2007 handbook

Medicine

The University of Sydney

Set a course for Handbooks online … visit www.usyd.edu.au/handbooks
University semester and vacation dates for 2007

<table>
<thead>
<tr>
<th>Summer School lectures</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>December program</td>
<td>Monday 11 December to Friday 28 February</td>
</tr>
<tr>
<td>Main program</td>
<td>Thursday 4 January to Friday 28 February</td>
</tr>
<tr>
<td>Late January program</td>
<td>Friday 12 January to Friday 28 February</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Winter School lectures</th>
<th>Dates</th>
</tr>
</thead>
</table>
| For the latest dates please refer to [http://www.summer.usyd.edu.au/winter/](http://www.summer.usyd.edu.au/winter/)

<table>
<thead>
<tr>
<th>Semester One</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>International student orientation (Semester One)</td>
<td>Monday 19 February to Thursday 22 February</td>
</tr>
<tr>
<td>Lectures begin</td>
<td>Monday 5 March</td>
</tr>
<tr>
<td>AVCC Common Week/non-teaching Easter period</td>
<td>Friday 6 April to Friday 13 April</td>
</tr>
<tr>
<td>International Application Deadline (Semester Two) *</td>
<td>Monday 30 April</td>
</tr>
<tr>
<td>Last day of lectures</td>
<td>Friday 8 June</td>
</tr>
<tr>
<td>Study vacation</td>
<td>Monday 11 June to Friday 15 June</td>
</tr>
<tr>
<td>Examination period</td>
<td>Monday 18 June to Saturday 30 June</td>
</tr>
<tr>
<td>Semester ends</td>
<td>Saturday 30 June</td>
</tr>
<tr>
<td>AVCC Common Week/non-teaching period</td>
<td>Monday 2 July to Friday 6 July</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester Two</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>International student orientation (Semester Two)</td>
<td>Monday 16 July to Thursday 19 July</td>
</tr>
<tr>
<td>Lectures begin</td>
<td>Monday 23 July</td>
</tr>
<tr>
<td>AVCC Common Week/non-teaching period</td>
<td>Monday 24 September to Friday 28 September</td>
</tr>
<tr>
<td>International application deadline (Semester One 2008)*</td>
<td>Wednesday 31 October*</td>
</tr>
<tr>
<td>Last day of lectures</td>
<td>Friday 26 October</td>
</tr>
<tr>
<td>Study vacation</td>
<td>Monday 29 October to Friday 2 November</td>
</tr>
<tr>
<td>Examination period</td>
<td>Monday 5 November to Saturday 17 November</td>
</tr>
<tr>
<td>Semester ends</td>
<td>Saturday 17 November</td>
</tr>
</tbody>
</table>

*Deadlines for application to the USydMP and BDent are different. Please see: [www.acer.edu.au/tests/universit/gamsat](http://www.acer.edu.au/tests/universit/gamsat)

Last dates for withdrawal or discontinuation for 2007

<table>
<thead>
<tr>
<th>Semester One units of study</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Last day to add a unit</td>
<td>Friday 16 March</td>
</tr>
<tr>
<td>Last day for withdrawal</td>
<td>Saturday 31 March</td>
</tr>
<tr>
<td>Last day to discontinue without failure (DNF)</td>
<td>Friday 27 April</td>
</tr>
<tr>
<td>Last to discontinue (Discontinued – Fail)</td>
<td>Friday 8 June</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester Two units of study</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Last day to add a unit</td>
<td>Friday 3 August</td>
</tr>
<tr>
<td>Last day for withdrawal</td>
<td>Friday 31 August</td>
</tr>
<tr>
<td>Last day to discontinue without a failure (DNF)</td>
<td>Friday 7 September</td>
</tr>
<tr>
<td>Last day to discontinue (Discontinued – Fail)</td>
<td>Friday 26 October</td>
</tr>
<tr>
<td>Last day to withdraw from a non-standard unit of study</td>
<td>Census date of the unit, which must not be earlier than 20 per cent of the way through the period of time during which the unit is undertaken</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Public holidays</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Australia Day</td>
<td>Friday 26 January</td>
</tr>
<tr>
<td>Good Friday</td>
<td>Friday 6 April</td>
</tr>
<tr>
<td>Easter Monday</td>
<td>Monday 9 April</td>
</tr>
<tr>
<td>Anzac Day</td>
<td>Wednesday 25 April</td>
</tr>
<tr>
<td>Queen's Birthday</td>
<td>Monday 11 June</td>
</tr>
<tr>
<td>Labour Day</td>
<td>Monday 1 October</td>
</tr>
</tbody>
</table>

For the latest updates, visit Handbooks online.
What is a handbook?
The handbook is an official publication and an essential guide for every student who studies at the University of Sydney. It is an important source of enrolment information. It can also help you with more than just planning your course of study.

As a student at the University of Sydney you need to be aware of course structures and content, who your lecturers are, as well as examination procedures. You should also become familiar with University policies and faculty rules and regulations. The handbook will supply a lot of this information.

It will also point you to places and people around the University who can help you with enquiries about library loans, childcare, fees, casual employment, places to eat and stay, support groups and much, much more.

What new students need to know
• terminology used for courses and programs of study
• semester dates and examination periods
• important contact details
• how to plan your study program
• rules and policies on assessment, satisfactory progression, honours etc.
• what University services are available and where to find them
• how to get around your campus

At the beginning of many of these chapters there will be explanations to help you proceed further.

Where to find what

Course terminology
University terminology – like ‘credit point’, ‘unit of study’, ‘WAM’ etc – can be found at the back of all handbooks.

Definitions of all terminology are located in the General University information section under Abbreviations and Glossary, at the back of this handbook.

Dates
The start and finish dates of semester can be found in the front section of the handbook. Summer School dates are in the General University section at the back of the book.

Contents and index
The comprehensive contents section at the front of the handbook explains the details you’ll find within each chapter.

You’ll find information like:
• how and where to contact Faculty staff
• how to select your units of study and programs
• a list of degrees
• detailed information on all units of study – classified by unit identifiers (a four-alpha, four-digit code and a title)
• electives and streams
• scholarships and prizes
• information specific to faculties

The index lists units of study only. It allows you to check every reference which refers to your unit of study within the handbook.

Colour-coded sections
• Ivory – for undergraduate courses
• Blue – for postgraduate courses

Faculty rules and regulations
Faculty resolutions are the rules and regulations pertaining to a specific faculty. They can generally be found in their own chapter, or next to the relevant units of study.

These should be read along with the University’s own Coursework Rule 2000 (as amended) which can be found in the general University information towards the back of the book. Together they outline the agreement between student and faculty, and student and University. Senate resolutions are located in the University Calendar.

General University information
This is information about the University in general, rather than information specific to the faculty. This information is at the back of the book and includes, among other things:
• the University Coursework Rule
• the PhD Rule
• University terminology and abbreviations
• campus maps to help you find your way around
• Summer School information
• international student information
• student services

Course planner
You might like to plot the course of your degree as you read about your units of study. This planner can be found at the back of the handbook.

Timetables
For information about personal timetables, centrally timetabled units of study, and venue bookings, see http://www.usyd.edu.au/studentcentre/timetabling.shtml.

For the session calendar, see http://web.timetable.usyd.edu.au/calendar.jsp

Students with a disability
Accessible versions of this document, including word, pdf and html versions are available at http://www.usyd.edu.au/handbooks/handbooks_disability/.

You can find information on Disability Services in the General University information section of the handbook. The Service can provide information regarding assistance with enrolment and course requirement modifications where appropriate.

For details on registering with the Service and online resources see the Disability Services website http://www.usyd.edu.au/disability.

Handbook updates
The information in the handbook is current at the time of publication. Updated information to handbooks and references to University policies such as plagiarism and special consideration, among others can be found in the University’s website.

Contents

Important dates – How to use a handbook
University semester and vacation dates for 2007
Last dates for withdrawal or discontinuation for 2007
What is a handbook?
What new students need to know
Where to find what
Timetables
Students with a disability
Handbook updates

Message from the Dean

1. Introduction to this Handbook
Bachelor of Medicine and Bachelor of Surgery
Where to find information
Who to contact
USydMP
Indigenous primary health care
Academic matters for postgraduate coursework courses
Administrative queries for postgraduate courses
Structure of the handbook
Faculty-wide information
Undergraduate information
Postgraduate information
University information

2. Guide to the faculty
History of the Faculty of Medicine
Structural diagrams of the faculty
Overview of the organisational structure of the Faculty of Medicine
Schools of the Faculty of Medicine indicating the disciplines and associated units
Contacts
Faculty Administration
Student Services
Undergraduate programs – the USydMP
Undergraduate programs – Indigenous Primary Health Care
Postgraduate programs
Schools in the Faculty
Central Clinical School
Children's Hospital at Westmead Clinical School
Concord Clinical School
Nepean Clinical School
Northern Clinical School
School of Medical Sciences
School of Public Health

School of Rural Health
Western Clinical School

3. Prizes and scholarships
USydMP prizes and scholarships
Anatomy and histology
Biochemistry
Clinical pharmacology
Clinical ophthalmology and eye health
Drug and alcohol
General practice
Infectious diseases
Medicine
Obstetrics and gynaecology
Paediatrics and child health
Pathology
Physiology
Psychological Medicine
Public health
Surgery
Basic and Clinical Sciences Theme
Community and Doctor Theme
Other prizes
Postgraduate research scholarships and prizes
Postgraduate prizes
Postgraduate scholarships

4. Guide to degrees
Undergraduate courses
Postgraduate courses: coursework
Postgraduate courses: research
Undergraduate courses
Indigenous primary health care
University of Sydney Medical Program
Postgraduate courses: coursework
Bioethics
Biostatistics (delivered online)
Clinical epidemiology
Health policy
Indigenous health promotion
Infection and immunity
Interdisciplinary medicine (delivered online)
International public health
Medical education
Ophthalmic science (delivered online)
Paediatric medicine (delivered online)
Pain management (delivered online)
Psychotherapy
Public health
Renal medicine (delivered online)  
Reproductive health sciences and human genetics  
Sexually transmitted diseases and Human Immunodeficiency Virus  
Sleep medicine (delivered online)  
Surgery  
Postgraduate courses: research  
Master of Philosophy  
Master of Surgery  
Doctor of Public Health  
Doctor of Philosophy  
Doctor of Medicine  

5. Undergraduate course information  
Introduction  
Undergraduate course information  
Indigenous primary health care  
Medicine  
Degree regulations  
Section 1  
1. Admission  
2. Units of study  
3. Requirements for the pass degree  
4. Honours degree  
Section 2  
1. Goals of the University of Sydney Medical Program (USydMP)  
2. Outline of the curriculum  
3. Discontinuation of enrolment without permission  
4. Suspension of candidature  
5. Time limit  
6. Assessment and progression  

6. Undergraduate faculty policies and degree regulations  
Diploma in Indigenous Primary Health Care  
Advanced Diploma in Indigenous Primary Health Care  
Bachelor of Medicine and Bachelor of Surgery  

7. Undergraduate units of study  
USydMP units  
Indigenous primary health care units  

8. Postgraduate research studies  
Introduction  
Research  
What is a research degree?  
Financial information about research degrees  
Theses: production and examination  
Research degrees  
Master of Philosophy  
Master of Surgery  
Doctor of Public Health  
Doctor of Philosophy (PhD)  
Doctor of Medicine  

9. Postgraduate coursework studies – A to M  
Introduction  
Coursework  
What is a coursework course?  
Embedded courses  
Units of study  
Financial information about coursework courses  
Coursework course information  
Bioethics  
Biostatistics  
Clinical epidemiology  
Health policy  
Indigenous health promotion  
Infection and immunity  
Interdisciplinary medicine  
International public health  
Medical education  

Postgraduate coursework studies – N to Z  
Ophthalmic science  
Paediatric medicine  
Pain management  
Psychotherapy  
Public health  
Renal medicine  
Reproductive health sciences and human genetics  
Sexually transmitted diseases/HIV  
Sleep medicine  
Surgery  

10. Governance and postgraduate degree regulations  
Introduction  
The Combined Board of Postgraduate Studies for the Faculties of Dentistry, Medicine and Pharmacy  
The Postgraduate Student Administration Unit  
Faculty resolutions for postgraduate courses  
Master of Biostatistics  
Graduate Diploma in Biostatistics  
Graduate Certificate in Biostatistics  
Graduate Certificate in Clinical Epidemiology  
Master of Health Policy  
Graduate Diploma in Health Policy  
Graduate Certificate in Health Policy  
Graduate Diploma in Indigenous Health Promotion  
Graduate Diploma in Infection and Immunity  
Graduate Certificate in Infection and Immunity  
Master of International Public Health  
Graduate Diploma in International Public Health  
Master of Medical Education  
Graduate Diploma in Medical Education  
Graduate Certificate in Medical Education  
Master of Medicine  
Master of Science in Medicine  
Graduate Diploma of Medicine  
Graduate Diploma of Science in Medicine  
Graduate Certificate in Pain Management
<table>
<thead>
<tr>
<th>Degree</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master of Public Health</td>
<td>105</td>
</tr>
<tr>
<td>Graduate Diploma in Public Health</td>
<td>105</td>
</tr>
<tr>
<td>Master of Surgery</td>
<td>106</td>
</tr>
<tr>
<td>Graduate Diploma in Surgery</td>
<td>106</td>
</tr>
<tr>
<td>Master of Philosophy</td>
<td>108</td>
</tr>
<tr>
<td>Doctor of Public Health</td>
<td>110</td>
</tr>
</tbody>
</table>

11. Postgraduate units of study 113

- Faculty of Medicine units of study
- Biostatistics units
- Clinical epidemiology units
- Health policy units
- Indigenous health promotion units
- Infection and immunity units
- Medical education units
- International public health units
- Ophthalmic science units
- Pain management units
- PMED units
- Psychotherapy units
- Public health units
- Reproductive health sciences and human genetics units
- Sexually transmitted diseases/HIV units
- Sleep medicine units
- Surgery units
- Units of study offered by other faculties

The Sydney Summer and Winter Schools 159

- Advantages
- How to apply
- Census dates – Summer School 2007
- Withdawal and Refund policy
- Transferring between Summer School units
- Summer School scholarships
- For more information

University of Sydney (Coursework) Rule 2000 (as amended) 161

- University Coursework Rule
- Preliminary
- Rules relating to coursework award courses

University of Sydney (Doctor of Philosophy (PhD)) Rule 2004 165

- Part 1 – Preliminary
- Part 2 – Admission to candidature
- Part 3 – Supervision
- Part 4 – Candidature
- Part 5 – Submission of thesis

General University information 169

- Accommodation Service
- Admissions Office
- Applying for a course
- Assessment
- Careers Centre
- Casual Employment Service

Centre for Continuing Education 170
Centre for English Teaching (CET) 170
Child care 170
Client Services, Information and Communications Technology (ICT) 170
The Co-op Bookshop 171
Counselling Service 171
Disability Services 171
Email 171
Enrolment 171
Environmental Policy 171
Equity Support Services 171
Examinations 172
Fees 172
Financial Assistance Office 172
Freedom of Information 172
Graduations Office 172
(Grievances) Appeals 172
HECS and Fees Office 173
HELP 173
Information and Communications Technology 173
International Office 173
International Student Support Unit 173
Koori Centre and Yooroang Garang 173
Learning Centre 173
Library 174
Mathematics Learning Centre 174
Multimedia and Educational Technologies in Arts (META) Resource Centre (Languages and E-Learning) 174
MyUni Student Portal 174
Part-time, full-time 175
Policy online 175
Privacy 175
Scholarships for undergraduates 175
Services for Students 175
Student Centre 175
Student Identity Cards 175
Student Services 175
The Sydney Summer School 175
The University of Sydney Foundation Program (USFP) 176
Timetabling Unit 176
University Health Service 176

Student organisations and International students 177

- Student organisations
- International students

Abbreviations 179

Glossary 183

Index of units of study 195

Maps and Course planner 199
I warmly welcome you to the Faculty of Medicine at the University of Sydney, the first Faculty of Medicine in Australasia and part of one of the top 20 biomedical universities in the world.*

The Faculty has an outstanding reputation for excellence in teaching, learning and research ensuring that students are equipped for rewarding and successful careers as clinicians, scientists or public health leaders.

The University of Sydney Medical Program (USydMP) is our flagship program. Taking out numerous teaching awards this course is licensed to universities in the UK, South Africa and the Middle East and to other universities in Australia. The USydMP provides a unique learning environment that nurtures communication, teamwork and lifelong learning backed by hard evidence, essential for tomorrow’s doctors.

Our postgraduate coursework programs cover a wide range of disciplines, from Bioethics to Ophthalmic Science, from Indigenous Health Promotion to Sleep Medicine. Many programs are offered online or by distance and some, such as our Pain Management course, are the first of their kind in the world.

Research informs all of our teaching. The Faculty of Medicine at the University of Sydney is associated with an impressive array of over 40 centres, institutes and foundations all working at the cutting edge of medical research. Led by the medical faculty, these organizations are pushing the boundaries of medical knowledge, providing the community with the latest developments in a huge range of disciplines and providing our students with first hand access to top researchers and current research findings. Over the past three years medical researchers have received over $200 million in competitive research funding with more than a doubling in Australian competitive research grant income.

Over its 150 year history the Faculty has awarded 22,000 degrees and has provided leadership in the education of medical practitioners, public health workers and research scientists and more. Some of our alumni, like Graeme Clark, pioneer of the cochlear implant, and Gustav Nossal, world leading immunologist, are household names. Others have laboured to improve the health of their communities, recognised only by those in the local communities they serve.

We hope that you will join us as a student in one of our programs and then remain a partner of the faculty as one of our alumni.

**Professor Bruce Robinson**

*Acting Dean*

*Times Higher Ed 2005*
The handbook is a starting place for information on your course, what is required of you to complete your course, and course-specific information such as content and assessment. It also contains information on where to find out more about any aspect of your course.

Bachelor of Medicine and Bachelor of Surgery

The University of Sydney Medical Program (USydMP)

Where to find information

The Bachelor of Medicine and Bachelor of Surgery (MBBS) is an undergraduate degree as it is a bachelor's degree, even though people doing the MBBS must have completed an undergraduate degree before admission. Information on the MBBS is in the chapters on undergraduate studies, chapters 5–7. Postgraduate courses include graduate certificates, graduate diplomas, master's degrees and doctorates.

Who to contact

USydMP

For the MBBS program please direct all queries to the Medical Program Administration Unit of the Student Services Unit – see chapter 2 for contact details or visit the website: http://www.medfac.usyd.edu.au/currentstudent/med/contacts.php.

Indigenous primary health care

Please direct all queries to:
Mrs Lyn Singleton
Department of Rural Health (Broken Hill)
Phone: +61 8 8080 1200
Fax: +61 8 8087 1258
Email: isingleton@gwahs.health.nsw.gov.au

Academic matters for postgraduate coursework courses

For all other coursework courses, detailed information on course content, timetables, assessment and other academic matters can be obtained from the course coordinator (see chapter 9 for details).

Administrative queries for postgraduate courses

For any administrative queries for postgraduate courses, such as scholarships, admission, enrolment, suspensions, etc, please contact the Postgraduate Student Administration Unit of the Student Services Unit – see chapter 2 for contact details or visit the website: http://www.medfac.usyd.edu.au/currentstudent/.

Structure of the handbook

Faculty-wide information

As well as contact details, chapter 2 gives a brief history of the Faculty of Medicine. The faculty is divided into schools, and contact details for each school can be found in this section. From the schools you can find the contact details of the more than 1600 academic-level staff in the faculty, those who undertake the teaching and research.

The structural diagrams of this large and complex faculty are shown in chapter 2. A restructure of the University occurred in early 2006 and this may have an impact on the structure and changes may take place subsequent to this publication.

Chapter 3 outlines the prizes and scholarships currently offered by this faculty.

Brief descriptions of the courses and degrees offered in 2007 by the Faculty of Medicine are given in chapter 4.

Undergraduate information

Chapters 5 to 7 (the ivory section) cover the undergraduate courses, including the USydMP. General information is covered in chapter 5 and the resolutions that govern each course are given in chapter 6. The details of all the units of study – the basic building blocks of any course are listed in chapter 7.

Postgraduate information

Chapters 8 to 11 (the blue section) cover the postgraduate courses. Research is covered in chapter 8 and coursework in chapter 9. Governance and the resolutions for each course are in chapter 10. Chapter 11 gives the details of all the units of study – the basic building blocks of any course.

University information

Relevant general University rules and information comprise the rest of the handbook, with an index and course planner at the end.
1. Introduction to this Handbook
History of the Faculty of Medicine

The University of Sydney was founded in 1850 and is the oldest university in Australasia. The Faculty of Medicine at Sydney University formally came into being on 13th June 1856 when the Senate appointed a Board of Examiners including Professor John Smith, the Professor of Chemistry and Experimental Physics and eight medical practitioners of Sydney. Professor Smith was later to become the first Dean of Medicine. The Faculty of Medicine is also the first Faculty of Medicine in Australasia.

Prior to the establishment of the University there had been several attempts to develop medical education on a regular basis in New South Wales. Medical training had been initiated by William Redfern who was transported to New South Wales in 1801 and appointed Assistant Surgeon in Sydney in 1808; together with William Bland, another emancipist surgeon, he had accepted occasional apprentices for training.

The Medical Practice Bill of 1838 referred to the possibility of a medical school in Sydney, and in 1846 it was proposed that a medical school be established at the Sydney Infirmary later renamed Sydney Hospital. Students were admitted as apprentices to the practice of the Infirmary not later than 1849 and received official recognition from the directors in 1851. An Honorary Physician at the Sydney Infirmary (1849) Henry Grattan Douglass is credited by Francis Merewether as the person who persuaded Wentworth to move in the Legislative Council for the establishment of the University of Sydney.

The Act of Incorporation of the University of Sydney provided for the grading after examination of degrees in Medicine as well as in Arts and Law. Strenuous efforts were made from the beginning to start a medical school at the University and support was especially strong from medical members of the Senate. However, lack of finance was the main stumbling block: there was a definite objection from some quarters to the idea of having to share the University’s slender means with a further faculty. In 1859 the Senate of the University adopted a scheme of medical teaching which was intended to commence in 1860, and instructed the University’s architect, Edmund Blacket, to prepare plans for an anatomy school. However, the plan was opposed on the grounds that ‘the constitution of such studies and the establishment of a medical school would retard the completion of the curriculum in the Faculty of Arts’. Further schemes in 1866 and 1874 likewise failed.

Two major events assisted to bring about the realisation of a scheme for a medical school. First, in 1868 there was an attempt upon the life of HRH Prince Alfred, Duke of Edinburgh, during his visit to New South Wales. The Duke recovered, and as a thanks offering the community raised the sum of £30 000 for a suitable memorial. The Duke wished the money to be allocated for the erection of a hospital and a public meeting resolved that a Prince Alfred Memorial Hospital should be erected on the site of the Sydney Infirmary. This proposal encountered legal difficulties and the University resolved the problem by granting the use of twelve acres of University land, provided that a portion of this was reserved for a school of medicine. The Prince Alfred Hospital Act of Incorporation, which was passed in 1873, stipulated that the hospital’s medical staff be appointed by a conjoint board consisting of the Senate of the University and the hospital’s Board of Directors sitting together, and that it be open for clinical teaching to students of the medical school when established. The hospital was opened for patients in 1882. In the same year the government agreed to finance a medical school.

The second event that influenced the Senate in its determination to proceed with the medical school was the death of John Henry Challis in 1880, which resulted in the bequest of the residue of his substantial estate for the benefit of the University. Applications were subsequently invited for a chair of anatomy and physiology and Thomas Peter Anderson Stuart came from Edinburgh to fill the chair and to establish the medical school. The Faculty of Medicine owes its development to the genius of Sir Thomas Anderson Stuart, a man of great ability, determination and energy who presided as its Dean until his death in 1920.

The medical school commenced teaching in March 1883 with four students in a four-roomed cottage built between the Great Hall of the University and Parramatta Road. Anderson Stuart pressed for the construction of a more suitable medical school and in 1887, a new building subsequently known as the Anderson Stuart Building was commenced on plans prepared by Blacket. The first part of the building was finished in 1891, and the building was completed in 1922. To strengthen the Faculty’s teaching staff, Anderson Stuart turned to the Edinburgh Medical School and recruited Alexander, Robert Scot Skirving, JT Wilson and DA Welsh. MacCormack and Scot Skirving took up appointments in 1883; Wilson became professor of anatomy...
in 1890 when Anderson Stuart relinquished the position to concentrate on his other duties, and Welsh was appointed to the new chair of pathology in 1902.

Initially the medical curriculum was of five years’ duration, the first year being spent in the Faculty of Arts. In 1890 the medical course proper was lengthened to five years and in 1926 it was extended to cover six years. In 1986 the five-year curriculum which had been introduced 12 years earlier was replaced by a revised six-year course. In 1992 the Faculty took the major decision to move to a four-year, graduate-entry curriculum with a completely new admissions process and a new curriculum based largely on problem based and self-directed learning. The first students were admitted to the University of Sydney Medical Program in 1997; the USydMP is an exciting innovative curriculum at the leading edge of medical education.

The medical school outgrew the Anderson Stuart Building and the University received a grant from the Rockefeller Foundation to construct a new building. The Blackburn Building, named in honour of Sir Charles Bickerton Blackburn who was Dean of the Faculty from 1932 to 1935 and Chancellor of the University from 1941 to 1964, was opened to clinical students in 1933. This too proved inadequate and in time the Bosch Building was erected on a site adjoining the Blackburn Building. Two stages of the complex were completed: lecture theatres in 1965, and a principle block including a library and animal houses in 1968. A third stage, an eleven-floor building, was not undertaken.

The Bosch Building is named in honour of George Henry Bosch, a Sydney businessman who has been the Faculty’s greatest benefactor, and through whose generosity full-time chairs in histology and embryology, medicine, surgery, and bacteriology were established between 1927 and 1930. The first occupant of the full-time chair of medicine was CG Lambie, who held the position from 1930 until 1957; the first appointment to the full-time chair of surgery was Sir Harold Dew, from 1930 to 1956. At the same time the School of Public Health and Tropical Medicine was established, funded by the federal government and controlled jointly by the government and the University.

In 1933 the chair of obstetrics became fulltime and was occupied by JC Windeyer, and in 1958 the Queen Elizabeth II Research Institute for Mothers and Babies was established to investigate causes and prevention of illness and deaths of mothers and infants. In recent years the Faculty has, frequently with the assistance of the NSW Health Department and its area health services and hospitals, established chairs and other senior academic positions in an ever expanding range of disciplines.

Following the closure of the School of Public Health and Tropical Medicine, the School of Public Health was established in 1987 with funds from the then Commonwealth Department of Health and Family Services. The School of Public Health continues to receive substantial support from the Commonwealth Government through the Department of Health and Ageing.

The Faculty of Medicine of the University of Sydney is an institution of vision and ambition, 150 years ago, today and into the future. From its humble origins in 1856, the Faculty has an enormous legacy of producing graduates who are leading the country in providing health and medical solutions.

Our staff and alumni have made significant contributions to the understanding, prevention, treatment and cure of skin cancer, sleep apnoea, sudden infant death syndrome and the identification of genes related to prostate and thyroid cancer. The Faculty has also had a powerful impact on public health, addressing issues affecting large numbers of people world-wide and leading to a dramatic reduction in cardiovascular disease, tobacco use and traumatic injuries in Australia.

Structural diagrams of the faculty

The faculty has implemented a school structure, very largely reflecting the geographic concentration of faculty activity and providing an effective interface with the Area Health Services and hospitals in whose facilities much of our teaching and research takes place.

Strong networks of disciplines (traditionally known as “departments”) provide academic linkages across the faculty bringing together those working in related fields academically although they may be based on different campuses.

Over the page:

Overview of the organisational structure of the Faculty of Medicine

Schools of the Faculty of Medicine indicating the disciplines and associated units
Organisational units of the Faculty of Medicine

**Faculty of Medicine**
- Faculty Office
- Centre for Innovation in Professional Health Education and Research
- Faculty IT
- Communications, Marketing and Alumni
- Finance
- Research Office
- Student Services

**School of Medical Sciences**
- **Disciplines**
  - Anatomy & Histology
  - Infectious Diseases (for academic purposes only)
  - Molecular & Microbial Biosciences (for academic purposes only)
  - Pathology
  - Pharmacology
  - Physiology
- **Research Institutes & Associated Units**
  - Bosch Institute
  - Brain and Mind Research Institute

**Concord Clinical School**
- **Disciplines**
  - Anaesthesia
  - Clinical Ophthalmology & Eye Health
  - Drug and Alcohol
  - Anatomical Pathology
  - Endocrinology
  - General Practice
  - Medicine (including Immunology & Infectious Diseases and Behavioural Sciences in Medicine)
  - Obstetrics & Gynaecology
  - Psychological Medicine
  - Surgery
- **Research Institutes & Associated Units**
  - A W Morrow Gastroenterology and Liver Centre
  - Centenary Institute of Cancer Medicine & Cell Biology
  - Children’s Cochlear Implant Centre
  - Heart Research Institute
  - Institute for International Health
  - Institute of Clinical Neurosciences
  - Institute of Forensic Medicine
  - Kanematsu Laboratories
  - Sydney Cancer Centre
  - Sydney Melanoma Unit
  - Woolcock Institute of Medical Research
  - Sydney Institutes of Health and Medical Research

**Central Clinical School**
- **Disciplines**
  - Anaesthesia
  - Clinical Ophthalmology & Eye Health
  - Drug and Alcohol
  - Anatomical Pathology
  - Endocrinology
  - General Practice
  - Medicine (including Immunology & Infectious Diseases and Behavioural Sciences in Medicine)
  - Obstetrics & Gynaecology
  - Psychological Medicine
  - Surgery
- **Research Institutes & Associated Units**
  - A W Morrow Gastroenterology and Liver Centre
  - Centenary Institute of Cancer Medicine & Cell Biology
  - Children’s Cochlear Implant Centre
  - Heart Research Institute
  - Institute for International Health
  - Institute of Clinical Neurosciences
  - Institute of Forensic Medicine
  - Kanematsu Laboratories
  - Sydney Cancer Centre
  - Sydney Melanoma Unit
  - Woolcock Institute of Medical Research
  - Sydney Institutes of Health and Medical Research

**Children’s Hospital at Westmead**
- **Disciplines**
  - Paediatrics & Child Health
- **Research Institutes & Associated Units**
  - Children’s Medical Research Institute
  - National Centre for Immunisation Research
  - Institute of Neuromuscular Research
  - Institute of Paediatric Endocrinology, Diabetes & Metabolism
  - James Fairfax Institute of Paediatric Clinical Nutrition

**Nepean Clinical School**
- **Disciplines**
  - Critical Care
  - Medicine
  - Obstetrics & Gynaecology
  - Psychological Medicine
  - Surgery
- **Research Institutes & Associated Units**
  - Nepean Hospital Gastroenterology Unit

**Nepean Campus**
- **Disciplines**
  - Critical Care
  - Medicine
  - Obstetrics & Gynaecology
  - Psychological Medicine
  - Surgery
- **Research Institutes & Associated Units**
  - Institute of Clinical Pathology and Medical Research
  - Institute for Immunology and Allergy Research
  - Nepean Hospital Gastroenterology Unit
  - NSW Breast Cancer Institute
  - Westmead Millennium Institute & Research Centres

**Western Clinical School**
- **Disciplines**
  - Anaesthesia
  - Clinical Ophthalmology & Eye Health
  - General Practice
  - Medicine (including Infectious Diseases and Sexual Health Medicine)
  - Obstetrics & Gynaecology
  - Psychological Medicine
  - Surgery
- **Research Institutes & Associated Units**
  - Institute of Clinical Pathology and Medical Research
  - Institute for Immunology and Allergy Research
  - Nepean Hospital Gastroenterology Unit
  - NSW Breast Cancer Institute
  - Westmead Millennium Institute & Research Centres

**School of Public Health**
- **Disciplines**
  - Public Health
- **Associated Units**
  - Australian Centre for Agricultural Health & Safety, Moree
  - Australian Centre for Health Promotion
  - Broken Hill University Department of Rural Health
  - Centre for Perinatal Health Services Research
  - Effective Healthcare Australia
  - Family Medicine Research Centre
  - Menzies School of Health Research, Darwin
  - NHMRC Clinical Trials Centre
  - Northern Rivers University Department of Rural Health Centre

**School of Rural Health**
- **Units**
  - Dubbo Campus
  - Orange Campus
  - Bathurst Campus
  - Broken Hill Campus

**Northern Clinical School**
- **Disciplines**
  - Anaesthesia
  - General Practice
  - Medicine
  - Neonatology
  - Obstetrics & Gynaecology
  - Paediatrics
  - Pain Management
  - Pathology
  - Psychological Medicine
  - Public Health
  - Rehabilitation Medicine
  - Surgery
- **Research Institutes**
  - Institute of Bone & Joint Research
  - Institute for Magnetic Resonance Research
  - Kolling Institute of Medical Research
  - Northern Rivers University Department of Rural Health Centre
Contacts

Faculty Administration

The Faculty of Medicine
Edward Ford Building, A27
University of Sydney NSW 2006
Australia

Phone: +61 2 9351 5692
+61 2 9351 4146
Fax: +61 2 9351 3196
Email: mtopping@med.usyd.edu.au
ria@med.usyd.edu.au
Web: http://www.medfac.usyd.edu.au/

Student Services

Office hours: 9am to 5pm, Monday to Friday

Undergraduate programs – the USydMP

Medical Program Administration Unit
Edward Ford Building, A27
University of Sydney NSW 2006
Australia

Phone: +61 2 9351 3132
Fax: +61 2 9351 3196
Email: info@med.usyd.edu.au
Web: http://www.medfac.usyd.edu.au/

Undergraduate programs – Indigenous Primary Health Care

Mrs Lyn Singleton
Department of Rural Health (Broken Hill)
Corrindah Court
Broken Hill Health Service
PO Box 457
Broken Hill NSW 2880
Australia

Phone: +61 8 8080 1200
Fax: +61 8 8087 1258
Email: lsingleton@gwahs.health.nsw.gov.au

Postgraduate programs

Postgraduate Student Administration Unit
Edward Ford Building, A27
University of Sydney NSW 2006
Australia

Phone: + 61 2 9351 5470
Fax: + 61 2 9351 8529
Email: info@med.usyd.edu.au
Web: http://www.medfac.usyd.edu.au/

Schools in the Faculty

Central Clinical School

Blackburn Building, D06
University of Sydney NSW 2006
Australia

Professor Craig Mellis
Associate Dean and Head of School
Phone: +61 2 9351 7177
Fax: +61 2 9036 5474
Email: craigm@med.usyd.edu.au

Ms Jenny Akers
Executive Officer
Phone: +61 2 9515 8172
Fax: +61 2 9515 8173
Email: jakers@med.usyd.edu.au

Children’s Hospital at Westmead Clinical School

The Children’s Hospital at Westmead
Cnr of Hawkesbury Road and Hainsworth Street
Westmead NSW 2145
Australia

Professor Kathryn North
Associate Dean and Head of School
Phone: +61 2 9845 1903
Fax: +61 2 9845 3389
Email: Kathryn@chw.edu.au

Ms Diane Hanlon
Secretary
Phone: +61 2 9845 3382
Fax: +61 2 9845 3389
Email: dianeh@chw.edu.au

Concord Clinical School

Repatriation General Hospital, Concord
Hospital Road
Concord NSW 2139
Australia

Professor Robert Lusby
Acting Associate Dean and Head of School
Phone: +61 2 9767 6844
Fax: +61 2 9767 6894
Email: rusby@med.usyd.edu.au

Ms Val Peters
Executive Officer
Phone: +61 2 9767 7174
Fax: +61 2 9767 6785
Email: valp@med.usyd.edu.au
Nepean Clinical School
Nepean Clinical School
Nepean Hospital
Level 5 South Block
PO Box 63
Penrith NSW 2751
Australia
Professor Michael Peek
Associate Dean and Head of School
Phone: +61 2 4834 3732
Fax: +61 2 4734 1817
Email: peekm@wahs.nsw.gov.au
Denise Thornhill
Executive Officer
Phone: +61 2 4734 2171
Fax: +61 2 4734 3485
Email: thornhd@wahs.nsw.gov.au

Northern Clinical School
Northern Clinical School
Royal North Shore Hospital
St Leonards NSW 2065
Australia
Professor Michael Field
Associate Dean and Head of School
Phone: +61 2 9926 7097
Fax: +61 2 9438 2170
Email: michaelf@med.usyd.edu.au
Kay Worrell
Executive Officer
Phone: +61 2 9926 6190
Fax: +61 2 9926 6188
Email: kworrell@med.usyd.edu.au

School of Medical Sciences
Anderson Stuart Building, F13
University of Sydney NSW 2006
Australia
Professor Chris Murphy
Associate Dean and Head of School
Phone: +61 2 9351 4128
Fax: +61 2 9351 4195
Email: histology@anatomy.usyd.edu.au
Yvonne Smythe
Executive Officer
Phone: +61 2 9351 2841
Fax: +61 2 9351 4195
Email: yvonnes@medsci.usyd.edu.au

School of Public Health
Edward Ford Building, A27
University of Sydney NSW 2006
Australia
Professor Simon Chapman
Acting Associate Dean and Head of School
Phone: +61 2 9351 5203
Fax: +61 2 9351 7420
Email: sc@med.usyd.edu.au
Ms Karen Scott
Manager, Learning and Teaching Support Unit
Phone: +61 2 9351 4365
Fax: +61 2 9351 7420
Email: kscott@health.usyd.edu.au

School of Rural Health
School of Rural Health
Dubbo Clinical School
PO Box 1043
Dubbo NSW 2830
Australia
Adjunct Associate Professor Joe Canalese
Acting Associate Dean and Head of School
Phone: +61 2 6885 7977
Fax: +61 2 6885 7979
Email: jcanalese@med.usyd.edu.au
Mrs Lyndsay Lowe
Student Placement Coordinator
Phone: +61 2 6885 7972
Fax: +61 2 6885 7979
Mob: 0428 650 294
Email: llowe@med.usyd.edu.au

Western Clinical School
Westmead Hospital
Cnr Darcy Rd and Hawkesbury Rd
Westmead NSW 2145
Australia
Professor David Harris
Associate Dean and Head of School
Phone: +61 2 9845 7388
Fax: +61 2 9845 9351
Email: dch@med.usyd.edu.au
Mrs Karen Garlan
Executive Officer
Phone: +61 2 9845 7661
Fax: +61 2 9891 3749
Email: kgarlan@med.usyd.edu.au
3. Prizes and scholarships

USydMP prizes and scholarships
Following is a list of prizes and scholarships that are available for award to USydMP students. They have been grouped under disciplines and the themes of the USydMP. The information is in summary form and is subordinate to the terms and conditions of the relevant scholarship or prize. For details of individual awards please refer to http://www.medfac.usyd.edu.au/currentstudent/med/prizeschol.php. It should be noted that not all students will be eligible to apply for all prizes/scholarships.

Students who are undertaking a higher research degree concurrently with the USydMP do not have to undertake an honours project in order to be eligible for honours in the USydMP. As a consequence, they are able to submit their theses and/or publications arising from their higher degree research for prizes, provided the topic of the thesis/publication is directly related to the discipline in which the prize is awarded and provided examiners' reports are available for any thesis to allow the faculty to rank it against any other submissions received for the same prize. If the closing date for submissions makes this impossible, then the student would be eligible to apply for the following year's prize.

Anatomy and histology

Professor John Irvine Hunter Anatomy Prize
Established in 1990 by a bequest from the late Mrs Dorothy Elizabeth Fuller in recognition of Professor John Hunter's distinction in both classical and research anatomy.

Provided the work is of sufficient merit, the prize may be awarded annually by the Dean of the Faculty of Medicine on the recommendation of the Head of the School of Medical Sciences, after consultation with the Head of the Discipline of Anatomy and Histology, for the best prosection of the head and neck and/or brain by a student in the prosectors' competition held annually by the school. In the event of two or more students being deemed to be of equal merit, the prize may be shared.

Value: $2000

A M Loewenthal Prize
The prize was established in 1925 by a donation from Mr A M Loewenthal.

Provided the work is of sufficient merit, the prize may be awarded annually by the Dean of the Faculty of Medicine on the recommendation of the Head of the School of Medical Sciences, after consultation with the Head of the Discipline of Anatomy and Histology, for the best practical work by a student in anatomy (including histology and embryology), the nature of such practical work to be determined by the Head of School in consultation with the Head of the Discipline of Anatomy and Histology. In the event of two or more students being deemed to be of equal merit, the prize may be shared.

Value: $180

Renwick Prize No. I
Established in 1877 by a gift from the Honourable Sir Arthur Renwick, BA MD.

Provided the work is of sufficient merit, the prize may be awarded annually by the Dean of the Faculty of Medicine on the recommendation of the Head of the Discipline of Anatomy to a candidate for the degrees of Bachelor of Medicine and Bachelor of Surgery in Year 2 of the course for a meritorious essay (1500 – 2000 words), or other work deemed appropriate by the discipline, on any topic in anatomy. In the event of two or more students being deemed to be of equal merit, the prize may be shared.

Value: $250 and medal

Biochemistry

McMahon Tennent Prize
Founded in 1952 by a bequest from the estate of Marion Margaret Hamilton McMahon Tennent.

Provided the work is of sufficient merit, the prize may be awarded annually by the Dean of the Faculty of Medicine on the recommendation of the Head of the School of Molecular and Microbial Biosciences to a candidate for the degrees of Bachelor of Medicine and Bachelor of Surgery for the best option or honours project in biochemistry. In the event of two or more students being deemed to be of equal merit, the prize may be shared.

Value: $300

Clinical pharmacology

George Allan Prize for Therapeutics
Established in 1952 by a gift from Mrs M M Allan to provide an annual prize in memory of her husband, Dr George Allan, MD ChM Aberd.

Provided the work is of sufficient merit, the prize may be awarded annually by the Dean of the Faculty of Medicine on the recommendation of the Professor of Clinical Pharmacology to a candidate for the degrees of Bachelor of Medicine and Bachelor of Surgery for the best honours project in therapeutics. In the event of two or more students being deemed to be of equal merit, the prize may be shared.

Value: $250

Clinical ophthalmology and eye health

The Royal Australian and New Zealand College of Ophthalmologists Prize
Founded in 1965 by The Ophthalmological Society of Australia (Australian Medical Association).

Provided the work is of sufficient merit, the prize may be awarded annually by the Dean of the Faculty of Medicine on the recommendation of the Head of the Discipline of Clinical Ophthalmology and Eye Health to a candidate for the degrees of Bachelor of Medicine and Bachelor of Surgery for the best option project in clinical ophthalmology and eye health. In the event of two or more students being deemed to be of equal merit, the prize may be shared.

Value: $250 and medal

The prize is awarded subject to funds being made available by the donor.
James and Margaret Claffy Prize in Ophthalmology
Founded in 1965 by a gift from an anonymous donor.

Provided the work is of sufficient merit, the prize may be awarded annually by the Dean of the Faculty of Medicine on the recommendation of the Head of the Discipline of Clinical Ophthalmology and Eye Health to a candidate for the degrees of Bachelor of Medicine and Bachelor of Surgery for a meritorious essay (1500 words) on a topic set by the Discipline of Clinical Ophthalmology and Eye Health. In the event of two or more students being deemed to be of equal merit, the prize may be shared.

Value: $360

Clarence and Mabel Clark Prizes
Established in 1988 by a bequest from the late Clarence Manning Clark.

Provided the work is of sufficient merit, two prizes may be awarded annually by the Dean of the Faculty of Medicine on the recommendation of the Head of the Discipline of Clinical Ophthalmology and Eye Health to candidates enrolled in the degree of Bachelor of Medicine and Bachelor of Surgery for meritorious honours projects in ophthalmology or visual science. In the event of two or more students being deemed to be of equal merit, the prizes may be shared.

Value: $700 each

Drug and alcohol

Edith Collins Prize for Research into Alcohol and Related Disorders
The prize was established in 2002 by the offer of an annual donation from Alphapharm Pty Ltd.

Provided the work is of sufficient merit, the prize may be awarded annually by the Dean of the Faculty of Medicine on the recommendation of the Chair of the Drug and Alcohol Committee to a candidate for the degrees of Bachelor of Medicine and Bachelor of Surgery enrolled in Stage 4 of the University of Sydney Medical Program (USydMP) for the best written work on research into alcohol use and related disorders. The work may be based on an elective, option or honours project undertaken during the course of the USydMP and may comprise a scientific paper, a research report, an essay or any other work deemed appropriate by the Drug and Alcohol Committee. The work must be based on at least one of the following themes of the USydMP: Community and Doctor, Basic and Clinical Sciences or Patient and Doctor.

Value: $500

The prize is awarded subject to funds being made available by the donor.

General practice

The AMA Prize
Originally established in 1936 by the British Medical Association (NSW Branch) as the Robert H Todd Memorial Prize.

Provided the work is of sufficient merit, the prize may be awarded annually by the Dean of the Faculty of Medicine on the recommendation of the Head of the Discipline of General Practice to a candidate for the degrees of Bachelor of Medicine and Bachelor of Surgery for a 1000 word case report incorporating an evidence-based appraisal of the care of a patient seen in general practice during the community term placement. In the event of two or more students being deemed to be of equal merit, the prize may be shared.

Value: $500

This prize is awarded subject to funding being made available by the donor.

Alexander James Scholarship
Established in 1981 by a bequest from Alexander James, MD Moscow, formerly a medical officer of the Imperial Russian Army and a well-known medical practitioner of Wollongong who was for many years interested in the treatment of asthma.

The scholarship may be awarded annually by the Dean of the Faculty of Medicine on the recommendation of the Head of the Discipline of General Practice to a candidate for the degrees of Bachelor of Medicine and Bachelor of Surgery to undertake an honours project in community medicine. The scholarship will be awarded on the basis of the candidate's academic record and the merit of the proposed project, as determined by the Discipline of General Practice. In the event of two or more students being deemed to be of equal merit, the scholarship may be shared.

Value: $500

NSW Department of Health Rural Essay Prize
Established in 1989 by an annual donation from the NSW Department of Health.

Provided the work is of sufficient merit, the prize may be awarded annually by the Dean of the Faculty of Medicine on the recommendation of the Head of the Discipline of General Practice to a candidate for the degrees of Bachelor of Medicine and Bachelor of Surgery who has not previously been awarded the prize for the best essay on a rural general practice theme (max 1500 words). In the event of two or more students being deemed to be of equal merit, the prize may be shared.

Value: $500

The prize is awarded subject to funds being made available by the donor.

Infectious diseases

Harold Alfred Waldron Memorial Prize
Founded in 1938 by a gift from Mrs H Markham and Mr F D'Arcy Williams, in memory of Harold Alfred Waldron.

Provided the work is of sufficient merit, the prize may be awarded annually by the Dean of the Faculty of Medicine on the recommendation of the Head of the Discipline of Medicine for the best essay (1500 words) in bacteriology (infectious diseases) by a candidate for the degrees of Bachelor of Medicine and Bachelor of Surgery. The essay topic will be set by the discipline. The discipline will consider for the prize any other work of equivalent length concerned with infectious diseases, e.g. a learning topic written specifically to enrich a particular area of the University of Sydney Medical Program curriculum as an educational resource. In the event of two or more students being deemed to be of equal merit, the prize may be shared.

Value: $190

Medicine

Harry J Clayton Memorial Prize
Founded in 1929 by a gift from relatives and friends of Harry John Clayton, MB ChM, who was for seven years Medical Superintendent of the Royal Prince Alfred Hospital and Tutor in Medicine from 1922 to 1928.

Provided the work is of sufficient merit, the prize may be awarded annually by the Dean of the Faculty of Medicine on the recommendation of the head of the Discipline of Medicine to a candidate for the degrees of Bachelor of Medicine and Bachelor of Surgery for a meritorious honours project in medicine and clinical medicine. In the event of two or more students being deemed to be of equal merit, the prize may be shared.

Value: $900
Jan Coppleson Memorial Prizes for Cancer Medicine
Established in 1984 by Mrs Ann Yard in memory of Jan Coppleson.

Provided the work is of sufficient merit, two prizes may be awarded annually by the Dean of the Faculty of Medicine on the recommendation of the Head of the Discipline of Medicine, in consultation with the Professor of Cancer Medicine, to a candidate for the degrees of Bachelor of Medicine and Bachelor of Surgery for meritorious honours project in cancer medicine. In the event of two or more students being deemed to be of equal merit, the prizes may be shared.

Value: $500 each

Nemettallah and Kamile Habib Family Scholarship
Established in 1998 by a donation from the Habib family.

Provided the work is of sufficient merit, the scholarship may be awarded annually by the Dean of the Faculty of Medicine on the recommendation of the Head of the Discipline of Medicine to a candidate for the degrees of Bachelor of Medicine and Bachelor of Surgery to undertake an elective term project in cardiovascular diseases and stroke. The scholarship will be awarded on the basis of the candidate’s academic record and the quality of the proposed project, as determined by the Discipline of Medicine. In the event of two or more students being deemed to be of equal merit, the scholarship may be shared.

Value: $1000

Harold John Ritchie Memorial Prize
Established in 1955 by a gift from Mrs E L Atkinson in memory of her brother, Dr H J Ritchie.

Provided the work is of sufficient merit, the prize may be awarded annually by the Dean of the Faculty of Medicine on the recommendation of the Head of the Discipline of Medicine, in consultation with the Chair of the Patient-Doctor Theme Committee, to a candidate for the degrees of Bachelor of Medicine and Bachelor of Surgery for a meritorious honours project in clinical medicine. In the event of two or more students being deemed to be of equal merit, the prize may be shared.

Value: $600

Semmelweis Prize in Clinical Infectious Diseases
Established in 1991 by a donation from the Hungarian University Students’ Association to establish a prize in memory of Ignac Philipp Semmelweis (1818-1865), sometime Professor of Obstetrics at the Medical University of Budapest.

Provided the work is of sufficient merit, the prize may be awarded annually by the Dean of the Faculty of Medicine on the recommendation of the Head of the Discipline of Medicine in consultation with the Professor of Clinical Infectious Diseases (or the professor most concerned) to a candidate for the degrees of Bachelor of Medicine and Bachelor of Surgery for the best honours project on a clinical infectious diseases topic. In the event of two or more students being deemed to be of equal merit, the prize may be shared.

Value: $500

Robert Scot Skirving Memorial
Established in 1975 by a gift from the NSW Branch of the British Medical Association to commemorate the services rendered to the medical profession in NSW by Dr Robert Scot Skirving.

Provided the work is of sufficient merit, the prize may be awarded annually by the Dean of the Faculty of Medicine on the recommendation of the Heads of the Disciplines of Medicine and Surgery to a candidate for the degrees of Bachelor of Medicine and Bachelor of Surgery for a meritorious report on an elective term in medicine and surgery. In the event of two or more students being deemed to be of equal merit, the prize may be shared.

Value: $160

Obstetrics and gynaecology

Dr Grace Cuthbert Browne Prize
Established in 1990 by a gift from Miss Kathleen Commins in memory of Dr Grace Cuthbert Browne.

Provided the work is of sufficient merit, two prizes may be awarded annually by the Dean of the Faculty of Medicine on the recommendation of the Head of the Discipline of Obstetrics and Gynaecology to candidates for the degrees of Bachelor of Medicine and Bachelor of Surgery for meritorious essays (minimum 1000 words), including case studies or honours projects undertaken in the area of social movements in obstetrics and gynaecology. In the event of two or more students being deemed to be of equal merit, the prizes may be shared.

Value: $700 each

Albert Hing Memorial Prize in Gynaecology
Founded in 1965 by a gift from Dr Sydney Hing to provide an annual prize in memory of his father, Mr Albert Hing.

Provided the work is of sufficient merit, the prize may be awarded annually by the Dean of the Faculty of Medicine on the recommendation of the Head of the Discipline of Obstetrics and Gynaecology to a candidate for the degrees of Bachelor of Medicine and Bachelor of Surgery for the best report on an elective term in obstetrics and gynaecology. In the event of two or more students being deemed to be of equal merit, the prize may be shared.

Value: $180

Mabel Elizabeth Leaver Memorial Prize in Obstetrics and Gynaecology
Established in 1955 by a gift from Dr H Leaver to provide an annual prize in memory of his wife, Mabel Elizabeth Leaver.

Provided the work is of sufficient merit, the prize may be awarded annually by the Dean of the Faculty of Medicine on the recommendation of the Head of the Discipline of Obstetrics and Gynaecology for the best Personal and Professional Development assignment by any student during the Perinatal and Women’s Health Clinical Rotation. In the event of two or more students being deemed to be of equal merit, the prize may be shared.

Value: $550

Dame Constance d’Arcy Memorial Prize in Obstetrics and Gynaecology
Established in 1952 by a gift from the Riviere College Old Girls’ Union.

Provided the work is of sufficient merit, the prize may be awarded from time to time by the Dean of the Faculty of Medicine on the recommendation of the Head of the Discipline of Obstetrics and Gynaecology to a candidate for the degrees of Bachelor of Medicine and Bachelor of Surgery for excellence in obstetrics and gynaecology, as determined by the Head of the Discipline of Obstetrics and Gynaecology.

Value: $60

RANZCOG Women’s Health Award
Established in 2005 by the offer of an annual donation from the Royal Australian and New Zealand College of Obstetricians and Gynaecologists.

Provided the work is of sufficient merit, the award may be made annually by the Dean of the Faculty of Medicine on the recommendation of the Head of the Discipline of Obstetrics and Gynaecology to a candidate for the degrees of Bachelor of Medicine and Bachelor of Surgery enrolled in Stage 4 of the University of Sydney Medical Program for the best essay (maximum 3000 words) related...
to obstetrics and gynaecology on a topic set by the Discipline of Obstetrics and Gynaecology from time to time. In the event of two or more students being deemed to be of equal merit, the award may be shared.

Value: $500

Dr Charlotte Last Memorial Prize

The prize was established in 1997 following a donation to the Faculty of Medicine in memory of the late Dr Charlotte Last who graduated from the faculty with the degrees of Bachelor of Medicine and Bachelor of Surgery in 1986.

Provided the work is of sufficient merit, the prize may be awarded annually by the Dean of the Faculty of Medicine on the recommendation of the Head of the Discipline of Paediatrics and Child Health to a candidate for the degrees of Bachelor of Medicine and Bachelor of Surgery in the final year of the program who has completed the final year Clinical Rotation. The prize is based on the best essay by any student on any aspect of paediatric medicine felt appropriate by the student (1500 to 2000 words). The essay may be based on work from a previous year and students can apply for the prize while completing the rotation or at the completion of it. Students must submit the essay for consideration no later than the final day of the Pre-Internship Term. In the event of two or more students being deemed to be of equal merit, the prize may be shared.

Value: $1000

Paediatrics and child health

Paediatric Health Education Prize

Established in 1984 by funds from the bequest of Mr John Paskins of St Marys who was for many years interested in child health and education.

Provided the work is of sufficient merit, the prize may be awarded annually by the Dean of the Faculty of Medicine on the recommendation of the Head of the Discipline of Paediatrics and Child Health to a candidate for the degrees of Bachelor of Medicine and Bachelor of Surgery in the final year of the program who has completed the Clinical Rotation in paediatrics. The prize is based on the best essay (1500 – 2000 words) or other work (e.g. video) deemed appropriate by the discipline by any student on any aspect of health promotion in paediatrics. The essay may be based on work from a previous year and students can apply for the prize while completing the rotation or at the completion of it. Students must submit the essay for consideration no later than the final day of the Pre-Internship Term. In the event of two or more students being deemed to be of equal merit, the prize may be shared.

Value: $250

Douglas Cohen Prize in Paediatric Surgery

Established in 1985 by the offer of an annual donation from the Board of Management of the Royal Alexandra Hospital for Children.

Provided the work is of sufficient merit, the prize may be awarded annually by the Dean of the Faculty of Medicine on the recommendation of the Head of the Discipline of Paediatrics and Child Health, in consultation with the Head of the Discipline of Surgery, to a candidate for the degrees of Bachelor of Medicine and Bachelor of Surgery in the final year of the program who has completed the final year Clinical Rotation. The prize is based on the best essay by any student on any aspect of paediatric surgery felt appropriate by the student (1500 to 2000 words). The essay may be based on work from a previous year and students can apply for the prize while completing the rotation or at the completion of it. Students must submit the essay for consideration no later than the final day of the Pre-Internship Term. In the event of two or more students being deemed to be of equal merit, the prize may be shared.

Value: $150

The prize is awarded subject to funds being made available by the donor.

The Children's Hospital at Westmead Medical Staff Council Prize in Paediatrics

Established in 1998 by an offer of an annual donation from the Medical Staff Council of the Children’s Hospital at Westmead.

Provided the work is of sufficient merit, the prize may be awarded annually by the Dean of the Faculty of Medicine on the recommendation of the Head of the Discipline of Paediatrics and Child Health to a candidate for the degrees of Bachelor of Medicine and Bachelor of Surgery in the final year of the program who has completed the final year Clinical Rotation. The prize is based on the best essay by any student on any aspect of paediatric medicine felt appropriate by the student (1500 to 2000 words). The essay may be based on work from a previous year and students can apply for the prize while completing the rotation or at the completion of it. Students must submit the essay for consideration no later than the final day of the Pre-Internship Term. In the event of two or more students being deemed to be of equal merit, the prize may be shared.

Value: $300

The prize is awarded subject to funds being made available by the donor.

Dr Charlotte Last Memorial Prize

The prize was established in 1997 following a donation to the Faculty of Medicine in memory of the late Dr Charlotte Last who graduated from the faculty with the degrees of Bachelor of Medicine and Bachelor of Surgery in 1986.

Provided the work is of sufficient merit, the prize may be awarded annually by the Dean of the Faculty of Medicine on the recommendation of the University of Sydney Medical Program Honours Committee to a candidate for the degrees of Bachelor of Medicine and Bachelor of Surgery for the best honours project in either paediatrics or obstetrics and gynaecology. Preference will be given to projects relating to premature births. In the event of two or more students being deemed to be of equal merit, the prize may be shared.

Value: $1000

Pathology

John Flood Memorial Scholarship

Established in 1990 by donations made by friends of Dr John Flood of Wollongong who died in 1988.

Provided the proposal is of sufficient merit, the scholarship may be awarded annually by the Dean of the Faculty of Medicine on the recommendation of the Head of the Discipline of Pathology, in consultation with the Head of the Neuropathology Unit. The scholarship is awarded for the best proposal by any student in the Discipline of Pathology to undertake a short period (e.g. during an Elective Term or vacation) of research in the Discipline of Pathology in the field of neuropathology. In the event of two or more students being deemed to be of equal merit, the scholarship may be shared.

Value: $1700

Parkinson Memorial Prize

Founded in 1910 by a gift from subscribers to a memorial of Thomas Carlyle Parkinson, MB ChM, who died at the Lister Institute from plague pneumonia while engaged in research upon bubonic plague.

The prize may be awarded annually by the Dean of the Faculty of Medicine on the recommendation of the Head of the Discipline of Pathology to a candidate for the degrees of Bachelor of Medicine and Bachelor of Surgery in Stage 2 of the program for meritorious performance in a voluntary Pathology Quiz conducted by the Discipline of Pathology at the end of Stage 2. In the event of two or more students achieving the same marks in the quiz, the prize may be shared.

Value: $600
3. Prizes and scholarships

Inglis and Ward Prize in Pathology and Bacteriology
Founded in 1953 by a gift from the section of Pathology, BMA (New South Wales Branch) in order to commemorate the work of Professor W K Inglis and Professor H K Ward who had recently retired from the Chairs of Pathology and Bacteriology respectively.

The prize may be awarded annually by the Dean of the Faculty of Medicine on the recommendation of the Head of the Discipline of Pathology to a candidate for the degrees of Bachelor of Medicine and Bachelor of Surgery in Stage 2 of the program for meritorious performance in a voluntary Pathology Quiz conducted by the Discipline of Pathology at the end of Stage 2. In the event of two or more students achieving the same marks in the quiz, the prize may be shared.

Value: $250

Allan Douglas Gillies Memorial Prize
Established in 1942 by a gift from the relatives of Dr A D Gillies.

The prize may be awarded annually by the Dean of the Faculty of Medicine on the recommendation of the Head of the Discipline of Pathology to a candidate for the degrees of Bachelor of Medicine and Bachelor of Surgery in Stage 2 of the program for meritorious performance in a voluntary Pathology Quiz conducted by the Discipline of Pathology at the end of Stage 2. In the event of two or more students achieving the same marks in the quiz, the prize may be shared.

Value: $140

Physiology

Renwick Prize No. II
Established in 1877 by a gift from the Honourable Sir Arthur Renwick, BA MD.

Provided the work is of sufficient merit, the prize may be awarded annually by the Dean of the Faculty of Medicine on the recommendation of the Head of the Discipline of Physiology to a candidate for the degrees of Bachelor of Medicine and Bachelor of Surgery in Year 2 of the course for a meritorious essay (1500 – 2000 words), or other work deemed appropriate by the discipline, on any topic in physiology. In the event of two or more students being deemed to be of equal merit, the prize may be shared.

Value: $300

H G Chapman Prize (together with Biochemistry)
Founded in 1930 by a gift from Dr H G Chapman for a prize for original research in physiology in continuation of similar prizes awarded by him during his tenure of the Chair of Physiology.

Provided the work is of sufficient merit, the prize may be awarded annually by the Dean of the Faculty of Medicine on the recommendation of the Heads of the Discipline of Physiology and the School of Molecular and Microbial Biosciences to a candidate for the degrees of Bachelor of Medicine and Bachelor of Surgery for the best honours project in physiology or biochemistry. In the event of two or more students being deemed to be of equal merit, the prize may be shared.

Value: $500

Psychological Medicine

Campbell Kordick Memorial Prize
Established in 1988 by donations from members of the Discipline of Psychiatry and friends to preserve the memory of Campbell Kordick.

Provided the work is of sufficient merit, the prize may be awarded annually by the Dean of the Faculty of Medicine on the recommendation of the Head of the Discipline of Psychological Medicine to a candidate for the degrees of Bachelor of Medicine and Bachelor of Surgery for a meritorious essay (1500 words) on a topic within the Community and Doctor (CD) theme undertaken during the Psychological and Addiction Medicine Clinical Rotation. In the event of two or more students being deemed to be of equal merit, the prize may be shared.

Value: $160

Norton Manning Memorial Prize
Established in 1907 by a gift from the subscribers to a memorial for Dr F Norton Manning.

Provided the work is of sufficient merit, the prize may be awarded annually by the Dean of the Faculty of Medicine on the recommendation of the Head of the Discipline of Psychological Medicine to a candidate for the degrees of Bachelor of Medicine and Bachelor of Surgery for the best project, study, essay or other piece of work (including DVD, CD, multimedia) deemed appropriate by the Head of Discipline undertaken during the Psychological and Addiction Medicine Clinical Rotation. In the event of two or more students being deemed to be of equal merit, the prize may be shared.

Value: $350

Cedric Swanton Memorial Prize
Established in 1974 by the offer of an annual prize in Psychiatry by the Royal Australian and New Zealand College of Psychiatrists in memory of Dr Cedric Swanton.

Provided the work is of sufficient merit, the prize may be awarded annually by the Dean of the Faculty of Medicine on the recommendation of the Head of the Discipline of Psychological Medicine to a candidate for the degrees of Bachelor of Medicine and Bachelor of Surgery for a meritorious essay (1500 words) on a topic within the Personal and Professional Development (PPD) theme undertaken during the Psychological and Addiction Medicine Clinical Rotation. In the event of two or more students being deemed to be of equal merit, the prize may be shared.

Value: $250

The prize is awarded subject to funds being made available by the donor.

A T Edwards Memorial Prize
Established in 1985 following a donation of $1000 from the family of Dr Alfred Theophilus Edwards.

Provided the work is of sufficient merit, the prize may be awarded annually by the Dean of the Faculty of Medicine on the recommendation of the Head of the Discipline of Psychological Medicine to a candidate for the degrees of Bachelor of Medicine and Bachelor of Surgery for the best research dissertation as a result of an elective term in psychological medicine. In the event of two or more students being deemed to be of equal merit, the prize may be shared.

Value: $140

P J V Beumont Prize
Established in 2001 from donations by Pfizer Pharmaceuticals Pty Ltd and members of the Discipline of Psychological Medicine in honour of Professor P J V Beumont who was Head of the Discipline for 25 years. The purpose of the award is to promote excellence in research in psychological medicine.

Provided the work is of sufficient merit, the prize may be awarded annually by the Dean of the Faculty of Medicine to a candidate for the degrees of Bachelor of Medicine and Bachelor of Surgery for a meritorious honours project in psychological medicine. In the event of two or more students being deemed to be of equal merit, the prize may be shared.

Value: $1000 plus certificate and medal
3. Prizes and scholarships

Public health

NSW Department of Health Most Proficient Student in Public Health Prize
Established in 1994 by an annual donation from the NSW Department of Health.

Provided the work is of sufficient merit, the prize may be awarded annually by the Dean of the Faculty of Medicine on the recommendation of the Head of the School of Public Health to a candidate for the degrees of Bachelor of Medicine and Bachelor of Surgery for the best honours project supervised in the School of Public Health. In the event of two or more students being deemed to be of equal merit, the prize may be shared.

Value: $500

This prize is awarded subject to funds being made available by the donor.

Surgery

Dun Surgery Prize
Established in 1974 as the result of a bequest from the late Mrs Daphne E H Dun and the late Dr Charles W S Dun.

Provided the work is of sufficient merit, the prize may be awarded annually by the Dean of the Faculty of Medicine on the recommendation of the Head of the Discipline of Surgery to a candidate for the degrees of Bachelor of Medicine and Bachelor of Surgery for a meritorious report on an elective term in surgery. In the event of two or more students being deemed to be of equal merit, the prize may be shared.

Value: $200

Hinder Memorial Prize
Founded in 1918 by a gift from subscribers to a memorial of Henry Vincent Critchley Hinder, MB ChM, for twelve years lecturer in clinical surgery.

Provided the work is of sufficient merit, the prize may be awarded annually by the Dean of the Faculty of Medicine on the recommendation of the Head of the Discipline of Surgery to a candidate for the degrees of Bachelor of Medicine and Bachelor of Surgery for a meritorious report on an elective term in surgery. In the event of two or more students being deemed to be of equal merit, the prize may be shared.

Value: $350

William Henry and Eliza Alice Sharp Prize
Established in 1938 by a bequest from Dr W A Ramsay Sharp (for many years a tutor in surgery at Sydney Hospital) in memory of his father and mother.

Provided the work is of sufficient merit, the prize may be awarded annually by the Dean of the Faculty of Medicine on the recommendation of the Head of the Discipline of Surgery to a candidate for the degrees of Bachelor of Medicine and Bachelor of Surgery for the best report on an option in surgery. In the event of two or more students being deemed to be of equal merit, the prize may be shared.

Value: $90

KCT Rawle 104 ACCS Association Prize
Established in 1981 by a donation from the members of the Association of the 104th Australian Casualty Clearing Station in memory of Kenneth Charles Trineman Rawle, OBE ED, MB ChM, FRCS FRACS FRACGP.

Provided the work is of sufficient merit, the prize may be awarded annually by the Dean of the Faculty of Medicine on the recommendation of the Head of the Discipline of Surgery to a candidate for the degrees of Bachelor of Medicine and Bachelor of Surgery for a meritorious honours project in surgery. In the event of two or more students being deemed to be of equal merit, the prize may be shared.

Value: $400

Sydney B Clipsham Memorial Prize in Operative Surgery
Founded in 1913 by a gift from class members and lecturers as a memorial of Sydney Bowker Clipsham who died in the fourth year of his medical course.

Provided the work is of sufficient merit, the prize may be awarded annually by the Dean of the Faculty of Medicine on the recommendation of the Head of the Discipline of Surgery to a candidate for the degrees of Bachelor of Medicine and Bachelor of Surgery for a meritorious report on an elective term in surgery. In the event of two or more students being deemed to be of equal merit, the prize may be shared.

Value: $400

Sir John Loewenthal Prize
Established in 1981 by donations from the surgeons of the Royal Prince Alfred Hospital in memory of Professor Sir John Loewenthal CMG ED, MS Melb MB BS, FRCS FRACS FACS HonFACS HonFRCSed Hon FCS(SA).

Provided the work is of sufficient merit, the prize may be awarded annually by the Dean of the Faculty of Medicine on the recommendation of the Head of the Discipline of Surgery to a candidate for the degrees of Bachelor of Medicine and Bachelor of Surgery for the best report on a surgical subject or project, originating from an Integrated Clinical Attachment in surgery undertaken at Royal Prince Alfred Hospital. In the event of two or more students being deemed to be of equal merit, the prize may be shared.

Value: $350

Volney Bulteau Prize in Otolaryngology
Established in 1986 by an offer of an annual donation of $300 from the Otolaryngological Society of Australia. Dr Volney Gordon Bulteau, a lecturer in the Faculty of Medicine, was prominent in ear, nose and throat studies.

Provided the work is of sufficient merit, the prize may be awarded annually by the Dean of the Faculty of Medicine on the recommendation of the Head of the Discipline of Surgery, in consultation with the Professor of Surgery (Otolaryngology), to a candidate for the degrees of Bachelor of Medicine and Bachelor of Surgery for the best report on an elective term project in ear, nose and throat studies. In the event of two or more students being deemed to be of equal merit, the prize may be shared.

Value: $300

The prize is awarded subject to funds being made available by the donor.

Robert Craig Prize in Surgery
Founded in 1918 by a bequest from Captain Robert Craig.

Provided the work is of sufficient merit, the prize may be awarded annually by the Dean of the Faculty of Medicine on the recommendation of the Head of the Discipline of Surgery to a candidate for the degrees of Bachelor of Medicine and Bachelor of Surgery for a meritorious honours project in surgery. In the event of two or more students being deemed to be of equal value, the prize may be shared.

Value: $550
Basic and Clinical Sciences Theme

**John Wait Scholarship**
Founded in 1944 by a bequest from Jane Howard of Glebe.

The scholarship may be awarded annually by the Dean of the Faculty of Medicine on the recommendation of the Chair of the Basic and Clinical Sciences Theme Committee to a candidate for the degrees of Bachelor of Medicine and Bachelor of Surgery to undertake an honours program project in the preclinical sciences. The scholarship will be awarded on the basis of the candidate's academic record and the merit of the proposed project, as determined by the Basic and Clinical Sciences Theme Committee. In the event of two or more students being deemed to be of equal merit, the scholarship may be shared.

Value: $120

**G S Caird Scholarship No. I**
Founded in 1918 by a gift from Miss Elizabeth Richardson Caird in memory of her father, George S Caird.

The scholarship may be awarded annually by the Dean of the Faculty of Medicine on the recommendation of the Chair of the Basic and Clinical Sciences Theme Committee to a candidate for the degrees of Bachelor of Medicine and Bachelor of Surgery to undertake an honours project in the basic and clinical sciences. The scholarship will be awarded on the basis of the candidate's academic record and the merit of the proposed project, as determined by the Basic and Clinical Sciences Theme Committee. In the event of two or more students being deemed to be of equal merit, the scholarship may be shared.

Value: $1250

**John Harris Scholarship**
Founded in 1887 by a gift from John Harris, then Mayor of Sydney.

The scholarship may be awarded annually by the Dean of the Faculty of Medicine on the recommendation of the Chair of the Basic and Clinical Sciences Theme Committee to a candidate for the degrees of Bachelor of Medicine and Bachelor of Surgery to undertake an honours project in the basic and clinical sciences. The scholarship will be awarded on the basis of the candidate's academic record and the merit of the proposed project, as determined by the Basic and Clinical Sciences Theme Committee. In the event of two or more students being deemed to be of equal merit, the scholarship may be shared.

Value: $2500

Community and Doctor Theme

**G S Caird Scholarship No. II / Faculty of Medicine Community and Doctor Scholarship**

The scholarship may be awarded annually by the Dean of the Faculty of Medicine on the recommendation of the Chair of the Community and Doctor Theme Committee to a candidate for the degrees of Bachelor of Medicine and Bachelor of Surgery for the best elective term project on a Community and Doctor theme. In the event of two or more students being deemed to be of equal merit, the prize may be shared.

Value: $1400

**Dagmar Berne Prize / Faculty of Medicine Community and Doctor Prize**

Provided the work is of sufficient merit, the Prize may be awarded annually by the Dean of the Faculty of Medicine on the recommendation of the Chair of the Community and Doctor Theme Committee to a candidate for the degrees of Bachelor of Medicine and Bachelor of Surgery for the best elective term project on a Community and Doctor theme. In the event of two or more students being deemed to be of equal merit, the prize may be shared.

Value: $200

**Arthur Edward Mills Prize**

Established in 1940 by a gift from Mrs Helen Mills for a prize in memory of her husband.

Provided the work is of sufficient merit, the prize may be awarded annually by the Dean of the Faculty of Medicine on the recommendation of the Chair of the Honours Committee to a candidate for the degrees of Bachelor of Medicine and Bachelor of Surgery who has published, or has had accepted for publication, the best paper as a result of work undertaken during the honours program. The work must include a major original contribution by the candidate, as attested by the candidate's honours supervisor. In the event of two or more students being deemed to be of equal merit, the prize may be shared.

Value: $3500

**Dr Bernard Lake Award**

The Dr Bernard Lake Award is an annual cash prize for the publication, in a peer-reviewed journal, of significant original work undertaken in Australia in one of the following fields: holistic medicine, complementary medicine, exercise rehabilitation, nutriceuticals, aromatherapy and multi-disciplinary whole patient approach to medical problems.

The award will be given for the best paper published in any of the above fields in the calendar years 2004 and 2005. If the applicant is not the first author, the application must include a statement from all co-authors that the paper is principally the work of the applicant.

Value: $5000

**Dr John Osborne RN Scholarship**

Founded in 1919 by a bequest from Mrs Kate Cunningham Moffat.

Provided there is a candidate of sufficient merit, the scholarship is awarded annually by the Dean of the Faculty of Medicine to a candidate for the degrees of Bachelor of Medicine and Bachelor of Surgery in the third year of the program and who is or has been a resident of St Paul's College. The scholarship will be awarded on the basis of academic merit as determined by the faculty. The scholarship shall be tenable for a period of two years subject to satisfactory progress being made by the scholar as determined by the Faculty of Medicine.

