. Probst, Louis E., LASIK: Advances, Controversies and Custom. Chang, David F., Mastering Refractive IOLs: The Art and Science, Slack Inc. Machat, Jeffrey J., Slade, Stephen J., Probst, Louis E., The Art of LASIK, 2nd ed. Slack Inc. Vajpayee, Rasik B., Melki, Samir A., Namrata, Sharma., Sullivan, Laurence, Step by Step LASIK Surgery, Vajpayee R., Taylor & Francis Brightbill, Frederick S., McDonnell, Peter J., McGhee, Charles N.J., Farjo, Ayad A., Serdarevic, Olivia, Corneal Surgery: Theory, Technique and Tissue, 4th ed. Mosby 2009

### OPSC5019

#### Refractive Surgery 2

**Credit points:** 6 **Teacher/Coordinator:** Dr John Males **Session:** Semester 2 **Classes:** 2x1.5hr seminar/week via online audioconferences, DVD based lectures, fortnightly problem-based learning topics submitted by students, and online refractive surgery forum discussion **Prerequisites:** OPSC5018 **Assessment:** 3x2000wd written assignments (90%), and online discussion (10%) **Campus:** Camperdown/Darlington **Mode of delivery:** Distance Education

*Note: This unit will ONLY be offered in Semester 2 due to resource issues*

This unit of study aims to provide candidates with the theoretical and practical foundations of the practise of refractive surgery (RS). Week 1 Evidence based medicine as applied to RS. Week 2 Phakic intraocular lenses. Week 3 Refractive aspects of cataract surgery. Week 4 Ethics of RS. Week 5 Management of post-keratoplasty and traumatic ametropia. Week 6 Biometry calculations in RS. Week 7 Combined corneal and lens surgery. Week 8 Surgical correction of presbyopia. Week 9 Management of adverse events in lens-based RS. Week 10 Complex case histories. Week 11 Prevention and management of corneal ectasia. Week 12 Laser systems. Week 13 Medico-legal aspects of RS

#### Textbooks

Azar, Dimitri L., Refractive Surgery, 2nd ed. Buratto, L., Brint, Stephen, Custom LASIK: Surgical Techniques and Complications, 2003. Bores, Leo D., Refractive Eye Surgery, 2nd ed. 2001. Probst, Louis E., LASIK: Advances, Controversies and Custom, Chang, David F., Mastering Refractive IOLs: The Art and Science, Slack Inc. Machat, Jeffrey J., Slade, Stephen J., Probst, Louis E., The Art of LASIK, 2nd ed. Slack Inc. Vajpayee, Rasik B., Melki, Samir A., Namrata, Sharma., Sullivan, Laurence, Step by Step LASIK Surgery, Vajpayee R., Taylor & Francis Brightbill, Frederick S., McDonnell, Peter J., McGhee, Charles N.J., Farjo, Ayad A., Serdarevic, Olivia, Corneal Surgery: Theory, Technique and Tissue, 4th ed. Mosby 2009

### OPSC5020

#### Practical Refractive Surgery

**Credit points:** 6 **Teacher/Coordinator:** Professor Gerard Sutton **Session:** S2 Late Int **Classes:** Block 5 days/wk for 2 weeks **Prerequisites:** OPSC5018 **Corequisites:** OPSC5019 **Assessment:** Online surgical logbook (40%), and observed structured clinical exam (60%) **Campus:** Camperdown/Darlington **Mode of delivery:** Block Mode

*Note: This unit will ONLY be offered in Semester 2 Late Intake due to resource issues.*

This unit of study aims to provide candidates with the practical experience and knowledge necessary to assess and perform refractive surgery. This is a mentor-based programme with candidates supervised in a number of clinical and laboratory environments. Emphasis is on pre-operative investigation, surgical skill and post-operative management. Candidates will be required to observe and perform intra- and extra-ocular surgical techniques relevant to refractive surgery.

Candidates will rotate through a number of refractive surgical practices and observe refractive surgery taking place utilizing a number of refractive surgical systems. Further candidates will have to attend a number of wet lab sessions designed for the performing of refractive surgical techniques on artificial, animal or human eyes.

A logbook of observed and performed surgeries will be kept and used for assessment.

Surgical mentors will be allocated and provide the appropriate training in specific refractive operations.

#### Textbooks

Azar, Dimitri L., Refractive Surgery, 2nd ed.

Buratto, L., Brint, Stephen, Custom LASIK: Surgical Techniques and Complications, 2003.  
Bores, Leo D., Refractive Eye Surgery, 2nd ed. 2001.  
Probst, Louis E., LASIK: Advances, Controversies and Custom, Chang, David F., Mastering Refractive IOLs: The Art and Science, Slack Inc.  
Machat, Jeffrey J., Slade, Stephen J., Probst, Louis E., The Art of LASIK, 2nd ed. Slack Inc.  
Vajpayee, Rasik B., Melki, Samir A., Namrata, Sharma., Sullivan, Laurence, Step by Step LASIK Surgery, Vajpayee R., Taylor & Francis  
Brightbill, Frederick S., McDonnell, Peter J., McGhee, Charles N.J., Farjo, Ayad A., Serdarevic, Olivia, Corneal Surgery: Theory, Technique and Tissue, 4th ed. Mosby 2009

#### **OPSC5023**

##### **Dissertation Refractive Surgery A**

**Credit points:** 6 **Teacher/Coordinator:** Professor Gerard Sutton **Session:** Semester 1, Semester 2 **Classes:** Students will be required to meet with their supervisor at least every three weeks to discuss the progress and implementation of their project. **Prerequisites:** OPSC5018 and OPSC5019 **Assessment:** Dissertation submitted after completion of 12 CP of dissertation units i.e. OPSC5023 and OPSC5024, to be reviewed by two independent assessors. **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

Successful candidates will demonstrate to the examiners that they have a detailed and comprehensive knowledge of the theoretical and practical foundations of the practice of refractive surgery and that in their project they have integrated this knowledge with prior learning and experience. The dissertation may take one of two forms: a written output (report or formal academic composition) on work performed during the candidature from a supervised student project that contains between 8,000-20,000 words or a scientific paper that arises from a supervised student's project and has been submitted to a peer review journal for publication. On completion of the dissertation units, the successful student will be able to: (1) Undertake a medical/scientific project and follow it to its completion. (2) Work constructively under the supervision of an ophthalmic supervisor. (3) Display scientific thinking and apply this to refractive surgery. (4) Attempt to publish their dissertation or learn how to publish their work.

#### **OPSC5024**

##### **Dissertation Refractive Surgery B**

**Credit points:** 6 **Teacher/Coordinator:** Professor Gerard Sutton **Session:** Semester 1, Semester 2 **Classes:** Students will be required to meet with their supervisor at least every three weeks to discuss the progress and implementation of their project. **Prerequisites:** OPSC5018 and OPSC5019 **Assessment:** Dissertation submitted after completion of 12 CP of dissertation units i.e. OPSC5023 and OPSC5024, to be reviewed by two independent assessors **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

Successful candidates will demonstrate to the examiners that they have a detailed and comprehensive knowledge of the theoretical and practical foundations of the practice of refractive surgery and that in their project they have integrated this knowledge with prior learning and experience. The dissertation may take one of two forms: a written output (report or formal academic composition) on work performed during the candidature from a supervised student project that contains between 8,000-20,000 words or a scientific paper that arises from a supervised student's project and has been submitted to a peer review journal for publication. On completion of the dissertation units, the successful student will be able to: (1) Undertake a medical/scientific project and follow it to its completion. (2) Work constructively under the supervision of an ophthalmic supervisor. (3) Display scientific thinking and apply this to refractive surgery. (4) Attempt to publish their dissertation or learn how to publish their work.

#### **OPSC5025**

##### **Dissertation Refractive Surgery C**

**Credit points:** 12 **Teacher/Coordinator:** Professor Gerard Sutton **Session:** Semester 1, Semester 2 **Classes:** Students will be required to meet with their supervisor at least every three weeks to discuss the progress and implementation of their project. **Prerequisites:** OPSC5018 and OPSC5019 **Assessment:** Dissertation to be reviewed by two independent assessors. **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

Successful candidates will demonstrate to the examiners that they have a detailed and comprehensive knowledge of the theoretical and

practical foundations of the practice of refractive surgery and that in their project they have integrated this knowledge with prior learning and experience. The dissertation may take on of two forms: a written output (report or formal academic composition) on work performed during the candidature from a supervised student project that contains between 8,000-20,000 words or a scientific paper that arises from a supervised student's project and has been submitted to a peer review journal for publication. On completion of this unit of study, the successful student will be able to: (1) Undertake a medical/scientific project and follow it to its completion. (2) Work constructively under the supervision of an ophthalmic supervisor. (3) Display scientific thinking and apply this to refractive surgery. (4) Attempt to publish their dissertation or learn how to publish their work.

# Reproductive Health Sciences and Human Genetics

*Master of Medicine (Reproductive Health Sciences and Human Genetics)*  
(MM(RH&HG)) KC077

*Master of Science in Medicine (Reproductive Health Sciences and Human Genetics)*  
(MScMed(RH&HG)) KC078

*Master of Medicine (Reproductive Health Sciences and Human Genetics) and Master of Philosophy*  
(MMed(RH&HG)) KC085 for international students, KC077 and KC083 for domestic students

*Master of Science in Medicine (Reproductive Health Sciences and Human Genetics) and Master of Philosophy*  
(MScMed(RH&HG)) KC086 for international students, KC078 and KC083 for domestic students

Course	Credit points for award	Duration full-time	Duration part-time
MMed (RH&HG)	48	not available	2 to 6 years
MScMed (RH&HG)	48	not available	2 to 6 years
MMed (RH&HG) / MPhil	48 + research thesis	2 years	as per individual resolutions
MScMed (RH&HG) / MPhil	48 + research thesis	2 years	as per individual resolutions

## Overview

The main aim of the program is to provide up-to-date knowledge of the clinical and laboratory science and technological developments in reproduction and human genetics.

Areas of study include reproductive physiology, biochemistry, immunology, microbiology and pathology. The course is ideally suited to graduates in medicine seeking a career in reproductive science and medicine, laboratory science, public health or genetic counselling, as well as professionals already working in these disciplines who are seeking to gain a deeper insight into the rapidly expanding disciplines of reproductive health sciences, reproductive medicine and human genetics.

## Course Outcomes

As a result of participation, graduates will:

- have an up-to-date knowledge of the clinical and laboratory science and technological developments in reproduction and human genetics
- have an insight into the social, ethical and public health aspects of these fields
- develop a firm basis for vocational training in these disciplines
- be able to contribute to and promote dialogue and understanding between those working in disparate areas within reproductive health and genetics.

## Further Information

The program is offered as either a coursework-only master's degree or as a double degree combining the coursework-only master's degree with a research master's degree. The coursework-only master's degree is only available part-time so is not available to international students. Information on the Master of Philosophy is available in the Postgraduate Research Studies chapter.

The Master of Medicine (Reproductive Health Sciences and Human Genetics) and the Master of Science in Medicine (Reproductive Health Sciences and Human Genetics) are essentially the same program with different admission requirements.

Only medical graduates (ie those with an MBBS) may be admitted to the Master of Medicine while non-medical graduates may be admitted to the Master of Science in Medicine. Students follow the same program of study (with the exception, in some cases, of practical work), with the only difference being the title of the course they are awarded on completion.

To qualify for the coursework-only degree candidates must complete coursework and clinical or laboratory assignments equivalent to 48 credit points. The coursework and clinical or laboratory assignments are undertaken part-time over two years.

Students are required to attend lectures and tutorials and undertake field visits to laboratory and clinical areas. Lectures and tutorials are held on two evenings per week and some Saturdays.

Assessment is by written examination, oral presentations, written assignments, placement reports and a research thesis for those enrolled in the double degree.

## Double Degree Students

Domestic students who wish to enrol in the double degree program, enrol into a Masters degree (KC077 or KC078) and a Master of Philosophy (MPhil)(KC083), either at the same time or sequentially. Domestic students may enrol on a part-time basis.

International students must enrol in the double degree program (KC085 or KC086) so they are enrolled for 2 years full-time. Further information for international students can be found after Table of Units of Study.

Information about the MPhil program can be found in the Postgraduate Research Studies chapter.

To qualify for the double degree, candidates must complete the requirements for the coursework-only degree as described above, and to fulfil the requirements of the Master of Philosophy candidates must enrol in at least the equivalent of 1 year full-time research and submit a thesis that passes examination.

Students who are not able to submit their research thesis after the equivalent of one year of enrolment must enrol for further semesters, with the associated financial cost of enrolment, until they are able to submit their thesis.



## Degree Resolutions

Sydney Medical School resolutions and the printed handbook are the official statement of Faculty policy. The resolutions contained in the printed handbook are accurate as at November 2010. If a conflict is perceived between the content of the printed handbook and information available elsewhere, Sydney Medical School resolutions and the information available in the handbook online shall always take precedence. See the handbook online website: [sydney.edu.au/handbooks/handbooks\\_admin/medicine.shtml](http://sydney.edu.au/handbooks/handbooks_admin/medicine.shtml). See the Policy Online website: [sydney.edu.au/policy](http://sydney.edu.au/policy), for copies of University policies.

### Master of Medicine (Reproductive Health Sciences and Human Genetics)

### Master of Science in Medicine (Reproductive Health Sciences and Human Genetics)

*These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to) the University of Sydney (Coursework) Rule 2000 (the 'Coursework Rule'), the Resolutions of the Faculty, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended) and the Academic Board policies on Academic Dishonesty and Plagiarism.*

#### Course resolutions

##### 1 Course codes

Code	Course and stream title
KC077	Master of Medicine (Reproductive Health Sciences and Human Genetics)
KC078	Master of Science in Medicine (Reproductive Health Sciences and Human Genetics)

##### 2 Attendance pattern

The attendance pattern for this course is part time only.

##### 3 Master's type

The master's degrees in these resolutions are professional master's courses as defined by the Coursework Rule.

##### 4 Admission to candidature

- (1) Available places will be offered to qualified applicants according to the following admissions criteria. In exceptional circumstances the Dean may admit applicants without these qualifications who, in the opinion of the Faculty, have qualifications, evidence of experience and achievement sufficient to successfully undertake the award.
- (2) Admission to the Master of Medicine (Reproductive Health Sciences and Human Genetics) requires:
  - a Bachelor of Medicine and Bachelor of Surgery of the University of Sydney or an equivalent qualification.
- (3) Admission to the Master of Science in Medicine (Reproductive Health Sciences and Human Genetics) requires:
  - a bachelor's degree with first or second class honours from the University of Sydney or equivalent qualification;
  - or
  - a bachelor's degree from the University of Sydney or equivalent qualification and a minimum of 12 months research or work experience in the field or successful completion of the preliminary examination(s) as prescribed by the Faculty.

##### 5 Requirements for award

- (1) The units of study that may be taken for the course are set out in the Table of Units of Study: Reproductive Health Sciences and Human Genetics.
- (2) To qualify for the award of the Master of Medicine (Reproductive Health Sciences and Human Genetics) or Master of Science in Medicine (Reproductive Health Sciences and Human Genetics) a candidate must successfully complete 48 credit points, including:
  - (a) 44 credit points of core units of study; and
  - (b) 4 credit points of elective units of study.

##### 6 Transitional provisions

- (1) These resolutions apply to persons who commenced their candidature after 1 January, 2011 and persons who commenced their candidature prior to 1 January, 2011 who formally elect to proceed under these resolutions.
- (2) Candidates who commenced prior to 1 January, 2011 complete the requirements in accordance with the resolutions in force at the time of their commencement.



## Master of Medicine (Reproductive Health Sciences and Human Genetics)/Master of Philosophy

## Master of Science in Medicine (Reproductive Health Sciences and Human Genetics)/Master of Philosophy

*These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to) the the University of Sydney (Coursework) Rule 2000 (the 'Coursework Rule'), the Resolutions of the Faculty, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended), and the Academic Board policies on Academic Dishonesty and Plagiarism and Postgraduate Research Higher Degree Training Supervision at the University of Sydney.*

### Course resolutions

#### 1 Course codes

Code	Course and stream title
KC085	Master of Medicine (Reproductive Health Sciences and Human Genetics) / Master of Philosophy (For international candidates only)
KC086	Master of Science in Medicine (Reproductive Health Sciences and Human Genetics) / Master of Philosophy (For international candidates only)

#### 2 Attendance pattern

The attendance pattern for these courses is full time only.

#### 3 Master's type

The coursework master's degrees in these resolutions are professional master's courses, as defined by the Coursework Rule.

#### 4 Admission to candidature

- (1) These double degrees are only available to international students and places will be offered to qualified applicants according to the following admissions criteria. In exceptional circumstances the Dean may admit applicants without these qualifications who, in the opinion of the Faculty, have qualifications, evidence of experience and achievement sufficient to successfully undertake the award. Domestic applicants should apply for admission to KC077 Master of Medicine (Reproductive Health Sciences and Human Genetics) or KC078 Master of Science in Medicine (Reproductive Health Sciences and Human Genetics) and/or KC083 Master of Philosophy.
- (2) Admission to the Master of Medicine (Reproductive Health Sciences and Human Genetics)/Master of Philosophy requires:
  - (a) the Bachelor of Medicine and Bachelor of Surgery from the University of Sydney or equivalent qualification; and
  - (b) submission of a research topic of interest for advanced study and research.
- (3) Admission to the Master of Science in Medicine (Reproductive Health Sciences and Human Genetics)/Master of Philosophy requires:
  - (a) a bachelor's degree with first or second class honours from the University of Sydney or equivalent qualification; or
  - a bachelor's degree from the University of Sydney or an equivalent qualification. Applicants normally must have completed a minimum of 12 months research or work experience in the field, or pass a preliminary examination(s) as prescribed by the Faculty; this

requirement may be waived if the applicant has obtained at least a credit in the highest course available in the subject(s) relevant to the proposed course of advanced study and research.

- (b) submission of a research topic of interest for advanced study and research.
- (4) Admission to candidature will be conditional upon the appointment of an appropriate supervisor and associate supervisor.

#### 5 Requirements for award

- (1) The units of study that may be taken for the course are set out in the Table of Units of Study: Reproductive Health Sciences and Human Genetics.
- (2) To qualify for the award of the double degree candidates must:
  - (a) fulfil the requirements for award of the Master of Science in Medicine (Reproductive Health Sciences and Human Genetics) or the Master of Medicine (Reproductive Health Sciences and Human Genetics); and
  - (b) fulfil the requirements for award of the Master of Philosophy and enrol in a minimum of 48 credit points of research units of study. The requirement to undertake a 6 credit point Research Methods unit of study in the Master of Philosophy will be waived for candidates in the double degree.

#### 6 Course transfer

- (1) Once a candidate of the Master of Science in Medicine (Reproductive Health Sciences and Human Genetics)/Master of Philosophy has successfully completed the coursework requirements the candidate may abandon the double degree and elect to be awarded the single degree of Master of Science in Medicine (Reproductive Health Sciences and Human Genetics) in accordance with the resolutions governing that degree.
- (2) Once a candidate of the Master of Medicine (Reproductive Health Sciences and Human Genetics)/Master of Philosophy has successfully completed the coursework requirements the candidate may abandon the double degree and elect to be awarded the single degree of Master of Medicine (Reproductive Health Sciences and Human Genetics) in accordance with the resolutions governing that degree.
- (3) Once a candidate of the Master of Science in Medicine (Reproductive Health Sciences and Human Genetics)/Master of Philosophy, or the Master of Medicine (Reproductive Health Sciences and Human Genetics)/Master of Philosophy has successfully completed the coursework requirements the candidate may abandon the double degree and may apply to transfer to the Doctor of Philosophy with credit.