Value: $1500

**Purser Prize**

Established in 2004 by the offer of an annual donation from the Sydney University Medical Society.

Dr Cecil Purser was the inaugural editor of the Sydney University Medical Journal, Secretary of the Sydney University Medical Society in the 1880s and an Honorary Life Member of the Society.

The prize will be awarded annually by the Dean of the Faculty of Medicine to candidates for the degrees of Bachelor of Medicine and Bachelor of Surgery on the recommendation of the editor of the Sydney University Medical Journal for the best article submitted to the journal. In the event of two or more students being deemed to be of equal merit, the prize may be shared.

Value: $200

**Dr Catherine Hamlin Elective Term Scholarship**

Established in 2005 by the Faculty of Medicine in honour of Dr E C Hamlin AC who was admitted to the degree of Doctor of Medicine in 1905.
3. Prizes and scholarships

honoris causa on 15 March 2005 in recognition of her life's work at the Addis Ababa Fistula Hospital in Ethiopia.

Provided the project is of sufficient merit, the scholarship may be awarded annually by the Dean of the Faculty of Medicine on the recommendation of the Chair of the Elective Term Committee to a candidate for the degrees of Bachelor of Medicine and Bachelor of Surgery to undertake an elective term in an African country. The scholarship will be awarded on the basis of the academic merit of the proposed project, as determined by the Elective Term Committee. In the event of two or more students being deemed to be of equal merit, the scholarship may be shared.

Value: $5000

Postgraduate research scholarships and prizes

Following is a list of scholarships and prizes that are available for award to postgraduate research students in the Faculty of Medicine. Details of individual awards are available on http://www.medfac.usyd.edu.au/scholawards/postgrad/index.php.

It should be noted that not all students will be eligible to apply for all prizes/scholarships and not all scholarships are available for award in any given year.

Scholarships Officer
Postgraduate Student Administration Unit
Phone: +61 2 9351 8676
Fax: +61 2 9351 8529
Email: scholarships@med.usyd.edu.au

Postgraduate prizes

Bercovici Medal and Prize
The Bercovici Medal and Prize was established in 1997 by a donation of $10,000 from Professor Max Bennett of the Institute for Biomedical Research (now the Bosch Institute) and the Department of Physiology. The medal and prize are named after Professor Bennett's father in commemoration of his commitment to the idea that biomedical research provides the foundation for improving the well-being of mankind.

A medal and prize may be awarded annually to the candidate for the degree of Doctor of Philosophy determined as having produced the best paper (published or in press) in the preceding calendar year. The candidate must be carrying out research in the Bosch Institute at the University of Sydney. The paper may be multi-authored, but the candidate must be the senior author and have made the major contribution to research in the paper as well as to the writing of the paper.

The Medal and Prize may be awarded by the Dean of the Faculty of Medicine on the recommendation of a committee of the Bosch Institute established by the executive of the institute specifically for this purpose.

Value: $500

Peter Bancroft Prize
The prize was founded in 1923 by a bequest of £1000 from the late Louise Bancroft of Brisbane for an annual prize in memory of her husband, Peter Bancroft, MB.

Provided that the work is of sufficient merit, the prize may be awarded annually by the Dean of the Faculty of Medicine on the recommendation of the Chair of the Board of Postgraduate Studies to the Doctor of Philosophy graduate in the Faculty of Medicine whose thesis has been passed by all three examiners without requiring any emendation or amendments. In the event of two or more graduates being deemed to be of equal merit, the prize may be shared.

Value: $4000

Professor John Irvine Hunter Prize for Research in Anatomical Sciences
Established in 1990 by a bequest from the late Mrs Dorothy Elizabeth Fuller in recognition of Professor John Hunter's distinction in both classical and research anatomy.

The prize is awarded annually by the Dean of the Faculty of Medicine on the recommendation of the Head of the School of Biomedical Sciences, after consultation with the Head of the Discipline of Anatomy and Histology to a candidate for a postgraduate research degree for the best research undertaken in the Discipline of Anatomy and Histology, provided the work is of sufficient merit. In the event of two or more students being deemed to be of equal merit, the prize may be shared.

Value: $5000

Postgraduate scholarships

Dorothy Blanche Chandler Scholarship
This scholarship was established in 2003 by a bequest from Bruce Veness Chandler in honour of his mother, Dorothy Blanche Chandler in order to support study of any aspect of rheumatoid arthritis and associated conditions.

Faculty of Medicine Postgraduate Scholarships
The Faculty of Medicine Postgraduate Scholarships were established to support students undertaking research higher degrees in the Faculty of Medicine.

James and Margaret Claffy Fellowship in Ophthalmology
The fellowship was founded in 1964 by a gift of £23,000 from Dr Francis Patrick Christopher Claffy, first Director of the Department of Ophthalmology and Eye Health, in memory of his parents.

John Keith Chandler Scholarship
The scholarship was established in 2003 by a bequest from Bruce Veness Chandler in honour of his father, John Keith Chandler, in order to support study of any aspect of varicose veins and its associated problems, especially varicose ulcers and varicose eczema. Research to promote the healing of other external ulcers would fall within the ambit of this fund.

Medical Foundation Roly Dunlop Scholarship
The Roly Dunlop Scholarship was established in 2006 in memory of Roly Dunlop to support neurological research embracing neurological impairment and associated conditions such as epilepsy and rehabilitation.

Medical Foundation Scholarship
The Medical Foundation Scholarship was established in 2006 to commemorate the 150th anniversary of the Faculty of Medicine to support a person of outstanding research ability to undertake a full-time PhD in any area of research in the Faculty of Medicine.

Mitchell J Notaras Colorectal Fellowship
The Mitchell J Notaras Fellowship in Colorectal Surgery was established in 2003 following a generous donation to the University of Sydney by Dr Mitchell J Notaras, a colorectal surgeon and graduate of the University. The fellowship is awarded by the University in cooperation with the Training Board of Colorectal Surgery of the Colorectal Surgical Society of Australasia to support clinical training in colorectal surgery both in Australia and in international colorectal units as well as offering training in colorectal research.
# 4. Guide to degrees

The following degrees will be offered by the Faculty of Medicine in 2007.

## Undergraduate courses

<table>
<thead>
<tr>
<th>Diploma in Indigenous Primary Health Care (DipIndigPrimHC)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Diploma in Indigenous Primary Health Care (AdvDipIndigPrimHC)</td>
</tr>
<tr>
<td>Bachelor of Medicine and Bachelor of Surgery (MBBS)</td>
</tr>
<tr>
<td>Bachelor of Arts (Advanced) (Honours)/Bachelor of Medicine and Bachelor of Surgery (BA(Adv)(Honours)/MBBS)</td>
</tr>
<tr>
<td>Bachelor of Medical Science/Bachelor of Medicine and Bachelor of Surgery (BMusStudies/MBBS)</td>
</tr>
<tr>
<td>Bachelor of Science (Advanced)/Bachelor of Medicine and Bachelor of Surgery (BSc(Adv)/MBBS)</td>
</tr>
</tbody>
</table>

## Postgraduate courses: coursework

| Graduate Certificate in Bioethics (GradCertBEth) |
| Graduate Certificate in Bioethics (Biotechnology) (GradCertBEthBTech) |
| Graduate Certificate in Bioethics (Clinical Ethics) (GradCertBEthClinEth) |
| Graduate Diploma in Bioethics (GradDipBEth) |
| Master of Bioethics (MBEth) |
| Master of Bioethics (Honours) (MBEth(Hons)) |
| Graduate Certificate in Biostatistics (GradCertBiostat) |
| Graduate Diploma in Biostatistics (GradDipBiostat) |
| Master of Biostatistics (MBiostat) |

| Graduate Certificate in Clinical Epidemiology (GradCertClinEpi) |
| Graduate Diploma in Medicine (Clinical Epidemiology) (GradDipMed(ClinEpi)) |
| Graduate Diploma of Science in Medicine (Clinical Epidemiology) (GradDipScMed(ClinEpi)) |
| Master of Medicine (Clinical Epidemiology) (MM(ClinEpi)) |
| Master of Science in Medicine (Clinical Epidemiology) (MScMed(ClinEpi)) |

| Graduate Certificate in Health Policy (GradCertHPol) |
| Graduate Diploma in Indigenous Health Promotion (GradDipIndigHProm) |
| Graduate Diploma in International Public Health (GradDipIntPH) |
| Master of International Public Health (MIntPH) |

| Graduate Certificate in Infection and Immunity (GradCertInfImm) |
| Graduate Diploma in Infection and Immunity (GradDipInfImm) |
| Master of Medicine (Infection and Immunity) (MM(InfImm)) |
| Master of Science in Medicine (Infection and Immunity) (MScMed(InfImm)) |

| Graduate Certificate in Medicine (Interdisciplinary Medicine) (GradCertMed(Interdisciplinary Medicine)) |
| Graduate Diploma in Medicine (Interdisciplinary Medicine) (GradDipMed(Interdisciplinary Medicine)) |
| Master of Medicine (Interdisciplinary Medicine) (MM(Interdisciplinary Medicine)) |
| Graduate Diploma in International Public Health (GradDipIntPH) |
| Master of International Public Health (MIntPH) |

| Graduate Certificate in Medical Education (GradCertMedEd) |
| Graduate Diploma in Medical Education (GradDipMedEd) |
| Master of Medical Education (MMedEd) |

## Postgraduate courses: research

| Master of Philosophy (MPhil) |
| Master of Surgery (MS) |
| Doctor of Public Health (DPH) |
| Doctor of Philosophy (PhD) |
| Doctor of Medicine (MD) |

For the latest updates, visit Handbooks online.  
http://www.usyd.edu.au/handbooks
4. Guide to degrees

Undergraduate courses

Indigenous primary health care

Indigenous primary health care is aimed at Aboriginal health workers in remote communities who wish to develop knowledge and skills in primary health care and community development. Newly appointed Aboriginal health workers and those with no formal training are encouraged to apply.

Diploma and advanced diploma

The course has been designed to ensure that students’ learning is connected with day-to-day work in the communities. The knowledge and skills gained through these courses reflect the competencies required for best practice primary health care.

For more information see chapter 5.

University of Sydney Medical Program

The University of Sydney Medical Program (USydMP) is a four-year course leading to the award of the degrees of Bachelor of Medicine and Bachelor of Surgery (MBBS) and may be awarded with honours. In general, entry requires that candidates have successfully completed a bachelor’s degree prior to admission to the USydMP. However, a limited number of places are held for school leavers. These places may be taken up after satisfactory completion of the degrees of Bachelor of Arts (Advanced) (Honours), the Bachelor of Medical Science, the Bachelor of Musical Studies or the Bachelor of Science (Advanced) at the University of Sydney. See the faculty website on combined degrees for more information.

The program is designed to enable students to learn in a way that resembles the practice of medicine. Problem-based learning and early clinical experience both ensure that the context and relevance of the program are clear.

For more information see chapter 5.

Postgraduate courses: coursework

Bioethics

The discipline of bioethics is concerned with ethical questions arising in contexts of biological and health sciences. Social concern about such issues has grown with advances in biomedical technologies, as illustrated by contemporary debates over reproductive technologies, genetic engineering, cloning and stem cell research. The bioethics courses are designed to meet the growing need for postgraduate ethics education among scientists, researchers and professionals in health-related fields and disciplines including medicine, nursing, allied health, pharmacy, dentistry, public health, health law and health policy.

Graduate certificate, graduate diploma and master’s degree

Subjects include: Core Concepts in Bioethics; Introduction to Ethical Reasoning; Philosophy of Medicine; Biomedicine and Society; Bioethics, Law and Society; Ethics and Biotechnology, Genes and Stem Cells; Human and Animal Research Ethics; Ethics and Public Health and Clinical Ethics.

Career prospects: The bioethics program is designed to improve the knowledge and skills of health care professionals and others who will benefit from exposure to ethical issues arising in research and practice. The program’s interdisciplinary approach provides an excellent grounding for future research in bioethics.

For more information see the Faculty of Science Handbook.

Biostatistics (delivered online)

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 to a diverse range of students and is delivered by distance learning.

Graduate certificate, graduate diploma and master’s degree

Subjects include: Mathematical Background of Biostatistics; Principles of Statistical Inference; Health Indicators and Health Surveys; Data Management and Statistical Computing; Clinical Biostatistics; Design of Experiments and Research Clinical Trials; Linear Models; Categorical Data and Generalised Linear Models; Survival Analysis; Epidemiology for Biostatisticians; Longitudinal and Correlated Data; Bioinformatics and Statistical Genetics; Bayesian Statistical Methods and Advanced Clinical Trials and Meta-analysis.

Career prospects: The biostatistics program will ensure that students are well placed to obtain employment in a wide range of health, pharmaceutical, university, government and non-government organisations that are keen to recruit well-trained biostatisticians. For those already working as a biostatistician, study at postgraduate level will enhance career development opportunities.

For more information see chapter 9.

Clinical epidemiology

Clinical epidemiology is the science of applying the best available research evidence to patient care. This course is intended to provide clinicians with the opportunity to learn the principles of clinical epidemiology and best evidence. The program has been designed to ensure that the theory learned by participants is applied to patient-based examples and readily integrated into their day-to-day work.

Graduate certificate, graduate diploma and master’s degree

Subjects include: Literature Searching; Quality and Safety in Health Care; Advanced Evaluation of Diagnostic Tests; Introduction to Systematic Reviews; Advanced Systematic Reviews; Doing a Systematic Review; Teaching Clinical Epidemiology; Controlled Trials; Clinical Economics; Clinical Practice Guidelines; Patient Based Measures; Development of Clinical Epidemiology Research; Advanced Concepts in Statistics and Clinical Epidemiological Practice.

Career prospects: The clinical epidemiology program provides students with the knowledge and skills that will enable them to incorporate best evidence into their own clinical practice. It also covers all the essentials for the clinical researcher and provides a solid foundation for those interested in pursuing a research career.

For more information see chapter 9.

Health policy

Health policy is the study of plans or courses of action intended to influence and determine decisions on health-related matters. This course provides the opportunity to develop skills, acquire knowledge and extend professional approaches in the analysis, development and implementation of health policies in Australia. The program’s unique interdisciplinary approach draws on the main health and social science disciplines involved in policy analysis and provides a comparative view, locating Australian experience in its global setting. A strong industry focus provides opportunities to work closely with policy professionals in the private, community and government sectors.
Graduate certificate

Subjects include: History and Practice of Health Policy; Understanding Health Systems; Contemporary Issues in Australian Health Policy; Analysing Health Policy, Health Research Methods and Evidence and Evidence Based Policy Development.

Career prospects: There are employment opportunities for policy officers to work in a range of organisations and in a range of spheres – federal and state health departments, area health services, local health service providers, non-government service providers and community and consumer-based advocacy groups.

For more information see chapter 9.

Indigenous health promotion

Indigenous health promotion aims to give Aboriginal and Torres Strait Islander health workers and practitioners the opportunity to add to their knowledge and skills in promoting the health of the community. This includes 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. 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.

Graduate diploma

Subjects include: Community Profile and Setting Promotions; Program Development; Working with Communities; Communication as a Tool for Promoting Health; Social Action for Community Health and Research and Evaluation.

Career prospects: Students who complete the program will have a nationally recognised qualification in health promotion that will equip them for work in a wide range of settings.

For more information see chapter 9.

Infection and immunity

Infection and immunity 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 controls over viral infection and the signalling mechanisms involved in regulating cells of the immune system. 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 return of known pathogens and the advance of new ones turn infectious diseases into a challenge for science. The aim of these courses is to produce graduates who will be able to effectively participate in future health care or research programs in infection or immunity anywhere in the world. The program is dedicated to analysing the fundamental mechanisms of infectious diseases so that better ways can be found to combat them.

Graduate certificate, graduate diploma and master’s degree

Subjects include: Fundamental Immunology; Virology and Cell Technology; Vaccines, Antimicrobials and Antivirals; Bioinformatics; Advanced Medical Bacteriology; Infection Control and Epidemiology; HIV and Other Retroviruses and Infection Control and Advances in Surgery.

Career prospects: Students will be equipped for careers as microbiologists and immunologists, scientists, research medical officers, infection control consultants, infection control and clinical immunology nursing staff, hospital epidemiologists, health and safety officers, quarantine officers and aid workers.

For more information see chapter 9.

Interdisciplinary medicine (delivered online)

Interdisciplinary medicine allows students to take subjects across a range of medical disciplines. The course focuses on subject matter that is currently in debate, presenting the current thinking, the current evidence, how to find it and what the experts would do in various complex clinical circumstances. The course aims to provide the very best practical and theoretical knowledge available and encourages active discussion amongst students and course convenors on current cases they are managing. The course content is mainly casebased and is developed and taught by expert clinicians.

Graduate certificate, graduate diploma and master’s degree

Subjects include: Research Methods; Acute Renal and Hypertensive Emergency; Leadership in Medicine; Paediatric Infection, Diseases and Immunisation; Paediatric Asthma and Allergy; Paediatric Nutrition and Obesity; Paediatric Gastroenterology; Hypertension and Renal Disease in Pregnancy; Transplantation Medicine.

Career prospects: The interdisciplinary medicine program is designed to further enhance the professional capacity of qualified clinicians.

For more information see chapter 9.

International public health

International public health emphasises a modern approach to public health in a wide variety of developing countries, especially those experiencing demographic, health, socio-cultural and economic transitions. The courses provide a balance between disease control and health promotion for conditions of under-development, particularly infectious disease and undernutrition and conditions associated with development, such as cardiovascular diseases, cancer and injury. The courses also cover infrastructure development for disease control and health promotion and relevant aspects of program design, implementation and evaluation.

Graduate diploma and master’s degree

Subjects include: Praxis in International Public Health; Seminars in International Public Health; Travel and Tropical Medicine; International Health Promotion; Disease Control in Developing Countries; Women’s and Children’s Health; Health and Culture; Diseases of Modernisation; Global Perspectives on HIV/AIDS; International Health Projects Management; International Environmental Health; An International Perspective on Nutrition; Health Issues and Humanitarian Emergencies; International Health Management; Mental Disorders in Global Context; Research Project; Foundations of International Health; Disease Priorities and Social Methods and Economics and Global Pharmaceuticals.

Career prospects: The International Public Health program leads to hands-on careers in public health i.e. working with people in the field, as well as research-oriented jobs which involve conducting studies and examining overall health trends. Careers in public health include public health officer in a health service, public health advisor to an international aid agency or government department in a developing country or researcher at a university or research centre.

For more information see chapter 9.

Medical education

Medical education aims to equip those who have medical teaching responsibilities in medicine or health sciences, with knowledge, skills and attitudes relevant to undergraduate, postgraduate and continuing medical education programs. The courses provide a broad understanding of principles which underpin current teaching and learning practices in medical education based on the tradition of best evidence medical education and a practical, focused, project-based application of principles to the students’ own workplace settings.
Graduate certificate, graduate diploma and master’s degree

**Subjects include:** Teaching and Learning in Medicine; Scholarship of Teaching and Learning in Medicine; Educational Development and Evaluation; Research Methods; Psychological Aspects of Practice; Understanding and Promoting Learning; Problem-Based Learning in Medical Education; Assessment in Medical Education; Promoting Inter-Professional Teaching and Learning; Adult Learning; University Teaching and Learning and Educational Design.

**Career prospects:** Students will emerge with a deeper understanding of principles and practices that underpin teaching and learning in medicine and the health sciences and will enhance their skills in curriculum development, implementation and evaluation and student assessment.

For more information see chapter 9.

Ophthalmic science (delivered online)

Ophthalmic science aims to improve the prevention of blindness, promote eye health and rehabilitate those with a visual disability. The courses provide graduates with the core knowledge and understanding of ophthalmic basic science and thus enables them to practice ophthalmology at the highest possible standard.

Graduate diploma and master’s degree

**Subjects include:** Ophthalmic Anatomy; Ophthalmic Physiology; Ophthalmic Optics; Practical Ophthalmic Science and Ocular Pathology.

**Career prospects:** Students will gain practical skills including the ability to understand the practical applications of ophthalmic equipment, familiarity with anatomical specimens, projections, radiographs and electron micrographs and the ability to apply psychometric testing to obtain reliable and repeatable data. Graduates will be able to apply these skills to their careers in the visual sciences, improving the eye health of our community.

For more information see chapter 9.

Paediatric medicine (delivered online)

Paediatric medicine focuses on subject matter currently in debate, presenting the current thinking, the current evidence, how to find it and what the experts would do in various complex clinical circumstances. The courses provide the very best practical and theoretical knowledge available and encourages active discussion amongst students and course conveners on current cases they are managing. The course content is mainly case-based and is developed and taught by expert clinicians.

Graduate certificate, graduate diploma and master’s degree

**Subjects include:** Research Methods; Acute Renal and Hypertensive Emergency; Leadership in Medicine; Paediatric Infection, Diseases and Immunisation; Paediatric Asthma and Allergy; Paediatric Nutrition and Obesity; Paediatric Gastroenterology; Hypertension and Renal Disease in Pregnancy; Transplantation Medicine.

**Career prospects:** The paediatric medicine program is designed to further enhance the professional capacity of qualified clinicians and demonstrate expertise in paediatric medicine. Although the curriculum does not qualify as specialist training, the program is developed by clinical leaders in each discipline, resulting in a curriculum that reflects many key aspects of early specialist trainee knowledge.

For more information see chapter 9.

Pain management (delivered online)

Pain management explores the problem of pain within a multidisciplinary team framework and investigates the extent of the problem in the community. The courses aim to provide advanced education in pain management and expand knowledge in the basic sciences, concepts and procedures of pain assessment and management by providing clinically relevant teaching about the principles, contributors, assessment and management of pain.

Graduate certificate, graduate diploma and master’s degree

**Subjects include:** Clinical Attachment; Concepts of Pain; Diagnostic Strategies in Pain; Disability and Pain Rehabilitation; Integrative Case Studies; Introduction to Pain Management; Multidisciplinary Team Management; Musculoskeletal Pain; Neurobiology of Pain; Orofacial Pain; Pain Conditions; Pain in Children; Pain in Older People; Pain Management in Cancer; Pain Mechanisms and Contributors; Pain Medicine Ethics; Pain Treatment and Management Principles; Pharmacology of Pain Medicine; Psychological Approaches in Pain Management; Psychology of Pain; Research Design and Biostatistics.

**Career prospects:** The pain management program is designed to improve the knowledge and skills of health care professionals and thus improve the services offered to patients in pain. The program is not a pathway to specialist qualification. However, many candidates who have passed the Fellowship of the Faculty of Pain Medicine have reported that the program was an excellent preparation for the fellowship examination.

For more information see chapter 9.

Psychotherapy

Psychotherapy covers a range of techniques employed to improve an individual’s mental health. Mental illness is more common than most people think; an estimated 800,000 Australians are affected by depression each year. Often mental illnesses are unreconstructed and remain untreated. The aim of this program is to train clinicians to deal effectively with people suffering from psychological disorders not aided by the more traditional psychotherapies. These include personality disorders, generalised anxiety disorder, dysthymia and chronic depression.

**Master’s degree**

**Subjects include:** The Conversational Model; Self Psychology; Intersubjectivity Theory; Trauma Theory; Memory Systems Theory; Concepts of the Self; Boundary Formation; Empathic Listening; Subjective Experience and Unconscious Traumatic Memory Systems.

**Career prospects:** The psychotherapy program is suitable for general practitioners, psychiatry registrars and psychiatrists who wish to develop a career in psychotherapy or as psychotherapists.

For more information see chapter 9.

Public health

Public health focuses on the prevention of illness and the promotion of health, 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.

Graduate diploma and master’s degree

**Subjects include:** Epidemiology Methods and Uses; Case Studies in Public Health; Social Research Methods; Public Health Principles and Practice; Society, Behaviour and Public Health; Public Health Program Evaluation; Introductory Biostatistics; Aboriginal Health; Introduction to Public Health Nutrition; Environmental Health; International Health; Alcohol, Drug-Use and Health; Genetics and Public Health; Communicable Disease Control; Research Design in Epidemiology; Advanced Epidemiological Concepts; Decision Analysis; Controlled Trials; Health Screening; Beyond Sensitivity and Specificity;
Sexually transmitted diseases and Human Immunodeficiency Virus

Sexually transmitted diseases (STDs) present a major public health concern in both developed and developing countries with millions of adults and children becoming infected with Human Immunodeficiency Virus (HIV) and other STDs each year. The program provides high levels of knowledge and skill in the understanding 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.

Career prospects: The sexually transmitted diseases and Human Immunodeficiency Virus program provides a sound basis of knowledge for those in a wide range of sexual health related professions. It is of particular benefit to those wishing to improve their scientific understanding of the discipline.

For more information see chapter 9.

Sleep medicine (delivered online)

Sleep medicine has evolved into something of a sub-specialty with relevance across a number of fields, including respiratory medicine, cardiology and neurology and has wider implications for health sciences and public health.

Career prospects: The sleep medicine program offers a unique opportunity to gain a deeper insight into this rapidly growing discipline.

For more information see chapter 9.

Surgery

Surgery at the University of Sydney is the largest academic surgical discipline in Australasia. It offers courses that aim to provide an understanding of the principles of applying the best available research evidence to patient care and the skills required for clinical research. The body of knowledge obtained by graduates will complement the practical experience that advanced trainees in surgery receive in teaching hospitals through the Royal Australasian College of Surgeons training program.

Graduate diploma and master’s degree

Subjects include: Development and Measurement of Surgical Health Outcomes; Cerebral Circulation for Neurosurgeons; Dissecting the...
Sylvian Fissure; Imaging Surgical Patients; Surgical Metabolism; Safety in Surgery and Research Project.

Career prospects: Graduates of the Master of Surgery have knowledge of epidemiological methods, biostatistics, literature searching and controlled trials for the clinical researcher, as well as an understanding of laboratory-based methodology for those with an interest in academic surgical pursuit. For the academic surgical educator, this program provides a foundation for a career involving advancing academic undergraduate and postgraduate surgical education. The graduate will have acquired specific skills relevant to their surgical specialty.

For more information see chapter 9.

Postgraduate courses: research

Master of Philosophy

The Master of Philosophy 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 research experience. It may also be used as a stepping stone to commencing a Doctor of Philosophy (PhD). Candidates undertake supervised research for one to two years. The research is presented as a thesis and the examiners’ comments form the basis of the decision to award the degree.

For more information see chapter 8.

Master of Surgery

The Master of Surgery by research aims to provide surgeons with the research skills they need for a career in surgical research. The major research areas include: melanoma, neurosurgery, rheumatology and orthopaedic surgery, urology and vascular surgery. Candidates undertake supervised research for two to three years. The research is presented as a thesis and the examiners’ comments form the basis of the decision to award the degree.

For more information see chapter 8.

Doctor of Public Health

Currently the Doctor of Public Health (DPH) is the only professional doctorate offered in the Faculty of Medicine. The DPH has a set component of coursework and a research project, ensuring the student has a broad education in their specialty at a very advanced level as well as highly developed research skills. The degree has been designed to allow students who complete the Master of Public Health (MPH) coursework or similar degree at an advanced level to progress to a doctorate in only two extra years instead of the three full-time years normally taken to complete a PhD.

For more information see chapter 8.

Doctor of Philosophy

The Doctor of Philosophy (PhD) in the Faculty of Medicine is aimed at those who intend to pursue careers in medical or health research. The PhD is different from other degrees offered by the faculty 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. Students are encouraged to submit their thesis after the equivalent of three years full-time work.

For more information see chapter 8.

Doctor of Medicine

At the University of Sydney, the Doctor of Medicine is a higher doctorate, awarded to academics in recognition of a distinguished contribution to a particular field of research.

For more information see chapter 8.
5. Undergraduate course information

Introduction
Undergraduate courses are diplomas, advanced diplomas and bachelor's degrees. Some bachelor's degrees, such as the USydMP, require a previous bachelor's degree for admission and these are considered graduate entry undergraduate degrees.

The information in this chapter is in summary form and is subordinate to the provisions of the relevant degree resolutions, in chapter 6 and in the University of Sydney Calendar. The Calendar is available for sale at the Student Centre, for viewing at the Library, or on the Web at www.usyd.edu.au/publications/calendar.

Undergraduate course information

Indigenous primary health care

Diploma of Indigenous Primary Health Care
(DiplIndigPrimHC) K1001

Advanced Diploma of Indigenous Primary Health Care
(AdvDiplIndigPrimHC) K1002

Overview
These courses aim to develop the knowledge, skills and practice of Australian indigenous health workers, specifically Aboriginal health workers, in providing health care to, and promoting the health of, their rural and isolated communities. The program's three main objectives are: to provide the Australian indigenous health worker with the knowledge and practical skills to provide primary health care to and foster community development activities in their community; to develop the students' knowledge and skills in the broader area of community development; and to prepare students for the final semesters of a bachelor degree and/or postgraduate studies in management, research or specific areas of health interest.

The course is intended to offer multiple certificated exit points at the completion of each section of study, a pathway that suits the study pattern and educational aspirations of indigenous students.

Students enrol in the Diploma in Indigenous Primary Health Care, which is completed after 2 years of full time study. Those not wishing to continue may exit with the diploma.

Students with a weighted average of a credit or above to this point will be invited to articulate to the Advanced Diploma in Indigenous Primary Health Care, completing a further 2 years of part-time study. Those students who have not maintained a credit average during the diploma and want to undertake the further study will be counselled and offered appropriate support if they can show good reason why they should be allowed to continue. Students successfully completing the appropriate units of study may exit with the Advanced Diploma in Indigenous Primary Health Care.

Students with a weighted average of a credit or above to this point will be invited to articulate to the Bachelor of Health Science (Aboriginal Health and Community Development), through Yooroong Garang, School of Indigenous Health Studies. Full credit would be given for their studies in the Advanced Diploma in Indigenous Primary Health Care, so a further three semesters of full-time study and units of study as determined by Yooroong Garang would be needed to complete the bachelor's degree.

Both the diploma and the advanced diploma will be in block release mode, which is where an employee or an employee to leave the workplace for a block of time, often a week or more, in order to undertake training and education that is related to the employee's work.

Admission
Applicants will be considered for admission to the Diploma of Indigenous Primary Health Care where applicants and/or their employer can demonstrate: Aboriginality and acceptance by their community; community support for the student; commitment to two or more years of study; support of the employer, with local staff available to participate in teaching and support; and attachment to a health service with a primary health care focus.

Admission to the advanced diploma requires that students have completed the requirements for the Diploma of Indigenous Primary Health Care (or the past Associate Diploma in Community Health and Development). Students who have gained a weighted average of a credit or higher will be invited to articulate to the advanced diploma.

Students wishing to proceed to the advanced diploma who have not gained a weighted average of a credit or higher, may be admitted if they can show good reasons for their being able to proceed. Candidates must remain attached to a health service with a primary health care focus, and have the support of the employer, with local health staff available to participate in teaching and support.

Structure
Wherever possible students will be full-time employees of a health service (even if funding comes from other sources) and are under the daily supervision and mentorship of health service staff. Employers will be asked to formally agree to the students' undertaking the course in advance, to provide professional advice and support to the student, and to ensure that the student has the resources (time, information, and access to community) that are necessary to complete the course.

Course objectives will be met by a series of one-week study blocks at the Broken Hill Department of Rural Health and study days in the community. All other workdays are being divided into both theoretical and practical hours and supervised by local health trainers. These hours are structured so that in the four years (two years for the diploma) the student will spend approximately one third of the time in study and two thirds of the time in developing competency in practical skills.

There are three weekly blocks each semester during the first two years and three three-day blocks each semester during the second two years, which will be part-time study.

There are a total of 24 units of study (16 of three credit points and eight of six credit points so total 96 credit points) to be completed in the first two years. These reflect the core competencies.

There are a further eight units of study, each of six credit points, to be completed during years three and four, including two electives in Primary Health Care in Practice.

For the latest updates, visit Handbooks online.
http://www.usyd.edu.au/handbooks
5. Undergraduate course information

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit points for award</th>
<th>Duration full-time</th>
<th>Duration part-time</th>
</tr>
</thead>
<tbody>
<tr>
<td>DipIndigPrimHC</td>
<td>96</td>
<td>2 – 4 years</td>
<td>not available</td>
</tr>
<tr>
<td>AdvDipIndigPrimHC</td>
<td>144</td>
<td>not available</td>
<td>4 – 8 years</td>
</tr>
</tbody>
</table>

All units of study in Semesters 1–4 (the equivalent of the Diploma in Indigenous Primary Health Care) are compulsory. Year 1 of the advanced diploma has one core and one elective unit of study each semester and all units in Year 2 are core. Subjects are completed in the semesters (sessions) as outlined below, and each semester builds on the content of the semester before.

Units of study for the Diploma in Indigenous Primary Health Care

**First year**

<table>
<thead>
<tr>
<th>Unit of study</th>
<th><strong>Credit points</strong></th>
<th><strong>A: Assumed knowledge</strong></th>
<th><strong>P: Prerequisites</strong></th>
<th><strong>C: Corequisites</strong></th>
<th><strong>N: Prohibition</strong></th>
<th><strong>Session</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>PHCR1101</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>Professional Development 1A</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHCR1102</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>Community Development 1A</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHCR1103</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>Community Development 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHCR1104</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>Community Health 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHCR1105</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>Community Health 2A</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHCR1106</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>Clinical Skills 1A</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHCR1107</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>Professional Development 1B</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHCR1108</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>Community Development 1B</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHCR1109</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>Community Health 2B</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHCR1110</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>Community Health 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHCR1111</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>Population Health 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHCR1112</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>Clinical Skills 1B</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Second year**

<table>
<thead>
<tr>
<th>Unit of study</th>
<th><strong>Credit points</strong></th>
<th><strong>A: Assumed knowledge</strong></th>
<th><strong>P: Prerequisites</strong></th>
<th><strong>C: Corequisites</strong></th>
<th><strong>N: Prohibition</strong></th>
<th><strong>Session</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>PHCR2101</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>Professional Development 2A</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHCR2102</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>Community Health 4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHCR2103</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>Community Health 5A</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHCR2104</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>Community Health 6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHCR2105</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>Population Health 1A</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHCR2106</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>Clinical Skills 2A</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHCR2107</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>Professional Development 2B</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHCR2108</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>Community Development 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHCR2109</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>Community Health 5B</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHCR2110</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>Population Health 1B</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHCR2111</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>Population Health 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHCR2112</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>Clinical Skills 2B</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Units of study for the Advanced Diploma in Indigenous Primary Health Care

## First year: core

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHCR3101 Community Health 7</td>
<td>6</td>
<td>Semester 1</td>
</tr>
<tr>
<td>PHCR3102 Population Health 4</td>
<td>6</td>
<td>Semester 2</td>
</tr>
</tbody>
</table>

## First year: electives

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHCR3103 Ageing and Disability</td>
<td>6</td>
<td>Semester 1</td>
</tr>
<tr>
<td>PHCR3104 Chronic Diseases</td>
<td>6</td>
<td>Semester 1</td>
</tr>
<tr>
<td>PHCR3105 Drugs and Alcohol Studies</td>
<td>6</td>
<td>Semester 1</td>
</tr>
<tr>
<td>PHCR3106 Men's Health</td>
<td>6</td>
<td>Semester 1</td>
</tr>
<tr>
<td>PHCR3107 Mental Health and Well Being</td>
<td>6</td>
<td>Semester 2</td>
</tr>
<tr>
<td>PHCR3108 Oral Health</td>
<td>6</td>
<td>Semester 2</td>
</tr>
<tr>
<td>PHCR3109 Sexual Health</td>
<td>6</td>
<td>Semester 2</td>
</tr>
<tr>
<td>PHCR3110 The Pre-Adolescent and Adolescent</td>
<td>6</td>
<td>Semester 2</td>
</tr>
<tr>
<td>PHCR3111 The Family and Young Child</td>
<td>6</td>
<td>Semester 2</td>
</tr>
</tbody>
</table>

One elective is chosen in each semester (session) of the first year of the Advanced Diploma.

## Second year

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHCR4101 Professional Development 3</td>
<td>6</td>
<td>S1 Intensive</td>
</tr>
<tr>
<td>PHCR4102 Community Development 4</td>
<td>6</td>
<td>S1 Intensive</td>
</tr>
<tr>
<td>PHCR4103 Professional Development 4</td>
<td>6</td>
<td>S2 Intensive</td>
</tr>
<tr>
<td>PHCR4104 Community Development 5</td>
<td>6</td>
<td>Semester 2</td>
</tr>
</tbody>
</table>

## Further enquiries

Mrs Lyn Singleton  
Phone: +61 8 8080 1200  
Fax: +61 8 8087 1258  
Email: lsingleton@gwahs.health.nsw.gov.au
Overview of the University of Sydney Medical Program (USydMP)

What are the aims of the USydMP?

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

The program encourages the 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 life-long, self-directed learning and the pursuit of evidence-based medical practice, initiating, leading and supporting advances in clinical medicine, research, education and community service.

How is the curriculum organised?

The program is organised into four curriculum themes which describe the important professional characteristics students will acquire by the completion of the program.

The themes provide the framework for the goals of the program; the development of the curriculum and for assessment. Students are required to demonstrate satisfactory performance in all four themes.

The learning within the four themes necessarily overlaps and their program objectives should therefore be read as a single collective statement. The four themes are:

- Basic and Clinical Science Theme
- Patient and Doctor Theme
- Community and Doctor Theme
- Personal and Professional Development

What makes this program different?

Graduate students from diverse backgrounds

Students enter the program as successful graduates from a diverse range of academic and life experiences – all 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 way of realising their aspirations to become a member of the medical profession.

A four-year integrated learning curriculum

Learning in the University of Sydney Medical Program is integrated across the disciplines and program themes, carefully building from year to year. Learning in Stages 1 and 2 is based on clinical problems presented in tutorial settings. This ensures that individual subjects and disciplines contributing to a doctor's knowledge and understanding are learned in the context of medical practice.

Clinical contact from week one

From the very first week of the medical program students have patient contact in the various Clinical Schools where they are tutored in full set of Patient and Doctor communication and procedural skills. The Clinical network is comprised of large urban hospitals and also smaller rural hospitals. This offers students a balanced view of urban and rural health care and their differences (see http://www.medfac.usyd.edu.au/futurestudent/clinschool/index.php for further information about the clinical experience).

Problem-based learning with online support

By focusing on clinical problem solving from the beginning of the program, students learn how to identify medical issues and then seek out the significant information needed to define, resolve or manage them.

This problem-based approach encourages students to seek information and become skilled independent learners, able to evaluate their own achievements and identify their own learning needs. (Visit http://www.medfac.usyd.edu.au/futurestudent/clinschool/index.php for more information.)

Each week of 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

Throughout the program, the evaluation of evidence in decision-making is an essential approach. Students learn the skills of critical appraisal early in Stages 1 and 2; practice them in the context of problem-solving and then use the same skills in making decisions about individual patients in their clinical encounters in Stages 3 and 4. (See http://www.medfac.usyd.edu.au/futurestudent/education/ebm.php for further information about evidence-based medicine.)

Degree regulations

The information presented in this Handbook must be read in conjunction with the University of Sydney (Coursework) Rule 2000 and the Senate and faculty resolutions pertaining to the degrees of Bachelor of Medicine and Bachelor of Surgery. See the University's Policy Online site http://www.usyd.edu.au/policy for copies of University policies.

The faculty resolutions and this handbook are the official statement of faculty policy. Should there be perceived to be a conflict between the faculty resolutions and this handbook on the one hand and information available elsewhere, the faculty resolutions and this handbook shall always take precedence.

For reasons of clarity, sections of the faculty resolutions are included in this handbook and are shown in italics.

Section 1

1. Admission
2. Units of study
3. Requirements for the pass degree
4. Honours degree

Section 2

1. Goals of the University of Sydney Medical Program (USydMP)
2. Outline of the curriculum
3. Discontinuation of enrolment without permission
4. Suspension of candidature
5. Time limit
6. Assessment and progression

Section 1

1. Admission

Applicants will be considered for admission according to the following criteria:

- Academic performance in the applicant’s most recent bachelor’s degree;
- Performance in the Graduate Australian Medical Schools Admission Test (GAMSAT);
- Performance in an interview process.
In the interest of equity and fairness to all applicants, those applicants who do not meet the faculty’s admission criteria, including the required Grade Point Average (GPA) and GAMSAT results, will not be considered for admission to the University of Sydney Medical Program. The GPA and GAMSAT results requirements shall apply, regardless of circumstances such as illness, misadventure or disadvantage during the bachelor’s degree or test.

No preference or advanced standing is offered to any applicant.

No credit is given for previous units of study.

Except as provided for under section (1) (f) below, no exemptions from units of study are offered.

Transfer of enrolment between medical schools is not possible except in very exceptional circumstances and only with the approval of the deans/heads of the two schools involved.

Transfer will not be considered if an applicant has applied to the USydMP but has been rejected.

Applications for transfer must have met the requirements for admission to the USydMP that were in place at the time of admission to the prior medical school.

At least 50 per cent of the USydMP would have to be completed, i.e. transfer into Stage 3 or earlier only will be considered.

Matters that the Dean will consider in reviewing an application for transfer include:

1. Whether the medical program curriculum undertaken by the applicant at the prior institution is comparable to the University of Sydney Medical Program, as determined by the the Faculty of Medicine, University of Sydney;
2. The academic performance of the applicant in the prior medical school; and
3. The recommendation of the dean/head of the prior medical school.

(1) Bachelor’s degree

The University of Sydney Medical Program is a graduate-entry degree program. Applicants must demonstrate academic achievement and successful completion of studies in a tertiary educational environment.

(a) Applicants must have completed, or be in the final year of, a bachelor’s degree comprising at least three full-time equivalent years of study, either from an Australian university listed in the Australian Qualifications Framework at sub-category ii. Universities and Other Self-Accrediting Higher education Institutions, or from an overseas university listed in the National Office of Overseas Skills Recognition guide. The bachelor’s degree must be completed by 5 January of the year in which the applicant intends to commence the University of Sydney Medical Program. Where an applicant’s bachelor’s degree contains credit from an institution other than the institution awarding the degree, the following conditions apply:

• Students must study for at least two years full-time equivalent at the degree awarding institution.
• Any qualification for which credit was given towards the bachelor’s degree used as the basis for admission will be included in the calculation of the grade point average (GPA; applicants must submit original transcripts); where credits are unspecified, the GPA will be calculated from all subjects completed in the first institution, and will contribute towards credits allocated by the second (degree awarding) institution.

(b) Applications from individuals who have completed an appropriate two-year bachelor’s degree in an accelerated program (e.g. 3 semesters per year) will be considered only after they have completed the degree.

(c) Applicants whose bachelor’s degree was conferred 10 or more years before 1 January of the year in which the applicant intends to commence the University of Sydney Medical Program must have obtained either a second bachelor’s degree or a graduate diploma or a master’s degree or PhD in the past 10 years before 5 January of the year in which the applicant intends to commence the University of Sydney Medical Program.

(d) There are no prerequisite course units.

(e) Any student who is currently enrolled, or has previously been enrolled, in an Australian or New Zealand medical degree program or dental degree program is not eligible to be considered for admission to the University of Sydney Medical Program for a period of two years after the year of last enrolment in the previous medical or dental degree program.

(f) Transfer of enrolment between medical schools or between dentistry and medicine is not possible except in very exceptional circumstances and only with the approval of the deans/heads of the two schools involved. Transfer will not be considered if an applicant has applied to the USydMP but been rejected. No applicant will be admitted to a graduate-entry medical program with advanced standing and exemptions from participating in part of the program will not be offered. Notwithstanding the above, approval for exemptions from the non-clinical components of Stages 1 and 2 of the University of Sydney Medical Program will be considered for applicants who have completed the requirements of the Bachelor of Dentistry at the University of Sydney.

(g) Applicants who have previously been excluded from any university because of academic misconduct will not be considered. Applicants who are excluded from any university at the time of application will not be considered. Applicants who have previously been excluded from any university because of other reasons will be referred to the Admissions Committee for consideration before interview invitations are sent. The major factor considered in these circumstances will be academic performance after the period of exclusion.

(h) Performance in the bachelor’s degree is assessed by a Grade Point Average (GPA), determined on a scale of 0 – 7 from each mark or grade on the official academic transcript issued by the institution where the bachelor’s degree was undertaken. Applicants must achieve a GPA of 5.5 or greater (equivalent to a credit level at the University of Sydney). The GPA will be calculated on the last three full-time years, or six semesters, of the most recent bachelor’s degree, including an honours year if undertaken.

(i) Subjects are grouped according to calendar year not academic year level. Each year is weighted equally. Percentages are used when available rather than grades. Should subject weightings be not available, a value of 1 will be assigned. If an applicant studied part-time he/she should list subjects in groups equivalent to full-time academic years. Postgraduate research or coursework qualifications are excluded.

(j) Applicants enrolled in the final year of a bachelor’s degree will be considered on a provisional basis if their record at the time of application yields a GPA of 5.5 or greater. First semester results of applicants who are applying whilst in the final year of their degree are not included in the assessment of applicants for interview.

(k) For applicants who have undertaken a combined degree or parallel degree program, final 3 years only will be calculated whether or not they count towards the award of the degree.

(l) Applicants with a degree where results in 1/3 or more of the units of study are awarded on a pass/fail basis only must provide official documentation, signed by the dean of the relevant faculty, indicating that they are ranked in the top 40 per cent of their cohort.

(m) The GPA levels and graduate qualifications of successful applicants will be recorded for periodic review of selection criteria and procedures.
• an ability to make effective decisions
• a sense of caring, empathy and sensitivity
• good communication skills

Those qualities rated as desirable by the faculty are:

• an appreciation of the place of medicine in the wider context of healing
• a sense of vocation, motivation and commitment within the context of medicine.

(2) Graduate Australian Medical Schools Admissions Test (GAMSAT)
The Graduate Australian Medical School Admissions Test (GAMSAT) has been developed as a selection instrument by the Australian Council for Educational Research (ACER) in collaboration with Australian graduate-entry medical schools. The test is administered, conducted and assessed by ACER.

The GAMSAT is designed to serve five major purposes:

• to ensure that all commencing students have appropriate analytical and problem-solving skills and basic competence in the biological and physical sciences
• to recognise applicants who have a broad understanding of basic concepts in the social sciences and humanities, which are considered advantageous to the study and practice of medicine
• to ensure that applicants have an acceptable standard in written communication in English
• to provide valid and reliable information that will allow ranking of applicants
• to indicate to potential applicants the background knowledge necessary to commence the course and the standards required (how an applicant gains this knowledge is an individual choice).

(a) In the selection process, the faculty will use each of the three GAMSAT sections, i.e.

(i) reasoning in humanities and social sciences
(ii) written communication in English
(iii) reasoning in biological and physical sciences, i.e. chemistry 40 per cent, biology 40 per cent, physics 20 per cent (quoted by ACER as comparable to Year 12 physics and first year tertiary chemistry and biology).

(b) ACER will supply a score out of 100 for each of the three sections and an overall score weighted as humanities and social sciences 25 per cent, written English 25 per cent and biological and physical sciences 50 per cent. The faculty will use the ACER scores for ranking of applicants.

(c) Applicants must achieve a minimum level in all three sections of GAMSAT and will be ranked according to their overall performance for the purpose of identifying applicants who will be invited for interview. In the first instance, applicants who achieve the highest overall score will be invited for interview. Invitations will then be made to those achieving progressively lower overall scores until the total number invited for interview is between 1.5 and 2 times the total number of places available for admission (or until the minimum score acceptable to the faculty is reached).

(d) The minimum acceptable score in any section of GAMSAT is 50.

(e) GAMSAT scores are valid for two years.

(f) There is no restriction on the number of times a candidate may sit the GAMSAT. Candidates may select their preferred valid annual GAMSAT results and the Admissions Committee will not have access to GAMSAT results from other years.

(g) The GAMSAT scores of successful applicants will be recorded for periodic review of selection criteria and procedures.

(3) The multiple mini interview
All applicants for admission to the University of Sydney Medical Program will be interviewed as part of the selection process. The interview has been designed to assess specific personal qualities, according to criteria agreed by the faculty to be important for success in the University of Sydney Medical Program and in later practice.

Those qualities rated as desirable by the faculty are:

• good communication skills
• a sense of caring, empathy and sensitivity
• an ability to make effective decisions
• an ability to contribute as a member of a team

(4) Offers to Applicants
(a) The interview ratings will be used to determine the offer of admission for each applicant.

(b) Offers of admission will be made by the Dean of the Faculty of Medicine, initially to those applicants who are considered most suitable at interview, then progressing through the suitable categories, until all the places have been offered.

(c) If the number of applicants in an interview category exceeds the number of places remaining to be offered, the overall GAMSAT score will be used and offers made to applicants with higher scores.

(d) If necessary, the applicants’ performance in the bachelor’s degree will next be used to separate applicants for an offer of admission.

(e) The applicants most highly ranked will be offered places first according to their preferences (applicants are required to number their preferences from the options detailed below). If a particular type of place is no longer available (i.e. all places have been offered to applicants ranked more highly), applicants will be offered their next preferred available place.

Scholarship places (no fees or other financial liability other than voluntary student subscriptions):

• Commonwealth supported places (CSP; formerly HECS)
• Medical Rural Bonded Scholarship Scheme places (MRBSS)
• Bonded Medical Places (BMP)
• Fee-paying places

*Only Australian citizens or permanent residents are eligible for MRBSS places and BMPS. New Zealand citizens must be Australian permanent residents to be eligible to apply.

(f) Firm offers of admission will be made only to applicants who have already completed their bachelor’s degree.

(g) Provisional offers of admission will be made to applicants who have not completed the final year of their bachelor’s degree at the time of interview. The provisional offer will be rescinded if the applicant does not complete the final year of the bachelor’s degree by 5 January of the year in which the applicant intends to commence the University of Sydney Medical Program, or if the applicant fails to achieve a GPA of 5.5 or greater on completion of the bachelor’s degree.
(h) Successful applicants will be notified in writing and will be given a firm date by which time a written acceptance of the offer of admission must be received by the faculty. If a written acceptance is not received by that date, the offer of admission will lapse. Extension of time for written acceptance of an offer of admission will not be allowed.

(i) The faculty may keep a small reserve list of applicants who are unsuccessful in the first round of offers, but who may be offered admission in a second round, if places remain unfilled after the first round is completed.

(j) Other than in exceptional circumstances, applicants who accept an offer of admission and then fail to enrol, without notifying the University of their decision, or who enrol and then subsequently withdraw or discontinue without prior approval, will not be reconsidered for admission to the University of Sydney Medical Program for a period of two years from the date of enrolment or the date of withdrawal/discontinuation, whichever is the latter.

(5) Deferrals
The faculty is committed to supporting medical research and to offering opportunities to students interested in undertaking research. The faculty resolutions concerning deferral of enrolment in the University of Sydney Medical Program reflect this commitment.

Deferral of enrolment after acceptance of an offer of admission or deferral after first enrolment may only be permitted under the following circumstances:

(a) Deferral for one year may be permitted in the event of serious illness or misadventure that could not have been foreseen at the time of application. Appropriate evidence and documentation acceptable to the faculty must be provided to support such a request for deferral.

(b) Deferral for one year may be permitted to allow suitably qualified applicants to undertake an additional research year for an honours degree (i.e. those applicants enrolled in the final year of a bachelor’s degree which leads directly to a one-year research program for an honours level degree).

(c) Deferral for up to three years may be permitted to allow applicants who are enrolled in a higher research degree at a tertiary institution at the time of application to the University of Sydney Medical Program to complete that higher degree.

(d) In exceptional circumstances, the dean may permit deferral for one year to allow suitably qualified applicants to complete a non-degree postgraduate research year at an institution approved by the faculty.

(e) Requests for deferral must be in writing and must be received by faculty by 30 November. Requests will be considered by the Admissions Committee and the Dean of the Faculty of Medicine.

(6) Applicants in special categories

(a) Indigenous Australian applicants
Facilitated entry is available for applicants who identify as Aboriginal and Torres Strait Islander people. Please contact the Koori Centre of the University of Sydney for advice on proof.

Proof of receipt of Abstudy will not be accepted as proof of aboriginality unless accompanied by one of the documents approved by the Koori Centre.

Applicants will be selected for interview if they satisfy the requirements of their bachelor’s degree at a pass level and if they reach the minimum acceptable levels of performance in GAMSAT as defined by the faculty. Applicants will also be expected to achieve a suitable level of performance at interview.

(b) Rural origin applicants
Facilitated entry is available for applicants who identify as being of rural origin. Rural origin is defined as: an individual having resided (according to principal home address) in a rural area (RRMA 3-7) for at least five years (consecutive or cumulative) from commencement of primary school. The Department of Health and Ageing website has further information about the Rural, Remote and Metropolitan Areas (RRMA) classification system, see http://www.health.gov.au/internet/wcms/publishing.nsf/Content/health-workforce-bmp-rrma.htm. Applicants will be selected for interview if they satisfy the requirements of their bachelor's degree at credit level and if they reach the minimum acceptable levels of performance in GAMSAT as defined by the faculty. Facilitated entry may be offered conditional on the production of one of the following forms of proof of rurality at the time of application:

- Letter of support from local minister, doctor, or school principal (no family members). The letter will also include current contact details.
- School records (if you are experiencing difficulties securing this documentation please contact the Admissions Office).

(c) Refugee medical student applicants
The Faculty of Medicine has developed a policy for the admission of refugee medical students to the University of Sydney Medical Program:

- A sub-quota of up to four Commonwealth supported places in the University of Sydney Medical Program will be available annually for refugee medical student applicants whose applications will be assessed on a case by case basis.

- Applicants must have been granted refugee status and Australian residency by the Australian Government.

(d) Medical Rural Bonded Scholarship Scheme (MRBSS)
These places are funded by the Commonwealth Department of Health and Ageing and are additional medical school places for Australian citizens or permanent residents who enter into a legally binding contract with the Commonwealth Government. The contract requires scholarship holders to complete medical training culminating in a Medical Fellowship qualification and commence a period of six years of medical practice in a rural location in Australia. Students with MRBSS places will receive a tax-free scholarship for the normal duration of their medical school program.

- A quota of places will be available for students accepting Commonwealth Medical Rural Bonded Scholarships. This quota will be in addition to the standard places available to Australian citizens and permanent residents and New Zealand citizens.

- The number of MRBSS places to be offered each year will be negotiated by the faculty and the Department of Health and Ageing.

- The selection criteria for MRBSS places will be the same as for standard places in the University of Sydney Medical program.

- The faculty will bear no responsibility in respect of any student’s decision to accept or decline the Commonwealth MRBSS offer.

- Any student who, having been admitted to the USydMP in an MRBSS funded place, subsequently relinquishes the Medical Rural Bonded Scholarship, will also relinquish his/her place in the USydMP, effective from the date of relinquishment of the scholarship.

- A MRBSS student is unable to transfer to any other type of place during the entire duration of his/her MBBS studies.

(e) Bonded Medical Place (BMP)
These extra places are intended to provide more doctors for districts of doctor shortage. By accepting a Bonded Medical Place, students agree to work in a district of workforce shortage of their choice for a period of six years upon completion of their medical studies.
of workforce shortage are located in either an outer metropolitan area in a capital city, or in regional or rural Australia.

- A quota of places will be available for students accepting Bonded Medical Places. This quota will be in addition to the standard places available to Australian citizens and permanent residents and New Zealand citizens.

- The number of BMPs to be offered each year will be negotiated by the faculty and the Department of Health and Ageing.

- The selection criteria for BMPs will be the same as for standard places in the University of Sydney Medical program.

- The faculty will bear no responsibility in respect of any student’s decision to accept or decline the BMP offer.

- Withdrawal from a BMP at any time prior to completion of the USydMP will mean that the BMP will be terminated and enrolment in the USydMP will be cancelled.

- A BMP student is unable to transfer to any other type of place during the entire duration of his/her MBBS studies.

(f) Local full fee-paying place
In addition to the Commonwealth supported places, full fee-paying places are available to local students.

- The selection criteria for local full fee-paying places will be the same as for standard places in the University of Sydney Medical program.

- Fees are reviewed annually and may increase during the period of study. Fees are paid in advance (or partially through a FEE-HELP loan) on a per semester basis at enrolment.

- Withdrawal from a local full fee-paying place at any time prior to completion of the USydMP will mean that enrolment in the USydMP will be cancelled.

- A local full fee-paying place student is unable to transfer to any other type of place during the entire duration of his/her MBBS studies.

(7) International students
The University of Sydney and the Faculty of Medicine welcome applications from international applicants to the USydMP on a full-fee basis. Selection will be based on criteria similar to those used to select local applicants. The quota for international students is additional to the quota for local students (i.e. students who are Australian citizens or permanent residents or New Zealand citizens). The number of places available for international students shall be determined by the faculty, taking into account the student demand and staff teaching capacity.

(a) Selection criteria for full-fee paying international students will be similar to those for local applicants, i.e. weighted GPA of 5.5 or greater in the bachelor’s degree, performance in the GAMSAT or American Medical College Admission Test (MCAT) and performance in an interview.

(b) International applicants may use either the GAMSAT or MCAT.

(c) As with local students, offers of interview will be made to applicants with the highest scores in each section of the GAMSAT or MCAT and then to applicants with progressively lower scores in each section, until the total number of interviews offered is between 1.5 and 2 times the number of places available, or until the minimum score acceptable to the faculty is reached.

(d) The MCAT scores are valid for two years from the date of the test.

(e) The minimum acceptable MCAT scores are M in the writing sample and normally 8 in sections given numerical scores.

(f) The minimum acceptable scores in GAMSAT are 50 in each section.

(g) International applicants whose GPA falls slightly below 5.5 may be considered if good levels of performance in GAMSAT or MCAT have been achieved.

(h) International applicants whose GAMSAT or MCAT scores fall slightly below the acceptable minimum may be considered if a good GPA has been achieved.

(i) Offers of admission will be made by the Dean of the Faculty of Medicine, initially to those applicants who are considered most suitable at interview, then progressing through the suitable categories, until all the places have been offered.

(8) Change in immigration status
There are two possible situations relating to the position of international applicants to the USydMP who change their immigration status:

- The applicant’s status changes before an offer is made. Should an international student who is granted permanent resident status (or New Zealand citizenship) before an offer is made, his/her application will be void. He/she may re-apply for a local place in a subsequent intake.

- An international student becomes an Australian permanent resident (or New Zealand citizen) after an offer is made. An international student who is granted permanent residency (or New Zealand citizenship) after an offer is made will transfer to a local fee paying place if a place is available. Permanent resident status is established from the date stamped on the student’s passport or a “Certificate of Evidence of Resident Status” from DIMIA, not the date on which the application for status is made. If the student obtains permanent residency or advises the University after the census date, the student will be classified as an international student for the remainder of that semester. The student will be classified as permanent resident from the following semester or term.

(9) Appeals
(a) An applicant who believes that his or her performance at interview has been compromised by serious illness or misadventure, may appeal in writing. The written appeal, with supporting documentation, must be received by the faculty within two working days of the interview.

(b) An Admissions Appeals Committee, established by the faculty for this purpose, shall determine what, if any, further action is required and the decision of this committee will be final.

(c) Appeals will be conducted by direct communication between the applicant and the faculty. Correspondence with third parties will not be entered into.

(10) Disclosure
(a) All applicants must fully disclose all information relevant to the faculty’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 USydMP.

(c) If an applicant fails to disclose any information relevant to the faculty’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 USydMP 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.
## 2. Units of study

### Academic Stage 1

<table>
<thead>
<tr>
<th>Teaching period 1</th>
<th>UoS code and name</th>
<th>Credit points</th>
<th>Assumed knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>GDMP1011 Basic and Clinical Sciences 1</td>
<td>12</td>
<td>Academic Stage 1</td>
</tr>
<tr>
<td></td>
<td>GDMP1012 Patient and Doctor 1</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td></td>
<td>GDMP1013 Community and Doctor 1</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>GDMP1014 Personal and Professional</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Development 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Following studies in:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Foundation Studies, Musculoskeletal</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sciences, Drug and Alcohol</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teaching period 2</th>
<th>UoS code and name</th>
<th>Credit points</th>
<th>Assumed knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>GDMP1021 Basic and Clinical Sciences 2</td>
<td>12</td>
<td>Academic Stage 1</td>
</tr>
<tr>
<td></td>
<td>GDMP1022 Patient and Doctor 2</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td></td>
<td>GDMP1023 Community and Doctor 2</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>GDMP1024 Personal and Professional</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Development 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Following studies in:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Respiratory Sciences, Haematology,</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Cardiovascular Sciences</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Academic Stage 2

<table>
<thead>
<tr>
<th>Teaching period 1</th>
<th>UoS code and name</th>
<th>Credit points</th>
<th>Assumed knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>GDMP2011 Basic and Clinical Sciences 3</td>
<td>12</td>
<td>Academic Stage 1</td>
</tr>
<tr>
<td></td>
<td>GDMP2012 Patient and Doctor 3</td>
<td>6</td>
<td>Academic Stage 1</td>
</tr>
<tr>
<td></td>
<td>GDMP2013 Community and Doctor 3</td>
<td>3</td>
<td>Academic Stage 1</td>
</tr>
<tr>
<td></td>
<td>GDMP2014 Personal and Professional</td>
<td>3</td>
<td>Academic Stage 1</td>
</tr>
<tr>
<td></td>
<td>Development 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Following studies in:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Neuroscience, Vision, Behaviour,</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Endocrinology, Nutrition, Gastroenterology</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teaching period 2</th>
<th>UoS code and name</th>
<th>Credit points</th>
<th>Assumed knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>GDMP2021 Basic and Clinical Sciences 4</td>
<td>10</td>
<td>Academic Stage 1</td>
</tr>
<tr>
<td></td>
<td>GDMP2022 Patient and Doctor 4</td>
<td>6</td>
<td>Academic Stage 1</td>
</tr>
<tr>
<td></td>
<td>GDMP2023 Community and Doctor 4</td>
<td>3</td>
<td>Academic Stage 1</td>
</tr>
<tr>
<td></td>
<td>GDMP2024 Personal and Professional</td>
<td>3</td>
<td>Academic Stage 1</td>
</tr>
<tr>
<td></td>
<td>Development 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>GDMP2025 Option</td>
<td>2</td>
<td>Academic Stage 1</td>
</tr>
<tr>
<td></td>
<td>Following studies in:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Renal Sciences, Reproduction, Sexual</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Health, Cancer Services, Palliative Care</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Academic Stage 3

<table>
<thead>
<tr>
<th>Teaching period 1</th>
<th>UoS code and name</th>
<th>Credit points</th>
<th>Assumed knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>GDMP3012 Basic and Clinical Sciences 5</td>
<td>12</td>
<td>Academic Stage 2</td>
</tr>
<tr>
<td></td>
<td>GDMP3013 Patient and Doctor 5</td>
<td>6</td>
<td>Academic Stage 2</td>
</tr>
<tr>
<td></td>
<td>GDMP3014 Community and Doctor 5</td>
<td>3</td>
<td>Academic Stage 2</td>
</tr>
<tr>
<td></td>
<td>GDMP3015 Personal and Professional</td>
<td>3</td>
<td>Academic Stage 2</td>
</tr>
<tr>
<td></td>
<td>Development 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Following integrated clinical attachments in: Medicine and surgery and related disciplines</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teaching period 2</th>
<th>UoS code and name</th>
<th>Credit points</th>
<th>Assumed knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>GDMP3022 Basic and Clinical Sciences 6</td>
<td>12</td>
<td>Academic Stage 2</td>
</tr>
<tr>
<td></td>
<td>GDMP3023 Patient and Doctor 6</td>
<td>6</td>
<td>Academic Stage 2</td>
</tr>
<tr>
<td></td>
<td>GDMP3024 Community and Doctor 6</td>
<td>3</td>
<td>Academic Stage 2</td>
</tr>
<tr>
<td></td>
<td>GDMP3025 Personal and Professional</td>
<td>3</td>
<td>Academic Stage 2</td>
</tr>
<tr>
<td></td>
<td>Development 6</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Following integrated clinical attachments in: Medicine and surgery and related disciplines</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Academic Stage 4

<table>
<thead>
<tr>
<th>Teaching period 1</th>
<th>UoS code and name</th>
<th>Credit points</th>
<th>Assumed knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>GDMP4011 Child &amp; Adolescent Health</td>
<td>10</td>
<td>Academic Stage 3</td>
</tr>
<tr>
<td></td>
<td>GDMP4012 Perinatal and Women’s Health</td>
<td>10</td>
<td>Academic Stage 3</td>
</tr>
<tr>
<td></td>
<td>GDMP4013 Community</td>
<td>10</td>
<td>Academic Stage 3</td>
</tr>
<tr>
<td></td>
<td>GDMP4014 Psychological and Addiction</td>
<td>10</td>
<td>Academic Stage 3</td>
</tr>
<tr>
<td></td>
<td>Medicine</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>GDMP 4015 Elective Term</td>
<td>4</td>
<td>Academic Stage 3</td>
</tr>
<tr>
<td></td>
<td>Incorporating studies in: Basic and</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Clinical Sciences, Patient and Doctor,</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Community and Doctor, Personal and</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Professional Development</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teaching period 1</th>
<th>UoS code and name</th>
<th>Credit points</th>
<th>Assumed knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>GDMP4011 Child &amp; Adolescent Health</td>
<td>10</td>
<td>Academic Stage 3</td>
</tr>
<tr>
<td></td>
<td>GDMP4012 Perinatal and Women’s Health</td>
<td>10</td>
<td>Academic Stage 3</td>
</tr>
<tr>
<td></td>
<td>GDMP4013 Community</td>
<td>10</td>
<td>Academic Stage 3</td>
</tr>
<tr>
<td></td>
<td>GDMP4014 Psychological and Addiction</td>
<td>10</td>
<td>Academic Stage 3</td>
</tr>
<tr>
<td></td>
<td>Medicine</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>GDMP4025 Pre-Internship Ter</td>
<td>4</td>
<td>Academic Stage 3</td>
</tr>
<tr>
<td></td>
<td>Incorporating studies in: Basic and</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Clinical Sciences, Patient and Doctor,</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Community and Doctor, Personal and</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Professional Development</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: Students in Academic Stage 4 are only enrolled in two of the four listed rotations in teaching periods 1 and 2.
The latest date to apply for approval for a project is the end of a student's Year 4, the Rotation Chair) that the student's performance at examination level during which Stage 4 of the USydMP is undertaken. Students are encouraged to submit as early as possible.

The honours project must address one or more of the themes of the USydMP (Basic and Clinical Science, Community and Doctor, Patient and Doctor and Personal and Professional Development). The student is required to identify an area of interest and seek an appropriate supervisor for the project. The project must address one theme as a principal focus. A wide variety of tasks are suitable for an honours project, including:

1. Participation in one aspect of an ongoing research project and a survey and analysis of results obtained.
2. A critical writing review of a research or clinical topic.
3. Participation in special patient clinics and review of ancillary basic and/or clinical science data.
4. Development and evaluation of educational materials, evaluation tools or analyses of educational issues.

(3) Project Proposal

Once an area of interest and a potential topic has been selected, the student should prepare a 1200–1500 word proposal. The proposal application form and guidelines for preparing the application are available from the USydMP Website or from the Medical Program Administration Unit. The following sections should be included in the proposal:

1. Project title, supervisor and location where the project will be done.
2. Aims – Describe the aims of the project including a clear statement of the hypothesis to be tested.
3. Background – Provide a brief review of progress in the field of research. Include reference to relevant publications.
4. Research plan – Describe the experimental design techniques to be used and methods of statistical analysis.
5. Timeline – Provide a draft timeline with details of when the various phases of your research will be carried out.
6. References – Include a list of all references cited in the application (references are not included in the word limit).

(4) Supervision of the Project

Students can have more than one supervisor if required. At least one supervisor must have a University of Sydney appointment. A supervisor is required to undertake regular reviews of a student's progress in the project. A supervisor will be required to nominate two appropriate examiners for the project and will also serve as an examiner.

A student experiencing major difficulties beyond his/her control with either the supervision or execution of the project, may appeal directly to the Chair of the USydMP Honours Committee for resolution of the difficulties.

(5) Review of progress

The Medical Program Administration Unit will issue progress report forms to all honours students six months after enrolment in the program. For students who enrol in honours at the end of Stage 1, progress will be reviewed six months and 18 months after enrolling. It is the student's responsibility to ensure that all parties complete the progress report before submission to the Medical Program Administration Unit. Students who fail to complete and return the report may be asked to show cause as to why they should be allowed to continue in the honours program.

For USydMP honours students, the 6 month progress report form and review process are mechanisms whereby the faculty can be assured that satisfactory progress is being made. It should not be the first point at which a supervisor and candidate discover there is a problem and identification of difficulties on the form will not in itself resolve them. However, the report form is the place to put on record any difficulties which may or may not have been unavoidable including, for example...
periods of personal illness or misadventure. The report form should also be an instrument for advising the faculty that the student's performance has been satisfactory from the supervisor's point of view.

Following review of this report by your clinical school's honours coordinator you will be asked to attend a 10-15 minute interview to discuss your progress. On the basis of the evidence provided in the report form and the interview, the honours coordinator recommends to the faculty the conditions of candidature to apply for the remaining duration of enrolment in honours. The Chair of the USydMP Honours Committee then either (i) approves the progress based on the evidence provided or (ii) may require the candidate or supervisor to provide further evidence of progress or the provision of satisfactory resources after an appropriate period.

(6) Final report
The final honours report should not be more than 10,000 words. It should include or represent a piece of work that is of a potentially publishable standard. It should also include a review of the methods used in the project and the findings of the project against what is already known in the field. The critical review should include suggestions for further study which might advance the field and which could in turn entail, where appropriate, an examination of the wider implications of the findings for community and individual health concerns. It is of course possible that the project report can be presented in a format (such as a submitted paper) that is briefer than 10,000 words. Similarly, if the project is presented in other than written format, e.g. a web-based project, it should represent a similar amount of work. Experienced supervisors/examiners will naturally exercise their discretion in this matter. The final report should clearly identify the student's intellectual input into the work. Considerable flexibility in the final major theme reporting is encouraged, but examples might include:

- A written report of approximately 10,000 words, including a critical review of methods used in the project and the findings of the project against what is already known in the field.
- A draft of a paper that will be submitted for publication. If jointly authored the student must be either first or last author and have written the majority of the paper. A letter from the supervisor explaining the student's contribution to obtaining the data and to writing the paper must be included. A covering letter should explain the theme goal addressed.
- A Web document or CD-ROM. A covering letter should explain the theme goal addressed.

The student submits three copies of the honours report together with a compliance statement direct to the Medical Program Administration Unit which will then distribute one copy of the report to each of the three nominated examiners (including the supervisor). If emendations are required the Medical Program Administration Unit will provide the student with information about this process.

All students should be familiar with the University of Sydney Plagiarism Policy, which was updated on 12 April, 2005. Extensions will only be given in cases of illness or misadventure. If a candidate's supervisor is absent for an extended period of time it is the student's responsibility to find a temporary supervisor if necessary. A rural placement is also not a valid reason for requesting an extension.

(7) Assessment of the Project
Each project report will be assessed by three examiners. One of the assessors will be the project supervisor. The examiners will have the task of determining whether or not the report is of a sufficient standard to merit the award of honours. The criteria for assessment will include the following:

- Did the submitted project address the original goals of the project proposal?
- Did the project adequately address relevant aspects of the nominated theme?
- Does the project represent a sufficient body of work given the time available to the student?
- Were the progress reports satisfactory?
- Is the final submitted project work of satisfactory standard?

The examiners will be asked to grade each project. The grading will be criterion-referenced, using the following categories:

- Award of honours without further examination
- Award of honours subject to typographical corrections/minor emendations
- Requires revision and re-examination
- Unsatisfactory for the award of honours.

The examiners will be required to provide a written critique to the student. Any minor emendations required should be completed no later than one month after the critique is made available to the student. Revisions required before re-submission should be completed within a period of three months from the time of the project's assessment. No further extensions of time will be allowed. In cases whether the examiners disagree significantly concerning the grade to award a project report, the honours committee will review the report and the examiners grades and re-grade the report.

A student has the right of appeal against the assessment of the honours project. The grounds for appeal shall include difficulty with:

- supervision;
- unforeseen circumstances affecting the execution of the project;
- major disagreement with the assessment grading by the student and his/her supervisor.

The appeal should be lodged with the Manager, Medical Program Administration Unit in writing within one week of notification of the results. Appeals will be considered by a committee appointed by the dean and comprising the Chair of the USyd Honours Committee and two other academic staff members who have not been involved in the supervision or assessment of the project, one from a discipline relevant to the project, and the other from another discipline.

Section 2
1. Goals of the University of Sydney Medical Program (USydMP)

The Medical Program is organised, for the purposes of design, implementation, assessment and evaluation, around four themes. The substance of the four themes is necessarily overlapping and the following program objectives should therefore be read as a single statement.

Basic and Clinical Science 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 impact on that relationship of the individual characteristics of both patient and doctor
- 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
- 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 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.

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

Personal and Professional Development
Graduates of the University of Sydney Medical Program will demonstrate:

- commitment to compassionate, ethical professional behaviour the ability to work cooperatively as a member of a team accepting and providing leadership as appropriate
- 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
- the ability to recognise his or her personal physical and emotional needs and responses to stress, and openness to assistance in time of need
- ongoing commitment to the advancement of learning within a community of medical scholars
- skills in the recording, organisation and management of information including the use of appropriate information technology.

2. Outline of the curriculum
The theme structure ensures that students' knowledge and skills develop systematically over the four years. The relative contributions of the themes vary at different stages of the curriculum, with an initial focus on basic science and early clinical skills and a growing emphasis on clinical knowledge, skills and judgement.