#### 7 Transitional provisions

- (1) These resolutions apply to persons who commenced their candidature after 1 January, 2011 and persons who commenced their candidature prior to 1 January, 2011 who formally elect to proceed under these resolutions.
- (2) Candidates who commenced prior to 1 January, 2011 complete the requirements in accordance with the resolutions in force at the time of their commencement.

## Table of Units of Study: Reproductive Health Sciences and Human Genetics

<i>Unit of study</i>	<i>Credit points</i>	<i>A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition</i>	<i>Session</i>
<b>Core units</b>			
<b>PUBH5010</b> Epidemiology Methods and Uses	6	N BSTA5011	Semester 1
<b>PUBH5018</b> Introductory Biostatistics	6		Semester 1
<b>RHHG5005</b> Reproductive Sciences and Medicine	4		Semester 2
<b>RHHG5006</b> Reproductive, Maternal and Child Health	4		Semester 2
<b>RHHG5007</b> Clinical Reproductive Medicine	4		Semester 1
<b>RHHG5008</b> Counselling 1	2		Semester 1
<b>RHHG5010</b> Reproductive Sciences	4		Semester 1
<b>RHHG5013</b> Ethical, Social, Legal & Privacy Issues	4		Semester 2
<b>RHHG5014</b> Fertility Control	2		Semester 2
<b>RHHG5021</b> Reproduction and Cancer	2		Semester 2
<b>RHHG5026</b> Introductory Medical Genetics	4	Only for students commencing in 2004 or later.	Semester 2
<b>RHHG5028</b> Medical Genetics	2		Semester 1
<b>RHHG5019</b> Treatise A	6	Note: Department permission required for enrolment Not available to students enrolling after 2010	Semester 1 Semester 2
<b>RHHG5020</b> Treatise B	6	Note: Department permission required for enrolment Not available to students enrolling after 2010	Semester 1 Semester 2
<b>Elective Units</b>			
<b>RHHG5011</b> Clinical or Laboratory Attachments	2		Semester 2
<b>RHHG5012</b> Counselling 2	2		Semester 2
<b>RHHG5015</b> Lab Assessment of Reproductive Function	2		Semester 2
<b>RHHG5016</b> Medical and Molecular Genetics	2		Semester 2
<b>Additional Core Units for International candidates enrolled in the double degree</b>			
Candidates must complete the following four units over the two years. Specific enrolment patterns based on the semester of commencement are shown below. If the candidates is not able to submit the thesis for the Master of Philosophy after two years of enrolment, they must enrol in both MEDF4003 and MEDF4004 for further semesters, with the associated cost of enrolment, until they are able to submit.			
<b>MEDF4001</b> Medicine Research A	12	Note: Department permission required for enrolment	Semester 1 Semester 2
<b>MEDF4002</b> Medicine Research B	12	C MEDF4001	Semester 1 Semester 2
<b>MEDF4003</b> Medicine Research C	12	C MEDF4002	Semester 1 Semester 2
<b>MEDF4004</b> Medicine Research D	12	C MEDF4003	Semester 1 Semester 2

*Further enquiries*

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## International Students

In order to comply with their visa requirements and to fulfil the requirements of the double degree, ie. 48 credit points of coursework for the coursework master's degree and the equivalent of at least one year full-time for the Master of Philosophy, international students must enrol in units of study as shown in the following two tables.

### Pattern of Enrolment for international students commencing in March

semester of enrolment	UoS codes	UoS names
1	PUBH5010 PUBH5018 MEDF4001	Epidemiology Methods and Uses Introductory Biostatistics Medicine A
2	RHHG5005 RHHG5006 RHHG5026 MEDF4002	Reproductive Sciences and Medicine Reproductive, Maternal and Child Health Introductory Medical Genetics Medicine B
3	RHHG5007 RHHG5008 RHHG5010 RHHG5028 MEDF4003	Clinical Reproductive Medicine Counselling 1 Reproductive Sciences Medical Genetics Medicine C
4	RHHG5013 RHHG5014 RHHG5021 MEDF4004	Ethical, Social, Legal & Privacy Issues Fertility Control Reproduction and Cancer Medicine D plus two electives from elective list

### Pattern of Enrolment for international students commencing in July

semester of enrolment	UoS codes	UoS names
1	RHHG5005 RHHG5006 RHHG5026 MEDF4001	Reproductive Sciences and Medicine Reproductive, Maternal and Child Health Introductory Medical Genetics Medicine A
2	PUBH5010 PUBH5018 RHHG5007 RHHG5008 RHHG5010 RHHG5028	Epidemiology Methods and Uses Introductory Biostatistics Clinical Reproductive Medicine Counselling 1 Reproductive Sciences Medical Genetics
3	RHHG5013 RHHG5014 RHHG5021 MEDF4002	Ethical, Social, Legal & Privacy Issues Fertility Control Reproduction and Cancer Medicine B plus two electives from elective list
4	MEDF4003 MEDF4004	Medicine C Medicine D

If a student is not able to submit the thesis for the Master of Philosophy after these two years of enrolment, they must enrol in both MEDF4003 and MEDF4004 for further semesters, with the associated cost of enrolment, until they are able to submit.

## Units of Study Descriptions for 2011

### MEDF4001

#### Medicine Research A

**Credit points:** 12 **Session:** Semester 1, Semester 2 **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day  
*Note: Department permission required for enrolment.*

This unit and the associated units, MEDF4002, MEDF4003, MEDF4004, and MEDF4005, are research units of study. The contents and assessments are determined according to each individual student's needs.

### MEDF4002

#### Medicine Research B

**Credit points:** 12 **Session:** Semester 1, Semester 2 **Corequisites:** MEDF4001 **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

See MEDF4001.

### MEDF4003

#### Medicine Research C

**Credit points:** 12 **Session:** Semester 1, Semester 2 **Corequisites:** MEDF4002 **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

See MEDF4001.

### MEDF4004

#### Medicine Research D

**Credit points:** 12 **Session:** Semester 1, Semester 2 **Corequisites:** MEDF4003 **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

See MEDF4001

### PUBH5010

#### Epidemiology Methods and Uses

**Credit points:** 6 **Teacher/Coordinator:** Associate Professor Tim Driscoll **Session:** Semester 1 **Classes:** 1x1hr lecture and 1x2hr tutorial per week for 13 weeks - lectures and tutorials may be completed online **Prohibitions:** BSTA5011 **Assessment:** 1x4page assignment (30%) and 1x2.5hr open-book exam (70%) **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day or On-line

This unit provides students with core skills in epidemiology, particularly the ability to critically appraise public health and clinical epidemiological research literature. This unit covers: study types; measures of frequency and association; measurement bias; confounding/effect modification; randomized trials; systematic reviews; screening and test evaluation; infectious disease outbreaks; measuring public health impact and use and interpretation of population health data. It is expected that students spend an additional 2-3 hours preparing for their tutorials.

#### Textbooks

Webb, PW, Bain, CJ, and Pirozzo, SL. *Essential Epidemiology: An Introduction for Students and Health Professionals*: Cambridge University Press 2005.

### PUBH5018

#### Introductory Biostatistics

**Credit points:** 6 **Teacher/Coordinator:** Mr Kevin McGeechan and Associate Professor Petra Macaskill **Session:** Semester 1 **Classes:** 2 x 2hr lecture, 10 x 1hr lectures, 11 x 2hr tutorials, 2 x 1hr and 8 x 0.5hr statistical computing self directed learning tasks over 12 weeks - lectures and tutorials may be completed online **Assessment:** 1x4 page assignment (30%) and 1x2.5hr open-book exam (70%) **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day or On-line

This unit aims to provide students with an introduction to statistical concepts, their use and relevance in public health. This unit covers descriptive analyses to summarise and display data; concepts underlying statistical inference; basic statistical methods for the analysis of continuous and binary data; and statistical aspects of study design. Specific topics include: sampling; probability distributions; sampling distribution of the mean; confidence interval and significance tests for one-sample, two paired samples and two independent

samples for continuous data and also binary data; correlation and simple linear regression; distribution-free methods for two paired samples, two independent samples and correlation; power and sample size estimation for simple studies; statistical aspects of study design and analysis. Students will be required to perform analyses using a calculator and will also be required to conduct analyses using statistical software (SPSS). It is expected that students spend an additional 2 hours per week preparing for their tutorials. Computing tasks are self-directed.

*Textbooks*

Course notes are provided.

**RHHG5005**

**Reproductive Sciences and Medicine**

**Credit points:** 4 **Teacher/Coordinator:** Professor Robert Jansen **Session:** Semester 2 **Classes:** 7x4hr lectures **Assessment:** essay assignment (100%) **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit covers the following topics: reproductive cycle 1 (hypothalamus and pituitary); gamete approximation and fertilisation biology; ovarian function, oogenesis and ovulation; testicular function, spermatogenesis, male accessory organs; sexual physiology; reproductive cycle 2 (ovary and genital tract); implantation, embryogenesis; placentation; fetal development - ultrasound perspective; endocrinology of pregnancy and parturition; lactation; puberty and menstruation; menopause; effects of reproductive steroids on metabolism and other body systems; gonadal differentiation and genital development.

**RHHG5006**

**Reproductive, Maternal and Child Health**

**Credit points:** 4 **Teacher/Coordinator:** Professor Ian Fraser **Session:** Semester 2 **Classes:** 5x4hr lectures **Assessment:** essay assignment (100%) **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit identifies significant issues in reproductive, maternal and child health, gives an overview of existing services for these population groups, and emphasises preventive health programs.

**RHHG5007**

**Clinical Reproductive Medicine**

**Credit points:** 4 **Teacher/Coordinator:** Dr Mark Bowman **Session:** Semester 1 **Classes:** 7x4hr lectures **Assessment:** Essay assignment (100%) **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit covers the following areas of reproductive medicine: puberty, virility and male infertility, menstrual cycle and menstrual symptoms, premenstrual syndrome, dysfunctional uterine bleeding, dysmenorrhoea, menopause, amenorrhoea, ovulation induction, endometriosis, spontaneous abortion and recurrent abortion, contraception, psychosexual disorders, venereal diseases, subfertility and infertility, reproductive technology, assisted conception. This course is based on pre-reading provided prior to each lecture and followed by a two-hour tutorial, during which case studies provide material for investigation and management discussions. This will enable participants to develop a problem-solving approach to clinical management. Participants are required to present a case on at least one occasion during the semester.

**RHHG5008**

**Counselling 1**

**Credit points:** 2 **Teacher/Coordinator:** Ms Agi O'Hara **Session:** Semester 1 **Classes:** 2x7hr and 3x3 hr lectures **Assessment:** group oral presentation (50%), individual written report (50%) **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit concentrates on listening skills, principles of communication, group dynamics, competing theoretical perspectives, crisis management and an examination of values and ideology. The candidate will develop basic counselling skills for future application to reproduction counselling. The course is interactive, with the

expectation that participants will present orally as well as be assessed through written work.

**RHHG5010**

**Reproductive Sciences**

**Credit points:** 4 **Teacher/Coordinator:** Professor Michael Sinosich **Session:** Semester 1 **Classes:** 9x4hr lectures **Assessment:** Essay assignment (100%) **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit covers the following topics: cell structure and function; intracellular signalling and intercellular communication; cryobiology; steroidogenesis; steroid hormones and receptors; peptide hormone biochemistry and receptors; the social interaction of cells; regulation of cell division; molecular motors; contractility of smooth muscle, cilia and flagella; pathogenesis of PA11; rhesus incompatibility; XGR; recurrent abortion; protein structure and function, structure and function of complex carbohydrates; fetal monitoring; ultrasound, amniocentesis, CVS; radiation and thermal stress; birth defects and their causes; immunological processes in reproduction.

**RHHG5011**

**Clinical or Laboratory Attachments**

**Credit points:** 2 **Teacher/Coordinator:** Dr Robert Markham **Session:** Semester 2 **Classes:** Clinical/laboratory experience of at least 12 hours **Assessment:** Experience report **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

Organised individually for small groups, students keep log books of work undertaken and observed and include presentation of clinical cases or laboratory problems.

**RHHG5012**

**Counselling 2**

**Credit points:** 2 **Teacher/Coordinator:** Ms Agi O'Hara **Session:** Semester 2 **Classes:** 3x4hr lectures **Assessment:** presentation (60%), and essay assignment (40%) **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit concentrates on the process of counselling, making links between microskills and building an 'intentional interviewing' style. The microskills of challenging and confrontation are given prominence and participants are expected to reflect on their practice and the appropriateness of challenging and confronting clients. The candidate will develop basic counselling skills for future application to reproduction counselling. Ethical issues for counselling practice, with a particular focus on the ethical dimensions regarding reproductive medicine, are examined.

**RHHG5013**

**Ethical, Social, Legal & Privacy Issues**

**Credit points:** 4 **Teacher/Coordinator:** Professor Douglas Saunders AM **Session:** Semester 2 **Classes:** 6x4hr lectures **Assessment:** oral presentation (100%) **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

The objective is for the student to know relevant legal principles and their application to reproductive health sciences and genetics. To understand the concept of ethical reasoning and apply to issues in reproductive medicine. To research an issue in reproductive medicine and genetics and discuss in terms of ethical, social and legal perspectives.

Case studies are used to initiate discussion of these issues. Topics include active and passive euthanasia; artificial insemination; assisted conception and embryo experimentation; abortion; legal rights of parents, fetuses and infants; relationships between parents, doctors and other health care providers; informed consent; errors in diagnosis; peer review; hospital and clinical records; population-based data systems.

**RHHG5014**

**Fertility Control**

**Credit points:** 2 **Teacher/Coordinator:** Dr Edith Weisberg **Session:** Semester 2 **Classes:** 4x3hr lectures **Assessment:** essay assignment (100%) **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit encourages a practical approach to fertility control and enables students to develop skills in the provision of contraceptive services. The following topics are covered: general issues in fertility control; contraceptive choice; benefits and risks of contraception; legal aspects; contraceptive counselling; availability of contraceptives; development of new contraceptives and details of specific methods of contraception including behavioural methods, barrier methods, intra-uterine devices, steroidal contraceptives, contra contraception and abortion, immunological methods, and status of male contraception. Lectures build on pre-reading provided. Tutorials require student presentation and discussion of issues. A written assignment is required during the semester. Assessment is based on presentations during tutorials and on the written assignment.

### RHHG5015

#### Lab Assessment of Reproductive Function

**Credit points:** 2 **Teacher/Coordinator:** Ms Julie Zieschang **Session:** Semester 2 **Classes:** 3x4hr lectures **Assessment:** essay assignment (100%) **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

Concentrates on the technology and interpretation of assay techniques. The appropriate use and pitfalls of various tests is covered in more detail than in other parts of the course. These include serum and urinary assays in the fields of endocrinology and immunology; dynamic endocrine testing; relevance of specific tests to the function of particular organs; testing of fertility (including semen analysis, cervical mucous and post-coital testing, and sperm antibodies); oocyte function and fertilisation; use of biopsies.

### RHHG5016

#### Medical and Molecular Genetics

**Credit points:** 2 **Teacher/Coordinator:** Mr Dale Wright **Session:** Semester 2 **Classes:** 3x4hr lectures **Assessment:** Essay assignment (100%) **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

Provides a comprehensive coverage of the principles of molecular pathology and progress with diagnosis and gene mapping. Diseases relevant to specific body systems are examined to give a state of the art picture of the molecular genetics of human disease. Included are: clinical genetics, molecular genetics, disease-specific counselling; molecular genetic techniques (southern, northern, hybridisation); molecular genetic techniques (PCR, pulse-field gel); clinical and molecular genetics of systemic disorders and haematological disorders; skeletal disorders; cystic fibrosis and transport disorders; neurological disorders; renal disorders; immunological disorders and HLA association; connective tissue disorders; phakomatoses (neurofibromatosis, Tay-Sachs disease); dermatological disorders; gene mapping techniques, status of human map, comparative gene mapping.

### RHHG5019

#### Treatise A

**Credit points:** 6 **Session:** Semester 1, Semester 2 **Classes:** The treatise is undertaken by full-time candidates during the two-year course and by part-time candidates in the third year, after completion of the coursework. **Assessment:** research treatise **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

*Note: Department permission required for enrolment. Note: Not available to students enrolling after 2010*

Candidates must complete a research project in an area of interest and submit their results in the form of a minor thesis or treatise. During the course, candidates are assisted in choosing a suitable topic and designing their study, both by their supervisor and by a formal component of the coursework called 'treatise development'.

### RHHG5020

#### Treatise B

**Credit points:** 6 **Session:** Semester 1, Semester 2 **Classes:** The treatise is undertaken by full-time candidates during the two-year course and by part-time candidates in the third year, after completion of the coursework. **Assessment:** research treatise **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

*Note: Department permission required for enrolment. Note: Not available to students enrolling after 2010*

Candidates must complete a research project in an area of interest and submit their results in the form of a minor thesis or treatise. During the course, candidates are assisted in choosing a suitable topic and designing their study, both by their supervisor and by a formal component of the coursework called 'treatise development'.

### RHHG5021

#### Reproduction and Cancer

**Credit points:** 2 **Teacher/Coordinator:** Dr Rodney Baber **Session:** Semester 2 **Classes:** 3x4hr lectures **Assessment:** essay assignment (100%) **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit examines three areas of interest linking cancer, reproductive endocrinology and infertility. The first concerns the application of 'reproductive insurance' using cryopreservation of ovarian cortical biopsy specimens, mature oocytes, sperm and embryos in patients with cancer. The second area explores the evidence between infertility and its management, childlessness and common gynaecological cancers and the alleged increased incidence of testicular cancer. The third examines the alleged links between breast cancer and hormone replacement therapy in the menopause.

### RHHG5026

#### Introductory Medical Genetics

**Credit points:** 4 **Teacher/Coordinator:** Professor David Sillence **Session:** Semester 2 **Classes:** 4hr/week; total 36 hours of lectures **Assessment:** class participation plus major assignment **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

*Note: Only for students commencing in 2004 or later.*

The aim of this unit is to provide students with a broad introduction to the principles and practice of medical genetics. The content covered includes: history and philosophy of medical genetics, genetic informatics, molecular basis of human inheritance, Mendelian inheritance, biochemical genetics, mitochondrial inheritance, cytogenetics, neurogenetics and cancer genetics. At the end of this unit of study the student should have a basic understanding of the topics above and be able to apply this knowledge to further study in this area.

### RHHG5028

#### Medical Genetics

**Credit points:** 2 **Teacher/Coordinator:** Professor David Sillence **Session:** Semester 1 **Classes:** 7x2hr lectures **Assessment:** multiple examination questions; essay assignments **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit follows on from 'Introductory Medical Genetics' but deals with clinical genetics and diagnosis, clinical cytogenetics and clinical molecular genetics in more depth. Strategies for genetic health education and promotion, including evaluation, are introduced. The organisation and management of genetic health services is examined from a state, national and international perspective.



# Sexually Transmitted Diseases and HIV

*Graduate Diploma in Sexually Transmitted Diseases/HIV*  
(GradDipSTD/HIV) KF068

*Master of Medicine (Sexually Transmitted Diseases/HIV)*  
(MMed(STD/HIV)) KC091

*Master of Science in Medicine (Sexually Transmitted Diseases/HIV)*  
(MScMed(STD/HIV)) KC092

*Master of Medicine (Sexually Transmitted Diseases/HIV) and Master of Philosophy*  
(MMed(STD/HIV)) KC093 for AusAID students, KC091 and KC083 for all other students

*Master of Science in Medicine (Sexually Transmitted Diseases/HIV) and Master of Philosophy*  
(MScMed(STD/HIV)) KC094 for AusAID students, KC092 and KC083 for all other students

Course	Credit points for award	Duration full-time	Duration part-time
GradDipSTD/HIV	36	1 year	1.5 to 3 years
MMed(STD/HIV)	48	1 year	1.5 to 6 years
MScMed(STD/HIV)	48	1 year	1.5 to 6 years
MMed(STD/HIV)MPhil	48 + research thesis	2 years	as per individual resolutions
MScMed(STD/HIV)MPhil	48 + research thesis	2 years	as per individual resolutions

## Overview

Sexually transmitted diseases (STDs) present major public health concerns in both developed and developing countries, with millions of adults and children becoming infected with Human Immunodeficiency Virus (HIV) and other STDs each year.

This program provides high levels of knowledge and skills related to the diagnosis, management and control of STDs, including HIV infection. An emphasis is placed on the importance of clinical, laboratory, public health and behavioural aspects of sexual health.

The clinical attachments undertaken by students in the Graduate Diploma in Medicine (Sexually Transmitted Diseases/HIV) and the Master of Medicine (Sexually Transmitted Diseases/HIV) give direct experience of patient care at sexual health and HIV services.

As part of the Graduate Diploma of Science in Medicine (Sexually Transmitted Diseases/HIV) and Master of Science in Medicine (Sexually Transmitted Diseases/HIV) students undertake a corresponding laboratory attachment.

While lectures take place at the University of Sydney Camperdown Campus and at the Western Clinical School Campus, clinical and laboratory experience occurs at a variety of locations throughout Sydney. An increasing proportion of the course is being made available online.

## Course Outcomes

As a result of participation, graduates will achieve high levels of knowledge and skill in the understanding and control of sexually transmitted diseases (STDs) including Human Immunodeficiency Virus (HIV) infection. An emphasis is placed on the importance of clinical, laboratory, public health and behavioural aspects of sexual health.

Graduates have subsequently used their skills acquired during the Program in a wide variety of jobs, including clinical care, program delivery, Public Health initiatives and in diagnostic laboratories. Many

units of study are recognised as covering material required by Advanced Trainees in Sexual Health Medicine of the Royal Australasian College of Physicians.

## Further Information

The program is offered as either a coursework-only master's degree or as a double degree with the coursework-only master's degree followed by a research master's degree. Information on the Master of Philosophy is available in the Postgraduate Research Studies chapter.

The Master of Medicine (Sexually Transmitted Diseases/HIV) and the Master of Science in Medicine (Sexually Transmitted Diseases/HIV) are essentially the same program with different admission requirements, and the same applies to the Graduate Diploma in Medicine (Sexually Transmitted Diseases/HIV) and the Graduate Diploma of Science in Medicine (Sexually Transmitted Diseases/HIV).

Only medical graduates (ie those with an MBBS) may be admitted to the Master of Medicine/Graduate Diploma in Medicine, while non-medical graduates may be admitted to the Master of Science in Medicine/Graduate Diploma of Science in Medicine.

Students follow the same program of study (with the exception, in some cases, of practical work), with the only difference being the title of the course they are awarded on completion.

## Double Degree Students

Domestic Students who wish to enrol in the double degree program enrol in a Masters degree (KC091 or KC092) and a Master of Philosophy (MPhil) (KC083). Information about the MPhil can be found in the Postgraduate Research Studies chapter.

Those students enrolled in the double degree will be required to have found a supervisor for their research degree and to submit a full research proposal for their MPhil by the end of the second semester of enrolment. In order to progress to the Master of Philosophy, students must also obtain a weighted average mark of at least 65 per cent across all 48 CP of coursework units and achieve at least 65 per cent in the unit of study SEXH5220 Thesis Development in STD/HIV.

Students who have not submitted their thesis by the end of their first year of enrolment must re-enrol every semester, with the associated financial cost, until they submit their thesis.

Information for students on AusAID scholarships is provided at the end of this chapter.



## Degree Resolutions

Sydney Medical School resolutions and the printed handbook are the official statement of Faculty policy. The resolutions contained in the printed handbook are accurate as at November 2010. If a conflict is perceived between the content of the printed handbook and information available elsewhere, Sydney Medical School resolutions and the information available in the handbook online shall always take precedence. See the handbook online website: [sydney.edu.au/handbooks/handbooks\\_admin/medicine.shtml](http://sydney.edu.au/handbooks/handbooks_admin/medicine.shtml). See the Policy Online website: [sydney.edu.au/policy](http://sydney.edu.au/policy), for copies of University policies.

## Graduate Diploma in Sexually Transmitted Diseases and HIV

## Master of Science in Medicine (Sexually Transmitted Diseases and HIV)

## Master of Medicine (Sexually Transmitted Diseases and HIV)

*These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to) the University of Sydney (Coursework) Rule 2000 (the 'Coursework Rule'), the Resolutions of the Faculty, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended) and the Academic Board policies on Academic Dishonesty and Plagiarism.*

### Course resolutions

#### 1 Course codes

Code	Course and stream title
KF068	Graduate Diploma in Sexually Transmitted Diseases and HIV
KC091	Master of Medicine (Sexually Transmitted Diseases and HIV)
KC092	Master of Science in Medicine (Sexually Transmitted Diseases and HIV)

#### 2 Attendance pattern

The attendance pattern for this course is full time or part time according to candidate choice.

#### 3 Master's type

The master's degrees in these resolutions are professional master's courses, as defined by the Coursework Rule.

#### 4 Embedded courses in this sequence

- (1) The embedded courses in this sequence are:
  - (a) the Graduate Diploma in Sexually Transmitted Diseases and HIV
  - (b) the Master of Medicine (Sexually Transmitted Diseases and HIV)
  - (c) the Master of Science in Medicine (Sexually Transmitted Diseases and HIV).
- (2) Provided candidates satisfy the admission requirements for each stage, a candidate may progress to the award of any of the courses in this sequence. Only the longest award completed will be conferred.

#### 5 Admission to candidature

- (1) Available places will be offered to qualified applicants according to the following admissions criteria. In exceptional circumstances the Dean may admit applicants without these qualifications who, in the opinion of the Faculty, have

qualifications, evidence of experience and achievement sufficient to successfully undertake the award.

- (2) Admission to the Graduate Diploma in Sexually Transmitted Diseases and HIV requires:
  - a Bachelor of Medicine and Bachelor of Surgery of the University of Sydney or equivalent qualification;
  - or
  - a bachelor's degree with first or second class honours from the University of Sydney or equivalent qualification;
  - or
  - a bachelor's degree from the University of Sydney or equivalent qualification. Applicants must have completed work equivalent to a first or second class honours bachelor's degree or pass a preliminary examinations(s) as prescribed by the Faculty.
- (3) Admission to the Master of Medicine (Sexually Transmitted Diseases and HIV) requires:
  - a Bachelor of Medicine and Bachelor of Surgery of the University of Sydney or equivalent qualification.
- (4) Admission to the Master of Science in Medicine (Sexually Transmitted Diseases and HIV) requires:
  - a bachelor's degree with first or second class honours from the University of Sydney or equivalent qualification;
  - or
  - a bachelor's degree from the University of Sydney or equivalent qualification. Applicants must have completed work equivalent to a first or second class honours bachelor's degree or pass a preliminary examinations(s) as prescribed by the faculty.

### 6 Requirements for award

- (1) The units of study that may be taken for the course are set out in the Table of Units of Study: Sexually Transmitted Diseases and HIV.
- (2) To qualify for the award of the Graduate Diploma in Sexually Transmitted Diseases and HIV a candidate must successfully complete 36 credit points, including:
  - (a) 30 credit points of core units of study; and
  - (b) 6 credit points of elective units of study.
- (3) To qualify for the award of the Master of Medicine (Sexually Transmitted Diseases and HIV) or Master of Science in Medicine (Sexually Transmitted Diseases and HIV) a candidate must successfully complete 48 credit points, including:
  - (a) 42 credit points of core units of study; and
  - (b) 6 credit points of elective units of study.

### 7 Transitional provisions

- (1) These resolutions apply to persons who commenced their candidature after 1 January, 2011 and persons who commenced their candidature prior to 1 January, 2011 who formally elect to proceed under these resolutions.
- (2) Candidates who commenced prior to 1 January, 2011 complete the requirements in accordance with the resolutions in force at the time of their commencement.



## Master of Medicine (Sexually Transmitted Diseases/HIV) / Master of Philosophy

## Master of Science in Medicine (Sexually Transmitted Diseases/HIV) / Master of Philosophy

*These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to) the University of Sydney (Coursework) Rule 2000 (the 'Coursework Rule'), the Resolutions of the Faculty, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended) and the Academic Board policies on Academic Dishonesty and Plagiarism.*

### Course resolutions

#### 1 Course codes

Code	Course and stream title
KC093	Master of Medicine (Sexually Transmitted Diseases and HIV) / Master of Philosophy (for AusAID candidates only)
KC094	Master of Science in Medicine (Sexually Transmitted Diseases and HIV) / Master of Philosophy (for AusAID candidates only)

#### 2 Attendance pattern

The attendance pattern for these courses is full time only.

#### 3 Master's type

The coursework master's degrees in these resolutions are professional master's courses, as defined by the Coursework Rule.

#### 4 Admission to candidature

- (1) These double degrees are only available to AusAID students and places will be offered to qualified applicants according to the following admissions criteria. In exceptional circumstances the Dean may admit applicants without these qualifications who, in the opinion of the Faculty, have qualifications, evidence of experience and achievement sufficient to successfully undertake the award. Non-AusAID applicants should apply for admission to KC092 Master of Science in Medicine (Sexually Transmitted Diseases and HIV) or KC093 Master of Medicine (Sexually Transmitted Diseases and HIV) and/or KC083 Master of Philosophy.
- (2) Admission to the Master of Medicine (Sexually Transmitted Diseases/HIV)/Master of Philosophy requires:
  - (a) the Bachelor of Medicine and Bachelor of Surgery from the University of Sydney or equivalent qualification;
  - (b) submission of a research topic of interest for advanced study and research.
- (3) Admission to the Master of Science in Medicine (Sexually Transmitted Diseases/HIV)/Master of Philosophy requires:
  - (a) a bachelor's degree with first or second class honours from the University of Sydney or equivalent qualification;
    - or
    - a bachelor's degree from the University of Sydney or equivalent qualification. Applicants normally must

have completed work equivalent to a first or second class honours bachelor's degree or pass a preliminary examination(s) as prescribed by the Faculty; this requirement may be waived if the applicant has obtained at least a credit in the highest course available in the subject(s) relevant to the proposed course of advanced study and research.

- (b) submission of a research topic of interest for advanced study and research.
- (4) Admission to candidature will be conditional upon the appointment of an appropriate supervisor and associate supervisor.

#### 5 Requirements for award

- (1) The units of study that may be taken for the courses are set out in the Table of Units of Study: Sexually Transmitted Diseases and HIV.
- (2) To qualify for the award of the double degree candidates must:
  - (a) fulfil the requirements for the award of the Master of Medicine (Sexually Transmitted Diseases/HIV) or the Master of Science in Medicine (Sexually Transmitted Diseases/HIV). In the combined program, candidates must successfully complete 48 credit points, including:
    - (i) 42 credit points of core units of study;
    - (ii) a 2 credit point Thesis Development in STD/HIV unit of study;
    - (iii) 4 credit points of elective units of study.
  - (b) fulfil the requirements for award of the Master of Philosophy and enrol in a minimum of 48 credit points of research units of study. The requirement to undertake a 6 credit point Research Methods unit of study in the Master of Philosophy will be waived for candidates in the double degree.

#### 6 Progression rules

Before progressing to the Master of Philosophy in Medicine, candidates must:

- (a) complete the requirements of the coursework masters with an average mark of 65; and
- (b) complete the Thesis Development in STD/HIV unit of study with a mark of at least 65.

#### 7 Course transfer

- (1) A candidate may abandon the double degree and elect to complete the Graduate Diploma (Sexually Transmitted Diseases and HIV), Master of Science in Medicine (Sexually Transmitted Diseases and HIV) or Master of Medicine (Sexually Transmitted Diseases and HIV) in accordance with the resolutions governing that degree and providing candidates satisfy the admission requirements.
- (2) A candidate may apply to transfer from the Master of Philosophy in the double degree, to the Doctor of Philosophy with credit. Successful candidates shall cease to be a candidate for the double degree.

#### 8 Transitional provisions

- (1) These course resolutions apply to students who commenced their candidature after 1 January, 2011 and students who commenced their candidature prior to 1 January, 2011 who elect to proceed under these course resolutions.
- (2) Candidates who commenced prior to 1 January, 2011 may complete the requirements in accordance with the course resolutions in force at the time of their commencement.

## Table of Units of Study: Sexually Transmitted Diseases and HIV

<i>Unit of study</i>	<i>Credit points</i>	<i>A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition</i>	<i>Session</i>
<b>Core units</b>			
SEXH5008 Sex and Society	2		Semester 2b
SEXH5101 Public Health Aspects of STDs	2		S2 Intensive Semester 2a
SEXH5102 Public Health Aspects of HIV/AIDS	2		Semester 2b
SEXH5200 Advanced STIs	6		S1 Intensive Semester 1
SEXH5202 Advanced HIV Infection	6		S2 Intensive Semester 2
SEXH5206 Diagnostic Methods in Sexual Health	6	<i>Note: Department permission required for enrolment Students who are not enrolled in the STD/HIV program through the Faculty of Medicine must apply to Associate Professor Richard Hillman for permission to enrol in this unit of study.</i>	Semester 1
SEXH5207 STI/HIV Clinical Attachment	6	<b>C</b> SEXH5200 and SEXH5202	Semester 1 Semester 2
<b>Additional Core units of study for the master's degree and Elective units for the graduate diploma</b>			
Candidates for the graduate diploma must complete six credit points of electives from this list or from the list of Elective Units			
PUBH5010 Epidemiology Methods and Uses	6	<b>N</b> BSTA5011	Semester 1
PUBH5018 Introductory Biostatistics	6		Semester 1
<b>Elective units</b>			
PUBH5115 Alcohol, Drug Use and Health	2	<b>N</b> PUBH5114	Semester 2a
PUBH5205 Decision Analysis	2	<b>P</b> PUBH5018 and PUBH5010 <i>Recommended: PUBH5302 Health Economic Evaluation</i>	Semester 2b
PUBH5206 Controlled Trials	2	<b>P</b> PUBH5018	Semester 2
PUBH5212 Categorical Data Analysis	2	<b>P</b> PUBH5018 <b>C</b> PUBH5211	Semester 2b
PUBH5213 Survival Analysis	2	<b>C</b> PUBH5211	Semester 2b
PUBH5221 Qualitative Research Methods	2	<b>P</b> PUBH5031 or MIPH5132	Semester 2
PUBH5414 Public Health Advocacy	2		Semester 2
PUBH5415 Injury Prevention	2		Semester 2
PUBH5416 Vaccines in Public Health	2	<i>Note: Department permission required for enrolment Students may be required to request permission from the unit of study coordinator to enrol in this unit of study. In this situation, the coordinator emails the Postgraduate Student Administration Unit advice that the student has permission to enrol.</i>	Semester 2
SEXH5205 Advanced Adolescent Sexual Health	6	<b>N</b> SEXH5204	Semester 2
<b>Thesis Development unit of study for the double degree</b>			
SEXH5220 Thesis Development in STD/HIV	2	<b>P</b> Departmental permission required <i>Note: Department permission required for enrolment</i>	Semester 2
<b>Research Units of Study for International or AusAID candidates enrolled in the double degree</b>			
Candidates must complete the following four units over the two years. Please consult the Medicine Handbook for specific enrolment patterns on semester of commencement. If the candidates is not able to submit the thesis for the Master of Philosophy after two years of enrolment, they must enrol in both MEDF4003 and MEDF4004 for further semesters, with the associated cost of enrolment, until they are able to submit.			
MEDF4001 Medicine Research A	12	<i>Note: Department permission required for enrolment</i>	Semester 1 Semester 2
MEDF4002 Medicine Research B	12	<b>C</b> MEDF4001	Semester 1 Semester 2
MEDF4003 Medicine Research C	12	<b>C</b> MEDF4002	Semester 1 Semester 2
MEDF4004 Medicine Research D	12	<b>C</b> MEDF4003	Semester 1 Semester 2

### Further enquiries

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 Website: <http://www.sydney.edu.au/medicine/stirc>

## AusAID Scholarship students

In order to comply with their scholarship requirements and to fulfil the requirements of the double degree, ie. 48 credit points of coursework for the coursework master's degree and the equivalent of at least one year full-time for the Master of Philosophy, students on AusAID scholarships must enrol in research units of study for their Master of Philosophy as shown in the following table.

semester of enrolment	UoS codes	UoS names
1	MEDF4001 MEDF4002	Medicine A Medicine B
2	MEDF4003 MEDF4004	Medicine C Medicine D

## Units of Study Descriptions for 2011

### MEDF4001

#### Medicine Research A

**Credit points:** 12 **Session:** Semester 1, Semester 2 **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day  
*Note: Department permission required for enrolment.*

This unit and the associated units, MEDF4002, MEDF4003, MEDF4004, and MEDF4005, are research units of study. The contents and assessments are determined according to each individual student's needs.

### MEDF4002

#### Medicine Research B

**Credit points:** 12 **Session:** Semester 1, Semester 2 **Corequisites:** MEDF4001  
**Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

See MEDF4001.

### MEDF4003

#### Medicine Research C

**Credit points:** 12 **Session:** Semester 1, Semester 2 **Corequisites:** MEDF4002  
**Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

See MEDF4001.

### MEDF4004

#### Medicine Research D

**Credit points:** 12 **Session:** Semester 1, Semester 2 **Corequisites:** MEDF4003  
**Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

See MEDF4001

### PUBH5010

#### Epidemiology Methods and Uses

**Credit points:** 6 **Teacher/Coordinator:** Associate Professor Tim Driscoll  
**Session:** Semester 1 **Classes:** 1x1hr lecture and 1x2hr tutorial per week for 13 weeks - lectures and tutorials may be completed online **Prohibitions:** BSTA5011 **Assessment:** 1x4page assignment (30%) and 1x2.5hr open-book exam (70%) **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day or On-line

This unit provides students with core skills in epidemiology, particularly the ability to critically appraise public health and clinical epidemiological research literature. This unit covers: study types; measures of frequency and association; measurement bias; confounding/effect modification; randomized trials; systematic reviews; screening and

test evaluation; infectious disease outbreaks; measuring public health impact and use and interpretation of population health data. It is expected that students spend an additional 2-3 hours preparing for their tutorials.

#### Textbooks

Webb, PW. Bain, CJ. and Pirozzo, SL. Essential Epidemiology: An Introduction for Students and Health Professionals: Cambridge University Press 2005.