The teaching year runs from February to November. The major themes for every year continue throughout:

- BCS Basic and Clinical Sciences
- C/D Community and Doctor
- P/D Patient and Doctor
- PPD Personal and Professional Development

<table>
<thead>
<tr>
<th>Stage 1</th>
<th>Block 1</th>
<th>Block 2</th>
<th>Block 3</th>
<th>Block 4</th>
<th>Block 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>BCS</td>
<td>Foundation Studies</td>
<td>Drug &amp; Alcohol / Musculo-skeletal</td>
<td>Respiratory Sciences</td>
<td>Haematology</td>
<td>Cardiovascular Sciences</td>
</tr>
<tr>
<td>C/D</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>P/D</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PPD</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Stage 2</th>
<th>Block 6</th>
<th>Block 7</th>
<th>Block 8</th>
<th>Block 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>BCS</td>
<td>Neurosciences Vision &amp; Behaviour</td>
<td>Endocrine, Nutrition, Gastro-enterology</td>
<td>Renal, Reproduction, Sexual Health</td>
<td>Cancer Sciences &amp; Palliative Care</td>
</tr>
<tr>
<td>C/D</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>P/D</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PPD</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Stage 3</th>
<th>Block 1</th>
<th>Block 2</th>
<th>Block 3</th>
<th>Block 4</th>
<th>Block 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>BCS</td>
<td>Integrated Clinical Attachments 1-2</td>
<td>Integrated Clinical Attachments 3-4</td>
<td>Integrated Clinical Attachments 5-6</td>
<td>Integrated Clinical Attachments 7-8</td>
<td></td>
</tr>
<tr>
<td>C/D</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>P/D</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PPD</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Stage 4</th>
<th>Block 1</th>
<th>Block 2</th>
<th>Block 3</th>
<th>Block 4</th>
<th>Pre-Internship</th>
</tr>
</thead>
<tbody>
<tr>
<td>BCS</td>
<td>Clinical Rotation 1</td>
<td>Elective</td>
<td>Clinical Rotation 2</td>
<td>Clinical Rotation 3</td>
<td>Clinical Rotation 4</td>
</tr>
<tr>
<td>C/D</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>P/D</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PPD</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Bold text = in clinical school
Italic text = Community and other sites
Plain text = on campus

(1) Academic Stages 1 and 2
During the first two Stages, 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 (4 and 9) are taught entirely in the clinical schools. Aspects of all the major clinical disciplines have been introduced into the first two Stages in the presentation of the problems in the campus sessions (see next paragraph).

Self-directed learning represents the core of the program and is supported by scheduled weekly sessions:

- three problem-based learning sessions (each 1.5 hours);
- up to six lectures related to the weekly problem issues relevant to all themes but with an emphasis on basic sciences;
- two Basic and Clinical Sciences sessions (generally 1.5 hours);
- two Patient and Doctor sessions (up to 1.5 hours) in the clinical school;
- either one Community and Doctor or Personal and Professional Development session (1.5 hours) or a joint session.
(a) Problem-based learning
The core of the students’ learning is problem-based learning (PBL) which extends throughout the program. In the first two stages, the PBL tutorials are designed to develop the students’ clinical reasoning abilities, to enhance their skills in working in groups and to introduce many relevant aspects of the content knowledge and skills within the four themes in an integrated fashion. Each week, students are introduced to a clinical problem (usually relating to a particular patient) and the process of thinking through the problem provides the core of the week’s activities. PBL tutors act as facilitators of the reasoning process rather than subject experts. Attendance at the problem-based (PBL) tutorials is required of all students.

(b) Self-directed learning
During the first two stages, students are helped to develop their skills in locating and acquiring information after defining the learning topics in the PBL tutorials. Summaries of topics are provided in the early blocks, together with reading lists, keywords and indications of other sources (including museums and computer-based resources). By the time of entry into the third stage, students are increasingly independent in their capacity to direct their learning and to locate essential information.

(c) Other learning activities
Up to six lectures in a week provide a broader context for the detailed learning and will provide background understanding to assist in the resolution of the weekly problem. Sessions are offered by each theme and reading matter 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 museum or dissected specimens. Attendance at these lectures and theme sessions is at the discretion of students, based on their prior experiences and learning needs. In the Community and Doctor Theme, sessions are interactive, encouraging debate, and are presented in a variety of formats. Sessions run by the Personal and Professional Development Theme Committee are diverse, including aspects of personal development, evidence-based medicine, ethics, patient safety and medical humanities. Attendance at these sessions and at clinical tutorials is a course requirement.

(d) Evidence-based medicine
There is a major focus on the critical appraisal of evidence to underpin medical decision-making. From the start, students learn the skills of searching, identifying and appraising the literature. In later years, they apply the skills learned in making clinical decisions on the diagnosis and management of individual patients with whom they interact.

(e) Clinical schools
The weekly program in the clinical schools introduces students to the generic skills of communication in a clinical setting with patients, relatives and health professionals involved in their care as well as specific history-taking, observation and physical examination in the system being studied each week. There are opportunities to practise and to gain experience with access not only to a wide range of patients but also to clinical skills centres in each clinical school. By the end of the second year, students will be starting to integrate knowledge and skills as they communicate with and examine patients.

Blocks 4 (haematology, Stage 1) and 9 (cancer, Stage 2) are taught entirely in the clinical schools. This arrangement will allow students two sets of five weeks of immersion in a clinical setting, providing the opportunity for significant development in clinical skills. PBL tutorials, lectures and theme sessions are provided in each clinical school. Computer-based materials are available through the USydMP website.

(f) Options
In the first two stages, students are required to extend the range and depth of their learning by enrolment in an option. Options 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 options are generated by students themselves, but others are offered by staff. A list of possible options is provided, inviting students to indicate their interest. Option projects require approval by the faculty.

(2) Academic Stages 3 and 4
While practical clinical experience will form the substrate for all learning in the latter two stages of the USydMP, there is also a structured teaching program throughout this part of the course. The balance between clerkship-based activities and scheduled sessions varies. In general, formal teaching sessions are reduced in number and frequency as students move from the early part of their Stage 3 attachments to the last rotations in Stage 4 and the pre-internship term. Formats used will include:
- lectures and seminars relevant to all four themes
- evidence-based medicine presentations
- structured "hands on" demonstrations
- interactive case presentations
- problem-based learning exercises supported by information technology
- basic science updates.

(a) Integrated Clinical Attachments
Integrated Clinical Attachments in Stage 3 comprise eight four-week terms (including time for assessment and review) and involve student attachments to the main medical and surgical ward services and associated ambulatory clinics in the teaching hospitals in the clinical schools. Students will also have some experience in sub-speciality disciplines, such as ear nose and throat and ophthalmology.

Up to 20 per cent of the time is taken by structured teaching/learning sessions with topics drawn from all four curricular theme areas. Time is provided for self-directed learning. About half of each student's week is 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 week duration of these attachments.

A clinical supervisor is appointed for each student over the four weeks of a typical attachment. The clinical supervisor, a senior attending clinician drawn from one of the specialty areas encompassed within the attachment, will have the responsibility of making formal contact on at least a weekly basis with the student(s) under his/her supervision. A protocol of scheduled tasks must be completed to the supervisor's satisfaction over the duration of the attachment, permitting assessment of the student's progressive mastery of the knowledge and clinical skills relevant to the field concerned.

(b) Clinical Rotations
The Clinical Rotations in Stage 4 (9 weeks each, including time for assessment and review) comprise the following four blocks, one fourth of the student year being allocated to each placement at a time:
- Psychological and Addiction Medicine
- Child and Adolescent Health
- Perinatal and Women's Health
- Community

(c) Elective Term
The prime objective of the Elective Term is to provide the student with experience in a specific area of medicine of their own choice. Students arrange for their elective placement to be approved prospectively by the faculty, nominating a supervisor who is required to provide a report on the student’s performance at the end of the elective. A minimum of eight weeks of supervised experience is required for this term.

(d) Pre-Internship Term
The Pre-Internship Term aims to ease the transition to internship proper. Students are placed in locations 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.

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 Stage 4. The term supervisor is responsible for making an end of term recommendation to the Examinations Committee concerning the student’s readiness for graduation and internship.

The Pre-Internship Term should normally be undertaken during one period of eight weeks.

(e) Rural practice
In line with Australian Federal Government policy 25 per cent of local students will complete 50 per cent of their clinical experience in Stages 3 and 4 at the Rural Clinical School, which has clinical teaching facilities in Dubbo, Orange, Bathurst and Broken Hill.

In addition, all local medical students must spend at least eight weeks in rural practice. There are opportunities for rural experience in the Integrated Clinical Attachments, Clinical Rotations (including four weeks in Community Rotation) and in the Pre-Internship. Students may also choose a rural or remote placement for their elective.

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

3. Discontinuation of enrolment without permission
A candidate who discontinues candidature for the degrees of Bachelor of Medicine and Bachelor of Surgery without having obtained the permission of the dean may be permitted to resume candidature at such time and under such conditions as shall be specified by the dean.

4. Suspension of candidature
A candidate may be granted approval for a suspension from candidature only after completing at least one semester of enrolment.

A candidate must obtain approval to suspend their candidature from the faculty. A candidate who has been permitted to suspend candidature shall complete the requirements for the degrees under such special conditions, if any, as the faculty may prescribe. Each application for suspension will be considered on its individual merits including, but not limited to, for the purpose of undertaking a higher degree, serious illness, misadventure and appropriate professional development.

(1) For the purpose of undertaking a higher degree
With the permission of the dean, a candidate may interrupt candidature towards the degrees of Bachelor of Medicine and Bachelor of Surgery in order to enrol as a candidate for another degree at the University of Sydney approved by the dean or any other institution approved by the dean and will be permitted to resume candidature for the degrees of Bachelor of Medicine and Bachelor of Surgery 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 for the University of Sydney Medical Program (USydMP) is semesterised in the following way:

<table>
<thead>
<tr>
<th>Stage 1</th>
<th>Semester 1</th>
<th>from commencement of Block 1 to finish of Block 2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Semester 2</td>
<td>from commencement of Block 3 to finish of Block 5</td>
</tr>
<tr>
<td>Stage 2</td>
<td>Semester 1</td>
<td>from commencement of Block 6 to finish of Block 7</td>
</tr>
<tr>
<td></td>
<td>Semester 2</td>
<td>from commencement of Block 8 to finish of Block 9</td>
</tr>
<tr>
<td>Stage 3</td>
<td>Semester 1</td>
<td>from commencement of ICA 1 to finish of ICA 4</td>
</tr>
<tr>
<td></td>
<td>Semester 2</td>
<td>from commencement of ICA 5 to finish of Stage 3 Written Summative Assessment</td>
</tr>
<tr>
<td>Stage 4</td>
<td>Semester 1</td>
<td>from commencement of Rotation 1 to finish of Rotation 2</td>
</tr>
<tr>
<td></td>
<td>Semester 2</td>
<td>from commencement of Rotation 3 to finish of Pre-internship Term</td>
</tr>
</tbody>
</table>

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

Suspension of candidature may be permitted until the commencement of the corresponding academic stage and semester in the following calendar year, the exception being Stage 3 Semester 2, where a candidate must complete Rotation 1 and the fixed Elective of Stage 4 before suspension and therefore returning to commence Rotation 2 in March of the following calendar year.

Requests for suspension of candidature submitted after the Department of Science, Education and Technology census dates, i.e. 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).

5. Time limit
A candidate for the degrees of Bachelor of Medicine and Bachelor of Surgery, other than a candidate enrolled in the Combined Degree Program, shall complete all the requirements for the degrees within five calendar years from and including the year of first enrolment as a candidate for the degrees, unless the dean specifically permits otherwise.

6. Assessment and progression
See also the Academic Board Policy “Assessment and Examination of Coursework” available from the University’s Policy Online site http://www.usyd.edu.au/policy.

(1) Responsibility for assessment
Responsibility for assessment in the units of study in the University of Sydney Medical Program is vested in the four Theme Committees (Stages 1 to 3) and the four Clinical Rotations Committees, the Elective Committee and the Pre-Internship Committee (Stage 4).

Responsibility for assessment for the award of honours is vested in the Honours Committee.

For the purposes of the Academic Board Policy “Assessment and Examination of Coursework”, the chair of the relevant committee shall act as the “Head of Department responsible for all academic aspects of the conduct of assessments in the coursework units of study”. Each chair “shall ensure that the assessments are conducted in accordance with the policies and directions of the Academic Board and the faculty”.

38
For each unit of study, the dean, on the recommendation of the relevant chair, shall appoint one or more principal examiners, who shall be responsible for the development of all written, practical or other assessments for that unit of study, and for the recruitment of assessors and/or markers for each assessment. Staff of the faculty’s Assessment Unit will support the work of the chairs and principal examiners.

The relevant Theme, Clinical Rotation, Elective or Pre-Internship Committee shall convene to make an academic judgment in respect of the assessment performance of each student for each unit of study, on the basis of data supplied by the Assessment Unit. The academic judgments made by each committee are recommendations for consideration by the relevant Examination Committee. Each committee shall record and retain such evidence (e.g. marksheets, examination scripts, transcripts of committee meetings) as may be required when and if an appeal process requires such evidence.

Each chair shall convey the recommendations of the relevant committee in respect of the result for each student for each unit of study to the Medical Program Administration Unit of the faculty, for distribution with any other business papers to the Examination Committee for the relevant academic stage of the program.

(2) Examination Committees
Examination Committees are appointed for each of the four academic stages of the program and comprise the following:

- Dean (Chair)
- Associate Dean (Curriculum) who shall chair the committee in the absence of the dean
- Head, Department of Medical Education
- Chair of the Assessment Committee
- Chair of the Basic and Clinical Sciences Theme Committee
- Chair of the Patient and Doctor Theme Committee
- Chair of the Community and Doctor Theme Committee
- Chair of the Personal and Professional Development Theme Committee
- Clinical School Associate Deans
- Relevant Stage Sub-Dean(s) (for Stages 1 and 2)
- Chair of the Integrated Clinical Attachments Committee (for Stage 3)
- Chair of the Clinical Rotations Committee and of each of the Clinical Rotation Committees (for Stage 4)
- Chair of the Elective Term Committee (for Stage 4)
- Chair of the Pre-Internship Committee (for Stage 4)
- Chair of the Honours Committee (for Stage 4)

The role of an Examination Committee is to receive recommendations from the respective Theme Committees (for Stages 1 to 3), the Clinical Rotations Committees, the Electives Committee and the Pre-Internship Committee (for Stage 4), and to determine eligibility for progression or graduation as the case may be, based solely on student performance in the relevant summative assessments and the requirements for progression (see section (5) below), but taking 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 the faculty for final determination.

The Chair of each Examination Committee will notify the Manager, Medical Program Administration Unit, of the results that are to be transmitted to students.

The Manager, Medical Program Administration Unit, will be responsible for forwarding the results to the Student Centre of the university by the due date.

(3) Levels of assessment
The faculty 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 are not used in contributing to decisions about progression or graduation.

(b) However, 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 are required to 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 taken into account in making decisions about progression or graduation for that student.

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

(4) Assessments
At the beginning of each academic stage of the University of Sydney Medical Program, the relevant Theme, Clinical Rotation and Pre-Internship Committees shall each publish an assessment schedule for the stage. The assessment schedule shall identify all Required Formative Assessments and Summative Assessments that an enrolled student is required to complete in order to satisfy the course requirements for progression. The schedule shall fulfil the relevant requirements set out in the Academic Board Policy “Assessment and Examination of Coursework”.

(5) Requirements for 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 the faculty’s progression policy. Students are also urged to refer to the faculty’s attendance policy. See the USydMP Website for these policies.

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 program.

(a) Repeating a Stage
On account of the overlapping and interlocking nature of the themes, a student who is required to repeat a stage of the program (see below) will be required to repeat the whole stage, and will be re-assessed in all themes summatively assessed in that stage.

The following procedures will be followed when dealing with repeating students:

1. The Examination Committee will formally notify the committee(s) responsible for the Theme(s) in which the student failed and the associate dean of the student’s clinical school about the result and need to repeat.
2. The Examination Committee will request the committee(s) responsible for the Theme(s) in which the student failed to provide comments about the specific needs of the student to the associate dean of the student’s clinical school.
3. The Examination Committee will request that the associate dean of the student’s clinical school identify an appropriate supervisor/mentor for the repeating student.
4. The Examination Committee will request that the associate dean of the student’s clinical school identify an appropriate supervisor/mentor for the repeating student.
5. The Examination Committee will request that the associate dean of the student’s clinical school identify an appropriate supervisor/mentor for the repeating student.

Unless otherwise determined by the associate dean of the student’s clinical school, the student and the supervisor/mentor will meet once a month to review progress and identify any problems. Brief reports from these meetings will be submitted to the associate dean of the student’s clinical school.
(b) Progression at the end of Stage 1
Progression at the end of Stage 1 depends solely on satisfactory performance in the Personal and Professional Development Theme. This limitation of summative assessment to a single theme is designed to give students of diverse academic and other backgrounds adequate time to catch up in any areas with which they are unfamiliar or for which they may have been under-prepared.

A student whose performance fails to meet the theme criteria will be required to undertake a remedial program determined by the Theme Committee.

A student who meets the theme criteria after remediation will be eligible to progress to Stage 2.

A student who fails to meet the theme criteria after remediation will be required to repeat Stage 1.

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
Progression at the end of Stage 2 depends on satisfactory performance in all four themes in all designated summative assessments held during Stage 2. These assessments will 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 will be re-assessed in those themes before the onset of the following year.

A student who meets the theme criteria on re-assessment will be 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, will be 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 at the end of Stage 3
Progression at the end of Stage 3 depends on satisfactory performance in all four themes in all designated summative assessments held during Stage 3. These assessments will cover material from Stages 1, 2 and 3.

A student whose performance fails to meet the theme criteria in one or two (but not more) themes will be required to undertake a remedial program under supervision, and will be re-assessed only in the deficient theme(s). This remedial program will take place during the period normally allotted to the first Clinical Rotation in Stage 4.

A student who meets the theme criteria on re-assessment will be eligible to progress to Stage 4, starting with the Elective, and undertaking the fourth Clinical Rotation during the period normally allotted to the Pre-Internship Term.

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, will be required to repeat Stage 3, and will be re-assessed in all themes.

A student who fails to meet the theme criteria after repeating Stage 3 will be required to show cause why he/she should be permitted to re-enrol in Stage 3.

(e) Progression in Stage 4
A student must meet the theme criteria in all four themes in all designated summative assessments held during all four Clinical Rotations, and in the Elective Term, before progression to the Pre-Internship Term. Due to the limited duration of each Clinical Rotation, it is not possible to provide time for remediation for students who fail to meet the theme criteria at initial assessment. Such students will be invited to undertake a supplementary assessment in the relevant theme(s), using assessment instruments which are either identical to those used in the first assessment, or are demonstrably similar in their validity and reliability.

A student whose performance at supplementary assessment fails to meet the theme criteria in the Basic and Clinical Sciences Theme and/or Patient and Doctor Theme in a single Clinical Rotation will be required to undertake a remedial rotation under supervision. Failure at supplementary assessment of the Clinical Service Project will require remedial repeat of the Community Rotation. Failure at a supplementary assessment will not prejudice scheduled participation in the Elective Term or in subsequent rotations; the remedial rotation will take place during the period normally allotted to the Pre-Internship Term. If more than one remedial rotation is required then these will be undertaken during subsequent terms. A student undertaking a remedial rotation will be assessed in all themes in that rotation.

Except in the case of the Clinical Service Project in the Community Rotation, a student whose performance at supplementary assessment fails to meet the theme criteria in the Community and Doctor Theme and/or Personal and Professional Development Theme in a single Clinical Rotation will be required to undertake a remedial program under supervision of the Chair of the relevant Theme Committee, or delegate. The remedial program may entail monitoring and support in the theme during subsequent rotations. Summative re-assessment will occur before the start of the Pre-Internship Term, and will be the responsibility of the rotation in which the student’s performance was originally unsatisfactory, acting in consultation with the relevant Theme Chair. A student who fails the summative re-assessment will be required to repeat the rotation in which their performance was unsatisfactory, and will be re-assessed in all themes in that rotation.

A student who meets all theme criteria in a single remedial rotation, or who for any other reason completes the requirements for progression to the Pre-Internship Term only at the end of the period normally allotted to the Pre-Internship Term, may enrol in a delayed Pre-Internship Term during the months of January to March. When all assessment requirements for that Pre-Internship Term are met, the student will have completed the requirements for graduation.

A student who is required to undertake more than one remedial rotation, or who is assessed as Not Satisfactory on a repeat rotation or who for any other reason fails to be eligible to progress to a delayed Pre-Internship Term, may enrol in the next scheduled Pre-Internship Term at the end of that academic stage.

A student who fails to meet the theme criteria after repeating a rotation will be required to show cause why he/she should be permitted to re-enrol in Stage 4.

(f) Progression in the Pre-Internship Term
A student who fails to meet the Pre-Internship assessment criteria by the mid-point of the term will undergo intensive remediation and re-assessment in the second half of the term.

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

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

A student who fails to meet the assessment criteria in a second Pre-Internship Term will be required to show cause why he/she should be permitted to re-enrol in Stage 4.
(g) Special consideration
The faculty’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 Policy “Assessment and Examination of Coursework”.

A request for special consideration, accompanied by satisfactory documentation (see section (i) below for information about satisfactory documentation) must be submitted to the Manager of the Medical Program Administration Unit of the faculty. 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 or associate Dean 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 the faculty.

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. the student be deemed to have met the requirements for progression, or
2. the student shall 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
3. the student shall repeat the stage without penalty (as though it were the student's 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 determinations (i) or (ii) 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 (iii) above (repeating the stage without penalty).

(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 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 15 per cent or more of those activities where attendance is specified as a requirement for progression in the Personal and Professional Development Theme (either consecutively or separately) in any Block (Stages 1 and 2), Integrated Clinical Attachment (Stage 3) or Clinical Rotation (Stage 4) 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, for a satisfactorily documented reason, the Examination Committee will require the student to repeat the stage.

If a student is absent from one Integrated 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 Stage 4.

A student who is absent from two Integrated Clinical Attachments (either consecutively or separately) in Stage 3 for a satisfactorily documented reason, will be required to undertake a supplementary ICA term of two four-week attachments in lieu of the first Clinical Rotation 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 the stage and will be required to repeat Stage 3.

A student who is absent from more than two Integrated Clinical Attachments (either consecutively or separately) in Stage 3, for a satisfactorily documented reason, will be required to repeat Stage 3 without penalty.

A student who does not satisfy the attendance requirements for a single Clinical Rotation in Stage 4 for a satisfactorily documented reason will be given an opportunity to complete the Rotation at a later date. This will result in delayed progression to the Pre-Internship Term. Requests to delay a Clinical Rotation 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 Rotation in Stage 4 (whether consecutively or separately), for a satisfactorily documented reason, will be required to repeat the missed rotations.

(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 general, a student who becomes ill or suffers misadventure during the examination period or on the day of the examination is encouraged to sit the assessment(s) if at all possible even if special arrangements are needed – for example through the University Health Service – since it is preferable for the assessors to have some data on which to base a judgment rather than none.

Documentation in support of a request for special consideration should be submitted as early as possible, and in any event within seven working days of the last day of the relevant summative assessment. It is recognised that circumstances may make it difficult to assemble the documentation required quickly, and that students may have difficulty in delivering it in person. Nevertheless, the intention to request special consideration should be communicated either electronically or by telephone to the Manager, Medical Program Administration Unit, by or on behalf of the student, not later than the last day of the summative assessment for which special consideration will be sought.
Any illness or misadventure experienced by the student should be fully documented so that an appropriate evaluation of the circumstances and severity of the experiences can be made.

The arrangements for assessment of the performance of a student who is unable to attend an assessment, or who is required to re-sit an assessment, will depend on the nature of the assessment.

A student who is unable to submit an assignment or other piece of work by the due date on account of satisfactorily documented illness or misadventure may negotiate a later submission date with the relevant Theme, Rotation or Pre-Internship Term Committee Chair.

A student who is unable to attend a clinical assessment on account of satisfactorily documented illness or misadventure may negotiate with the relevant Theme, Rotation or Pre-Internship Term Committee Chair to be assessed on a later date.

In both these instances, the late submission or assessment must be sufficiently timely to allow the student's performance to be assessed, and a recommendation made by the Theme, Rotation or Pre-Internship Committee to be considered, together with the request for special consideration, at the meeting of the Examination Committee at which the student's performance would have been considered had they been able to submit or attend with their peers.

A student who has been granted leave for late submission or assessment, and whose performance fails to meet the assessment requirements, will be required to present him/herself for re-assessment at the time scheduled for re-assessment of students who have been required to undertake a remedial program and to be re-assessed.

A student who is unable to attend an objective structured clinical examination (OSCE) or one or more written papers, but whose request for special consideration has been granted by the Examination Committee, will be required to present him/herself for assessment at the time scheduled for re-assessment of students who have been required to undertake a remedial program and to be re-assessed.

Considerations of cost and security do not allow the faculty to provide assessments using these instruments for individual students who have been granted special consideration.

The case of a student who has been granted special consideration, and who subsequently fails to meet the assessment requirements, will be considered by the Examination Committee. In these circumstances, an Examination Committee may determine either:

1. that the student be deemed to have met the requirements for progression, or
2. that the student shall repeat the stage without penalty (as though it were the student's first enrolment in the stage).

In reaching its determination in such a case (and only in such a case), the Examination Committee may take into account factors other than the assessment performance of the student.

(j) Satisfactory documentation

(1) Professional Practitioner Certificate is supplied with the special consideration form and should be completed by a registered medical practitioner, or counsellor for a student whose work during a teaching period or whose performance in an assessment task, including examinations, has been affected by illness or misadventure. Certificates signed by family members are not acceptable.

The Professional Practitioner Certificate includes:

- any other relevant information relating to the student's illness, trauma etc;
- any other documentation that may be relevant; and
- the practitioner authorises the University to contact them to confirm the authenticity of the certificate.

(2) Other documentation will depend on the nature of the misadventure, but it should be provided to support the student's account of the circumstances and indicate the likely duration and the effect of the problem on the student's performance.

(3) The above information is to be publicised in handbooks and displayed in appropriate notice boards and websites. Where substantial absence has been documented during a semester, faculties should establish mechanisms to review each case to ensure that each student has been treated consistently by relevant departments.

(6) Appeals

Any student may appeal against a decision of an Examination Committee. The principles underpinning the procedures to be followed are set out in the Academic Board Policy "Student Appeals Against Academic Decisions" available from the University's Policy Online site http://www.usyd.edu.au/policy.

The faculty has resolved to accept only formal appeals (delivered in writing or electronically) due to the time constraints of the MBBS curriculum and considering 100 per cent of appeals received in the past 5 years have been initially via email.

The procedures applicable to the University of Sydney Medical Program are as follows:

(a) Students have a right to appeal:

- a fail
- an 'unsatisfactory' result which places conditions on their future participation in the course
- a requirement to repeat a part of the course
- a requirement to repeat a year
- exclusion from the program.

(b) Students are not permitted to progress to the next stage with an 'unsatisfactory result'. This applies equally to all units of study in the MBBS.

(c) Students are not permitted to undertake an overseas rotation in the first rotation or until their results have been published with a satisfactory result.

(d) Students must apply for 'special consideration' before the results are finalised.

(e) Students may appeal an 'unsatisfactory result' but will not be permitted to progress until either they have satisfactorily completed remediation or have been successful in their appeal.

(f) Students can only appeal an Unsatisfactory Result. This means that students will not be able to appeal a satisfactory result to improve their numerical mark.

(g) Student appeals in the first instance should be submitted to the Manager, Medical Program Administration Unit who will convene a faculty Appeals Advisory Committee to the dean which will oversee formal appeals. Membership of the committee to include:

- Chair of USydMP Committee (or nominee),
- relevant theme/rotation/pre-internship chair,
- Chair, Assessment Committee,
- Manager, Medical Program Administration Unit,
- faculty administration,
- relevant sub-dean or associate dean, and a
- student representative
6. Undergraduate faculty policies and degree regulations

This chapter contains the resolutions for the Diploma and Advanced Diploma in Indigenous Health Promotion and the degrees of Bachelor of Medicine and Bachelor of Surgery (MBBS). The resolutions for combined degrees that include the MBBS can be found in the handbook of the faculty offering the initial degree, e.g. the resolutions for the BMus Studies/MBBS are in the handbook of the Sydney Conservatorium of Music.

All these resolutions must be read in conjunction with the University of Sydney (Coursework) Rule 2000 (as amended), which sets out the requirements for all coursework courses, and the relevant resolutions of the Senate. The Coursework Rule can be found in the General University section at the back of this handbook.

Diploma in Indigenous Primary Health Care

Advanced Diploma in Indigenous Primary Health Care

1. **Admission**
   1.1 Applicants for entry to the Diploma of Indigenous Primary Health Care will be considered for admission according to the following criteria:
      1.1.2 Applicants and/or their employer must have demonstrated:
      1.1.2.1 Aboriginality and acceptance by their community;
      1.1.2.2 Community support for the student;
      1.1.2.3 Commitment to two or more years study;
      1.1.2.4 Support of the employer, with local staff available to participate in teaching and support; and
      1.1.2.5 Attachment to a health service with a primary health care focus.
   1.2 Applicants for entry to the Advanced Diploma of Indigenous Primary Health Care will be considered for admission according to the following criteria:
      1.2.1 Applicants will have completed the requirements for the Diploma in Indigenous Primary Health Care (or the past Associate Diploma in Community Health and Development), gaining a weighted average of a credit or higher. Such students will be invited to articulate to the advanced diploma. Students wishing to proceed to the advanced diploma who have not gained a weighted average of a credit or higher, would have to show good cause for their being able to proceed;
      1.2.2 Attachment to a health service with a primary health care focus; and
      1.2.3 Support of the employer, with local health staff available to participate in teaching and support.

2. **Units of study**
   2.1 For unit of study details relating to the Diploma and Advanced Diploma in Indigenous Primary Health Care refer to the faculty handbook.

3. **Requirements for the award courses**
   3.1 To qualify for the award of the Diploma in Indigenous Primary Health Care candidates must successfully complete 24 units of study for a total of 96 credit points.
   3.2 To qualify for the award of the Advanced Diploma in Indigenous Primary Health Care candidates must successfully complete 32 units of study for a total of 144 credit points.

4. **Award of award courses**
   5. **Enrolment in more/less than minimum load**
   5.1 A student will not be able to enrol in more than the units of study offered for that semester. If a student is experiencing family or community difficulties they may be encouraged to enrol in less than the full semester load, according to circumstances, and at the discretion of the Head of Department of Rural Health, Faculty of Medicine.

6. **Suspension of candidature**
   6.1 A student who wishes to suspend candidature must first obtain approval from the Dean of the Faculty of Medicine. In most instances suspension for 1 year is permitted, allowing a student to re-enrol in the next sequential semester of the following year.

7. **Re-enrolment after an absence**
   7.1 A student whose candidature has lapsed must apply for re-enrolment by written application to the Dean of the Faculty of Medicine.
   7.2 A student who enrols after suspending candidature shall complete the requirements for the diploma or advanced diploma under conditions determined by the faculty.
   7.3 A student readmitted to candidature for the diploma or advanced diploma after an absence of more than one year shall complete the diploma or advanced diploma under such conditions as the faculty shall determine.

8. **Time limit**
   8.1 A candidate for the diploma shall complete the requirements for the diploma no earlier than a period of 4 consecutive semesters, and no later than four calendar years.
   8.2 A candidate for the advanced diploma shall complete the requirements for the advanced diploma no earlier than a period of 8 consecutive semesters, and no later than eight calendar years.

Bachelor of Medicine and Bachelor of Surgery

1. **Admission**
   1.1 Admission to the Bachelor of Medicine and Bachelor of Surgery is based on the following criteria:
      1.1.1 Academic performance in the applicant's most recently completed bachelor's degree;
      1.1.2 Performance in the Graduate Australian Medical Schools Admission Test (GAMSAT); and
      1.1.3 Performance in an interview process.
   1.2 Information on the assessment of each of these criteria is outlined in the Faculty of Medicine Handbook.
   1.3 In the interest of equity and fairness to all applicants, those applicants who do not meet the Faculty's admission criteria, including the required grade point average (GPA), will not be considered for admission to the University of Sydney Medical Program. The GPA requirements shall apply, regardless of circumstances such as illness, misadventure or disadvantage during the bachelor's degree.
   1.4 No preference or advanced standing is offered to any applicant.
   1.5 No credit is given for previous units of study.
   1.6 No exemptions from units of study are offered, however, applicants who have completed the Bachelor of Dentistry at the University of Sydney may request consideration for exemption from the non-clinical components of Stages 1 and 2 of the Bachelor of Medicine and Bachelor of Surgery.
   1.7 Transfer of enrolment between medical schools is not possible except in very exceptional circumstances and only with the approval of the deans/heads of the two schools involved.
   1.8 **Deferrals**
      1.8.1 Deferral of enrolment after acceptance of an offer of admission may only be permitted under the following circumstances:
      1.8.1.1 Deferral for one year may be permitted in the event of serious illness or misadventure that could not have been foreseen at the time of application. Appropriate evidence and documentation acceptable to the faculty must be provided to support such a request for deferral.
      1.8.1.2 Deferral for one year may be permitted to allow suitably qualified applicants to undertake an additional research year for an honours degree (i.e. those applicants enrolled in the final year of a bachelor's degree which leads directly to a one-year research program for an honours level degree).
1.8.1.3 Deferral for up to three years may be permitted to allow applicants who are enrolled in a higher research degree at a tertiary institution at the time of application to the University of Sydney Medical Program to complete that higher degree.

1.8.1.4 In exceptional circumstances, the dean may permit deferral for one year to allow suitably qualified applicants to complete a non-degree postgraduate research year at an institution approved by the faculty.

1.8.1.5 Requests for deferral must be in writing and must be received by faculty by 30 November. Requests will be considered by the Admissions Committee and the Dean of the Faculty of Medicine.

1.9 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.

2. **Units of study**

2.1 The units of study for the degree are set out in the Faculty of Medicine Handbook.

3. **Requirements for the pass degree**

3.1 To qualify for the award of the pass degree students must:

3.1.1 gain a minimum of 192 credit points by successfully completing all prescribed units of study; and

3.1.2 satisfy the requirements of all other relevant by-laws, rules and resolutions of the University.

4. **Requirements for the honours degree**

4.1 The degrees of Bachelor of Medicine and Bachelor of Surgery may be awarded with honours. As assessments within the University of Sydney Medical Program are ungraded, the honours degree is awarded without specification of a class.

4.2 The award of honours is based on the completion of an honours project.

4.3 Refer to the Faculty Handbook for a list of those who are excluded from being awarded with honours.

5. **Time limit**

5.1 A candidate for the degrees of Bachelor of Medicine and Bachelor of Surgery shall complete all the requirements for the degrees within five calendar years from and including the year of first enrolment as a candidate for the degrees, unless the dean specifically permits otherwise.

6. **Suspension of candidature**

6.1 A candidate may be granted approval for a suspension from candidature only after completing at least one semester of enrolment.

6.2 A candidate must obtain approval to suspend their candidature from the faculty.

6.3 A candidate who has been permitted to suspend candidature shall complete the requirements for the degrees under such special conditions, if any, as the faculty may prescribe.

6.3 Each application for suspension will be considered on its individual merits including, but not limited to, for the purpose of undertaking a higher degree, serious illness, misadventure and appropriate professional development.

7. **Progression requirements**

7.1 No candidate shall be permitted to enrol in any academic stage unless that candidate has satisfied all the requirements prescribed for the preceding stage.

7.2 A candidate who has failed to satisfy the requirements for a particular academic stage, shall be required to repeat that stage and, in doing so, shall complete all prescribed units of study for that stage.

8. **Discontinuation of enrolment without permission**

8.1 A candidate who discontinues candidature for the degrees of Bachelor of Medicine and Bachelor of Surgery without having obtained the permission of the dean may be permitted to resume candidature at such time and under such conditions as shall be specified by the dean.
This chapter contains descriptions of units of study associated with the undergraduate courses offered through the faculty of Medicine. The units of study are listed alphanumerically.

For information on core and electives for any particular course please see chapter 5.

USydMP units

**GDMP1011**  
Basic and Clinical Sciences 1

- **Credit points:** 12  
- **Session:** Semester 1  
- **Classes:** On a weekly basis, 3 problem-based learning sessions (each 1.5 hours); up to six lectures related to the weekly problem issues relevant to all themes but with an emphasis on basic sciences; two Basic and Clinical Sciences sessions (generally 1.5 hours);  
- **Assessment:** Written assessments in Basic and Clinical Science are formative. However participation in these Required Formative Assessments is compulsory.  
- **Campus:** Camperdown/Darlington  
- **Mode of delivery:** Normal (lecture/lab/tutorial) Day

Upon completion of this module, students will 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  
- **Session:** Semester 1  
- **Classes:** Similar to Basic and Clinical Science 1  
- **Assessment:** The Objective Structured Clinical Examination (OSCE) is formative, however participation in this formative assessment is compulsory  
- **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**  
Community and Doctor 1

- **Credit points:** 3  
- **Session:** Semester 1  
- **Classes:** Similar to Basic and Clinical Science 1  
- **Assessment:** CDT material based on the CDT objectives is included in the Required Formative Assessment Modified Essay Question (MEQ) paper. Students are also required to work in groups to research and produce a poster on a public health issue.  
- **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  
- **Session:** Semester 1  
- **Classes:** Similar to Basic and Clinical Science 1  
- **Assessment:** Designated activities include all problem-based learning tutorials, clinical skills tutorials, Required Formative Assessments and peer-marking sessions. Absences will be recorded. Where absence is > 15% for any block of study the matter will be reviewed by the PPD committee. The attendance requirement aims to ensure that a student who misses more than five weeks (representing one of the shorter Blocks in its entirety) would not be eligible to proceed to Stage 2 except by a specific decision of the 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  
- **Session:** Semester 2  
- **Classes:** Similar to Basic and Clinical Science 1  
- **Assessment:** Similar to Basic and Clinical Science 1  
- **Campus:** Camperdown/Darlington  
- **Mode of delivery:** Normal (lecture/lab/tutorial) Day

Similar to Basic and Clinical Science 1
7. Undergraduate units of study

**GDMP1022**

**Patient and Doctor 2**

Credit points: 6  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**

**Community and Doctor 2**

Credit points: 3  Session: Semester 2  Classes: Similar to Community and Doctor 1  Assessment: Similar to Community and Doctor 1  Campus: Camperdown/Darlington  Mode of delivery: Normal (lecture/lab/tutorial) Day

Similar to Community and Doctor 1

**GDMP1024**

**Personal and Professional Development 2**

Credit points: 3  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  Session: Semester 1  Classes: Similar to Basic and Clinical Science 1  Assessment: Similar to Basic and Clinical Science 1  Campus: Camperdown/Darlington  Mode of delivery: Normal (lecture/lab/tutorial) Day

Similar to Basic and Clinical Science 1

**GDMP2012**

**Patient and Doctor 3**

Credit points: 6  Session: Semester 1  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

**GDMP2013**

**Community and Doctor 3**

Credit points: 3  Session: Semester 1  Classes: Similar to Community and Doctor 1  Assessment: Similar to Community and Doctor 1  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  Session: Semester 1  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

**GDMP2021**

**Basic and Clinical Sciences 4**

Credit points: 10  Session: Semester 2  Classes: Similar to Basic and Clinical Science 1  Assessment: Satisfactory performance in the Summative written papers as determined by the Basic and Clinical Sciences Committee. Participation in Required Formative Assessments is compulsory.  Campus: Camperdown/Darlington  Mode of delivery: Normal (lecture/lab/tutorial) Day

Similar to Basic and Clinical Science 1

**GDMP2022**

**Patient and Doctor 4**

Credit points: 6  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 Committee. Participation in the Formative Objective Structured Clinical Examination (OSCE) is compulsory.  Campus: Camperdown/Darlington  Mode of delivery: Normal (lecture/lab/tutorial) Day

Similar to Patient and Doctor 1

**GDMP2023**

**Community and Doctor 4**

Credit points: 3  Session: Semester 2  Classes: Similar to Community and Doctor 1  Assessment: Satisfactory performance in the Community and Doctor components of the written assessment as determined by the Community and Doctor Committee.  Campus: Camperdown/Darlington  Mode of delivery: Normal (lecture/lab/tutorial) Day

Similar to Community and Doctor 1

**GDMP2024**

**Personal and Professional Development 4**

Credit points: 3  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 committee; 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 15% 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.  Campus: Camperdown/Darlington  Mode of delivery: Normal (lecture/lab/tutorial) Day

Similar to Personal and Professional Development 1

**GDMP2025**

**Option**

Credit points: 2  Session: Semester 2  Classes: Depends on the option title and approval from the Faculty. Assessment: Options will be assessed as specified in the Options Learning 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 Options Completion Abstract and the approval of the Options 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 option. Options 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 options are generated by students themselves, but others are offered by staff. A list of possible options is provided, inviting students to indicate their interest. Option projects require approval by Faculty.

**GDMP3012**

**Basic and Clinical Sciences 5**

Credit points: 12  Session: Semester 1  Classes: Various clinical schools  Assessment: Satisfactory performance in the written papers as determined by the Theme committee  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 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 is 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 duration of these attachments.

**GDMP3013**

**Patient and Doctor 5**

Credit points: 6  Session: Semester 1  Classes: Similar to Basic and Clinical Science 5  Assessment: In order to meet the assessment requirements for the Patient and Doctor theme, students must obtain a satisfactory result in a clinical performance assessment and receive an overall satisfactory result in the Supervisor reports.  Campus: Camperdown/Darlington  Mode of delivery: Clinical Experience

Similar to Basic and Clinical Science 5

**GDMP3014**

**Community and Doctor 5**

Credit points: 3  Session: Semester 1  Classes: Similar to Basic and Clinical Science 5  Assessment: Satisfactory performance in a Community Doctor assignment as determined by the Theme Committee.2. Satisfactory performance
in the Community Doctor component of the written assessment. Students must meet both of these requirements in order to receive a satisfactory result for the Community and Doctor theme in the ICAs. **Campus:** Camperdown/Darlington  
**Mode of delivery:** Clinical Experience

Similar to Basic and Clinical Science 5

**GDMP3015**  
**Personal and Professional Development 5**  
**Credit points:** 3  
**Session:** Semester 1  
**Classes:** Similar to Basic and Clinical Science 5  
**Assessment:** Students must meet all these requirements in order to receive a satisfactory result for the PPDPD theme in Stage 3. Satisfactory performance in the PPDPD portfolio; satisfactory performance in the Evidence Based Medicine (EBM) PEARLS task; students will be expected to attend all problem based learning sessions and tutorials; satisfactory attendance for all clinical rotations (recorded by the supervisor on the supervisor report form); participation in all required formative assessments; demonstration of ethical and professional behaviour as determined by the PPD Committee. **Campus:** Camperdown/Darlington  
**Mode of delivery:** Clinical Experience

Similar to Basic and Clinical Science 5

**GDMP3022**  
**Basic and Clinical Sciences 6**  
**Credit points:** 12  
**Session:** Semester 2  
**Classes:** Similar to Basic and Clinical Science 5  
**Assessment:** Similar to Basic and Clinical Science 5  
**Campus:** Camperdown/Darlington  
**Mode of delivery:** Clinical Experience

Similar to Basic and Clinical Science 5

**GDMP3023**  
**Patient and Doctor 6**  
**Credit points:** 6  
**Session:** Semester 2  
**Classes:** Similar to Patient and Doctor 5  
**Assessment:** Similar to Patient and Doctor 5  
**Campus:** Camperdown/Darlington  
**Mode of delivery:** Clinical Experience

Similar to Patient and Doctor 5

**GDMP3024**  
**Community and Doctor 6**  
**Credit points:** 3  
**Session:** Semester 2  
**Classes:** Similar to Community and Doctor 5  
**Assessment:** Similar to Community and Doctor 5  
**Campus:** Camperdown/Darlington  
**Mode of delivery:** Clinical Experience

Similar to Community and Doctor 5

**GDMP3025**  
**Personal and Professional Development 6**  
**Credit points:** 3  
**Session:** Semester 2  
**Classes:** Similar to Personal and Professional Development 5  
**Assessment:** Similar to Personal and Professional Development 5  
**Campus:** Camperdown/Darlington  
**Mode of delivery:** Clinical Experience

Similar to Personal and Professional Development 5

**GDMP4011**  
**Child and Adolescent Health**  
**Credit points:** 10  
**Session:** S2 Late Int, Semester 1, Semester 2  
**Classes:** Various clinical schools  
**Assessment:** Progression in Stage 4 depends on satisfactory performance in all four themes in all designated summative assessments held during Stage 4  
**Campus:** Camperdown/Darlington  
**Mode of delivery:** Clinical Experience  
**Note:** Department permission required for enrolment in the following sessions: S2 Late Int.

Studies include Paediatric and Adolescent Medicine and Surgery

**GDMP4012**  
**Perinatal and Women’s Health**  
**Credit points:** 10  
**Session:** S2 Late Int, Semester 1, Semester 2  
**Classes:** Various clinical schools  
**Assessment:** Progression in Stage 4 depends on satisfactory performance in all four themes in all designated summative assessments held during Stage 4  
**Campus:** Camperdown/Darlington  
**Mode of delivery:** Clinical Experience  
**Note:** Department permission required for enrolment in the following sessions: S2 Late Int.

Studies include Obstetrics, Fetomaternal Medicine, Neonatal Medicine and Gynaecology (plus Dermatology)

**GDMP4013**  
**Community Practice**  
**Credit points:** 10  
**Session:** S2 Late Int, Semester 1, Semester 2  
**Classes:** Various clinical schools  
**Assessment:** Progression in Stage 4 depends on satisfactory performance in all four themes in all designated summative assessments held during Stage 4  
**Campus:** Camperdown/Darlington  
**Mode of delivery:** Clinical Experience  
**Note:** Department permission required for enrolment in the following sessions: S2 Late Int.

In both urban and rural settings, including General Practice, Geriatric Medicine and Sexual Health Medicine

**GDMP4014**  
**Psychological and Addiction Medicine**  
**Credit points:** 10  
**Session:** S2 Late Int, Semester 1, Semester 2  
**Classes:** Various clinical schools  
**Assessment:** Progression in Stage 4 depends on satisfactory performance in all four themes in all designated summative assessments held during Stage 4  
**Campus:** Camperdown/Darlington  
**Mode of delivery:** Clinical Experience  
**Note:** Department permission required for enrolment in the following sessions: S2 Late Int.

Studies include Drug & Alcohol, Community Psychiatry, Psychogeriatrics, Paediatric Psychiatry and Adolescent Medicine

**GDMP4015**  
**Elective**  
**Credit points:** 4  
**Session:** S2 Late Int, Semester 1  
**Classes:** A venue approved by the faculty of medicine  
**Assessment:** Students needs to clearly outline appropriate learning objectives and achieve those learning objectives. **Campus:** Camperdown/Darlington  
**Mode of delivery:** Normal (lecture/lab/tutorial) Day  
**Note:** Department permission required for enrolment in the following sessions: S2 Late Int.

The prime objective of the Elective Term is to provide the students with experience in a specific area of medicine of their own choice. Students arrange for their elective placement to be approved prospectively by the Faculty, nominating a supervisor who is required to provide a report on the student’s performance at the end of the elective. A minimum of eight weeks of supervised experience is required for this term.

**GDMP4025**  
**Pre-Internship Term**  
**Credit points:** 4  
**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 Stage 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 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.

**Indigenous primary health care units**

**PHCR1101**  
**Professional Development 1A**  
**Credit points:** 3  
**Teacher/Coordinator:** Mr Chris Ballantyne, Mr Paul Bennett  
**Session:** Semester 1  
**Classes:** Block/intensive mode 5 days 9am - 5pm 3 blocks per semester  
**Assessment:** Active involvement in class and block activities (10%) Completion of professional journal (10%) Completion of written activities 1 - 11 in Part 1 of workbook (30%) Completion of written activities 1 - 16 in Part 2 of workbook (38%) Your practice in the workplace, focussing on (12%). **Campus:** Camperdown/Darlington  
**Mode of delivery:** Block Mode  

This unit of study is designed to introduce students to their roles and responsibilities as primary health care givers in the health centre, the community in general and the home, and to gain the skills and knowledge to begin working in this new environment. This includes an understanding of the impact of literacy on an individual's life, and learning to be an effective communicator. At the completion of this
unit of study students will have had the opportunity to: Develop an understanding of their roles and responsibilities as a Community Health Worker within the community and as an employee. Apply ethical principles in their role as a Community Health Worker, including informed consent and decision making, confidentiality, the truth, above all, do no harm, positive action and intervention, and justice. Practice Occupational Health and Safety at all times. Practice Standard Precautions at all times. Develop an understanding of the local health system, other service providers, and referral agencies in and to their community. Develop an understanding of the principle of multi-sectoral co-operation. Practice daily operational skills (e.g. Filling out forms, filing, telephone skills etc.). Practice planning their workday, including prioritising activities and allocating and effectively using study time. Develop an understanding of how literacy can impact on an individual’s life. Develop an understanding of different methods of communication both verbal and non-verbal. Develop an understanding of the importance of Aboriginal (cultural) patterns of communication and the issues related to communication across cultures. Develop an understanding of barriers to effective communication. Begin developing appropriate listening skills. Begin developing appropriate basic interviewing skills. Develop confidence and assertiveness. Content includes: The job description; ethics [informed consent and decision making, confidentiality, the truth, above all, do no harm, positive action and intervention, and justice]; the health system, other service providers and referral agencies; Occupational Health and Safety Issues; Standard precautions; working in the Health Centre, the Community and the Home; planning your workday; coping on the job; literacy and its impact; study techniques- time management and goal setting; why we communicate: modes of messages; do you know what you are saying?; getting the message across; communication breakdown! and developing communication skills. Teaching/Learning strategies: Self-directed learning modules, lecture discussion, individual study and tuition, clinical scenarios and small group work.

Textbooks
Microsoft Word 2000 Level 1, Watsonia Software Pty Ltd Melbourne

PHCR1102 Community Development 1A
Credit points: 3 Teacher/Coordinator: Mr Tony Kickett Session: Semester 1 Classes: Block Intensive mode 5 days 9am - 5pm 3 blocks per semester Assessment: Active involvement in block activities (10%), Activities 1-10 in modules 1 and 2 (40%), Major Assignment (50%) Campus: Camperdown/Darlington Mode of delivery: Block Mode

This unit of study is designed to help the student become aware of how current health problems in their community reflect the culture and history of that community and that community health and development do not occur in a vacuum. The first half of the unit of study looks at the impact of non-Aboriginal history on Aboriginal health.

PHCR1103 Community Development 2
Credit points: 6 Teacher/Coordinator: Ms Deb Jones Session: Semester 1 Classes: block/intensive mode 5 days 9am tp 5pm 3 block per semester Assessment: Active involvement in block activities (10%), Completion of activities 1 - 7 relating to Module 1 in workbook (25%), Completion of activities 8 - 15 relating to Module 2 in the workbook (40%), Completion of activities 16 - 25 relating to Module 3 in workbook (25%) Campus: Camperdown/Darlington Mode of delivery: Block Mode

This unit of study is designed to assist the student understand what primary health care [PHC] and community development is, its history, and the important role of Community Health Workers in both primary health care delivery and the process of community development. The strengths and implications of PHC as a model of health care delivery are examined in both a local and a national context. The unit of study will also enable a student to develop their understanding of the role of health promotion and education in primary health care prior to becoming involved in health promotion and education-specific programs later in the course. The focus is on the challenge of how to change people’s behaviour.

PHCR1104 Community Health 1
Credit points: 6 Teacher/Coordinator: Mr Chris Ballantyne Session: Semester 1 Classes: Block/Intensive mode 5 days 9am to 5pm, 3 blocks per year Assessment: Involvement in classroom activities (10%), Activities relating to module 1 (30%), Activities relating to module 2 (40%), Examination relating to module 2 (20%) Campus: Camperdown/Darlington Mode of delivery: Block Mode

This unit of study is one of two focusing on community health issues. This first unit of study is designed to enhance the student’s understanding of the human body and the relationship between the body and its environment, and cross-cultural wellness, health and illness. Cultural attitudes and practices that relate to sexuality will also be considered with the anatomy and physiology of the reproductive system.

Textbooks
Structure and Function of The Human Body, Memmler’s 7th Edition, Lippincott, Williams & Wilkins

PHCR1105 Community Health 2A
Credit points: 3 Teacher/Coordinator: Ms Lindy Hunt Session: Semester 1 Classes: Block/Intensive mode 5 days 9am - 5pm 3 blocks per semester Assessment: Involvement in classroom activities (10%), Activities for module 1 (50%), Activities for module 2 (10%), Activities for module 3 (30%) Campus: Camperdown/Darlington Mode of delivery: Block Mode

This unit of study is the second of two focusing on community health issues. This unit of study is designed to assist a student to understand community health as a whole and how aspects of individual, family and community health impact on each other. The focus is indicators of health and ill health, the healthy family and a nurturing environment, the unhealthy family and abuse, violence and neglect, lifestyle and the environment as a whole. Ways in which the student can improve community health are examined.

PHCR1106 Clinical Skills 1A
Credit points: 3 Teacher/Coordinator: Ms Elizabeth Martin Session: Semester 1 Classes: Block/Intensive mode, 5 day block 9am to 5pm 3 blocks per semester Assessment: Completion and passing of First Aid Certificate (20%), Development of clinical skills in the workplace and the completion of the first 8 competencies before the end of the first semester. (30%), Activities in this workbook (50%) Campus: Camperdown/Darlington Mode of delivery: Block Mode

This unit of study is designed to assist a student develop the knowledge and skills to provide basic first aid, and basic clinical procedures. The student is introduced to national competency standards for Aboriginal and Torres Strait Islander health workers and how these will be determined locally. The theory to support the core clinical skills is provided in this unit, although achieving competency may occur later.

PHCR1107 Professional Development 1B
Credit points: 3 Teacher/Coordinator: Mr Paul Bennett & Mr Chris Ballantyne Session: Semester 2 Classes: Block/Intensive Mode 5 days 9am to 5pm 3 blocks per semester Assessment: Active involvement in non-computer block activities (5%), Presentation (25%), Completion of Activities (30%), Active participation in computer workshop (10%), Completion of two computer assignments (30%) Campus: Camperdown/Darlington Mode of delivery: Block Mode

This unit of study is designed to introduce students to their roles and responsibilities as primary health care givers in the health centre, the community in general and the home, and to gain the skills and knowledge to begin working in this new environment. The emphasis of the second part of Professional Development 1 is on seeking information, writing skills and introductory computer use.

Textbooks
Microsoft Word 2000 Level 1, Watsonia Software Pty Ltd Melbourne
PHCR1108
Community Development 1B
Credit points: 3 Teacher/Coordinator: Mr Tony Kickett Session: Semester 2 Classes: Block/Intensive mode 5 days 9am to 5pm 3 blocks per semester Assessment: Participation in the block and workshop in Block 6 (10%), Completion of activities (25%), Completion of the essay question (20%), Completion of the essay question (25%), Completion of the 2nd essay question (25%) Campus: Camperdown/Darlington Mode of delivery: Block Mode

This unit of study is designed to help the student become aware of how current health problems in their community reflect the culture and history of that community and that community health and development do not occur in a vacuum. The second part of this unit of study compares Indigenous Australian’s health with indigenous people elsewhere and explores issues of special interest.

PHCR1109
Community Health 2B
Credit points: 3 Teacher/Coordinator: Mr Chris Ballantyne Session: Semester 2 Classes: Block/Intensive mode 5 days 9am to 5pm 3 blocks per semester Assessment: Involvement in classroom activities (10%), Completion of activities (55%), Completion of “Diabetes Management in the Community” project (25%), End of semester examination (10%) Campus: Camperdown/Darlington Mode of delivery: Block Mode

This unit of study is the second part of the unit focusing on community health issues. Ways in which the student can improve community health are examined, with diabetes used as an example of a lifestyle disease with major complications but for which much can be done. Emphasis is given not only to the skills required for diabetes programs but also to health education/promotion strategies to encourage healthy lifestyles and the prevention of other chronic conditions such as some forms of heart disease.

PHCR1110
Community Health 3
Credit points: 6 Teacher/Coordinator: Ms Elizabeth Martin Session: Semester 2 Classes: Block/Intensive Mode 5 days 9am to 5pm 3 blocks per semester Assessment: Participation in the block tutorials (10%), Completion of Activities 1 - 14 relating to alcohol and drug use in the community, (30%), Completion of activities 15 - 28 relating to module 2: violence and abuse, including community activities. (25%), Development and participation in health promotion, prevention and management strategies for drug and alcohol misuse and violence in the community (Major assignment). Campus: Camperdown/Darlington Mode of delivery: Block Mode

This unit of study is designed to assist the student understand the effect that drugs and alcohol use have on the individual, the family and the community, and to develop skills to deal with problems associated with misuse. Violence and abuse is closely linked with drug and alcohol use and so issues of domestic and sexual violence and abuse are also examined.

PHCR1111
Population Health 2
Credit points: 6 Teacher/Coordinator: Ms Lindy Hunt Session: Semester 2 Classes: Block Intensive mode, 5 day 9am to 5pm 3 blocks per semester Assessment: Participation in the block tutorials (10%), Completion of Activities 1 - 19 (15%), Completion of case study (10%), Completion of activities 20-41 (30%), Completion of activities 42-56 (15%), Completion of activity 57 (5%), Practical component (15%) Campus: Camperdown/Darlington Mode of delivery: Block Mode

This unit of study is designed to assist the student understand the normal growth and development of children and adolescents in their community and be able to identify and respond to common problems. Three age groups are focused on, each with a different emphasis: the provision of primary health care to the 0 - 5 year olds, with recognition and treatment of common problems, the school aged child and the role of school health programs and the adolescent with particular emphasis on those seen to be vulnerable. Given the current concerns for adolescent mental health and youth suicide, issues of adolescence are considered in the third semester, in conjunction with the unit of study on mental health.

PHCR1112
Clinical Skills 1B
Credit points: 3 Teacher/Coordinator: Ms Elizabeth Martin Session: Semester 2 Classes: Block/Intensive Mode 5 days 9am to 5pm 3 blocks per semester Assessment: Participation in the block tutorials (10%), Completion of activities 1 - 4 (10%), Activity 14: 5 minute recorded interview with a person in the community setting, and written record and summary of the interview. (20%), Activity 20: 5 minute interview and its analysis (20%) Activities 5-19 in module 2 with the exception of number 14 (20%), Developing counselling skills in the community. (20%) Campus: Camperdown/Darlington Mode of delivery: Block Mode

This unit of study is designed to assist the student continue to develop the knowledge and skills to provide basic clinical procedures and basic counselling skills. The theory to support the core clinical skills is provided in this unit, although achieving competency may occur later.

PHCR2101
Professional Development 2A
Credit points: 3 Teacher/Coordinator: Mr Paul Bennett & Mr Chris Ballantyne Session: Semester 1 Classes: Block/Intensive Mode 5 days 9am to 5pm 3 blocks per semester Assessment: Active involvement in learning block activities and completion of your professional journal. (20%), Completion of activities 1 - 8 in workbook. Note activity 7 is worth 10% (30%), Demonstration of cross-cultural learning principles in workplace health education and health promotion activities (10%), Active participation in computer workshop (10%), Completion of two computer assignments during workshop in Blocks 2 and 3 (30%) Campus: Camperdown/Darlington Mode of delivery: Block Mode

In this unit of study students continue to develop skills and knowledge relevant to their roles and responsibilities as primary health care workers by focusing on issues of literacy and language. It looks at how people learn in different cultural settings and how the health worker is able to use this knowledge for both personal development and in developing community health education/promotion strategies. The impact of language on daily life, both personally and professionally, is examined, including the role of the health worker as an interpreter / translator. Practical skills relating to basic computing continue to be developed.

Textbooks
Microsoft Excel 2000 Level 1 & 2, Watsonia Software Pty Ltd Melbourne

PHCR2102
Community Health 4
Credit points: 6 Teacher/Coordinator: Ms Elizabeth Martin Session: Semester 1 Classes: Block Intensive Mode 5 days 9am to 5pm 3 blocks per semester Assessment: Active involvement in block activities (10%), Involvement in and development of clinical skills in counselling and mental health care in the community (25%), PART 1 of Workbook (activities related to mental health and illness but not directly to module activities). (25%), Activities 1-6 but not including Activity 2 (15%), Completion of Activity 2 (10%), Completion of Activity 7 (15%) Campus: Camperdown/Darlington Mode of delivery: Block Mode

This unit of study is designed to assist students understand those factors in daily life that can affect the mental health of community members and to develop skills that will help them be effective community health workers. It begins by providing the theory for developing culturally appropriate counselling skills to deal with individual or family crises; to recognise those situations where their skills can meet presenting needs, when referral is required and what options are available for referral. The clinical skill of mental health assessment is also consolidated. The student also looks at cross-cultural concepts of mental health, factors affecting mental development, care of mental illness in the community, with particular emphasis on the needs of Indigenous Australians and those living in rural/remote areas.

PHCR2103
Community Health 5A
Credit points: 3 Teacher/Coordinator: Mr Tony Kickett Session: Semester 1 Classes: Block Intensive mode 5 days 9am - 5pm 3 blocks per semester Assessment: Active involvement in block activities (10%), Development of clinical skills in nutritional assessment, including routine care of children less than 5 years (10%), Completion of Module 1 activities (1 to 4 and 6) in workbook (20%), Demonstrate competency in handling, preparing and storing food safely in the home environment, and the presentation of a task (Module 1 activity 5) (10%), Development and presentation of a nutritional education program in your
Community Health 6
Credit points: 6 Teacher/Coordinator: Mr Chris Ballantyne Session: Semester 1 Classes: Block Intensive Mode 5 days 9am to 5pm 3 blocks per semester Assessment: Completion of module 1 activities in Workbook (activities 1-15) (40%), Completion of module 2 activities in Workbook, (activities 16 - 22) (20%), Prepare and present a talk to adolescents (activity 23, which includes both written work and presentation) (20%), Block participation (5%) Campus: Camperdown/Darlington Mode of delivery: Block Mode

Population Health 1A
Credit points: 3 Teacher/Coordinator: Ms Lindy Hunt Session: Semester 1 Classes: Block Intensive mode 5 day 9am to 5pm 3 blocks per semester Assessment: Active involvement in block activities (10%), Development of clinical skills in delivering routine antenatal care. This grade will be given following consultation with Registered Nurses in the workplace. Involvement in providing antenatal care and health education and health promotion relevant to pregnancy and pre-pregnancy health will be assessed. (20%), Completion of activities 1-8 (20%), Development and presentation of a health education program suitable for the parents-to-be in your community (Activity 9): (20%). One hour oral examination on antenatal care, focusing on the antenatal card and presented scenarios (Activity 10) (30%) Campus: Camperdown/Darlington Mode of delivery: Block Mode

Clinical Skills 2A
Credit points: 3 Teacher/Coordinator: Mr Chris Ballantyne Session: Semester 1 Classes: Block Intensive Mode 5 days 9am to 5pm 3 blocks per semester, Unit also available online. Assessment: Participation in Block activities (10%), Completion of activities 1-11 (20%), Completion of activity 12 (mental health assessment) (10%), Drug administration examination and competency assessment (20%), Advanced First Aid examination and competency assessment (40%) Campus: Camperdown/Darlington Mode of delivery: Block Mode

Professional Development 2B
Credit points: 3 Teacher/Coordinator: Mr Paul Bennett and Mr Chris Ballantyne Session: Semester 2 Classes: Block Intensive mode 5 days 9am to 5pm 3 blocks per semester Assessment: Active involvement in non-computer block activities (10%), Presentation in Block 11 (20%), Activities related to workforce skills, including maintaining Professional Diary. (20%), Active participation in computer workshop (20%) Completion of one major computer assessment (30%) Campus: Camperdown/Darlington Mode of delivery: Block Mode

Community Development 3
Credit points: 6 Teacher/Coordinator: Mr Chris Ballantyne Session: Semester 2 Classes: Block Intensive Mode 5 days 9am to 5pm 3 blocks per semester Assessment: Participation in Block activities (10%), Completion of activities 1-3 relating to module 1; collecting and presenting health information (45%), Completion of activities 4-6 relating to community assessment and planning community development (45%) Campus: Camperdown/Darlington Mode of delivery: Block Mode

Population Health 5B
Credit points: 3 Teacher/Coordinator: Ms Deb Jones Session: Semester 2 Classes: Block Intensive Mode 5 days 9am to 5pm 3 blocks per semester Assessment: Active involvement in block activities (10%), Activities 1-2 (short answer activities on heart disease) (5%), Activity 3: part 1 practical assessment of skills developed using brief interventions for behaviour change with individuals: Part 2: Written summary on the PHC worker's role in tertiary interventions for cardio vascular disease in your community (20%), Activities 4-6 (Shorter answer activities on renal disease) (10%), Activity 7: Literature search and essay (to focus on heart disease OR renal disease) (5%), Activity 8: Complete a critical analysis of two articles on renal and heart conditions in Aboriginal populations; (10%), Activity 9 develop health promotion objectives and strategies relevant for a health promotion program targeting heart disease or renal disease (20%) Campus: Camperdown/Darlington Mode of delivery: Block Mode

This unit of study continues the focus on lifestyle and disease. Poor food choices often occur in association with other adverse lifestyle choices (lack of exercise and substance misuse for example), which can result in chronic disease later in life. Both diabetes and heart disease are good examples of current common lifestyle diseases. In a previous unit students focused on diabetes as a lifestyle disease with implications for the individual and the community. In this unit the major focus is on the major cause of mortality and morbidity in Australia today - cardiovascular disease. There is also a focus on renal disease, which can have a devastating effect on both the individual and the family. There are higher levels of diabetes, hypertension and kidney infection following streptococcal skin infections in some Aboriginal populations and these contribute to the higher rates of renal disease experienced in these populations. Such renal disease can lead to kidney failure later in life if not detected early and appropriately managed. Students are encouraged to develop skills in carrying out culturally appropriate nutrition and lifestyle education and promotion and screening activities that target these chronic diseases.
PHCR2110 Population Health 1B
Credit points: 3 Teacher/Coordinator: Ms Lindy Hunt Session: Semester 2 Classes: Block Intensive mode 5 days 9am - 5pm 3 blocks per semester Assessment: Participation in Block activities (10%), Examination on Module 1: Part 1 (Labour) in Block 5. Short answer and multiple choice questions (minimum 30 minutes), (20%), Activity 1: Prepare and deliver a parenting session on a selected aspect of post-natal care (15%), Activity 2: Post-natal case study (15%), Activities 3 - 13 in Module 2: Contraception (20%), Activity 14: Prepare and delivery a talk on contraception to a small group. (20%) Campus: Camperdown/Darlington Mode of delivery: Block Mode

This unit of study is designed to assist a student understand the reasons for giving care during delivery and the post-natal period and to develop the skills for supporting the provision of postnatal care in the community. The issue of family spacing as it affects mother and baby are also included.

PHCR2111 Population Health 3
Credit points: 6 Teacher/Coordinator: Ms Lindy Hunt, Mr Tony Kickett and Mr Jason Gowin Session: Semester 2 Classes: Block Intensive mode 5 days 9am to 5pm 3 blocks per semester Assessment: Active involvement in block activities (10%), Completion of activities 1 - 12 (Women's Health/ORCompletion of activities 1 - 24 (Men's Health) (65%), Activities 1-8 in Module 3 (Prison Health) (25%) Campus: Camperdown/Darlington Mode of delivery: Block Mode

This unit of study is designed to assist the student understand issues that affect women's and men's health and develop competency in designated skills related to targeting men's and women's health. The differences between gender roles in traditional and contemporary society will be considered and there is an emphasis on health maintenance and routine screening activities related to specific programs. Topical issues are also examined, including parenting, institutionalisation, dealing with anger, stress and grief, rural health and safety, violence and traditional food patterns (bush tucker). Students are encouraged to participate in activities that support women's or men's health programs. This unit of study is sensitive to local cultural values: this usually means that female students will do the activities and assignments associated with women's health and male students will do the activities and assignments associated with men's health but that all students are familiar with the information on both genders.

PHCR2112 Clinical Skills 2B
Credit points: 3 Teacher/Coordinator: Ms Lindy Hunt Session: Semester 2 Classes: Block Intensive mode 5 days 9am to 5pm 3 blocks per semester Assessment: Participation in Block activities (10%), Completion of activities 1- 4 in the workbook (10%), Advanced First Aid examination and competency assessment (80%) Campus: Camperdown/Darlington Mode of delivery: Block Mode

This unit of study is designed to assist the student further develop their knowledge and skills to provide more comprehensive First Aid and emergency care in their community. Principles of disaster planning and triage are introduced, basic life support in emergency situations is reviewed and advanced first aid care for given emergencies is provided with emphasis on personal safety, on preventing such accidents and potential dangers for each (what not to do).

PHCR3101 Community Health 7
Credit points: 6 Session: Semester 1 Classes: Block intensive mode 3 days per block 9am - 6pm 2 blocks per semester Assessment: Assessment is centred on the learning outcomes and will consist of a variety of assessment methods, both written and oral. Students will be expected to demonstrate a range of advanced communication skills in the workplace. Campus: Camperdown/Darlington Mode of delivery: Block Mode

This unit is designed to continue developing skills relevant to health education and promotion activities in the student's communities. The emphasis is on working with individuals, the community and other health professionals to prevent illness and optimise community health status through programs that reflect community needs, community development principles and cultural effectiveness.

PHCR3102 Population Health 4
Credit points: 6 Session: Semester 2 Classes: Block intensive mode 3 days per block 9am - 6pm 2 blocks per semester Assessment: Assessment is centred on the learning outcomes and will consist of a variety of assessment methods, both written and oral. Students will be expected to demonstrate a range of advanced communication skills in the workplace. Campus: Camperdown/Darlington Mode of delivery: Block Mode

This unit is designed to introduce students to the principles and practice of public health in rural and remote communities of Australia. The student comes to understand how an approach that focuses on the group complements the approach that focuses on the individual and how both are essential for an effective primary health care service.

PHCR3103 Ageing and Disability
Credit points: 6 Session: Semester 1, Semester 2 Classes: Block intensive mode 3 days per block 9am - 5pm 2 blocks per semester Assessment: Assessment is centred on the learning outcomes and will consist of a variety of assessment methods, both written and oral. Students will be expected to demonstrate a range of advanced communication skills in the workplace. Campus: Camperdown/Darlington Mode of delivery: Block Mode

This unit of study will allow the student to focus on providing primary health care services to those with a chronic disease and their families. The particular needs of these individuals and ways of effectively meeting these needs will be explored.

PHCR3104 Chronic Diseases
Credit points: 6 Session: Semester 1, Semester 2 Classes: Block intensive mode 3 days per block 9am - 5pm 2 blocks per semester Assessment: Assessment is centred on the learning outcomes and will consist of a variety of assessment methods, both written and oral. Students will be expected to demonstrate a range of advanced communication skills in the workplace. Campus: Camperdown/Darlington Mode of delivery: Block Mode

This unit of study will allow the student to focus on providing primary health care services to the ageing and those with a disability and their families. The particular needs of the ageing and those with a disability and ways of effectively meeting these needs will be explored.

PHCR3105 Drugs and Alcohol Studies
Credit points: 6 Session: Semester 1, Semester 2 Classes: Block intensive mode 3 days per block 9am - 5pm 2 blocks per semester Assessment: Assessment is centred on the learning outcomes and will consist of a variety of assessment methods, both written and oral. Students will be expected to demonstrate a range of advanced communication skills in the workplace. Campus: Camperdown/Darlington Mode of delivery: Block Mode
This unit of study will allow the student to focus on providing primary health care services to the community in the area of drugs and alcohol. The focus includes prevention and health promotion, identification of risk and harm minimisation strategies and developing ways to effectively meet the needs of those with drug or alcohol problems.

**PHCR3105**  
**Drugs and Alcohol Studies**  
**Credit points:** 6  
**Session:** Semester 1, Semester 2  
**Classes:** Block intensive mode 3 days per block 9am - 5pm 2 blocks per semester  
**Assessment:** Assessment is centred on the learning outcomes and will consist of a variety of assessment methods, both written and oral. Students will be expected to demonstrate a range of advanced communication skills in the workplace.  
**Campus:** Camperdown/Darlington  
**Mode of delivery:** Block Mode

This unit of study will allow the student to focus on providing primary health care services to the community in the area of drugs and alcohol. The focus includes prevention and health promotion, identification of risk and harm minimisation strategies and developing ways to effectively meet the needs of those with drug or alcohol problems.

**PHCR3106**  
**Men's Health**  
**Credit points:** 6  
**Session:** Semester 1, Semester 2  
**Classes:** Block intensive mode 3 days per block 9am - 5pm 2 blocks per semester  
**Assessment:** Assessment is centred on the learning outcomes and will consist of a variety of assessment methods, both written and oral. Students will be expected to demonstrate a range of advanced communication skills in the workplace.  
**Campus:** Camperdown/Darlington  
**Mode of delivery:** Block Mode

This unit of study will allow the student to focus on providing primary health care services to the community in the area of mental health and well-being. This is a broad area that includes being involved in programs that enhance emotional and social well-being, identifying and working with individuals and families 'at risk', and managing with others in the Mental Health Team, those with a mental health problem.

**PHCR3107**  
**Mental Health and Well Being**  
**Credit points:** 6  
**Session:** Semester 1, Semester 2  
**Classes:** Block intensive mode 3 days per block 9am - 5pm 2 blocks per semester  
**Assessment:** Assessment is centred on the learning outcomes and will consist of a variety of assessment methods, both written and oral. Students will be expected to demonstrate a range of advanced communication skills in the workplace.  
**Campus:** Camperdown/Darlington  
**Mode of delivery:** Block Mode

This unit of study will allow the student to focus on providing primary health care services to the family with a young child. The particular needs of potential parents, parents and young children and ways of effectively meeting these needs will be explored.

**PHCR3108**  
**Oral Health**  
**Credit points:** 6  
**Session:** Semester 1, Semester 2  
**Classes:** Block intensive mode 3 days per block 9am - 5pm 2 blocks per semester  
**Assessment:** Assessment is centred on the learning outcomes and will consist of a variety of assessment methods, both written and oral. Students will be expected to demonstrate a range of advanced communication skills in the workplace.  
**Campus:** Camperdown/Darlington  
**Mode of delivery:** Block Mode

This unit of study will allow the student to focus on providing primary health care services to pre-adolescents and adolescents and their families. The particular needs of the adolescents and ways of effectively meeting these needs will be explored.