### PUBH5018

#### Introductory Biostatistics

**Credit points:** 6 **Teacher/Coordinator:** Mr Kevin McGeechan and Associate Professor Petra Macaskill **Session:** Semester 1 **Classes:** 2 x 2hr lecture, 10 x 1hr lectures, 11 x 2hr tutorials, 2 x 1hr and 8 x 0.5hr statistical computing self directed learning tasks over 12 weeks - lectures and tutorials may be completed online **Assessment:** 1x4 page assignment (30%) and 1x2.5hr open-book exam (70%) **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day or On-line

This unit aims to provide students with an introduction to statistical concepts, their use and relevance in public health. This unit covers descriptive analyses to summarise and display data; concepts underlying statistical inference; basic statistical methods for the analysis of continuous and binary data; and statistical aspects of study design. Specific topics include: sampling; probability distributions; sampling distribution of the mean; confidence interval and significance tests for one-sample, two paired samples and two independent samples for continuous data and also binary data; correlation and simple linear regression; distribution-free methods for two paired samples, two independent samples and correlation; power and sample size estimation for simple studies; statistical aspects of study design and analysis. Students will be required to perform analyses using a calculator and will also be required to conduct analyses using statistical software (SPSS). It is expected that students spend an additional 2 hours per week preparing for their tutorials. Computing tasks are self-directed.

#### Textbooks

Course notes are provided.

### PUBH5115

#### Alcohol, Drug Use and Health

**Credit points:** 2 **Teacher/Coordinator:** Dr Carolyn Day, Associate Professor Kate Conigrave **Session:** Semester 2a **Classes:** 7 weeks of 1 x 2hr teaching sessions and associated online activities. The teaching sessions are a combination of face to face and online seminars. Students not able to attend face to face sessions can do the entire course online. **Prohibitions:** PUBH5114 **Assessment:** 1x 1500 word assignment (60%); compulsory online discussion participation (30%); online quizzes (10%) **Campus:** Camperdown/Darlington **Mode of delivery:** Distance Education/Intensive on Campus or On-line

This unit aims to assist students in developing an evidence-based understanding of the epidemiology of alcohol and drug use and its impact on health, and the effectiveness of methods for the prevention and management of related problems.

#### Textbooks

Readings are available on the unit's WebCT site.

### PUBH5205

#### Decision Analysis

**Credit points:** 2 **Teacher/Coordinator:** Professor John Simes, Dr Andrew Martin **Session:** Semester 2b **Classes:** 1 x 2hr lecture per week for 6 weeks **Prerequisites:** PUBH5018 and PUBH5010 **Assessment:** 1 x quiz (20%) and 1 written assignment (80%) **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

*Note: Recommended: PUBH5302 Health Economic Evaluation*

This unit examines quantitative approaches to public health and clinical decision-making. Topics of study include: decision trees and health related utility assessment; incorporating diagnostic information in

decision making; sensitivity and threshold analysis and application of decision analysis to economic evaluation. Exercises are set at the end of most sessions and are reviewed at the start of the following session. Readings are also set after most sessions. Preparation time for each session is 1-2 hours. The fifth session comprises a quiz followed by a 1hr practical in the computing room using a decision analysis software package.

### **PUBH5206 Controlled Trials**

**Credit points:** 2 **Teacher/Coordinator:** Ms Diana Zannino, Mr Chris Brown  
**Session:** Semester 2 **Classes:** 2x 1day workshops **Prerequisites:** PUBH5018  
**Assessment:** 1x2hr multiple choice and short answer exam (40%), 1x take home question exam (60%) **Campus:** Camperdown/Darlington **Mode of delivery:** Block Mode

This unit introduces important issues in trial design, protocol development, ethics and principles of analysis. Topics of study include: principles of controlled trials; study design and randomization; analysis and interpretation; ethical issues and data management considerations. At the end of this unit, students should acquire skills relating to parallel and cross-over trial design, setting up a randomisation scheme, and understanding issues of multiplicity in clinical trials. During the workshop, there will be formal lectures on an area of controlled trials methodology, followed by a practical session led by a faculty member, based on material to be reviewed by students prior to the class. Lecture notes and solutions to practicals will be provided.

#### *Textbooks*

Recommended: Keech A, GebSKI V, Pike R. Interpreting and reporting clinical trials: a guide to the CONSORT statement and the principles of randomised controlled trials. Sydney: Australasian Medical Publishing Company; 2007  
A list of suggested readings associated with the course will be provided to students for their interest in the course notes.

### **PUBH5212 Categorical Data Analysis**

**Credit points:** 2 **Teacher/Coordinator:** Associate Professor Petra Macaskill  
**Session:** Semester 2b **Classes:** 1 x 2hr lecture, 5 x 1hr lectures, and 5 x 1hr tutorials over 6 weeks. **Prerequisites:** PUBH5018 **Corequisites:** PUBH5211  
**Assessment:** 1x 3 page report (30%) and 1x 8 page report (70%) **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day or On-line

In this unit the biostatistical concepts covered in earlier units are extended to cover analysis of epidemiological studies where the outcome variable is categorical. Topics of study include: testing for trend in a 2 x r contingency table; the Mantel-Haenszel test for the combination of several 2 x 2 tables, with estimation of the combined odds ratio and confidence limits; multiple logistic regression; Poisson regression; modelling strategy. The assignments will involve practical analysis and interpretation of categorical data. Data analyses will be conducted using statistical software (SAS). Students studying in distance mode must have access to a computer running Microsoft Windows.

#### *Textbooks*

Course notes are provided.

### **PUBH5213 Survival Analysis**

**Credit points:** 2 **Teacher/Coordinator:** Professor Judy Simpson **Session:** Semester 2b **Classes:** 1 x 1hr lecture and 1 x 1hr tutorial per week for six weeks both face to face and distance mode. Students studying in distance mode must have access to a computer running Microsoft Windows. **Corequisites:** PUBH5211 **Assessment:** 1x 3 page assignment (20%) and 1x 10 page assignment (80%) **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day or On-line

During this unit, students learn to analyse data from studies in which individuals are followed up until a particular event occurs, e.g. death, cure, relapse, making use of follow-up data also for those who do not experience the event. This unit covers: Kaplan-Meier life tables; logrank test to compare two or more groups; Cox's proportional hazards regression model; checking the proportional hazards assumption; sample size calculations for survival studies. For each topic participants are given some material to read beforehand. This

is followed by a lecture, then participants are given one or two exercises to do for the following week. These exercises are discussed in the tutorial at the next session before moving on to the next topic. That is, in most weeks the first hour is a tutorial and the lecture is given in the second hour. Participants are expected to run SAS programs in their own time. Preparation time for each session is 2-3 hours. The assignments both involve use of SAS to analyse a set of survival data.

#### *Textbooks*

Course notes are provided.

### **PUBH5221 Qualitative Research Methods**

**Credit points:** 2 **Teacher/Coordinator:** Associate Professor Susan Quine  
**Session:** Semester 2 **Classes:** 1 x 2 day workshop **Prerequisites:** PUBH5031 or MIPH5132 **Assessment:** EITHER 1x2000wd theoretical essay assignment OR 1 practical reflective report (100%) **Campus:** Camperdown/Darlington **Mode of delivery:** Block Mode

This unit aims to extend participants' understanding of qualitative research methods and enable the acquisition of skills in the collection and analysis of qualitative data. The unit builds on the qualitative research methods introduced in the unit PUBH5031 Introductory Qualitative Methods or MIPH5132 Disease Priorities and Social Methods. It covers the relevance of qualitative methods to the investigation of health issues; non-probability sampling; observation - practical; interview technique - practical; focus groups - practical; introduction to basic data analysis and interpretation of text - theory and practical; how to speak to and interrogate qualitative data and how to write up and present qualitative data - theory and practical. During the 2 day interactive workshop, there will be opportunities for practical application of qualitative research techniques (observational activities, interviewing in pairs, simulated focus groups, data analysis). and for discussion of issues which arise when conducting qualitative research.

#### *Textbooks*

A manual of course notes and references are provided.  
Recommended: Green J. and Thorogood N. Qualitative Methods for Health Research. Sage. London 2009 2nd edition

### **PUBH5414 Public Health Advocacy**

**Credit points:** 2 **Teacher/Coordinator:** Professor Simon Chapman **Session:** Semester 2 **Classes:** 1 x 2day workshop **Assessment:** 1x letter to the editor of a newspaper (10%) and 1x 2000 word assignment (90%) **Campus:** Camperdown/Darlington **Mode of delivery:** Block Mode

This unit aims to familiarise students with the strategies of public health advocacy and to provide skills in content and discourse analysis of media coverage of health and medical issues. This unit covers the role of media advocacy in advancing public health policy; framing public health issues; news gathering, reporting and editing; strategies for media advocacy; political lobbying in public health advocacy. Teaching and learning activities include interactive lectures, case studies and small group work. Students will be expected to prepare for the sessions. Requirements will be distributed prior to the first day.

#### *Textbooks*

(recommended only)  
Chapman S. Public Health Advocacy and Tobacco Control: Making Smoking History. Oxford: Blackwell, 2007.

### **PUBH5415 Injury Prevention**

**Credit points:** 2 **Teacher/Coordinator:** Associate Professor Rebecca Ivers  
**Session:** Semester 2 **Classes:** 1 x 2day workshop **Assessment:** 1 x 2000 word essay (90%) and participation in small group work during the workshop (10%) **Campus:** Camperdown/Darlington **Mode of delivery:** Block Mode

This unit aims to provide students with a clear understanding of the magnitude of the injury burden, both in higher and lower income countries, and the strategies that are required to address this burden. This unit will cover: injury definitions, measurement and surveillance; risk factor identification; intervention strategies and their evaluation; advocacy; cause-specific injury topics. During the 2 day workshop, guest speakers will outline issues relevant to the general injury

prevention field and students will participate in interactive small group work which will focus on issues relevant to cause-specific injuries, in collaboration with guest contributors.

#### Textbooks

Students will be provided with a course manual. Recommended text: McClure R, Stevenson M, McEvoy S. The Scientific Basis of Injury Prevention and Control. Melbourne: IP Communications, 2004.

### PUBH5416

#### Vaccines in Public Health

**Credit points:** 2 **Teacher/Coordinator:** Rob Menzies, Professor Peter McIntyre  
**Session:** Semester 2 **Classes:** Preparatory online lectures and 1x 2day workshop **Assessment:** 2x short online quizzes (10%) plus 1x 2000 word assignment (90%) **Campus:** Camperdown/Darlington **Mode of delivery:** Distance Education/Intensive on Campus

*Note: Department permission required for enrolment. Note: Students may be required to request permission from the unit of study coordinator to enrol in this unit of study. In this situation, the coordinator emails the Postgraduate Student Administration Unit advice that the student has permission to enrol.*

The aim of this unit is to provide students with an understanding of immunisation principles, the impact of vaccination on the epidemiology of vaccine preventable diseases (VPDs), how to assess the need for new vaccines and how to implement and monitor a new vaccination program. This unit covers the history and impact of vaccination; basic immunological principles of immunisation; surveillance of diseases, vaccination coverage, vaccine effectiveness and adverse events; risk communication; assessing disease burden and new vaccines. Learning activities include short online preparatory lectures and a workshop with interactive lectures and small group case studies (please bring a calculator).

### SEXH5008

#### Sex and Society

**Credit points:** 2 **Teacher/Coordinator:** Associate Professor Richard Hillman, Dr Shailendra Sawleshwarkar **Session:** Semester 2b **Classes:** 2 hours of lectures per week, half semester, which can be taken either face-to-face or online. AusAID students must enrol into the face-to-face version **Assessment:** written assignment (50%), online discussion (30%), online quiz (20%) **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day or On-line

This unit will explore the social, psychological and political determinants of sexuality, with particular reference to their potential impacts on public health. It is available in both online and face-to-face modes. Particular emphasis will be placed on the impact of culture, tradition, society, environment, life experiences, personal beliefs and health on sexual activity. Policy and legislative responses to sexual activity will be discussed, with regards to the consequences of sexual activity and methods for determining the effectiveness of such responses. Course content will include population studies on sexual behaviour; historical perspectives; variants of sexuality (including adolescence, prisoners, multicultural aspects, the elderly, disability, homosexuality and transgender issues); sexual dysfunction and counselling; commercial sex work; sex education; sexual assault, health promotion and ethical and legal aspects.

### SEXH5101

#### Public Health Aspects of STDs

**Credit points:** 2 **Teacher/Coordinator:** Associate Professor Richard Hillman, Dr Shailendra Sawleshwarkar **Session:** S2 Intensive, Semester 2a **Classes:** Semester 2a: 2 hours of lectures per week, half semester, which can be taken either face-to-face or online; Semester 2a Intensive: compulsory attendance at a teaching day in week 4 and attendance at 2 hours of lectures per week, half semester, taken face-to-face for 4 weeks **Assessment:** written assignment and online quizzes. **Assessment:** written assignment (50%) and online quizzes (50%) **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit aims to provide a public health perspective of the community impact of sexually transmitted infections (STIs). It is available in both online and face to face modes. At the end of this unit, students will be able to understand the underlying principles of the surveillance systems used to monitor STIs; the core risk activity groups involved in the transmission of STIs; how the epidemiologies of STIs vary within and between societies; the public health impacts of STIs; and effective

preventative strategies at individual and community levels. Course content will include an introduction to the basic biology of STIs; epidemiology and surveillance methods; STI service delivery considerations; STI/HIV interactions, travellers' sexual health; health promotion for STIs; policy approaches and ethical & legal issues.

### SEXH5102

#### Public Health Aspects of HIV/AIDS

**Credit points:** 2 **Teacher/Coordinator:** Associate Professor Richard Hillman, Dr Shailendra Sawleshwarkar **Session:** Semester 2b **Classes:** 2 hours of lectures per week, half semester, which can be taken either face-to-face or online. AusAID students must enrol in the face-to-face version. **Assessment:** written assignment (50%) and online quizzes (50%) **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day or On-line

This unit aims to provide a public health perspective of the impact of HIV infection. It is available in both online and face to face modes. At the end of this unit, students will be able to understand the underlying principles of the surveillance systems used to monitor HIV infection; the core risk activity groups involved in the transmission of HIV; how the epidemiology of HIV infection varies within and between societies; the public health impacts of HIV infection; and effective prevention strategies. Course content will include an introduction to the basic science of HIV infection; epidemiology and surveillance; sexual blood borne and mother to child transmission; STI/HIV interactions; other methods of transmission; health promotion for HIV; government perspectives and ethical and legal issues.

### SEXH5200

#### Advanced STIs

**Credit points:** 6 **Teacher/Coordinator:** Associate Professor Richard Hillman, Dr Shailendra Sawleshwarkar **Session:** S1 Intensive, Semester 1 **Classes:** Semester 1: compulsory attendance at 3x1hr lectures and 1x1hr journal club per week; Semester 1 Intensive: compulsory attendance during week 4 and then compulsory attendance at 3 x 1hr lectures and 1 x 1hr journal club for 10 weeks **Assessment:** written examination (40%), short written discussion topics (15%), multiple choice quizzes (35%) and participation in journal clubs (10%) **Campus:** Westmead **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit aims to describe the epidemiology, microbiology, pathogenesis, clinical features and management strategies for the common sexually transmitted infections (STIs). HIV infection will only be covered in the context of its interactions with other STIs.

At the end of this unit, students will be able to discuss the microbiology, pathogenesis and epidemiology of the common STIs. They will be able to demonstrate an understanding of the clinical spectrum of STIs, including asymptomatic infection, genital manifestations, extragenital manifestations and problems related to pregnancy. When discussing STI management, students will understand the impact of STIs at individual, relationship and community levels and how needs differ with risk activity group and geographical location.

Course content will include the basic anatomy, physiology and clinical skills required for the investigation of STIs; the epidemiology, microbiology and clinical aspects of the following conditions: vaginal discharge, urethral discharge, genital ulceration, upper genital tract infections, sexually transmitted hepatitis, syphilis, anogenital warts and cancer, genital infestations and other conditions likely to present in a sexual health context. The social contexts of STIs, in terms of the overcoming difficulties of access and the challenges faced in resource-poor settings will also be covered.

### SEXH5202

#### Advanced HIV Infection

**Credit points:** 6 **Teacher/Coordinator:** Dr Shailendra Sawleshwarkar Dr Roger Garsia, Associate Professor Richard Hillman **Session:** S2 Intensive, Semester 2 **Classes:** Semester 2: compulsory attendance at 3x1hr lectures/week and 1x1hr journal club per week; Semester 2 Intensive: compulsory attendance at a teaching day in week 4 and attendance at 3 x 1hr lectures/week and 1 x 1hr journal club per week **Assessment:** written examination (40%), case-based discussions (10%), multiple choice quizzes (30%), participation in journal clubs (10%) and class presentations (10%) **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit aims to describe the epidemiology, biology, pathogenesis and clinical contexts of HIV infection. At the end of this unit, students

will be able to understand the laboratory, clinical and social aspects of the diagnosis and management of HIV infection. Course content will include underlying scientific principles of diagnostics, virology, immunology and pathogenesis as applicable to HIV infection; clinical aspects of HIV infection, including seroconversion, asymptomatic infection, early symptomatic disease, major opportunistic infections (including AIDS-related conditions), tumours and death. Emphasis will be placed on the roles of prophylaxis, antiretrovirals and the management of associated conditions. Legal, ethical and sociological contexts will also be discussed.

### SEXH5205

#### Advanced Adolescent Sexual Health

**Credit points:** 6 **Teacher/Coordinator:** Dr Melissa Kang **Session:** Semester 2 **Classes:** fully online **Prohibitions:** SEXH5204 **Assessment:** continuous assessment including participation in group discussion, short answer questions, 1000 word assignments plus 2500 word essay or field report. **Campus:** Westmead **Mode of delivery:** On-line

This unit aims to introduce the constructs of adolescent sexuality, explore the determinants of adolescent sexual health and to discuss the personal and public health implications of adolescent sexuality, with additional emphasis on a deeper exploration of an area of adolescent sexual health that is of particular interest to the student.

At the end of this unit of study, students will be able to describe the biological, developmental and socio-cultural contexts of adolescent sexual health as well as the constructs, challenges and diversities of adolescent sexuality. They will learn techniques used to optimize communication with adolescents and explore legal, ethical and public health implications of adolescent sexuality. They will also understand and describe one area of adolescent sexual health that the student chooses to study in depth from a list of suggestions.

The course is taught fully online using a range of assessments including group discussion, short answer questions and discussions based on case scenarios. It is divided into 6 modules: adolescent sexuality, adolescent sexual health, reproductive health issues in adolescence, diversity, legal and ethical issues and sexual health promotion.

### SEXH5206

#### Diagnostic Methods in Sexual Health

**Credit points:** 6 **Teacher/Coordinator:** Associate Professor Richard Hillman, Dr Shailendra Sawleshwarkar **Session:** Semester 1 **Classes:** Semester 1: blended online with a compulsory one week laboratory practical session towards the end of the course will compliment the online learning; Semester 1 Intensive: blended online - compulsory attendance at classes during week 4 and attendance at a compulsory one week laboratory practical session towards the end of the course **Assessment:** online quizzes (30%), case based presentations (20%), online discussion (10%) and a written exam (40%) at the end of the practicum **Campus:** Westmead **Mode of delivery:** Distance Education/Intensive on Campus

*Note: Department permission required for enrolment. Note: Students who are not enrolled in the STD/HIV program through the Faculty of Medicine must apply to Associate Professor Richard Hillman for permission to enrol in this unit of study.*

This unit aims to introduce the student to the common methods used in the diagnosis and management of infections with the common Sexually Transmissible Infections (STIs), including HIV.

At the end of this unit, students will be able to understand the principles of Infection Control; methods used in diagnostic microbiology including specimen collection, storage and transport; specific diagnostic techniques and the interpretation of laboratory results; principle methods of detection for the following organisms: Chlamydia trachomatis, Candida albicans, genital mycoplasmas, Herpes simplex viruses, Human papillomaviruses, Molluscum contagiosum, Neisseria gonorrhoeae, Treponema pallidum, Trichomonas vaginalis, tropical genital ulcerating conditions and genital ectoparasites. Students will also be able to discuss methods used and interpretation of Hepatitis serology; laboratory aspects of syndromic management of vaginal discharge, urethral discharge, rectal discharge and prostatism; the diagnosis and management of HIV infection; the diagnosis of HIV-related opportunistic infections and tumours, and genital cytological assessment.

Course content will include reading materials and exercises. A compulsory intensive one week face-to-face lab practicum allows students to consolidate their theoretical knowledge.

### SEXH5207

#### STI/HIV Clinical Attachment

**Credit points:** 6 **Teacher/Coordinator:** Associate Professor Richard Hillman, Dr Shailendra Sawleshwarkar **Session:** Semester 1, Semester 2 **Classes:** 15 x half day sessions **Corequisites:** SEXH5200 and SEXH5202 **Assessment:** direct observation of clinical skills and case presentations **Campus:** Westmead **Mode of delivery:** Block Mode

This unit aims to provide students with clinical exposure to patients with the whole spectrum of sexually transmitted infections and HIV. At the end of this unit, students will be able to understand the basic clinical competences required for the management of people with sexual health problems and HIV infection; indications for special investigations such as colposcopy, laparoscopy, pelvic and scrotal ultrasound, endoscopy, fundoscopy for opportunistic infections and radiology including CT. Students from a science or policy background will be able to undertake equivalent relevant laboratory or field work.

Course content will include attendance at a minimum of 15 half day seminars in selected sexual health and HIV clinics and the observation of patient care (for Master of Medicine students). The emphasis is on exploring the foundations of good clinical practice, using an evidence-based approach. Opportunities are provided to observe clinical practice with STI and HIV patients. However, the course does not provide direct hands-on experience for students, and cannot be considered a substitute for on-the-job training for students who wish to acquire clinical competence in these areas. Master of Science students will undertake equivalent relevant laboratory or fieldwork attachments, together with some clinical exposure. Whenever possible, attachments will be tailored to complement the candidate's past experience. Areas covered will include skills in taking a medical, sexual and drug-using history; physical examination, including genital and anal examination; handling and interpretation of laboratory tests; basic microscopy, chemotherapy; patient education and basic counselling; contact tracing and appropriate referral.

### SEXH5220

#### Thesis Development in STD/HIV

**Credit points:** 2 **Teacher/Coordinator:** Associate Professor Richard Hillman **Session:** Semester 2 **Classes:** 2 x 1 hour lecture and 6 x 1 hour tutorial **Prerequisites:** Departmental permission required **Assessment:** presentation of research proposal (50%), written research proposal (50%) **Campus:** Westmead **Mode of delivery:** Normal (lecture/lab/tutorial) Day

*Note: Department permission required for enrolment.*

This unit aims to introduce students to the concepts underpinning the conduct of high quality biomedical research in the fields of STIs and HIV.

At the end of the Unit, students will be able to describe the components required to conduct high quality biomedical research in the fields of STIs and HIV, generate a relevant research proposal and complete an Ethics application. Students will not be expected to collect or analyse any data.

*Textbooks*

Notes will be made available via the Blackboard site.

# Sleep Medicine

## Graduate Diploma in Sleep Medicine

(GradDipSleep) KF067

## Master of Medicine (Sleep Medicine)

(MMed(Sleep Medicine)) KC041

## Master of Science in Medicine (Sleep Medicine)

(MScMed(Sleep Medicine)) KC042

Course	Credit points for award	Duration
GradDipSleep	48	2 to 3 years
MMed(Sleep Medicine)	60	3 to 6 years
MScMed(Sleep Medicine)	60	3 to 6 years

### Overview

Sleep medicine has evolved to something of a sub-specialty area with relevance across a number of fields, including respiratory medicine, cardiology, neurology, surgery and dentistry, with wider implications for health sciences and public health.

The program aims to provide up-to-date information on theory and practice of sleep medicine through distance education; the courses provide training in clinical, theoretical and research techniques in the field of sleep medicine and help to establish criteria for best practice in the field. These courses are suitable for those already working in the area of sleep medicine, or for those wishing to undertake a career change. The courses provide a firm basis for vocational training in this discipline.

The Master of Medicine (Sleep Medicine) and the Master of Science in Medicine (Sleep Medicine) are essentially the same program with different admission requirements. Only medical graduates (ie those with an MBBS) may be admitted to the Master of Medicine while non-medical graduates may be admitted to the Master of Science in Medicine. Students follow the same program of study, with the only difference being the title of the course they are awarded on completion. Students enrolled in the Graduate Diploma in Sleep Medicine or either of the Masters programs complete the same units of study for the first 4 semesters. Masters students then proceed (with Departmental permission) to a research project culminating in the submission of a treatise.

### Course Outcomes

These courses provide students with the opportunity to gain an excellent understanding of the theoretical and practical aspects of sleep medicine. As sleep medicine is relevant to so many areas of medicine and health care, it enables students to competently incorporate the new skills into their current practice. The courses also equip students with the skills to undertake research in this growing area of medicine.

### Further Information

The program is taught predominantly via the internet. Enrolled students are provided with a user name and password that allows them to access a protected course website. Coursework units of study are delivered as online tutorials and self-directed learning tasks. In some units of study, candidates are required to make formal presentations and analyse case-studies.

Internet conferencing technology ensures that students maintain regular contact with staff. The coursework in the first three semesters

consists of core subjects. The fourth semester includes both core and elective subjects, with students able to take either the adult or paediatric stream.

Students have the option of attending a one-week residential program in late November to early December of each of the first two years of enrolment. The practicum introduces candidates to the technical aspects of sleep medicine and is the time during which students will have the opportunity to discuss the research project that they will complete if they are completing the Master's degree.

It is also an excellent opportunity for students that are not involved in sleep medicine on a day-to-day basis to gain valuable practical experience. The residential school is recommended but is no longer an essential component of the course.

Assessment is by formal examination (which is administered via the internet), assignments and presentations.

The treatise unit of study is normally a small research project that is designed and carried out by the student in their place of work in consultation with staff from the sleep medicine course. The resultant treatise is a body of work that generally is in the order of 20,000 words, with the following sections: introduction/literature review, methods, results, discussion/conclusion.

## Degree Resolutions

Sydney Medical School resolutions and the printed handbook are the official statement of Faculty policy. The resolutions contained in the printed handbook are accurate as at November 2010. If a conflict is perceived between the content of the printed handbook and information available elsewhere, Sydney Medical School resolutions and the information available in the handbook online shall always take precedence. See the handbook online website: [sydney.edu.au/handbooks/handbooks\\_admin/medicine.shtml](http://sydney.edu.au/handbooks/handbooks_admin/medicine.shtml). See the Policy Online website: [sydney.edu.au/policy](http://sydney.edu.au/policy), for copies of University policies.

## Graduate Diploma in Sleep Medicine

## Master of Science in Medicine (Sleep Medicine)

## Master of Medicine (Sleep Medicine)

*These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to) the University of Sydney (Coursework) Rule 2000 (the 'Coursework Rule'), the Resolutions of the Faculty, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended) and the Academic Board policies on Academic Dishonesty and Plagiarism.*



## Course resolutions

### 1 Course codes

Code	Course and stream title
KF067	Graduate Diploma in Sleep Medicine
KC041	Master of Medicine (Sleep Medicine)
KC042	Master of Science in Medicine (Sleep Medicine)

### 2 Attendance pattern

The attendance pattern for this course is part time only.

### 3 Master's type

The master's degrees in these resolutions are professional master's courses, as defined by the Coursework Rule.

### 4 Embedded courses in this sequence

- (1) The embedded courses in this sequence are:
  - (a) the Graduate Diploma in Sleep Medicine
  - (b) the Master of Medicine (Sleep Medicine)
  - (c) the Master of Science in Medicine (Sleep Medicine).
- (2) Providing candidates satisfy the admission requirements for each stage, a candidate may progress to the award of any of the courses in this sequence. Only the longest award completed will be conferred.

### 5 Admission to candidature

- (1) Available places will be offered to qualified applicants according to the following admissions criteria. In exceptional circumstances the Dean may admit applicants without these qualifications who, in the opinion of the Faculty, have qualifications, evidence of experience and achievement sufficient to successfully undertake the award.
- (2) Admission to the Graduate Diploma in Sleep Medicine requires:
  - (a) a Bachelor of Medicine and Bachelor of Surgery of the University of Sydney or equivalent qualification; or  
a bachelor's degree with first or second class honours from the University of Sydney or equivalent qualification, in an appropriate discipline such as biology or health sciences; or  
a bachelor's degree without first or second class honours from the University of Sydney or equivalent qualification, in an appropriate discipline such as biology or health sciences. Applicants must have

- completed work equivalent to a first or second class honours bachelor's degree.
  - (b) one year postgraduate experience in the field of sleep medicine; and
  - (c) the applicant to pass a preliminary examination(s) as prescribed by the Faculty.
- (3) Admission to the Master of Medicine (Sleep Medicine) requires:
    - (a) a Bachelor of Medicine and Bachelor of Surgery of the University of Sydney or equivalent qualification;
    - (b) one year postgraduate experience in the field of sleep medicine; and
    - (c) the applicant to pass a preliminary examination(s) as prescribed by the Faculty.
  - (4) Admission to the Master of Science in Medicine (Sleep Medicine) requires:
    - (a) a bachelor's degree with first or second class honours from the University of Sydney or equivalent qualification; or  
a bachelor's degree without first or second class honours from the University of Sydney or equivalent qualification. Applicants must have completed work equivalent to a first or second class honours bachelor's degree.
    - (b) one year postgraduate experience in the field of sleep medicine; and
    - (c) the applicant to pass a preliminary examination(s) as prescribed by the Faculty.

### 6 Requirements for award

- (1) The units of study that may be taken for the course are set out in the Table of Units of Study: Sleep Medicine.
- (2) To qualify for the award of the Graduate Diploma in Sleep Medicine a candidate must successfully complete 48 credit points, including:
  - (a) 46 credit points of core units of study; and
  - (b) 2 credit points of elective units of study.
- (3) To qualify for the award of the Master of Medicine (Sleep Medicine) or Master of Science in Medicine (Sleep Medicine) a candidate must successfully complete 60 credit points, including:
  - (a) 58 credit points of core units of study; and
  - (b) 2 credit points of elective units of study.

### 7 Transitional provisions

- (1) These resolutions apply to persons who commenced their candidature after 1 January, 2011 and persons who commenced their candidature prior to 1 January, 2011 who formally elect to proceed under these resolutions.
- (2) Candidates who commenced prior to 1 January, 2011 complete the requirements in accordance with the resolutions in force at the time of their commencement.

## Table of Units of Study: Sleep Medicine

Unit of study	Credit points	A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition	Session
<b>Core units</b>			
SLEE5001 Introductory Sleep Science	1		Semester 1 Semester 2
SLEE5002 History of Sleep Research	1		Semester 1 Semester 2
SLEE5003 Introduction to Sleep Disorders	4		Semester 1 Semester 2
SLEE5005 Research & Literature Searching in Sleep	2		Semester 1 Semester 2
SLEE5006 Physiology of Sleep	4		Semester 1 Semester 2
SLEE5007 Chronobiology	2		Semester 1 Semester 2



<b>Unit of study</b>	<b>Credit points</b>	<b>A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition</b>	<b>Session</b>
SLEE5008 Sleep and Breathing I	2		Semester 1 Semester 2
SLEE5009 Sleep and the Endocrine System	2		Semester 1 Semester 2
SLEE5010 Neuropharmacology of Sleep I	1		Semester 1 Semester 2
SLEE5011 Sleep and the Mind I	2		Semester 1 Semester 2
SLEE5012 Practicum I	5	P SLEE5003 and SLEE5005	Semester 1 Semester 2
SLEE5013 Non-Respiratory Sleep Disorders	2	P SLEE5003	Semester 1 Semester 2
SLEE5014 Sleep and Breathing II	4	P SLEE5003 and SLEE5008	Semester 1 Semester 2
SLEE5015 Neuropharmacology of Sleep II	2	P SLEE5010	Semester 1 Semester 2
SLEE5016 Sleep and the Mind II	1	P SLEE5011	Semester 1 Semester 2
SLEE5017 Sleep and Body Function	2		Semester 1 Semester 2
SLEE5020 Sleep and Breathing III	2	P SLEE5014	Semester 1 Semester 2
SLEE5021 Neuropharmacology of Sleep III	2	P SLEE5015	Semester 1 Semester 2
SLEE5024 Practicum II	5	P SLEE5003 and SLEE5005 and SLEE5012	Semester 1 Semester 2
<b>Additional Core units of study for the master's degree</b>			
Master's degree students must enrol in either SLEE5025 or both SLEE5027 and SLEE5028. A student must be enrolled in order to submit the treatise. If a student is not able to submit his/her treatise after enrolling in 12CP of treatise units, he/she must either re-enrol in SLEE5025 or one of SLEE5027 or SLEE5028, with the concomitant financial liability, every semester until he/she submits.			
SLEE5025 Treatise	12	N SLEE5027, SLEE5028 <i>Note: Department permission required for enrolment Students are required to seek permission from the course coordinator in order to enrol in this unit. If permission is given the coordinator emails the Postgraduate Student Administration Unit asking that the student be enrolled.</i>	Semester 1 Semester 2
SLEE5027 Treatise A	6	N SLEE5025 <i>Note: Department permission required for enrolment Students are required to seek permission from the course coordinator in order to enrol in this unit. If permission is given the coordinator emails the Postgraduate Student Administration Unit asking that the student be enrolled.</i>	S2 Late Int Semester 1 Semester 2
SLEE5028 Treatise B	6	N SLEE5025 <i>Note: Department permission required for enrolment Students are required to seek permission from the course coordinator in order to enrol in this unit. If permission is given the coordinator emails the Postgraduate Student Administration Unit asking that the student be enrolled.</i>	S2 Late Int Semester 1 Semester 2
<b>Elective Units</b>			
SLEE5019 Sleep in Development (Child)	2		Semester 1 Semester 2
SLEE5023 Sleep in Development (Adult)	2		Semester 1 Semester 2

*Further enquiries*

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**Units of Study Descriptions for 2011****SLEE5001****Introductory Sleep Science**

**Credit points:** 1 **Teacher/Coordinator:** Professor Colin Sullivan **Session:** Semester 1, Semester 2 **Classes:** ~3.5 hours online lectures over 1 semester plus directed reading and independent study **Assessment:** 1xonline quiz (50%), 1xexam (50%) **Campus:** Camperdown/Darlington **Mode of delivery:** On-line

**Aims:** To become conversant with terminology and basic concepts within the field of sleep medicine and sleep science. **Content:** Sleep as an Active Process: In contradistinction to common perception, sleep does not involve so much the switching off of neural systems,

but the activation of certain areas within the brain, situated in structures such as the medulla, thalamus and basal forebrain. This module introduces basic neural anatomy and physiology necessary for the understanding of the process of sleep. **Basic Respiratory Physiology:** Understanding mechanisms underlying the maintenance of adequate gas exchange is essential to the study of sleep science and medicine. This module is a short introductory review of respiratory physiology as it relates to sleep medicine.

**SLEE5002****History of Sleep Research**

**Credit points:** 1 **Teacher/Coordinator:** Professor Colin Sullivan **Session:** Semester 1, Semester 2 **Classes:** ~3 hours online lectures over 1 semester

plus directed reading and independent study **Assessment:** 1xonline quiz (50%), 1xexam (50%) **Campus:** Camperdown/Darlington **Mode of delivery:** On-line

**Aims:** To understand the milestones that shaped our understanding of the nature of sleep; to understand the development of the concepts of sleep stages, chronobiology and the concept that sleep is not a steady state cycle, but changes through the night; to appreciate importance of polysomnography and the all-night sleep study. **Content:** Development of Sleep Research: The importance of sleep has been recognized throughout history. However, until recent times sleep was thought to be the intermediate state between wakefulness and death. This section elucidates the observations that have led to the modern concept of an active dynamic condition we call sleep - from the observation of biological cycles, through the discovery of REM sleep, to the all-night sleep study. Introduction to Methods in Sleep Research: Sleep research involves the use of specific equipment and techniques. The early reports of sleep were confined to case histories and, later, short-term samples of biophysical recording were made. However, it was not until the early 1950s that researchers began to undertake all-night recordings and so polysomnography was born. Polysomnography and the meaning of the biophysical measurements made during full sleep studies will be introduced. In addition, the concepts of sleep stages and the normal changes of cardiorespiratory control and EEG will be introduced.

### SLEE5003

#### Introduction to Sleep Disorders

**Credit points:** 4 **Teacher/Coordinator:** Professor Colin Sullivan **Session:** Semester 1, Semester 2 **Classes:** ~5 hours online lectures over 1 semester plus directed reading and independent study **Assessment:** 1xonline quiz (40%), 1xexam (60%) **Campus:** Camperdown/Darlington **Mode of delivery:** On-line

**Aims:** To understand the nature of sleep and gain an overview of normal sleep; to appreciate the changes in sleep associated with aging; to recognize various stages of sleep on a polysomnograph (this will be introduced in this unit, but extended significantly later in the course); to understand the range of sleep disorders, their presentation and diagnosis, including respiratory disturbances (OSA, central apnoea, pulmonary disease), sleep deprivation and fragmentation and general medical disorders which impact on sleep; to understand the epidemiology of sleep disorders and their impact on public health.

**Content:** Normal Sleep: This module will explain the definitions of sleep states and describe the progression of sleep through the night. The cyclic nature of sleep in humans and animals will be examined with some discussion of factors that affect sleep architecture, including age and drugs.

**Introduction to Sleep Stage Scoring:** This module will define the various stages of sleep from a practical standpoint, based on polysomnograph records. Candidates will be introduced to the standard methods of scoring sleep states which will be expanded during the practicum. Normal sleep and its variations will be the primary focus, with some discussion on the effects of drugs.

**Respiratory Disturbances and Sleep:** Respiratory sleep disturbance has a long history of comment in the literature generally, whereas, understanding of the medical significance of this has been a relatively recent phenomenon. This module will present an overview of the types of respiratory disturbances associated with sleep and the clinical presentation and evaluation of these. The natural history of sleep disordered breathing changes during the human lifestyle and the concept of a developmental path for sleep apnoea will be discussed.

**Obstructive Sleep Apnoea:** OSA has arguably been the most obvious type of sleep disordered breathing throughout history. Severe OSA is a major impediment to quality of life and is potentially life-threatening, not only as cause of impairment of day-time function, but as a predisposing factor to cardiovascular disease and stroke. OSA will be discussed in terms of its occurrence and polysomnographic identification. Reference will be made to OSA throughout life and treatments, however, these will be dealt with in more detail in the Sleep and Breathing Units I, II & III.