**PHCR3109**  
**Sexual Health**  
**Credit points:** 6  
**Session:** Semester 1, Semester 2  
**Classes:** Block intensive mode 3 days per block 9am - 5pm 2 blocks per semester  
**Assessment:** Assessment is centred on the learning outcomes and will consist of a variety of assessment methods, both written and oral. Students will be expected to demonstrate a range of advanced communication skills in the workplace.  
**Campus:** Camperdown/Darlington  
**Mode of delivery:** Block Mode

This unit of study will allow the student to focus on providing primary health care services in the area of sexual health to their community. The needs of the community and ways of effectively meeting these needs will be explored.

**PHCR3110**  
**The Pre-Adolescent and Adolescent**  
**Credit points:** 6  
**Session:** Semester 2  
**Classes:** Block intensive mode 3 days per block 9am - 5pm 2 blocks per semester  
**Assessment:** Assessment is centred on the learning outcomes and will consist of a variety of assessment methods, both written and oral. Students will be expected to demonstrate a range of advanced communication skills in the workplace.  
**Campus:** Camperdown/Darlington  
**Mode of delivery:** Block Mode

This unit of study will allow the male student to focus on providing primary health care services to men in their community. The particular needs of men and ways of effectively meeting these needs will be explored.

**PHCR3111**  
**The Family and Young Child**  
**Credit points:** 6  
**Session:** Semester 2  
**Classes:** Block intensive mode 3 days per block 9am - 5pm 2 blocks per semester  
**Assessment:** Summative assessment will take place on Learning Outcomes 1 - 6. This assessment will comprise a viva voce (oral examination) and clinical assessment. Students will be assessed on a pass / fail basis. Assessment 2: Takes place at the end of Module 3 and will be based upon Learning Outcomes 7 - 10 as demonstrated in the final written report. Students will predetermine assessment criteria by negotiation with mentor.  
**Campus:** Camperdown/Darlington  
**Mode of delivery:** Block Mode

This unit of study aims to introduce the student to oral health as an integral component of general health and equip the student with basic oral examination skills. Students will recognise some common oral health conditions and undertake an oral needs assessment of their
community. They will provide advice on seeking dental care, develop appropriate oral health promotion strategies and evaluate the effects of their intervention methods.

PHCR4104
Community Development 5

Credit points: 6  Session: Semester 2  Classes: Block intensive mode 3 days per block 9am - 5pm 2 blocks per semester  Assessment: Assessment is centred on the learning outcomes and will consist of a variety of assessment methods, both written and oral. Students will be expected to demonstrate a range of advanced communication skills in the workplace. Campus: Camperdown/Darlington  Mode of delivery: Block Mode

This unit is designed to continue developing skills relevant to implementing primary health care and/or community development programs. Throughout the year the student will implement a program relevant to their community's need. In the previous semester ("From Theory to Practice 1") the student identified a problem, planned a program to meet the need, incorporating the principles of community development, and began implementing the program. This semester, in "From Theory to Practice 2", the emphasis is on monitoring and evaluation.
8. Postgraduate research 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 chapters 5–7, on undergraduate courses. Postgraduate study is divided into two categories, research and coursework. Research is the subject of this chapter and coursework is considered in chapters 9 and 11. Governance, including the resolutions for all postgraduate degrees, is covered in chapter 10.

The information in this chapter is in summary form and is subordinate to the provisions of the relevant degree resolutions, in chapter 10 and in the University of Sydney Calendar. The Calendar is available for sale at the Student Centre, for viewing at the Library, or on the Web at http://www.usyd.edu.au/publications/calendar/.

Research
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. 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 five research degrees currently offered by the Faculty of Medicine are the Master of Philosophy, the Master of Surgery, the Doctor of Public Health, the Doctor of Philosophy and the Doctor of Medicine.

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 local 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 http://www.dest.gov.au/sectors/research_sector/programmes_funding/programme_categories/professional_skills/research_training_scheme.htm. This means that tuition fees for local 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 University of Sydney’s postgraduate course database http://www.usyd.edu.au/fstudent/postgrad/index.shtml for information on fees for 2007.

There are a number of scholarships available for local students to assist with living costs, and a limited number for international students. Information about scholarships can be found at http://www.usyd.edu.au/fstudent/postgrad/costs/index.shtml.

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 http://www.supra.usyd.edu.au/.

Details on the examination process of a thesis for research degrees other than the MD can be found on the Faculty’s website http://www.medfac.usyd.edu.au/currentstudent/postgrad/index.php.

This site 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.

Research degrees

Master of Philosophy
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. One compulsory unit of study on research methods will be undertaken to provide structured general research training.

Admission normally requires a bachelor’s degree with first or second class honours from the University of Sydney or another approved institution, or equivalent qualification. Applicants who do not have an honours degree may be admitted after the applicant has passed a qualifying examination at a standard equivalent to the bachelor’s degree with first or second class honours. The faculty may exempt an applicant from the qualifying examination if the applicant has obtained at least a credit in the highest course available in the subject or subjects relevant to the proposed course of advanced study and research.

Full-time MPhil students have a minimum of 1 year and a maximum of 2 years to submit a thesis for examination. Part-time students have a minimum of 2 years and a maximum of 4 years to submit. MPhil students will be required to complete one six credit point unit of study.
on research methods 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.

Master of Surgery

The Master of Surgery (MS) 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.

Admission to the MS requires a Bachelor of Medicine/Bachelor of Surgery (MBBS) from the University of Sydney or another approved institution. Candidates must also produce evidence of advanced surgical training either by possession of a Fellowship of the Royal Australasian College of Surgeons (RACS) or equivalent postgraduate diploma or other qualification deemed equivalent by the Faculty; or by satisfying the requirements of the Primary Fellowship examination of the RACS or equivalent body and by being an accredited trainee in surgery, i.e. by producing evidence of acceptance in or completion of an advanced accredited surgical training scheme of the RACS or equivalent body acceptable to the Faculty; or by being able to pass a clinical examination in surgery as determined by the Faculty on the recommendation of the Head of the Discipline of Surgery.

Full-time MS students have a minimum of 2 years and maximum of 3 years to submit a thesis for examination. Part-time students have a minimum of 3 years and a maximum of 4 years to submit.

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.

Doctor of Public Health

The Doctor of Public Health (DPH) is an advanced professional research degree aimed at those who intend to pursue careers in public health research or public health policy analysis. The DPH offers a combination of research and structured coursework. The degree has been designed to allow students who complete the Master of Public Health (MPH) coursework or similar degree at an advanced level to progress to a doctorate in only two extra years instead of the three full-time years normally taken to complete a PhD.

To enter the Doctor of Public Health, students must first successfully complete 36 credit points of coursework from the current Master of Public Health program or from other programs offered by the School of Public Health, as agreed by the Head of School, and achieve a weighted average mark of at least 70 per cent. Students may then proceed to two years of full-time research during which time they must complete a thesis of equivalent standard to a PhD thesis.

Doctor of Philosophy (PhD)

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 of the Senate and Academic Board relating to the degree of Doctor of Philosophy are printed in University of Sydney Calendar.

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.

Doctor of Medicine

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.
9. Postgraduate coursework studies – A to M

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 chapters 5–7 on undergraduate courses.)

Postgraduate study is divided into two categories, research and coursework. Coursework is the subject of this chapter and research is considered in chapter 8. Governance, including the resolutions for all postgraduate degrees, is covered in chapter 10. The information in this chapter is in summary form and is subordinate to the provisions of the relevant degree resolutions, in chapter 10 and in the University of Sydney Calendar. The Calendar is available for sale at the Student Centre, for viewing at the Library, or on the Web at www.usyd.edu.au/publications/calendar/.

Coursework

What is a coursework course?

Coursework courses are similar to undergraduate study in that the student enrols 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.

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 he/she decides to continue with the graduate diploma. Instead of having to re-apply and re-do units of study, the student can request a transfer to the graduate diploma with full credit for his/her 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, so adding a qualification to his/her 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 and they should refer to the faculty’s credit policy on the Web, see http://www.medfac.usyd.edu.au/currentstudent/postgrad/index.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 (see chapter 10), 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, the graduate diploma 36 credit points and the master’s degree 48 credit points. Some master’s degrees have an associated honours component. Not all courses follow this structure so students should ensure that they read the resolutions and other information about their course to ensure that 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 core units, and a student must successfully complete these units of study in order to be awarded the relevant qualification. Even if the student has the necessary number of credit points for award, if he/she has not passed the core units he/she is 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. Most of this chapter comprises descriptions of the postgraduate courses offered through the Faculty of Medicine, with the 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. Enrolment in a unit may only be possible if students have already completed a particular unit of study, the prerequisite, e.g. the unit of study OPSC5005 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. A corequisite is where one unit of study requires a student to either have already completed a second unit of study or enrol in it at the same time. For example, the Biostatistics BSTA5020 Workplace Project Portfolio Part A requires students to also enrol in BSTA5022 Workplace Project Portfolio Part B during the same semester. 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 either 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, which is covered by HECS-HELP for Australian citizens. Very few scholarships exist to cover the fees for coursework degrees for both local and international students. Information on scholarships can be found on the University’s website http://www.usyd.edu.au/1student/postgrad/costs/index.shtml and the faculty’s website http://www.medfac.usyd.edu.au/scholarawards/postgrad/index.php.

Students undertaking the honours component of a master’s degree by coursework are not eligible to apply for scholarships that specify enrolling in a research degree as an eligibility requirement, in order to support their honours.
Coursework course information

Bioethics

Bioethics is offered jointly with the Faculty of Science. Full details are available in the Faculty of Science Handbook and all administrative matters are handled by the Faculty of Science.

Biostatistics

**Graduate Certificate in Biostatistics**
(GradCertBiostat) KG003

**Graduate Diploma in Biostatistics**
(GradDipBiostat) KF034

**Master of Biostatistics**
(MBiostat) KC044

**Overview**
The program has been designed to provide advanced biostatistical training by distance learning for a diverse range of students.

**Admission**
Admission requires a bachelor degree in statistics, mathematics, science, psychology, medicine, pharmacy, economics, health sciences or other appropriate discipline from an approved university (or equivalent qualification). Applicants should also have a proven aptitude for advanced mathematical work, indicated for example by a high level of achievement in high school or undergraduate mathematics. Lastly, applicants should have 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 (i.e. t-tests and chi-squared tests for 2x2 tables).

**Structure**
The graduate certificate and graduate diploma are embedded in the master's degree – see the explanation of embedded degrees at the beginning of this chapter.

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 unit of study not available via distance learning is the workplace project, 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.

Graduate diploma and master's degree students may apply for an exemption for one or more of BSTA5001, BSTA5002, BSTA5011, BSTA5023 (see tables and chapter 11 for further information) depending on the student’s previous studies.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit points for award</th>
<th>Duration part-time</th>
</tr>
</thead>
<tbody>
<tr>
<td>GradCertBiostat</td>
<td>24</td>
<td>1–2 years</td>
</tr>
<tr>
<td>GradDipBiostat</td>
<td>48</td>
<td>2–4 years</td>
</tr>
<tr>
<td>MBiostat</td>
<td>72</td>
<td>3–6 years</td>
</tr>
</tbody>
</table>

The graduate certificate comprises one core unit of study and three electives chosen from the list of core and elective units of study for the master's degree (see tables on core and elective units of study below and chapter 11 for unit of study details).

The graduate diploma comprises eight core units of study (see tables on core units of study below and chapter 11 for unit of study details).

The master's degree comprises nine core units of study and either one or two workplace projects. The remainder of the 72 credit points is made up of electives (see tables on core and elective units of study below and chapter 11 for unit of study details).
### Biostatistics core units of study

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSTA5011</td>
<td>Epidemiology for Biostatisticians</td>
<td>6</td>
<td>N PUBH5010</td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>BSTA5001</td>
<td>Biostatistics: Mathematical Background</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>BSTA5002</td>
<td>Principles of Statistical Inference</td>
<td>6</td>
<td>P BSTA5001</td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>BSTA5004</td>
<td>Data Management &amp; Statistical Computing</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>BSTA5006</td>
<td>Design of Experiments and RCTs</td>
<td>6</td>
<td>P BSTA5001 and (BSTA5011 or PUBH5010)</td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>BSTA5007</td>
<td>Linear Models</td>
<td>6</td>
<td>P BSTA5002 and (BSTA5011 or PUBH5010)</td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>BSTA5008</td>
<td>Categorical Data and GLMs</td>
<td>6</td>
<td>C BSTA5007</td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>BSTA5023</td>
<td>Probability and Distribution Theory</td>
<td>6</td>
<td>P BSTA5001</td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
</tbody>
</table>

### Biostatistics elective units of study

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSTA5003</td>
<td>Health Indicators and Health Surveys</td>
<td>6</td>
<td>C BSTA5001</td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>BSTA5005</td>
<td>Clinical Biostatistics</td>
<td>6</td>
<td>P BSTA5001 and (BSTA5011 or PUBH5010)</td>
<td>C BSTA5002</td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>BSTA5012</td>
<td>Longitudinal and Correlated Data</td>
<td>6</td>
<td>P BSTA5008</td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>BSTA5014</td>
<td>Bayesian Statistical Methods</td>
<td>6</td>
<td>P BSTA5008</td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>BSTA5015</td>
<td>Advanced Clinical Trials &amp; Meta-analysis</td>
<td>6</td>
<td>P BSTA5006, BSTA5007</td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
</tbody>
</table>

The unit of study, BSTA5013 Bioinformatics and Statistical Genetics, is only offered in even years.

### Biostatistics workplace project units of study

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSTA5020</td>
<td>Workplace Project Portfolio Part A</td>
<td>6</td>
<td>P 24 credit points including BSTA5004 and (BSTA5011 or PUBH5010)</td>
<td>C BSTA5021</td>
<td>N BSTA5022</td>
<td>Semester 1</td>
</tr>
<tr>
<td>BSTA5021</td>
<td>Workplace Project Portfolio Part B</td>
<td>6</td>
<td>P 24 credit points including BSTA5004 and (BSTA5011 or PUBH5010)</td>
<td>C BSTA5020</td>
<td>N BSTA5022</td>
<td>Semester 1</td>
</tr>
<tr>
<td>BSTA5022</td>
<td>Workplace Project Portfolio Part C</td>
<td>6</td>
<td>P 24 credit points including BSTA5004 and (BSTA5011 or PUBH5010)</td>
<td>C BSTA5020, BSTA5021</td>
<td></td>
<td>Semester 1</td>
</tr>
</tbody>
</table>

Master's degree students must submit a Workplace Project Portfolio, comprising either two projects (Part A and Part B) or one project (Part C).

### Further enquiries

Associate Professor Judy Simpson  
Phone: +61 2 9351 4369/5994  
Fax: +61 2 9351 5049  
Email: judys@health.usyd.edu.au  
Clinical epidemiology

Graduate Certificate in Clinical Epidemiology (GradCertClinEpi) KG007
Graduate Diploma in Medicine (Clinical Epidemiology) (GradDipMed(ClinEpi)) KF042
Graduate Diploma of Science in Medicine (Clinical Epidemiology) (GradDipScMed(ClinEpi)) KF0443
Master of Medicine (Clinical Epidemiology) (MM(ClinEpi)) KC055
Master of Science in Medicine (Clinical Epidemiology) (MScMed(ClinEpi)) KC056

Overview
Clinical epidemiology is the science of applying the best available research evidence to patient care. This program is intended to provide clinicians the opportunity to learn the principles of clinical epidemiology and ‘best evidence’. The program has been designed to ensure that the theory learned by participants is applied to patient-based examples and readily integrated into their day-to-day work.

The Master of Medicine (Clinical Epidemiology) and the Master of Science in Medicine (Clinical Epidemiology) are essentially the same program with different admission requirements, and the same applies to the Graduate Diploma in Medicine (Clinical Epidemiology) and the Graduate Diploma of Science in Medicine (Clinical Epidemiology). Only medical graduates (i.e. 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 only distinction between them being the title of the course they are awarded on completion.

The master’s degrees may be awarded at either a pass or honours grade. Honours is only available to students who meet the criteria detailed below, which include enrolling in a further 12 credit points of dissertation units of study for which they undertake supervised research which is written up in a dissertation for examination. Master’s degree students who choose not to undertake the honours component but complete their coursework units of study with a minimum average mark of 75 per cent will be awarded pass with merit.

Admission
Graduate Certificate in Clinical Epidemiology: Admission to the program normally requires either a Bachelor of Medicine/Bachelor of Surgery (MBBS) from the University of Sydney or another approved institution, or a bachelor’s degree in a health discipline with first or second class honours from the University of Sydney or another approved institution. If candidates do not have an honours degree, they may be admitted on the basis of having completed equivalent work or passing a preliminary examination as prescribed by the Faculty of Medicine.

Master of Medicine (Clinical Epidemiology) and Graduate Diploma in Medicine (Clinical Epidemiology): Admission normally requires a Bachelor of Medicine/Bachelor of Surgery (MBBS) from the University of Sydney or another approved institution.

Master of Science in Medicine (Clinical Epidemiology) and Graduate Diploma of Science in Medicine (Clinical Epidemiology): Admission normally requires a bachelor’s degree in a health discipline with first or second class honours from the University of Sydney or another approved institution. If candidates do not have an honours degree, they may be admitted on the basis of having completed equivalent work or passing a preliminary examination as prescribed by the Faculty of Medicine.

Structure
The graduate certificate and graduate diplomas are embedded in the master’s degrees – see the explanation of embedded degrees at the beginning of this chapter.

The program is delivered by lectures, tutorials and small group sessions given by academics and clinicians from the university and outside organizations. A number of units of study are Web-based (please visit the School of Public Health website http://www.health.usyd.edu.au, for more information). 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. 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 coursework 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. To avoid timetabled 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.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit points for award</th>
<th>Duration full-time</th>
<th>Duration part-time</th>
</tr>
</thead>
<tbody>
<tr>
<td>GradCertClinEpi</td>
<td>24</td>
<td>0.5–2 years</td>
<td>1–3 years</td>
</tr>
<tr>
<td>GradDipMed(ClinEpi)</td>
<td>36</td>
<td>1–2 years</td>
<td>1–3 years</td>
</tr>
<tr>
<td>GradDipScMed(ClinEpi)</td>
<td>36</td>
<td>1–2 years</td>
<td>1–3 years</td>
</tr>
<tr>
<td>MM(ClinEpi)</td>
<td>48</td>
<td>1–3 years</td>
<td>2–6 years</td>
</tr>
<tr>
<td>MScMed(ClinEpi)</td>
<td>48</td>
<td>1–3 years</td>
<td>2–6 years</td>
</tr>
<tr>
<td>MM(ClinEpi)(Hons)</td>
<td>60</td>
<td>1–3 years</td>
<td>2–6 years</td>
</tr>
<tr>
<td>MScMed(ClinEpi)(Hons)</td>
<td>60</td>
<td>1–3 years</td>
<td>2–6 years</td>
</tr>
</tbody>
</table>

The graduate certificate comprises 14 credit points of compulsory core units of study and 10 credit points of electives (see tables on core and elective units of study below and chapter 11 for unit of study details).

The graduate diploma comprises 14 credit points of compulsory core units of study and 22 credit points of electives (see tables on core and elective units of study below and chapter 11 for unit of study details).

The master’s degree comprises 14 credit points of compulsory core units of study and 34 credit points of electives (see tables on core and elective units of study below and chapter 11 for unit of study details).

To qualify for the master’s degree with honours, students must 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 (i.e. 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. Students are only able to enrol in the dissertation if they have achieved a weighted average mark of 70 per cent in their first 24 credit points of coursework and have the permission of the course coordinator.
### Clinical epidemiology core units of study

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>CEPI5102 Literature Searching</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>S1 Late Int</td>
</tr>
<tr>
<td>PUBH5010 Epidemiology Methods and Uses</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>S2 Late Int</td>
</tr>
<tr>
<td>PUBH5018 Introductory Biostatistics</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
</tbody>
</table>

### Clinical epidemiology elective units of study

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>CEPI5200 Quality and Safety in Health Care</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>CEPI5202 Advanced Evaluation of Diagnostic Tests</td>
<td>2</td>
<td>P PUBH5208</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>CEPI5203 Introduction to Systematic Reviews</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 2a</td>
</tr>
<tr>
<td>CEPI5204 Advanced Systematic Reviews</td>
<td>2</td>
<td>P CEPI5203</td>
<td></td>
<td></td>
<td></td>
<td>Semester 2b</td>
</tr>
<tr>
<td>CEPI5205 Doing a Systematic Review</td>
<td>6</td>
<td>P CEPI5203</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>CEPI5206 Intro Teaching Clinical Epidemiology</td>
<td>2</td>
<td>P PUBH5010 C PUBH5208 and CEPI5203</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>CEPI5207 Advanced Teaching Clinical Epidemiology</td>
<td>6</td>
<td>P PUBH5010 C PUBH5208 and CEPI5203</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>CEPI5303 Clinical Health Economics</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 2a</td>
</tr>
<tr>
<td>CEPI5306 Clinical Practice Guidelines</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 2a</td>
</tr>
<tr>
<td>CEPI5308 Patient Based Measures</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>S1 Late Int</td>
</tr>
<tr>
<td>CEPI5309 Develop of Clin Epidemiology Research</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1a</td>
</tr>
<tr>
<td>CEPI5310 Advanced Concepts in Statistics</td>
<td>4</td>
<td>P PUBH5211 and PUBH5212</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>CEPI5401 Clinical Epidemiological Practice</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 2a</td>
</tr>
<tr>
<td>CEPI5505 Clinical Epidemiology Project 1</td>
<td>2</td>
<td>P PUBH5010 and PUBH5018 and CEPI5102</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>CEPI5506 Clinical Epidemiology Project 2</td>
<td>4</td>
<td>P PUBH5010 and PUBH5018 and CEPI5102</td>
<td>C CEPI5505</td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>PUBH5204 Advanced Epidemiological Concepts</td>
<td>2</td>
<td>P PUBH5010 C PUBH5211 and PUBH5212</td>
<td></td>
<td></td>
<td></td>
<td>Semester 2b</td>
</tr>
<tr>
<td>PUBH5205 Decision Analysis</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 2b</td>
</tr>
<tr>
<td>PUBH5206 Controlled Trials</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 2a</td>
</tr>
<tr>
<td>PUBH5208 Screening and Diagnostic Test Evaluation</td>
<td>2</td>
<td>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.</td>
<td></td>
<td></td>
<td></td>
<td>Semester 2a</td>
</tr>
<tr>
<td>PUBH5211 Multiple Regression and Stats Computing</td>
<td>4</td>
<td>P PUBH5018</td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>PUBH5212 Categorical Data Analysis</td>
<td>2</td>
<td>P PUBH5018 C PUBH5211</td>
<td></td>
<td></td>
<td></td>
<td>Semester 2b</td>
</tr>
<tr>
<td>PUBH5213 Survival Analysis</td>
<td>2</td>
<td>C PUBH5211</td>
<td></td>
<td></td>
<td></td>
<td>Semester 2b</td>
</tr>
<tr>
<td>PUBH5307 Advanced Health Economic Evaluation</td>
<td>2</td>
<td>P PUBH5018 and PUBH5010 C PUBH5202 and (PUBH5202 or CEPI5303)</td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
</tbody>
</table>

Students in the graduate certificate must enrol in units of study totalling 10 credit points from this table.

Students in the graduate diploma must enrol in units of study totalling 22 credit points from this table.

Students in the master's degree must enrol in units of study totalling 34 credit points from this table.

When choosing electives, students must ensure that they fulfill the essential pre- and corequisites and that there are no timetable clashes. Students commencing mid-year should discuss their choices with the course coordinator first. Students may choose up to six credit points towards their course from another degree program but must first obtain permission from their course coordinator.
Clinical epidemiology dissertation units of study

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>CEP5503</td>
<td>12</td>
<td>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. Note: Department permission required for enrolment</td>
<td>Semester 1a</td>
<td>Semester 1</td>
<td>Semester 2a</td>
<td>S2 Late Int</td>
</tr>
<tr>
<td>CEP5510</td>
<td>6</td>
<td>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. Note: Department permission required for enrolment</td>
<td>Semester 1</td>
<td>Semester 1</td>
<td>Semester 2</td>
<td></td>
</tr>
<tr>
<td>CEP5511</td>
<td>6</td>
<td>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. Note: Department permission required for enrolment</td>
<td>Semester 2</td>
<td>Semester 2</td>
<td>Semester 2</td>
<td></td>
</tr>
</tbody>
</table>

Dissertation units of study are only taken if undertaking the honours stream, which is not available to all students. 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 standard master’s degree. These should be done either in one semester with Dissertation C or split over two semesters with both Dissertation A and Dissertation B. A student must be enrolled in order to submit the dissertation. If a student 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.

Further enquiries
Mrs Miranda Cheung  
Phone: +61 2 9351 5994  
Fax: + 61 2 9351 5049  
Email: mirandac@health.usyd.edu.au  

Health policy

Graduate Certificate in Health Policy  
(GradCertHPol) KG006

Overview

The Graduate Certificate 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 will extend the professional skills of students.

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 will learn how to develop and implement health policy through the application of knowledge to health policy issues and analysis of current health policy directions.

Admission

Admission to the certificate requires a three year degree, or other equivalent qualifications as may be approved by the University.

Structure

Classes are conducted in intensive mode, including weekend workshops and Web-based learning.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit points for award</th>
<th>Duration full-time</th>
<th>Duration part-time</th>
</tr>
</thead>
<tbody>
<tr>
<td>GradCertHPol</td>
<td>24</td>
<td>not available</td>
<td>1–4 years</td>
</tr>
</tbody>
</table>

The graduate certificate comprises four core units of study (see table on core units of study below and chapter 11 for unit of study details).

Health policy core units of study

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>HPOL5000 History and Practice of Health Policy</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>HPOL5001 Understanding Health Systems</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>HPOL5002 Contemporary Issues in Health Policy</td>
<td>6</td>
<td>C HPOL5003</td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>HPOL5003 Analysing Health Policy</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
</tbody>
</table>

Further enquiries
Dr Jim Gillespie  
Phone: +61 2 9351 5048  
Fax: + 61 2 9351 7420  
Email: jimg@health.usyd.edu.au  
Indigenous health promotion

Graduate Diploma in Indigenous Health Promotion
(GradDipIndigHProm) KF022

Overview
The program aims to give Aboriginal and Torres Strait Islander health workers and practitioners the opportunity to add to their knowledge and skills in promoting the health of their communities.

Admission
Applicants must demonstrate: working experience in Aboriginal and Torres Strait Islander communities, and experience in engaging communities in action to improve their health; 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; knowledge of, and sensitivity to, working with Aboriginal and Torres Strait Islander people; and support for their candidature from their local communities and, where possible, their employers.

Structure
Students can complete the program in one year of full-time study. The program consists of six one-week workshops delivered in block release mode. The blocks are taught on campus at the University of Sydney. Following each block, students return to their community/workplace and complete assessment tasks based on the learning achieved in the workshop. The final part of the program requires students to write a project demonstrating that they have consolidated their learning.

There is particular emphasis on demonstrating the importance of community participation and community development. Students may choose to complete their project whilst undertaking the second semester or as a part-time candidate for at least one semester of a second year.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit points</th>
<th>Duration full-time</th>
</tr>
</thead>
<tbody>
<tr>
<td>GradDipIndigHProm</td>
<td>48</td>
<td>1–2 years</td>
</tr>
</tbody>
</table>

The graduate diploma comprises six core units of study and a compulsory final project (see table on core units of study below and chapter 11 for unit of study details).

Indigenous health promotion core units of study

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>INDH5211 Community Profile and Setting Priorities</td>
<td>6</td>
<td>Note: Department permission required for enrolment in the following sessions: S2 Late Int</td>
<td>S1 Late Int</td>
<td>S2 Late Int</td>
<td></td>
<td>S1 Late Int</td>
</tr>
<tr>
<td>INDH5212 Health Promotion Program Planning</td>
<td>6</td>
<td>Note: Department permission required for enrolment in the following sessions: S2 Late Int</td>
<td>S1 Late Int</td>
<td>S2 Late Int</td>
<td></td>
<td>S1 Late Int</td>
</tr>
<tr>
<td>INDH5213 Strategies for Health Promotion</td>
<td>6</td>
<td>Note: Department permission required for enrolment in the following sessions: S2 Late Int</td>
<td>S1 Late Int</td>
<td>S2 Late Int</td>
<td></td>
<td>S1 Late Int</td>
</tr>
<tr>
<td>INDH5221 Communication: Tool for Promoting Health</td>
<td>6</td>
<td>Note: Department permission required for enrolment in the following sessions: S1 Late Int</td>
<td>S1 Late Int</td>
<td>S2 Late Int</td>
<td></td>
<td>S1 Late Int</td>
</tr>
<tr>
<td>INDH5223 Advocacy and Social Action</td>
<td>6</td>
<td>Note: Department permission required for enrolment in the following sessions: S1 Late Int</td>
<td>S1 Late Int</td>
<td>S2 Late Int</td>
<td></td>
<td>S1 Late Int</td>
</tr>
<tr>
<td>INDH5224 Research and Evaluation</td>
<td>6</td>
<td>Note: Department permission required for enrolment in the following sessions: S1 Late Int</td>
<td>S1 Late Int</td>
<td>S2 Late Int</td>
<td></td>
<td>S1 Late Int</td>
</tr>
<tr>
<td>INDH5226 Final Project</td>
<td>12</td>
<td>Note: Department permission required for enrolment in the following sessions: S1 Late Int</td>
<td>S1 Late Int</td>
<td>S2 Late Int</td>
<td></td>
<td>S1 Late Int</td>
</tr>
</tbody>
</table>

Students are advised to contact Shane Hearn to inquire about enrolling in sessions that require departmental permission.

Further enquiries
Mr Shane Hearn
Phone: +61 2 9351 6499
Fax: + 61 2 9351 4179
Email: shaneh@health.usyd.edu.au
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)** (MM(InfnImm)) KC050

**Master of Science in Medicine (Infection and Immunity)** (MScMed(InfnImm)) KC051

**Overview**

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 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, and the same applies to the Graduate Diploma in Medicine (Infection and Immunity) and the Graduate Diploma of Science in Medicine (Infection and Immunity). Only medical graduates (i.e. 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 distinction between them being the title of the course they are awarded on completion.

The master’s degrees may be awarded at either a pass or honours grade. Honours is only available to students who meet the criteria detailed below, which include enrolling in a further 12 credit points of dissertation units of study for which they undertake supervised research which is written up in a dissertation for examination. Master’s degree students who choose not to undertake the honours component but complete their coursework units of study with a minimum average mark of 75 per cent will be awarded pass with merit.

**Admission**

Graduate Certificate in Infection and Immunity and Graduate Diploma in Infection and Immunity: Applicants must have the degree of a Bachelor of Science, a Bachelor of Medicine/Bachelor of Surgery, a Bachelor of Medical Science or Bachelor of Biomedical Sciences, a Bachelor of Veterinary Science, a Bachelor of Agricultural Science, or a Bachelor of Nursing from the University of Sydney, or equivalent.

Candidates who hold equivalent qualifications in an appropriate discipline may also be eligible for admission, subject to approval by the faculty.

Master of Medicine (Infection and Immunity): Applicants must have a degree of Bachelor of Medicine and Bachelor of Surgery from the University of Sydney or equivalent.

Master of Science in Medicine (Infection and Immunity): Applicants must have either the degree of Bachelor of Science with first or second class honours, or the degree of Bachelor of Science from the University of Sydney, or equivalent, without first or second class honours and have completed equivalent work experience or passed a preliminary examination or examinations as prescribed by the faculty.

**Structure**

The graduate certificate and graduate diploma are embedded in the master’s degrees – see the explanation of embedded degrees at the beginning of this chapter.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit points</th>
<th>Duration full-time</th>
<th>Duration part-time</th>
</tr>
</thead>
<tbody>
<tr>
<td>GradCertInfnImm</td>
<td>24</td>
<td>1–3 years</td>
<td>2–5 years</td>
</tr>
<tr>
<td>GradDipInfnImm</td>
<td>36</td>
<td>1–3 years</td>
<td>2–5 years</td>
</tr>
<tr>
<td>MM(InfnImm)</td>
<td>48</td>
<td>1–3 years</td>
<td>2–6 years</td>
</tr>
<tr>
<td>MScMed(InfnImm)</td>
<td>48</td>
<td>1–3 years</td>
<td>2–6 years</td>
</tr>
<tr>
<td>MScMed(InfnImm)(Hons)</td>
<td>60</td>
<td>1–3 years</td>
<td>2–6 years</td>
</tr>
<tr>
<td>MScMed(InfnImm)(Hons)</td>
<td>60</td>
<td>1–3 years</td>
<td>2–6 years</td>
</tr>
</tbody>
</table>

The graduate certificate comprises four core units of study (see table on core units of study below and chapter 11 for unit of study details).

The graduate diploma comprises four core units of study and a further two elective units of study chosen from the list of electives (see tables on core and elective units of study below and chapter 11 for unit of study details).

The master’s degree comprises four core units of study and a further four elective units of study chosen from the list of electives (see tables on core and elective units of study below and chapter 11 for unit of study details).

To qualify for the master’s degree with honours, students must 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 (i.e. 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. Students are only able to enrol in the dissertation if they have achieved a weighted average mark of 70 per cent in their first 24 credit points of coursework and have the permission of the course coordinator.

**Infection and immunity core units of study**

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>INIM5001 Fundamental Immunology</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>INIM5002 Virology and Cell Technology</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>INIM5011 Advanced Medical Bacteriology</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>INIM5012 Infection Control and Epidemiology</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
</tbody>
</table>
Infection and immunity elective units of study

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>INIM5006 Bioinformatics</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>INIM5013 Clinical Mycology and Parasitology</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>INIM5014 Molecular Basis of Pathogenicity</td>
<td>6</td>
<td>A Basic microbiology</td>
<td>MICR3900, MICR3902, MICR3903, MICR3904, MICR3904, MICR3912</td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>INIM5015 HIV and Other Retroviruses</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>INIM5016 Applied Clinical Immunology</td>
<td>6</td>
<td>P INIM5001</td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>PUBH5117 Communicable Disease Control</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>SEXH5200 Advanced STIs</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
</tbody>
</table>

Students in the graduate diploma choose two units of study from this list. Students in the master's degrees choose four units of study from this list.

Infection and immunity dissertation units of study

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>INIM5018 Dissertation A</td>
<td>6</td>
<td>P A candidate must have obtained a minimum weighted average mark 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. Note: Department permission required for enrolment</td>
<td></td>
<td></td>
<td></td>
<td>S2 Late Int Semester 1 Semester 2</td>
</tr>
<tr>
<td>INIM5019 Dissertation B</td>
<td>6</td>
<td>P A candidate must have obtained a minimum weighted average mark 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. Note: Department permission required for enrolment</td>
<td></td>
<td></td>
<td></td>
<td>S2 Late Int Semester 1 Semester 2</td>
</tr>
<tr>
<td>INIM5020 Dissertation C</td>
<td>12</td>
<td>P A candidate must have obtained a minimum weighted average mark 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. Note: Department permission required for enrolment</td>
<td></td>
<td></td>
<td></td>
<td>S2 Late Int Semester 1 Semester 1a Semester 2a</td>
</tr>
</tbody>
</table>

Dissertation units of study are only taken if undertaking the honours stream, which is not available to all students. 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 standard master’s degree. These should be done either in one semester with Dissertation C or split over two semesters with both Dissertation A and Dissertation B. A student must be enrolled in order to submit the dissertation. If a student 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.

Further enquiries
Dr Jamie Triccas
Phone: +61 2 9351 6182
Fax: +61 2 9351 4731
Email: jamiet@infdis.usyd.edu.au
Web: http://www.usyd.edu.au/su/infdis/postgrad.html

Interdisciplinary medicine

Graduate Certificate in Medicine (Interdisciplinary Medicine) (GradCertMed(Interdisciplinary Medicine)) KG009
Graduate Diploma in Medicine (Interdisciplinary Medicine) (GradDipMed(Interdisciplinary Medicine)) KF046
Master of Medicine (Interdisciplinary Medicine) (MMed(Interdisciplinary Medicine)) KC059

Overview
The Master of Medicine (Interdisciplinary Medicine) is ideal for students who are interested in studying topics across more than one specialist stream. The interests and needs of clinicians are at the forefront of the program's educational goals and objectives as we offer a sophisticated and unrivalled approach to postgraduate medical training. Units of study on offer integrate clinical application with scientific knowledge and evidence-based practice. Depending on the units of study you select, you will study with colleagues from around Australia and the world in an online environment.

Interdisciplinary medicine may appeal particularly to general and rural practitioners and career medical officers who experience a wide range of clinical problems in their practice.

Students studying interdisciplinary medicine must undertake the Research Methods unit of study. Remaining units may be selected from the list of electives. Alternate electives may be chosen with approval from both course coordinators.

Admission
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 the master’s degree – see the explanation of embedded degrees at the beginning of this chapter. 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 study guides with lecture notes as well as extracts from relevant journals and text books. Assessment is by essays, case studies and online activities. Marks are also given for the contribution students make to online discussion.

The graduate certificate comprises one core unit of study and three elective units of study chosen from the list of electives (see tables on core and elective units of study below and chapter 11 for unit of study details).

The graduate diploma comprises one core unit of study, and five elective units of study chosen from the list of electives (see tables on core and elective units of study below and chapter 11 for unit of study details).

The master's degree comprises one core unit of study, and seven elective units of study chosen from the list of electives (see tables on core and elective units of study below and chapter 11 for unit of study details).

### Interdisciplinary medicine core unit of study

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>PMED5050 Research Methods</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
</tbody>
</table>

### Interdisciplinary medicine elective units of study

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>PMED5102 Paediatric Nutrition and Obesity</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>PMED5150 Acute Renal &amp; Hypertensive Emergencies</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>PMED5051 Leadership in Medicine</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>PMED5100 Paediatric Infect Diseases &amp; Immunisation</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>PMED5101 Paediatric Asthma &amp; Allergy</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>PMED5103 Paediatric Gastronenterology</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>PMED5154 Hypertension &amp; Renal Disease - Pregnancy</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>PMED5155 Transplantation Medicine</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
</tbody>
</table>

Students in the graduate certificate choose three units of study from this list.

Students in the graduate diploma choose five units of study from this list.

Students in the master's degree choose seven units of study from this list.

Students enrolled in these courses may choose alternate electives with the prior approval of the course coordinators.

Further enquiries
Ms Sally Bamford
Phone: +61 2 9393 5123
Fax: + 61 2 9351 6646
Email: sallymb@med.usyd.edu.au
Web: http://www.spmmp.med.usyd.edu.au
International public health

Graduate Diploma in International Public Health
(GradDipIntPH) KF029

Master of International Public Health
(MIntPH) KC053

Overview
The international public health program aims to give students the basic professional training to work productively with international aid organisations and health departments in developing countries. The course also has relevance for public health in developed countries.

The master’s degree may be awarded at either a pass or honours grade. Honours is only available to students who meet the criteria detailed below, which include enrolling in a further 12 credit points of dissertation units of study for which they undertake supervised research which is written up in a dissertation for examination. Master’s degree students who choose not to undertake the honours component but complete their coursework units of study with a minimum average mark of 75 per cent will be awarded pass with merit.

Admission
Graduate Diploma in International Public Health: Admission normally requires a three-year degree or qualifications that are of an equivalent level, such as a diploma or certificate issued by a professional body.

Master of International Public Health: Admission normally requires a minimum of a four-year full-time degree (or its part-time equivalent) from the University of Sydney or a recognised institution. If candidates do not have a recognised four-year full-time equivalent degree, then a shorter degree may be acceptable as long as they also have non-degree professional qualifications and/or substantial relevant experience and/or additional relevant qualifications.

Structure
The graduate diploma is embedded in the master’s degree – see the explanation of embedded degrees at the beginning of this chapter.

To qualify for the degree, students must complete both core (compulsory) coursework and elective coursework allowing them to select units of study appropriate to their career interests. In general, core units of study are completed in semester 1 of each year and electives are completed in semester 2 of each year. Students may commence in either semester 1 or semester 2, but commencing in semester 2 limits the choice of electives as some semester 2 units of study have semester 1 units of study as prerequisites (i.e. prior to commencing a unit of study another unit of study must have been completed successfully).

Teaching methods involve structured and problem-oriented learning. Structured learning is achieved through direct teaching and self-instructional material such as course notes, computer exercises and reading lists. Group learning is encouraged to ensure valuable experience and knowledge are exchanged between local and international students. Study support groups are also formed for class presentations. Assessment methods vary between units of study and include written assignments, examinations and group presentations and facilitation.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit points for award</th>
<th>Duration full-time</th>
<th>Duration part-time</th>
</tr>
</thead>
<tbody>
<tr>
<td>GradDipIntPH</td>
<td>36</td>
<td>1–2 years</td>
<td>2–3 years</td>
</tr>
<tr>
<td>MIntPH</td>
<td>48</td>
<td>1–3 years</td>
<td>2–4 years</td>
</tr>
<tr>
<td>MIntPH(Hons)</td>
<td>60</td>
<td>1–3 years</td>
<td>2–4 years</td>
</tr>
</tbody>
</table>

The graduate diploma comprises four core units of study (24 credit points) and a further 12 credit points of elective units of study chosen from the lists of electives. At least 28 credit points of core and elective units of study must be chosen from the MIPH core and electives list. A maximum of eight credit points of elective units of study may be chosen from the non-MIPH electives list (see tables on core and elective units of study below and chapter 11 for unit of study details). Other combinations are only possible with the written approval of the course coordinator.

The master’s degree comprises four core units of study (24 credit points) and a further 24 credit points of elective units of study chosen from the lists of electives. At least 36 credit points of core and elective units of study must be chosen from the MIPH core and electives list. A maximum of 12 credit points of elective units of study may be chosen from the non-MIPH electives list (see tables on core and elective units of study below and chapter 11 for unit of study details). Other combinations are only possible with the written approval of the course coordinator.

To qualify for the master’s degree with honours, students must 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 (i.e. 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. Students are only able to enrol in the dissertation if they have achieved a weighted average mark of 70 per cent in their first 24 credit points of coursework and have the permission of the course coordinator.

International public health core units of study

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>MIPH5131 Foundations of International Health</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>MIPH5132 Disease Priorities and Social Methods</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>PUBH5010 Epidemiology Methods and Uses</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>PUBH5018 Introductory Biostatistics</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
</tbody>
</table>

Part-time students generally take 12 credit points of core units of study in each of their 1st and 3rd semesters.
### International public health MIPH elective units of study

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
</table>
| MIPH5004 Praxis in International Public Health I       | 2             | Note: Department permission required for enrolment  
Students negotiate with an international public health staff member to be their supervisor on an agreed project. The supervisor emails the Postgraduate Student Administration Unit permission for the student to enrol. | Semester 1  
Semester 2 | S2 Intensive  
Semester 1  
Semester 2 |
| MIPH5005 Praxis in International Public Health II      | 4             | Note: Department permission required for enrolment  
Students negotiate with an international public health staff member to be their supervisor on an agreed project. The supervisor emails the Postgraduate Student Administration Unit permission for the student to enrol. | Semester 1  
Semester 2 | Semester 1  
Semester 2 |
| MIPH5006 Seminars in Int Public Health I               | 4             |                      |                  |                | Semester 2 |
| MIPH5008 Travel and Tropical Medicine                  | 2             |                      |                  |                | S2 Late Int |
| MIPH5014 International Health Promotion                | 4             |                      |                  |                | Semester 2 |
| MIPH5112 Disease Control in Developing Countries       | 4             |                      |                  |                | Semester 2 |
| MIPH5115 Women’s and Children’s Health                 | 4             |                      |                  |                | Semester 2 |
| MIPH5116 Health and Culture                            | 4             |                      |                  |                | Semester 2 |
| MIPH5117 Diseases of Modernisation                     | 2             |                      |                  |                | S2 Late Int |
| MIPH5118 Global Perspectives on HIV/AIDS               | 4             |                      |                  |                | Semester 2 |
| MIPH5121 International Health Projects Management      | 4             |                      |                  |                | S2 Late Int |
| MIPH5122 International Environmental Health Management | 2             |                      |                  |                | Semester 2a |
| MIPH5123 Nutrition - an International Perspective      | 2             |                      |                  |                | S2 Late Int |
| MIPH5124 Health Issues & Humanitarian Emergencies      | 4             |                      |                  |                | S2 Late Int |
| MIPH5127 Mental Disorders in Global Context            | 2             |                      |                  |                | S2 Late Int |
| MIPH5218 Economics and Global Pharmaceuticals          | 2             |                      |                  |                | S2 Intensive |

Graduate diploma students must choose their units of study so that at least 28 credit points (i.e. core units of study plus elective units of study) are taken from this list.

Master’s students must choose their electives so that at least a total of 36 credit points (i.e. core units of study plus elective units of study) are taken from this list.

Part-time students may take these units of study in either their 2nd or 4th semester, but if they have not completed all core units of study, they must ensure that they fulfill the essential pre- and corequisites and that there are no timetable clashes. Students commencing mid-year should discuss their choices with the course coordinator before enrolling.

### International public health non-MIPH elective units of study

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
</table>
| BETH5203 Ethics and Public Health                      | 6             | 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 |                  |                |                | Semester 2 |
| DENT5014 Dental Health Services                        | 6             |                      |                  |                |                | Semester 2 |
| DENT5015 Population Oral Health                        | 6             | P (PUBH5015 and PUBH5016) or (MIPH5131 and MIPH5132) |                  |                |                | Semester 2 |
| HPOL5000 History and Practice of Health Policy         | 6             |                      |                  |                |                | Semester 1 |
| HPOL5001 Understanding Health Systems                  | 6             |                      |                  |                |                | Semester 1 |
| HPOL5002 Contemporary Issues in Health Policy          | 6             | C HPOLS5003          |                  |                |                | Semester 2 |
| HPOL5003 Analysing Health Policy                       | 6             |                      |                  |                |                | Semester 2 |
| LAWS6681 Health Law for Health Professionals           | 6             | N LAWS6252           |                  |                |                | S1 Intensive |

Candidates may enrol in this unit or LAWS6252, but not both. Candidates are encouraged to enrol in this unit where possible.
<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAWS6252 Legal Reasoning &amp; the Common Law System</td>
<td>6</td>
<td>N LAWS6881</td>
<td>Compulsory</td>
<td></td>
<td></td>
<td>S1 Intensive</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>pre-requisite for health law, environmental law, MLLR, MALP, MIR&amp;HRM, MEnvSciLaw, MinBus&amp;L and MBL candidates undertaking tax units who do not have a qualification in accountancy or who have not completed a legal studies unit as part of a degree in business or commerce within a common law jurisdiction. This unit is also a pre-requisite for specified law units. Other candidates who do not have a law degree from a common law jurisdiction may seek permission to undertake this unit as an optional.</td>
<td></td>
<td></td>
<td>S2 Intensive</td>
</tr>
<tr>
<td>LAWS6839 Critical Issues in Public Health Law</td>
<td>6</td>
<td>P LAWS6252 or LAWS6881 for MHL, GradDipHL and GradDipPubHL candidates</td>
<td>Compulsory for GradDipPubHL candidates. MHL candidates may select this unit as one of the three compulsory units required in addition to LAWS6252 or LAWS6881.</td>
<td></td>
<td></td>
<td>S2 Intensive</td>
</tr>
<tr>
<td>PSYC5011 Applying Models of Health Behaviour</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>PUBH5017 Public Health Program Evaluation</td>
<td>6</td>
<td>P PUBH5010 and PUBH5018 and PUBH5015 and PUBH5016</td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>PUBH5019 Cancer Prevention and Control</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>PUBH5101 Special Project in Public Health</td>
<td>4</td>
<td>Note: Department permission required for enrolment</td>
<td>Students negotiate with a public health staff member to be their supervisor on an agreed project. The supervisor emails the Postgraduate Student Administration Unit permission for the student to enrol.</td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>PUBH5102 Special Project in Public Health</td>
<td>2</td>
<td>Note: Department permission required for enrolment</td>
<td>Students negotiate with a public health staff member to be their supervisor on an agreed project. The supervisor emails the Postgraduate Student Administration Unit permission for the student to enrol.</td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>PUBH5103 Aboriginal Health</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 2b</td>
</tr>
<tr>
<td>PUBH5110 Introduction to Public Health Nutrition</td>
<td>4</td>
<td>Note: Department permission required for enrolment</td>
<td>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.</td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>PUBH5111 Environmental Health</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>PUBH5113 International Health</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>PUBH5114 Alcohol, Drug Use and Health</td>
<td>4</td>
<td>N PUBH5115</td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>PUBH5115 Alcohol, Drug Use and Health</td>
<td>2</td>
<td>N PUBH5114</td>
<td></td>
<td></td>
<td></td>
<td>Semester 2a</td>
</tr>
<tr>
<td>PUBH5116 Genetics and Public Health</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>S2 Late Int</td>
</tr>
<tr>
<td>PUBH5117 Communicable Disease Control</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>PUBH5201 Research Design in Epidemiology</td>
<td>2</td>
<td>P PUBH5010 and PUBH5018</td>
<td></td>
<td></td>
<td></td>
<td>S2 Late Int</td>
</tr>
<tr>
<td>PUBH5204 Advanced Epidemiological Concepts</td>
<td>2</td>
<td>P PUBH5010</td>
<td>C PUBH5211 and PUBH5212</td>
<td></td>
<td></td>
<td>Semester 2b</td>
</tr>
<tr>
<td>PUBH5205 Decision Analysis</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 2b</td>
</tr>
<tr>
<td>PUBH5206 Controlled Trials</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 2a</td>
</tr>
<tr>
<td>PUBH5208 Screening and Diagnostic Test Evaluation</td>
<td>2</td>
<td>Note: Department permission required for enrolment</td>
<td>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.</td>
<td></td>
<td></td>
<td>Semester 2a</td>
</tr>
<tr>
<td>PUBH5211 Multiple Regression and Stats Computing</td>
<td>4</td>
<td>P PUBH5018</td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>PUBH5212 Categorical Data Analysis</td>
<td>2</td>
<td>P PUBH5018</td>
<td>C PUBH5211</td>
<td></td>
<td></td>
<td>Semester 2b</td>
</tr>
<tr>
<td>PUBH5213 Survival Analysis</td>
<td>2</td>
<td>C PUBH5211</td>
<td></td>
<td></td>
<td></td>
<td>Semester 2b</td>
</tr>
<tr>
<td>PUBH5221 Qualitative Research Methods</td>
<td>2</td>
<td>P PUBH5014 or PUBH5016 or MIPH5132</td>
<td></td>
<td></td>
<td></td>
<td>S2 Late Int</td>
</tr>
<tr>
<td>PUBH5302 Health Economics Evaluation</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>S2 Intensive</td>
</tr>
<tr>
<td>PUBH5307 Advanced Health Economic Evaluation</td>
<td>2</td>
<td>P PUBH5018 and PUBH5010</td>
<td>C PUBH5302 and (PUBH5302 or CEPH5303)</td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>PUBH5401 Adolescent Health and Health Promotion</td>
<td>2</td>
<td>Note: Department permission required for enrolment</td>
<td>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.</td>
<td></td>
<td></td>
<td>S2 Late Int</td>
</tr>
<tr>
<td>PUBH5414 Public Health Advocacy</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>S2 Late Int</td>
</tr>
<tr>
<td>PUBH5415 Injury Prevention</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>S2 Late Int</td>
</tr>
</tbody>
</table>
### International public health dissertation units of study

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>MIPH5128 Dissertation A</td>
<td>6</td>
<td>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. Note: Department permission required for enrolment</td>
<td></td>
<td></td>
<td></td>
<td>S2 Late Int</td>
</tr>
<tr>
<td>MIPH5129 Dissertation B</td>
<td>6</td>
<td>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. Note: Department permission required for enrolment</td>
<td></td>
<td></td>
<td></td>
<td>S2 Late Int</td>
</tr>
<tr>
<td>MIPH5130 Dissertation C</td>
<td>12</td>
<td>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. Note: Department permission required for enrolment</td>
<td></td>
<td></td>
<td></td>
<td>S2 Late Int</td>
</tr>
</tbody>
</table>

Dissertation units of study are only taken if undertaking the honours stream, which is not available to all students. 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 standard master's degree. These should be done either in one semester with Dissertation C or split over two semesters with both Dissertation A and Dissertation B. A student must be enrolled in order to submit the dissertation. If a student 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.

Further enquiries
Dr John Hall  
Phone: +61 2 9351 7601  
Fax: + 61 2 9351 7420  
Email: johnh@health.usyd.edu.au  

### Medical education

**Graduate Certificate in Medical Education** (GradCertMedEd) KG004  
**Graduate Diploma in Medical Education** (GradDipMedEd) KF036  
**Master of Medical Education** (MMedEd) KC046

**Overview**

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 teaching and learning in medicine; a deeper understanding of principles and practices which underpin teaching and learning in medicine and the health sciences; and attitudes to medical education which reflect best-evidence and learner-centredness.
Admission
An applicant for admission to candidature for the Medical Education program shall normally be a graduate of the University of Sydney or another recognised institution and have completed an undergraduate degree at a standard acceptable to the faculty. Students are required to have access to a relevant clinical setting or recent experience in a clinical setting.

Alternatively, applicants for admission to the graduate certificate may be admitted on the basis of equivalent professional experience in a relevant field. Applicants for admission to the graduate diploma may be admitted if they have completed the Graduate Certificate in Medical Education or its equivalent.

Applicants for admission to the master’s degree may be admitted if they have completed the Graduate Diploma in Medical Education or its equivalent.

Structure
The graduate certificate and graduate diploma are embedded in the master’s degree – see the explanation of embedded degrees at the beginning of this chapter. At least 50 per cent of the credit points needed for award (e.g. 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 within the Faculty of Medicine (MDED units of study).

The graduate certificate comprises two core units of study and a further two elective units of study chosen from the lists of electives (see tables on core and elective units of study below and chapter 11 for unit of study details).

The graduate diploma comprises two core units of study and a further four elective units of study chosen from the lists of electives (see tables on core and elective units of study below and chapter 11 for unit of study details).

The master’s degree comprises two core units of study and a further six elective units of study chosen from the lists of electives (see tables on core and elective units of study below and chapter 11 for unit of study details).

Medical education core units of study

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>MDED5001 Teaching and Learning in Medicine</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>MDED5002 Scholarship of Teaching in Medicine</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>BACH5001 Adult Learning</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>BACH5002 Educational Design</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>EDPR5001 University Teaching and Learning</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>EDPR5002 Reflection &amp; Practice in University T&amp; L</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
</tbody>
</table>

The two core units of study must be taken from the same area (i.e. both MDED or both BACH or both EDPR).

Medical education MDED elective units of study

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>MDED5003 Educational Development &amp; Evaluation</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>MDED5004 Independent Studies A</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>MDED5005 Independent Studies B</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>MDED5006 Facilitating Clinical Learning</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>MDED5007 PBL in Medical Education</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>MDED5008 Assessment in Medical Education</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>MDED5009 Promoting Interprofessional Learning</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
</tbody>
</table>

Students in the graduate certificate choose at least two electives from this list if their core units of study were not MDED units of study.

Students in the graduate diploma must choose at least three electives from this list if their core units of study were not MDED units of study.

Students in the master’s degree must choose at least six electives from this list if their core units of study were not MDED units of study.
## Medical education non-MDED elective units of study

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>BACH5003 Facilitating Learning</td>
<td>6</td>
<td>A Some knowledge of Adult Learning theory and Group Dynamics useful.</td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>BACH5004 Educational Practice</td>
<td>6</td>
<td>A Educational Design BACH5002</td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>BACH5007 Curriculum Leadership</td>
<td>6</td>
<td>A Adult Learning BACH5001 and Educational Design BACH5002</td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>BACH5022 Independent Investigation II</td>
<td>6</td>
<td>A Basic principles of adult learning and educational design are useful</td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>BACH5024 In-service and Continuing Education</td>
<td>6</td>
<td>A Adult Learning BACH5001 and Educational Design BACH5002</td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>BACH5042 Teaching Clinical Reasoning</td>
<td>6</td>
<td>A Some knowledge of Adult Learning theory is useful.</td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>BACH5085 Clinical Teaching and Supervision</td>
<td>6</td>
<td>A Some knowledge of Adult Learning theory is useful.</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>BACH5116 Developing Web-Based Education</td>
<td>6</td>
<td>A Basic computer skills and some knowledge of Adult Learning theory would be useful.</td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>BACH5118 Learning in Groups</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>BACH5128 Educational Innovation Project A</td>
<td>6</td>
<td>A Educational Design BACH5002</td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>BACH5129 Educational Innovation Project B</td>
<td>6</td>
<td>A Basic principles of adult learning and educational design are useful</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>BACH5151 Independent Investigation I</td>
<td>6</td>
<td>A Knowledge of Adult Learning and Educational Design is useful.</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>EDPA5013 Evaluation of Ed Training Programs</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>EDPB6013 Internationalisation of Education</td>
<td>6</td>
<td>Note: Department permission required for enrolment in the following sessions: Semester 1</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>EDPD6015 Emerging IT and Educational Change</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>EDPF6018 Designing Computer Assisted Learning Env</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>EDPE5001 Learning, Knowing and Thinking</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>EDPE5011 Motivation for Learning</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>EDPE6011 Learning and Individual Differences</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>EDPE6016 Adult Learning and Development</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>EDPK5001 Qualitative Methods</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>EDPK5002 Quantitative Methods</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>EDPK5003 Developing a Research Project</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>EDPK5002 Research in Teaching and Curriculum</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>EDPK5003 Research Enhanced Teaching and Learning</td>
<td>6</td>
<td>C EDPR5011</td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>EDPK5011 Scholarship of Uni Teaching and Learning</td>
<td>6</td>
<td>P EDPR5001 and EDPK5002</td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>EDPK6012 Developing Flexible Learning - Higher Ed</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>MMHU6905 Medicine and Music</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
</tbody>
</table>

### Further enquiries

Mrs Donna Bolen  
Phone: +61 2 9351 3976  
Fax: + 61 2 9351 6646  
Email: ppmeded@med.usyd.edu.au  
Web: http://www.ppmeded.med.usyd.edu.au
Ophthalmic science

Graduate Diploma in Medicine (Ophthalmic Science) (GradDipMed(OphthSc)) KF037
Graduate Diploma of Science in Medicine (Ophthalmic Science) (GradDipScMed(OphthSc)) KF038
Master of Medicine (Ophthalmic Science) (MM(OphthSc)) KC047
Master of Science in Medicine (Ophthalmic Science) (MScMed(OphthSc)) KC048

Overview

The course aims to provide graduates with the core knowledge and an understanding of ophthalmic basic science and thus enable them to advance in a career in vision science. The degree will teach ocular anatomy, physiology, optics, genetics, pathology, practical ophthalmic science and is completed with a treatise in the field of ophthalmology.

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 (i.e. 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 distinction between them being the title of the degree they are awarded on completion.

Admission

Graduate Diploma in Medicine (Ophthalmic Science) and Master of Medicine (Ophthalmic Science): Admission requires a Bachelor of Medicine, Bachelor of Surgery (MBBS) from the University of Sydney or other approved institution.

Graduate Diploma of Science in Medicine (Ophthalmic Science) and Master of Science in Medicine (Ophthalmic Science): Admission requires either a bachelor's degree with first or second class (division I) honours from the University of Sydney or another approved institution, or a bachelor's degree with a good pass from the University of Sydney or another approved institution.

Structure

The graduate diplomas are embedded in the master's degrees – see the explanation of embedded degrees at the beginning of this chapter.

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 Dunedin, NZ. The unit of study will be held during the inter-semester break.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit points for award</th>
<th>Duration full-time</th>
<th>Duration part-time</th>
</tr>
</thead>
<tbody>
<tr>
<td>GradDipMed(OphthSc)</td>
<td>36</td>
<td>1–2 years</td>
<td>1–3 years</td>
</tr>
<tr>
<td>GradDipScMed(OphthSc)</td>
<td>36</td>
<td>1–2 years</td>
<td>1–3 years</td>
</tr>
<tr>
<td>MM(OphthSc)</td>
<td>48</td>
<td>1–3 years</td>
<td>2–6 years</td>
</tr>
<tr>
<td>MScMed(OphthSc)</td>
<td>48</td>
<td>1–3 years</td>
<td>2–6 years</td>
</tr>
</tbody>
</table>

The graduate diploma comprises four core units of study (see tables on core units of study below and chapter 11 for unit of study details). Additional units of study are available if students are granted an exemption for any of the core units of study.

The master's degree comprises five core units of study (see tables on core units of study below and chapter 11 for unit of study details). Additional units of study are available if students are granted an exemption for any of the core units of study.

Ophthalmic science core units of study

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core units of study for the graduate diplomas and master's degrees</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>OPSC5001 Ophthalmic Anatomy</td>
<td>9</td>
<td>A Undergraduate knowledge of basic human anatomy</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>OPSC5002 Ophthalmic Physiology</td>
<td>9</td>
<td>A Undergraduate knowledge of basic human cell and organ physiology</td>
<td>C OPSC5001</td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>OPSC5003 Ophthalmic Optics</td>
<td>9</td>
<td>A Undergraduate knowledge of physics relating to light and optics</td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>OPSC5004 Practical Ophthalmic Science</td>
<td>9</td>
<td>A Undergraduate knowledge of physics relating to light and optics</td>
<td>P OPSC5001 and (OPSC5002 or OPSC5003)</td>
<td></td>
<td></td>
<td>S2 Late Int</td>
</tr>
</tbody>
</table>

Core unit of study for the master's degrees

| OPSC5005 Treatise           | 12            | P OPSC5001 and OPSC5002 |                |                |                | Semester 1 Semester 2 |
Ophthalmic science additional units of study

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>OPSC5011</td>
<td>9</td>
<td>P OPSC5001</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1, Semester 2</td>
</tr>
<tr>
<td>Ocular Genetics</td>
<td></td>
<td>C OPSC5002</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>N OPSC5012</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| OPSC5012            | 9             | P OPSC5001            |                  |               |               | Semester 1, Semester 2 |
| Ocular Pathology    |               | C OPSC5002            |                  |               |               |                 |
|                     |               | N OPSC5011            |                  |               |               |                 |
| 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. |

These units of study are only available to students with an exemption for a core unit of study.

Further enquiries
Dr Con Petsoglou
Phone: +61 2 9382 7301
Fax: + 61 2 9382 7318
Email: con@eye.usyd.edu.au
Web: http://www.eye.usyd.edu.au/

Paediatric medicine

Graduate Certificate in Medicine (Paediatric Medicine) (GradCertMed(Paediatric Medicine)) KG009
Graduate Diploma in Medicine (Paediatric Medicine) (GradDipMed(Paediatric Medicine)) KF046
Master of Medicine (Paediatric Medicine) (MMed(Paediatric Medicine)) KC059

Overview
The Master of Medicine (Paediatric Medicine) focuses on subject matter that is currently in debate, presenting the current thinking, the current evidence, how to find it, and what the experts would do in various complex clinical circumstances. The course aims to provide the very best practical and theoretical knowledge available and encourages active discussion amongst students and course conveners on current cases they are managing. It is designed to meet the educational needs of practitioners who wish to advance their knowledge and understanding of paediatric medicine. A series of carefully chosen practical, relevant course topics, presented in a case-based interactive online format taught by expert clinicians, will challenge and stimulate participants.

Admission
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 the master’s degree – see the explanation of embedded degrees at the beginning of this chapter.

The program is offered in the form of online distance education mode. Enrolled students are provided with a user name and password that allows them to access a protected course website. The website provides study guides with lecture notes as well as extracts from relevant journals and textbooks.

Assessment is by essays, case studies and online activities. Marks are also given for the contribution students make to online discussion.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit points for award</th>
<th>Duration full-time</th>
<th>Duration part-time</th>
</tr>
</thead>
<tbody>
<tr>
<td>GradCertMed(Paediatric Medicine)</td>
<td>24</td>
<td>0.5–1 year</td>
<td>1–2 years</td>
</tr>
<tr>
<td>GradDipMed(Paediatric Medicine)</td>
<td>36</td>
<td>1–2 years</td>
<td>1.5–3 years</td>
</tr>
<tr>
<td>MMed(Paediatric Medicine)</td>
<td>48</td>
<td>1–2 years</td>
<td>2–3 years</td>
</tr>
</tbody>
</table>

The graduate certificate comprises one core unit of study and three elective units of study chosen from the list of core units (see tables on core and elective units of study below and chapter 11 for unit of study details).

The graduate diploma comprises five core units of study and a further one unit of study chosen from the list of electives (see tables on core and elective units of study below and chapter 11 for unit of study details).

The master’s degree comprises five core units of study and a further three units of study chosen from the list of electives (see tables on core and elective units of study below and chapter 11 for unit of study details).
### Paediatric medicine core units

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core unit of study for the graduate certificate, graduate diploma and master's degree</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PMED5050 Research Methods</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1 Semester 2</td>
</tr>
<tr>
<td>Core units of study for the graduate diploma and master’s degree</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PMED5102 Paediatric Nutrition and Obesity</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>PMED5100 Paediatric Infect Diseases &amp; Immunisation</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>PMED5101 Paediatric Asthma &amp; Allergy</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1 Semester 2</td>
</tr>
<tr>
<td>PMED5103 Paediatric Gastroenterology</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
</tbody>
</table>

Students in the graduate certificate must undertake the core unit and then choose three elective units of study from this list.

### Paediatric medicine elective units

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>PMED5051 Leadership in Medicine</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1 Semester 2</td>
</tr>
<tr>
<td>PMED5150 Acute Renal &amp; Hypertensive Emergencies</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>PMED5154 Hypertension &amp; Renal Disease - Pregnancy</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>PMED5155 Transplantation Medicine</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
</tbody>
</table>

Students in the graduate diploma choose one unit of study from this list.

Students in the master’s degree choose three units of study from this list.

Students enrolled in these courses may choose alternate electives with the prior approval of the course coordinators.

### Further enquiries

Ms Sally Bamford
Phone: +61 2 9036 5123
Fax: +61 2 9351 6646
Email: sallymb@med.usyd.edu.au
Web: http://www.spmmp.med.usyd.edu.au

### Pain management

#### Graduate Certificate in Pain Management
GradCertPainMgt KG008

#### Graduate Diploma in Medicine (Pain Management)
GradDipMed(PainMgt) KF044

#### Graduate Diploma of Science in Medicine (Pain Management)
GradDipScMed(PainMgt) KF045

#### Master of Medicine (Pain Management)
MM(PainMgt) KC057

#### Master of Science in Medicine (Pain Management)
MScMed(PainMgt) KC058

### Overview
The aim of the program is to provide advanced education in pain management for graduates in medicine, dentistry, nursing, physiotherapy, psychology and other disciplines involved in pain management. Following the core curriculum of the International Association for the Study of Pain, units of study have been designed to update and expand knowledge in the basic sciences, concepts and procedures of pain assessment and management in a variety of human settings.

The Master of Medicine (Pain Management) and the Master of Science in Medicine (Pain Management) are essentially the same program with different admission requirements, and the same applies to the Graduate Diploma in Medicine (Pain Management) and the Graduate Diploma of Science in Medicine (Pain Management). Only medical graduates (i.e. 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 only distinction between them being the title of the course they are awarded on completion.

The master's degrees may be awarded at either a pass or honours grade. Honours is only available to students who meet the criteria detailed below, which include enrolling in a further 12 credit points of dissertation units of study for which they undertake supervised
research which is written up in a dissertation for examination. Master’s degree students who choose not to undertake the honours component but complete their coursework units of study with a minimum average mark of 75 per cent will be awarded pass with merit.

**Admission**

Graduate Certificate in Pain Management, Graduate Diploma of Science in Medicine (Pain Management) and Master of Science in Medicine (Pain Management): Admission normally requires a bachelor's degree in a health-related discipline with first or second class honours from the University of Sydney or another approved institution. If candidates do not have an honours degree, they may be admitted on the basis of having equivalent professional experience. Admission to the graduate certificate can be through either route.

Graduate Diploma in Medicine (Pain Management) and Master of Medicine (Pain Management): Admission normally requires a Bachelor of Medicine/Bachelor of Surgery (MBBS) from the University of Sydney or another approved institution.

**Structure**

The graduate certificate and graduate diplomas are embedded in the master's degrees – see the explanation of embedded degrees at the beginning of this chapter.

The program is offered in distance education mode. Enrolled students are provided with a user name 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.

Students may also attend an optional two week course held in February each year at the Royal North Shore Hospital in Sydney. Assessment is by essays, case studies and online activities. Marks are also given for the contribution students make to online discussion.

**Pain management core units of study**

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>PAIN5001 Introduction to Pain Management</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>PAIN5002 Pain Mechanisms and Contributors</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>PAIN5003 Pain Treatment and Management Principles</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>PAIN5004 Pain Conditions</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
</tbody>
</table>

**Pain management elective units of study**

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>PAIN5005 Orofacial Pain</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>PAIN5006 Independent Studies in Pain</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>PAIN5010 Neurobiology of Pain</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>PAIN5011 Psychology of Pain</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>PAIN5012 Concepts of Pain</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>PAIN5013 Musculoskeletal Pain</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>PAIN5014 Cancer Pain</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>PAIN5015 Pharmacology of Pain Medicine</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
</tbody>
</table>

* Students wishing to undertake full-time study should contact the course coordinator.

The graduate certificate comprises four core units of study (see table on core units of study below and chapter 11 for unit of study details).

The graduate diploma comprises four core units of study and a further two elective units of study chosen from the list of electives (see tables on core and elective units of study below and chapter 11 for unit of study details).

The master's degree comprises four core units of study and a further four elective units of study chosen from the list of electives (see tables on core and elective units of study below and chapter 11 for unit of study details).

To qualify for the master's degree with honours, students must 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 (i.e. 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. Students are only able to enrol in the dissertation if they have achieved a weighted average mark of 70 per cent in their first 24 credit points of coursework and have the permission of the course coordinator.
<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>PAIN5016 Psychological Approaches in Pain Mgmt</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1/2</td>
</tr>
<tr>
<td>PAIN5017 Disability and Pain Rehabilitation</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1/2</td>
</tr>
<tr>
<td>PAIN5018 Pain in Children</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1/2</td>
</tr>
<tr>
<td>PAIN5019 Pain in Older People</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1/2</td>
</tr>
<tr>
<td>PAIN5020 Complementary Therapies: Pain Management</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1/2</td>
</tr>
</tbody>
</table>

Students in the graduate diploma choose two units of study from this list.
Students in the master's degrees choose four units of study from this list.
These units of study are normally available in both semesters.
Students are advised to consult the course coordinator before finalising their electives.

### Pain management dissertation units of study

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>PAIN5007 Dissertation A</td>
<td>6</td>
<td>P A candidate must have obtained a minimum weighted average mark 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. Note: Department permission required for enrolment</td>
<td></td>
<td></td>
<td></td>
<td>S2 Late Int Semester 1/2</td>
</tr>
<tr>
<td>PAIN5008 Dissertation B</td>
<td>6</td>
<td>P A candidate must have obtained a minimum weighted average mark 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. Note: Department permission required for enrolment</td>
<td></td>
<td></td>
<td></td>
<td>S2 Late Int Semester 1/2</td>
</tr>
<tr>
<td>PAIN5009 Dissertation C</td>
<td>12</td>
<td>P A candidate must have obtained a minimum weighted average mark 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. Note: Department permission required for enrolment</td>
<td></td>
<td></td>
<td></td>
<td>S2 Late Int Semester 1/2</td>
</tr>
</tbody>
</table>

Dissertation units of study are only taken if undertaking the honours stream, which is not available to all students. 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 standard master's degree. These should be done either in one semester with Dissertation C or split over two semesters with both Dissertation A and Dissertation B. A student must be enrolled in order to submit the dissertation. If a student 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.

**Further enquiries**
Mrs Ros Wyllie
Phone: +61 2 9926 7386
Fax: +61 2 9926 6780
Email: paineducation@med.usyd.edu.au

---

**Psychotherapy**

**Master of Medicine (Psychotherapy)**
(MM(Psychotherapy)) KC012

**Overview**
The aim of this program is to train clinicians to deal effectively with people suffering from psychological disorders not aided by the 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.

**Admission**
Admission to the program normally requires a Bachelor of Medicine/Bachelor of Surgery (MBBS) from the University of Sydney or another approved institution.

**Structure**
To qualify for the degree, candidates must complete 72 credit points comprising coursework, supervised clinical work and a research treatise. The program is undertaken part-time, normally over three years.

**The program has six strands.**

**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.

**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.
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 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.

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.

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.

Assessment:
Assessment is an on-going 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 also be ongoing and conclude at the end of the year with an essay paper and a clinical viva as in Year 1.

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.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit points for award</th>
<th>Duration part-time</th>
</tr>
</thead>
<tbody>
<tr>
<td>MM(Psychotherapy)</td>
<td>72</td>
<td>2–6 years</td>
</tr>
</tbody>
</table>

The master's degree comprises six core units of study (see table on core units of study below and chapter 11 for unit of study details).

### Psychotherapy core units of study

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSTY5101</td>
<td>12</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>Psychotherapy 1A</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSTY5102</td>
<td>12</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>Psychotherapy 1B</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSTY5103</td>
<td>12</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>Psychotherapy 2A</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSTY5104</td>
<td>12</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>Psychotherapy 2B</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSTY5105</td>
<td>12</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>Psychotherapy 3A</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSTY5106</td>
<td>12</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>Psychotherapy 3B</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Psychotherapy additional units of study

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSTY5005</td>
<td>12</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>Psychotherapy Treatise A</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSTY5006</td>
<td>12</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>Psychotherapy Treatise B</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

A student must be enrolled in order to submit the treatise. If a student is not able to submit his/her thesis by the end of his/her 6th semester, he/she must enrol in one of the above two units of study, with the concomitant financial liability, every semester until he/she submits.

Further enquiries
Dr Anthony Korner
Phone: +61 2 9840 3335
Fax: + 61 2 9840 3572
Email: Anthony_Korner@wsahs.nsw.gov.au
Public health

Graduate Diploma in Public Health
(GradDipPH) KF000

Master of Public Health
(MPH) KC052

Overview
The program provides the opportunity to develop skills and acquire knowledge essential for the effective practice of public health. Graduates of the program should be able to determine the nature of community health problems and initiate steps to define and then alleviate them, and bring together the various services available for relief of these problems. One of the major aims of the program is to promote a proactive role by public health professionals with regard to the coordination of relevant community resources.