**Central Apnoea:** The occurrence and identification of central apnoea will be introduced. This module will give an overview of the range of this phenomenon from apnoea of infancy to Cheyne-Stokes respiration.

**Introduction to Respiratory Scoring:** This module will introduce respiratory scoring, which is very often a major part of scoring a polysomnographic study. It will define the guidelines used to identify and mark respiratory events throughout a polysomnographic study using the recommendations taken from the Report of The Academy of Sleep Medicine Task Force. The types of devices used to measure respiratory variables will also be discussed.

**The Importance of Sleep:** The importance of sleep in the maintenance of physical and psychological wellbeing will be covered.

### SLEE5005

#### Research & Literature Searching in Sleep

**Credit points:** 2 **Teacher/Coordinator:** Professor Colin Sullivan **Session:** Semester 1, Semester 2 **Classes:** ~3.5 hours online lectures over 1 semester plus directed reading and independent study **Assessment:** 1xshort answer question assignment (30%), 1xonline quiz (30%), 1xexam (40%) **Campus:** Camperdown/Darlington **Mode of delivery:** On-line

**Aims:** To be familiar with the resources of the Medical Library; to be able to conduct an online literature searches and download the results into bibliographic software; to be able to develop a research plan, including hypothesis development and the choice of appropriate methods; to be able to choose the appropriate statistical methods for analysis and read research literature critically.

**Content:** The Medical Library: In this module the online resources of the Medical Library of the University of Sydney will be utilised and candidates will be able to use their UniKey account to access on-line tutorials, journal articles, catalogues, Medline and other databases for retrieval of information.

**Applied Literature Searching:** Candidates will be required to choose a topic for a short review (2,000 words), and demonstrate the ability to search for references and utilize bibliographic software for the management of those references. Instruction in the use of suitable bibliographic software integrated with a word processor, will be included in this module. **Study Design:** In this module you will learn about different types of basic, clinical and epidemiological study designs, which may be implemented to answer a research question relating to sleep and/or sleep disorders. You will be introduced to the concept of blinding of subjects and/or researchers, crossover study designs, and the use of placebo controlled study designs. This module will be useful in assisting those enrolled in the Masters Course to decide on a study they intend to implement for their treatise.

**Introduction to Statistical Methods:** This module will provide a practical overview of some of the statistical tests and ways of presenting data used in various aspects of biological research, including: student t-test; c 2 test; ANOVA; a priori and post hoc testing; standard deviation; standard error of the mean; confidence intervals; significance; and the differences between types of studies, such as case-controlled, double-blind or meta studies. Particular emphasis will be placed on the choice of appropriate tests for different types of data.

**Treatise Development:** Candidates will, with guidance choose a topic for research and develop a research plan. The plan will include a review of the background, the hypothesis and methods to be used, including the data analysis. This will be presented as a poster and talk at a mini-conference held during the practicum. This module will be completed over the course of the first year of study, however, the research plan will not be, necessarily, that undertaken for the completion of the candidate's treatise.

**Seminar Presentation Skills:** In this module you will learn how to prepare a seminar presentation, including the order of presentation, suggested software packages, and suggested colour schemes. You will learn how to effectively present data to a group of peers, including strategies to maximize audience interest. Effectively answering questions at the conclusion of your presentation will also be discussed.

**SLEE5006****Physiology of Sleep**

**Credit points:** 4 **Teacher/Coordinator:** Professor Colin Sullivan **Session:** Semester 1, Semester 2 **Classes:** ~2 hours online lectures over 1 semester plus directed reading and independent study **Assessment:** 1x1500 word essay (30%), 1xonline quiz (20%), 1xexam (50%) **Campus:** Camperdown/Darlington **Mode of delivery:** On-line

**Aims:** To understand cardiorespiratory control as it relates to sleep; to recognize the physiological mechanisms underlying the characteristic EEG of different sleep stages; to understand how motor control changes during the sleep cycle and the importance of this in regulation of sleep; to understand the regulation of homeostasis during sleep.

**Content:** Respiratory Control I: Review of respiratory control mechanisms and neuroanatomy. Central circuits involved in respiratory control and changes in the modulation of these central control mechanisms during the sleep cycle. Respiratory Control II: Control of ventilation alters during sleep. Responses to hypoxia and hypercapnia will be discussed. In addition, the pattern of respiration during the sleep cycle and the influence of altered arousal and muscle tone on this system will be included in this module. Cardiovascular Control I: Central and autonomic regulation of cardiovascular function during the sleep cycle. Sleep-dependent changes in cerebral and peripheral circulation. Cardiovascular Control II: Integration of cardiovascular and respiratory control mechanisms. The peripheral chemoreceptor and baroreceptor mechanisms. Brain Electrical Activity: Characteristics of EEG and EOG in REM and NREM sleep and wakefulness. Cellular origins of EEG signals. Low frequency oscillations of corticothalamic origin during NREM - spindle, delta and slow waves. Brainstem and thalamic circuits involved in arousal and REM. The Brainstem and REM Sleep: This module describes the ontogeny of REM sleep and the brainstem sites of generation.

**Motor Control During Sleep:** During the sleep cycle, somatic muscle activity is reduced during NREM and centrally inhibited during REM. The process underlying these changes are complex and will be introduced in this module.

**Physiological Function During Sleep:** Homeostatic mechanisms during sleep including control of temperature regulation and metabolism.

**SLEE5007****Chronobiology**

**Credit points:** 2 **Teacher/Coordinator:** Professor Colin Sullivan **Session:** Semester 1, Semester 2 **Classes:** ~3 hours online lectures over 1 semester plus directed reading and independent study **Assessment:** 1xonline quiz (40%), 1xexam (60%) **Campus:** Camperdown/Darlington **Mode of delivery:** On-line

**Aims:** To understand the presence and physiological basis of biological rhythms and the ramifications for the sleep-wake cycle; to understand the normal modulation of circadian cycles and the effects when these are disrupted. **Content:** Chronobiology: The circadian rhythm and its relationship to the sleep cycle is examined along with the concepts of photic and nonphotic zeitgebers. Neural basis of Circadian Rhythm. The neurophysiology of the pacemaker in the suprachiasmatic nucleus and the neural circuits modulating its function. The genetic basis of circadian rhythm generation will also be discussed. Effects of Circadian Rhythms on Physiology I: The internal sleep structure is governed by circadian rhythms and these rhythms also impact upon levels of alertness and cognitive performance. This module deals with this topic and the ramifications for general day-time performance and quality of life if these rhythms are disrupted such as with sleep fragmentation or jet lag. Effects of Circadian Rhythms on Physiology II: This module continues the themes of 2.1.3 and considers the effects of such things as sleep deprivation and shift work on homeostasis and sleep regulation. In addition, the physiological effects and role of chronobiotic agent such as melatonin will be introduced. Circadian Rhythms and Ageing: The timing of sleep wake cycles is controlled by at least two neural clocks in the brain. Throughout the animal world there are numerous examples of cellular clocks, with the sleep wake cycle being the most visible example. Sleep wake patterns and rhythms change with age with alterations in both timing and content of sleep. This module introduces the area of chronobiology and the changes in sleep

wake patterns with ageing. Importance of Sleep: Sleep occupies about one third of life and there is clear evidence of its importance for the wellbeing and proper function of many animals. This module provides an introduction to the evidence for the key role of sleep in growth, development and brain function.

**SLEE5008****Sleep and Breathing I**

**Credit points:** 2 **Teacher/Coordinator:** Professor Colin Sullivan **Session:** Semester 1, Semester 2 **Classes:** ~2 hours online lectures over 1 semester plus directed reading and independent study **Assessment:** 1xonline quiz (40%), 1xexam (60%) **Campus:** Camperdown/Darlington **Mode of delivery:** On-line

**Aims:** To understand the way the control of ventilation is affected by the normal sleep cycle; to understand the relationship between the anatomy and physiology of the airways and the mechanics of ventilation during sleep; to introduce the physiological basis for pathologies of ventilation during sleep, especially OSA and central apnoeas. **Content:** Breathing During Sleep: The changes in spontaneous breathing during sleep and how this differs between REM and NREM sleep are reviewed. The mechanisms underlying these changes are also discussed. Anatomy and Physiology of the Upper Airway During Sleep: The upper airway and in particular the pharynx is particularly involved in the pathogenesis of OSA. The anatomy of the area and the control of muscles that are important for maintenance of airway patency are reviewed in this module. Snoring & Obstructive Sleep Apnoea-Hypopnoea: In this section, the physiology of snoring and OSA will be discussed in terms of its physiological determinants, occurrence and polysomnographic identification. The treatment of these conditions will be introduced. Central Apnoea: The physiology, occurrence and identification of central apnoea will be discussed with the clinical significance.

**SLEE5009****Sleep and the Endocrine System**

**Credit points:** 2 **Teacher/Coordinator:** Professor Colin Sullivan **Session:** Semester 1, Semester 2 **Classes:** ~0.5 hours online lectures over 1 semester plus directed reading and independent study **Assessment:** 1x2000word essay (40%), 1xonline quiz (30%), 1xexam (30%) **Campus:** Camperdown/Darlington **Mode of delivery:** On-line

**Aims:** To understand the specific role of hormones in modulating circadian rhythms and sleep architecture; to appreciate the direct and indirect effects of disorders in hormone systems on sleep. **Content:** Melatonin & the Pineal: The anatomy and physiology of the pineal and its role in sensing photoperiod. Melatonin as a chronobiotic and its role in normal function and possible therapeutics. Sleep and the Menstrual Cycle: The influence of female sex hormone levels on sleep architecture during the menstrual cycle. Some reference to menopause will be made, however, this will be dealt with in future modules. Sex Hormones & Corticosteroid Disorders: The influence of male sex hormones and imbalances of steroids such as in Cushing's diseases which may have direct or indirect effects on sleep. Management of such conditions is discussed in relation to sleep. Acromegaly, Hypothyroidism and Diabetes: These hormonal imbalances lead to pathophysiological changes that adversely affect sleep. This module examines these changes and management of such patients.

**SLEE5010****Neuropharmacology of Sleep I**

**Credit points:** 1 **Teacher/Coordinator:** Professor Colin Sullivan **Session:** Semester 1, Semester 2 **Classes:** ~1 hour online lectures over 1 semester plus directed reading and independent study **Assessment:** 1xonline quiz (60%), 1xexam (40%) **Campus:** Camperdown/Darlington **Mode of delivery:** On-line

**Aim:** To gain knowledge of the neurotransmitter systems and pharmacology involved in control of sleep and circadian rhythms. **Content:** Neurotransmitter Systems in Sleep: In order to understand the conditions and treatments for a range of sleep disorders and parasomnias, the neuropharmacology must be understood. These sections discuss sleep mechanisms from the perspective of neurotransmitters and neuromodulators. Some basic physiology will be included for background. Neurotransmitter Systems in Arousal.

**SLEE5011****Sleep and the Mind I**

**Credit points:** 2 **Teacher/Coordinator:** Professor Colin Sullivan **Session:** Semester 1, Semester 2 **Classes:** ~2 hours online lectures over 1 semester plus directed reading and independent study **Assessment:** 1xonline quiz (30%), 1xexam (70%) **Campus:** Camperdown/Darlington **Mode of delivery:** On-line

**Aims:** To understand the importance of psychological factors in sleep medicine; to examine the specific interaction between the physiological and psychic factors that produce some sleep disorders, using insomnia as an example; to understand the cognitive processes that occur in sleep. **Content:** Insomnia: The occurrence and origins of this disorder will be discussed in the context of psychological and behavioural problems. The occurrence, clinical presentation and treatment of insomnia. Dreaming & Perception in Sleep: Theories on the origins and function of dreams will be discussed along with methods for study of dreams. Psychophysiology of Dreams: The relationship to dreaming and biophysical state will be examined along with the effect on dreams of various substances such as alcohol and psychiatric disorders. Dreaming Disorders: Nightmares and other phenomenon that have a disturbing effect on patients will be discussed.

**SLEE5012****Practicum I**

**Credit points:** 5 **Teacher/Coordinator:** Professor Colin Sullivan **Session:** Semester 1, Semester 2 **Classes:** Self-directed learning and application of previous theory. Expected student effort 6 hours per week. Also, an optional 1x1week residential school consisting of a series of lectures and practical classes is offered. **Prerequisites:** SLEE5003 and SLEE5005 **Assessment:** presentation on a topic chosen by the student (50%), 1x1hr sleep stage scoring assignment (50%) **Campus:** Camperdown/Darlington **Mode of delivery:** Block Mode

The practicum component involves application of the theory presented during the previous two semesters work. A presentation will be recorded electronically by the student who is expected to use the knowledge gained to present a well structured, well referenced coherent presentation on a topic of their choice. A nocturnal recording, with the software required to analyse it will be provided. The student will score and comment on this study.

**SLEE5013****Non-Respiratory Sleep Disorders**

**Credit points:** 2 **Teacher/Coordinator:** Professor Colin Sullivan **Session:** Semester 1, Semester 2 **Classes:** ~3.5 hours online lectures over 1 semester plus directed reading and independent study **Prerequisites:** SLEE5003 **Assessment:** 1xonline quiz (30%), 1xexam (70%) **Campus:** Camperdown/Darlington **Mode of delivery:** On-line

**Aims:** To understand the range of parasomnias and their classification; to understand the way in which neurological disorders in a range of systems can influence sleep. **Content:** Parasomnias I: Parasomnias are disorders of arousal, partial arousal and sleep transition. This module will discuss arousal disorders and sleep-wake transition disorders, such as sleep walking and rhythmic movement disorder. Parasomnias II: This module continues the discussion of the range of parasomnias including those associated with REM sleep such as REM behaviour disorder and other parasomnias such as bruxism. Degenerative Disorders: This section discusses the sleep effects of degenerative diseases such as Parkinson's disease and dementia, which also relates to the REM sleep disorders introduced in the Parasomnias II module. Restless Legs Syndrome & Other Disorders: This module discusses the sleep disturbances that involve the control of movement during sleep and include abnormalities in the amount of movement, loss of control of movement and abnormal forms of movement.

**SLEE5014****Sleep and Breathing II**

**Credit points:** 4 **Teacher/Coordinator:** Professor Colin Sullivan **Session:** Semester 1, Semester 2 **Classes:** ~1.5 hours online lectures over 1 semester plus directed reading and independent study **Prerequisites:** SLEE5003 and SLEE5008 **Assessment:** 1xonline quiz (20%), 1x1500 word essay (40%), 1xexam (40%) **Campus:** Camperdown/Darlington **Mode of delivery:** On-line

**Aims:** To develop understanding of the clinical assessment and management of pathologies of ventilation during sleep; to understand

the theory of the current methods of treatment of sleep apnoea-hypopnoea; to gain knowledge of developing therapies. **Content:** Clinical Aspects of OSA: The presentation and clinical assessment of OSA. Nocturnal Asthma: Introduction to the pathophysiology of asthma, clinical presentation and management in the context of sleep. Continuous Positive Airway Pressure: The theory and practice of CPAP in the treatment of OSA. Surgical Therapy: Early attempts at a surgical cure. Uvulopalatoplasty and the more modern elegant techniques such as mandibular distraction. Oral Devices: The range and uses of oral appliances for treatment of OSA. Medical Therapy: This module discusses the options such as treatment of obesity and nasal appliances that are used to treat OSA and hypopnoea. Cardiovascular Disease and OSA. The epidemiological and medical evidence for the links between OSA and cardiovascular disease. Bilevel Pressure Support & Automatic Devices. Sophisticated appliances for the treatment of OSA and central apnoeas such as Cheyne-Stokes ventilation.

**SLEE5015****Neuropharmacology of Sleep II**

**Credit points:** 2 **Teacher/Coordinator:** Professor Colin Sullivan **Session:** Semester 1, Semester 2 **Classes:** ~2.5 hours online lectures over 1 semester plus directed reading and independent study **Prerequisites:** SLEE5010 **Assessment:** 1xonline quiz (50%), 1xexam (50%) **Campus:** Camperdown/Darlington **Mode of delivery:** On-line

**Aims:** To understand the pharmacological basis of effects of different classes of drugs on sleep; to become familiar with drugs used therapeutically in various aspects in sleep medicine. **Content:** Drugs That Alter Sleep: This module introduces the types of prescription drugs that disturb sleep or waking function and may affect sleep disordered breathing. Hypnotics: This module looks at drugs with hypnotic-sedative effects, their effects on sleep and uses in sleep medicine. Stimulants: Drugs that increase arousal, motor activity and alertness will be examined in terms of their physiological action and uses in sleep medicine. Drugs of Addiction: A number of drugs of abuse and addiction, including nicotine and alcohol will be examined in relation to their effects on the sleep cycle and relevance to sleep medicine.

**SLEE5016****Sleep and the Mind II**

**Credit points:** 1 **Teacher/Coordinator:** Professor Colin Sullivan **Session:** Semester 1, Semester 2 **Classes:** ~2 hours online lectures over 1 semester plus directed reading and independent study **Prerequisites:** SLEE5011 **Assessment:** 1xonline quiz (40%), 1xexam (60%) **Campus:** Camperdown/Darlington **Mode of delivery:** On-line

**Aims:** To gain knowledge of the effects of psychiatric disorders on sleep and some appreciation of the management of such patients; to understand the concept of sleep hygiene and the importance of behavioural modification as therapy. **Content:** Psychiatric Disorders and Sleep: Anxiety disorders mood disorders & schizophrenia all have a significant impact upon sleep and are examined in the context of patient management. Behavioural Therapies and Sleep Hygiene: Behavioural modification is very important in the management of a range of sleep disorders and such treatments are examined in this module.

**SLEE5017****Sleep and Body Function**

**Credit points:** 2 **Teacher/Coordinator:** Professor Colin Sullivan **Session:** Semester 1, Semester 2 **Classes:** directed reading and independent study **Assessment:** 1xonline quiz (50%), 1xexam (50%) **Campus:** Camperdown/Darlington **Mode of delivery:** Block Mode

**Aims:** To understand the changes in function of other organ systems in relation to sleep; to understand the effect of sleep on other organ systems and particular the effect of sleep disorders on the function of the body generally; to understand the changes that occur in sleep when the body is challenged by other diseases. **Content:** Hypertension, Stroke and Cardiovascular Function: Sleep and the problems associated with it in relation to cardiovascular problems will be discussed in this module. In addition, the association with

sleep-disordered breathing will be discussed. Disruption of Rhythm: Shift work, jet lag and sleep disruption lead to generalized physiological and immunological problems. Gastrointestinal Physiology: The alterations in autonomic function during sleep have effects on gastrointestinal motility and function. As well as the normal gastrointestinal function during sleep, pathological conditions such as gastroesophageal reflux will be discussed. Immunological Responses: Sleep is affected by bacterial challenge and other alterations of immunological state. These considerations are examined.

### SLEE5019

#### Sleep in Development (Child)

**Credit points:** 2 **Teacher/Coordinator:** Professor Colin Sullivan **Session:** Semester 1, Semester 2 **Classes:** ~2 hours online lectures over 1 semester plus directed reading and independent study **Assessment:** 1x2400word literature review (50%), 1xexam (50%) **Campus:** Camperdown/Darlington **Mode of delivery:** On-line

**Aims:** To understand sleep and sleep disorders during early development; to be introduced to paediatric sleep medicine and patient management. **Content:** Development of Respiratory Control: Respiratory control and its relationship to the sleep-wake cycle is not constant throughout life, but displays marked changes during development. These developmental stages are discussed from fetal biophysical states through to childhood are discussed in this module. Central Apnoea & OSA in Children: The occurrence and clinical significance of these conditions are examined. Paediatric Parasomnias: Parasomnias that are of interest in paediatrics are discussed, from night terrors to SIDS. Management of Paediatric Sleep Disorders: The diagnosis and treatment of sleep disorders in children.