The master’s degree may be awarded at either a pass or honours grade. Honours is only available to students who meet the criteria detailed below, which include enroling in a further 12 credit points of dissertation units of study for which they undertake supervised research which is written up in a dissertation for examination. Master’s degree students who choose not to undertake the honours component but complete their coursework units of study with a minimum average mark of 75 per cent will be awarded pass with merit.

Admission
Admission normally requires a minimum of a four-year full-time degree (or its part-time equivalent) from the University of Sydney or a recognised institution. If candidates do not have a recognised four-year full-time equivalent degree, then a shorter degree may be acceptable as long as they also have non-degree professional qualifications and/or substantial relevant experience and/or additional relevant qualifications.

Structure
The graduate diploma is embedded in the master’s degree – see the explanation of embedded degrees at the beginning of this chapter.

The program comprises 24 credit points of public health core (compulsory) coursework providing basic health knowledge and skills. A maximum of eight credit points of elective units of study may be chosen from the non-PUBH electives list (see tables on core and elective units of study below and chapter 11 for unit of study details). Other combinations are only possible with the written approval of the course coordinator.

The master’s degree comprises four core units of study (24 credit points) and a further 12 credit points of elective units of study chosen from the lists of electives. A maximum of eight credit points of elective units of study may be chosen from the non-PUBH electives list (see tables on core and elective units of study below and chapter 11 for unit of study details). Other combinations are only possible with the written approval of the course coordinator.

To qualify for the master’s degree with honours, students must 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 (i.e. 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. Students are only able to enrol in the dissertation if they have achieved a weighted average mark of 70 per cent in their first 24 credit points of coursework and have the permission of the course coordinator.

Public health core units of study

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>PUBH5010 Epidemiology Methods and Uses</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>PUBH5015 Public Health Principles and Practice</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>PUBH5016 Society, Behaviour and Public Health</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>PUBH5018 Introductory Biostatistics</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
</tbody>
</table>

Part-time students generally take 12 credit points of core units of study in each of their 1st and 3rd semesters.
## Public health additional core unit of study

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>PUBH5014 Social Research Methods</td>
<td>2</td>
<td>N PUBH5016</td>
<td></td>
<td></td>
<td></td>
<td>S1 Intensive</td>
</tr>
</tbody>
</table>

Students who commenced a graduate diploma or master's degree before 2005, and completed some core units, may need to select this unit of study in order to undertake the required credit points of core units of study. Please discuss this with the course coordinator.

## Public health PUBH elective units of study

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>PUBH5017 Public Health Program Evaluation</td>
<td>6</td>
<td>P PUBH5010 and PUBH5018 and PUBH5015 and PUBH5016</td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>PUBH5019 Cancer Prevention and Control</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>PUBH5101 Special Project in Public Health</td>
<td>4</td>
<td>Note: Department permission required for enrolment</td>
<td>Students negotiate with a public health staff member to be their supervisor on an agreed project. The supervisor emails the Postgraduate Student Administration Unit permission for the student to enrol.</td>
<td></td>
<td></td>
<td>Semester 1 Semester 2</td>
</tr>
<tr>
<td>PUBH5102 Special Project in Public Health</td>
<td>2</td>
<td>Note: Department permission required for enrolment</td>
<td>Students negotiate with a public health staff member to be their supervisor on an agreed project. The supervisor emails the Postgraduate Student Administration Unit permission for the student to enrol.</td>
<td></td>
<td></td>
<td>Semester 1 Semester 2</td>
</tr>
<tr>
<td>PUBH5103 Aboriginal Health</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 2b</td>
</tr>
<tr>
<td>PUBH5110 Introduction to Public Health Nutrition</td>
<td>4</td>
<td>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.</td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>PUBH5111 Environmental Health</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>PUBH5113 International Health</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>PUBH5114 Alcohol, Drug Use and Health</td>
<td>4</td>
<td>N PUBH5115</td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>PUBH5115 Alcohol, Drug Use and Health</td>
<td>2</td>
<td>N PUBH5114</td>
<td></td>
<td></td>
<td></td>
<td>Semester 2a</td>
</tr>
<tr>
<td>PUBH5116 Genetics and Public Health</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>S2 Late Int</td>
</tr>
<tr>
<td>PUBH5117 Communicable Disease Control</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>PUBH5201 Research Design in Epidemiology</td>
<td>2</td>
<td>P PUBH5010 and PUBH5018</td>
<td></td>
<td></td>
<td></td>
<td>S2 Late Int</td>
</tr>
<tr>
<td>PUBH5205 Decision Analysis</td>
<td>2</td>
<td>P PUBH5010 and PUBH5012</td>
<td>C PUBH5211 and PUBH5212</td>
<td></td>
<td></td>
<td>Semester 2b</td>
</tr>
<tr>
<td>PUBH5206 Controlled Trials</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 2a</td>
</tr>
<tr>
<td>PUBH5208 Screening and Diagnostic Test Evaluation</td>
<td>2</td>
<td>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.</td>
<td></td>
<td></td>
<td></td>
<td>Semester 2a</td>
</tr>
<tr>
<td>PUBH5211 Multiple Regression and Stats Computing</td>
<td>4</td>
<td>P PUBH5018</td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>PUBH5212 Categorical Data Analysis</td>
<td>2</td>
<td>P PUBH5018 and PUBH5011</td>
<td>C PUBH5211</td>
<td></td>
<td></td>
<td>Semester 2b</td>
</tr>
<tr>
<td>PUBH5213 Survival Analysis</td>
<td>2</td>
<td>C PUBH5211</td>
<td></td>
<td></td>
<td></td>
<td>Semester 2b</td>
</tr>
<tr>
<td>PUBH5221 Qualitative Research Methods</td>
<td>2</td>
<td>P PUBH5014 or PUBH5016 or MIPH5132</td>
<td></td>
<td></td>
<td></td>
<td>S2 Late Int</td>
</tr>
<tr>
<td>PUBH5302 Health Economics Evaluation</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>S2 Intensive</td>
</tr>
<tr>
<td>PUBH5307 Advanced Health Economic Evaluation</td>
<td>2</td>
<td>P PUBH5018 and PUBH5010</td>
<td>C PUBH5202 and (PUBH5302 or CEPI5303)</td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>PUBH5401 Adolescent Health and Health Promotion</td>
<td>2</td>
<td>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.</td>
<td></td>
<td></td>
<td></td>
<td>S2 Late Int</td>
</tr>
<tr>
<td>PUBH5414 Public Health Advocacy</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>S2 Late Int</td>
</tr>
<tr>
<td>PUBH5415 Injury Prevention</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>S2 Late Int</td>
</tr>
</tbody>
</table>
### Public health non-PUBH elective units of study

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>BETH5203 Ethics and Public Health</td>
<td>6</td>
<td>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.</td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>DENT5013 Preventative Dentistry</td>
<td>6</td>
<td>P PUBH5010 and PUBH5018</td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>DENT5014 Dental Health Services</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>DENT5015 Population Oral Health</td>
<td>6</td>
<td>P (PUBH5015 and PUBH5016) or (MIPH5131 and MIPH5132)</td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>HPOL5000 History and Practice of Health Policy</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>HPOL5001 Understanding Health Systems</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>HPOL5002 Contemporary Issues in Health Policy</td>
<td>6</td>
<td>C HPOL5003</td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>HPOL5003 Analysing Health Policy</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>LAWS6881 Health Law for Health Professionals</td>
<td>6</td>
<td>N LAWS6252 candidates may enrol in this unit or LAWS6252, but not both. Candidates are encouraged to enrol in this unit where possible.</td>
<td></td>
<td></td>
<td></td>
<td>S1 Intensive</td>
</tr>
<tr>
<td>LAWS6852 Legal Reasoning &amp; the Common Law System</td>
<td>6</td>
<td>N LAWS6881 Compulsory pre-requisite for health law, environmental law, MLLR, MALP, MIR&amp;HRM, MEN&amp;ScLaw, MinBus&amp;L and MBL candidates undertaking tax units who do not have a qualification in accountancy or who have not completed a legal studies unit as part of a degree in business or commerce within a common law jurisdiction. This unit is also a pre-requisite for specified law units. Other candidates who do not have a law degree from a common law jurisdiction may seek permission to undertake this unit as an optional.</td>
<td></td>
<td></td>
<td></td>
<td>S1 Intensive</td>
</tr>
<tr>
<td>LAWS6839 Critical Issues in Public Health Law</td>
<td>6</td>
<td>P LAWS6252 or LAWS6881 for MHL, GradDipHL and GradDipPubHL candidates. MHL candidates may select this unit as one of the three compulsory units required in addition to LAWS6252 or LAWS6881.</td>
<td></td>
<td></td>
<td></td>
<td>S2 Intensive</td>
</tr>
<tr>
<td>PSYC5011 Applying Models of Health Behaviour</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>MIPH5004 Praxis in International Public Health I</td>
<td>2</td>
<td>Note: Department permission required for enrolment Students negotiate with an international public health staff member to be their supervisor on an agreed project. The supervisor emails the Postgraduate Student Administration Unit permission for the student to enrol.</td>
<td></td>
<td></td>
<td></td>
<td>S2 Intensive</td>
</tr>
<tr>
<td>MIPH5005 Praxis in International Public Health II</td>
<td>4</td>
<td>Note: Department permission required for enrolment Students negotiate with an international public health staff member to be their supervisor on an agreed project. The supervisor emails the Postgraduate Student Administration Unit permission for the student to enrol.</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>MIPH5006 Seminars in Int Public Health I</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>MIPH5008 Travel and Tropical Medicine</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>S2 Late Int</td>
</tr>
<tr>
<td>MIPH5014 International Health Promotion</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>MIPH5112 Disease Control in Developing Countries</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>MIPH5115 Women's and Children's Health</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>MIPH5116 Health and Culture</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>Unit of study</td>
<td>Credit points</td>
<td>A: Assumed knowledge</td>
<td>P: Prerequisites</td>
<td>C: Corequisites</td>
<td>N: Prohibition</td>
<td>Session</td>
</tr>
<tr>
<td>---------------------------------------</td>
<td>---------------</td>
<td>----------------------</td>
<td>------------------</td>
<td>----------------</td>
<td>----------------</td>
<td>------------------</td>
</tr>
<tr>
<td>MIPH5117 Diseases of Modernisation</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>S2 Late Int</td>
</tr>
<tr>
<td>MIPH5118 Global Perspectives on HIV/AIDS</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>MIPH5121 International Health Projects Management</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>S2 Late Int</td>
</tr>
<tr>
<td>MIPH5122 International Environmental Health</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 2a</td>
</tr>
<tr>
<td>MIPH5123 Nutrition - an International Perspective</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>S2 Late Int</td>
</tr>
<tr>
<td>MIPH5124 Health Issues &amp; Humanitarian Emergencies</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>S2 Late Int</td>
</tr>
<tr>
<td>MIPH5127 Mental Disorders in Global Context</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>S2 Late Int</td>
</tr>
<tr>
<td>MIPH5218 Economics and Global Pharmaceuticals</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>S2 Intensive</td>
</tr>
<tr>
<td>SEXH5100 Social &amp; Policy Aspects of Sexual Health</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>SEXH5101 Public Health Aspects of STD’s</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>SEXH5102 Public Health Aspects of HIV/AIDS</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>SEXH5204 Adolescent Sexual Health</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>SEXH5205 Advanced Adolescent Sexual Health</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
</tbody>
</table>

Graduate diploma students can choose up to eight credit points in total (i.e. core units of study plus elective units of study) from non-PUBH units of study including electives from UNSW.

Master’s degree students can choose up to 12 credit points (i.e. core units of study plus elective units of study) from non-PUBH units of study including electives from UNSW.

For information on UNSW elective units of study, please go to the following UNSW website http://www.sphcm.med.unsw.edu.au/.

Students 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.

Enrolling in one of the electives in this list or offered by UNSW may involve a different fee from PUBH units of study. Consult the School of Public Health for details.

### Public health dissertation units of study

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>PUBH5906 Dissertation A</td>
<td>6</td>
<td></td>
<td>P</td>
<td>A candidate must have obtained a minimum weighted average mark 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.</td>
<td></td>
<td>S2 Late Int Semester 1 Semester 2</td>
</tr>
<tr>
<td>PUBH5908 Dissertation C</td>
<td>12</td>
<td></td>
<td>P</td>
<td>A candidate must have obtained a minimum weighted average mark 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.</td>
<td></td>
<td>S2 Late Int Semester 1 Semester 2a</td>
</tr>
<tr>
<td>PUBH5907 Dissertation B</td>
<td>6</td>
<td></td>
<td>P</td>
<td>A candidate must have obtained a minimum weighted average mark 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.</td>
<td></td>
<td>S2 Late Int Semester 1 Semester 2a</td>
</tr>
</tbody>
</table>

Dissertation units of study are only taken if undertaking the honours stream, which is not available to all students. 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 standard master’s degree. These should be done either in one semester with Dissertation C or split over two semesters with both Dissertation A and Dissertation B. A student must be enrolled in order to submit the dissertation. If a student 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.

### Further enquiries

Mr Nicholas Strobbe  
Phone: +61 2 9351 4366  
Fax: +61 2 9351 7420  
Email: nicholass@health.usyd.edu.au  
Renal medicine

Graduate Certificate in Medicine (Renal Medicine) (GradCertMed(Renal Medicine)) KG009

Graduate Diploma in Medicine (Renal Medicine) (GradDipMed(Renal Medicine)) KF046

Master of Medicine (Renal Medicine) (MMed(Renal Medicine)) KC059

Overview
The Master of Medicine (Renal Medicine) will expand your theoretical training in areas that are new and innovative, comprehensively exploring all aspects of the discipline and keeping abreast of all current literature. The course content is based on clinical experiences of expert facilitators, integrating current advances in medical knowledge with the day-to-day care of complex patients within sub-specialty areas. The aim of the course is to build your capacity to integrate new knowledge into your management of renal patients, including complex case analysis.

Admission
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 the master’s degree – see the explanation of embedded degrees at the beginning of this chapter.

The program is offered in the form of online distance education mode. Enrolled students are provided with a user name and password that allows them to access a protected course website. The website provides study guides with lecture notes as well as extracts from relevant journals and textbooks. Assessment is by essays, case studies and online activities. Marks are also given for the contribution students make to online discussion.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit points for award</th>
<th>Duration full-time</th>
<th>Duration part-time</th>
</tr>
</thead>
<tbody>
<tr>
<td>GradCertMed(Renal Medicine)</td>
<td>24</td>
<td>0.5–1 year</td>
<td>1–2 years</td>
</tr>
<tr>
<td>GradDipMed(Renal Medicine)</td>
<td>36</td>
<td>1–2 years</td>
<td>1.5–3 years</td>
</tr>
<tr>
<td>MMed(Renal Medicine)</td>
<td>48</td>
<td>1–2 years</td>
<td>2–4 years</td>
</tr>
</tbody>
</table>

The graduate certificate comprises one core unit of study and three elective units of study chosen from the list of core units (see tables on core and elective units of study below and chapter 11 for unit of study details).

The graduate diploma comprises five core units of study and a further one unit of study chosen from the list of electives (see tables on core and elective units of study below and chapter 11 for unit of study details).

The master’s degree comprises five core units of study and a further three units of study chosen from the list of electives (see tables on core and elective units of study below and chapter 11 for unit of study details).

Renal medicine core units

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>PMED5050 Research Methods</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>Core units of study for the graduate certificate and master’s degree</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PMED5150 Acute Renal &amp; Hypertensive Emergencies</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>PMED5154 Hypertension &amp; Renal Disease - Pregnancy</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>PMED5155 Transplantation Medicine</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
</tbody>
</table>

Additionally, stream units will be available from 2008.

Students in the graduate certificate must undertake the core unit and then choose three elective units of study from this list.

Students in the graduate diploma and master’s degree undertake four units of study from this list, although only three can be undertaken in 2007.
Renal medicine elective units

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>PMED5051 Leadership in Medicine</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>PMED5100 Paediatric Infect Diseases &amp; Immunisation</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>PMED5101 Paediatric Asthma &amp; Allergy</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>PMED5102 Paediatric Nutrition and Obesity</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
</tbody>
</table>

Students in the graduate diploma choose one unit of study from this list.

Students in the master's degree choose three units of study from this list.

Students enrolled in these courses may choose alternate electives with the prior approval of the course coordinators.

Further enquiries
Ms Sally Bamford
Phone: +61 2 9036 5123
Fax: +61 2 9351 6646
Email: sallymb@med.usyd.edu.au
Web: http://www.spmmp.med.usyd.edu.au

Reproductive health sciences and human genetics

Master of Medicine (Reproductive Health Sciences and Human Genetics)
(MM(RH&HG)) KC017

Master of Science in Medicine (Reproductive Health Sciences and Human Genetics)
(MScMed(RH&HG)) KC018

Overview
The main aims of the program are: to provide up-to-date knowledge of the clinical and laboratory science and technological developments in reproduction and human genetics; to offer an insight into the social, ethical and public health aspects of these fields; to give a firm basis for vocational training in these disciplines; and to promote dialogue and understanding between those working in disparate areas within reproductive health and genetics.

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 (i.e. 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 distinction between them being the title of the course they are awarded on completion.

Admission
Master of Medicine: Admission to the program normally requires a Bachelor of Medicine/Bachelor of Surgery (MBBS) from the University of Sydney or another approved institution. This degree should have been held for at least a full year before enrolment into the course.

Master of Science in Medicine: The program is open to graduates in biological or health sciences from an approved tertiary institution.

Graduates from other disciplines with special interest in these fields should also apply. Admission normally requires a bachelor's degree with first or second class honours from the University of Sydney or another approved institution. This degree should have been held for at least a full year before enrolment into the course. If candidates do not have an honours degree, they may be admitted on the basis of having completed equivalent work or passing a preliminary examination, as prescribed by the Faculty of Medicine.

Structure
To qualify for the degree, candidates must complete coursework and clinical or laboratory assignments equivalent to 48 credit points plus a research treatise worth 12 credit points. The coursework and clinical or laboratory assignments are undertaken over two years with full-time students completing the treatise during the same period. Part-time students undertake the treatise in the third year.

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 research treatise.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit points for award</th>
<th>Duration full-time</th>
<th>Duration part-time</th>
</tr>
</thead>
<tbody>
<tr>
<td>MM(RH&amp;HG)</td>
<td>60</td>
<td>1–3 years</td>
<td>2–6 years</td>
</tr>
<tr>
<td>MScMed(RH&amp;HG)</td>
<td>60</td>
<td>1–3 years</td>
<td>2–6 years</td>
</tr>
</tbody>
</table>

The master's degree comprises 56 credit points of compulsory units of study including 12 credit points of treatise units of study, and four credit points of elective units of study chosen from the list of elective units of study (see tables on core and elective units of study below and chapter 11 for unit of study details).
Reproductive health sciences and human genetics core units of study

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>PUBH5010 Epidemiology Methods and Uses</td>
<td>6</td>
<td>Semester 1</td>
</tr>
<tr>
<td>PUBH5018 Introductory Biostatistics</td>
<td>6</td>
<td>Semester 1</td>
</tr>
<tr>
<td>RHHG5005 Reproductive Sciences and Medicine</td>
<td>4</td>
<td>Semester 2</td>
</tr>
<tr>
<td>RHHG5006 Reproductive, Maternal and Child Health</td>
<td>4</td>
<td>Semester 2</td>
</tr>
<tr>
<td>RHHG5007 Clinical Reproductive Medicine</td>
<td>4</td>
<td>Semester 1</td>
</tr>
<tr>
<td>RHHG5008 Counselling 1</td>
<td>2</td>
<td>Semester 1</td>
</tr>
<tr>
<td>RHHG5010 Reproductive Sciences</td>
<td>4</td>
<td>Semester 1</td>
</tr>
<tr>
<td>RHHG5013 Ethical, Social, Legal &amp; Privacy Issues</td>
<td>4</td>
<td>Semester 2</td>
</tr>
<tr>
<td>RHHG5014 Fertility Control</td>
<td>2</td>
<td>Semester 2</td>
</tr>
<tr>
<td>RHHG5021 Reproduction and Cancer</td>
<td>2</td>
<td>Semester 2</td>
</tr>
<tr>
<td>RHHG5026 Introductory Medical Genetics</td>
<td>4 Only for students commencing in 2004 or later.</td>
<td>Semester 2</td>
</tr>
<tr>
<td>RHHG5028 Medical Genetics</td>
<td>2</td>
<td>Semester 1</td>
</tr>
<tr>
<td>RHHG5019 Treatise A</td>
<td>6</td>
<td>Semester 1 Semester 2</td>
</tr>
<tr>
<td>RHHG5020 Treatise B</td>
<td>6</td>
<td>Semester 1 Semester 2</td>
</tr>
</tbody>
</table>

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 12 credit points of treatise units of study, he/she must enrol in a minimum of six credit points of treatise units of study, with the concomitant financial liability, every semester until he/she submits.

Reproductive health sciences and human genetics elective units of study

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>RHHG5011 Clinical or Laboratory Attachments</td>
<td>2</td>
<td>Semester 2</td>
</tr>
<tr>
<td>RHHG5012 Counselling 2</td>
<td>2</td>
<td>Semester 2</td>
</tr>
<tr>
<td>RHHG5015 Lab Assessment of Reproductive Function</td>
<td>2</td>
<td>Semester 2</td>
</tr>
<tr>
<td>RHHG5016 Medical and Molecular Genetics</td>
<td>2</td>
<td>Semester 2</td>
</tr>
</tbody>
</table>

Students choose two units of study from this list.

Further enquiries
Dr Robert Markham
Phone: +61 2 9351 2722
Fax: +61 2 9351 4560
Email: rmarkham@obsgyn.usyd.edu.au
Web: http://www.usyd.edu.au/obs-gyno/research/research.html#5
Sexually transmitted diseases/HIV

**Graduate Diploma in Medicine (Sexually Transmitted Diseases/HIV)**
(GradDipMed(STD/HIV)) KF028

**Graduate Diploma of Science in Medicine (Sexually Transmitted Diseases/HIV)**
(GradDipScMed(STD/HIV)) KF035

**Master of Medicine (Sexually Transmitted Diseases/HIV)**
(MM(STD/HIV)) KC033

**Master of Science in Medicine (Sexually Transmitted Diseases/HIV)**
(MScMed(STD/HIV)) KC034

**Overview**

The program aims to provide medical practitioners or laboratory scientists with an opportunity to 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.

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 (i.e. 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 in Science in Medicine. Students follow the same program of study (with the exception, in some cases, of practical work), with the only distinction between them being the title of the course they are awarded on completion.

**Admission**

Graduate Diploma in Medicine (Sexually Transmitted Diseases/HIV) and Master of Medicine (Sexually Transmitted Diseases/HIV): Admission to the program normally requires a Bachelor of Medicine/Bachelor of Surgery (MBBS) from the University of Sydney or another approved institution.

Graduate Diploma of Science in Medicine (Sexually Transmitted Diseases/HIV) and Master of Science in Medicine (Sexually Transmitted Diseases/HIV): Admission to the program normally requires a bachelor's degree in a health discipline with first or second class honours from the University of Sydney, or another approved institution. If candidates do not have an honours degree, they may be admitted on the basis of having completed equivalent work or passing a preliminary examination, as prescribed by the Faculty of Medicine.

**Structure**

The graduate diplomas are embedded in the master’s degrees – see the explanation of embedded degrees at the beginning of this chapter.

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. 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 Westmead Hospital, clinical and laboratory experience occurs at a variety of locations throughout Sydney. An increasing proportion of the course is being made available online.

The graduate diploma comprises nine core units of study and a further four credit points of elective units of study chosen from the list of electives (see tables on core and elective units of study below and chapter 11 for unit of study details).

The master’s degree comprises 11 core units of study, including two treatise units of study, and a further four credit points of elective units of study chosen from the list of electives (see tables on core and elective units of study below and chapter 11 for unit of study details).

---

**Sexually transmitted diseases/HIV core units of study**

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>PUBH5010 Epidemiology Methods and Uses</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>PUBH5018 Introductory Biostatistics</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>SEXH5200 Advanced STIs</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>SEXH5206 Diagnostic Methods in Sexual Health</td>
<td>6</td>
<td>P</td>
<td>Prerequisites apply to students in the Faculty of Health Sciences, undertaking the degrees of SC109 M.HlthSc (Sexual Hlth), SFD07 Grad.Dip.HlthSc (Sexual Hlth) and SC030 Grad.Cert.HlthSc (Sexual Hlth) only; Prerequisites include all core units of the graduate program in Sexual Health in the Faculty of Health Sciences plus SEXH5019 Introductions to STIs and HIV</td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>SEXH5202 Advanced HIV Infection</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>SEXH5207 STI/HIV Clinical Attachment</td>
<td>6</td>
<td>C</td>
<td>SEXH5200 and SEXH5202</td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>SEXH5100 Social &amp; Policy Aspects of Sexual Health</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>SEXH5101 Public Health Aspects of STD's</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>SEXH5102 Public Health Aspects of HIV/AIDS</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
</tbody>
</table>
Sexually transmitted diseases/HIV elective units of study

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>PUBH5115 Alcohol, Drug Use and Health</td>
<td>2</td>
<td></td>
<td>PUBH5114</td>
<td></td>
<td></td>
<td>Semester 2a</td>
</tr>
<tr>
<td>PUBH5201 Research Design in Epidemiology</td>
<td>2</td>
<td></td>
<td>PUBH5010 and PUBH5018</td>
<td></td>
<td></td>
<td>S2 Late Int</td>
</tr>
<tr>
<td>PUBH5204 Advanced Epidemiological Concepts</td>
<td>2</td>
<td></td>
<td>PUBH5010 and PUBH5211</td>
<td>PUBH5212</td>
<td></td>
<td>Semester 2b</td>
</tr>
<tr>
<td>PUBH5205 Decision Analysis</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 2b</td>
</tr>
<tr>
<td>PUBH5206 Controlled Trials</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 2a</td>
</tr>
<tr>
<td>PUBH5212 Categorical Data Analysis</td>
<td>2</td>
<td></td>
<td>PUBH5018 and PUBH5211</td>
<td></td>
<td></td>
<td>Semester 2b</td>
</tr>
<tr>
<td>PUBH5213 Survival Analysis</td>
<td>2</td>
<td></td>
<td>PUBH5211</td>
<td></td>
<td></td>
<td>Semester 2b</td>
</tr>
<tr>
<td>PUBH5221 Qualitative Research Methods</td>
<td>2</td>
<td></td>
<td>PUBH5014 or PUBH5016 or MIPH5132</td>
<td></td>
<td></td>
<td>S2 Late Int</td>
</tr>
<tr>
<td>PUBH5401 Adolescent Health and Health Promotion</td>
<td>2</td>
<td></td>
<td>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.</td>
<td></td>
<td></td>
<td>S2 Late Int</td>
</tr>
<tr>
<td>PUBH5414 Public Health Advocacy</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>S2 Late Int</td>
</tr>
<tr>
<td>PUBH5415 Injury Prevention</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>S2 Late Int</td>
</tr>
<tr>
<td>PUBH5416 Vaccines in Public Health</td>
<td>2</td>
<td></td>
<td>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.</td>
<td></td>
<td></td>
<td>S2 Late Int</td>
</tr>
</tbody>
</table>

Students choose two units of study from this list. All electives shown are from the Master of Public Health program. When choosing an elective, students should ensure that they satisfy the prerequisite and corequisite requirements.

Sexually transmitted diseases/HIV treatise units of study

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEXH502 Treatise A</td>
<td>12</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>SEXH503 Treatise B</td>
<td>12</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
</tbody>
</table>

Only master’s degree students enrol in treatise units of study. 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 24 credit points of treatise units of study, he/she must enrol in a minimum of 12 credit points of treatise units of study, with the concomitant financial liability, every semester until he/she submits.

Further enquiries
Dr Richard Hillman
Phone: +61 2 9845 6266
Fax: +61 2 9845 6287
Email: richardh@icpmr.wsahs.nsw.gov.au

Sleep medicine

Graduate Diploma in Medicine (Sleep Medicine)
(GradDipMed(Sleep Medicine)) KF031

Graduate Diploma of Science in Medicine (Sleep Medicine)
(GradDipScMed(Sleep Medicine)) KF032

Master of Medicine (Sleep Medicine)
(MM(Sleep Medicine)) KC041

Master of Science in Medicine (Sleep Medicine)
(MScMed(Sleep Medicine)) KC042

Overview
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, and the same applies to the Graduate Diploma in Medicine (Sleep Medicine) and the Graduate Diploma of Science in Medicine (Sleep Medicine). Only medical graduates (i.e. 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 only distinction between them being the title of the course they are awarded on completion.
Admission
Graduate Diploma in Medicine (Sleep Medicine) and Master of Medicine (Sleep Medicine): Admission to the program normally requires a Bachelor of Medicine/Bachelor of Surgery (MB BS) from the University of Sydney or another approved institution. Candidates are also required to have a minimum of one year postgraduate experience in the field of sleep medicine.

Graduate Diploma of Science in Medicine (Sleep Medicine) and Master of Science of Medicine (Sleep Medicine): Admission to the program normally requires a bachelor’s degree in an appropriate discipline (such as biology or a health science) with first or second class honours from the University of Sydney or another approved institution. Candidates are also required to have a minimum of one year postgraduate experience in the field of sleep medicine. If candidates do not have an honours degree, they may be admitted on the basis of having completed equivalent work or passing a preliminary examination, as prescribed by the Faculty of Medicine.

Structure
The graduate diplomas are embedded in the master’s degrees – see the explanation of embedded degrees at the beginning of this chapter.

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 on CD-ROM using virtual lectures, tutorials and self-directed learning tasks with an emphasis on discussion of pre-circulated materials including notes and published papers. In some units of study, candidates are required to make formal presentations and analyse case-studies in groups. 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 are required to attend a 1 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 much of the unit assessment is undertaken, including a formal examination that covers all units for the preceding year and a presentation to fellow students on a predetermined topic of the student’s interest.

Assessment is by formal examination (which is held during the residential component of the course), 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.

The graduate diploma comprises 19 core units of study and a further one elective unit of study chosen from the list of electives (see tables on core and elective units of study below and chapter 11 for unit of study details).

The master’s degree comprises 20 core units of study, including one treatise unit, and a further one elective unit of study chosen from the list of electives (see tables on core and elective units of study below and chapter 11 for unit of study details).

Sleep medicine core units of study

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLEE5001 Introductory Sleep Science</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>SLEE5002 History of Sleep Research</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>SLEE5003 Introduction to Sleep Disorders</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>SLEE5005 Research &amp; Literature Searching in Sleep</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>SLEE5006 Physiology of Sleep</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>SLEE5007 Chronobiology</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>SLEE5008 Sleep and Breathing I</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>SLEE5009 Sleep and the Endocrine System</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>SLEE5010 Neuropharmacology of Sleep I</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>SLEE5012 Practicum I</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>SLEE5011 Sleep and the Mind I</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>SLEE5013 Non-Respiratory Sleep Disorders</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>SLEE5014 Sleep and Breathing II</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>SLEE5015 Neuropharmacology of Sleep II</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>SLEE5017 Sleep and Body Function</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
</tbody>
</table>
Sleep medicine elective units of study

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLEE5019 Sleep in Development (Child)</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>SLEE5023 Sleep in Development (Adult)</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
</tbody>
</table>

Students choose 1 unit of study from this list.

Sleep medicine treatise units of study

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLEE5025</td>
<td>12</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>Treatise A</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>SLEE5026</td>
<td>12</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>Treatise B</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
</tbody>
</table>

Master's degree students must enrol in SLEE5025. 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 12 credit points of treatise units of study, he/she must enrol in a minimum of 12 credit points of treatise units of study, with the concomitant financial liability, every semester until he/she submits.

Further enquiries
Dr Natalie Edwards
Phone: +61 2 9515 7311
Fax: +61 2 9550 3851
Email: ne@med.usyd.edu.au

Surgery

Graduate Diploma in Surgery
(GradDipSurg) KF039

Master of Surgery
(MS) KC049

Overview
The Master of Surgery combines research and coursework. Students enrol in one of the following streams: Endocrine surgery, colorectal, hand surgery, head and neck, plastic and reconstructive surgery, neurosurgery, orthopaedic, otorhinolaryngology, paediatric surgery, surgical oncology, transplant surgery, upper gastrointestinal surgery, urology, vascular surgery, and endovascular surgery.

Admission
Graduate Diploma in Surgery:
The Faculty of Medicine may admit to candidature an applicant who has successfully completed a bachelor of medicine or bachelor of surgery from approved universities or have equivalent qualifications subject to approval by the dean.

Master of Surgery:
The Faculty of Medicine may admit to candidature an applicant who has successfully completed a bachelor of medicine or bachelor of surgery from approved universities or have equivalent qualifications subject to approval by the dean. Applicants must also be registered as a Basic Surgical Trainee (BST) or Advanced Surgical Trainee (AST) of the Royal Australasian College of Surgeons (or equivalent) or a Fellow of the Royal Australasian College of Surgeons (or equivalent).

Structure
The graduate diploma is embedded in the master’s degree – see the explanation of embedded degrees at the beginning of this chapter.

The course is divided into three parts. The first part comprises core units of study which aim to offer clinicians the opportunity to learn the principles of applying the best available research evidence to surgical patient care. The second part allows the candidate to choose from elective units of study including those related to the various dissertation specialties within surgery. The third part is a research dissertation on one of the specialty streams listed in the overview.
### Course

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit points for award</th>
<th>Duration full-time</th>
<th>Duration part-time</th>
</tr>
</thead>
<tbody>
<tr>
<td>GradDipSurg</td>
<td>36</td>
<td>1–2 years</td>
<td>1.5–3 years</td>
</tr>
<tr>
<td>MS</td>
<td>48</td>
<td>1–2 years</td>
<td>2–4 years</td>
</tr>
</tbody>
</table>

The graduate diploma comprises one core unit of study and a further 30 credit points of elective units of study chosen from the primary and secondary elective units of study. At least two and no more than five must be chosen from the primary elective units of study list. (see tables on core and elective units of study below and chapter 11 for unit of study details).

The master’s degree comprises one core unit of study, two compulsory dissertation units of study and a further 24 credit points of elective units of study chosen from the primary and secondary elective units of study. At least two and no more than four must be chosen from the primary electives list. (see tables on core and elective units of study below and chapter 11 for unit of study details).

### Surgery core units of study

**Unit of study** | **Credit points** | **A: Assumed knowledge** | **P: Prerequisites** | **C: Corequisites** | **N: Prohibition** | **Session**
---|---|---|---|---|---|---
**Core unit of study for the graduate diploma and master’s degree**

| PUBH5018 Introductory Biostatistics | 6 | | | | Semester 1 |

**Core units of study for the master’s degree**

| SURG5007 Dissertation A | 9 | | | | Semester 1 |
| SURG5008 Dissertation B | 9 | | | | Semester 2 |

### Surgery primary elective units of study

**Unit of study** | **Credit points** | **A: Assumed knowledge** | **P: Prerequisites** | **C: Corequisites** | **N: Prohibition** | **Session**
---|---|---|---|---|---|---
| SURG5001 Devel & Meas of Surgical Hlth Outcomes 1 | 6 | | | | Semester 1 |
| SURG5003 Devel & Meas of Surgical Hlth Outcomes 2 | 6 | | | | Semester 2 |
| SURG5011 Imaging Surgical Patients | 6 | | | | Semester 2 |
| SURG5012 Surgical Metabolism | 6 | | | | Semester 2 |
| SURG5013 Safety in Surgery | 6 | | | | Semester 2 |

Students in the graduate diploma must take a minimum of two and a maximum of five elective units of study from this list. Students in the master’s degree must take a minimum of two and a maximum of four elective units of study from this list.

### Surgery secondary elective units of study

**Unit of study** | **Credit points** | **A: Assumed knowledge** | **P: Prerequisites** | **C: Corequisites** | **N: Prohibition** | **Session**
---|---|---|---|---|---|---
<p>| BETH5000 Core Concepts in Bioethics | 6 | 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 |
| BETH5101 Introduction to Ethical Reasoning | 6 | 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 1 |
| BETH5102 Philosophy of Medicine | 6 | A three-year degree in science, medicine, nursing, allied health sciences, philosophy/ethics, | | | Semester 1 |
| BETH5103 Biomedicine and Society | 6 | 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 |
| BETH5104 Bioethics, Law and Society | 6 | 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 |</p>
<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>BETH5201 Ethics and Biotech: Genes and Stem Cells</td>
<td>6</td>
<td>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.</td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>BETH5202 Human and Animal Research Ethics</td>
<td>6</td>
<td>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.</td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>BETH5203 Ethics and Public Health</td>
<td>6</td>
<td>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.</td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>CEPIS503 Clinical Health Economics</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 2a</td>
</tr>
<tr>
<td>CEPIS506 Clinical Practice Guidelines</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 2a</td>
</tr>
<tr>
<td>CEPIS508 Patient Based Measures</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>S1 Late Int</td>
</tr>
<tr>
<td>CEPIS509 Develop of Clin Epidemiology Research</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1a</td>
</tr>
<tr>
<td>CEPIS510 Advanced Concepts in Statistics</td>
<td>4</td>
<td>P PUBHS211 and PUBHS212</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>CEPIS401 Clinical Epidemiological Practice</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 2a</td>
</tr>
<tr>
<td>PMED5155 Transplantation Medicine</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>PUBHS5010 Epidemiology Methods and Uses</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>PUBHS5204 Advanced Epidemiological Concepts</td>
<td>2</td>
<td>P PUBHS010 and PUBHS211</td>
<td>PUBHS211 and PUBHS212</td>
<td></td>
<td></td>
<td>Semester 2b</td>
</tr>
<tr>
<td>PUBHS5205 Decision Analysis</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 2b</td>
</tr>
<tr>
<td>PUBHS5206 Controlled Trials</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 2a</td>
</tr>
<tr>
<td>PUBHS5211 Multiple Regression and Stats Computing</td>
<td>4</td>
<td>P PUBHS018</td>
<td>PUBHS211</td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>PUBHS5212 Categorical Data Analysis</td>
<td>2</td>
<td>P PUBHS018 and PUBHS211</td>
<td>PUBHS211</td>
<td></td>
<td></td>
<td>Semester 2b</td>
</tr>
<tr>
<td>PUBHS5213 Survival Analysis</td>
<td>2</td>
<td>C PUBHS211</td>
<td>PUBHS211</td>
<td></td>
<td></td>
<td>Semester 2b</td>
</tr>
<tr>
<td>SURG5009 Cerebral Circulation for Neurorsurgeons</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>SURG5010 Dissecting the Sylvian Fissure</td>
<td>6</td>
<td>P SURG5009</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
</tbody>
</table>

Students in the graduate diploma who take fewer than five electives from the primary electives must take the remainder from this list, up to a total of 30 credit points of electives.

Students in the master’s degree who take fewer than four electives from the primary electives must take the remainder from this list, up to a total of 24 credit points of electives.

Further enquiries
Mrs May Lee
Phone: +61 2 9351 2400
Fax: + 61 2 9351 2401
Email: headsurg@med.usyd.edu.au
Introduction
This chapter contains information on how postgraduate studies in the Faculty of Medicine are governed, and the resolutions for all postgraduate degrees.

The Combined Board of Postgraduate Studies for the Faculties of Dentistry, Medicine and Pharmacy
Every faculty has a Board of Postgraduate Studies, which oversees the postgraduate courses and candidatures in that faculty. The board for the Faculty of Medicine is combined with the boards for the Faculties of Dentistry and Pharmacy, with the full title being the Combined Board of Postgraduate Studies for the Faculties of Dentistry, Medicine and Pharmacy (CBoPGS).

The CBoPGS is chaired by Professor John Christodoulou (Faculty of Medicine) and is split into two subcommittees, the Coursework Subcommittee that deals with matters relating to coursework candidatures and courses, and the Research Subcommittee that deals with research candidatures and courses. The Deputy Chairs are Professor Andrew McLachlan (Faculty of Pharmacy) and Associate Professor Christopher Peck (Faculty of Dentistry). These two groups meet on a monthly basis with the meetings staggered so that members who represent their disciplines at both committees are able to attend.

The Coursework Subcommittee is chaired by Professor Andrew McLachlan and its constituent members are normally the coursework coordinators of the three faculties. The Deputy Chair is Associate Professor Christopher Peck. The committee is concerned with individual coursework candidatures, new course proposals and amendments, policy development and implementation and quality assurance issues such as coursework reviews.

The Research Subcommittee is chaired by Professor John Christodoulou and its constituent members are normally the postgraduate coordinators of the disciplines and departments of the three faculties. The Deputy Chair is Associate Professor Andrew McLachlan. The committee is concerned with individual research candidatures, new research course proposals, policy development and implementation and other matters pertaining to quality assurance and best practice.

The secretary of the two committees is Dr Sarah Brecknock, the Acting Manager of the Postgraduate Student Administration Unit. It is worth noting that the appointments of Chair and Deputy Chairs are made by the Provost.

All requests for admission to a course must be approved by the Combined Board, as are requests for suspension, extensions, and requests by course coordinators to award a student a qualification after fulfilling the requirements of the course.

The Postgraduate Student Administration Unit
The Combined Board is supported by the Postgraduate Student Administration Unit (PSAU) for the Faculties of Dentistry, Medicine and Pharmacy. The staff of this unit are well versed in the complexity of rules and regulations surrounding the various programs of study and are happy to assist students with information at any time. The PSAU should be students' first point of contact for anything to do with the administration of their course. The course coordinator can help with details of the course, including timetables and which units of study to take.

Office hours: 9am to 5pm, Mondays to Fridays
Contact details:
Postgraduate Student Administration Unit
Edward Ford Building A27
University of Sydney NSW 2006
Australia
Phone: +61 2 9351 5470
Fax: +61 2 9351 8529
Email: info@med.usyd.edu.au
Web: http://www.medfac.usyd.edu.au/

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

The resolutions are listed in the following order:
Master of Biostatistics/Graduate Diploma in Biostatistics/Graduate Certificate in Biostatistics
Graduate Certificate in Clinical Epidemiology
Master of Health Policy/Graduate Diploma in Health Policy/Graduate Certificate in Health Policy
Graduate Diploma in Indigenous Health Promotion
Graduate Diploma in Infection and Immunity
Graduate Certificate in Infection and Immunity
Master of International Public Health/Graduate Diploma in International Public Health
Master of Medical Education/Graduate Diploma in Medical Education/Graduate Certificate in Medical Education

For the latest updates, visit Handbooks online.
http://www.usyd.edu.au/handbooks
10. Governance and postgraduate degree regulations

Master of Medicine/Master of Science in Medicine offered in the following specialties:
- Clinical Epidemiology
- Infection and Immunity
- Ophthalmic Science
- Pain Management
- Psychotherapy
- Reproductive Health Sciences and Human Genetics
- Sexually Transmitted Diseases/HIV
- Sleep Medicine

Graduate Diploma in Medicine/Graduate Diploma of Science in Medicine offered in the following specialties:
- Clinical Epidemiology
- Ophthalmic Science
- Pain Management
- Sexually Transmitted Diseases/HIV
- Sleep Medicine

Graduate Certificate in Pain Management

Master of Public Health/Graduate Diploma in Public Health

Master of Surgery/Graduate Diploma in Surgery

Master of Philosophy

Doctor of Public Health


The resolutions for the Master of Medicine (Topic) and embedded courses can be found in the University Calendar, in the Faculty of Medicine section of the "Resolutions relating to faculties, graduate schools, colleges and boards of studies".

Master of Biostatistics

Graduate Diploma in Biostatistics

Graduate Certificate in Biostatistics

1. Admission
1.1 Except as provided in Part 9, section 47 of the University of Sydney (Amendment Act) Rule 1999, the Faculty may, on the recommendation of the head of the School of Public Health, admit to candidature for the degree of Master of Biostatistics, the Graduate Diploma in Biostatistics or the Graduate Certificate in Biostatistics, an applicant who holds:

1.1.1 a bachelor's degree in an appropriate discipline from the University of Sydney or another approved institution and has held this qualification for at least one year prior to the commencement of candidacy, or

1.1.2 a qualification determined by the Faculty, on the recommendation of the head of the School of Public Health, as equivalent to 1.1.1 and has held this qualification for at least one year prior to the commencement of candidacy.

2. Units of study
2.1 For details of units of study relating to the degree of Master of Biostatistics, the Graduate Diploma in Biostatistics or the Graduate Certificate in Biostatistics refer to the Faculty Handbook.

3. Requirements for the award courses
3.1 To qualify for the degree of Master of Biostatistics, the Graduate Diploma in Biostatistics or the Graduate Certificate in Biostatistics candidates must:

4. Award
4.1 The degree of Master of Biostatistics, the Graduate Diploma in Biostatistics and the Graduate Certificate in Biostatistics shall all be awarded in one grade only, namely pass.

5. Method of progression
5.1 A candidate for the degree shall proceed by enrolling and completing units of study as prescribed by Faculty.

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. Suspension of candidature
7.1 A candidate who wishes to suspend their candidature must apply, in writing, to the Faculty.

7.1.1 The application must be received by the Faculty prior to the commencement of the relevant semester.

7.1.2 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.

7.1.3 Late applications may be considered at the Faculty’s discretion.

7.1.4 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.

7.2 Where the candidate has previously had two semesters of suspension the application will be considered by the Board of Postgraduate Studies for the Faculty.

8. Re-enrolment after an absence
8.1 A student must enrol in the semester following a period of approved suspension.

8.2 A student whose candidature has lapsed must apply for re-enrolment in accordance with procedures determined by the Faculty.

9. Credit
9.1 Refer 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.

9.2 A candidate may receive credit, as recommended by the head of the School of Public Health, towards the requirements for the Master of Biostatistics, the Graduate Diploma In Biostatistics or the Graduate Certificate in Biostatistics where:

9.2.1 before admission, the candidate has spent time in graduate study in the University of Sydney or another university, and

9.2.2 the candidate has completed coursework, within five years except with the permission of the Dean, considered by the Dean to be equivalent to work prescribed for the award course.

10. Time limits
10.1 A full-time candidate of the degree of Master of Biostatistics must complete the requirements for the degree not earlier than the end of the third semester and not later than the end of the sixth semester, unless otherwise determined by the Dean.

10.2 A part-time candidate of the degree of Master of Biostatistics must complete the requirements for the degree not earlier than the end of the sixth semester and not later than the end of the twelfth semester, unless otherwise determined by the Dean.

10.3 A full-time candidate of the Graduate Diploma in Biostatistics must complete the requirements for the degree not earlier than the end of the second semester and not later than the end of the fourth semester, unless otherwise determined by the Dean.

10.4 A part-time candidate of the Graduate Diploma in Biostatistics must complete the requirements for the degree not earlier than the end of the first semester and not later than the end of the second semester, unless otherwise determined by the Dean.

10.5 A full-time candidate of the Graduate Certificate in Biostatistics must complete the requirements for the degree not earlier than the end of the first semester, unless otherwise determined by the Dean.

10.6 A part-time candidate of the Graduate Certificate in Biostatistics must complete the requirements for the degree not earlier than
the end of the second semester and not later than the end of the fourth semester, unless otherwise determined by the Dean.

11. Examination
11.1 The head of the School of Public Health 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 candidate.

Graduate Certificate in Clinical Epidemiology

1. Admission
1.1 Except as provided in Part 9, section 47 of the University of Sydney (Amendment Act) Rule 1999, the Faculty of Medicine may, on the recommendation of the head of a discipline in the Faculty, admit a candidate for the Graduate Certificate in Clinical Epidemiology an applicant who holds the degree of Bachelor of Medicine and Bachelor of Surgery of the University of Sydney and who has completed any courses in the subject area in which the applicant seeks to proceed as determined by the Faculty on the recommendation of the head of discipline concerned; or
1.2 an applicant who holds the degree of bachelor with first or second class honours; or
1.3 an applicant who holds the degree of bachelor of the University of Sydney without first or second class honours and who has completed equivalent work or passed a preliminary examination or examinations as prescribed by the Faculty, and who has completed any courses in the subject area in which the applicant seeks to proceed as determined by the Faculty on the recommendation of the head of discipline concerned.

2. Method of progression
2.1 A candidate for the Graduate Certificate in Clinical Epidemiology shall proceed by coursework.
2.2 A candidate shall proceed by completing units of study as prescribed by the Faculty.
2.3 Successful completion of a unit of study requires candidates to:
2.3.1 formally enrol in the unit of study and pay associated tuition fees, if any; and
2.3.2 to attend lectures, tutorials, practical sessions and seminars, Web forums or conduct research, if any; and
2.3.3 satisfactorily complete assignments and practical work, if any; and
2.3.4 to pass the written and practical examinations of the unit of study, if any.
2.4 Where approved, in addition to campus-based learning, the Graduate Certificate in Clinical Epidemiology may be delivered by distance learning.

3. Units of study
3.1 For purposes of calculating the total number of units, the numbers of units of study and specific course handouts.

4. Requirements
4.1 A Graduate Certificate in Clinical Epidemiology candidate shall complete such units of study as may be prescribed by the Faculty on the recommendation of the head of the discipline concerned.
4.1.2 complete units of study totalling 24 credit points, including any core units of study, specified by the Faculty.
4.1.3 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 candidate.
4.1.4 satisfy the requirements of all other relevant By-Laws, Rules and Resolutions of the University.

5. Award of Graduate Certificate in Clinical Epidemiology
5.1 The degree of Graduate Certificate in Clinical Epidemiology shall be awarded in one grade only, namely pass.
5.2 A candidate for the degree of Master of Science (Clinical Epidemiology), the degree of Master of Science in Medicine (Clinical Epidemiology), the Graduate Diploma in Medicine (Clinical Epidemiology) or the Graduate Diploma in Science in Medicine (Clinical Epidemiology) may apply for the award of the Graduate Certificate in Clinical Epidemiology if, in the opinion of the Faculty and on the recommendation of the head of the department concerned, the candidate fulfils the requirements in 1., and has completed work for that degree equivalent to that required in 4., and such a candidate shall thereupon cease to be a candidate for the previous award or course.

6. Probation
6.1 A candidate may be accepted by the Faculty on a probationary basis for a period of six months and upon 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.
6.2 In the case of a candidate accepted on a probationary basis under 6.1, the candidature shall be deemed to have commenced from the date of such acceptance.

7. Enrolment
7.1 A student must be enrolled in each semester in which he or she is actively completing the requirements for the award course.
7.2 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.

8. Restrictions on enrolment
8.1 Admission to candidature may be limited by a quota. In determining the quota the Faculty will take into account:
8.1.1 availability of resources
8.1.2 availability of adequate and appropriate supervision.
8.2 In considering an application for admission the Faculty will take into account the quota. Entry will be based on applicants who are most meritorious in terms of 1 above.

9. Discontinuation of enrolment
9.1 A candidate who wishes to discontinue enrolment from the Graduate Certificate in Clinical Epidemiology 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:
9.1.1 that the discontinuation occurred at an earlier date; and
9.1.2 that there was good reason why the notification could not be made at the earlier time.
9.2 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.

10. Suspension of candidature
10.1 A candidate who wishes to suspend their candidature must apply, in writing, to the Faculty.
10.1.1 The application must be received by the Faculty prior to the commencement of the relevant semester.
10.1.2 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.
10.1.3 Late applications may be considered at the Faculty's discretion.
10.1.4 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.
10.2 Where the candidate has not had two previous semesters of suspension the application will be considered by the Chair of the Board of Examinations for the Faculty.
10.3 Where the candidate has previously had two semesters of suspension the application will be considered by the Board of Postgraduate Studies for the Faculty or its Coursework Subcommittee.

11. Re-enrolment after an absence
11.1 A student must enrol in the semester following a period of approved suspension.
11.2 A student whose candidature has lapsed must apply for re-admission in accordance with procedures determined by the Faculty.

12. Satisfactory progress
12.1 The Faculty may on the recommendation of the head of the discipline concerned, call upon any candidate to show cause why that
candidature should not be terminated by reason of unsatisfactory progress towards completion of either degree; and

12.1.2 where, in the opinion of the Faculty, the candidate does not show good cause, terminate the candidature.

13. Credit

13.1 Refer to University of Sydney (Coursework) Rule 2000 (as amended), Division 3, Section 8.

14. Time limits

14.1 A full-time candidate shall complete the requirements for either degree not earlier than one semester after the commencement of candidature and, except with the permission of the Faculty on the recommendation of the head of the discipline concerned, not later than two years after commencement of candidature.

14.2 Except with the permission of the Faculty on the recommendation of the head of the discipline concerned, a part-time candidate shall complete the requirements for either degree not earlier than two semesters after the commencement of candidature and not later than three years after commencement of candidature.

Master of Health Policy

Graduate Diploma in Health Policy

Graduate Certificate in Health Policy

1. Admission

1.1 Except as provided in Part 9, section 47 of the University of Sydney (Amendment Act) Rule 1999 (as amended), the Faculty may, on the recommendation of the head of the School of Public Health, admit to candidature for:

1.1.1 the degree of Master of Health Policy an applicant who:
1.1.1.1 holds a degree from the University of Sydney, or another recognised institution as provided for in University of Sydney By-Laws, for which the minimum time to qualify was at least four academic years, or
1.1.1.2 has passed a preliminary examination or examinations prescribed by the Faculty, unless exempted by the Faculty, or
1.1.1.3 has completed requirements for the Graduate Diploma in Health Policy;

1.1.2 the Graduate Diploma in Health Policy an applicant who:
1.1.2.1 holds a degree from the University of Sydney, or of another university or academic institution approved by the Dean; or
1.1.2.2 has obtained such qualifications and has completed such courses as are acceptable to the Dean; or
1.1.2.3 furnishes such evidence of special fitness to enter upon systematic courses of study in Health Policy as is acceptable to the Dean; or
1.1.2.4 has completed requirements for the Graduate Certificate in Health Policy;

1.1.3 the Graduate Certificate in Health Policy an applicant who holds a degree from the University of Sydney, or of another university or academic institution approved by the Dean; or
1.1.3.1 has obtained such qualifications and has completed such courses as are acceptable to the Dean; or
1.1.3.2 furnishes such evidence of special fitness to enter upon systematic courses of study in Health Policy as is acceptable to the Dean.

2. Units of study

2.1 For unit of study details relating to the degree of Master of Health Policy, the Graduate Diploma in Health Policy and the Graduate Certificate in Health Policy refer to the Faculty Handbook.

3. Requirements for the award courses

3.1 To qualify for the degree of Master of Health Policy, the Graduate Diploma in Health Policy or the Graduate Certificate in Health Policy candidates 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 School of Public Health, and
3.1.2 satisfy the requirements of all other relevant By-Laws, Rules and Resolutions of the University, and
3.1.3 enrol for and successfully complete units of study, covering new material to the candidate, giving credit for a total of 48 credit points to qualify for the degree of Master of Health Policy, or
3.1.3.2 enrol for and successfully complete units of study, covering new material to the candidate, giving credit for a total of 36 credit points to qualify for the Graduate Diploma in Health Policy, or
3.1.3.3 enrol for and successfully complete units of study, covering new material to the candidate, giving credit for a total of 24 credit points to qualify for the Graduate Certificate in Health Policy.

4. Award

4.1 The degree of Master of Health Policy, the Graduate Diploma in Health Policy and the Graduate Certificate in Health Policy shall all be awarded in one grade only, namely pass.

5. Method of progression

5.1 A candidate shall proceed by coursework or coursework and essay or coursework and internship.

5.2 A candidate for the degree shall proceed by enrolling and completing units of study within the general area of health policy and as prescribed by Faculty.

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. Suspension of candidature

7.1 A candidate who wishes to suspend their candidature must apply, in writing, to the Faculty.

7.1.1 The application must be received by the Faculty prior to the commencement of the relevant semester.

7.1.2 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.

7.1.3 Late applications may be considered at the Faculty’s discretion.

7.1.4 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.

7.2 Where the candidate has previously had two semesters of suspension the application will be considered by the Board of Postgraduate Studies for the Faculty.

8. Re-enrolment after an absence

8.1 A student must enrol in the semester following a period of approved suspension.

8.2 A student whose candidature has lapsed must apply for re-admission in accordance with procedures determined by the Faculty.

9. Credit

9.1 Refer 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.

10. Time limits

10.1 A full-time candidate for the degree of Master of Health Policy 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 School of Public Health.

10.2 A part-time candidate for the degree of Master of Health Policy 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 School of Public Health.

10.3 A full-time candidate for the Graduate Diploma in Health Policy 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,
6. Suspension of candidature
6.1 A candidate who wishes to suspend their candidature must apply, in writing, to the Faculty.
6.1.1 The application must be received by the Faculty prior to the commencement of the relevant semester.
6.1.2 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.
6.1.3 Late applications may be considered at the Faculty's discretion.
6.1.4 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.
6.2 Where the candidate has previously had two semesters of suspension the application will be considered by the Board of Postgraduate Studies for the Faculty.
7. Re-enrolment after an absence
7.1 A student must enrol in the semester following a period of approved suspension.
7.2 A student whose candidature has lapsed must apply for re-admission in accordance with procedures determined by the Faculty.
8. Credit
8.1 Refer 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.
9. Time limits
9.1 A full-time candidate for the Graduate Diploma in Indigenous Health Promotion must complete the requirements not earlier than the end of the first year of candidature and not later than the end of the second year of candidature, except with the permission of the Faculty, on the recommendation of the head of the School of Public Health.
9.2 A part-time candidate for the Graduate Diploma in Indigenous Health Promotion must complete the requirements not earlier than two semesters after the commencement of candidature and not later than the end of the fourth year of candidature, except with the permission of the Faculty, on the recommendation of the head of the School of Public Health.
9.3 A part-time candidate for the Graduate Diploma in Indigenous Health Promotion shall complete the requirements not earlier than the end of the second year of candidature and not later than the end of the fourth year of candidature, except with the permission of the Faculty, on the recommendation of the head of the School of Public Health.

Graduate Diploma in Indigenous Health Promotion
1. Admission
1.1 Except as provided in Part 9, section 47 of the University of Sydney (Amendment Act) Rule 1999, the Faculty may, on the recommendation of the head of the School of Public Health, admit to candidature for the Graduate Diploma in Indigenous Health Promotion an applicant who:
1.1.1 is a graduate of the University of Sydney, or
1.1.2 who furnishes evidence which satisfies the Faculty that the person is qualified to enter upon the prescribed courses of study in the subject matter of the diploma, and
1.1.3 is able to demonstrate working experience in Aboriginal and Torres Strait Islander communities, including experience in engaging communities in action to improve their health, and
1.1.4 is able to demonstrate knowledge of and sensitivity to working with Aboriginal and Torres Strait Islander people; and
1.1.5 has the support for his/her candidature from his/her community and, where relevant, from his/her employer.
1.2 Applications from suitably qualified Aboriginal and Torres Strait Islander people will be given priority.
2. Units of study
2.1 For unit of study details relating to the Graduate Diploma in Indigenous Health Promotion refer to the faculty handbook.
3. Requirements for the Graduate Diploma in Indigenous Health Promotion
3.1 To qualify for the Graduate Diploma in Indigenous Health Promotion candidates 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 School of Public Health, and
3.1.2 satisfy the requirements of all other relevant By-Laws, Rules and Resolutions of the University, and
3.1.3 enrol for and successfully complete units of study giving credit for a total of 48 credit points.
4. Award
4.1 The Graduate Diploma in Indigenous Health Promotion shall all be awarded in one grade only, namely pass.
5. Enrolment
5.1 A student must be enrolled in each semester in which he or she is actively completing the requirements for the award course.
5.2 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.
6. Suspicion of candidature
6.1 A candidate who wishes to suspend their candidature must apply, in writing, to the Faculty.
6.1.1 The application must be received by the Faculty prior to the commencement of the relevant semester.
6.1.2 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.
6.1.3 Late applications may be considered at the Faculty's discretion.
6.1.4 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.
6.2 Where the candidate has previously had two semesters of suspension the application will be considered by the Board of Postgraduate Studies for the Faculty.
7. Re-enrolment after an absence
7.1 A student must enrol in the semester following a period of approved suspension.
7.2 A student whose candidature has lapsed must apply for re-admission in accordance with procedures determined by the Faculty.
8. Credit
8.1 Refer 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.
9. Time limits
9.1 A full-time candidate for the Graduate Diploma in Indigenous Health Promotion must complete the requirements not earlier than the end of the first year of candidature and not later than the end of the second year of candidature, except with the permission of the Faculty, on the recommendation of the head of the School of Public Health.
9.2 A part-time candidate for the Graduate Diploma in Indigenous Health Promotion must complete the requirements not earlier than two semesters after the commencement of candidature and not later than the end of the fourth year of candidature, except with the permission of the Faculty, on the recommendation of the head of the School of Public Health.
10.1 The head of the School of Public Health 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 examination.
11.2.1 The Faculty may permit an unsuccessful candidate to be re-examined, in the opinion of the head of the School of Public Health, the candidate's work is of sufficient merit to warrant this concession.
11.2.2 In such cases, the Faculty may prescribe special conditions to be fulfilled by the candidate at such re-examination.

Graduate Diploma in Infection and Immunity
1. Eligibility for admission
1.1 Except as provided in Part 9, section 47 of the University of Sydney (Amendment Act) Rule 1999, the Faculty may admit to candidature an applicant who holds any of the following from the University of Sydney or other approved universities: a Bachelor of Science; a Bachelor of Medicine or Bachelor of Medicine/Bachelor of Surgery; a Bachelor of Medical Science or Bachelor of Biomedical Sciences; a Bachelor of Veterinary Science; a Bachelor of Agricultural Science.
1.2 Candidates who hold equivalent qualifications in an appropriate discipline may also be eligible for admission, subject to approval by the Dean.
2. Availability
2.1 Admission to candidature may be limited by a quota. In determining the quota the Faculty will take into account:
2.1.1 availability of resources
2.1.2 availability of adequate and appropriate supervision.
2.2 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 1 above.
Graduate Certificate in Infection and Immunity

1. Eligibility for 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 may, on the recommendation of the head of the School of Public Health, admit to candidature for the degree of Master of International Public Health an applicant who:
1.1.1 holds a degree from the University of Sydney for which the minimum time to qualify was at least four academic years, or
1.1.2 has passed a preliminary examination or examinations prescribed by the Faculty, unless exempted by the Faculty.
1.2 Except as provided for in Part 9, section 47 of the University of Sydney (Amendment Act) Rule 1999 (as amended), the Faculty may, on the recommendation of the head of the School of Public Health, admit to candidature for the Graduate Diploma in International Public Health an applicant who:
1.2.1 holds a degree from the University of Sydney or of another university or academic institution approved by the Faculty and has completed units of study acceptable to the head of the School of Public Health, or
1.2.2 has obtained such qualifications and completed such units of study as are acceptable to the Faculty of Medicine and the Academic Board; or
1.2.3 furnishes such evidence of special fitness to enter upon graduate study at the University of Sydney or another University and has completed coursework (within five years except with the permission of the Dean) considered by Faculty to be equivalent to courses prescribed by the degree, may receive 6 credit points towards the requirements for the Graduate Certificate in Infection and Immunity.

2. Availability
2.1 Admission to candidature may be limited by a quota. In determining the quota the Faculty will take into account:
2.1.1 availability of resources
2.1.2 availability of adequate and appropriate supervision.

Master of International Public Health
Graduate Diploma in International Public Health

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 may, on the recommendation of the head of the School of Public Health, admit to candidature for the degree of Master of International Public Health an applicant who:
1.1.1 holds a degree from the University of Sydney for which the minimum time to qualify was at least four academic years, or
1.1.2 has passed a preliminary examination or examinations prescribed by the Faculty, unless exempted by the Faculty.
1.2 Except as provided for in Part 9, section 47 of the University of Sydney (Amendment Act) Rule 1999 (as amended), the Faculty may, on the recommendation of the head of the School of Public Health, admit to candidature for the Graduate Diploma in International Public Health an applicant who:
1.2.1 holds a degree from the University of Sydney or of another university or academic institution approved by the Faculty and has completed units of study acceptable to the head of the School of Public Health, or
1.2.2 has obtained such qualifications and completed such units of study as are acceptable to the Faculty of Medicine and the Academic Board; or
1.2.3 furnishes such evidence of special fitness to enter upon systematic units of study in international public health as is acceptable to the Faculty.
1.3 An applicant for admission to candidature shall have held the qualification on the basis of which admission is sought for at least one year prior to the commencement of candidature.

2. Units of study

2.1 For unit of study details relating to the degree of Master of International Public Health and the Graduate Diploma in International Public Health refer to the Faculty Handbook.

3. Requirements for the award courses

3.1 To qualify for the degree of Master of International Public Health candidates must:
3.1.1 successfully complete such units of study within the general area of international public health and as may be prescribed by the Faculty on the recommendation of the head of the School of Public Health, 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 qualify for the degree of Graduate Diploma in International Public Health candidates must:
3.2.1 successfully complete such units of study within the general area of international public health and as may be prescribed by the Faculty on the recommendation of the head of the School of Public Health, 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.

4. Requirements for the award of honours

4.1 A candidate of the degree of Master of International Public Health may be awarded the degree with honours at graduation where the candidate:
4.1.1 has enrolled for and successfully completed 48 credit points of coursework and 12 credit points of research resulting in a successfully completed dissertation; and
4.1.2 has obtained a weighted average mark of at least 70 per cent in the coursework component of the degree.
4.2 If a pass level degree of Master of International Public Health has already been awarded, the testamur will be replaced by the honours level degree testamur after completing all honours requirements.
4.3 Not more than ten years shall have elapsed between a candidate being awarded the pass level degree of Master of International Public Health and beginning requirements for the award of honours.

5. Award

5.1 The Graduate Diploma in International Public Health shall all be awarded in one grade only, namely pass.
5.2 The degree of Master of International Public Health shall all be awarded as a pass degree or with honours.
5.2.1 A candidate may be awarded the pass degree of Master of International Public Health with merit at graduation where the candidate has achieved a minimum average mark of 75 per cent upon completion of all units.

6. Method of progression

6.1 A candidate of the Graduate Diploma in International Public Health shall proceed by coursework.
6.2 A candidate of the degree of Master of International Public Health shall proceed by coursework or coursework and dissertation.
6.3 A candidate of the degree of Master of International Public Health must achieve a minimum weighted average mark of 70 per cent in the first 24 credit points of coursework to proceed by coursework and dissertation.
6.3.1 A candidate of the degree of Master of International Public Health proceeding by coursework and dissertation must write a dissertation on a supervised project approved by the head of the School of Public Health and lodge with the School of Public Health three copies of this dissertation, typewritten and bound according to University requirements.

7. Enrolment

7.1 A student must be enrolled in each semester in which he or she is actively completing the requirements for the award course.
7.2 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.

8. Suspension of candidature

8.1 A candidate who wishes to suspend their candidature must apply, in writing, to the Faculty.
8.1.1 The application must be received by the Faculty prior to the commencement of the relevant semester.
8.1.2 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.
8.1.3 Late applications may be considered at the Faculty's discretion.
8.1.4 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 the course-work time-frames specified by the University and published by the Student Centre, or where the student meets other conditions as specified by the Faculty.

8.2 Where the candidate has previously had two semesters of suspension the application will be considered by the Board of Postgraduate Studies for the Faculty.

9. Re-enrolment after an absence

9.1 A student must enrol in the semester following a period of approved suspension.
9.2 A student whose candidature has lapsed must apply for re-admission in accordance with procedures determined by the University.

10. Credit

10.1 Refer 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.

11. Time limits

11.1 A full-time candidate for the degree of Master of International Public Health 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 School of Public Health.
11.2 A part-time candidate for the degree of Master of International Public Health shall complete the requirements for the degree not earlier than four 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 School of Public Health.
11.3 A full-time candidate for the Graduate Diploma in International Public Health 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 School of Public Health.
11.4 A part-time candidate for the Graduate Diploma in International Public Health shall complete the requirements for the degree not earlier than four 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 School of Public Health.

12. Examination

12.1 The head of the School of Public Health 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 candidate.
12.2 For examination of the dissertation component of the degree of Master of International Public Health:
12.2.1 the head of the School of Public Health shall appoint at least two examiners for the dissertation, of whom at least one shall be an internal examiner, and
12.2.2 the reports of the examiners shall be transmitted to the head of the School of Public Health who shall make a recommendation concerning award of the degree, and
12.2.3 the Faculty shall determine the result of the candidate.
Master of Medical Education

Graduate Diploma in Medical Education

Graduate Certificate in Medical Education

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 candidacy 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 candidacy 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 candidacy 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 Regulations 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 Regulations 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 Regulations 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 the 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.
   6.2 The candidate 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. Suspension of candidature
   7.1 A candidate who wishes to suspend their candidacy must apply, in writing, to the Faculty.
   7.1.1 The application must be received by the Faculty prior to the commencement of the relevant semester.
   7.1.2 A candidate may only apply for a period of suspension for one semester at any one time. Should a candidate wish to suspend their candidacy 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.
   7.1.3 Late applications may be considered at the Faculty's discretion.
   7.1.4 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.
   7.2 Where the candidate has previously had two semesters of suspension the application will be considered by the Board of Postgraduate Studies for the Faculty.

8. Re-enrolment after an absence
   8.1 A student must enrol in the semester following a period of approved suspension.
   8.2 A student whose candidacy has lapsed must apply for re-admission in accordance with procedures determined by the Faculty.

9. Credit
   9.1 Refer 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.

10. Time limits
    10.1 A 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 School of Public Health.
    10.2 A 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 School of Public Health.
    10.3 A 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 second semester of candidature, except with the permission of the Faculty on the recommendation of the head of the School of Public Health.
    10.4 A 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 School of Public Health.
    10.5 A 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...
candidature, except with the permission of the Faculty on the recommendation of the head of the School of Public Health.

2.6 A part-time candidate for the Graduate Certificate in Medical Education shall complete the requirements for the degree no 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 School of Public Health.

11. Examination

11.1 The 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.

11.2 The 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.

Master of Medicine

Master of Science in Medicine

1. Admission

1.1 Except as provided in Part 9, section 47 of the University of Sydney (Amendment Act) Rule 1999, the Faculty of Medicine may, on the recommendation of the head of a discipline in the Faculty:

1.1.1 admit to candidacy for the degree of Master of Medicine an applicant who holds the degrees of Bachelor of Medicine and Bachelor of Surgery of the University of Sydney;

1.1.2 admit to candidacy for the degree of Master of Science in Medicine:

1.1.2.1 an applicant who holds the degree of bachelor with first or second class honours, or

1.1.2.2 an applicant who holds the degree of bachelor of the University of Sydney without first or second class honours and who has completed equivalent work or passed a preliminary examination or examinations as prescribed by the Faculty.

2. Method of Progression

2.1 A candidate for the Master of Medicine or Master of Science in Medicine shall proceed by either:

2.1.1 coursework and treatise; or

2.1.2 coursework or dissertation; or

2.1.3 coursework only.

2.2 A candidate shall proceed by successfully completing units of study as prescribed by the Faculty.

2.3 Successful completion of a unit of study requires candidates to:

2.3.1 formally enrol in the unit of study and pay associated tuition fees, if any; and

2.3.2 attend lectures, tutorials, practical sessions, seminars, Web forums or conduct research, if any; and

2.3.3 satisfactorily complete assignments, practical work, treatise or dissertation, if any; and

2.3.4 pass the written and practical examinations of the unit of study, if any.

2.4 Where approved, in addition to campus-based learning, the Master of Medicine or Master of Science in Medicine may be delivered by distance learning.

2.5 The degree of Master of Medicine by coursework and treatise shall be awarded in the following specialties:

2.5.1 Ophthalmic Science

2.5.2 Psychotherapy

2.5.3 Reproductive Health Sciences and Human Genetics

2.5.4 Sexually Transmitted Diseases/HIV

2.5.5 Sleep Medicine

2.6 The degree of Master of Science in Medicine by coursework and treatise shall be awarded in the following specialties:

2.6.1 Ophthalmic Science

2.6.2 Psychotherapy

2.6.3 Reproductive Health Sciences and Human Genetics

2.6.4 Sexually Transmitted Diseases/HIV

2.6.5 Sleep Medicine

2.7 The degree of Master of Medicine by coursework and dissertation shall be awarded in the following specialties:

2.7.1 Clinical Epidemiology

2.7.2 Infection and Immunity

2.7.3 Pain Management

2.8 The degree of Master of Science in Medicine by coursework and dissertation shall be awarded in the following specialties:

2.8.1 Clinical Epidemiology

2.8.2 Infection and Immunity

2.8.3 Pain Management

2.9 The degree of Master of Medicine by coursework only shall be awarded in the following specialties:

2.9.1 Clinical Epidemiology

2.9.2 Infection and Immunity

2.9.3 Pain Management

2.10 The degree of Master of Science in Medicine by coursework only shall be awarded in the following specialties:

2.10.1 Clinical Epidemiology

2.10.2 Infection and Immunity

2.10.3 Pain Management

2.11 The testamur for the degree shall specify the specialty in which the degree is awarded in parentheses.

3. Units of study

3.1 For details of units of study relating to the degrees of Master of Medicine and Master of Science in Medicine by coursework, please refer to the course coordinator, the Faculty and course Websites and specific course handouts.

4. Requirements

4.1 A Master of Medicine or Master of Science in Medicine candidate proceeding by coursework and treatise shall:

4.1.1 successfully complete such units of study and such treatise as may be prescribed by the Faculty on the recommendation of the head of the discipline concerned.

4.1.2 successfully complete the specified number of credit points as detailed in 4.4.1.

4.1.3 The head of the discipline concerned shall report the result of the examination of the coursework and treatise and other work, if any, to the Faculty which shall determine the results of the candidature.

4.1.4 satisfy the requirements of all other relevant By-Laws, Rules and Resolutions of the University.

4.2 A Master of Medicine or Master of Science in Medicine candidate proceeding by coursework and dissertation shall:

4.2.1 have achieved a minimum weighted average mark of 70% in at least 24 credit points of the degree prior to being permitted by the head of discipline to enrol in and undertake the dissertation.

4.2.2 successfully complete such units of study and such dissertation as may be prescribed by the Faculty on the recommendation of the head of the discipline concerned.

4.2.3 successfully complete the specified number of credit points as detailed in 4.4.2.

4.2.4 The head of the discipline concerned shall report the result of the examination of the coursework and dissertation and other work, if any, to the Faculty which shall determine the results of the candidature.