### SLEE5020

#### Sleep and Breathing III

**Credit points:** 2 **Teacher/Coordinator:** Professor Colin Sullivan **Session:** Semester 1, Semester 2 **Classes:** ~4.5 hours online lectures over 1 semester plus directed reading and independent study **Prerequisites:** SLEE5014 **Assessment:** 1xonline quiz (20%), 1x1500word essay (30%), 1xexam (50%) **Campus:** Camperdown/Darlington **Mode of delivery:** On-line

**Aims:** To understand the impact of respiratory disorders and diseases on sleep and breathing; to understand the principles of clinical management of these patients in the context of sleep medicine. **Content:** chronic obstructive pulmonary disease (COPD); neuromuscular disorders; restrictive lung disease; cystic fibrosis.

### SLEE5021

#### Neuropharmacology of Sleep III

**Credit points:** 2 **Teacher/Coordinator:** Professor Colin Sullivan **Session:** Semester 1, Semester 2 **Classes:** directed reading and independent study **Prerequisites:** SLEE5015 **Assessment:** 1xonline quiz (50%), 1xexam (50%) **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

**Aims:** To understand how knowledge of the neuropharmacology of a sleep disorder is gained and how this is used to develop therapeutic strategies; to gain an appreciation of the direction of current research into drug therapies for sleep disorders and the problems associated with this; to understand methods used to assess the efficacy of drugs and how to critically appraise trials of therapies generally. **Content:** Narcolepsy: This condition has been studied extensively in humans and animal models and the neuropharmacology is reasonably well understood. This module examines the study of this condition and drug therapies. Possible Drug Therapies for OSA: The pharmacology of systems involved in OSA is examined and ways in which these might be targeted by drug therapy and the problems that are encountered. Pharmacology and Chronobiology: Drugs that alter the circadian clock (chronotropes) are discussed and their efficacy in treating sleep disorders. Assessment of Drug Therapy: This module deals with the critical analysis of drug effect. The methods of assessment and the ways in which the data is presented are discussed.

### SLEE5023

#### Sleep in Development (Adult)

**Credit points:** 2 **Teacher/Coordinator:** Professor Colin Sullivan **Session:** Semester 1, Semester 2 **Classes:** directed reading and independent study **Assessment:** 1x2400word literature review (50%), 1xexam (50%) **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

**Aims:** To understand sleep and sleep disorders throughout life; to understand issues specific to adult sleep medicine and patient management. **Content:** Cardiorespiratory Physiology Through the Life-Cycle: This module charts the development of the cardiorespiratory systems from adolescence to old age with reference to sleep disorders. Sleep in Pregnancy & Lactation: Sleep architecture is altered during these states and during pathological conditions such as preeclampsia. Studies of these aspects of the life cycle are reviewed. Management of Sleep Disorders: From OSA to geriatric sleep fragmentation, this module considers clinical presentation and management of different age-groups. Epidemiology of Sleep and Public Health: Sleep research over the last fifty years has indicated that disorders of sleep such as snoring are not just an annoyance, but have serious ramifications for public health. In addition, sleep monitoring can detect the early development of disorders and so can improve management in other areas of medicine. These issues are discussed.

### SLEE5024

#### Practicum II

**Credit points:** 5 **Teacher/Coordinator:** Professor Colin Sullivan **Session:** Semester 1, Semester 2 **Classes:** Self-directed learning and application of previous theory. Expected student effort 6-8 hours per week. Also, an optional 1x1week residential school consisting of a series of lectures and practical classes is offered if not undertaken in SLEE5012. **Prerequisites:** SLEE5003 and SLEE5005 and SLEE5012 **Assessment:** 1xpresentation (50%), 2x1hr sleep study scoring sessions (50%) **Campus:** Camperdown/Darlington **Mode of delivery:** Block Mode

In this unit the theory presented during the previous four semesters work will be used in practice. Students will prepare and electronically record a presentation on a topic of their choice using the knowledge gained throughout the course. The student will also score and report several complex nocturnal sleep recording.

### SLEE5025

#### Treatise

**Credit points:** 12 **Teacher/Coordinator:** Professor Colin Sullivan **Session:** Semester 1, Semester 2 **Prohibitions:** SLEE5027, SLEE5028 **Assessment:** 20,000-30,000 research treatise **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

*Note: Department permission required for enrolment. Note: Students are required to seek permission from the course coordinator in order to enrol in this unit. If permission is given the coordinator emails the Postgraduate Student Administration Unit asking that the student be enrolled.*

To meet the requirements of the master's degree, students need to complete either SLEE5025 Treatise (12CP) or both SLEE5027 Treatise A and SLEE5028 Treatise B (12 credit points in total). Candidates will be assisted in all aspects of study design, implementation, analysis and research writing.

### SLEE5027

#### Treatise A

**Credit points:** 6 **Teacher/Coordinator:** Professor Colin Sullivan **Session:** S2 Late Int, Semester 1, Semester 2 **Classes:** online **Prohibitions:** SLEE5025 **Assessment:** 20,000-30,000 research treatise due after completion of 12 credit points **Campus:** Camperdown/Darlington **Mode of delivery:** On-line

*Note: Department permission required for enrolment. Note: Students are required to seek permission from the course coordinator in order to enrol in this unit. If permission is given the coordinator emails the Postgraduate Student Administration Unit asking that the student be enrolled.*

To meet the requirements of the master's degree, students need to complete both SLEE5027 Treatise A and SLEE5028 Treatise B (12 credit points in total) or SLEE5025 Treatise (12CP). Candidates will be assisted in all aspects of study design, implementation, analysis and research writing.

**SLEE5028**

**Treatise B**

**Credit points:** 6 **Teacher/Coordinator:** Professor Colin Sullivan **Session:** S2 Late Int, Semester 1, Semester 2 **Classes:** online **Prohibitions:** SLEE5025 **Assessment:** 20,000-30,000 research treatise due after completion of 12 credit points **Campus:** Camperdown/Darlington **Mode of delivery:** On-line

*Note: Department permission required for enrolment. Note: Students are required to seek permission from the course coordinator in order to enrol in this unit. If permission is given the coordinator emails the Postgraduate Student Administration Unit asking that the student be enrolled.*

To meet the requirements of the master's degree, students need to complete both Treatise A and Treatise B (12 credit points in total) or SLEE5025 Treatise (12CP). This unit requires completion of the research project commenced in Treatise A. Candidates will be assisted in all aspects of study design, implementation, analysis and research writing.

# Surgery

*Graduate Diploma in Surgery*  
(GradDipSurg) KF039

*Master of Surgery*  
(MS) KC049

Course	Credit points for award	Duration full-time	Duration part-time
GradDipSurg	36	1.5 years	2 to 3 years
MS	48	2 years	3 to 4 years

For information about the Master of Surgery (by research) see the Postgraduate Research Studies chapter.

## Overview

The University of Sydney is home to the largest academic surgical discipline in Australasia. Its courses aim to provide an understanding of the principle of applying the best available research evidence to patient care, as well as the skills required for clinical research.

The Master of Surgery combines research and coursework. Students enrol in one of the following streams:

- breast surgery
- cardiothoracic surgery
- colorectal surgery
- endocrine surgery
- endovascular surgery
- hand surgery
- head and neck
- neurosurgery
- orthopaedic
- otorhinolaryngology
- paediatric surgery
- plastic/reconstructive surgery
- surgical oncology
- surgical outcomes
- transplant surgery
- upper gastrointestinal surgery
- urology
- vascular surgery and endovascular surgery

## Course Outcomes

The knowledge that graduates obtain will complement the practical experience that advanced trainees receive in teaching hospitals through the Royal Australasian College of Surgeons training program.

## Degree Resolutions

Sydney Medical School resolutions and the printed handbook are the official statement of Faculty policy. The resolutions contained in the printed handbook are accurate as at November 2010. If a conflict is perceived between the content of the printed handbook and information available elsewhere, Sydney Medical School resolutions and the information available in the handbook online shall always take precedence. See the handbook online website:

[sydney.edu.au/handbooks/handbooks\\_admin/medicine.shtml](http://sydney.edu.au/handbooks/handbooks_admin/medicine.shtml). See the Policy Online website: [sydney.edu.au/policy](http://sydney.edu.au/policy), for copies of University policies.

## Graduate Diploma in Surgery

### Master of Surgery (by coursework)

*These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to) the University of Sydney (Coursework) Rule 2000 (the 'Coursework Rule'), the Resolutions of the Faculty, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended) and the Academic Board policies on Academic Dishonesty and Plagiarism.*

## Course resolutions

### 1 Course codes

Code	Course title
KF039	Graduate Diploma in Surgery
KC049	Master of Surgery

### 2 Attendance pattern

The attendance pattern for these courses is full time or part time according to candidate choice.

### 3 Master's type

The master's degree in these resolutions is a professional master's course, as defined by the Coursework Rule.

### 4 Embedded courses in this sequence

- (1) The embedded courses in this sequence are:
  - (a) the Graduate Diploma in Surgery
  - (b) the Master of Surgery.
- (2) Providing candidates satisfy the admission requirements for each stage, a candidate may progress to the award of any of the courses in this sequence. Only the longest award completed will be conferred.

### 5 Admission to candidature

- (1) Available places will be offered to qualified applicants according to the following admissions criteria. In exceptional circumstances the Dean may admit applicants without these qualifications who, in the opinion of the Faculty, have qualifications, evidence of experience and achievement, deemed to be equivalent.
- (2) Admission to the Graduate Diploma in Surgery requires:
  - (a) a Bachelor of Medicine or Bachelor of Surgery from the University of Sydney or an equivalent qualification; and
  - (b) satisfactory performance at an interview.
- (3) Admission to the Master of Surgery requires:
  - (a) a Bachelor of Medicine or Bachelor of Surgery from the University of Sydney or equivalent qualification; and



- (b) a traineeship with the relevant surgical training program of the Royal Australasian College of Surgeons or equivalent;  
or  
employment as resident medical officer, satisfactory interview, satisfactory references, and approval by Head of Discipline;  
or  
a Fellowship of the Royal Australasian College of Surgeons.

- (f) Head and Neck  
(g) Neurosurgery  
(h) Orthopaedic  
(i) Otorhinolaryngology  
(j) Paediatric Surgery  
(k) Plastic/Reconstructive Surgery  
(l) Surgical Oncology  
(m) Surgical Outcomes  
(n) Transplant Surgery  
(o) Upper Gastrointestinal Surgery  
(p) Urology  
(q) Vascular Surgery and Endovascular Surgery.

## 6 Requirements for award

- (1) The units of study that may be taken for the courses are set out in the Table of Units of Study: Surgery.
- (2) To qualify for the award of the Graduate Diploma in Surgery a candidate must successfully complete 36 credit points, including:
  - (a) 6 credit points of core units of study; and
  - (b) 30 credit points of elective units of study.
- (3) To qualify for the award of the Master of Surgery a candidate must successfully complete 48 credit points, including:
  - (a) 24 credit points of core units of study including 18 credit points of dissertation units of study; and
  - (b) 24 credit points of elective units of study.

- (2) Candidates may transfer between streams with approval from Head of Discipline.
- (3) The degree of Master of Surgery shall be awarded in the stream in which the candidate enrolls. The testamur for the degree shall specify the stream.

## 8 Credit for previous study

Credit from prior studies (other than from embedded courses) towards the Graduate Diploma in Surgery or Master of Surgery is limited to eight credit points.

## 9 Transitional provisions

- (1) These resolutions apply to persons who commenced their candidature after 1 January, 2011 and persons who commenced their candidature prior to 1 January, 2011 who formally elect to proceed under these resolutions.
- (2) Candidates who commenced prior to 1 January, 2011 complete the requirements in accordance with the resolutions in force at the time of their commencement.

## 7 Stream

- (1) The Master of Surgery is available in the following streams:
  - (a) Breast Surgery
  - (b) Cardiothoracic Surgery
  - (c) Colorectal
  - (d) Endocrine Surgery
  - (e) Hand Surgery

## Table of Units of Study: Surgery

<i>Unit of study</i>	<i>Credit points</i>	<i>A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition</i>	<i>Session</i>
<b>Core unit</b>			
<b>PUBH5018</b> Introductory Biostatistics	6		Semester 1
<b>Core Dissertation units of study for the master's degree</b>			
Students must enrol in 18 credit points of dissertation units, which may be in one semester or split over two semesters. Students must be enrolled in order to submit their dissertation. If a student is not able to submit his/her dissertation after enrolling in 18 credit points of dissertation units of study, he/she must re-enrol in a minimum of 9 credit points of dissertation units of study, with the concomitant financial liability, every semester until he/she submits.			
<b>SURG5007</b> Dissertation A	9		Semester 1 Semester 2
<b>SURG5008</b> Dissertation B	9		Semester 1 Semester 2
<b>Elective Units</b>			
<b>SURG5001</b> Devel & Meas of Surgical Hlth Outcomes 1	6		Semester 1
<b>SURG5003</b> Devel & Meas of Surgical Hlth Outcomes 2	6		Semester 2
<b>SURG5011</b> Imaging Surgical Patients	6		Semester 2
<b>SURG5012</b> Surgical Metabolism	6		Semester 2
<b>SURG5013</b> Safety in Surgery	6		Semester 1
<b>SURG5015</b> Surgical Anatomy: Based on Dissection	6	<i>Note: Department permission required for enrolment</i> <i>Students request permission from the postgraduate coordinator to enrol in this unit. The coordinator emails the Postgraduate Student Administration Unit advice that the student has permission to enrol</i>	Semester 1
<b>SURG5016</b> Vascular and Endovascular Surgery	6		Semester 2
<b>SURG5017</b> Microsurgery	6	<b>A Medical Degree</b> <i>Note: Department permission required for enrolment</i> <i>Students request permission from the unit of postgraduate coordinator to enrol in this unit. The coordinator emails the Postgraduate Student Administration Unit advice that the student has permission to enrol.</i>	Semester 1 Semester 2



<b>Unit of study</b>	<b>Credit points</b>	<b>A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition</b>	<b>Session</b>
<b>SURG5020</b> Advanced Laparoscopic Abdominal Anatomy	6	Students must contact Unit of Study coordinator (cyounngsw@aol.com) as early as possible to receive pre-reading material	Semester 1
<b>SURG5021</b> Transplantation Immunobiology	6		Semester 1
<b>SURG5022</b> Principles & Practice of Transplantation	6	P SURG5021	Semester 2
<b>PATH5000</b> Surgical Pathology	6		Semester 1
In exceptional circumstances, on application to and with written approval from the Head of Discipline or course coordinator, a student may enrol in an elective unit of study not listed above.			

### Further enquiries

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## Units of Study Descriptions for 2011

### PATH5000

#### Surgical Pathology

**Credit points:** 6 **Teacher/Coordinator:** Prof Nicholas King, Assoc Prof Brett Hamby **Session:** Semester 1 **Classes:** 2x1hr tutorials/week **Assessment:** 1. participation weekly tutorials (20%) 2. 1x3000wd essay (30%) 3. 13x15min weekly quizzes (20%) 4. 1x1hr final exam (30%) **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Evening

The Surgical Pathology Unit of Study is based on examination of macroscopic pathology specimens (bottles) located in the Pathology Museum collection and examination of microscopic slides of relevant pathological processes. Candidates will read / view preliminary materials, distributed directly and through the university website, prior to attending 13 weekly 2 hour evening sessions at the University. These sessions will be divided into a Museum-based tutorial and a microscopic tutorial. Each session will conclude with a brief revision quiz on the material covered during the preceding sessions. Additionally, students will prepare an in-depth, semi-structured assignment on a pathological process, where possible of relevance to their particular interests. Topics that will be covered will include basic pathological processes (eg immunology, inflammation, neoplasia etc) and systems pathology (eg cardiovascular, respiratory, gastroenterology, neurology, genitourinary, orthopaedic etc).

#### Textbooks

Robbins & Cotran Pathologic Basis of Disease 8th Ed (Kumar, Abbas, Fausto, Aster) Saunders Elsevier, online version available from University Library following enrolment, plus course materials.

### PUBH5018

#### Introductory Biostatistics

**Credit points:** 6 **Teacher/Coordinator:** Mr Kevin McGeechan and Associate Professor Petra Macaskill **Session:** Semester 1 **Classes:** 2 x 2hr lecture, 10 x 1hr lectures, 11 x 2hr tutorials, 2 x 1hr and 8 x 0.5hr statistical computing self directed learning tasks over 12 weeks - lectures and tutorials may be completed online **Assessment:** 1x4 page assignment (30%) and 1x2.5hr open-book exam (70%) **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day or On-line

This unit aims to provide students with an introduction to statistical concepts, their use and relevance in public health. This unit covers descriptive analyses to summarise and display data; concepts underlying statistical inference; basic statistical methods for the analysis of continuous and binary data; and statistical aspects of study design. Specific topics include: sampling; probability distributions; sampling distribution of the mean; confidence interval and significance tests for one-sample, two paired samples and two independent samples for continuous data and also binary data; correlation and simple linear regression; distribution-free methods for two paired samples, two independent samples and correlation; power and sample

size estimation for simple studies; statistical aspects of study design and analysis. Students will be required to perform analyses using a calculator and will also be required to conduct analyses using statistical software (SPSS). It is expected that students spend an additional 2 hours per week preparing for their tutorials. Computing tasks are self-directed.

#### Textbooks

Course notes are provided.

### SURG5001

#### Devel & Meas of Surgical Hlth Outcomes 1

**Credit points:** 6 **Teacher/Coordinator:** Professor Michael Solomon, Associate Professor Jane Young **Session:** Semester 1 **Classes:** 10x2hr modules. Participants will be able to achieve each module's objectives by completing the provided essential reading, working through the set questions and taking part in the tutorial. For each module, additional reading and resources will be provided for those who wish to pursue the topic in more detail. **Assessment:** Participation (40%). Participation marks are awarded for the submission of set exercises and attendance of tutorial. Written assignment (60%). The written assignment will have relevance to each participants own speciality. **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

The overall aim of this course is to provide participants with an understanding of key methodological concepts and issues needed to conduct high quality clinical and health services research. The course covers aspects of clinical epidemiology, outcome evaluation and health economic assessment with a focus on surgical research. The broad nature of the course will provide an introduction to key topics across these fields but may also serve as a means for participants to identify specific areas of interest that they would like to pursue in their own future research.

Course content includes: sources of bias in surgical studies; study designs in surgical effectiveness research; RCTs and problems with RCTs in surgery; development and evaluation of outcome measures; cost effectiveness analyses; quality of life and utility measures; evaluation of screening and diagnostic tests and systematic reviews and meta-analysis.

### SURG5003

#### Devel & Meas of Surgical Hlth Outcomes 2

**Credit points:** 6 **Teacher/Coordinator:** Professor Michael Solomon, Associate Professor Jane Young **Session:** Semester 2 **Classes:** 8x2hr modules. Participants will be able to achieve each module's objectives by completing the provided essential reading, working through the set exercises and taking part in the tutorial. **Assessment:** Participation (40%). Participation marks are awarded for the submission of set exercises and attendance of tutorial. Written assignment (60%). Participants will develop a research grant application for submission which will be assessed to NHMRC standards. **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

The objective of this course is for participants to apply the knowledge and skills acquired in Part 1 to develop their own research proposal relevant to their speciality or research interest. The standard of the

proposal will be to that of a peer-reviewed grant such as NHMRC. In addition to completing the research proposal, participants will face questions from a mock interview panel about their submission.