4.2.5 satisfy the requirements of all other relevant By-Laws, Rules and Resolutions of the University.

4.3 A Master of Medicine or Master of Science in Medicine candidate proceeding by coursework only shall:

4.3.1 successfully complete such units of study as may be prescribed by the Faculty on the recommendation of the head of the discipline concerned.

4.3.2 successfully complete the specified number of credit points as detailed in 4.4.3.

4.3.3 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.

4.3.4 satisfy the requirements of all other relevant By-Laws, Rules and Resolutions of the University.

4.4.1 Master of Medicine/Master of Science in Medicine by coursework and treatise

<table>
<thead>
<tr>
<th>Specialties</th>
<th>Required credit points for award</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychotherapy</td>
<td>72</td>
</tr>
<tr>
<td>Sexually Transmitted Diseases/HIV</td>
<td>72</td>
</tr>
<tr>
<td>Reproductive Health Sciences and Human Genetics</td>
<td>60</td>
</tr>
</tbody>
</table>

101
6. **Probation**

6.1 A candidate will be accepted by the Faculty on a probationary basis for a period of six months and upon completion of this probationary period the Faculty shall review the candidate’s work and shall either confirm the candidate’s status, extend the probation for one semester or terminate the candidature.

6.2 In the case of a candidate accepted on a probationary basis under 6.1, the candidate shall be deemed to have commenced from the date of such acceptance.

7. **Enrolment**

7.1 A student must be enrolled in each semester in which he or she is actively completing the requirements for the award course.

8. **Restrictions on enrolment**

8.1 Admission to candidature may be limited by a quota. In determining the quota the Faculty will take into account:

8.1.1 availability of resources

8.1.2 availability of adequate and appropriate supervision.

8.2 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 1 above.

9. **Discontinuation of enrolment**

9.1 A candidate who wishes to discontinue enrolment from the Master of Medicine or Master of Science of Medicine 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:

9.1.1 that the discontinuation occurred at an earlier date; and

9.1.2 that there was good reason why the notification could not be made at the earlier time.

9.2 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.

10. **Suspension of candidature**

10.1 A candidate who wishes to suspend their candidature must apply, in writing, to the Faculty.

10.1.1 The application must be received by the Faculty prior to the commencement of the relevant semester.

10.1.2 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.

10.1.3 Late applications may be considered at the Faculty’s discretion.

10.1.4 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.

10.2 Where the candidate has previously had two semesters of suspension the application will be considered by the Board of Postgraduate Studies for the Faculty.

11. **Re-enrolment after an absence**

11.1 A student must enrol in the semester following a period of approved suspension.

11.2 A student whose candidature has lapsed must apply for re-admission in accordance with procedures determined by the Faculty.

12. **Satisfactory progress**

12.1 The faculty may

12.1.1 on the recommendation of the head of the discipline concerned, call upon any candidate to show cause why that candidature should not be terminated by reason of unsatisfactory progress towards completion of either degree; and

12.1.2 where, in the opinion of the Faculty, the candidate does not show good cause, terminate the candidature.

13. **Credit**

13.1 Refer to University of Sydney (Coursework) Rule 2000 (as amended), Division 3. Section 8.

14. **Time limits**

14.1 A full-time candidate shall complete the requirements for the degree not earlier than two years after the commencement of candidature and, except with the permission of the Faculty on the recommendation of the head of the discipline concerned, not later than three years after commencement of candidature.

14.2 A part-time candidate shall complete the requirements for the degree not earlier than two years after the commencement of candidature and, except with the permission of the Faculty on the recommendation of the head of the discipline concerned, not later than six years after commencement of candidature.
Graduate Diploma of Medicine

Graduate Diploma of Science in Medicine

1. Admission

1.1 Except as provided in Part 9, section 47 of the University of Sydney (Amendment Act) Rule 1999, the Faculty of Medicine may, on the recommendation of the head of a discipline in the Faculty:

1.1.1 admit to candidacy for the Graduate Diploma of Medicine an applicant who holds the degrees of Bachelor of Medicine and Bachelor of Surgery of the University of Sydney and who has completed any courses in the subject area in which the applicant seeks to proceed as determined by the Faculty on the recommendation of the head of discipline concerned;

1.1.2 admit to candidacy for the Graduate Diploma of Science in Medicine an applicant who holds the degree of bachelor with first or second class honours, or an applicant who holds the degree of bachelor of the University of Sydney without first or second class honours and who has completed equivalent work or passed a preliminary examination or examinations as prescribed by the Faculty, and who has completed any courses in the subject area in which the applicant seeks to proceed as determined by the Faculty on the recommendation of the head of discipline concerned.

2. Method of progression

2.1 A candidate for the Graduate Diploma of Medicine or Graduate Diploma of Science in Medicine shall proceed by coursework.

2.2 A candidate shall proceed by completing units of study as prescribed by the Faculty.

2.3 A unit of study shall consist of lectures, tutorials, assignments, practical laboratory sessions and seminars.

2.4 In these resolutions, to complete a unit of study means:

2.4.1 to attend lectures, tutorials, practical sessions and seminars, if any

2.4.2 to satisfactorily complete written or web-based assignments and practical work, if any

2.4.3 to pass the written and practical examinations of the unit of study, if any.

2.5 The degree of Graduate Diploma of Medicine by coursework shall be awarded in the following specialties:

2.5.1 Clinical Epidemiology

2.5.2 Ophthalmic Science

2.5.3 Pain Management

2.5.4 Sexually Transmitted Diseases/HIV

2.5.5 Sleep Medicine

2.6 The degree of Graduate Diploma of Science in Medicine by coursework shall be awarded in the following specialties:

2.6.1 Clinical Epidemiology

2.6.2 Ophthalmic Science

2.6.3 Pain Management

2.6.4 Sexually Transmitted Diseases/HIV

2.6.5 Sleep Medicine

2.7 The certificate for the diploma shall specify the specialty in which the diploma is awarded in parentheses.

3. Units of study

3.1 For unit of study details relating to the degrees of Graduate Diploma of Medicine and Graduate Diploma of Science in Medicine by coursework please refer to the course coordinator, the Faculty and course websites and specific course handouts.

4. Requirements

4.1 A Graduate Diploma of Medicine or Graduate Diploma of Science in Medicine candidate proceeding by coursework shall:

4.1.1 complete such units of study as may be prescribed by the Faculty on the recommendation of the head of discipline concerned.

4.1.2 complete the specified number of credit points as detailed in 4.2.

4.1.3 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 candidate.

4.1.4 satisfy the requirements of all other relevant By-Laws, Rules and Resolutions of the University.

4.2 Graduate Diploma of Medicine/Graduate Diploma of Science in Medicine

<table>
<thead>
<tr>
<th>Specialties</th>
<th>Required credit points for award</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clinical Epidemiology</td>
<td>36</td>
</tr>
<tr>
<td>Ophthalmic Science</td>
<td>36</td>
</tr>
<tr>
<td>Pain Management</td>
<td>36</td>
</tr>
<tr>
<td>Sexually Transmitted Diseases/HIV</td>
<td>48</td>
</tr>
<tr>
<td>Sleep Medicine</td>
<td>48</td>
</tr>
</tbody>
</table>

5. Award of Graduate Diploma of Medicine or Graduate Diploma of Science in Medicine

5.1 A candidate for the degree of Master of Medicine or the degree of Master of Science in Medicine in a particular specialty may apply for the award of the Graduate Diploma of Medicine or the Graduate Diploma of Science in Medicine in that specialty if, in the opinion of the Faculty and on the recommendation of the head of discipline concerned, the candidate fulfils the requirements in 4.1 and has completed work for that degree equivalent to that required in 4.4, and such a candidate shall thereupon cease to be a candidate for the degree of Master of Medicine or the degree of Master of Science in Medicine in that specialty.

6. Probation

6.1 A candidate may be accepted by the Faculty on a probationary basis for a period six months and upon 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.

6.2 In the case of a candidate accepted on a probationary basis under section 6.1, the candidate shall be deemed to have commenced from the date of such acceptance.

7. Enrolment

7.1 A student must be enrolled in each semester in which he or she is actively completing the requirements for the award course.

7.2 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.

8. Restrictions on enrolment

8.1 Admission to candidacy may be limited by a quota. In determining the quota the Faculty will take into account:

8.1.1 availability of resources

8.1.2 availability of adequate and appropriate supervision.

8.2 In considering an application for admission the Faculty will take into account the quota. Entry will be based on applicants who are most meritorious in terms of 1 above.

9. Discontinuation of enrolment

9.1 A candidate who wishes to discontinue enrolment from the Graduate Diploma of Medicine or Graduate Diploma of Science in Medicine
of Medicine 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:

9.1.1 that the discontinuation occurred at an earlier date; and

9.1.2 that there was good reason why the notification could not be made at the earlier time.

9.2 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.

10. Suspension of candidature

10.1 A candidate who wishes to suspend their candidature must apply, in writing, to the Faculty.

10.1.1 The application must be received by the Faculty prior to the commencement of the relevant semester.

10.1.2 The Faculty 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.

10.1.3 Late applications may be considered at the Faculty's discretion.

10.1.4 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.

10.2 Where the candidate has previously had two semesters of suspension the application will considered by the Board of Postgraduate Studies for the Faculty.

11. Re-enrolment after an absence

11.1 A student must enrol in the semester following a period of approved suspension.

11.2 A student whose candidature has lapsed must apply for re-admission in accordance with procedures determined by the Faculty.

12. Satisfactory progress

12.1 The Faculty may

12.1.1 on the recommendation of the head of the discipline concerned, call upon any candidate to show cause why that candidature should not be terminated by reason of unsatisfactory progress towards completion of the diploma; and

12.1.2 where, in the opinion of the Faculty, the candidate does not show good cause, terminate the candidature.

13. Credit

13.1 Refer to University of Sydney (Coursework) Rule 2000 (as amended), Division 3, Section 8.

14. Time limits

14.1 A full-time candidate shall complete the requirements for the degree not earlier than two semesters after the commencement of candidature and, except with the permission of the Faculty on the recommendation of the head of the discipline concerned, not later than two years after commencement of candidature.

14.2 Except with the permission of the Faculty on the recommendation of the head of the discipline concerned, a part-time candidate shall complete the requirements for the degree not earlier than two semesters after the commencement of candidature and not later than three years after commencement of candidature.

---

### Graduate Certificate in Pain Management

#### Admission

1.1 Except as provided in Part 9, section 47 of the University of Sydney (Amendment Act) Rule 1999, the Faculty of Medicine may, on the recommendation of the Head of the Department of Anaesthetics:

1.1.1 admit to candidature for the Graduate Certificate in Pain Management an applicant who holds:

1.1.1.1 the degrees of Bachelor of Medicine and Bachelor of Surgery of the University of Sydney;

1.1.1.2 the degree of bachelor with first or second class honours, or

1.1.1.3 the degree of bachelor of the University of Sydney without first or second class honours and who has completed equivalent work or passed a preliminary examination or examinations as prescribed by the Faculty, and who has completed any courses in the subject area in which the applicant seeks to proceed as determined by the Faculty on the recommendation of the Head of the Department of Anaesthetics.

#### Method of progression

2.1 A candidate for the Graduate Certificate in Pain Management shall proceed by coursework.

2.2 A candidate shall proceed by completing units of study as prescribed by the Faculty.

2.3 A unit of study shall consist of lectures, tutorials, assignments, practical laboratory sessions and seminars.

2.4 Successful completion of a unit of study requires candidates to:

2.4.1 formally enrol in the unit of study and pay associated tuition fees, if any; and

2.4.2 attend lectures, tutorials, practical sessions, seminars, Web forums or conduct research, if any; and

2.4.3 satisfactorily complete assignments, practical work, treatise or dissertation, if any; and

2.4.4 pass the written and practical examinations of the unit of study, if any.

2.4 Where approved, in addition to campus-based learning, the Graduate Certificate in Pain Management may be delivered by distance learning.

#### Units of study

4.1 For unit of study details relating to the degrees of Graduate Certificate in Pain Management by coursework please refer to the course coordinator, the Faculty and course Websites and specific course handouts.

#### Requirements

5.1 A Graduate Certificate in Pain Management candidate proceeding by coursework shall

5.1.1 complete such units of study as may be prescribed by the Faculty on the recommendation of the Head of the Department of Anaesthetics;

5.1.2 complete the specified number of credit points as detailed in 5.2.

5.1.3 The Head of the Department of Anaesthetics 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.

5.1.4 satisfy the requirements of all other relevant By-Laws, Rules and Resolutions of the University.

5.2 Graduate Certificate in Pain Management

<table>
<thead>
<tr>
<th>Specialities</th>
<th>Required credit points for award</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pain Management</td>
<td>24</td>
</tr>
</tbody>
</table>

---

### Award of Graduate Certificate in Pain Management

6.1 A candidate for the degree of Master of Medicine (Pain Management), the degree of Master of Science in Medicine (Pain Management), the Graduate Diploma of Medicine (Pain Management) or the Graduate Diploma of Science in Medicine (Pain Management) may apply for the award of the Graduate Certificate in Pain Management if, in the opinion of the Faculty and on the recommendation of the head of the Pain Management and Research Institute, the candidate fulfils the requirements in 2., and has completed work for that degree equivalent to that required in 5., and such a candidate shall thereupon cease to be a candidate for the previous award course.

#### Probation

7.1 A candidate may be accepted by the Faculty on a probationary basis for a period six months and upon 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.

7.2 In the case of a candidate accepted on a probationary basis under 7.1, the candidate shall be deemed to have commenced from the date of such acceptance.
8. Enrolment
8.1 A student must be enrolled in each semester in which he or she is actively completing the requirements for the award course.

8.2 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.

9. Restrictions on enrolment
9.1 Admission to candidacy may be limited by a quota. In determining the quota the Faculty will take into account:

9.1.1 availability of resources
9.1.2 availability of adequate and appropriate supervision.

9.2 In considering an application for admission the Faculty will take into account the quota. Entry will be based on applicants who are most meritorious in terms of 1 above.

10. Discontinuation of enrolment
10.1 A candidate who wishes to discontinue enrolment from the Graduate Certificate in Pain Management 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:

10.1.1 that the discontinuation occurred at an earlier date; and
10.1.2 that there was good reason why the notification could not be made at the earlier time.

10.2 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.

11. Suspension of candidature
11.1 A candidate who wishes to suspend their candidacy must apply, in writing, to the Faculty.

11.1.1 The application must be received by the Faculty prior to the commencement of the relevant semester.

11.1.2 A candidate may only apply for a period of suspension for one semester at any one time. Should a candidate wish to suspend their candidacy 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.

11.1.3 Late applications may be considered at the Faculty’s discretion.

11.1.4 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.

11.2 Where the candidate has previously had two semesters of suspension the application will be considered by the Board of Postgraduate Studies for the Faculty.

12. Re-enrolment after an absence
12.1 A student must enrol in the semester following a period of approved suspension.

12.2 A student whose candidature has lapsed must apply for re-admission in accordance with procedures determined by the Faculty.

13. Satisfactory progress
13.1 The Faculty may

13.1.1 on the recommendation of the Head of the Department of Anaestheisa, call upon any candidate to show cause why that candidature should not be terminated by reason of unsatisfactory progress towards completion of the certificate; and

13.1.2 where, in the opinion of the Faculty, the candidate does not show good cause, terminate the candidature.

14. Credit
14.1 Refer to University of Sydney (Coursework) Rule 2000 (as amended), Section 3, Division 3.

15. Time limits
15.1 A full-time candidate shall complete the requirements for the degree not earlier than one semester after the commencement of candidature and, except with the permission of the Faculty on the recommendation of the Head of the Department of Anaestheisa, not later than two years after commencement of candidature.

15.2 Except with the permission of the Faculty on the recommendation of the Head of the Department of Anaesthesia, a part-time candidate shall complete the requirements for the degree not earlier than two semesters after the commencement of candidature and not later than three years after commencement of candidature.

Master of Public Health
Graduate Diploma in Public Health

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 may, on the recommendation of the Head of the School of Public Health, admit to candidacy for the degree of Master of Public Health an applicant who:

1.1.1 holds a degree from the University of Sydney for which the minimum time to qualify was at least four academic years, or
1.1.2 has passed a preliminary examination or examinations prescribed by the Faculty, unless exempted by the Faculty.

1.2 Except as provided for in Part 9, section 47 of the University of Sydney (Amendment Act) Rule 1999 (as amended), the Faculty may, on the recommendation of the head of the School of Public Health, admit to candidacy for the Graduate Diploma in Public Health an applicant who:

1.2.1 holds a degree from the University of Sydney or of another university or academic institution approved by the Faculty and has completed units of study acceptable to the head of the School of Public Health, or
1.2.2 has obtained such qualifications and completed such units of study as are acceptable to the Faculty of Medicine and the Academic Board; or
1.2.3 furnishes such evidence of special fitness to enter upon systematic units of study in public health as is acceptable to the Faculty.

1.3 An applicant for admission to candidacy shall have held the qualification on the basis of which admission is sought for at least one year prior to the commencement of candidature.

2. Units of study
2.1 For unit of study details relating to the degree of Master of Public Health and the Graduate Diploma in Public Health refer to the Faculty Handbook.

3. Requirements for the award courses
3.1 To qualify for the degree of Master of Public Health candidates must:

3.1.1 successfully complete such units of study within the general area of public health and as may be prescribed by the Faculty on the recommendation of the head of the School of Public Health, 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 qualify for the degree of Graduate Diploma in Public Health candidates must:

3.2.1 successfully complete such units of study within the general area of public health and as may be prescribed by the Faculty on the recommendation of the head of the School of Public Health, 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.

4. Requirements for the award of honours
4.1 A candidate of the degree of Master of Public Health may be awarded the degree with honours at graduation where the candidate:

4.1.1 has enrolled for and successfully completed 48 credit points of coursework and 12 credit points of research resulting in a successfully completed dissertation; and
4.1.2 has obtained a weighted average mark of at least 70 per cent in the coursework component of the degree.

4.2 If a pass level degree of Master of Public Health has already been awarded, the testamur will be replaced by the honours level degree testamur after completing all honours requirements.
4.3 Not more than ten years shall have elapsed between a candidate being awarded the pass level degree of Master of Public Health and beginning requirements for the award of honours.

5. **Award**

5.1 The Graduate Diploma in Public Health shall all be awarded in one grade only, namely pass.

5.2 The degree of Master of Public Health shall all be awarded as a pass degree or with honours.

5.2.1 A candidate may be awarded the pass degree of Master of Public Health with merit at graduation where the candidate has achieved a minimum average mark of 75 per cent upon completion of all units.

6. **Method of progression**

6.1 A candidate of the Graduate Diploma in Public Health shall proceed by coursework.

6.2 A commitment of three of Master of Public Health shall proceed by coursework or coursework and dissertation.

6.3 A candidate of the degree of Master of Public Health must achieve a minimum weighted average mark of 70 per cent in the first 24 credit points of coursework to proceed by coursework and dissertation.

6.3.1 A candidate of the degree of Master of Public Health proceeding by coursework and dissertation must write a dissertation on a supervised project approved by the head of the School of Public Health and lodge with the School of Public Health three copies of this dissertation, typewritten and bound according to University requirements.

7. **Enrolment**

7.1 A student must be enrolled in each semester in which he or she is actively completing the requirements for the award course.

7.2 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.

8. **Suspension of candidature**

8.1 A candidate who wishes to suspend their candidature must apply, in writing, to the Faculty.

8.1.1 The application must be received by the Faculty prior to the commencement of the relevant semester.

8.2 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.

8.1.3 Late applications may be considered at the Faculty’s discretion.

8.1.4 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.

8.2 Where the candidate has previously had two semesters of suspension the application will be considered by the Board of Postgraduate Studies for the Faculty.

9. **Re-enrolment after an absence**

9.1 A student must enrol in the semester following a period of approved suspension.

9.2 A student whose candidature has lapsed must apply for re-admission in accordance with procedures determined by the Faculty.

10. **Credit**

10.1 Refer 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.

11. **Time limits**

11.1 A full-time candidate for the degree of Master of Public Health 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 School of Public Health.

11.2 A part-time candidate for the degree of Master of Public Health shall complete the requirements for the degree not earlier than four 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 School of Public Health.

11.3 A full-time candidate for the Graduate Diploma in Public Health 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 School of Public Health.

11.4 A part-time candidate for the Graduate Diploma in Public Health shall complete the requirements for the degree not earlier than four 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 School of Public Health.

12. **Examination**

12.1 The head of the School of Public Health 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.

12.2 For examination of the dissertation component of the degree of Master of Public Health:

12.2.1 the head of the School of Public Health shall appoint at least two examiners for the dissertation, of whom at least one shall be an internal examiner, and the reports of the examiners shall be transmitted to the head of the School of Public Health who shall make a recommendation concerning award of the degree.

Master of Surgery

**Graduate Diploma in Surgery**

These resolutions must be read in conjunction with the relevant rules and Resolutions of the Senate and Academic Board, including (but not limited to): the University of Sydney (Amendment Act) Rule 1999 (as amended); the University of Sydney (Coursework) Rule 2000 (as amended) will apply to the coursework component of this degree; the Resolutions of the Academic Board relating to Assessment and Examination of Coursework will apply to the coursework component of this degree; and other relevant Faculty Resolutions.

1. **Admission**

1.1 Except as provided in Part 9, section 47 of the University of Sydney (Amendment Act) Rule 1999, the Faculty may, on the recommendation of the head of the Discipline of Surgery, admit to candidature for the degree of Master of Surgery by research an applicant who:

1.1.1 holds the degrees of Bachelor of Medicine and Bachelor of Surgery of a University of choice.

1.1.2 possesses a Fellowship of the Royal Australasian College of Surgeons or equivalent postgraduate diploma or other qualification deemed equivalent by the Faculty; or

1.1.3 satisfies the requirements of the Primary Fellowship examination of the Royal Australasian College of Surgeons (RACS) or equivalent body and by being an accredited trainee in surgery, i.e. been accepted into or completed an advanced accredited surgical training scheme of the RACS or equivalent body acceptable to the Faculty; or

1.1.4 is able to pass a clinical examination in surgery as determined by the Faculty on the recommendation of the Head of the Discipline of Surgery.

1.2 In special circumstances, graduates from other medical disciplines with a commitment to surgical research may be admitted to candidature for the degree of Master of Surgery by research an applicant who:

1.2.1 holds the degrees of Bachelor of Medicine and Bachelor of Surgery of a University of choice.

1.2.2 possesses a Fellowship of the Royal Australasian College of Surgeons or equivalent postgraduate diploma or other qualification deemed equivalent by the Faculty; or

1.2.3 is able to pass a clinical examination in surgery as determined by the Faculty on the recommendation of the Head of the Discipline of Surgery.

1.3 Graduates who have been admitted to the former degree of Master of Surgery (ChM) may be admitted to candidature for the degree of Master of Surgery (MS) by research on the same conditions as holders of the degrees of Bachelor of Medicine and Bachelor of Surgery (MBBS).

1.4 Except as provided in Part 9, section 47 of the University of Sydney (Amendment Act) Rule 1999, the Faculty may, on the recommendation of the head of the Discipline of Surgery, admit to candidature for the degree of Master of Surgery by coursework, an applicant who holds:
1.4.1 A candidate of the Master of Surgery by research will be registered as a Basic Surgical Trainee (BST) or Advanced Surgical Trainee (AST) of the Royal Australasian College of Surgeons (or equivalent) or a Fellow of the Royal Australasian College of Surgeons (or equivalent).

1.5 Except as provided in Part 9, section 47 of the University of Sydney (Amendment Act) Rule 1999, the Faculty may admit to candidacy for the Graduate Diploma in Surgery an applicant who has successfully completed a Bachelor of Medicine or Bachelor of Surgery, from approved universities or have equivalent qualifications subject to approval by the Dean.

2. Units of study
2.1 The units of study for the degree of Master of Surgery by coursework and the Graduate Diploma in Surgery are as set out in the Faculty Handbook.

3. Requirements
3.1 To qualify for the degree of Master of Surgery by research candidates must:
3.1.1 complete such units of study, if any, as may be prescribed by the Head of the Discipline of Surgery,
3.1.2 carry out supervised research on a topic approved by the Faculty on the recommendation of the head of the Discipline of Surgery,
3.1.3 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,
3.1.4 lodge with the Faculty four copies of this thesis, typewritten and bound in accordance with University requirements,
3.1.5 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, and satisfy the requirements of all other relevant By-Laws, Rules and Resolutions of the University.
3.2 To qualify for the degree of Master of Surgery by coursework candidates must:
3.2.1 enrol for and successfully complete units of study, covering material new to the candidate, giving credit for a total of 48 credit points to qualify for the degree,
3.2.2 successfully complete such units of study as may be prescribed by the Faculty on the recommendation of the head of the Discipline of Surgery, and
3.2.3 satisfy the requirements of all other relevant By-Laws, Rules and Resolutions of the University.
3.3 To qualify for the Graduate Diploma in Surgery candidates must:
3.3.1 enrol for and successfully complete units of study, covering material new to the candidate, giving credit for a total of 36 credit points to qualify for the degree,
3.3.2 successfully complete such units of study as may be prescribed by the Faculty on the recommendation of the head of the Discipline of Surgery, and
3.3.3 satisfy the requirements of all other relevant By-Laws, Rules and Resolutions of the University.

4. Award
4.1 The head of the Discipline of Surgery shall, after reviewing all reports from the examiners of the thesis, make a recommendation regarding the award of the thesis to the Faculty which shall determine the results of the candidacy for the degree of Master of Surgery by research.
4.2 The head of the Discipline of Surgery shall report the results of the examination of the coursework to the Faculty which shall determine the results of the candidacy for the degree of Master of Surgery by coursework and the Graduate Diploma in Surgery.
4.3 The degree of Master of Surgery and the Graduate Diploma in Surgery shall all be awarded in one grade only, namely pass.

5. Probation
5.1 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 upon completion of this probationary period the Faculty shall review the candidate's work and shall either confirm the candidate's status, extend the probation for one semester or terminate the candidacy.

5.2 In the case of a candidate accepted on a probationary basis under section 6.1, the candidacy shall be deemed to have commenced from the date of such acceptance.

6. Method of progression
6.1 A candidate for the degree of Master of Surgery shall proceed by coursework (including a research project and dissertation) or by undertaking research and writing a thesis.
6.2 A candidate for the Graduate Diploma in Surgery shall proceed by coursework.
6.3 A candidate for the Master of Surgery by coursework or the Graduate Diploma in Surgery shall proceed by enrolling in and successfully completing units of study as prescribed by the Faculty.
6.4 A candidate shall enrol either as a full-time candidate or a part-time candidate and shall so advise the Faculty at the time of application for admission to candidacy.
6.5 The Faculty shall, on the recommendation of the head of the Discipline of Surgery, appoint a member of the academic or research staff of the University to act as supervisor of each candidate of the degree of Master of Surgery by research.
6.6 The Faculty will also appoint a suitably qualified person to act as an Associate Supervisor of a candidate of the degree of Master of Surgery by research.
6.7 A candidate of the degree of Master of Surgery by research must complete a minimum of one semester of candidacy within the University before submission of the thesis.

7. Enrolment
7.1 A student must be enrolled in each semester in which he or she is actively completing the requirements for the degree course.
7.2 The Faculty, at its discretion, may admit a candidate who has not re-enrolled and who has not obtained approval from the Faculty for a suspension of candidacy for the relevant semester, provided it is deemed to have lapsed.

8. Discontinuation of enrolment
8.1 A candidate who wishes to discontinue enrolment from the Master of Surgery or Graduate Diploma in Surgery 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.

9. Suspension of candidacy
9.1 A candidate who wishes to suspend their candidacy 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 candidacy 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.
9.2 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
10.1 A student must enrol in the semester following a period of approved suspension.
10.2 A student whose candidacy has lapsed must apply for re-admission in accordance with procedures determined by the Faculty.

11. Satisfactory progress
11.1 The Faculty may, on the recommendation of the head of the Discipline of Surgery:
11.1.1 call upon the candidate to show cause why that candidacy should not be terminated by reason of unsatisfactory progress towards completion of the degree; and
11.1.2 where, in the opinion of the Faculty, the candidate does not show good cause, terminate the candidacy.

12. Credit
12.1 Refer to University of Sydney (Amendment Act) Rule 1999 (as amended), 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.
10. Governance and postgraduate degree regulations

12.2 A candidate who, before admission to the candidature of the degree of Master of Surgery by coursework or the Graduate Diploma in Surgery:

12.2.1 has spent time in graduate study in the University of Sydney or another university; and

12.2.2 has completed, within five years except with permission of the Dean, coursework considered by the Faculty to be equivalent to programs prescribed by the degree; or

12.2.3 may receive credit of up to eight credit points towards the requirements for the Master of Surgery or Graduate Diploma in Surgery by coursework.

13. Time limits

13.1 A full-time candidate for the Master of Surgery by research may not submit a thesis for examination earlier than the end of the fourth semester of candidature and, except with the permission of the Faculty on the recommendation of the head of the Discipline of Surgery, not later than the end of the sixth semester of candidature.

13.2 A part-time candidate for the Master of Surgery by research may not submit a thesis for examination earlier than the end of the sixth semester of candidature and, except with the permission of the Faculty on the recommendation of the head of the Discipline of Surgery, not later than the end of the eighth semester of candidature.

13.3 A full-time candidate for the Master of Surgery by coursework may not complete the degree earlier than the end of the second semester of candidature and, except with the permission of the Faculty on the recommendation of the head of the Discipline of Surgery, not later than the end of the fourth semester of candidature.

13.4 A part-time candidate for the Master of Surgery by coursework may not complete the degree earlier than the end of the fourth semester of candidature and, except with the permission of the Faculty on the recommendation of the head of the Discipline of Surgery, not later than the end of the eighth semester of candidature.

13.5 A full-time candidate for the Graduate Diploma in Surgery may not complete the degree earlier than the end of the second semester of candidature and, except with the permission of the Faculty on the recommendation of the head of the Discipline of Surgery, not later than the end of the fourth semester of candidature.

13.6 A part-time candidate for the Graduate Diploma in Surgery may not complete the degree earlier than the end of the third semester of candidature and, except with the permission of the Faculty on the recommendation of the head of the Discipline of Surgery, not later than the end of the sixth semester of candidature.

14. Preparation and submission of thesis for Master of Surgery by research candidates

14.1 The thesis shall not already have been presented as a thesis for any degree.

14.2 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.

14.3 The thesis shall be accompanied by a declaration signed by the candidate that the thesis is composed by the candidate.

15. Examination of thesis by Master of Surgery by research candidates

15.1 After receipt of a thesis the Faculty, on the recommendation of the head of the Discipline of Surgery, shall appoint at least three examiners for the thesis of whom at least one shall be an external examiner.

15.2 The reports of the examiners shall be transmitted to the head of the Discipline of Surgery who shall make them available to the professor most concerned and the supervisor.

15.3 The head of the Discipline of Surgery shall transmit these reports together with a recommendation concerning the award of the degree, and the Faculty shall determine the result of the candidature.

15.5 The Faculty may permit an unsuccessful candidate to revise and resubmit the thesis if, in the opinion of the head of the Discipline of Surgery, the candidate's work is of sufficient merit to warrant this concession, and may prescribe special conditions to be fulfilled by the candidate.

16. Examination of candidates of the Master of Surgery by coursework or the Graduate Diploma in Surgery

16.1 On completion of the requirements for the degree, the Faculty shall determine the result of candidature following a report from the head of Discipline.

Master of Philosophy

These resolutions must be read in conjunction with the relevant rules and Resolutions of the Senate and Academic Board, including (but not limited to): the University of Sydney (Amendment Act) Rule 1999 (as amended); the University of Sydney (Coursework) Rule 2000 (as amended), which sets out the requirements for all coursework courses, in particular the definition of research award course; and the Resolutions of the Academic Board relating to Assessment and Examination of Coursework. These resolutions must be read in conjunction with the University of Sydney (Coursework) Rule 2000, which sets out the requirements for all coursework courses, and the relevant Faculty Resolutions.

1. Admission

1.1 Except as provided in Part 9, section 47 of the University of Sydney (Amendment Act) Rule 1999, the Faculty of Medicine may, on the recommendation of the head of a discipline in the Faculty, admit to candidature for the degree of Master of Philosophy

1.1.1 an applicant who holds the degree of bachelor with first or second class honors, or

1.1.2 an applicant who holds the degree of bachelor of the University of Sydney or other approved institution without first or second class honors after the applicant has passed a qualifying examination at a standard equivalent to the bachelor's degree with first or second class honors, provided that a faculty may exempt an applicant from the qualifying examination if the applicant has obtained at least a credit in the highest course available in the subject or subjects relevant to the proposed course of advanced study and research.

1.1.2.1 The qualifying exam may include completion of a period of relevant full-time or part-time advanced study and/or research towards a postgraduate award course in the University of Sydney, at such a standard as would demonstrate to the satisfaction of the faculty that the candidate is suitably prepared in the particular field of study to undertake candidacy for the degree of Master of Philosophy.

1.2 The faculty may admit as a candidate for the degree an applicant holding qualifications which, in the opinion of the faculty concerned, are equivalent to those prescribed in 1.1 above and such candidate shall proceed to the degree under such conditions as the Faculty may prescribe.

1.3 The faculty may require a candidate, as part of the evidence of the candidate's training and ability to pursue the proposed course, to pass a special examination or assessment.

1.4 An applicant, for admission to candidacy, shall submit to the Faculty a research proposal as part of the application. This proposal will detail a course of advanced study and research, in which the work is to be carried out to be undertaken by the applicant in a discipline of the Faculty of Medicine.

1.5 Admission to candidacy will be conditional upon the appointment of an appropriate supervisor and associate supervisor as stipulated in the Academic Board Policy entitled “Postgraduate Research Higher Degree Training Supervision at the University of Sydney”.

2. Method of progression

2.1 A candidate for the Master of Philosophy shall proceed by completing a 6 credit point unit of study on research methods and by research and thesis.

2.2 A full-time candidate shall not keep the normal academic year but shall pursue candidacy for the degree continuously throughout the year except for a period of 4 weeks recreation leave and shall dedicate a minimum of 35 hours per week to their candidacy.

2.3 A candidate who does not comply with section 2.2 should be enrolled as a part-time candidate

3. Requirements

3.1 A Master of Philosophy candidate proceeding by research shall...
3.1.1 complete a 6 credit point unit of study on research methods during the probationary period;
3.1.2 complete such other courses or units of study, if any, as may be prescribed by the head of the discipline concerned;
3.1.3 carry out supervised research on a topic approved by the Faculty on the recommendation of the head of the discipline concerned;
3.1.4 write a thesis embodying the results of this research that passes examination; and
3.1.5 lodge with the Registrar three copies of this thesis, typewritten and bound.
3.1.5.1 The candidate shall state in the thesis the sources from which the information was derived, the extent to which the work of others has been used and the portion of the work claimed as original.
3.1.5.2 The candidate may include in the thesis published papers provided that the candidate or joint author, provided that the papers are based on work undertaken during the candidature for the degree;
3.1.5.2.1 the papers are identified as published work;
3.1.5.2.2 the papers are compatible with the overall coherence and organisation of the text of the thesis; and
3.1.5.2.4 the candidate provides evidence to identify satisfactorily the sections of work for which the candidate is responsible, such as a signed, written statement from all authors attesting to the contribution of the candidate.
3.1.5.3 Any other papers of which the candidate is sole or joint author may be lodged in support of the thesis.
3.1.5.4 the thesis contains original contributions to the knowledge of the subject concerned;
3.1.5.5 the thesis affords evidence of originality by the exercising of independent critical ability;
3.1.5.6 the thesis is a satisfactory literary presentation; and
3.1.5.7 material in the thesis is suitable for publication.
3.1.6 The thesis shall be accompanied by a statement from the supervisor stating whether, in the supervisor’s opinion, the form of presentation of the thesis is satisfactory.
3.1.7 A candidate may not present as the thesis a work which has been presented for a degree in this or another university, but will not be precluded from incorporating such in the thesis provided that the candidate indicates the part of the work which has been so incorporated.
3.1.8 satisfy the requirements of all other relevant By-Laws, Rules and Resolutions of the University.

4. Probation
4.1 A candidate will normally be accepted by the Faculty on a probationary basis for a period not exceeding twelve months.
4.2 The provision to waive probationary acceptance would only be exercised in exceptional circumstances. All requests to waive probation will need to be approved by the Chair of the Board of Postgraduate Studies.
4.3 A Probation Review Report must be completed by the candidate's supervisor in consultation with the Postgraduate Coordinator and submitted to the Faculty at least four weeks before the end of probation.
4.4 The Faculty will write to the candidate to advise of the outcome of the probation review, either confirming the candidate’s status, extending the probationary period or terminating the candidature.
4.5 In the case of a candidate accepted on a probationary basis under section 4.1, the candidature shall be deemed to have commenced from the date of such acceptance.

5. Enrolment
5.1 A student must be enrolled in each semester in which he or she is actively pursuing the requirements for the award course.
5.2 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.

6. Restrictions on enrolment
6.1 Admission to candidature may be limited by a quota. In determining the quota the Faculty will take into account:
6.1.1 availability of resources; and
6.1.2 availability of adequate and appropriate supervision.
6.2 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 Section 1 above.

7. Discontinuation of enrolment
7.1 A candidate who wishes to discontinue enrolment from the Master of Philosophy 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:
7.1.1 that the discontinuation occurred at an earlier date; and
7.1.2 that there was good reason why the notification could not be made at the earlier time.

8. Suspension of candidature
8.1 A candidate who wishes to suspend their candidature must apply, in writing, to the Faculty.
8.1.1 The application must be received by the Faculty prior to the commencement of the relevant semester.
8.1.2 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.
8.1.3 Late applications may be considered at the Faculty's discretion.
8.2 Where the candidate has previously had two semesters of suspension the application will be considered by the Board of Postgraduate Studies for the Faculty.

9. Re-enrolment after an absence
9.1 A student must enrol in the semester following a period of absence of not more than three years
9.2 A student whose candidature has lapsed must apply for re-admission in accordance with procedures determined by the faculty.

10. Satisfactory progress
10.1 At the end of each year each candidate shall complete an Annual Progress Report providing evidence of progress to the satisfaction of the supervisor, head of discipline concerned, any postgraduate review committee and the Board of Postgraduate Studies.
10.2 On the basis of evidence provided, the head of discipline or the Chair of the Board of Postgraduate Studies 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 Chair of the Board of Postgraduate Studies considers appropriate.
10.3 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 Board of Postgraduate Studies may, on the head of discipline’s recommendation, call upon that candidate to show cause why that candidature should not be terminated by reason of unsatisfactory progress towards completion of the degree and where, in the opinion of the Board of Postgraduate Studies, the candidate does not show good cause, the Board of Postgraduate Studies may terminate that candidature or may impose conditions on the continuation of that candidature.

11. Credit
11.1 A candidate who, before admission to candidature, has spent time in advanced study in the University of Sydney, or in another university, or in another institution whose courses are deemed by the Faculty to be equivalent, may be deemed by the Faculty to have spent such time after admission to candidature.

12. Time limits
12.1 Except with the permission of the Faculty on the recommendation of the head of discipline concerned, a full-time research candidate shall complete the requirements for the degree not later than the end of the second semester of candidature and not later than the end of the fourth semester of candidature.
12.2 Except with the permission of the Faculty on the recommendation of the head of discipline concerned, a part-time research candidate shall complete the requirements for the degree not later than the end of the fourth semester of candidature and not later than the end of the eighth semester of candidature.

13. Location
13.1 Subject to approval of the supervisor, head of discipline and Board of Postgraduate Studies, 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 Board of Postgraduate Studies on the recommendation of the head of discipline to provide adequate facilities and appropriate supervision for that candidate.

13.2 A candidate pursuing candidature outside Australia must also complete a minimum of one semester of candidature within the University before submission [but not necessarily immediately before submission] of the thesis.

14. Examination of thesis
14.1 The examination of a thesis for the degree of Master of Philosophy shall follow closely the examination process as stipulated by the Resolutions of the Academic Board for the degree of Doctor of Philosophy (with any reference to thePhD Award Subcommittee being substituted by the Board of Postgraduate Studies) except for the following variations:

14.1.1 The head of discipline shall recommend the appointment of two examiners of the thesis of whom at least one shall be an external to the Faculty, not being a member of staff or a clinical academic title holder of the Faculty. Approval of the examiners is the responsibility of the Board of Postgraduate Studies.

14.1.2 The supervisor and head of discipline shall take all possible steps to ensure that examiners are appointed within four weeks of the submission of the thesis and where this does not occur, shall report the circumstances to the Board of Postgraduate Studies.

Doctor of Public Health

These resolutions must be read in conjunction with the relevant rules and Resolutions of the Senate and Academic Board, including (but not limited to): the University of Sydney (Amendment Act) Rule 1999 (as amended); the University of Sydney (Coursework) Rule 2000 (as amended) will apply to the coursework component of this degree; the Resolutions of the Academic Board relating to Assessment and Examination of Coursework will apply to the coursework component of this degree; and other relevant Faculty Resolutions.

1. Admission
1.1 Except as provided in Part 9, section 47 of the University of Sydney (Amendment Act) Rule 1999, the Faculty may, on the recommendation of the head of the School of Public Health admit to candidature for the degree of Doctor of Public Health an applicant:

1.1.1 who holds a degree from the University of Sydney, for which the minimum time to qualify was at least four academic years; or

1.1.2 who, unless exempted by the Faculty, has passed a preliminary examination or examinations prescribed by the Faculty.

2. Units of study
2.1 The units of study for the degree of Doctor of Public Health are as set out in the Faculty Handbook.

3. Requirements
3.1 A candidate for the degree of Doctor of Public Health must:

3.1.1 complete all coursework requirements as prescribed for the Master of Public Health and any other units of study or seminar course or practical work as may be prescribed by the head of the School of Public Health, at an average mark of 70 per cent or higher;

3.1.2 enrol for and successfully complete units of study giving credit for a total of 48 credit points

3.1.3 carry out supervised research on a topic approved by the Faculty on the recommendation of the head of the School of Public Health,

3.1.4 write a thesis embodying the results of the approved research which shall be a substantially original contribution to the subject concerned,

3.1.5 lodge with the Faculty four copies of this thesis, typewritten and bound in accordance with University requirements

3.1.6 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, and satisfy the requirements of all other relevant By-Laws, Rules and Resolutions of the University.

4. Award of Doctor of Public Health
4.1 The head of the School of Public Health shall report the results of the examination of the coursework and, after reviewing all reports from the examiners of the thesis, make a recommendation regarding the award of the thesis to the Faculty which shall determine the results of the candidature.

A candidate, who has not previously qualified for the award of Master of Public Health at the University of Sydney or another University or institution approved by Faculty, who has completed the requirements but has not qualified for the award of the degree of Doctor of Public Health, may be awarded the degree of Master of Public Health/Master of Public Health (Honours).

5. Probation
5.1 A candidate will be accepted by the Faculty on a probationary basis for a period six months and upon completion of this probationary period the Faculty may either release the candidate or extend the probation for one semester or terminate the candidature.

If the candidate has not completed the requirements, the candidate will be terminated by the Faculty.

6. Method of progression
6.1 A candidate for the degree shall proceed by coursework, by undertaking research and by writing a thesis.

6.2 A candidate shall proceed by enrolling in and successfully completing units of study as prescribed by the Faculty.

6.3 Where approved, in addition to campus-based learning, the Doctor of Public Health may be delivered by distance learning.

6.4 A candidate shall proceed either as a full-time or part-time candidate and shall so advise the Faculty at the time of application for admission to candidature.

6.5 The degree may be taken in any of the subject areas within the general area of public health.

6.6 On the recommendation of the head of the School of Public Health, the Faculty shall appoint a full-time member of the academic or research staff of the School of Public Health to act as supervisor of each candidate.

6.7 The Faculty may also appoint a suitably qualified person to act as an Associate Supervisor of the candidate.

6.8 When recommending the annual conditions for each candidate's particular course of advanced study and research, the supervisor and head of the School of Public Health must ensure that the proposed arrangements for supervision are satisfactory.

6.9 A candidate may only apply for a period of suspension for more than 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.

6.10 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
10.1 A student must enrol in the semester following a period of approved suspension.
10.2 A student whose candidature has lapsed must apply for re-admission in accordance with procedures determined by the Faculty.

11. Satisfactory progress

11.1 At the end of each year each candidate must complete an Annual Progress Report to provide evidence of progress to the satisfaction of the supervisor, head of the School of Public Health and the Faculty.

11.2 On the basis of the Annual Progress Report, the head of the School of Public Health shall recommend any 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 of other period as the head of the School of Public Health considers appropriate.

11.3 If a candidate fails to submit evidence of progress or if the head of the School of Public Health considers that the evidence submitted does not indicate satisfactory progress, the Faculty may, on the head of the School of Public Health’s recommendation:

11.3.1 call upon that candidate to show cause why that candidature should not be terminated by reason of unsatisfactory progress earlier than the end of the sixteenth semester of candidature.

11.3.2 where, in the opinion of the Faculty, the candidate does not show good cause the Faculty may:

11.3.2.1 terminate that candidature; or

11.3.2.2 impose conditions on the continuation of that candidature.

12. Credit

12.1 Refer to University of Sydney (Amendment Act) Rule 1999 (as amended), 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.

12.2 In addition, a candidate who, at the date of admission to candidature, has completed not less than one semester as a candidate for the degree of Master of Public Health, by coursework, of the University of Sydney, may be permitted on the recommendation of the School of Public Health to be credited for the whole or any part of the period of candidature completed for the degree of Master of Public Health as a period of candidature completed for the degree of Doctor of Public Health.

13. Time limits

13.1 A full-time candidate may not submit a thesis for examination earlier than the end of the sixteenth semester of candidature.

13.1.1 The Faculty may permit a full-time candidate already holding the degree of Master of Public Health, or appropriate higher degree, of the University of Sydney or from such other institution as the Faculty may deem equivalent, to submit a thesis for examination no earlier than the end of the fourth semester of candidature.

13.1.2 The Faculty may permit a part-time candidate already holding the degree of Master of Public Health, or appropriate higher degree, of the University of Sydney or from such other institution as the Faculty may deem equivalent, to submit a thesis for examination no earlier than the end of the eighth semester of candidature.

13.1.3 The Faculty may, on the recommendation of the head of the School of Public Health and supervisor concerned, permit a candidate to submit a thesis for examination up to one semester earlier than prescribed if, in the opinion of the Faculty, evidence has been produced that the candidate has made exceptional progress in their candidature.

13.2 A full-time candidate must submit a thesis for examination no later than the end of the tenth semester of candidature and a part-time candidate must submit a thesis for examination no later than the end of the fourteenth semester of candidature.

13.2.1 A candidate who is a full-time member of the academic staff of the University of Sydney must submit the thesis for examination no later than the end of the fourteenth semester of candidature.

13.2.2 The Faculty, upon recommendation by the head of the School of Public Health, may permit a candidate to submit a thesis for examination after a period of time greater than the maximum periods specified.

14. Preparation and submission of thesis

14.1 A candidate for the degree of Doctor of Public Health shall lodge with the Faculty three copies of the thesis, typewritten and bound.

14.2 The candidate shall state in the thesis the sources from which the information was derived, the human ethical approvals obtained, the extent to which the work of others has been used and the portion of the work claimed as original.

14.3 The candidate shall include in the thesis a summary of approximately 300 words in length.

14.4 The candidate may include in the thesis published papers of which the candidate is sole or joint author, provided that:

14.4.1 the papers are based on work undertaken during the candidature for the degree,

14.4.2 the papers are identified as published work,

14.4.3 the papers are compatible with the overall coherence and organisation of the text of the thesis,

14.4.4 the candidate provides evidence to identify satisfactorily the sections of work for which the candidate is responsible, such as a signed, written statement from all authors attesting to the contribution of the candidate.

14.5 Any other papers in which the candidate is sole or joint author may be lodged in support of the thesis.

14.6 The thesis should contain original contributions to the knowledge of the subject concerned.

14.7 The thesis shall be accompanied by a statement from the supervisor stating whether, in the supervisor’s opinion, the form of presentation of the thesis is satisfactory.

14.8 Except where the candidature has been governed by an approved cotutelle agreement, a candidate may not present as the thesis a work which has been presented for a degree in this or another university, but will not be precluded from incorporating such in the thesis provided that in presenting the thesis the candidate indicates the part of the work which has been so incorporated.

15. Examination of thesis

15.1 The Faculty shall appoint three examiners, of whom at least two shall be external examiners, who are not members of the Faculty or members of the part-time teaching staff of the Faculty.

15.2 Upon completion of the coursework at the level prescribed by the Faculty, after the consideration of the reports of the examiners on the thesis, the head of the School of Public Health shall submit the reports, together with a recommendation concerning the award of the degree, to the Faculty which shall determine the result of the candidature.

16. Control of candidature

16.1 Each candidate shall pursue his or her course of advanced study and research in the School of Public Health wholly under the control of the University of Sydney.

16.2 Where a candidate is employed by an institution other than the University of Sydney, the Faculty may require a statement by that employer acknowledging that the candidate will be under the control of the University of Sydney.
10. Governance and postgraduate degree regulations
This chapter contains descriptions of units of study associated with the postgraduate coursework courses offered through the Faculty of Medicine.

The units of study are listed alphanumerically within each section, with those offered by the Faculty of Medicine listed first, then units offered by other faculties at the end.

For information on core and electives for any particular course please see the relevant section of chapter 9.

Faculty of Medicine units of study

Biostatistics units

BSTA5001

Biostatistics: Mathematical Background

Credit points: 6 Teacher/Coordinator: Dr Keith Dear, Australian National University (semester 1), Associate Professor Julian Leslie, Macquarie University (semester 2) Session: Semester 1, Semester 2 Classes: 8-12 hours total study time per week, distance learning Assessment: 3xassignments (25%, 40% and 35%) 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

BSTA5002

Principles of Statistical Inference

Credit points: 6 Teacher/Coordinator: Ms Adrienne Kirby, University of Sydney Session: Semester 1 Classes: 8-12 hours total study time per week, distance learning Prerequisites: BSTA5001 Assessment: 2xwritten assignments (2x35%) and practical exercises (30%) Campus: Camperdown/Darlington Mode of delivery: Distance Education

To provide a basic foundation in the concepts and methods of statistical inference, with a strong emphasis on practical aspects of the interpretation and communication of statistically based conclusions in health research. Content: Sampling variation, Central Limit Theorem; Normal-theory confidence intervals; probability models and likelihood; hypothesis tests: P-value, type 1 error, statistical & practical significance; frequentist theory of estimation; Bayesian approach; likelihood theory: likelihood ratio, Wald and score tests.

Textbooks

BSTA5003

Health Indicators and Health Surveys

Credit points: 6 Teacher/Coordinator: Associate Professor Judy Simpson, University of Sydney Session: Semester 1 Classes: 8-12 hours total study time per week, distance learning Corequisites: BSTA5001 Assessment: 4xwritten assignments (2x20%, 2x25%), online discussion and participation (10%) 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 role stratification, clustering and weighting.

Textbooks

BSTA5004

Data Management & Statistical Computing

Credit points: 6 Teacher/Coordinator: Dr David Sibbritt, University of Newcastle Session: Semester 1 Classes: 8-12 hours total study time per week, distance learning Assessment: 3xwritten assignments (2x20%, 2x25%) and 1x at-home examination (40%) 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 and analysis of data using modern statistical software. Data management principles and concepts are developed using relational database software (Microsoft Access). Data manipulation, descriptive analysis and interpretation are introduced using SAS and Stata statistical software. Students will also acquire skills in data display, summary presentation and pattern recognition using these tools.

Textbooks

BSTA5005

Clinical Biostatistics

Credit points: 6 Teacher/Coordinator: Professor Annette Dobson, University of Queensland Session: Semester 1 Classes: 8-12 hours total study time per week, distance learning Corequisites: BSTA5001 and (BSTA5011 or PUBH5010) Assessment: 4xwritten assignments (2x20% and 2x25%) and exercises and online discussions (10%) 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

For the latest updates, visit Handbooks online. http://www.usyd.edu.au/handbooks

113
Design of Experiments and RCTs
Credit points: 6 Teacher/Coordinator: Associate Professor Phil 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: 3xwritten assignments (20% each); 1x-at-home examination (40%) Campus: Camperdown/Darlington Mode of delivery: Distance Education

The aim of this unit is to enable students to understand the principles of design and analysis of experiments, including randomised controlled trials (RCTs). This unit will cover: Principles and methods of randomisation in controlled trials; parallel, factorial and crossover designs including n-of-1 studies; treatment allocation (randomisation methods), blinding, stratification and allocation concealment; practical issues in sample size determination and calculation; intention-to-treat principle; phase I and II clinical studies; phase I - dose-finding studies; phase II - safety and efficacy designs, e.g. two-stage designs including early stopping due to intervention activity/toxicity; multiple outcomes/ endpoints, multiple tests and subgroup analyses including adjustment of significance levels and P-values; surrogate outcomes and their desirable properties and usefulness in clinical studies.

Textbooks

Linear Models
Credit points: 6 Teacher/Coordinator: Professor John Carlin, University of Melbourne, Associate Professor Andrew Forbes, Monash University Session: Semester 1, Semester 2 Classes: 8-12 hours total study time per week, distance learning Prerequisites: BSTA5002 and (BSTA5011 or PUBH5010) Assessment: practical exercises and online discussions (20%) and 2xcase study assignments (2x40%) 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

Categorical Data and GLMs
Credit points: 6 Teacher/Coordinator: Mr Mark Jones, University of Queensland Session: Semester 2 Classes: 8-12 hours total study time per week, distance learning Corequisites: BSTA5007 Assessment: practical exercises (42%) and 3xwritten assignments (18%, 20% and 20%) 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

Survival Analysis
Credit points: 6 Teacher/Coordinator: Associate Professor Gillian Heller, Macquarie University Session: Semester 1 Classes: 8-12 hours total study time per week, distance learning Prerequisites: BSTA5007 Assessment: 3xwritten assignments (3x15%) and 1x-at-home examination (55%) 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

Epidemiology for Biostatisticians
Credit points: 6 Teacher/Coordinator: Associate Professor Michael Coory, University of Queensland Session: Semester 1, Semester 2 Classes: 8-12 hours total study time per week, distance learning Prerequisites: PUBH5010 Assessment: 1xassignment and workbook exercises 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

Longitudinal and Correlated Data
Credit points: 6 Teacher/Coordinator: Associate 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 2xwritten assignments (40%) 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
Notes supplied
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: Associate Professor Judy Simpson, University of Sydney  Session: Semester 1, Semester 2  Classes: supervision by an experienced biostatistician  Prerequisites: 24 credit points including BSTA5004 and (BSTA5011 or PUBH5010)  Corequisites: BSTA5020  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.  Campus: Camperdown/Darlington  Mode of delivery: Normal (lecture/lab/tutorial) Day

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: Associate Professor Judy Simpson, University of Sydney  Session: Semester 1, Semester 2  Classes: supervision by an experienced biostatistician  Prerequisites: 24 credit points including BSTA5004 and (BSTA5011 or PUBH5010)  Prohibitions: BSTA5020, BSTA5021  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

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: 5  Teacher/Coordinator: Dr Rory Wolfe, Monash University, Associate Professor Andrew Forbes, Monash University  Session: Semester 1, Semester 2  Classes: 8-12 hours total study time per week, distance learning  Prerequisites: BSTA5001  Assessment: practical exercises (15%), online discussions (5%) and 2xwritten assignments (40% each)  Campus: Camperdown/Darlington  Mode of delivery: Distance Education

This unit involves the study of basic probability and calculus-based methods underpinning probability distributions, and parameter estimation. It begins with the concepts of probability, random variables, discrete and continuous distributions, and then discusses the use of calculus to obtain expressions for key parameters of these distributions, such as the mean and variance, and to investigate transformations of these distributions. Methods of estimation of these parameters based on a random sample from a probability distribution will then be presented, with a primary focus likelihood based methods, and their properties discussed. The central role of the Normal distribution will be emphasised, together with transformations to normality and large sample properties of estimators. Numerical simulation will be used as a tool to demonstrate key concepts.

Textbooks
Clinical epidemiology units

CEPI5102 Literature Searching
Credit points: 2 Teacher/Coordinator: Associate Professor Jonathan Craig Session: S1 Late Int, S2 Late Int Classes: online unit 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. 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: Professor George Rubin Session: Semester 1 Classes: online learning. Expected students hours effort/week = 9 to 12 Assessment: online participation (40%) and 1x4500word assignment (60%) Campus: Camperdown/Darlington Mode of delivery: On-line

The aim of this unit is to introduce students to the principles of quality and safety in healthcare. The unit has six major content areas: background to Q&S in health care; professional and ethical practice; errors and adverse events; clinical governance; getting research into practice; and healthcare improvement. 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 role of good communication and other professional responsibilities in quality and safety in healthcare; understand the nature of health care error including the methods of error detection and monitoring, and quality indicators; have developed an understanding of clinical governance, accountability and systems management; have considered how to get research into practice and the role of clinical practice guidelines. This unit consists of online discussions, group work 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: Professor Les Irwig Session: Semester 2b Classes: one 2 hour seminar per week for 6 weeks Prerequisites: PUBH5208 Assessment: presentation (20%), written assignment - maximum 4 typed pages (80%) 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 the 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 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: Associate Professor Jonathan Craig Session: Semester 2a Classes: offered in online and face-to-face mode (one 2 hour seminar per week for 6 weeks) Assessment: submission of weekly tasks and participation in discussion (30%) and assignment 1x2500word report (70%) Campus: Camperdown/Darlington Mode of delivery: Normal (lecture/lab/tutorial) Day

Students will learn how to critically appraise a review of the effectiveness of an intervention; how to do a meta-analysis; applicability: How to weigh up benefits and harms; how to avoid misleading meta-analyses and find-or do-better systematic reviews; systematic review of observational studies; methodological filters. At the end of this unit, participants should be able to: search for systematic reviews; critically appraise reviews of randomised controlled trials, diagnostic tests and observational studies; do a meta-analysis of randomised trials using available software; 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
Course notes are provided.

CEPI5204 Advanced Systematic Reviews
Credit points: 2 Teacher/Coordinator: Associate Professor Jonathan Craig Session: Semester 2b Classes: one 2 hour seminar per week for 6 weeks Prerequisites: CEPI5203 Assessment: presentation (10%), written assignment (90%) 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 of a systematic review 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: Associate Professor Jonathan Craig Session: Semester 1, Semester 2 Classes: student project under supervision Prerequisites: CEPI5203 Assessment: 1x2500word 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: Associate Professor Jonathan Craig Session: Semester 1, Semester 2 Classes: Independent study. 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: 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

CEPI5207
Advanced Teaching Clinical Epidemiology
Credit points: 6 Teacher/Coordinator: Associate Professor Jonathan Craig Session: Semester 1, Semester 2 Classes: Independent study. Expected student effort 9 - 12 hours/week (108 - 144 hours/semester) Prerequisites: PUBH5010 Corequisites: PUBH5208 and CEPI5203 Assessment: 1x2500word 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

CEPI5303
Clinical Health Economics
Credit points: 2 Teacher/Coordinator: Ms Kirsten Howard Session: Semester 2a Classes: one 2 hour seminar per week for 6 weeks Assessment: 1xshort answer assignment (1000 words) (40%), 1xresearch protocol design (2000 words) (60%) Campus: Camperdown/Darlington Mode of delivery: Normal (lecture/lab/tutorial) Day

This course aims to introduce students to the principles and concepts of health economics, and to develop students' practical skills in applying the methods of economic evaluation to decision making in clinically relevant contexts. It also aims to further develop the application of economic concepts in the design of research to answer economic questions of relevance in a chosen clinical setting. This unit covers: Introduction to health economics and economic evaluation; calculating cost effectiveness ratios and presenting results; measurement and valuation of resource utilisation; measurement and valuation of outcomes; economic modelling and uncertainty; critical appraisal; application of economic evaluation in health policy.

Textbooks
Course notes are provided.

CEPI5306
Clinical Practice Guidelines
Credit points: 2 Teacher/Coordinator: Associate Professor Lyn March Session: Semester 2a Classes: Online unit. Expected student effort: 4-6 hours per week for 6 weeks Assessment: 1x3page critical appraisal (70%), online discussions and quizzes (30%) Campus: Camperdown/Darlington Mode of delivery: On-line

During this unit students will evaluate guideline development; critical appraisal of guidelines; introduction to Implementation of Guidelines; development, implementation & evaluation of a guideline; examination of hospital-based and community based guidelines. Sessions are interactive, and will be led by Lyn March and other expert speakers.

Textbooks
Online readings and other learning resources will be provided.

CEPI5308
Patient Based Measures
Credit points: 2 Teacher/Coordinator: Dr Martin Stockler, Dr Glenn Salkeld, Associate Professor Phyllis Butow Session: S1 Late Int Classes: one 2 hour seminar per week for 7 weeks Assessment: 1x2000word 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. Students will cover developing and appraising patient-based measures; developing and appraising studies that use them; item-generation and selection; validation; assessing and improving reliability; utilities and preferences; questionnaire design. 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 or a protocol for either development of an instrument or validation of an instrument or application of an instrument in clinical research.

Textbooks
Course notes are provided.

CEPI5309
Develop of Clin Epidemiology Research
Credit points: 2 Teacher/Coordinator: Associate Professor Jonathan Craig Session: Semester 1a Classes: 1x2hr tutorial per week for 6 weeks Assessment: 6x10min presentations, and contribution to the discussion of other presentations (30%) and 1x6-page paper (70%) Campus: Camperdown/Darlington Mode of delivery: Normal (lecture/lab/tutorial) Day

At each session, students will present aspects of a research proposal to their peers and faculty for critical comment. These proposals will then be refined into research protocols through regular re-presentation and feedback. The unit consists of 6, two-hour, face-to-face tutorial sessions. Every week each student will give a 10minute oral presentation of an aspect of their proposal (specific aims, background, significance, methods; population, measurement and analysis). Critical constructive evaluation by all students is strongly encouraged to perfect the proposal using clinical epidemiology skills acquired during Year 1. The final component of the assessment is determined by the consideration of the following elements of the written proposal: literature review, originality, rationale, study design, handling of bias (selection, measurement and confounding), statistics and analysis, feasibility, ethics, style and readability.

Textbooks
Course notes are provided.
CEPI5310
Advanced Concepts in Statistics
Credit points: 4
Teacher/Coordinator: Associate Professor Judy Simpson
Session: Semester 1; Semester 2 Classes: 2 hours per week for 7 weeks
Prerequisites: PUBH5211 and PUBH5212
Assessment: 1x data analysis assignment (70%) and 1x4-page assignment (30%)
Campus: Camperdown/Darlington
Mode of delivery: Normal (lecture/lab/tutorial) Day

This unit extends biostatistical concepts covered in earlier units. Topics of study include: model-building in logistic regression; handling continuous variables; interpreting interactions in logistic regression; handling missing data; presenting results of a logistic regression analysis; testing for trends in r by c tables; combining trends in proportions over strata; analysing matched case-control studies; conditional logistic regression; ordinal logistic regression; analysing serial measurements: use of summary measures. The unit consists of seven, two-hour, face-to-face sessions. Sessions 1-3: In the first hour we discuss a pre-circulated exercise. In the second hour we discuss the listed topic. The second hour is held in the Computing Lab, where participants have the opportunity to ask questions relating to their analysis of the data for assignment 1, both about SAS problems and about conceptual issues. Session 7: In the first hour we discussed the listed topic. In the second hour assignment 1 is returned and discussed. For Assignment 1 participants use logistic regression to analyse a complex set of real data which is provided. For Assignment 2 the aim is to identify the single major analytical issue in a proposed or current piece of research in your area of interest, and then to find an appropriate way to address this issue.

Textbooks
Notes are provided.

CEPI5401
Clinical Epidemiological Practice
Credit points: 2
Teacher/Coordinator: Dr Sharon Reid
Session: Semester 2
Classes: 2 hours per week for 6 weeks
Assessment: 1x2500word assignment (100%)
Campus: Camperdown/Darlington
Mode of delivery: Normal (lecture/lab/tutorial) Day

This unit includes the practicalities of observational epidemiology; grantsmanship - the politics and practicalities of obtaining research funding; practicalities of RCTs; research ethics and research ethics committees; an introduction to qualitative methods in clinical research; and how to get published. The unit consists of 6 two-hour sessions facilitated by expert speakers. Presentations will take the form of relatively informal tutorial sessions, although the actual format of the session will be determined by the speaker.

Textbooks
Course notes are provided.

CEPI5503
Dissertation C
Credit points: 12
Session: S2 Late Int, Semester 1, Semester 1a, Semester 2
Classes: 2a 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.

CEPI5505
Clinical Epidemiology Project 1
Credit points: 2
Teacher/Coordinator: Associate Professor Jonathan Craig
Session: Semester 1, Semester 2
Classes: student project under supervision
Prerequisites: PUBH5010 and PUBH5018 and CEPI5102
Assessment: 1x2000word assignment (100%)
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 which 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: Associate Professor Jonathan Craig
Session: Semester 1, Semester 2
Classes: student project under supervision
Prerequisites: PUBH5010 and PUBH5018 and CEPI5102
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.

CEPI5510
Dissertation A
Credit points: 6
Session: Semester 1
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.

CEPI5511
Dissertation B
Credit points: 6
Session: 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: Distance Education/Intensive on Campus
Note: Department permission required for enrolment.

Health policy units
HPOL5000
History and Practice of Health Policy
Credit points: 6
Teacher/Coordinator: Dr James Gillespie, Professor Stephen Leeder
Session: Semester 1
Classes: 2x22day workshops, online lectures and discussions
Assessment: 1x1500word paper (25%), 1x3000word paper (50%), 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 history, theory and practice of health policy and to give an overview of the political choices and frameworks - national and global - that shape policymaking. The unit explores the main structures and institutions that make health policy. The focus is comparative, using Australia as a case study. 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.

Textbooks

HPOL5001
Understanding Health Systems
Credit points: 6
Teacher/Coordinator: Dr James Gillespie, Associate Professor Christine Giles, Dr Stephen Jan
Session: Semester 1
Classes: 2x2day workshops, online discussion
Assessment: 1x2000 word paper (20%),
This unit introduces the main concepts and analytical methods of health economics, political economy and finance. The problems explored include comparing health systems (what are the main models in developed OECD countries and the implications of each for the structure, planning and delivery of services?), the basic concepts and methodologies of health economics and political economy and their contribution to policy analysis, the debates over the public-private mix (what is meant by ‘public’ and what is meant by ‘private’? What shapes the very different patterns of public-private mix when we compare health systems?) and governance and accountability (how are decisions made? To whom should decision makers be held accountable? And for what aspects of their work?). The unit will make extensive use of comparative analysis and Australian case studies and include for its major assessment exercise the evaluation of a specific policy intervention.

Textbooks

HPOL5002
Contemporary Issues in Health Policy
Credit points: 6 Teacher/Coordinator: Professor Stephen Leeder
Session: Semester 2
Classes: 1x1day workshop, 2 seminars, online discussions, supervised policy project
Corequisites: HPOL5003
Assessment: 1xpolicy development exercise (70%), critical analyses of Australian Health Policy Institute (AHPI) seminars (30%)
Campus: Camperdown/Darlington
Mode of delivery: Distance Education/Intensive on Campus

This unit draws together theoretical and descriptive accounts of policy-making. It aims to enhance understanding of the forces shaping contemporary health policy agendas. Participants will develop policy analysis and writing skills. Students will choose an approved policy problem. This can be drawn from problems in their own work experience, case studies provided by the staff associated with the Australian Health Policy Institute at the University of Sydney, or through a placement in a policy-making institution. Students will each produce a detailed critical issues paper for class discussion, a policy proposal with an appraisal of relevant evidence, and a final appraisal, assessing the strengths and weaknesses of their proposal: including issues such as implementation, evaluation and accountability mechanisms. Seminars on Australian and global health issues will be convened by the Australian Health Policy Institute to develop a wider perspective on current policy debates. Students wishing to follow the placement option should contact AHPI staff well before the start of teaching.

Textbooks

HPOL5003
Analysing Health Policy
Credit points: 6 Teacher/Coordinator: Dr James Gillespie, Professor Stephen Leeder
Session: Semester 2
Classes: 2x2 day workshops, online discussions
Assessment: 1xtake home exam (50%) and policy analysis (50%)
Campus: Camperdown/Darlington
Mode of delivery: Distance Education/Intensive on Campus

The aims of this unit of study are to develop skills for the effective critical appraisal of health policy and to familiarize students with the principles, and limitations, of evidence-based health policy. This unit builds policy analysis and analytical skills by exploring policy design, implementation and evaluation. It examines the frameworks of comparative policy analysis with a systematic study of the methods - and problems - involved in ‘policy-borrowing’ between nations. It also looks at the methods and limitations of evidence-based health policy and the problems of integrating equity concerns when developing and applying health policy. The day schools will include workshops on the use of epidemiological and social science literature in policy development.

Textbooks

Indigenous health promotion units

INDH5211
Community Profile and Setting Priorities
Credit points: 6 Teacher/Coordinator: Mr Shane Hearn, Ms Marilyn Wise
Session: S1 Late Int, S2 Late Int
Classes: 1 week intensive workshop
Assessment: 1xwritten community profile (80%, no word limit), and 1xclass presentation of community profile (20%)
Campus: Camperdown/Darlington
Mode of delivery: Block Mode
Note: Department permission required for enrolment in the following sessions:
S2 Late Int

This is the first of seven 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
Block 1 Reading booklet will be provided at the beginning of the block.

INDH5212
Health Promotion Program Planning
Credit points: 6 Teacher/Coordinator: Mr Shane Hearn, Ms Marilyn Wise
Session: S1 Late Int, S2 Late Int
Classes: 1 week intensive workshop
Assessment: 1xprogram proposal, and 1xwritten assignment, no word limit
Campus: Camperdown/Darlington
Mode of delivery: Block Mode
Note: Department permission required for enrolment in the following sessions:
S2 Late Int

This is the second of seven 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.

Textbooks
Block 2 Reading booklet will be provided at the beginning of the block.

INDH5213
Strategies for Health Promotion
Credit points: 6 Teacher/Coordinator: Mr Shane Hearn, Ms Marilyn Wise
Session: S1 Late Int, S2 Late Int
Classes: 1 week intensive workshop
Assessment: written assignment in three parts (60%; 20%; 20%, no word limit)
Campus: Camperdown/Darlington
Mode of delivery: Block Mode
Note: Department permission required for enrolment in the following sessions:
S2 Late Int

This is the third of seven sequential, interdependent modules, only provided for students enrolled in the Graduate Diploma in Indigenous Health Promotion. Students will identify and discuss communities’ capacity to work together to make decisions, allocate resources, carry out activities, and assess the results. The module enables students: to identify the essential and personal skills required by Aboriginal and Torres Strait Islander health promotion workers; to apply capacity building theory in their work; to analyse strategies that have been successful in Aboriginal and Torres Strait Islander health promotion projects; to understand sources of power in communities and ways
in which to accrue and use power effectively; and ways to balance cultural safety with technical competence in their personal practice and experiences of being health promotion workers.

Textbooks
Block 3 Reading booklet will be provided at the beginning of the block.

INDHS5221
Communication: Tool for Promoting Health
Credit points: 6
Teacher/Coordinator: Mr Shane Hearns, Ms Marilyn Wise
Session: S1 Late Int, S2 Late Int
Classes: 1 week intensive workshop
Assessment: written assignment (100%), approximately 2000 words
Campus: Camperdown/Darlington
Mode of delivery: Block Mode
Note: Department permission required for enrolment in the following sessions: S1 Late Int.

This is the fourth of seven 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 their personal knowledge of and skills in interpersonal communication, and public presentation. They will expand their skills in conflict resolution. They will also identify the range of media (mass and targeted) used to promote health and analyse the uses of these in promoting the health of Aboriginal and Torres Strait Islander communities. 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.

Textbooks
Block 4 Reading booklet will be provided at the beginning of the block.

INDHS5223
Advocacy and Social Action
Credit points: 6
Teacher/Coordinator: Mr Shane Hearns, Ms Marilyn Wise
Session: S1 Late Int, S2 Late Int
Classes: 1 week intensive workshop
Assessment: group exercise in class: analysis of a community-based public health problem in an indigenous community and design of an intervention to solve it
Campus: Camperdown/Darlington
Mode of delivery: Block Mode
Note: Department permission required for enrolment in the following sessions: S1 Late Int.

This is the sixth of seven sequential, interdependent modules, only provided for students enrolled in the Graduate Diploma in Indigenous Health Promotion. This module assists students to build personal and organisational capacity to promote health within their organisations and communities. The module will enable students to develop their knowledge and skills in: project management; reporting; budgeting, and managing staff; balancing competing demands; time management; developing and prioritising the infrastructure supports they require to promote health. This includes: identifying sources of funding and obtaining grants; building support for action to change policies and practices within their organisations to promote health; passing on learning content and knowledge to the community. Assessment for this unit will see the students carry out a project in which they analyse their organisation and community to identify sources of power, and identify gaps in the capacity of their organisation to develop and deliver sustained, effective action to promote health. They will recommend ways in which to build power to promote health and to enhance the organisation’s capacity for action. They will present their analysis and recommendations using a combination of oral and written communication, and reflect on what they have learned.

Textbooks
Block 6 Reading booklet will be provided at the beginning of the block.

INDHS5224
Research and Evaluation
Credit points: 6
Teacher/Coordinator: Mr Shane Hearns, Ms Marilyn Wise
Session: S1 Late Int, S2 Late Int
Classes: 1 week intensive workshop
Assessment: 1 written assignment (30%), and outline and oral presentation of project (70%)
Campus: Camperdown/Darlington
Mode of delivery: Block Mode
Note: Department permission required for enrolment in the following sessions: S1 Late Int.

This is the fifth of seven 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.

Textbooks
Block 5 Reading booklet will be provided at the beginning of the block.

INDHS5226
Final Project
Credit points: 12
Teacher/Coordinator: Mr Shane Hearns, Ms Marilyn Wise
Session: S1 Late Int, S2 Late Int
Assessment: 1 written assignment (100%)
Campus: Camperdown/Darlington
Mode of delivery: Normal (lecture/lab/tutorial) Day
Note: Department permission required for enrolment in the following sessions: S1 Late Int.

This is the last of seven 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 (which may be presented as a video, journal article, radio program or poster and story), 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, including measureable aims and objectives, strategies, an implementation plan, and an evaluation plan. The report will also include the students’ reflections on their learning. The explicit focus and direction of the project will be determined by the students in consultation with their employers and their communities. The completed project will demonstrate the student’s knowledge of and skills with regard to the key elements covered throughout the course.

Textbooks
Review of Block 1-6 Readers. In addition, students are expected to undertake their own literature-based research and reviews.

Infection and immunity units
INIM5001
Fundamental Immunology
Credit points: 6
Teacher/Coordinator: Associate Professor Helen Briscoe
Session: Semester 1
Classes: 20x1hr lecture, 40 hrs practical classes or tutorials or seminars
Assessment: progressive assessment including an essay (2500word) (20%), laboratory assignments (15%), seminar presentation (15%) and 1x2hr examination (50%)
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 and insulin-dependent diabetes, and 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 levels, 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

Required reading: Basic Immunology Functions and Disorders of the Immune System, Adult K Abbas & Andrew H Lichtman, Saunders. 2nd edition. You should read and understand this book before progressing to more detailed textbooks. Recommended detailed texts: Cellular and Molecular Immunology, Adult K Abbas & Andrew H Lichtman, Saunders. 5th edition; Immunobiology Charles Janeway. Paul Travers, Mark Walport, Mark Scholnick, Garland Churchill Livingstone. 6th edition; Essentials of Clinical Immunology. Helen Chapel and Mansel Haeney. Blackwell Scientific Publications. 3rd edition. Although these are recommended, other texts are equally sound. We suggest you discuss with the unit coordinator, Helen Briscoe, before making a textbook purchase.

Assessment:

this unit of study aims to provide an awareness of modern concepts 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, pathogenesis, diagnosis, treatment, control and prevention. The unit will also allow candidates to become familiar with modern bacteriological test procedures used to diagnose bacterial infections and monitor effectiveness of treatments. 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 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 breakthroughs of disease and their investigation by the clinical laboratory. Laboratory sessions will enable students to apply the theoretical concepts of laboratory investigation to the identification of microbial cultures, clinical samples and investigate antibiotic resistant bacteria.

Textbooks


Assessment:

This unit of study 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 the be conducted in an appropriately equipped student laboratory. Tutorials will be conducted in small groups and students will actively participate in problem-solving exercises. Seminars will be conducted using modern presentation software and audiovisual equipment.

Textbooks


INIMS006

Bioinformatics

Credit points: 6

Teacher/Coordinator: Dr Jonathan Arthur Session: Semester 1 Courses: 1x1hr lecture, 1x1hr tutorial, 1x3hr practical/wk. Assessment: 1hr 30min written exam (30%), 15-20min seminar presentation (15%), and computer-based projects and assignments (55%) 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, available face-to-face and/or online. Tutorials will be conducted in small groups and students will actively participate in problem-solving exercises. Further practical classes will be conducted in appropriately equipped computer laboratories.

INIMS011

Advanced Medical Bacteriology

Credit points: 6

Teacher/Coordinator: Associate Professor Ray Kearney Session: Semester 2 Classes: 2x1hr lectures/wk; 2x2hr practical classes or tutorials or seminars/week. Assessment: 1x2hr closed-book, written examination (60%), class tutorial/presentation/written assignment (1500 words) (10%), written essay (2000 words) (10%) and literature review on prescribed topic (max 4000 words) (20%) Campus: Camperdown/Darlington Mode of delivery: Normal (lecture/lab/tutorial) Day

The unit aims to equip graduates to take advantage of the hospital laboratory services and the research literature in applying old and new technologies to recognise individual cases of communicable disease, trace the source of outbreaks and provide a scientific basis for development of policies to prevent spread of infection. There are 4 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 psychological and social factors involved in achieving effective infection control. The core of the program is a series of practical demonstrations, seminars and tutorials based on important current or historical examples. Students will actively participate in problem solving exercises generated from the recent literature.

Textbooks


INIMS013

Clinical Mycology and Parasitology

Credit points: 6

Teacher/Coordinator: Associate Professor Wieler Meadow, Dr Rogan Lee Session: Semester 1 Courses: 2x1hr lectures/wk, 2x2hr practical classes or tutorials or seminars/week. Assessment: 1x2hr written examination (40%), tutorial assignment (1500 words) (15%), seminar presentation (15-20min) (10%), formative assessments (3x15min) (15%) and laboratory work (1x1hr examination; 2x15min skills tests) (20%) 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. Graduates will 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 organisations 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

INIM5016 Applied Clinical Immunology
Credit points: 6 Teacher/Coordinator: Dr Stephen Adelstein, Dr Andrew Williams Session: Semester 2 Classes: 2x1hr lectures/week; 1x3hr practical classes and 1x2hr tutorials or seminars/week Prerequisites: INIM5001 Assessment: 1x2hr formal written examination (30%), tutorial assignment (1500 words) (20%), seminar presentation (15-20 minutes) (15%), 2 formative assessments (20%) and laboratory interpretation (skill tests in OSCE format) (15%) 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; tutorials (e.g. clinical cases, journal article reviews, review of laboratory problems 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; to foster advanced verbal and written communication skills.

Textbooks

INIM5018 Dissertation A
Credit points: 6 Teacher/Coordinator: Associate Professor Colin Harbour Session: S2 Late Int, 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. Assessment: Following completion of their specified research project candidates will be required to submit a treatise of 30,000-40,000 words describing the project and its outcome. Campus: Camperdown/Darlington Mode of delivery: Normal (lecture/lab/tutorial) Day Note: Department permission required for enrolment.

Students will work with an established research group and work on a specified research project. This project must be approved by the Infection and Immunity Program Committee and carried out under suitable supervision. At least one of the project supervisors must be an academic staff member of the University. Total minimum of 6 hours/week.
INIM5019
Dissertation B
Credit points: 6
Teacher/Coordinator: Associate Professor Colin Harbour
Session: S2 Late Int, 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. Assessment: Following completion of their specified research project candidates will be required to submit a treatise of 30,000-40,000 words describing the project and its outcome. Campus: Camperdown/Darlington
Mode of delivery: Normal (lecture/lab/tutorial) Day
Note: Department permission required for enrolment.

Students will work with an established research group and work on a specified research project. This project must be approved by the Infection and Immunity Program Committee and carried out under suitable supervision. At least one of the project supervisors must be an academic staff member of the University. Total minimum of 6 hours/week.

INIMS020
Dissertation C
Credit points: 12
Teacher/Coordinator: Associate Professor Colin Harbour
Session: S2 Late Int, Semester 1, Semester 1a, 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. Assessment: Following completion of their specified research project candidates will be required to submit a treatise of 30,000-40,000 words describing the project and its outcome. Campus: Camperdown/Darlington
Mode of delivery: Normal (lecture/lab/tutorial) Day
Note: Department permission required for enrolment.

Students will work with an established research group and work on a specified research project. This project must be approved by the Infection and Immunity Program Committee and carried out under suitable supervision. At least one of the project supervisors must be an academic staff member of the University. Total minimum of 6 hours/week.

Medical education units
MDED5001
Teaching and Learning in Medicine
Credit points: 6
Teacher/Coordinator: Dr Patricia Lyon
Session: Semester 1
Classes: 3 hours per fortnight face-to-face; plus independent study (eg reading and assessment activities) or on-line activities – approx 10 hours per week total
Assessment: 1x8000word project (100%) Campus: Camperdown/Darlington
Mode of delivery: Normal (lecture/lab/tutorial) Day
Note: Department permission required for enrolment.

This unit aims to develop a broad understanding of principles which underpin current teaching and learning practices in medical education. The unit is designed at an introductory level, to encourage participants to explore key ideas from theoretical and research literature in the context of their current teaching practice in medicine. The unit lays important foundations for more detailed investigation in other units of study. Modules within this unit of study will focus on the principles and practices of: teaching and learning in medical settings - focus on conceptions and approaches to teaching and learning in medicine; the medical learning context - focus on the differing needs of learners in undergraduate, postgraduate and continuing medical education including small and large group learning; teaching and learning in clinical settings; and problem based learning; curriculum design - promoting constructive alignment in medical program design; assessment of competence and performance in medicine and evaluation for change in medical programs. By the end of this unit, students will be able to demonstrate knowledge of current concepts in medical education and their implications for learning and teaching; apply evidence in developing proposals for educational change; show how to implement the concept of "constructive alignment" in medical curriculum development; demonstrate an awareness of the effects of proposed educational change within a workplace setting; effectively communicate ideas about improvement of learning and teaching practice in medicine; demonstrate the ability to engage in collaborative learning; demonstrate the ability to critically reflect on personal learning and teaching practices.

Textbooks

MDED5002
Scholarship of Teaching in Medicine
Credit points: 6
Teacher/Coordinator: Dr Patricia Lyon
Session: Semester 2
Classes: 3 hours per fortnight face-to-face; plus independent study (eg reading and assessment activities) or on-line activities – approx 10 hours per week total
Assessment: 1x8000word project (100%) Campus: Camperdown/Darlington
Mode of delivery: Normal (lecture/lab/tutorial) Day

This unit aims for the development by students of a deeper understanding of the nature of evidence in medical education, and the use of this evidence to inform course design, implementation, assessment and/or evaluation. The contents of this unit include differences between medical and educational research; best evidence medical education (BEME); how to evaluate the evidence, criteria to evaluate a paper; literature searching and using Endnote; writing a literature review and research proposal and qualitative and quantitative research methods; The learning objectives of this unit are to use education and medical education literature databases to search for evidence; explain the nature of ‘evidence’ in medical education; critically appraise the evidence by evaluating the rigor of qualitative analyses and conclusions in published papers and/or evaluating the appropriateness of statistical analyses and conclusions in published papers and unpublished reports; apply knowledge of current theoretical/research trends in medical/higher education and adult learning in planning for innovation in teaching/learning practice/s; identify research questions and develop a proposal for a small-scale quantitative and/or qualitative research project which is related to the improvement of teaching and learning practice/s in medical education.

Textbooks

MDED5003
Educational Development & Evaluation
Credit points: 6
Teacher/Coordinator: Dr Graham Hendry
Session: Semester 1
Classes: 4x3hr face-to-face sessions/sem, plus independent study (eg reading and assessment activities) or on-line activities – approx 10 hours per week total
Assessment: online discussion and tasks (10%), 1x1000word essay (30%), 1xpresentation (10%) and 1x6000word project (50%) Campus: Camperdown/Darlington
Mode of delivery: Normal (lecture/lab/tutorial) Day

This unit builds on module E in MDED5001 by developing understanding of individual evaluative practice and approaches to program evaluation. The key focus of this unit is on reflective and evaluative practice. This unit will provide students with skills to conduct their own evaluation and inquiry projects. The unit aims to develop scholarship and lifelong learning graduate attributes through promoting growth of skills in reflection, inquiry and communication. This unit of study aims to develop a better understanding of how reflective and evaluative practice can improve individual teaching and educational programs. Learning outcomes are achieved using a problem-based learning process. Learning is made as relevant as possible by using authentic ‘problems’ or cases with realistic resources. Through sharing questions and hypotheses students can develop an agreed list of relevant issues to understand, as well as identify special topics that they want to explore in more detail. The topics they develop with their colleagues can be checked against the planned learning outcomes for each case. When students set their own learning goals, plan their learning, and evaluate their learning outcomes, they will experience greater conceptual change their learning outcomes, they experience greater conceptual change and insight. The learning objectives of this unit are to use a process of personal reflection to reflect on your teaching practice to improve student learning; explain the relationship between reflecting on, evaluating and developing teaching practice; apply examples of evaluation methods or techniques; explain the usefulness of a multi-dimensional approach to course evaluation;
apply an understanding of evaluation methods to developing a plan for evaluating a program; explain examples of approaches to program evaluation; explain the potential interests/agendas of different stakeholders in developing an evaluation and apply an understanding of the impact of evaluation practice on improvement for change.

Textbooks

MDED5004 Independent Studies A
Credit points: 6 Teacher/Coordinator: Dr Patricia Lyon Session: Semester 1, Semester 2 Classes: 4x3hr face-to-face sessions/sem, plus independent study (eg reading and assessment activities) or on-line activities = approx 10 hours per week total Assessment: 1x8000word project (100%) Campus: Camperdown/Darlington Mode of delivery: Normal (lecture/lab/tutorial) Day

This unit aims to understand the principles of evidence-based medical education research and apply these in developing a small-scale research project. Candidates may contract to undertake independent studies in a particular field of educational interest or to undertake independent research. Approval for independent studies must be sought from the program coordinator. Students undertaking a research project will have appropriate supervision by academic staff in the Centre for Innovation in Health Professional Education and Research and many have co-supervision within the actual research setting. During this unit, students will learn to apply principles of evidence-based medical education to educational issues/problems in a variety of settings; identify research questions; use education and medical education literature databases to search for evidence; critically appraise the evidence; and conduct small-scale quantitative and/or qualitative research which is related to the improvement of teaching and learning practice/s in medical education.

MDED5005 Independent Studies B
Credit points: 6 Teacher/Coordinator: Dr Patricia Lyon Session: Semester 1, Semester 2 Classes: 4x3hr face-to-face sessions/sem, plus independent study (eg reading and assessment activities) or on-line activities = approx 10 hours per week total Assessment: 1x8000word project (100%) Campus: Camperdown/Darlington Mode of delivery: Normal (lecture/lab/tutorial) Day

This unit aims to understand the principles of evidence-based medical education research and apply these in developing a small-scale research project. Candidates may contract to undertake independent studies in a particular field of educational interest or to undertake independent research. Approval for independent studies must be sought from the program coordinator. Students undertaking a research project will have appropriate supervision by academic staff in the Centre for Innovation in Health Professional Education and Research and many have co-supervision within the actual research setting. During this unit, students will learn to apply principles of evidence-based medical education to educational issues/problems in a variety of settings; identify research questions; use education and medical education literature databases to search for evidence; critically appraise the evidence; and conduct small-scale quantitative and/or qualitative research which is related to the improvement of teaching and learning practice/s in medical education.

MDED5006 Facilitating Clinical Learning
Credit points: 6 Teacher/Coordinator: Dr Vicki Langendyk Session: Semester 1 Classes: 6x3hr face-to-face sessions/sem, plus independent study (e.g. reading and assessment activities) or on-line activities = approx 10 hours per week total Assessment: 1x1000word project (100%) Campus: Camperdown/Darlington Mode of delivery: Normal (lecture/lab/tutorial) Day

This unit aims to explore, discuss and critically appraise perspectives on, and practices in, clinical learning settings and to apply these understandings and knowledge to the development of an initiative to improve clinical learning. The content will include appraisal of literature on clinical learning (including theoretical perspectives), direct observations in clinical settings, inquiry based learning, seminars, online discussion and feedback, and a major project on improving learning in a clinical setting, covering the main attributes of good clinical teachers/clinical teaching; roles, responsibilities and accountability of clinical teachers/supervisors; what influences the way students and clinicians learn in clinical settings and what can promote the engagement of students and clinicians in ‘deep’ learning in clinical settings. By the end of this unit, students will demonstrate ability to critically reflect on own learning and teaching practices; critically evaluate a range of teaching and learning practices within clinical teaching; effectively communicate ideas about improvement of learning/teaching practice in medicine; apply principles of evidence-based medical education to educational issues/problems in a variety of settings; apply knowledge of current theoretical/research trends in medical/higher education and adult learning to promote innovation in teaching/learning practice/s and demonstrate an awareness of the effects of proposed educational change within own workplace setting.

MDED5007 PBL in Medical Education
Credit points: 6 Teacher/Coordinator: Dr Graham Hendry Session: Semester 2 Classes: 4x3hr face-to-face sessions/sem, plus independent study (e.g. reading and assessment activities) or on-line activities = approx 10 hours per week total Assessment: 1x1000word essay (10%), 1xpresentation (10%) and 1x5000word project (80%) Campus: Camperdown/Darlington Mode of delivery: Normal (lecture/lab/tutorial) Day

This unit aims to look critically at the current body of evidence regarding the effectiveness of PBL as an approach to teaching and learning and to identify core features of PBL and their implications for student learning. Problem based learning (PBL) is widely implemented in health education programs throughout the world. Since its inception, a considerable literature has developed surrounding its use as an approach to teaching and learning. In this unit of study, students will critically appraise relevant evidence and identify core features of PBL and key outcomes. Questions to be addressed include: What is the theoretical basis of PBL? What benefits does it appear to have? How effective is it? How well does it translate to online learning? And beyond PBL? In their exploration of these questions, students will gain practical insights into the design and implementation of a PBL program. The learning objectives of this unit are to justify the introduction of key features of problem based learning into new or revised medical curricula in different contexts; critically appraise different types of problem based medical curricula; design problem-based learning cases to guide students’ collaborative and self-directed learning; critically appraise evidence for the effectiveness of problem based versus alternative medical curricula.

MDED5008 Assessment in Medical Education
Credit points: 6 Teacher/Coordinator: Mr Peter Davy, Dr Phillippa Craig Session: Semester 2 Classes: 6x3hr face-to-face sessions/sem, plus independent study (e.g. reading and assessment activities) or on-line activities = approx 10 hours per week total Assessment: 3x2500word essays (75%) and 1xpresentation (25%) Campus: Camperdown/Darlington Mode of delivery: Normal (lecture/lab/tutorial) Day

The aims of this unit are that students will emerge from this unit with enhanced skills in student assessment and a deeper understanding of principles and practices which underpin evidence-based assessment practice in medicine and the health sciences. Assessment is an essential element of undergraduate, post-graduate and continuing medical education and training. This unit of study will focus on the purpose, design, implementation and evaluation of authentic assessment tasks and strategies that reflect what practitioners do and what students will do in medical practice. The unit of study will discuss the principles underpinning best assessment practice and the evidence for particular assessment strategies. Specific topics to be addressed include selecting assessment tools, the design and blueprinting of assessment strategies, use of assessment in formative and summative assessments, the implementation and evaluation of assessment strategies appropriate to particular medical education contexts and measurement of appropriate outcomes. This unit of study will be presented as a series of workshop sessions and problem-based
learning activities. 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; 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.

**MDED5009**

**Promoting Interprofessional Learning**

**Credit points:** 6  **Teacher/Coordinator:** Ms Gillian Nisbet  **Session:** Semester 2  **Classes:** 6x3hr face-to-face sessions/sem, plus independent study (e.g. reading and assessment activities) or online activities – approx 10 hours per week total  **Assessment:** 1x8000word project (100%)  **Campus:** Camperdown/Darlington  **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit aims to prepare students to promote interprofessional learning opportunities in the workplace. This unit will focus on the exploration of theoretical and practical issues surrounding the promotion of interprofessional collaborative learning. Students will undertake a small-scale project to design an interprofessional learning opportunity relevant to their clinical teaching environment. Particular emphasis will be given to the benefits and challenges to implementation of interprofessional learning. By the end of this unit, students will be able to design and implement a protocol/guideline for assessing interprofessional teamwork; from the literature identify the benefits of and barriers to interprofessional learning as it relates to the clinical teaching environment and within the clinical setting apply knowledge of the interprofessional learning literature and educational strategies to design interprofessional learning opportunities.
International public health units

MIPH5004
Praxis in International Public Health I
Credit points: 2
Teacher/Coordinator: Prof. Lalit Dandona, Dr John Hall
Session: Semester 1, Semester 2
Assessment: 1x2000 word written report (100%)
Campus: Camperdown/Darlington
Mode of delivery: Normal (lecture/lab/tutorial) Day
Note: Department permission required for enrolment.

This unit gives students the opportunity to undertake a research project in their area of interest as part of the course. Students are required to research their chosen topic, develop a proposal 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.

MIPH5005
Praxis in International Public Health II
Credit points: 4
Teacher/Coordinator: Prof. Lalit Dandona, Dr John Hall
Session: Semester 1, Semester 2
Assessment: 1x4000 word written report (100%)
Campus: Camperdown/Darlington
Mode of delivery: Normal (lecture/lab/tutorial) Day
Note: Department permission required for enrolment.

This unit gives students the opportunity to undertake a research project in their area of interest as part of the course. Students are required to research their chosen topic, develop a proposal 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.

MIPH5006
Seminars in Int Public Health I
Credit points: 4
Teacher/Coordinator: Dr Mu Li, Dr John Hall
Session: Semester 2
Classes: 1x2hr seminar per week for 13 weeks
Assessment: 1x40min group presentation (40%), 1x2500 word individual essay (60%)
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 disease and injury, and of health promotion in developing country populations based on real examples, presented by a wide range of people with direct practical experience. The unit covers a variety of issues in disease control, health promotion and health services in developing countries.

Textbooks
Unit notes supplied by School.

MIPH5008
Travel and Tropical Medicine
Credit points: 2
Teacher/Coordinator: Dr Giselle Manalo, Dr John Hall
Session: S2 Late Int
Classes: 1x2day workshop
Assessment: 1x2000 word essay (100%)
Campus: Camperdown/Darlington
Mode of delivery: Block Mode

This unit is a short course of two days' duration that is open to the general public as well as enrolled students. It covers prevention, diagnosis and treatment of common ailments encountered in developing countries. It is particularly orientated towards travelers or those intending to reside in tropical countries for a significant period of time.

Textbooks
Unit notes supplied by School.

MIPH5014
International Health Promotion
Credit points: 4
Teacher/Coordinator: Dr Ben Smith
Session: Semester 2
Classes: 1x2hr lecture per week for 13 weeks
Assessment: 1x2page report (10%), 1x10page project proposal (90%)
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. The unit will give attention to the full spectrum of health promotion 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 and policies. 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, HIV/AIDS and diarrhoeal disease.

Textbooks
Unit notes supplied by School.

MIPH5112
Disease Control in Developing Countries
Credit points: 4
Teacher/Coordinator: Dr John Hall, Dr Mu Li, Dr Giselle Manalo
Session: Semester 2
Classes: 1x2hr seminar per week for 13 weeks
Assessment: 1xgroup presentation (40%), 1x2000 word individual assignment (60%)
Campus: Camperdown/Darlington
Mode of delivery: Normal (lecture/lab/tutorial) Day

This unit gives candidates an insight into the realities of prevention and control of disease and health promotion in developing country populations based on real examples, presented by a wide range of people with direct practical experience. The unit covers the control of infectious diseases and nutritional disorders. The infectious disease component includes communicable disease control, tuberculosis, leprosy, vector borne diseases, and issues of pharmaceutical and vaccine supply and purchasing. The nutritional component includes food security and control of iron deficiency.

Textbooks
Unit notes supplied by School.

MIPH5115
Women’s and Children’s Health
Credit points: 4
Teacher/Coordinator: Dr John Hall, Dr Mu Li
Session: Semester 2
Classes: 1x2hr lecture per week for 13 weeks
Assessment: 1x40min group debate (40%), 1x2500 word written essay (40%), tutorial facilitation (10%), peer evaluation (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 on an international scale. It also aims to examine causes of major health issues and possible approaches to improving the health of women and children in resource-poor settings. The unit covers a variety of issues in women's and child health, including nutritional issues, poverty and women's and child health, HIV transmission, gender and motherhood, traditional practices and early marriage, family planning, diarrhoeal disease, EPI, and case studies of women's and child health in developing countries.

Textbooks
Unit notes supplied by School.

MIPH5116
Health and Culture
Credit points: 4
Teacher/Coordinator: A/Prof. Michael Dibley
Session: Semester 2
Classes: 1x2day workshop, 1x2hr seminar per week for 7 weeks
Assessment: 1x3000 word essay (75%) 1x1hr class facilitation (25%)
Campus: Camperdown/Darlington
Mode of delivery: Normal (lecture/lab/tutorial) Day

This unit aims to provide an integrated 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. Teaching method is by student led, discussion based 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 include ethnography and other anthropological data collection methods. The issues covered will include cultural influences on health, illness and healing, including traditional beliefs and systems, gender and cultural change and the impact of modernization; illness and healing, in terms of: disease and illness patterns - their distribution and persistence, mental illness and culture and attitudes towards the use of medications; 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 Rachel Huxley, A/Prof Michael Dibley Session: S2 Late Int Classes: 1x2hr seminars 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 diseases associated with social and economic development and the demographic and health transitions. Topics covered in the unit include diseases of modernisation - an overview, burden and causes of cardiovascular diseases; prevention and treatment of cardiovascular diseases; cancer; nutrition and obesity: primary health care management of NCDs; public health and health promotion for NCDs - integrated NCD control programs.

Textbooks
Unit notes supplied by School.

MIPH5118 Global Perspectives on HIV/AIDS

Credit points: 4 Teacher/Coordinator: Prof Lalit Dandona, Dr Mu Li Session: Semester 2 Classes: 1x2hr seminar per week for 13 weeks Assessment: 1xgroup presentation (40%), 1x2000word individual assignment (60%) Campus: Camperdown/Darlington Mode of delivery: Normal (lecture/lab/tutorial) Day

This unit aims to provide candidates with an understanding of the global perspectives of HIV/AIDS, so that they may work competently with others to reduce morbidity and mortality resulting from the virus and its associated conditions. This unit will cover: global epidemiology; distribution and disease burden; modeling social and demographic changes in the epidemic; biomedical, clinical and treatment perspectives; approaches to prevention and control; new technologies and the necessity and potential for global benefit; control of interactive infections, especially other STDS and tuberculosis; surveillance of difficult to reach/marginalized populations; sociocultural, political and economic issues; effecting behavioural change: resistance to, the challenges for communities and political leadership; mobilizing resources - religious organizations, governments, NGO's and multinationals; human rights: equity and access to treatment - the North/South divide; case studies; what is working and why e.g. Australia, Thailand, Uganda, Senegal; where greater focus is needed and why e.g. Vietnam, South Africa, India, Bangladesh, Cambodia, Myanmar.

Textbooks
Unit notes supplied by School.

MIPH5121 International Health Projects Management

Credit points: 4 Teacher/Coordinator: Dr Mu Li, Dr John Hall Session: S2 Late Int Classes: 1x1day workshop, 12x2hr lectures Assessment: 1xgroup presentation (25%), group participation (10%), 1xgroup written assignment (65%) Campus: Camperdown/Darlington Mode of delivery: Normal (lecture/lab/tutorial) Day

Effective international aid projects contribute to the achievement of health and development in developing countries. The unit aims to provide participants with an opportunity to examine how international aid projects are managed in an equity driven, sustainability oriented, people-centered, outcome focused and cost efficient manner. During this unit students will consider the issues faced by personnel involved in managing international health projects. The unit covers: situation analysis; developing aid projects; monitoring and assessment of international aid projects; strategic planning; program planning; project management; logframe; project evaluation; sustainability; case studies of international health project issues.

Textbooks
Unit notes supplied by School.

MIPH5122 International Environmental Health

Credit points: 2 Teacher/Coordinator: Dr John Hall, Ms Christine Cowie Session: Semester 2a Classes: 1x2hr seminar per week for 7 weeks Assessment: 1x2000word critical appraisal (100%) Campus: Camperdown/Darlington Mode of delivery: Normal (lecture/lab/tutorial) Day

To provide participants with an overview of public health aspects of environmental health in international settings, and to consider the range of responses by government and other multilateral agencies. During the unit, students will consider the problems faced by government and non-government organizations to ameliorate the effects of human development on the environment. The unit will cover: international environmental health - burden of disease; hazards; risks and risk management; exposure assessment; environmental epidemiology and environmental health investigation; water supply; sanitation; housing; the household compound; and domestic smoke inhalation/ARIs; toxicology and environmental health; environmental protections and regulatory infrastructure.

Textbooks
Unit notes supplied by School.

MIPH5123 Nutrition - an International Perspective

Credit points: 2 Teacher/Coordinator: Dr Mu Li, A/Prof. Michael Dibley Session: S2 Late Int Classes: 1x2hr seminar per week for 7 weeks Assessment: 1x2000word essay (100%) Campus: Camperdown/Darlington Mode of delivery: Normal (lecture/lab/tutorial) Day

This unit gives students an overview of nutrition throughout the world, specifically in developing countries. The unit examines the impact of poor nutrition on health, as well as issues such as food production and distribution, food security, and nutrition policies. On completion students should be able to recognise key problems facing communities in developing nations and work with others in addressing these problems.

Textbooks
Unit notes supplied by School.

MIPH5124 Health Issues & Humanitarian Emergencies

Credit points: 4 Teacher/Coordinator: A/Prof. Michael Dibley, Ms Bronwen Blake Session: S2 Late Int Classes: 1x4day workshop Assessment: workshop activity (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.

Textbooks
Unit notes supplied by School.

MIPH5127 Mental Disorders in Global Context

Credit points: 2 Teacher/Coordinator: Ms Maree Hackett, Prof. Craig Anderson, Dr. John Hall Session: S2 Late Int Classes: 1x2day workshop Assessment: 1x2000word essay (100%) 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: S2 Late Int, Semester 1, Semester 2 Prerequisites: A candidate must have obtained a minimum weighted average mark 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: S2 Late Int, Semester 1, Semester 2 Prerequisites: A candidate must have obtained a minimum weighted average mark 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: S2 Late Int, Semester 1, Semester 1a, Semester 2, Semester 2a Prerequisites: A candidate must have obtained a minimum weighted average mark 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: A/Prof. Michael Dibley, Dr John Hall Session: Semester 1 Classes: 1x2day workshop, 12x2 hr lectures Assessment: 1x1000word essay (30%), 1x40min group presentation (35%), 1x2500word report (35%) and tutorial facilitation (10%) Campus: Camperdown/Darlington Mode of delivery: Normal (lecture/lab/tutorial) Day

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.

MIPH5132 Disease Priorities and Social Methods
Credit points: 6 Teacher/Coordinator: Dr. Mu Li, A/Prof. Susan Quine, Dr Giselle Manalo Session: Semester 1 Classes: 1x2day workshop, 12x2hr lectures and 9x1hr tutorials per semester Assessment: 1x200word assignment (40%), 1xquestionnaire (30%), 1x1hr written examination (25%) and tutorial participation (5%) Campus: Camperdown/Darlington Mode of delivery: Normal (lecture/lab/tutorial) Day

This unit introduces candidates to the methods used in applied social research, both quantitative and qualitative, and provides candidates with an understanding of the major conditions responsible for illness and premature mortality in developing countries, and their magnitude, causes, and control. The unit will enable candidates to acquire 'hands on' experience in the use of the social research data collection methods and provide candidates with the skills to apply the theory and practice of the methods in the design and implementation of disease control and health promotion programs in developing country populations based on a solid understanding of the biological, environmental and behavioural aspects of the major health problems, including socio cultural determinants. Topics covered in the unit will include global burden of disease, assessment of health and disease in populations; methods for conducting applied social research; approaches to communicable disease control, prevention and control of non-communicable diseases and injury; the situational relevance of quantitative and qualitative research methods; burden and control of HIV/AIDS, epidemiology and control of tuberculosis, control of malaria, under nutrition, mental health in international settings, and diarrhea and ARIs in children; the potential benefits of combining methods for the investigation of health related outcomes.

Textbooks
Unit notes supplied by School.

MIPH5218 Economics and Global Pharmaceuticals
Credit points: 2 Teacher/Coordinator: Associate Professor Glenn Salkeld Session: S2 Intensive Classes: 1x2hr lecture per week for 7 weeks Assessment: 1x2200word essay (100%) Campus: Camperdown/Darlington Mode of delivery: Normal (lecture/lab/tutorial) Day

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. This 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).
OPSC5001

Ophthalmic Anatomy

Credit points: 9 
Teacher/Coordinator: Dr Kathy McClellan 
Session: Semester 1, Semester 2 
Classes: 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. Successful candidates 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.

Assessment:
- Corequisites: OPSC5001 
- Assumed knowledge: Undergraduate knowledge of basic human anatomy 
- Assessment: 1x3000word assignment every 3wks (45%), online interaction (10%) and 1x13hr 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

OPSC5002

Ophthalmic Physiology

Credit points: 9 
Teacher/Coordinator: Dr John Grigg 
Session: Semester 1 
Classes: 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 Corequisites: OPSC5001 
Assumed knowledge: Undergraduate knowledge of basic human cell and organ physiology 
Assessment: 1x3000word assignment every 3wks (45%) online interaction (10%) 1x13hr 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. intracocular 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 

OPSC5003

Ophthalmic Optics

Credit points: 9 
Teacher/Coordinator: Dr Con Petsoglou 
Session: Semester 1, Semester 2 
Classes: 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. Successful candidates will demonstrate to the examiners that they have a detailed and comprehensive knowledge of physics relating to light and optics 
Assessment: 1x3000word assignment every 3wks (45%), online interaction (10%), and 1x13hr 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

OPSC5004

Practical Ophthalmic Science

Credit points: 9 
Teacher/Coordinator: Professor Francis Bilson 
Session: Semester 1, Semester 2 
Classes: The unit of study will be offered as a 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 interim semester break. Each week will cover practical aspect 
Prerequisites: OPSC5001 and OPSC5002 
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 projections, 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 projections, 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: Professor Francis Bilson 
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 which will govern 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 conclusion, (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: 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 Prerequisites: OPSC5001 Corequisites: OPSC5002 Prohibitions: OPSC5012 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 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: 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 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 it 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

Pain management units
PAINS001 Introduction to Pain Management
Credit points: 6 Teacher/Coordinator: Associate Professor Michael Nicholas Session: Semester 1, Semester 2 Classes: 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.

PAINS002 Pain Mechanisms and Contributors
Credit points: 6 Teacher/Coordinator: Associate Professor Philip Siddall Session: Semester 1, Semester 2 Classes: 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.

PAINS003 Pain Treatment and Management Principles
Credit points: 6 Teacher/Coordinator: Professor Laurie Mather Session: Semester 1, Semester 2 Classes: 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.

PAINS004 Pain Conditions
Credit points: 6 Teacher/Coordinator: Professor Michael Cousins Session: Semester 1, Semester 2 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.

PAINS005 Orofacial Pain
Credit points: 6 Teacher/Coordinator: Dr Russell Vickers Session: Semester 1, Semester 2 Classes: 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
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: approximately 10 hours of study per week (equals 140 hours in total) Assessment: learning contract = 10%, 5000 word written assignments (or equivalent) = 80% Campus: Camperdown/Darlington Mode of delivery: Normal (lecture/lab/tutorial) Day

In this unit participants undertake to write up a long case study or arrange a clinical placement in an area of interest. The case study option aims to improve skills in the analysis of complex pain cases and clinical reporting. The clinical attachment allows participants to tailor the unit to meet specific clinical learning objectives. Participants identify specific learning needs, the resources required, and the outcomes that demonstrate achievement of their learning objectives.

PAIN5007 Dissertation A
Credit points: 6 Session: S2 Late Int, Semester 1, Semester 2 Classes: supervised research, minimum 6hrs/week Prerequisites: A candidate must have obtained a minimum weighted average mark 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

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: supervised research, minimum 6hrs/week Prerequisites: A candidate must have obtained a minimum weighted average mark 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

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 2, Semester 2a Classes: supervised research, minimum 6hrs/week Prerequisites: A candidate must have obtained a minimum weighted average mark 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

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.

PAIN5010 Neurobiology of Pain
Credit points: 6 Teacher/Coordinator: Associate Professor Philip Siddall Session: Semester 1, Semester 2 Classes: approximately 10 hours of study per week (equals 140 hours in total) Assessment: participation in online discussion = 20%, 3000-4000 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: Dr Sarah Overton Session: Semester 1, Semester 2 Classes: approximately 10 hours of study per week (equals 140 hours in total) Assessment: participation in online discussion = 20%, 3000-4000 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: Dr Stephen Loftus Session: Semester 1, Semester 2 Classes: approximately 10 hours of study per week (equals 140 hours in total) Assessment: participation in online discussion = 20%, 3000-4000 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, Semester 2 Classes: approximately 10 hours of study per week (equals 140 hours in total) Assessment: participation in online discussion = 20%, 3000-4000 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: Dr Melanie Lovell Session: Semester 1, Semester 2 Classes: approximately 10 hours of study per week (equals 140 hours in total) Assessment: participation in online discussion = 20%, 3000-4000 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:** Professor Laurie Mather  
**Session:** Semester 1, Semester 2  
**Classes:** approximately 10 hours of study per week (equals 140 hours in total)  
**Assessment:** participation in online discussion = 20%, 3000-4000 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:** Associate Professor Michael Nicholas  
**Session:** Semester 1, Semester 2  
**Classes:** approximately 10 hours of study per week (equals 140 hours in total)  
**Assessment:** participation in online discussion = 20%, 3000-4000 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:** Associate Professor Ian Cameron  
**Session:** Semester 1, Semester 2  
**Classes:** approximately 10 hours of study per week (equals 140 hours in total)  
**Assessment:** participation in online discussion = 20%, 3000-4000 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 Stephen Loftus  
**Session:** Semester 1, Semester 2  
**Classes:** approximately 10 hours of study per week (equals 140 hours in total)  
**Assessment:** participation in online discussion = 20%, 3000-4000 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:** Associate Professor Stephen Gibson  
**Session:** Semester 1, Semester 2  
**Classes:** approximately 10 hours of study per week (equals 140 hours in total)  
**Assessment:** participation in online discussion = 20%, 3000-4000 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, Semester 2  
**Classes:** approximately 10 hours of study per week (equals 140 hours in total)  
**Assessment:** participation in online discussion = 20%, 3000-4000 word written assignments or equivalent = 80%  
**Campus:** Camperdown/Darlington  
**Mode of delivery:** On-line

his 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.

**PMED units**

**PMED5050 Research Methods**

**Credit points:** 6  
**Teacher/Coordinator:** Dr Tim Driscoll  
**Session:** Semester 1, Semester 2  
**Classes:** This unit is offered in blended delivery mode, commencing with a two week residential and continuing online in distance mode  
**Assessment:** 2x1500word critical appraisal assignments (40%), 1x2500word assignment (40%) and participation in online discussion forum (20%)  
**Campus:** Camperdown/Darlington  
**Mode of delivery:** Distance Education/Intensive on Campus

This unit covers the fundamentals of epidemiology, biostatistics and research design. Our aim is to provide you with the knowledge of and skills in research methods required to critically appraise and assess research evidence relevant to your work. This unit is offered in blended delivery mode commencing with one week on campus, and continuing online in distance mode. SPMMP units of study include: preparatory reading for each module, to help locate and critically evaluate relevant literature; case activities, to help synthesise and apply knowledge gained from a variety of sources; self-assessment quizzes, to provide feedback on progress; online discussions, to help clarify and question your own understanding and collaborate with peers, course facilitator and clinical experts. In each of these situations you will be asked to draw on your own experience and practice to achieve mastery in the topics of study. There are no written examinations in this program.

**PMED5051 Leadership in Medicine**

**Credit points:** 6  
**Teacher/Coordinator:** Mr Hudson Birden  
**Session:** Semester 1, Semester 2  
**Classes:** This unit is offered in distance mode and is fully online  
**Assessment:** 4x500word assignments (20%), 2x1000word essays (50%) and participation in online discussion forum (30%)  
**Campus:** Camperdown/Darlington  
**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. This unit is offered in distance mode only and is fully online. SPMMP units of study include: preparatory reading for each module, to help locate and critically evaluate relevant literature; case activities, to help synthesise and apply knowledge gained from a variety of sources; self-assessment quizzes, to provide feedback on progress; online discussions, to help clarify and question your own understanding and collaborate with peers, course facilitator and clinical experts. In each of these situations you will be asked to draw on your own experience and practice to achieve mastery in the topics of study. There are no written examinations in this program.

**PMED5100 Paediatric Infect Diseases & Immunisation**

**Credit points:** 6  
**Teacher/Coordinator:** Associate Professor Cheryl Jones  
**Session:** Semester 1  
**Classes:** This unit is offered in distance mode and is fully online.  
**Assessment:** 1x4000 word project (or its equivalent) (80%) and participation in online discussion forum (20%)  
**Campus:** Camperdown/Darlington  
**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. SPMMP units of study include: preparatory reading for each module, to help locate and critically evaluate relevant literature; case activities, to help synthesise and apply knowledge gained from a variety of sources; self-assessment quizzes, to provide feedback on progress; online discussions, to help clarify and question your own understanding and collaborate with peers, course facilitator and clinical experts. In each of these situations you will be asked to draw on your own experience and practice to achieve mastery in the topics of study. There are no written examinations in this program.

**PMED5101 Paediatric Asthma & Allergy**

**Credit points:** 6  
**Teacher/Coordinator:** Dr Anne Morris, Dr Dianne Campbell  
**Session:** Semester 1  
**Classes:** This unit is offered in distance mode and is fully online.  
**Assessment:** 1x1000 word essay (20%), 1x1 page management plan (20%), 1x800 word assignment (40%) and participation in online forum (20%)  
**Campus:** Camperdown/Darlington  
**Mode of delivery:** On-line

This unit examines the worldwide status and trends in child and adolescent asthma and allergic disease. It explores the determinants, epidemiology, diagnosis and management of paediatric asthma and allergic disease. 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 continuation of childhood obesity throughout the world. This unit is offered in blended delivery mode, commencing with one week on campus, and continuing online in distance mode. SPMMP units of study include: preparatory reading for each module, to help locate and critically evaluate relevant literature; case activities, to help synthesise and apply knowledge gained from a variety of sources; self-assessment quizzes, to provide feedback on progress; online discussions, to help clarify and question your own understanding and collaborate with peers, course facilitator and clinical experts. In each of these situations you will be asked to draw on your own experience and practice to achieve mastery in the topics of study. There are no written examinations in this program.

**PMED5102 Paediatric Nutrition and Obesity**

**Credit points:** 6  
**Teacher/Coordinator:** Dr Anne Morris  
**Session:** Semester 2  
**Classes:** This unit is offered in blended delivery mode, commencing with a two week residential and continuing online in distance mode.  
**Assessment:** 1x2000 word essay (40%), 1x2000 word management plan (40%) and participation in online discussion forum (20%)  
**Campus:** Camperdown/Darlington  
**Mode of delivery:** Distance Education/Intensive on Campus

This compulsory Paediatric Medicine unit in the SPMMP 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 continuation of childhood obesity throughout the world. This unit is offered in blended delivery mode, commencing with one week on campus, and continuing online in distance mode. SPMMP units of study include: preparatory reading for each module, to help locate and critically evaluate relevant literature; case activities, to help synthesise and apply knowledge gained from a variety of sources; self-assessment quizzes, to provide feedback on progress; online discussions, to help clarify and question your own understanding and collaborate with peers, course facilitator and clinical experts. In each of these situations you will be asked to draw on your own experience and practice to achieve mastery in the topics of study. There are no written examinations in this program.

**PMED5103 Paediatric Gastroenterology**

**Credit points:** 6  
**Teacher/Coordinator:** Dr Shoma Dutt  
**Session:** Semester 1  
**Classes:** This unit is offered in distance mode and is fully online.  
**Assessment:** 1x4000 word project (or its equivalent) (80%) and participation in online discussion forum (20%)  
**Campus:** Camperdown/Darlington  
**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. SPMMP units of study include: preparatory reading for each module, to help locate and critically evaluate relevant literature; case activities, to help synthesise and apply knowledge gained from a variety of sources; self-assessment quizzes, to provide feedback on progress; online discussions, to help clarify and question your own understanding and collaborate with peers, course facilitator and clinical experts. In each of these situations you will be asked to draw on your own experience and practice to achieve mastery in the topics of study. There are no written examinations in this program.

**PMED5150 Acute Renal & Hypertensive Emergencies**

**Credit points:** 6  
**Teacher/Coordinator:** Associate Professor Annemarie Hennessy  
**Session:** Semester 2  
**Classes:** This unit is offered in blended delivery mode, commencing with a two week residential and continuing online in distance mode.  
**Assessment:** submission of case-study answers (30%), case study presentation (40%) and participation in case-based discussion forum (30%)  
**Campus:** Camperdown/Darlington  
**Mode of delivery:** Distance Education/Intensive on Campus

This compulsory renal unit in SPMMP will have an emphasis on clinical management strategies for acute renal failure and the hypertensive emergencies. The aim of the unit is to build on physiological principles to understand basic renal dysfunction and ultimately to understand the complexity of renal disease in the community as well as in the modern teaching hospital setting. The following topics will form the basic structure of the course with other topics to be added as the special interests of the class participants are identified: pre-renal
failure, renal failure, obstructive renal disease, acute renal failure in the setting of chronic renal disease, and hypertension - causes and treatments. This unit will include basic principles of renal and urological anatomy and function, frameworks for the diagnosis of acute renal failure, details about electrolyte and fluid disturbances and their interpretation and management. Acute dialysis in the setting of acute systemic illness, and polypharmacy in the context of co-morbid chronic disease will also be studied. The diagnosis and management of hypertension will be covered through case-based online discussions and you will have the opportunity to engage with leading clinicians in this area to develop case studies based on your own clinical experience. SPMMMP units of study include: preparatory reading for each module, to help locate and critically evaluate relevant literature; case activities, to help synthesise and apply knowledge gained from a variety of sources; self-assessment quizzes, to provide feedback on progress; online discussions, to help clarify and question your own understanding and collaborate with peers, course facilitator and clinical experts. In each of these situations you will be asked to draw on your own experience and practice to achieve mastery in the topics of study. There are no written examinations in this program.

**PMD5154 Hypertension & Renal Disease - Pregnancy**

**Credit points:** 6  
**Teacher/Coordinator:** Associate Professor Annemarie Hennessy  
**Session:** Semester 1  
**Classes:** This unit is offered in distance mode and is fully online.  
**Assessment:** submission of case-study answers (30%), case study presentation (40%) and participation in case-based discussion forum (30%)  
**Campus:** Camperdown/Darlington  
**Mode of delivery:** On-line

This unit focuses on diagnosis and clinical management strategies for hypertension and renal disease in pregnancy, and will build on patho-physiological and epidemiological principles to understand rates and diagnostic categories for hypertension in pregnancy; explore the role of monitoring, day-only assessment units, and intrauterine (fetal) monitoring; examine the relative risks of hypertension and preeclampsia; consider the benefits of conservative and medical management; include basic principles of abnormal cardiovascular function, and hormonal effects of pregnancy. SPMMMP units of study include: preparatory reading for each module, to help locate and critically evaluate relevant literature; case activities, to help synthesise and apply knowledge gained from a variety of sources; self-assessment quizzes, to provide feedback on progress; online discussions, to help clarify and question your own understanding and collaborate with peers, course facilitator and clinical experts. In each of these situations you will be asked to draw on your own experience and practice to achieve mastery in the topics of study. There are no written examinations in this program.

**PMD5155 Transplantation Medicine**

**Credit points:** 6  
**Teacher/Coordinator:** Associate Professor Annemarie Hennessy  
**Session:** Semester 2  
**Classes:** This unit is offered in distance mode and is fully online.  
**Assessment:** submission of case-study answers (30%), case study presentation (40%) and participation in case-based discussion forum (30%)  
**Campus:** Camperdown/Darlington  
**Mode of delivery:** On-line

This unit covers diagnosis and clinical management strategies for transplantation in renal disease, and will: build on patho-physiological and immunological principles to understand causes treatments and outcomes for renal transplantation therapy; examine the role of medical therapies, surgical preparation and procedures, and immunosuppression, including their short and long term benefits and complications; include basic principles of immune suppression and tolerance, drug monitoring in transplantation, drug interactions in transplants and long term cardiovascular effects of treatment. SPMMMP units of study include: preparatory reading for each module, to help locate and critically evaluate relevant literature; case activities, to help synthesise and apply knowledge gained from a variety of sources; self-assessment quizzes, to provide feedback on progress; online discussions, to help clarify and question your own understanding and collaborate with peers, course facilitator and clinical experts. In each of these situations you will be asked to draw on your own experience

---

**Psychotherapy units**

**PSTY5005 Psychotherapy Treatise A**

**Credit points:** 12  
**Session:** Semester 1, Semester 2  
**Assessment:** Treatise  
**Campus:** Camperdown/Darlington  
**Mode of delivery:** Normal (lecture/lab/tutorial) Day

Students should only enrol in this unit if they do not complete their treatise during semesters 5 and 6.

**PSTY5006 Psychotherapy Treatise B**

**Credit points:** 12  
**Session:** Semester 1, Semester 2  
**Assessment:** Treatise  
**Campus:** Camperdown/Darlington  
**Mode of delivery:** Normal (lecture/lab/tutorial) Day

Students should only enrol in this unit if they do not complete their treatise during semesters 5, 6 and 7.

**PSTY5101 Psychotherapy 1A**

**Credit points:** 12  
**Session:** Semester 1  
**Classes:** Grand rounds; seminars  
**Assessment:** practical work; clinical supervision  
**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 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. 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  
**Assessment:** practical work; clinical supervision  
**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 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. 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.
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 PSTY5103 (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 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. 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 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. 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 PSTY5105 (i.e. at end of third year): treatise (approximately 7000 words); 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 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. 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.

Public health units

PUBH5010 Epidemiology Methods and Uses
Credit points: 6 Teacher/Coordinator: Associate Professor Alex Barratt, Dr Tim Driscoll Session: Semester 1 Classes: 1x1hr lecture and 1x2hr tutorial per week for 13 weeks (lectures and tutorials may be completed online) Assessment: 1x4page assignment (30%) and 1x2.5hr open-book exam (70%) Campus: Camperdown/Darlington Mode of delivery: Normal (lecture/lab/tutorial) Day

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; measures of association; use and interpretation of population health data; selection bias; information bias; confounding / effect modification; screening and test evaluation; infectious disease outbreaks; causal inference; measuring public health impact and systematic review. It is expected that students spend an additional 2 hours preparing for their tutorials. This unit may be undertaken in face to face or online/distance mode.

Textbooks

PUBH5014
Social Research Methods
Credit points: 2 Teacher/Coordinator: Associate Professor Susan Quine Session: S1 Intensive Classes: 1x2day workshop Prohibitions: PUBH5016 Assessment: Construction of a questionnaire and supporting documents (100%) Campus: Camperdown/Darlington Mode of delivery: Block Mode

This unit introduces students to quantitative and qualitative methods used in the social sciences, and to provide 'hands on' experience of selected methods. This unit covers an introduction to the methods of the social sciences; observation - theory and practice; interviews - theory and practice; focus groups - theory; content and discourse analysis - theory and practice; questionnaire design I - question wording, major defects, modes of administration; questionnaire design II - format and layout; pilot testing, introductory letter/preamble. This workshop includes a theoretical and practical component. The workshops are interactive with students encouraged to ask questions and to complete relevant activities.

Textbooks
A manual containing readings and presentation handouts is provided.

PUBH5015
Public Health Principles and Practice
Credit points: 6 Teacher/Coordinator: Associate Professor Glenn Salkeid, Dr Jim Gillespie Session: Semester 1 Classes: Four modules. Module 1 Australian Health Care System (entirely online); Module 2 Health Economics: 1 day workshop + 2x2hr tutorials (face to face); Module 3 Health Policy: 1 day workshop + online tutorials; Module 4 Environmental Health and Communicable Assessment: 1xtake home exam (30%), 1xpolicy submission (30%), 1xshort answer assignment (30%), workshop participation (10%) Campus: Camperdown/Darlington Mode of delivery: Normal (lecture/lab/tutorial) Day

This unit aims to provide students with an understanding of the history and tasks of public health, the patterns of health in the community and the biological and environmental determinants of health; to give students an overview of health systems and policy and health economics and an opportunity to apply these concepts to authentic problems based on public health practice. This unit covers: public health: history and tasks; patterns of health; biological and environmental determinants of health; health systems; health economics; public health practice and public health policy. At the completion of this unit, students will have the theoretical background to take up a position in a Commonwealth or State Health Department or Public Health Unit.

Textbooks
Readings are available on the Unit's WebCT site.

PUBH5016
Society, Behaviour and Public Health
Credit points: 6 Teacher/Coordinator: Professor Simon Chapman, Associate Professor Susan Quine Session: Semester 1 Classes: 3x1day intensive workshops, plus 2hr per week lectures and discussions (online or face to face) for 13 weeks Assessment: Modules 1 and 3: 1x1000word assignments (70%) and participation in workshops and online discussion (30%); Module 2: Questionnaire design 100% Campus: Camperdown/Darlington Mode of delivery: Normal (lecture/lab/tutorial) Day

The unit consists of three modules: Sociology, Social research methods and Health Promotion. The aims of the unit include: providing students with an understanding of the role of the behavioural and socio-cultural determinants of health and the principles of qualitative scientific research and design; involving students in the analysis of public health research and evaluation projects; giving students an overview of, and skills in, health promotion and advocacy; giving candidates an opportunity to apply these concepts to authentic problems based on public health practice. This unit includes: an introduction to the role of the social sciences in public health; the study of behavioural and socio-cultural determinants of health; social science research in practice; the use of qualitative information to describe and elucidate public health patterns and trends; a review and critical appraisal of public health research and research literature; health advocacy and health promotion. By the end of this unit the candidate will have the theoretical background and skills to take up a position in a Commonwealth or State Health Department or Public Health Unit.

Textbooks
Module 2: Course notes provided. Modules 1 and 3: Readings are provided on the unit's WebCT site.

PUBH5017
Public Health Program Evaluation
Credit points: 6 Teacher/Coordinator: Professor Adrian Bauman Session: Semester 2 Classes: 8-10 hours of self directed learning and online discussions per week for 13 weeks Prerequisites: PUBH5010 and PUBH5018 and PUBH5015 and PUBH5016 Assessment: 1x5 page assignment (35%), 1x2500-3000word assignment (35%) and online discussion and participation (30%) Campus: Camperdown/Darlington Mode of delivery: On-line

This online unit aims to: develop skills in planning, conducting and using evaluation research of public health programs, with an emphasis on programs which address nutrition, physical activity and obesity related problems, and to provide contemporary insights into program evaluation from a public health practice and research methodological perspective. 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 public health programs; analysis and interpretation of PHP evaluation data, and 'putting it altogether': the use of evaluation data to critically appraise and improve interventions. This unit will be jointly offered by the University of Sydney and the University of Queensland via WebCT. Access to the instructors and other students will be substantial through structured bulletin board discussions, collaborative activities and feedback on assessments. Students must have reasonable weekly access to a computer with an internet connection in order to undertake the unit.

Textbooks

PUBH5018
Introductory Biostatistics
Credit points: 6 Teacher/Coordinator: Dr Petra Macaskill Session: Semester 1 Classes: 1x2hr lecture, 11x1hr lectures, 11x2hr tutorials, 2x2hr and 10x0.5hr statistical computing self directed learning tasks over 12 weeks Assessment: 1x4page assignment (30%) and 1x2.5hr open-book exam (70%) Campus: Camperdown/Darlington Mode of delivery: Normal (lecture/lab/tutorial) Day

This unit aims to provide students with an introduction to statistical concepts, their use and relevance in public health. This unit covers: summarising and displaying data; sampling; probability distributions; sampling distribution of the mean; confidence interval and significance tests for one-sample and paired continuous data, for a proportion and paired binary data, for two independent proportions, for the means of two independent samples; correlation and simple linear regression; distribution-free methods for two independent samples, two paired samples and correlation; sample size estimation; statistical aspects of study design and analysis and implementing methods using statistical software (SPSS). It is expected that students spend an additional 2 hours preparing for their tutorials. This unit may be undertaken in face to face or online/distance mode. Computing tasks are self-directed.

Textbooks
Course notes are provided.
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 cancer 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.

**PUBH5100**

**Aboriginal Health**

Credit points: 2  
Teacher/Coordinator: Mr Shane Hearn  
Session: Semester 2  
Classes: 2hr per week  
Assessment: 1x2000word essay (90%) and class participation (10%)  
Campus: Camperdown/Darlington  
Mode of delivery: Normal (lecture/lab/tutorial) Day

This unit provides students with an overview of the historical, socioeconomic and cultural factors which have shaped Aboriginal ill-health and the health care available to Aboriginal communities. Topics include the effect of colonisation on health, changing patterns of morbidity and mortality, drug and alcohol use, health problems and issues concerning women and children.

**PUBH5101**

**Special Project in Public Health**

Credit points: 4  
Session: Semester 1, Semester 2  
Assessment: 1x4000word written report  
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 supervisor emails the Postgraduate Student Administration Unit permission for the student to enrol.

The aim of this unit is to systematically complete a 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.

**PUBH5102**

**Special Project in Public Health**

Credit points: 2  
Session: Semester 1, Semester 2  
Assessment: 1x2000word written report  
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 supervisor emails the Postgraduate Student Administration Unit permission for the student to enrol.

The aim of this unit is to systematically complete a 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.

**PUBH5103**

**Alcohol, Drug Use and Health**

Credit points: 4  
Teacher/Coordinator: Dr Kate Conigrave  
Session: Semester 2  
Classes: 2x2hr lectures per week for 8 weeks  
Assessment: 2x1500word assignments (90%), class participation (10%)  
Campus: Camperdown/Darlington  
Mode of delivery: Normal (lecture/lab/tutorial) Day

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 of the prevention and management of related problems. There are two related courses. The first (PUBH5115) can
be taken alone as a 2 credit point unit; it develops students' ability to critically assess literature in the field. The second (PUBH5114) should be taken by students who wish to cover the first component and also develop more advanced research and management skills in the drug and alcohol field. Students should enrol for only one of these units, not both.

PUBH5115 Alcohol, Drug Use and Health
Credit points: 2  Teacher/Coordinator: Dr Kate Conigrave  Session: Semester 2a  Classes: 2x2hr face to face lectures per 2 weeks. 5x2hr online lectures per week for 5 weeks, online discussion  Prohibitions: PUBH5114  Assessment: 1x1500word assignment (90%), class participation (10%)  Campus: Camperdown/Darlington  Mode of delivery: Normal (lecture/lab/tutorial) Day

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 of the prevention and management of related problems. There are two related courses. The first (PUBH5115) can be taken alone as a 2 credit point unit; it develops students' ability to critically assess literature in the field. The second (PUBH5114) should be taken by students who wish to cover the first component and also develop more advanced research and management skills in the drug and alcohol field. Students should enrol for only one of these units, not both.

PUBH5116 Genetics and Public Health
Credit points: 4  Teacher/Coordinator: Professor Bruce Armstrong  Session: S2 Late Int Classes: 1x4day workshop  Assessment: 3x30min online quiz (30%), 1x1000word group work proposal (35%) and 1xtake home exam (35%)  Campus: Camperdown/Darlington  Mode of delivery: Block Mode

This unit caters for decision-makers, leaders, activists, students and researchers in public health, public policy development, journalism, law, epidemiology, medicine, science, industry, ethics, philosophy, communication, advocacy and issues management. The unit covers major aspects of genetics such as epidemiology, consumer issues, psychosocial aspects, education, the media, economics, population health policy, GM foods and biodiversity.

Textbooks
Readings are available on the unit's WebCT site.

PUBH5117 Communicable Disease Control
Credit points: 6  Teacher/Coordinator: Dr John Hall  Session: Semester 2  Classes: 1x2hr online lecture and 2hrs online group discussion per week for 12 weeks  Assessment: 2x1500word assignments (60%), online discussion and other online activities (40%)  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

PUBH5201 Research Design in Epidemiology
Credit points: 2  Teacher/Coordinator: Professor Robert Cumming  Session: S2 Late Int Classes: 1x2day workshop  Prerequisites: PUBH5010 and PUBH5018  Assessment: 1x2000word paper (100%)  Campus: Camperdown/Darlington  Mode of delivery: Block Mode

The aim of this unit is to provide students with the skills and knowledge to design epidemiological studies. It covers epidemiological study types; designing studies to minimize bias; practical aspects of study design; special topics: genetic epidemiology, survey design. Learning will take place through a combination of formal presentations by epidemiologists, small group work and presentation by students. Students will work in groups to design studies to address real research questions. The workshop will conclude with short presentations by epidemiologists involved with real studies concerned with these same research questions.

PUBH5204 Advanced Epidemiological Concepts
Credit points: 2  Teacher/Coordinator: Professor Les Invig  Session: Semester 2b  Classes: 1x2hr seminar per week for 7 weeks  Prerequisites: PUBH5010  Corequisites: PUBH5211 and PUBH5212  Assessment: 1x1500word assignment (100%)  Campus: Camperdown/Darlington  Mode of delivery: Normal (lecture/lab/tutorial) Day

At the end of this unit students should be able to detect important but subtle biases in papers or research proposals, quantitatively explore the possible effects of biases on alternative study designs and direct their own continuing education in epidemiological methodology. Content covered in this unit includes: measurement error; confounding, effect-modification and modeling; case-control study design; surrogate endpoints, genetic epidemiology. This unit consists of discussion sessions prompted by pre-circulated exercises to explore the implications of bias or choice of study designs, often using quantitative examples. Participants are expected to actively participate, discuss their ideas and present material at all sessions. Preparation time for each session is about 2-3 hours.

Textbooks
Students will be provided with a handbook of recommended readings and exercises.

PUBH5205 Decision Analysis
Credit points: 2  Teacher/Coordinator: Prof John Simes, Alison Griffiths and Sally Lord  Session: Semester 2b  Classes: 1x2hr lecture per week for 7 weeks  Assessment: 1xquiz (20%) and 1x1000word report (80%)  Campus: Camperdown/Darlington  Mode of delivery: Normal (lecture/lab/tutorial) Day

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; application of decision analysis to economic evaluation between treatment options. 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 Adrienne Kirby, Ms Peta Forder  Session: Semester 2a  Classes: 1x2day workshop  Assessment: Assessment will be based on an in-class test at the end of the course and a short assignment question. In addition, students will be required to contribute to class discussions based on material reviewed prior to classes.  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 will have acquired skills including parallel and cross-over trial design, setting up a randomisation scheme, and completing an analysis plan for a clinical trial methodology. During the workshop, there will be formal lectures on an area of controlled trials methodology, followed by a practical discussions led by the lecturer, based on material to be reviewed by students prior to the class.

Textbooks
Lecture notes and solutions to practicals will be provided.
11. Postgraduate units of study

PUBH5208
Screening and Diagnostic Test Evaluation
Credit points: 2 Teacher/Coordinator: Dr Tim Driscoll, Associate Professor Alex Baratt Session: Semester 2a Classes: 1x2hr seminar or 2hr of online discussion per week for 7 weeks Assessment: 1x1000word critical appraisal (30%) and 1x1500word final assignment (70%) Campus: Camperdown/Darlington Mode of delivery: Normal (lecture/lab/tutorial) Day
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.

This unit is designed to further develop concepts covered in the Epidemiological Methods Course and 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. The unit is based, on weekly discussion of material provided in course workbook, session outlines and pre-reading. Students will be encouraged to contribute examples for discussion.

Textbooks Course notes are provided.

PUBH5211
Multiple Regression and Stats Computing
Credit points: 4 Teacher/Coordinator: Dr Timothy Dobbins Session: Semester 2 Classes: 2hr per week for 13 weeks Prerequisites: PUBH5018 Assessment: 1x4page assignment (30%) and 1x10page assignment (70%) Campus: Camperdown/Darlington Mode of delivery: Normal (lecture/lab/tutorial) Day

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: Dr Petra Macaskill Session: Semester 2b Classes: 1x2hr lectures, 5x1hr lectures, and 5x1hr tutorials over 6 weeks Prerequisites: PUBH5018 Corequisites: PUBH5211 Assessment: 1x3page report (30%) and 1x8page report (70%) Campus: Camperdown/Darlington Mode of delivery: Normal (lecture/lab/tutorial) Day

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.

Textbooks Students will be provided with a set of notes and tutorial exercises.

PUBH5213
Survival Analysis
Credit points: 2 Teacher/Coordinator: Associate Professor Judy Simpson Session: Semester 2b Classes: 1x1hr lecture and 1x1hr tutorial per week for six weeks Corequisites: PUBH5211 Assessment: 1x3page assignment (20%) and 1x10page assignment (80%) Campus: Camperdown/Darlington Mode of delivery: Normal (lecture/lab/tutorial) Day

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 will 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: S2 Late Int Classes: 1x2day workshop Prerequisites: PUBH5014 or PUBH5016 or MIPH5132 Assessment: EITHER 1x2000word 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 social research methods introduced in the unit PUBH5014 Social Research Methods or PUBH5016 Society, Behaviour and Public Health 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; how to speak to and interrogate qualitative data and how to write up and present qualitative data. During the 2 day interactive workshop, there will be opportunities for practical application of qualitative research techniques (interviewing in pairs, simulated focus groups, observational activities, data analysis).

Textbooks Course notes are provided.

PUBH5302
Health Economics Evaluation
Credit points: 4 Teacher/Coordinator: Associate Professor Glenn Salkeid Session: S2 Intensive Classes: 2x2day compulsory workshops Assessment: 2 written assignments (100%) 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; modelling 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.

PUBH5307
Advanced Health Economic Evaluation
Credit points: 2 Teacher/Coordinator: Ms Kirsten Howard Session: Semester 2 Classes: 1x2day workshop Prerequisites: PUBH5018 and PUBH5010 Corequisites: PUBH5202 and (PUBH5302 or CEPH303) Assessment: 2xwritten assignments (40%/60%) Campus: Camperdown/Darlington Mode of delivery: Block Mode

The aims of this unit are to provide students with an understanding of the concepts, application and analytical techniques of more advanced methods of health economic evaluation and with practical
working knowledge of how to conduct economic evaluations using stochastic and deterministic data. This unit will focus on students developing the hands-on skills of conducting economic evaluations, included detailed practical instruction in the use of decision analytic software such as TreeAge and Excel. The format will be in face to face workshops with lectures followed by computer based exercises directly relating to the lectures. The broad topic areas covered are: 1) analysis of health outcomes including survival and quality of life measures 2) analysis of costs 3) economic modelling, including conduct of sensitivity analyses (one way, multi-way and probabilistic sensitivity analysis) and 4) presenting and interpreting results of cost effectiveness analyses.

PUBH5401 Adolescent Health and Health Promotion
Credit points: 2 Teacher/Coordinator: Dr Michael Booth Session: S2 Late Int Classes: 1x2day workshop Assessment: 1x2500-3000 word assignment (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 of study. The coordinator emails the Postgraduate Student Administration Unit advice that the student has permission to enrol.

This unit provides an introduction to adolescence, the main aspects of development and the range of health issues which emerge during this period. Guest lecturers discuss mental health, injury, tobacco, alcohol and other substance use, access to primary health care, development of chronic disease and reaching the ‘hard-to-reach’. Although the major causes of morbidity are considered, greatest attention is given to the development of health-related behaviours during adolescence. The strengths and weaknesses of various strategies and settings for promoting adolescent health are considered.

PUBH5414 Public Health Advocacy
Credit points: 2 Teacher/Coordinator: Professor Simon Chapman Session: S2 Late Int Classes: 1x2day workshop Assessment: 1xletter to the editor (20%) and 1x2000word assignment (80%) 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
References are available through the Unit's WebCT site.

PUBH5415 Injury Prevention
Credit points: 2 Teacher/Coordinator: Dr Rebecca Ivers Session: S2 Late Int Classes: 1x2day workshop Assessment: 1x2000word 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

PUBH5416 Vaccines in Public Health
Credit points: 2 Teacher/Coordinator: Professor Peter McIntyre Session: S2 Late Int Classes: 1x2day workshop Assessment: 1x2000word essay (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 of study. 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 interactive lectures and small group case studies (please bring a calculator).

PUBH5417 Injury Epidemiology Prevention & Control
Credit points: 4 Teacher/Coordinator: Dr Suzanne McEvoy and Dr Rebecca Ivers Session: Semester 2 Classes: 6-8hr of online lectures and tutorials per week for 13 weeks Assessment: 1x2000word assignment (60%) and participation in four 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

PUBH5418 Tobacco Control in the 21st Century
Credit points: 6 Teacher/Coordinator: Professor Simon Chapman Session: Semester 2 Classes: 2.5-3 hours of online discussions and self directed learning tasks per week for 13 weeks Assessment: 2x2000word essays (60%), 2xonline quiz (20%) and online discussion and participation (20%) Campus: Camperdown/Darlington Mode of delivery: On-line

The unit consists of 10 self-directed learning topics, each of which is supported by extensive Web based resources, and 10 moderated online discussion forums, each focussing on a problem related to tobacco use and control. Self-directed learning topics include: information technology and tobacco control, history of tobacco use and control; the burden of illness from tobacco use; passive smoking: the research evidence; tobacco and nicotine pharmacology; measuring tobacco use, uptake and cessation in communities; international trends in tobacco consumption; tobacco and the environment; the UN Framework Convention on Tobacco control and litigation. Problem focussed 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
Readings are provided on the unit's WebCT site.

PUBH5419
Falls Prevention in Older People
Credit points: 4 Teacher/Coordinator: Dr Rebecca Ivers Session: Semester 2
Classes: 6-8 hours of online lectures and tutorials per week for 13 weeks
Assessment: 1x2000word 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: the aetiology of falls; the burden and economic implications of falls in the older person; primary, secondary and tertiary prevention strategies (community, hospital and long-term care facilities); developing and implementing injury prevention programs; the principles and value of program evaluation and current programs being used in Australia and overseas. 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, case studies, issues and future directions.

Textbooks

PUBH5906
Dissertation A
Credit points: 6 Session: S2 Late Int, Semester 1, Semester 2
Prerequisites: A candidate must have obtained a minimum weighted average mark 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.

PUBH5907
Dissertation B
Credit points: 6 Session: S2 Late Int, Semester 1, Semester 2
Prerequisites: A candidate must have obtained a minimum weighted average mark 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.

PUBH5908
Dissertation C
Credit points: 12 Session: S2 Late Int, Semester 1, Semester 1a, Semester 2, Semester 2a
Prerequisites: A candidate must have obtained a minimum weighted average mark 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.

Reproductive health sciences and human genetics units

RHHG5005
Reproductive Sciences and Medicine
Credit points: 4 Teacher/Coordinator: Professor Robert Jansen Session: Semester 2
Classes: 7x4hr lectures Assessment: essay assignment Campus: Camperdown/Darlington Mode of delivery: Normal (lecture/lab/tutorial) Day
This unit covers the following topics: 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: 7x4hr lectures Assessment: essay assignment 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 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, dysmenorrhoea, menopause, amenorrhoea, ovulation induction, endometriosis, spontaneous abortion and recurrent abortion, contraception, psychosocial 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: oral presentation (50%), essay assignment (30%), and in class examination (20%) 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 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
- **Semester 2**
- **Classes:** 3x4hr lectures
- **Assessment:** oral 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
- **Semester 2**
- **Classes:** 6x4hr lectures
- **Assessment:** oral presentation
- **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
- **Semester 2**
- **Classes:** 4x3hr lectures
- **Assessment:** essay assignment
- **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:** Dr Steven Fleming
- **Semester 2**
- **Classes:** 3x4hr lectures
- **Assessment:** essay assignment
- **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:** Dr Cynthia Roberts
- **Semester 2**
- **Classes:** 3x4hr lectures
- **Assessment:** essay assignment
- **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.

**RHHG5019 Treatise A**
- **Credit points:** 6
- **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

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
- **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

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 Alan Ferrier
- **Semester 2**
- **Classes:** 3x4hr lectures
- **Assessment:** essay assignment
- **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 Silince
- **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.
Sexually transmitted diseases/HIV units

SEHX5100 Social & Policy Aspects of Sexual Health
Credit points: 4
Teacher/Coordinator: Dr Richard Hillman, Professor Adrian Mindel
Session: Semester 2
Classes: 2 hours of lectures per week, whole semester
Assessment: written assignment and online quizzes
Campus: Camperdown/Darlington
Mode of delivery: On-line

This unit aims to introduce the social, psychological and political determinants of sexuality, and consider their impact on public health. It is available in both online and face to face modes. At the end of this unit, students will be able to understand the spectrum and determinants of sexuality; the impacts of biology, culture, tradition, society, environment, life experiences, personal beliefs and health on sexual activity; the impacts of sexuality at public health levels; how the sexual health needs vary with risk activity group and geographical location. Students will also be able to discuss policy and legislative responses to 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, transgender issues); sexual dysfunction and counselling; commercial sex work; sex education; sexual assault, health promotion and ethical and legal aspects.

SEHX5101 Public Health Aspects of STD's
Credit points: 2
Teacher/Coordinator: Dr Richard Hillman, Professor Adrian Mindel
Session: Semester 2
Classes: 2 hours of lectures, per week, half semester
Assessment: written assignment and online quizzes
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 and sexual health; health promotion for STIs; policy approaches and ethical and legal issues.

SEHX5102 Public Health Aspects of HIV/AIDS
Credit points: 2
Teacher/Coordinator: Dr Richard Hillman, Professor Adrian Mindel
Session: Semester 2
Classes: 2 hours of lectures, per week, half semester
Assessment: written assignment and online quizzes
Campus: Camperdown/Darlington
Mode of delivery: Normal (lecture/lab/tutorial) Day

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 preventative strategies. Course content will include an introduction to the science of HIV infection; epidemiology and surveillance methods; factors influencing sexual transmission; STI/HIV interactions; other methods of transmission; health promotion for HIV; government perspectives and ethical and legal issues.

SEHX5200 Advanced STIs
Credit points: 6
Teacher/Coordinator: Dr Richard Hillman
Session: Semester 2
Classes: 1x3hr lecture and 1x1hr journal club per week
Assessment: written examination, short written discussion topics, multiple choice quizzes and participation in journal clubs
Campus: Camperdown/Darlington
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.

SEHX5202 Advanced HIV Infection
Credit points: 6
Teacher/Coordinator: Dr Richard Hillman
Session: Semester 2
Classes: 2x1hr lectures/week and 2x2hr practical classes or tutorials or seminars/week
Assessment: written examination, short written discussion topics, multiple choice quizzes and participation in journal clubs
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.
SEXH5204
Adolescent Sexual Health
Credit points: 4
Teacher/Coordinator: Dr Melissa Kang
Session: Semester 1
Classes: fully online
Assessment: continuous assessment including participation in group discussion and project, short answer questions, 1000 word assignments
Campus: Camperdown/Darlington
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.

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. The course is taught fully online using a range of assessments including group participation and discussion, a group project, 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.