Content includes the practical aspects of developing a research proposal including: literature review; grant writing skills; use of appropriate outcome measures; minimising bias; study design, recruitment and follow up and analytic frameworks.

Participants will discuss their proposal within tutorials and gain feedback and advice from their peers and tutors.

### **SURG5007 Dissertation A**

**Credit points:** 9 **Session:** Semester 1, Semester 2 **Classes:** 6hr/week independent supervised research **Assessment:** Candidates will be required to submit the dissertation in the form of a paper dealing with research on a specific topic. It should be the equivalent of one paper which would be acceptable for publication in a peer reviewed scientific, academic or professional journal. In keeping with Academic Board policy there is an option to submit published work based on research undertaken while enrolled for this degree. **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

The dissertation is a formal piece of writing relevant to the subject area of the masters degree. Candidates will work on a specified research project under appropriate supervision. At least one of the project supervisors must be an academic staff member of the University. The dissertation is in Parts A and B, both of which will be completed in a minimum of one year of full time study or two years of part time study.

### **SURG5008 Dissertation B**

**Credit points:** 9 **Session:** Semester 1, Semester 2 **Classes:** 6hr/week independent supervised research **Assessment:** Candidates will be required to submit the dissertation in the form of a paper dealing with research on a specific topic. It should be the equivalent of one paper which would be acceptable for publication in a peer reviewed scientific, academic or professional journal. In keeping with Academic Board policy there is an option to submit published work based on research undertaken while enrolled for this degree. **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

The dissertation is a formal piece of writing relevant to the subject area of the masters degree. Candidates will work on a specified research project under appropriate supervision. At least one of the project supervisors must be an academic staff member of the University. The dissertation is in Parts A and B, both of which will be completed in a minimum of one year of full time study or two years of part time study.

### **SURG5011 Imaging Surgical Patients**

**Credit points:** 6 **Teacher/Coordinator:** Professor John Preston Harris **Session:** Semester 2 **Classes:** 1x1hr lecture plus 1x1hr tutorial and 4hr directed study per week **Assessment:** practical assignment involving case studies requiring investigation leading to diagnosis **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Evening

The unit of study aims to introduce all types of imaging relevant to the practice of surgery, to understand the underlying physical and technological principles upon which imaging relies and to know the indications for use and complications of imaging. By the end of the unit students will understand the scientific basis of the various imaging modalities and the indications for their use and appreciate the importance of protection of patients and personnel from the harmful effects of imaging.

The contents of the unit are: B mode, spectral analysis and duplex ultrasound; computerised tomography; magnetic resonance; positron emission tomography; radio isotope imaging; angiography; imaging guided therapeutic techniques and safety measures in imaging.

#### *Textbooks*

Current surgical literature - references supplied.

### **SURG5012 Surgical Metabolism**

**Credit points:** 6 **Teacher/Coordinator:** Professor Ross Smith **Session:** Semester 2 **Classes:** 1x1hr lecture plus 1x2hr tutorial plus 4hr directed study

per week **Assessment:** attendance, assignments, open book essay **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Evening

The aims of the unit are for the student to acquire knowledge of body composition in health and malnutrition and to understand adaptive response of the body to stress, trauma and sepsis. By the end of the unit the student will become competent in providing enteral and parenteral nutritional therapy to metabolically compromised patients.

Content includes body composition in health and malnutrition; measurement of malnutrition; sequence of stress response; enteral nutrition and parenteral nutrition.

#### *Textbooks*

Current surgical literature - references supplied.

### **SURG5013 Safety in Surgery**

**Credit points:** 6 **Teacher/Coordinator:** Associate Professor John Andrew Cartmill **Session:** Semester 1 **Classes:** 1x1hr lecture plus 1x2hr tutorial for 3weeks, plus 4hr directed study per week and 1x3day seminar **Assessment:** attendance and practical assignments involving case studies **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Evening

This unit of study aims to gain insight into safety in surgery from dual perspectives; that of the individual surgeon 'on the spot' as well as the broader social, technological and political context. At the end of the unit, students will have learned to appreciate performance limitations of individuals and teams, develop personal safety skills and behaviours and develop skills in debriefing, incident analysis and disclosure

Content includes generic industrial accidents, mishaps and near misses; human factors, psychology and surgical decision making, team theory and critical incident debriefing, incident analysis and disclosure.

#### *Textbooks*

Current surgical literature - references supplied.

### **SURG5015 Surgical Anatomy: Based on Dissection**

**Credit points:** 6 **Teacher/Coordinator:** Professor James May, Professor George Ramsey-Stewart **Session:** Semester 1 **Classes:** 2.5 hour personal prosection class per week, 1.5 hour demonstration of anatomical dissections in OSCE format per week **Assessment:** Participation in the weekly OSCE anatomical theme sessions and personal prosection classes (40%), a mark based on the quality of the dissection in the chosen specialty and a mark based on the candidate's anatomical knowledge as demonstrated in the weekly viva (60%) **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

*Note: Department permission required for enrolment. Note: Students request permission from the postgraduate coordinator to enrol in this unit. The coordinator emails the Postgraduate Student Administration Unit advice that the student has permission to enrol*

The Surgical Anatomy unit of study is based on cadaver dissection and offered jointly by Disciplines of Surgery and Anatomy. There are three components to the course. Firstly, candidates are required to perform a prosection in the area of their chosen specialty. They must prepare a detailed description of the prosection including illustrations/photographs. The second requirement is that candidates attend a 1.5 hour session each week on a known anatomical theme and demonstrate the anatomical features of dissected specimens to USyDMP students, in an OSCE format. The third requirement is to prepare for a weekly viva, conducted on prosections, by self directed learning. All three components are completed in one morning session per week (Either Monday or Wednesday)

#### *Textbooks*

Last's Textbook of Anatomy. Acland's DVD Atlas of Human Anatomy

### **SURG5016 Vascular and Endovascular Surgery**

**Credit points:** 6 **Teacher/Coordinator:** Professor John Harris, Professor Geoffrey White and Dr Steven Dubenec **Session:** Semester 2 **Classes:** 10x2hr evening seminars. Participants will be provided with instruction for home study in preparation for each session. **Assessment:** learning summary (70%) Each week participants will be required to submit a 1 to 2 page written summary of the key issues from the previous week; 1xwritten assignment (30%) Participants will complete a written assignment on a topic of relevance to their own surgical

specialty by the completion of the course. **Campus:** Camperdown/Darlington  
**Mode of delivery:** Normal (lecture/lab/tutorial) Evening

The objective of this unit of study is for participants to develop a greater understanding of the anatomy, pathophysiology and treatment options for peripheral vascular disorders by open or endovascular means. This unit of study will introduce students to key areas of vascular anatomy and pathology at an advanced level. Where appropriate, vascular imaging will be incorporated. Course participants will also be exposed to other relevant disciplines, including cardiology, radiology and endocrinology. By the end of the course, participants will have developed a critical knowledge of the academic basis for contemporary vascular surgery.

#### Textbooks

Rutherford RB (ed) Vascular Surgery, 6th Edition 2005.  
 Notes supplied to course participants.

### SURG5017

#### Microsurgery

**Credit points:** 6 **Teacher/Coordinator:** Associate Professor Graham J. Gumley  
**Session:** Semester 1, Semester 2 **Classes:** 6x 2 hour tutorials, or potentially 3 x 3hour tutorials **Assumed knowledge:** Medical Degree **Assessment:** Presentation of logbook and attendance at each tutorial/lab session (40%), technical competence (40%), assignment (20%) **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Evening  
*Note: Department permission required for enrolment. Note: Students request permission from the unit of postgraduate coordinator to enrol in this unit. The coordinator emails the Postgraduate Student Administration Unit advice that the student has permission to enrol.*

The course will deliver focused sessions on applied Microsurgical anatomy, and practical training in Microsurgery - Micro vascular and micro neural techniques. Real time demonstrations, Video, other visual and printed material will be used to aid teaching and to supplement the "eyes on scope" sessions. Sessions will comprise of brief lecture, demonstration of techniques to be developed in the class, followed by supervised Microsurgical practice with set objectives and standards. Students will keep a detailed log book and present a discussion paper on an element of Microsurgery they find challenging or stimulating.

#### Textbooks

Notes will be distributed prior to the course commencing.

### SURG5020

#### Advanced Laparoscopic Abdominal Anatomy

**Credit points:** 6 **Teacher/Coordinator:** Professor Christopher John Young  
**Session:** Semester 1 **Classes:** 10x2hr tutorials **Assessment:** Presentation of worksheets and attendance at each tutorial (10x 4%), assignment (60%)  
**Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Evening

*Note: Students must contact Unit of Study coordinator (cyoungnsw@aol.com) as early as possible to receive pre-reading material*

The course will deliver focused sessions on applied laparoscopic anatomy, pertinent to specific procedures in colorectal, upper gastrointestinal, general, urological and gynaecological surgery. Video, other visual and printed material will be used to aid teaching of the abdominal, pelvic and retroperitoneal laparoscopic anatomy involved in these procedures. Printed material and worksheets will be read and completed prior to each session. Sessions will comprise one hour on anatomy, 30 minutes on technological and science issues regarding translation of applied anatomy to the laparoscopic perception, and 30minutes on developing and presentation of the course assignment which will be the preparation of an audiovisual teaching tool on the advanced laparoscopic anatomy of a specific operation of interest to the student.

#### Textbooks

Notes will be distributed prior to the course commencing.

### SURG5021

#### Transplantation Immunobiology

**Credit points:** 6 **Teacher/Coordinator:** Dr Alexandra Sharland, Dr G Alex Bishop  
**Session:** Semester 1 **Classes:** The unit is delivered online, and will require approximately 10 hours study per week. . The unit contains an introductory module and 5 learning modules, which students work through at their own pace. These modules are: 2. Overview of the Immune System, 3. MHC Biology, Antigen Presentation and Allorecognition, 4. Effector mechanisms

in Transplant Rejection, 5. Brain Death, Ischaemia-Reperfusion Injury and Innate Immune Responses in Transplantation, and 6. Transplantation Tolerance. . Each module contains online lectures and links to recommended reading, followed by a series of short-answer questions. **Assessment:** Formative mcq assessment of pre-existing knowledge in Immunobiology allows students to identify strengths and weaknesses before starting the learning modules. Short-answer questions cover the knowledge acquired in each module. Students may access reference materials and other resources whilst completing the questions. Time limit for completion of the questions is flexible, but each set of questions must be completed and submitted before students proceed to the next module. Answers to each module contribute 20% to the final score for the Unit. (5x20%) **Campus:** Camperdown/Darlington **Mode of delivery:** On-line

Over 15,000 Australians have or will develop end-stage organ failure this year, and this number is expected to grow exponentially with the rise in underlying conditions such as diabetes and hepatitis C. Organ transplantation is thus becoming increasingly important as a therapeutic modality. This unit of study will introduce students to the fundamental principles of transplantation immunobiology, which are essential to the understanding of clinical solid organ transplantation. This unit is a prerequisite or co-requisite for students wishing to undertake SURG5022, Principles and Practice of Transplantation, and for students completing a transplantation project for their dissertation.

#### Textbooks

Abbas, Lichtman and Pillai, Cellular and Molecular Immunology, 6th edition, Saunders.

Current transplantation literature - linked to online teaching materials.

### SURG5022

#### Principles & Practice of Transplantation

**Credit points:** 6 **Teacher/Coordinator:** Dr Alexandra Sharland, Professor Richard Allen  
**Session:** Semester 2 **Classes:** The unit is delivered online and will require approximately 10 hours study per week. **Prerequisites:** SURG5021  
**Assessment:** Formative mcq assessment of prior knowledge in clinical transplantation, 6 structured clinical cases: individual answers (60%), contribution to online discussion (20%), major case commentary in final 2 weeks (20%).  
**Campus:** Camperdown/Darlington **Mode of delivery:** On-line

Over 15,000 Australians have or will develop end-stage organ failure this year, and this number is expected to grow exponentially with the rise in underlying conditions such as diabetes and hepatitis C. Organ transplantation is thus becoming increasingly important as a therapeutic modality. This unit of study will provide an overview of the surgical and medical management of solid organ transplant donors and recipients. Course participants will also explore the demographics, underlying conditions and co-morbidities of transplant recipients, the role of randomised clinical trials in the management of transplant immunosuppression, and the ethical aspects of transplantation. The major learning activities of this unit will be based around six cases in clinical transplantation.

#### Textbooks

Current transplantation literature - linked to online teaching materials.



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G3	Badham Building	H3	MacLaurin Hall
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L2	Baxter's Lodge	G1	Margaret Telfer Building
L8	Biochemistry and Microbiology Building	J6	Madsen Building
E6	Blackburn Building	H4	Manning House
E7	Bosch Building 1A	H4	Manning Squash Courts
E7	Bosch Building 1B	D3	McMaster Annex
H3	Brennan MacCallum Building	D3	McMaster Building
E6	Bruce Williams Pavilion	O6	Mechanical Engineering Building
L6	Carlaw Building	A2	Mechanical Foundation Building
F4	Chaplaincy	K8	Merewether Building
M8	Chemical Engineering Building	L4	New Law Building
J5	Chemistry Building	E1	No. 1-3 Ross Street
N8	Civil Engineering Building	M7	Old School Building
N9	Civil Engineering Workshop	F4	Old Teachers' College
K10	Clark Building	H3	Pharmacy Building
J9	Darlington Centre	H6	Physics Annex
J10	Darlington House	G5	Physics Building
K9	Darlington Road Terraces	N8	PNR Building
L10	Demountable Village	E6	Queen Elizabeth II Research Institute
K5	Eastern Avenue Auditorium & Lecture Theatre Complex	H5	RC Mills Building
L9	Economics and Business Building	F2	RD Watt Building
H2	Edgeworth David Geology Building	D4	RMC Gunn Building
G4	Education Building	M9	Raglan Street Building
H4	Education Building Annex	N7	Rose Street Building
H5	Edward Ford Building	E2	Ross Street Building
N7	Electrical Engineering Building	G2	Science Road Cottage
N7	Engineering Link Building	E1	Selle House
C3	Evelyn Williams Building	M10	Services Building
K3	Fisher Library	N6	Seymour Centre
K4	Fisher Library Stack	K10	Shepherd Centre
G2	Footbridge Theatre	O6	Shepherd Street Carpark
C3	Gatekeeper's Lodge	K9	Storie Dixon Wing
J7	Gatekeeper's Lodge (City Road)	L4	Sydney Law School
M8	Gordon Yu-Hoi Chui Building	K5	Teaching Building
J2	Great Hall	F5	The Arena Sports Centre
G3	Griffith Taylor Building	J3	The Quadrangle
D4	HK Ward Gymnasium	J5	Transient Building
F2	Heydon-Laurence Building	L10	University Computing Centre
G2	Holme Building	M9	University Sports & Aquatic Centre
N5	Information Technologies	D3	Veterinary Science Conference Centre
K8	Institute Building	E6	Victor Coppleston Building
N5	International House	F3	Wallace Theatre
J10	IXL Building	K7	Wentworth Building
D3	JD Stewart Building	E7	Western Avenue Carpark
F2	JRA McMillan Building	M6	WH Mase Building
L7	Jane Foss Russell Building	M6	Wilkinson Building
F3	John Woolley Building		

## Childcare centres

K11	Boundary Lane
F9	Carlton Avenue
N9	KU Union
H1	Laurel Tree House

## Colleges & residential accommodation

J10	Darlington House
K9	Darlington Road Terraces
N5	International House
L10	Mandelbaum House
A4	Sancta Sophia College
C8	St Andrew's College
B5	St John's College
L6	St Michael's College
B6	St Paul's College
G7	Selle House
E1	Sydney University Village
D10	Sydney University Village
F7	Wesley College
G8	Women's College

## Computer Access Centres

H3	Brennan
G4	Education
K3	Fisher
N7	Link
L6	McGrath (Carlaw)
H3	Pharmacy

## Cultural venues

H2	Macleay Museum
J3	Nidholson Museum
N6	Seymour Centre
K7	Sir Hermann Black Gallery
M6	Tin Sheds Gallery
J2	University Art Gallery

## Faculties (offices)

F2	Agriculture, Food and Natural Resources
M6	Architecture
H3	Arts
K8	Economics & Business
G4	Education and Social Work
N7	Engineering
L4	Law
H5	Medicine
H3	Pharmacy
L6	Science
D3	Veterinary Science

## Libraries

G3	Badham
H5	Burkitt-Ford
K3	Fisher
L4	Freehills Law Library
E7	Medical
H5	Schaeffer Fine Arts
L7	SciTech

## Retail

H3	Australia Post Office
J9	Darlington Centre
G2	Hoime Building
L7	Jane Foss Russell Building
H4	Manning House
F5	The Arena Sports Centre
M9	University Copy Centre
K7	University Health Service
M9	University Sports & Aquatic Centre
M9	University Co-op Bookshop
C3	Valentine Charlton Cat Centre
C3	Veterinary Hospital & Clinic
K7	Wentworth Building

## Security

M10	Emergency Services
M10	Lost Property
M10	Traffic & Parking

## Sports & recreational venues

K2	Fisher Tennis Courts
D4	HK Ward Gymnasium
H5	Lawn Tennis Courts
H4	Manning Squash Courts
F5	The Arena Sports Centre
G5	The Square
E5	University Oval No. 1
E3	University Oval No. 2
M9	University Sports & Aquatic Centre

## Unions & associations (offices)

K7	Students' Representative Council (SRC)
M9	Sydney University Postgraduate Representative Association (SUPRA)
M9	Sydney Uni Sport & Fitness
G2	University of Sydney Union

## University administration, centres & services

L7	Accommodation Service
H3	Alumni Relations Office
L7	Careers Centre
L7	Cashier
D10	Centre for Continuing Education
K7	Centre for English Teaching
H3	Chancellor
L7	Counselling Service
L7	Disability Services
L7	Equity Support Services
H2	Executive Offices
L7	Financial Assistance Office
G1	Financial Services
J3	Information Centre
L10	Information and Communications Technology Services
L7	International Office
L7	International Student Support Unit
G4	Learning Centre
L6	Mathematics Learning Centre
H2	Media Office
G1	Office of General Counsel
L7	Research Office
L7	Scholarships and Prizes Office
L7	Student Centre
L7	Student Support Services
K8	Summer School
K8	Support Sydney
M10	SydneyPeople – HR Service Centre
D9	SydneyPeople – Learning Solutions
E1	SydneyPeople – Unistaff
L7	Sydney Talent
O5	Sydnovate
F3	United States Studies Centre
G2	University of Sydney Venue Collection
C3	Veterinary Hospital & Clinic
H2	Vice-Chancellor

# Course planner

Year	Semester	Unit of study 1 & credit points	Unit of study 2 & credit points	Unit of study 3 & credit points	Unit of study 4 & credit points	Total credit points
1	1					
	2					
2	summer					
	1					
	winter					
	2					
3	summer					
	1					
	winter					
	2					
4	summer					
	1					
	winter					
	2					
5	summer					
	1					
	winter					
	2					
<b>Total credit points</b>						