SEXH5205
Advanced Adolescent Sexual Health
Credit points: 6
Teacher/Coordinator: Dr Melissa Kang
Session: Semester 1
Classes: fully online
Assessment: continuous assessment including participation in group discussion, short answer questions, 1000 word assignments plus 2500 word essay or field report
Campus: Camperdown/Darlington
Mode of delivery: Normal (lecture/lab/tutorial) Day

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: Dr Richard Hillman
Session: Semester 1
Classes: blended online - a one week practical session towards the end of the course will compliment the online learning
Prerequisites: Prerequisites apply to students in the Faculty of Health Sciences, undertaking the degrees of SC109 M.HlthSc, SF057 Grad.Dip.HlthSc and SG030 Grad.Cert.HlthSc. Prerequisites include all core units of the graduate program in Sexual Health in the Faculty of Health Sciences plus SC5509 (Introductions to STIs and HIV)
Assessment: online quizzes, case based presentations and an OSCE at the end of the practical
Campus: Camperdown/Darlington
Mode of delivery: Normal (lecture/lab/tutorial) Day

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. An intensive one week practical allows students to consolidate their theoretical knowledge.

SEXH5207
STI/HIV Clinical Attachment
Credit points: 6
Teacher/Coordinator: Dr Richard Hillman
Session: Semester 2
Classes: 15 x half day sessions
Corequisites: SEXH5200 and SEXH5202
Assessment: direct observation of clinical skills and case presentations
Campus: Camperdown/Darlington
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 discuss relevant laboratory or field work skills. Course content will include attendance at a minimum of 15 sexual health and HIV clinics (half days) and observe or manage patient care under supervision (for Master of Medicine students). Master of Science students will have relevant laboratory or fieldwork attachments, together with some clinical exposure. Whenever possible, attachments will be tailored to complement the candidates' 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, chemotherapuy; patient education and basic counselling; contact tracing and appropriate referral.

SEXH5302
Treatise A
Credit points: 12
Teacher/Coordinator: Dr Richard Hillman, Professor Adrian Mindel
Session: Semester 1, Semester 2
Classes: independent supervised research
Assessment: research treatise marked by two independent examiners
Campus: Camperdown/Darlington
Mode of delivery: Normal (lecture/lab/tutorial) Day

This unit aims to provide the student with an opportunity to independently pursue supervised research in an area relevant to STIs, HIV or other aspects of Sexual Health. It is required to be taken in addition to Treatise B (SEXH5303) prior to submission of the treatise. At the end of the unit, students will be able to undertake a comprehensive literature review, formulate a protocol, submit an ethics application, collect data, synthesise data, and draw appropriate conclusions. Course content will be the work required to generate a research treatise. It may be undertaken in New South Wales, interstate or overseas, under appropriate and approved supervision. The treatise is expected to be of a standard suitable for submission to a peer-reviewed journal.

SEXH5303
Treatise B
Credit points: 12
Teacher/Coordinator: Dr Richard Hillman, Professor Adrian Mindel
Session: Semester 1, Semester 2
Classes: independent supervised research
Assessment: research treatise marked by two independent examiners
Campus: Camperdown/Darlington
Mode of delivery: Normal (lecture/lab/tutorial) Day

This unit aims to provide the student with an opportunity to independently pursue supervised research in an area relevant to STIs, HIV or other aspects of Sexual Health. It is required to be taken in addition to Treatise A (SEXH5302) prior to submission of the treatise. At the end of the unit, students will be able to undertake a comprehensive literature review, formulate a protocol, submit an ethics application, collect data, synthesise data, and draw appropriate
conclusions Course content will be the work required to generate a research treatise. It may be undertaken in New South Wales, interstate or overseas, under appropriate and approved supervision. The treatise is expected to be of a standard suitable for submission to a peer-reviewed journal and is marked by two independent examiners.

Sleep medicine units

SLEE5001 Introductory Sleep Science
Credit points: 1 Teacher/Coordinator: Dr Natalie Edwards Session: Semester 1 Classes: online - 2 study sessions per week, and component of 1x1week residential school at the end of the year Assessment: 1xonline quiz (15%), 1xexam (85%) Campus: Camperdown/Darlington Mode of delivery: Distance Education/Intensive on Campus

Aims: To gain an overview of the course and sleep science and medicine; to be conversant with terminology and basic concepts within the field. Content: Overview of the Course: A welcome and an overview of the basic structure of the course. A short tutorial on the software used in the course. 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: Dr Natalie Edwards Session: Semester 1 Classes: online - 2 study sessions per week, and component of 1x1week residential school at the end of the year Assessment: 1xonline quiz (15%), 1xexam (85%) Campus: Camperdown/Darlington Mode of delivery: Distance Education/Intensive on Campus

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 lead 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: Dr Natalie Edwards Session: Semester 1 Classes: online - 2 study sessions per week, and component of 1x1week residential school at the end of the year Assessment: 1xonline quiz (15%), 1xlab report (respiratory scoring - 25%), 1xexam (80%) Campus: Camperdown/Darlington Mode of delivery: Distance Education/Intensive on Campus

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 during the Practicum); to understand the range of sleep disorders, their presentation and diagnosis, including respiratory disturbances (OSA, central apnoea, pulmonary disease), sleep deprivation and fragmentation, narcolepsy, parasomnias 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 scoringsleep 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 deal 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.
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: Dr Natalie Edwards  
Session: Semester 1  
Classes: online - 2 study sessions per week, and component of 1x1week residential school at the end of the year  
Assessment: 1x1500 word essay (30%), 1xonline quiz (15%), 1xexam (55%)  
Campus: Camperdown/Darlington  
Mode of delivery: Distance Education/Intensive on Campus  

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 activity 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 discussed 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: Dr Natalie Edwards  
Session: Semester 2  
Classes: online - 2 study sessions per week, and component of 1x1week residential school at the end of the year  
Assessment: 1xonline quiz (15%), 1xexam (85%)  
Campus: Camperdown/Darlington  
Mode of delivery: Distance Education/Intensive on Campus  

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 in sleep growth, development and brain function.
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: Dr Natalie Edwards Session: Semester 2 Classes: 2x3-4hr study sessions per week for 1 week Assessment: 1xonline quiz (15%), 1xexam (85%) Campus: Camperdown/Darlington Mode of delivery: Block Mode
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: Dr Natalie Edwards Session: Semester 1 Classes: online - 2 study sessions per week, and component of 1x1week residential school at the end of the year Assessment: 1xonline quiz (15%), 1xexam (85%) Campus: Camperdown/Darlington Mode of delivery: Distance Education/Intensive on Campus
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 origin 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: Dr Natalie Edwards Session: Semester 2 Classes: 1x1week residential course Assessment: presentation to class at residential course (50%), 1x1hr sleep stage scoring assignment at residential course (50%) Campus: Camperdown/Darlington Mode of delivery: Block Mode
The practicum will be a residential course of one week’s duration with lectures, demonstrations and tutorials emphasizing the technical aspects of sleep medicine. Theory will also be summarized and candidates will be expected to give presentations and an examination will be given.

SLEE5013 Non-Respiratory Sleep Disorders
Credit points: 2 Teacher/Coordinator: Dr Natalie Edwards Session: Semester 1 Classes: online - 2 study sessions per week, and component of 1x1week residential school at the end of the year Assessment: 1xonline quiz (15%), 1xexam (85%) Campus: Camperdown/Darlington Mode of delivery: Distance Education/Intensive on Campus
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: Dr Natalie Edwards Session: Semester 1 Classes: online - 2 study sessions per week, and component of 1x1week residential school at the end of the year Assessment: 1xonline quiz (15%), 1x2500 word essay (25%), 1xexam (60%) Campus: Camperdown/Darlington Mode of delivery: Distance Education/Intensive on Campus
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: Dr Natalie Edwards Session: Semester 1 Classes: online - 2 study sessions per week, and component of 1x1week residential school at the end of the year Assessment: 1xonline quiz (15%), 1xexam (85%) Campus: Camperdown/Darlington Mode of delivery: Distance Education/Intensive on Campus
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 effect 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: Dr Natalie Edwards Session: Semester 2 Classes: online - 2 study sessions per week, and component of 1x1week residential school at the end of the year Assessment: 1xonline quiz
SLEE5017 Sleep and Body Function

Credit points: 2  
Teacher/Coordinator: Dr Natalie Edwards  
Session: Semester 2  
Classes: online - 2 study sessions per week, and component of 1x1week residential school at the end of the year  
Assessment: 1xonline quiz (15%), 1xexam (85%)  
Campus: Camperdown/Darlington  
Mode of delivery: Distance Education/Intensive on Campus

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: Dr Natalie Edwards  
Session: Semester 2  
Classes: online - 2 study sessions per week, and component of 1x1week residential school at the end of the year  
Assessment: 1x4000 word literature review (50%), 1x5 page report (50%)  
Campus: Camperdown/Darlington  
Mode of delivery: Distance Education/Intensive on Campus

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.

SLEE5021 Neuropharmacology of Sleep III

Credit points: 2  
Teacher/Coordinator: Dr Natalie Edwards  
Session: Semester 2  
Classes: online - 2 study sessions per week, and component of 1x1week residential school at the end of the year  
Assessment: 1xonline quiz (15%), 1x2500 word essay (30%), 1xexam (55%)  
Campus: Camperdown/Darlington  
Mode of delivery: Distance Education/Intensive on Campus

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: Dr Natalie Edwards  
Session: Semester 2  
Classes: online - 2 study sessions per week, and component of 1x1week residential school at the end of the year  
Assessment: 1x4000 word literature review (50%), 1x5 page report (50%)  
Campus: Camperdown/Darlington  
Mode of delivery: Distance Education/Intensive on Campus

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: Dr Natalie Edwards  
Session: Semester 2  
Classes: 1x1week residential course  
Assessment: 1xcourse presentation (50%), 2x1hr sleep study scoring sessions (50%)  
Campus: Camperdown/Darlington  
Mode of delivery: Block Mode

The second practicum is a one week residential course including theory and practical lectures demonstration and tutorials. The course will be divided into the adult or paediatric stream. Student presentations and examinations will also occur during this period. The presentations will relate specifically to the proposed topics for the candidates' treatises and will take the form of a mini-conference.

SLEE5025 Treatise A

Credit points: 12  
Teacher/Coordinator: Dr Natalie Edwards  
Session 1, Semester 2  
Assessment: research treatise  
Campus: Camperdown/Darlington  
Mode of delivery: Normal (lecture/lab/tutorial) Day

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 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.
Students enrolled in the Masters program must complete a research project in an area of interest and submit their results in the form of a treatise (minor thesis). During the course candidates will be assisted in choosing a suitable topic and designing their study. In addition, general research techniques will be taught.

SLEY5026
Treatise B
Credit points: 12 Teacher/Coordinator: Dr Natalie Edwards Session: Semester 1, Semester 2 Assessment: research treatise Campus: Camperdown/Darlington Mode of delivery: Normal (lecture/lab/tutorial) Day

This unit of study is taught by the Surgical Outcomes Research Centre. 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.

SURG5001
Devel & Meas of Surgical Hlth Outcomes 1
Credit points: 6 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. 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 participant's own specialty. Campus: Camperdown/Darlington Mode of delivery: Normal (lecture/lab/tutorial) Day

The aim of this unit is to understand the pathophysiological and the clinical responses to abnormalities of the cerebral circulation. At the end of the unit, students will understand blood flow of the brain and its control and apply this understanding to explain the consequences of its interruption. The initial 1 hour tutorial will develop the evaluation procedure and outline the assessment tasks for the module. The teaching-learning activity will be based on three modules: A: Pressure profile along the cerebral vasculature and vessel structure, B: The microcirculation and its control, and C: Focal ischaemia of the brain. Each module will consist of both a formative and a summative assessment that is constructively aligned with the module. The learning task will be achieved during the tutorial, personal study and completion of the formative and summative assessments. At the end of module C, 45 minutes will be devoted to completing the evaluation of the unit of study.

SURG5009
Cerebral Circulation for Neurosurgeons
Credit points: 6 Teacher/Coordinator: Professor Michael Morgan Session: Semester 1, Semester 2 Classes: 7x3hr tutorials through semester Assessment: Presentation during the tutorial of three formative assessment tasks and submitting three summative assessment tasks during the semester. Each assessment task will be referenced against criteria established to assess understanding and all tasks will need to be satisfactorily passed. Campus: Camperdown/Darlington Mode of delivery: Normal (lecture/lab/tutorial) Day

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. Campus: Camperdown/Darlington Mode of delivery: Normal (lecture/lab/tutorial) Day

Students enrolled in the Masters program must complete a research project in an area of interest and submit their results in the form of a treatise (minor thesis). During the course candidates will be assisted in choosing a suitable topic and designing their study. In addition, general research techniques will be taught. Students should only enrol in this unit if they fail to complete their treatise in semester 5.

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: 5hr/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. 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.

SURG5009
Cerebral Circulation for Neurosurgeons
Credit points: 6 Teacher/Coordinator: Professor Michael Morgan Session: Semester 1, Semester 2 Classes: 7x3hr tutorials through semester Assessment: Presentation during the tutorial of three formative assessment tasks and submitting three summative assessment tasks during the semester. Each assessment task will be referenced against criteria established to assess understanding and all tasks will need to be satisfactorily passed. Campus: Camperdown/Darlington Mode of delivery: Normal (lecture/lab/tutorial) Day

The aim of this unit is to understand the pathophysiological and the clinical responses to abnormalities of the cerebral circulation. At the end of the unit, students will understand blood flow of the brain and its control and apply this understanding to explain the consequences of its interruption. The initial 1 hour tutorial will develop the evaluation procedure and outline the assessment tasks for the module. The teaching-learning activity will be based on three modules: A: Pressure profile along the cerebral vasculature and vessel structure, B: The microcirculation and its control, and C: Focal ischaemia of the brain. Each module will consist of both a formative and a summative assessment that is constructively aligned with the module. The learning task will be achieved during the tutorial, personal study and completion of the formative and summative assessments. At the end of module C, 45 minutes will be devoted to completing the evaluation of the unit of study.

Textbooks
Notes distributed during class.

SURG5010
Dissecting the Sylvian Fissure
Credit points: 6 Teacher/Coordinator: Professor Michael Morgan 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. 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.
Central to the microsurgical skills necessary for a neurosurgeon is the dissection of the Sylvian fissure. The learning outcome is to enhance the abilities of Neurosurgical trainees or Neurosurgeons to clip an aneurysm with an adequate Sylvian fissure dissection. The assessment tasks would be both formative and summative. The formative assessment will provide feedback to the trainee. The procedure of the assessment task (both formative and summative) would be to video that part of the operation for the clipping of an aneurysm that required microscopic dissection and send the DVD, along with the post-operative CT scan and report of the clinical outcome of the case to the supervisor of this module. The trainee should send this information during the course to Professor Morgan as often as the candidate wishes and elects to send three recording when they are confident to submit for a summative assessment. This would then be judged as to competency based on observable skill demonstration. The candidate must have access to a hospital based neurosurgical supervisor with the capacity to video record with the microscope. The supervisor at the hospital will need to be approved by the University supervisor and those wishing to consider this elective need the prior approval of the course coordinator.

This learning activity can only be performed in the circumstances of the candidate’s usual practice or level of neurosurgical training.

Textbooks
Notes provided.

SURG5011
Imaging Surgical Patients
Credit points: 6
Teacher/Coordinator: Professor John Preston Harris
Session: Semester 2
Classes: 1x1hr lecture plus 1x1hr tutorial plus 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) Day

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: Associate 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) Day

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 2
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) Day

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.
Units of study offered by other faculties

BACH5001
Adult Learning
Credit points: 6 Teacher/Coordinator: Ms Victoria Neville. (02) 9351 9118. V.Neville@fhs.usyd.edu.au Session: Semester 1, Semester 2 Classes: External/distance mode: independent learning package with internet support. Assessment: Assignment based (non exam) Campus: Cumberland Mode of delivery: Distance Education

The unit has been designed to encourage you to think critically about the concepts, strategies and theories of adult learning (traditional and contemporary). 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 Fran Everingham (02) 9351 9116, f.everingham@fhs.usyd.edu.au Session: Semester 1, Semester 2 Classes: No classes - independent learning package, WebCT, and email support. Assessment: Assignment-based (non exam) Campus: Cumberland Mode of delivery: Distance Education

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 design project relevant to their setting.

Textbooks

BACH5003
Facilitating Learning
Credit points: 6 Teacher/Coordinator: Ms Fran Everingham (02) 9351 9116, f.everingham@fhs.usyd.edu.au Session: Semester 2 Classes: External/distance mode: independent learning package, WebCT and email support. Optional weekend workshop (Saturday and Sunday). Assumed knowledge: Some knowledge of Adult Learning theory and Group Dynamics useful. Assessment: Literature review, video skills practice and reflective report (non exam). Campus: Cumberland Mode of delivery: Distance Education

This unit engages new and experienced academic and clinical teachers and tutors with the opportunity to experiment with and practice the micro skills of teaching that are associated with effective learning, such as explaining, variation, questioning, demonstration and group discussion, and the micro skills of facilitation that enable students to learn from experience and construct personal and professional meaning. Participants videotape themselves practising various micro skills in their place of work or in the workshop offered on campus. Participants then experience reflection as the basis for developing their "pedagogical signature" as a teacher and as a catalyst for continuing professional development. Teacher inquiry is introduced in the context of the scholarship of teaching associated with selecting and investigating the effectiveness of teaching and learning strategies.

Textbooks

BACH5004
Educational Practice
Credit points: 6 Teacher/Coordinator: Ms Victoria Neville, tel: (02) 93519118. Email: v.neville@fhs.usyd.edu.au Session: Semester 2 Classes: Distance education with internet support. Assumed knowledge: Educational Design BACH5002 Assessment: Assignment based (non exam) Campus: Cumberland Mode of delivery: Distance Education

Available only to Health Science (Education) students. Participants undertake an independent learning project in which they develop a teaching plan or product relevant to their professional setting. Directed independent learning contract including negotiated assessment with internet support.

BACH5007
Curriculum Leadership
Credit points: 6 Teacher/Coordinator: Ms Fran Everingham (02) 9351 9116, f.everingham@fhs.usyd.edu.au Session: Semester 2 Classes: Independent learning package / WebCT and email support. Assumed knowledge: Adult Learning BACH5001 and Educational Design BACH5002 Assessment: Assignment choices include essays or workplace project (no exam) Campus: Cumberland Mode of delivery: On-line

Leadership in curriculum requires a knowledge of curriculum practice combined with creative problem-solving and design. Combined with these, studies focus on how to effect and manage change and enable the positive negotiation of curriculum innovation in the many organisations in which health science educators work.

BACH5022
Independent Investigation II
Credit points: 6 Teacher/Coordinator: Ms Fran Everingham (02) 9351 9116, f.everingham@fhs.usyd.edu.au Session: Semester 2 Classes: Contract learning Assumed knowledge: Basic principles of adult learning and educational design are useful. Assessment: Negotiated Campus: Cumberland Mode of delivery: Distance Education

In this unit, individual participants can pursue an in-depth study of an educational issue of their choice. Directed independent learning contract including negotiated assessment.

BACH5024
In-service and Continuing Education
Credit points: 6 Teacher/Coordinator: Ms Fran Everingham (02) 9351 9116, f.everingham@fhs.usyd.edu.au Session: Semester 2 Classes: Distance education mode: independent learning package, WebCT and email support. Assumed knowledge: Adult Learning BACH5001 and Educational Design BACH5002 Assessment: Assignment based. Campus: Cumberland Mode of delivery: Distance Education

Participants explore the main challenges facing educators delivering in-service and continuing education in the workplace. For example, the effects of the changing nature of work; the culturally diverse workforce; multi-disciplinary service delivery; job redesign; workplace standards; retention; and information and communication technologies. Education trends associated with these changes are considered; such as, on the job training, competency-based education, mandatory continuing education, informal and incidental learning, transfer of learning and life long learning.

BACH5042
Teaching Clinical Reasoning
Credit points: 6 Teacher/Coordinator: Ms Victoria Neville (02) 9351 9118 email: v.neville@fhs.usyd.edu.au Session: Semester 2 Classes: Assignment based (non-exam) Campus: Cumberland Mode of delivery: Distance Education

Participants explore theories and models of critical 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

BACH5085
Clinical Teaching and Supervision
Credit points: 6 Teacher/Coordinator: Ms Victoria Neville. 02-93519118. Email: v.neville@fhs.usyd.edu.au Session: Semester 1 Classes: External/distance mode: independent learning package with web support. Assumed knowledge: Some knowledge of Adult Learning theory is useful. Assessment: Assignment based (non exam) Campus: Cumberland Mode of delivery: Distance Education

This unit of study is concerned with exploring teaching and supervision in clinical settings. You will be introduced to the principles of roles and responsibilities of clinical educators/mentors, teachers, and learners. Participants will have the opportunity to develop skills in planning, development, implementation, and evaluation of clinical education, professional supervision, and consultation with lecturers. 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

BACH5116
Developing Web-Based Education
Credit points: 6 Teacher/Coordinator: Ms Victoria Neville (02) 9351 9118. Email: v.neville@fhs.usyd.edu.au Session: Semester 2 Classes: Web-based. Assumed knowledge: Basic computer skills and some knowledge of Adult Learning theory would be useful. Assessment: Assignment based (non exam) Campus: Cumberland Mode of delivery: On-line

Participants will be introduced to the major conceptual and technological issues, products and methods involved in planning, development, implementation, and evaluation of web-based education systems (WBES). Participants will have the opportunity to develop WBES for their own teaching context.

Textbooks
Study materials will include CDROM study guide and readings on papers, with internet support. Students will be expected to purchase Microsoft Frontpage software.

BACH5118
Learning in Groups
Credit points: 6 Teacher/Coordinator: Ms Fran Everingham (02) 9351 9116. f.everingham@fhs.usyd.edu.au Session: Semester 1 Classes: External/distance mode: Independent learning package with WebCT and email support. Assessment: Assignment based (non exam) Campus: Cumberland Mode of delivery: Distance Education

Effectively functioning in any organisational setting is greatly enhanced by a knowledge of group dynamics. Any group interaction for the purpose of learning is more productive if likewise informed. Using the focus of the group and a series of task requirements participants gain both theoretical knowledge about the way in which group dynamics underpin small group learning and skills in facilitating the process, both as members and leaders of learning groups. Some knowledge of adult learning theory is an advantage (readings are suggested).

BACH5128
Educational Innovation Project A
Credit points: 6 Teacher/Coordinator: Ms Victoria Neville and subject specialists where relevant. Ph: 02 9351 9118. Email: V.Neville@fhs.usyd.edu.au Session: Semester 1 Classes: Learning contract Assessment: Report based Campus: Cumberland Mode of delivery: Distance Education

Available only to Health Science Education students. This unit enables participants to explore the major issues concerned with developing, implementing and evaluating an educational innovation in their own teaching context. This unit addresses the first part of the project. Supervised project available in distance education mode with internet support.

BACH5129
Educational Innovation Project B
Credit points: 6 Teacher/Coordinator: Ms Victoria Neville and subject specialists where relevant. Ph: 02 9351 9118. Email: V.Neville@fhs.usyd.edu.au Session: Semester 2 Classes: Learning contract Assumed knowledge: Educational Design BACH5002 Assessment: Report based Campus: Cumberland Mode of delivery: Distance Education

Available only to Health Science Education students. This unit enables participants to explore the major issues concerned with developing, implementing and evaluating an educational innovation in their own teaching context. This unit addresses the second part of the project. Supervised project available in distance education mode with internet support.

BACH5151
Independent Investigation I
Credit points: 6 Teacher/Coordinator: Ms Fran Everingham (02) 9351 9116. f.everingham@fhs.usyd.edu.au Session: Semester 1 Classes: Contract learning Assumed knowledge: Basic principles of adult learning and educational design are useful. Assessment: Negotiated Contract: Cumberland Mode of delivery: Distance Education

In this unit, individual participants can pursue an in-depth study of an educational issue of their choice. Directed independent learning contract including negotiated assessment.

BACH5153
Assessment of Learning
Credit points: 6 Teacher/Coordinator: Ms Fran Everingham (02) 9351 9116. Email: f.everingham@fhs.usyd.edu.au Session: Semester 1 Classes: Independent learning package for external/distance students. Email support. Assumed knowledge: Knowledge of Adult Learning and Educational Design is useful. Assessment: Two written assignments Campus: Cumberland Mode of delivery: Distance Education

Various educationalists point to the impact of assessment on student approaches to learning. Combined with concern to promote deep approaches to learning, various approaches are pragmatic mandates to reduce amount of assessment while ensuring quality in accreditation of competence in professional practice. These issues are examined against a backdrop of ensuring validity and reliability in both assessment and evaluation of learner development in any context.

BETH5000
Core Concepts in Bioethics
Credit points: 6 Session: Semester 1 Classes: The equivalent of two hours of seminars per week and up to 4 hours per week spent on online learning tasks, small group sessions, project work, and consultation with lecturers. 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. A limited number of students may be granted permission to take this unit during their honours year. Assessment: Essays; short written assignments; research project/presentation. 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. It is recommended, but not required, that BETH5000 is taken during students’ first semester in the program.

BETH5101
Introduction to Ethical Reasoning
Credit points: 6 Session: Semester 1 Classes: The equivalent of two hours of seminars/week and up to 4 hours per week spent on online learning tasks, small group sessions, project work, and consultation with lecturers 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: Essays; short written assignments; research project/presentation. 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: One 2-hour seminar per week with up to 4 hours per week spent on online learning tasks, small group sessions, project work, and consultation with lecturers. 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: Essays, short written assignments, research project/presentation. 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: The equivalent of one 2-hour seminar per week with up to 4 hours per week spent on online learning tasks, small group sessions, project work and consultation with lecturers. 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: Essays, short written assignments, presentation/project. 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 complex relationships between biomedicine and society utilizing several disciplines including philosophy, ethics, sociology, anthropology and linguistics. Students will consider issues such as power in the biomedical professions and industries; the illness experience; the role of the healer; biomedicine and indigenous cultures and non-western notions of illness and care.

BETH5104
Bioethics, Law and Society
Credit points: 6 Session: Semester 1 Classes: The equivalent of one 2-hour seminar per week with up to four hours per week spent on online learning tasks, small group sessions and consultation with lecturers. 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: Essays, short written assignments. Campus: Camperdown/Darlington Mode of delivery: Normal (lecture/lab/tutorial) Day
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 2 Classes: The equivalent of one 2-hour seminar per week will be presented in an intensive format. In addition, students will spend up to four hours per week on online learning tasks, small group sessions, project work and consultation with lecturers over the course. 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: Essays, short written assignments, one project. 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: The equivalent of one 2-hour seminar per week will be presented in an intensive format. In addition, students will spend up to four hours per week on online learning tasks, small group sessions, project work and consultation with lecturers over the course. 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: Essays, short written assignments, projects. 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 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: The equivalent of one 2-hour seminar per week will be presented in an intensive format. In addition, students will spend up to four hours per week on online learning tasks, small group sessions, project work and consultation with lecturers over the course. 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: Essays, short written assignments. 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 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: PUBH5101 and PUBH5018 Assessment: individual written assignments (70%), tutorial discussion and group-work participation (30%) Campus: Camperdown/Darlington Mode of delivery: Normal (lecture/lab/tutorial) Day

To provide students with sufficient background and appreciation of the importance of preventative 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

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: individual written assignments (70%), tutorial discussion and group-work participation (30%) Campus: Camperdown/Darlington 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

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 (MIPH5131 and MIPH5132) Assessment: individual written assignments (70%), tutorial discussion and group-work participation (30%) Campus: Camperdown/Darlington 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 Australi ans - the changing profile; water fluoridation legislation, benefits/risk; 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

EDP5013 Evaluation of Ed Training Programs
Credit points: 6 Teacher/Coordinator: Dr Kevin Laws Session: Semester 2 Classes: 13 wks x 2 hrs (lectures and tutorials) Assessment: a program logic model and a program evaluation Campus: Camperdown/Darlington Mode of delivery: Normal (lecture/lab/tutorial) Day

Students undertaking the designated area of Educational Management and Leadership are expected to be able to implement policies and programs designed to bring about organisational change. This core unit is designed to provide the necessary knowledge and skills to enable students to design, plan and implement an evaluation program. It considers the social, methodological, practical and policy issues associated with different modes of evaluation. Issues in the use of evaluation methodologies for informing policy and practice are addressed.

EDPB6013 Internationalisation of Education
Credit points: 6 Teacher/Coordinator: Prof Wing-On Lee Session: Semester 1, Semester 2 Classes: on-line Assessment: 500wd minor overview; 1200wd review essay; 1500wd minor essay; 2500wd special study project Campus: Camperdown/Darlington Mode of delivery: On-line

Note: Department permission required for enrolment in the following sessions: Semester 1

An investigation of major developments in internationalisation of education, at schooling, technical and further education, and higher education levels. Historical developments of internationalisation;
11. Postgraduate units of study

contrastings interpretations and 20th century developments. Contemporary trend analysis including a detailed case study of a specific policy or program.

EDPC5015 Emerging IT and Educational Change
Credit points: 6 Teacher/Coordinator: Mr Nigel Goodwin Session: Semester 1 Classes: 13 wks x 2 hrs Assessment: essay and project Campus: Camperdown/Darlington Mode of delivery: Normal (lecture/lab/tutorial) Day

This unit provides a means by which students can explore the changing nature of teaching and learning practices in schools and other education and training environments. In particular, the potential role that technologies can play in both the design and delivery of teaching and learning environments is critically examined. As a result of this exploration students will develop a capacity to assess technology-based change, to provide strategic advice about the intended outcomes of change in technology-rich environments, and to develop and implement effective strategies for achieving change in learning and training organisations for the benefit of learners.

EDPC6018 Designing Computer Assisted Learning Env
Credit points: 6 Teacher/Coordinator: Mr Nigel Goodwin Session: Semester 1 Classes: 13 wks x 2 hrs Assessment: essay and project Campus: Camperdown/Darlington Mode of delivery: Normal (lecture/lab/tutorial) Day

Cognitive perspectives on human learning are introduced as a basis for instructional design theory, the principles of which are demonstrated through practical examples. Students are asked to develop a model for technology-delivered instruction in a context familiar to them. A number of software packages and multimedia authoring environments and the paradigms they employ are demonstrated. These may include CD-ROM based learning materials, web authoring software, high level authoring tools or others with which some students may have experience. The objective is to introduce students to a wide range of technologies to which they may 'apply' their developing instructional models. No authoring is specifically taught.

EDPE5001 Learning, Knowing and Thinking
Credit points: 6 Teacher/Coordinator: Dr Richard Walker Session: Semester 1 Classes: 13 wks x 2 hrs Assessment: Seminar presentation and integrative review essay Campus: Camperdown/Darlington Mode of delivery: Normal (lecture/lab/tutorial) Day

A core unit of study which examines ways in which current understanding of cognitive processes related to learning, knowing and thinking may contribute to the design of learning experiences in varied settings. Consideration will be given to constructivist and generative approaches to learning and to schema theory approaches to facilitating knowledge development and problem-solving skills. Emphasis will be placed on the teaching of learning strategies, the development of metacognitive skills and the integration of domain knowledge and strategic knowledge. Issues of transfer of learning, patterns of student interaction in learning, creativity and the facilitation of self-regulation in the learner will be examined.

EDPE5011 Motivation for Learning
Credit points: 6 Teacher/Coordinator: Dr Richard Walker Session: Semester 1 Classes: 13 wks x 2 hrs Assessment: seminar presentation and integrative review essay Campus: Camperdown/Darlington Mode of delivery: Normal (lecture/lab/tutorial) Day

The major focus of this core unit centres on recent psychological study of motivational processes in the learner and on ways in which learning environments may be seen to foster student motivation for learning and thereby facilitate the attainment of desired learning objectives. The unit will consider the balance between intrinsic and extrinsic sources of motivation, teacher expectations and learner motivation, self-concept and self-system processes in learning and issues of success and failure and anxiety in learning settings. Emphasis will be placed on goal setting and feedback in establishing a facilitative learning environment, student interaction in cooperative learning and the development of motivational components of self-regulation in the learner.

EDPE6011 Learning and Individual Differences
Credit points: 6 Teacher/Coordinator: Dr Richard Walker Session: Semester 2 Classes: 13 wks x 2 hrs Assessment: seminar (40%) and review essay or action research project (60%) 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 Richard Walker Session: Semester 1 Classes: 13 wks x 2 hrs Assessment: seminar presentation and report 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.

EDPK5001 Qualitative Methods
Credit points: 6 Teacher/Coordinator: Dr Rachel Wilson Session: Semester 1 Classes: 6 wks x 4 hrs Assessment: class exercises; seminar presentation and a short project report Campus: Camperdown/Darlington Mode of delivery: Normal (lecture/lab/tutorial) Day

This unit introduces students to the major philosophical and theoretical cores 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 skills in the use of various interviewing, observation and other ethnographic techniques.

EDPK5002 Quantitative Methods
Credit points: 6 Teacher/Coordinator: Dr Rachel Wilson Session: Semester 1 Classes: 6 wks x 4 hrs Assessment: portfolio of quantitative research methods (50%) and research analysis using SPSS (50%) 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 analytical statistical methods. The unit provides a thorough introduction to simple statistics and often looks at real research data in examples design and statistical analysis. 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 Session: Semester 1, Semester 2 Classes: Semester 1 - 26 hours face-to-face teaching over 6
of teaching. Learning in this unit takes place parallel to and consistent with participants’ learning within the other core unit for semester one, EDPR5001.

EDPR5003 Research Enhanced Teaching and Learning
Credit points: 6 | Teacher/Coordinator: Assoc Prof Angela Brew, Ms Kim McShane | Session: Semester 2 Classes: every fortnight - Fridays 1:30-4:30 pm check ITL website | Corequisites: EDPR5011 Assessment: learning journal; reflective paper; self assessment schedule; required completion of in-class activity and interaction | Campus: Camperdown/Darlington | Mode of delivery: Normal (lecture/lab/tutorial) Day

This unit aims to enhance your professional practice in relation to teaching and student learning by developing your understanding of the ways in which the practices of scholarly inquiry can inform and enhance it. You will be supported in, and encouraged to, map out a study program suited to your particular needs and context. This unit builds on EDPR5011 The Scholarship of Teaching and Learning, providing opportunities for you to apply the learning in that unit to your own teaching and student learning. The unit will examine issues related to the use of research in teaching; both disciplinary research and research on teaching. It will provide opportunities to deepen your understanding of teaching and learning in higher education and expand the skills you may need to continue to develop as a professional teacher in the higher education context. You are encouraged to complete EDPR5011 in the same semester that you enrol for this unit.

EDPR5011 Scholarship of Uni Teaching and Learning
Credit points: 6 | Teacher/Coordinator: Assoc Prof Angela Brew Session: Semester 2 Classes: every fortnight, Fridays 1:30-4:30 pm check ITL website | Prerequisites: EDPR5001 and EDPR5002 | Assessment: project; participation; and learning journal | Campus: Camperdown/Darlington | Mode of delivery: Normal (lecture/lab/tutorial) Day

This unit is one of two, second semester units offered as part of a Graduate Certificate in Educational Studies (Higher Education) by the Institute for Teaching and Learning through the Faculty of Education and Social Work. (The other second semester unit is EDPRS5003 Research-enhanced teaching and learning.) The graduate certificate is specifically designed for university teachers seeking to develop a scholarly basis for their teaching practice and course 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 teaching and curriculum which seeks to develop participants’ understanding of higher education 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@itl.usyd.edu.au. The website address is http://www.itl.usyd.edu.au/itl/Gradcert/

EDRP5002 Reflection & Practice in University T& L
Credit points: 6 | Teacher/Coordinator: Dr Tai Peseta | Session: Semester 1 Classes: every fortnight, Fridays 1:30-4:30 pm see ITL website | Assessment: completion of prior online learning task; attendance and participation in 3-day program; submission of regular reflections on practice and 500 wd reflective statement; participation in online peer review exercises | Campus: Camperdown/Darlington | Mode of delivery: Normal (lecture/lab/tutorial) Day

This unit of study introduces university teaching staff to some basic principles in the discipline of higher education, based on current research into students’ approaches to learning and the effect on that learning of what teachers do. Participants develop practical skills, carry out online interactions with professional peers, engage in ongoing reflection on their practice and begin to prepare themselves for the second semester units where there is an emphasis on the scholarship of teaching. Learning in this unit takes place parallel to and consistent with participants’ learning within the other core unit for semester one, EDPR5001.

EDPR6012 Developing Flexible Learning - Higher Ed
Credit points: 6 | Teacher/Coordinator: Dr Robert Ellis Session: Semester 2 Classes: Fridays 9-11 am Assessment: project report 1,500wd (35%); reflective report and flexibly-supported learning activities 2,500wd (65%) | Corequisites: EDPR5011 and EDPR5002 Assessment: project; participation; and learning journal | 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
in 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.

**LAWS6252 Legal Reasoning & the Common Law System**

**Credit points:** 6  
**Teacher/Coordinator:** Assoc Prof Barbara McDonald and Assoc Prof Helen Irving (S1), Assoc Prof Barbara McDonald and Prof Reg Graycar (S6), Assoc Prof Barbara McDonald and Dr Timothy Stephens (S5)  
**Session:** S1 Intensive, S2 Intensive, Semester 1 Classes: (S6 and S5) block/intensive mode 4-5 days (9am-5pm) - see timetable and (S1) 1x2hr lec/lec  
**Assessment:**  
- Prohibitions: LAWS6881  
- Attendance and participation at workshops (30%) and assignment on case analysis, statutory interpretation and substantive legal principle (70%)  
**Campus:** Camperdown/Darlington  
**Mode of delivery:** Block Mode  
**Note:** Compulsory pre-requisite for health law, environmental law, MLIR, MALP, MIR&HRM, MEnVSoc, Law, MIntBus&L and MBL candidates undertaking tax units who do not have a qualification in accounting or who have not completed a legal studies unit as part of a degree in business or commerce within a common law jurisdiction. This unit is also a pre-requisite for specified law units. Other candidates who do not have a law degree from a common law jurisdiction may seek permission to undertake this unit as an optional.

This is a compulsory unit for all postgraduate candidates who do not hold a degree in law entering the:  
- Master of Administrative Law and Policy - Master of Environmental Law - Master of Environmental Science and 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 candidates 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:** Assoc Prof Roger Magnusson  
**Session:** S2 Intensive Class: block/intensive mode 4-5 days (9am-5pm).  
**Prerequisites:** LAWS6252 or LAWS6881 for MHL, GradDipPubL and GradDipPubHL candidates  
**Assessment:** (compulsory classwork (20%)) and (1x3500wd essay (40%) or 1xassignment (40%) and 1xtake home exam (40%)) or (1x3500wd essay (40%) and 1xassignment (40%))  
**Campus:** Camperdown/Darlington  
**Mode of delivery:** Block Mode  
**Note:** Compulsory for GradDipPubHL candidates. MHL candidates undertaking tax units are encouraged to enrol in this unit where possible.

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, candidates 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. Candidates will also explore the tension between the public interest in protecting health, and competing public and private interests. Candidates 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.


**LAWS6881 Health Law for Health Professionals**

**Credit points:** 6  
**Teacher/Coordinator:** Dr Kristin Savell  
**Session:** S1 Intensive Classes: block/intensive mode 4-5 days (9am-5pm). See timetable.  
**Prohibitions:** LAWS6252  
**Assessment:**  
- Block/intensive mode 4-5 days (9am-5pm) - see timetable  
- 4xskills workshops (40%) and 1xtake home exam (60%)  
**Campus:** Camperdown/Darlington  
**Mode of delivery:** Block Mode  
**Note:** candidates may enrol in this unit or LAWS6252, but not both. Candidates are encouraged to enrol in this unit where possible.

This unit is designed for postgraduate candidates who do not have a legal background and who are enrolling in the Health Law Program. The unit will provide students with an introduction to law and legal skills with an emphasis on issues of particular relevance to the field of health law. The unit commences with an overview of the development of the common law and provides an examination of the development of case law and its relationship with legislation. The unit will also examine the rules and principles for interpreting statutes and consider the structure of courts and tribunals in Australia. In addition to addressing these foundational elements of the legal system, the unit will consider specific fields of law that have special relevance health law. These may include constitutional law, tort law, criminal law and administrative law. A major component of the unit comprises workshops that deal with the analysis of cases, the interpretation of legislation, essay writing skills and approaches to legal problem solving. The unit is taught once a year and is a substitute for LAWS6252.

**Textbooks**  
Cook, Creyke, Geddes and Holloway Laying Down the Law (2005)

**MMHU6905 Medicine and Music**

**Credit points:** 6  
**Teacher/Coordinator:** Assoc Prof Jill Gordon  
**Session:** Semester 1 Classes: 2 hour seminar per wk  
**Assessment:**  
- 1 x class presentation and short essay (1,500-2,000 wds)  
- 1 x research essay (3,000-3,500 wds)  
**Campus:** Camperdown/Darlington  
**Mode of delivery:** Normal (lecture/lab/tutorial) Day  
**Mode of delivery:** Normal (lecture/lab/tutorial) Day  
**Classes:**  
**Campus:**  
**Mode:**  
**Semester:** Spring

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 wellbeing; 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).

**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  
**Campus:** Camperdown/Darlington  
**Mode of delivery:** Normal (lecture/lab/tutorial) Day  
**Mode of delivery:** Normal (lecture/lab/tutorial) Day  
**Classes:**  
**Campus:**  
**Mode:**  
**Semester:** Spring

The student will be given the opportunity to develop an intervention based on social cognition 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 MApplSc (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.
The Sydney Summer and Winter Schools

The Summer School
The Summer School is a full fee-paying, intensive program offering high quality undergraduate and postgraduate units of study from most faculties. These units of study are the same as those offered in Semesters One and Two, but are taught as an intensive program over summer. Some classes commence in December, others commence in January and continue into February (including the exam week). Some units of study run for seven weeks others are shorter. Students can take a maximum of two units of study.

The Winter School
The Winter School is held every July during the academic year. The Winter School is a smaller, more intensive three week program.

Advantages
Attending classes at Sydney University during summer offers many advantages. You can

• use this time to accelerate your academic career and to finish your degree sooner
• devote your full attention to a single area of study
• take courses that might be outside your normal degree
• reduce your workload throughout the rest of the year
• repeat units of study in which you may have been unsuccessful
• combine study with a field trip in Australia or a tour overseas.

For high school graduates, you can

• sample a university program
• get a head start on your degree.

How to apply
Applications will only be accepted online. Our website is www.summer.usyd.edu.au

Some units have limited places and fill very quickly. All places are filled strictly on a first in first served basis so it is recommended that you apply early.

Applications open on 27 September 2006.

Applications close on 15 December 2006.

Census dates – Summer School 2007
Students can withdraw from their unit of study without academic penalty and receive a full refund until the census date. However, a late withdrawal fee may apply. As classes start throughout December to February there are three census dates for the Summer School. These are based on when the class commences.

Withdrawal and Refund policy
For classes commencing in December 2006, students withdrawing from a Summer School unit of study from 28 November 2006 to 2 January 2007, will receive a refund of tuition fees but will be liable for a $500 late withdrawal fee.

For classes commencing after 4 January 2007, students withdrawing from a Summer School unit of study from 16 December 2006 to 12 January 2007, will receive a refund of tuition fees but will be liable for a $500 late withdrawal fee.

For classes commencing after 12 January 2007, students withdrawing from a Summer School unit of study from 16 December 2006 to 6 February 2007, will receive a refund of tuition fees but will be liable for a $500 late withdrawal fee.

Students may withdraw from their Summer School unit(s) of study up until 4pm on the last day of the Teaching Period for that particular unit of study. However, there may be an academic penalty (please refer to our website). The Teaching Period for purposes of this policy is defined in hours of published classes from the first day through to the last day of classes, excluding any final examination or assessment.

Students withdrawing from a Summer School unit of study after 4pm on the relevant census date will receive no refund of their tuition fee.

Transferring between Summer School units
There will be no penalty if a student changes between units of study in the Summer School before the commencement of class. However NO transfers will be allowed after the commencement of the class.

Summer School scholarships
Merit scholarships
Only four merit scholarships are available and are automatically awarded to the top four students who achieve the highest results in their Summer School unit of study.

Educational/Financial Disadvantage scholarships
Partial or full Summer School scholarships are available to local undergraduate students for the Summer School with a good academic record. To be eligible for consideration you will need to provide evidence of long-term and serious educational disadvantage based on two or more criteria, one of which must be financial hardship. Please check our website for further details. Applications close on 27 October 2006.

For more information
Web: www.summer.usyd.edu.au
Email: info@summer.usyd.edu.au
Phone: +61 2 9351 5542
Fax: +61 2 9351 5888
University of Sydney (Coursework) Rule 2000 (as amended)

Approved by: Senate on 4 December 2000
Date of effect: 1 January 2001

Latest amendment approved by: Senate on 3 December 2001
Date of effect: 1 January 2002

[Section 1]

University Coursework Rule

Preliminary

Rules relating to Coursework Award Courses

Division 1 Award course requirements, credit points and assessment
Division 2 Enrolment
Division 3 Credit, cross-institutional study and their upper limits
Division 4 Progression
Division 5 Discontinuation of enrolment and suspension of candidature
Division 6 Unsatisfactory progress and exclusion
Division 7 Exceptional circumstances
Division 8 Award of degrees, diplomas and certificates
Division 9 Transitional provisions

1.1 This Rule is made by the Senate pursuant to section 37(1) of the University of Sydney Act 1989 for the purposes of the University of Sydney By-Law 1999.

1.2 This Rule comes into force on 1 January 2001.

1.3 This Rule governs all coursework award courses in the University. It is to be read in conjunction with the University of Sydney (Amendment Act) Rule 1999 and the Resolutions of the Senate and the faculty resolutions relating to each award course in that faculty.

1.4 dean means the dean of a faculty or the director or principal of an academic college or the chairperson of a board of studies.

1.5 degree means a degree at the level of bachelor or master for the purpose of this Rule.

1.6 embedded courses/programs means award courses in the graduate certificate/graduate diploma/master's degree by coursework sequence which allow unit of study credit points to count in more than one of the awards.

1.7 faculty means a faculty, college board, a board of studies or the Australian Graduate School of Management Limited as established in each case by its constitution and in these Rules refers to the faculty or faculties responsible for the award course concerned.

1.8 major means a defined program of study, generally comprising specified units of study from later stages of the award course.

1.9 minor means a defined program of study, generally comprising units of study from later stages of the award course and requiring a smaller number of credit points than a major.

1.10 postgraduate award course means an award course leading to the award of a graduate certificate, graduate diploma, degree of master or a doctorate. Normally, a postgraduate award course requires the prior completion of a relevant undergraduate degree or diploma.

1.11 research award course means an award course in which students undertake and report systematic, creative work in order to increase the stock of knowledge. The research award courses offered by the University are: higher doctorate, Doctor of Philosophy, doctorates by research and advanced coursework, and certain degrees of master designated as research degrees. The systematic, creative component of a research award course must comprise at least 66 per cent of the overall award course requirements.

1.12 stream means a defined program of study within an award course, which requires the completion of a program of study specified by the award course rules for the particular stream, in addition to the core program specified by award course rules for the award course.

1.13 student means a person enrolled as a candidate for a course.

1.14 testamur means a certificate of award provided to a graduate, usually at a graduation ceremony.

1.15 transcript or academic transcript means a printed statement setting out a student's academic record at the University.

1.16 unit of study means the smallest stand-alone component of a student's award course that is recordable on a student's transcript. Units of study have an integer credit point value, normally in the range 3–24.

1.17 undergraduate award course means an award course leading to the award of an associate diploma, diploma, advanced diploma or degree of bachelor.

2. Authorities and responsibilities

2.1 Authorities and responsibilities for the functions set out in this Rule are also defined in the document Academic Delegations of Authority. The latter document sets out the mechanisms by which a person who has delegated authority may appoint an agent to perform a particular function.

2.1 The procedures for consideration of, and deadlines for submission of, proposals for new and amended award courses will be determined by the Academic Board.

Division 1: Award course requirements, credit points and assessment

3. Award course requirements

3.1 To qualify for the award of a degree, diploma or certificate, a student must:

3.1.1 complete the award course requirements specified by the Senate for the award of the degree, diploma or certificate concerned;
3.1.2 complete any other award course requirements specified by the Academic Board on the recommendation of the faculty and published in the faculty resolutions relating to the award course;

3.1.3 complete any other award course requirements specified by the faculty in accordance with its delegated authority and published in the faculty resolutions relating to the award course; and

3.1.4 satisfy the requirements of all other relevant by-laws, rules and resolutions of the University.

4. Units of study and credit points
4.1 A unit of study comprises the forms of teaching and learning approved by a faculty. Where the unit of study is being provided specifically for an award course which is the responsibility of another faculty, that faculty must also provide approval.

4.2 A student completes a unit of study if the student:
4.2.1 participates in the learning experiences provided for the unit of study;
4.2.2 meets the standards required by the University for academic honesty;
4.2.3 meets all examination, assessment and attendance requirements for the unit of study; and
4.2.4 passes the required assessments for the unit of study.

4.3 Each unit of study is assigned a specified number of credit points by the faculty responsible for the unit of study.

4.4 The total number of credit points required for completion of an award course will be as specified in the Senate resolutions relating to the award course.

4.5 The total number of credit points required for completion of award courses in an approved combined award course will be specified in the Senate or faculty resolutions relating to the award course.

4.6 A student may, under special circumstances, and in accordance with faculty resolutions, be permitted by the relevant dean to undertake a unit or units of study other than those specified in the faculty resolutions relating to the award course and have that unit or those units of study counted towards fulfilling the requirements of the award course in which the student is enrolled.

5. Unit of study assessment
5.1 A student who completes a unit of study will normally be awarded grades of high distinction, distinction, credit or pass, in accordance with policies established by the Academic Board. The grades high distinction, distinction and credit indicate work of a standard higher than that required for a pass.

5.2 A student who completes a unit of study for which only a pass/fail result is available will be recorded as having satisfied the requirements.

5.3 In determining the results of a student in any unit of study, the whole of the student's work in the unit of study may be taken into account.

5.4 Examination and assessment in the University are conducted in accordance with the policies and directions of the Academic Board.

6. Attendance
6.1 A faculty has authority to specify the attendance requirements for courses or units of study in that faculty. A faculty must take into account any University policies concerning modes of attendance, equity and disabled access.

6.2 A faculty has authority to specify the circumstances under which a student who does not satisfy attendance requirements may be deemed not to have completed a unit of study or an award course.

Division 2: Enrolment
7. Enrolment restrictions
7.1 A student who has completed a unit of study towards the requirements of an award course may not re-enrol in that unit of study, except as permitted by faculty resolution or with the written permission of the dean. A student permitted to re-enrol may receive a higher or lower grade, but not additional credit points.

7.2 Except as provided in section 7.1, a student may not enrol in any unit of study which overlaps substantially in content with a unit that has already been completed or for which credit or exemption has been granted towards the award course requirements.

7.3 A student may not enrol in units of study additional to award course requirements without first obtaining permission from the relevant dean.

7.4 Except as prescribed in faculty resolutions or with the permission of the relevant dean:
7.4.1 a student enrolled in an undergraduate course may not enrol in units of study with a total value of more than 32 credit points in any one semester, or 16 credit points in the summer session; and
7.4.2 a student enrolled in a postgraduate award course may not enrol in units of study with a total value of more than 24 credit points in any one semester, or 12 credit points in the summer session.

Division 3: Credit, cross-institutional study and their upper limits
8. Credit for previous studies
8.1 Students may be granted credit on the basis of previous studies.
8.2 Notwithstanding any credit granted on the basis of work completed or prior learning in another award course at the University of Sydney or in another institution, in order to qualify for an award a student must:
8.2.1 for undergraduate award courses, complete a minimum of the equivalent of two full-time semesters of the award course at the University; and
8.2.2 for postgraduate award courses, complete at least 50 per cent of the requirements prescribed for the award course at the University.

These requirements may be varied where the work was completed as part of an embedded program at the University or as part of an award course approved by the University in an approved conjoint venture with another institution.

8.3 The credit granted on the basis of work completed at another institution other than a university normally should not exceed one third of the overall award course requirements.

8.4 A faculty has authority to establish embedded academic sequences in closely related graduate certificate, graduate diploma and master's degree award courses. In such embedded sequences, a student may be granted credit for all or some of the units of study completed in one award of the sequence towards any other award in the sequence, irrespective of whether or not the award has been conferred.

8.5 In an award course offered as part of an approved conjoint venture the provisions for the granting of credit are prescribed in the Resolutions of the Senate and the faculty resolutions relating to that award course.

9. Cross-institutional study
9.1 The relevant dean may permit a student to complete a unit or units of study at another university or institution and have that unit or those units of study credited to the student's award course.
9.2 The relevant dean has authority to determine any conditions applying to cross-institutional study.

Division 4: Progression
10. Repeating a unit of study
10.1 A student who repeats a unit of study shall, unless granted exemption by the relevant dean:
10.1.1 participate in the learning experiences provided for the unit of study; and
10.1.2 meet all examination, assessment and attendance requirements for the unit of study.

10.2 A student who presents for re-assessment in any unit of study is not eligible for any prize or scholarship awarded in connection with that unit of study without the permission of the relevant dean.

11. Time limits
11.1 A student must complete all the requirements for an award course within ten calendar years or any lesser period if specified by resolution of the Senate or the faculty.
Division 5: Discontinuation of enrolment and suspension of candidature

12. Discontinuation of enrolment
12.1 A student who wishes to discontinue enrolment in an award course or unit of study must apply to the relevant dean and will be presumed to have discontinued enrolment from the date of that application, unless evidence is produced showing:

12.1.1 that the discontinuation occurred at an earlier date; and
12.1.2 that there was good reason why the application could not be made at the earlier time.

12.2 A student who discontinues enrolment during the first year of enrolment in an award course may not re-enrol in that award course unless:

12.2.1 the relevant dean has granted prior permission to re-enrol; or
12.2.2 the student is reselected for admission to candidature for that course.

12.3 No student may discontinue enrolment in an award course or unit of study after the end of classes in that award course or unit of study, unless he or she produces evidence that:

12.3.1 the discontinuation occurred at an earlier date; and
12.3.2 there was good reason why the application could not be made at the earlier time.

12.4 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 faculty, or where the student meets other conditions as specified by the relevant faculty.

13. Suspension of candidature
13.1 A student must be enrolled in each semester in which he or she is actively completing the requirements for the award course. A student who wishes to suspend candidature must first obtain approval from the relevant dean.

13.2 The candidature of a student who has not re-enrolled and who has not obtained approval from the dean for suspension will be deemed to have lapsed.

13.3 A student whose candidature has lapsed must apply for re-admission in accordance with procedures determined by the relevant faculty.

13.4 A student who enrolls after suspending candidature shall complete the requirements for the award course under such conditions as determined by the dean.

Division 6: Unsatisfactory progress and exclusion

14. Satisfactory progress
14.1 A faculty has authority to determine what constitutes satisfactory progress for all students enrolled in award courses in that faculty, in accordance with the policies and directions of the Academic Board.

15. Requirement to show good cause
15.1 For the purposes of this Rule, 'good cause' means circumstances beyond the reasonable control of a student, which may include serious ill health or misadventure, but does not include demands of employers, pressure of employment or time devoted to non-University activities, unless these are relevant to serious ill health or misadventure. In all cases the onus is on the student to provide the University with satisfactory evidence to establish good cause. The University may take into account relevant aspects of a student's record in other courses or units of study within the University and relevant aspects of academic studies at other institutions provided that the student presents this information to the University.

15.2 The relevant dean may require a student who has not made satisfactory progress to show good cause why he or she should be allowed to re-enrol.

15.3 The dean will permit a student who has shown good cause to re-enrol.

16. Exclusion for failure to show good cause
The dean may, where good cause has not been established:

16.1 exclude the student from the relevant course; or
16.2 permit the student to re-enrol in the relevant award course subject to restrictions on units of study, which may include, but are not restricted to:

16.2.1 completion of a unit or units of study within a specified time;
16.2.2 exclusion from a unit or units of study, provided that the dean must first consult the head of the department responsible for the unit or units of study; and
16.2.3 specification of the earliest date upon which a student may re-enrol in a unit or units of study.

17. Applying for re-admission after exclusion
17.1 A student who has been excluded from an award course or from a unit or units of study may apply to the relevant dean for re-admission to the award course or re-enrolment in the unit or units of study concerned after at least four semesters, and that dean may readmit the student to the award course or permit the student to re-enrol in the unit or units of study concerned.

17.2 With the written approval of the relevant dean, a student who has been excluded may be given credit for any work completed elsewhere in the University or in another university during a period of exclusion.

18. Appeals against exclusion
18.1 In this Rule a reference to the Appeals Committee is a reference to the Senate Student Appeals Committee (Exclusions and Re-admissions).

18.2.1 A student who has been excluded in accordance with this Rule may appeal to the Appeals Committee.

18.2.2 The Appeals Committee or a subcommittee may uphold or disallow any appeal and, at its discretion, may determine the earliest date within a maximum of four semesters at which a student who has been excluded shall be permitted to apply to re-enrol.

18.2.3 The Appeals Committee may meet as one or more subcommittees providing that each subcommittee shall include at least one member of each of the categories of:

18.2.3.1 ex officio member;
18.2.3.2 Chair or Deputy Chair of the Academic Board;
18.2.3.3 student Fellow; and
18.2.3.4 other Fellows.

18.2.4 Three members shall constitute a quorum for a meeting of the Appeals Committee or a subcommittee.

18.2.5 The Appeals Committee and its subcommittees have authority to hear and determine all such appeals and must report its decision to the Senate annually.

18.2.6 The Appeals Committee or a subcommittee may uphold or disallow any appeal and, at its discretion, may determine the earliest date within a maximum of four semesters at which a student who has been excluded shall be permitted to apply to re-enrol.

18.2.7 If, due notice having been given, a student fails to attend a meeting of the Appeals Committee or subcommittee, the Appeals Committee or subcommittee may proceed to determine the appeal. The student appearing may be accompanied by a friend or adviser.

19. Variation of award course requirements in exceptional circumstances
19.1 The relevant dean may vary any requirement for a particular student enrolled in an award course in that faculty where, in the opinion of the dean, exceptional circumstances exist.
Division 8: Award of degrees, diplomas and certificates

20. Classes of award
20.1 Undergraduate diplomas may be awarded in five grades – pass, pass with merit, pass with distinction, pass with high distinction or honours.
20.2 Degrees of bachelor may be awarded in two grades – pass or honours.
20.3 Graduate diplomas and graduate certificates may be awarded in one grade only – pass.
20.4 Degrees of master by coursework may be awarded three grades – pass, pass with merit or honours.

21. Award of the degree of bachelor with honours
21.1 The award of honours is reserved to indicate special proficiency. The basis on which a student may qualify for the award of honours in a particular award course is specified in the faculty resolutions relating to the course.
21.2 Each faculty shall publish the grading systems and criteria for the award of honours in that faculty.
21.3 Classes which may be used for the award of honours are:
   21.3.1 First Class
   21.3.2 Second Class/Division 1
   21.3.3 Second Class/Division 2
   21.3.4 Third Class
21.4 With respect to award courses which include an additional honours year:
   21.4.1 a student may not graduate with the pass degree while enrolled in the honours year;
   21.4.2 on the recommendation of the head of the department concerned, a dean may permit a student who has been awarded the pass degree at a recognised tertiary institution to enrol in the honours year in that faculty;
   21.4.3 faculties may prescribe the conditions under which a student may enrol part-time in the honours year;
   21.4.4 a student who fails or discontinues the honours year may not re-enrol in it, except with the approval of the dean.

22. University Medal
22.1 An honours bachelor's degree student with an outstanding academic record throughout the award course may be eligible for the award of a University Medal, in accordance with Academic Board policy and the requirements of the faculty resolutions relating to the award course concerned.

23. Award of the degree of master with honours or merit
23.1 The award of honours or pass with merit is reserved to indicate special proficiency or particular pathways to completion. The basis on which a student may qualify for the award of honours or the award with merit in a particular degree is specified in the Faculty Resolutions relating to that degree.

24. Transcripts and testamurs
24.1 A student who has completed an award course or a unit of study at the University will receive an academic transcript upon application and payment of any charges required.
24.2 Testamurs may indicate streams or majors or both as specified in the relevant faculty resolutions.

Division 9: Transitional provisions

25. Application of this Rule during transition
25.1 This Rule applies to all candidates for degrees, diplomas and certificates who commence candidature after 1 January 2001.
25.2 Candidates who commenced candidature prior to this date may choose to proceed in accordance with the resolutions of the Senate in force at the time they enrolled, except that the faculty may determine specific conditions for any student who has re-enrolled in an award course after a period of suspension.
University of Sydney (Doctor of Philosophy (PhD))
Rule 2004

Please also see the University of Sydney (Authority Within Academic Units) Rule 2003 (as amended).

Part 1 – Preliminary

Part 2 – Admission to candidature

Part 3 – Supervision

Part 4 – Candidature

Part 5 – Submission of thesis

Part 1 – Preliminary

1. Citation and commencement

1.1 Citation

1.1.1 This Rule is made by the Senate of the University of Sydney pursuant to section 37(1) of the University of Sydney Act 1989 for the purposes of the University of Sydney By-law 1999.

1.2 Commencement

1.2.1 This Rule commences on the day after it is made in accordance with Chapter 2 of the University of Sydney By-law 1999.

2. Purpose

2.1 This Rule:

2.1.1 repeals and replaces Part 10, Division 4 of the University of Sydney (Amendment Act) Rule 1999 in its entirety; and

2.1.2 deals with matters relating to the degree of Doctor of Philosophy.

Part 2 – Admission to candidature

3. Heads of department

3.1 A head of department may delegate to a specified member of the academic staff his or her responsibilities under these Rules by countersigning a specific recommendation in respect of a particular candidature or by making, and forwarding to the Registrar, a written statement of delegation of those powers.

4. Admission to candidature

4.1 An applicant for admission as a candidate for the degree shall, except as provided in 4.2 and 4.3 below, hold or have fulfilled all the requirements for:

4.1.1 the degree of master, or

4.1.2 the degree of bachelor with first or second class honours.

4.2 A faculty may admit as a candidate for the degree an applicant holding qualifications which, in the opinion of the faculty concerned and of the Academic Board, are equivalent to those prescribed in 4.1 or 4.2 above and such candidate shall proceed to the degree under such conditions as the Academic Board may prescribe.

4.3 The Academic Board may, in accordance with this Rule, admit a candidate for the degree an applicant holding qualifications which, in the opinion of the faculty concerned and of the Academic Board, are equivalent to those prescribed in 4.1 or 4.2 above and such candidate shall proceed to the degree under such conditions as the Academic Board may prescribe.

4.5 An applicant for admission to candidature shall submit to the faculty concerned:

4.5.1 a proposed course of advanced study and research, approved by the head of the department in which the work is to be carried out, to be undertaken by the applicant in a department of the University, and

4.5.2 satisfactory evidence of adequate training and ability to pursue the proposed course.

4.6 The faculty may require a candidate, as part of the evidence of the candidate’s training and ability to pursue the proposed course, to pass a special examination.

4.7 A reference in this section to a department includes a reference to one or more departments, one or more schools, an interdepartmental committee and an interschool committee.

5. Probationary acceptance

5.1 A candidate may be accepted by a faculty on a probationary basis for a period not exceeding one year and upon 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.

5.2 In the case of a candidate accepted on a probationary period under 5.1 above, the candidature shall be deemed to have commenced from the date of such acceptance.

6. Control of candidature

6.1 Each candidate shall pursue his or her course of advanced study and research wholly under the control of the University.

6.2 Where a candidate is employed by an institution other than the University, the faculty or college board may require a statement by that employer acknowledging that the candidature will be under the control of the University.

7. Other studies during the candidature

7.1 A candidate may be required by the head of department or the supervisor to attend lectures, seminar courses or practical work courses or to undertake courses and, if required, the assessment for such courses, subject to the approval of any other head of department concerned.

8. Credit for previous studies

8.1 A candidate who, at the date of admission to candidature, has completed not less than six months as a candidate for the degree of master in any faculty or board of studies of the University of Sydney, may be permitted by the faculty concerned to be credited for the whole or any part of the period of candidature completed for the degree of master as a period of candidature completed for the degree of Doctor of Philosophy, provided that the period of candidature for the degree of master for which credit is sought shall have been a course of full-time or part-time advanced study and research under a supervisor appointed by the faculty or board of studies concerned and directly related to the candidate’s proposed course of advanced study and research for the degree of Doctor of Philosophy.

8.2 A candidate who, at the date of admission has completed not less than six months as a candidate for a higher degree in another university or institution may be permitted by the Academic Board, on the recommendation of the faculty concerned, to be credited for the whole or any part of the period of candidature completed as a period completed for the degree of Doctor of Philosophy of the University of Sydney, provided that:

8.2.1 at the date of admission to candidature for the higher degree of the other university or institution concerned the candidate shall have fulfilled the requirements of admission to candidature set out in section 3 above;

8.2.2 the period of candidature for the higher degree of the other university or institution concerned for which credit is sought shall have been a course of full-time or part-time advanced study and research under a supervisor appointed by the
other university or institution concerned and directly related to the candidate's proposed course of advanced study and research in the University of Sydney; for which credit is sought; the candidate shall have abandoned candidature for the higher degree of the other university or institution concerned for which credit is sought; the amount of credit which may be so granted shall not exceed one year; and no candidate who has been granted credit shall present a thesis for examination for the degree earlier than the end of the second year after acceptance.

8.3 The Faculty of Medicine may grant credit not exceeding one year to a candidate for the degree of Doctor of Philosophy in that Faculty who has submitted documented evidence of having previously completed supervised study towards the degree of Doctor of Medicine of the University of Sydney.

Part 3 – Supervision
9. Appointment and qualifications of supervisors and associate supervisors
9.1 The faculty or college board, on the recommendation of the head of department concerned, shall appoint a suitably qualified supervisor and associate supervisors for each candidate to take primary responsibility for the conduct of the candidature and to be responsible for the progress of the candidature to the head of department and the faculty or college board concerned in accordance with policy established by the Academic Board.

Part 4 – Candidature
10. Location
10.1.1 Subject to the annual approval of the supervisor, head of department and faculty or college board, the candidate shall pursue the course of advanced study and research either:
10.1.1.1 within the University including its research stations and teaching hospitals;
10.1.1.2 on fieldwork either in the field or in libraries, museums or other repositories;
10.1.1.3 within industrial laboratories or research institutions or other institutions considered by the faculty or college board concerned to provide adequate facilities for that candidature; or
10.1.1.4 within a professional working environment;
10.1.2 and shall attend at the University for such consultation with the supervisor and shall participate in such departmental and faculty or college seminars as shall annually be specified.
10.2.1 A candidate pursuing candidature outside Australia must also complete a minimum of two semesters of candidature within the University [but not necessarily immediately before submission, not necessarily as a continuous two-semester period] before submission of the thesis.
10.2.2 The corresponding period for candidates for whom the minimum length of candidature is four semesters is a minimum of one semester.
10.3 When recommending the detailed annual conditions for each candidate's particular course of advanced study and research the supervisor and head of department must indicate whether they are satisfied that the proposed supervision arrangements will be satisfactory.

11. Progress
11.1 At the end of each year each candidate shall provide evidence of progress and attend a progress review interview to the satisfaction of the supervisor and head of department concerned and any Departmental or Faculty Postgraduate Review Committee.
11.2 On the basis of evidence provided and the interview, the head of department 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 department considers appropriate.
11.3 If a candidate fails to submit evidence of progress or if the head of department considers concerns that the evidence submitted does not indicate satisfactory progress, the faculty or college board may, on the head's recommendation, call upon that candidate to show cause why that candidature should not be terminated by reason of unsatisfactory progress towards completion of the degree and where, in the opinion of the faculty or college board, the candidate does not show good cause the faculty or college board may terminate that candidature or may impose conditions on the continuation of that candidature.

Part 5 – Submission of thesis
12. The thesis
12.1.1 On completing the course of advanced study and research, a candidate shall present a thesis embodying the results of the work undertaken which shall be a substantially original contribution to the subject concerned.
12.1.2 The candidate shall state, generally in the preface and specifically in notes, the sources from which the information is derived, the animal and human ethical approvals obtained, the extent to which the work of others has been made use of, and the portion of the work the candidate claims as original.
12.2 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.
12.3 Except where the candidature has been governed by an approved cotutelle agreement, a candidate may not present as the thesis any work which has been presented for a degree or diploma at this or another university, but the candidate will not be precluded from incorporating such in the thesis, provided that, in presenting the thesis, the candidate indicates the part of the work which has been so incorporated.
12.4 Theses shall be written in English, except that:
12.4.1 in the case of a candidature governed by an approved cotutelle agreement, the thesis may be written in English or in another language; and
12.4.2.1 in the Faculty of Arts, in the case of language departments, theses may be written either in English or in their target language as determined by the department, unless a department has specified by means of a Faculty resolution that it will consider applications to submit the thesis in a language other than:
12.4.2.1.1 English; or
12.4.2.1.2 a target language of the department.
12.4.2.2 Such applications should be made in writing; and approved by the head of department concerned and the Dean of the Faculty, before the commencement of candidature.
12.4.2.3 In considering applications a head of department shall take into account arrangements for supervision and examination.
12.5 A candidate shall submit to the Registrar four copies of the thesis in a form prescribed by resolution of the Academic Board and four copies of a summary of about 300 words in length.
12.6 The thesis shall be accompanied by a certificate from the supervisor stating whether, in the supervisor's opinion, the form of presentation of the thesis is satisfactory.
13. Earliest date for submission
13.1 Except as provided below, a candidate may not submit a thesis for examination earlier than the end of the sixth semester of candidature.
13.2 A faculty or college board may permit a candidate holding any of the following qualifications of the University of Sydney or from such other institution as the faculty or college board may approve, to submit a thesis for examination not earlier than the end of the fourth semester of candidature:
13.2.1 a degree of master completed primarily by research; 13.2.2 both the degrees of Bachelor of Dental Surgery with honours and Bachelor of Science (Dental) with honours; 13.2.3 both the degrees of Bachelor of Medicine with honours and Bachelor of Science (Medical) with honours; or 13.2.4 both the degrees of Bachelor of Veterinary Science with honours and Bachelor of Science (Veterinary) with honours.
13.3 Notwithstanding 13.1 and 13.2 above, a faculty may, on the recommendation of the head of department and supervisor concerned, permit a candidate to submit a thesis for examination up to one semester earlier than prescribed if, in the opinion of the faculty, evidence has been produced that the candidate has made exceptional progress in his or her candidature.
13.4.1 Notwithstanding 13.1, 13.2 and 13.3 above, the Chair of the Academic Board may, on the recommendation of the dean
of the faculty in which the candidate is enrolled, permit a candidate to submit a thesis for examination earlier than prescribed if, in the opinion of the Chair of the Academic Board, evidence has been produced that the candidate has made exceptional progress in his or her candidature.

13.4.2 The Chair of the Academic Board may take advice from the Chair of the Graduate Studies Committee and shall report any applications under this provision and the action taken to the next meeting of the Academic Board.

14. Latest date for submission
14.1 Except as provided in 14.1 to 14.3 below, a candidate shall submit the thesis for examination not later than the end of the eighth semester of candidature.
14.2 A candidate whose candidature has been part-time throughout shall submit the thesis for examination not later than the end of the 16th semester of candidature.
14.3 The time limits set out in 14.1 to 14.2 above, apply to candidates who commence candidature after 31 December 2000. Candidates who commenced candidature prior to this date may choose to proceed in accordance with the Rules in force at the time when they commenced candidature.
14.4 The relevant dean may permit a candidate to submit the thesis for examination after a period of time greater than the maximum periods specified.

15. Examination
15.1 The procedures for examination shall be prescribed by the Academic Board.
For further information or advice, please feel free to call our Helpline on 1300 362 006.

Accommodation Service
Admissions Office
Applying for a course
Assessment
Careers Centre
Casual Employment Service
Centre for Continuing Education
Centre for English Teaching
Child Care
Client Services, Information and Communications Technology (ICT)
The Co-op Bookshop
Counselling Service
Disability Services
Email
Enrolment
Environmental Policy
Examinations
Fees
Financial Assistance Office
Freedom of Information
Graduations Office
(Grievances) Appeals
HECS and Fees Office
HELP
Information and Communications Technology
International Office
International Student Support Unit
Koori Centre and Yooroang Garang
Learning Centre
Library
Mathematics Learning Centre
Multimedia and Educational Technologies in Arts (META) Resource Centre
MyUni Student Portal
Part-time, full-time
Policy online
Privacy
Scholarships for undergraduates
Services for Students
Student Centre
Student Identity Cards
Student Services
The Sydney Summer School
The University of Sydney Foundation Program
Timetabling Unit
University Health Service

Accommodation Service
The Accommodation Service helps students find off-campus accommodation. The service maintains extensive databases of share accommodation, rental properties, and full board accommodation. Currently enrolled students can access the database online through the MyUni student portal (http://myuni.usyd.edu.au), or the accommodation website via your MyUni student portal or the Services for Students website (http://www.usyd.edu.au/stuserv).

Level 7, Education Building A35
University of Sydney
NSW 2006 Australia
Phone: +61 2 9351 3312
Fax: +61 2 9351 8262
Email: accomm@stuserv.usyd.edu.au
Web: http://www.usyd.edu.au/accom

Admissions Office
The Admissions Office, located in the Student Centre, is responsible for overseeing the distribution of offers to undergraduate applicants through the Universities Admission Centre (UAC). They can advise prospective local undergraduate students on admission requirements. Postgraduate students should contact the appropriate faculty. If you are an Australian citizen or a permanent resident but have qualifications from a non-Australian institution phone +61 2 9351 4118 for more information. For enquiries regarding special admissions (including mature-age entry) phone +61 2 9351 3615. Applicants without Australian citizenship or permanent residency should contact the International Office.

Student Centre
Ground Floor, Carslaw Building F07
University of Sydney
NSW 2006 Australia
Phone: +61 2 9351 4117 or +61 2 9351 4118
Fax: +61 2 9351 4869
Email: admissions@records.usyd.edu.au
Web: http://www.usyd.edu.au/studentcentre

Applying for a course

Domestic applicants for undergraduate courses and programs of study
For the purpose of admission and enrolment 'domestic applicant' refers to citizens and permanent residents of Australia and citizens of New Zealand. If you are in this group and wish to apply for admission into an undergraduate course, you would generally apply through the Universities Admissions Centre (UAC). The deadline for application is the last working day of September in the year before enrolment. Go to the UAC website (http://www.uac.edu.au) for more information.

Note that some faculties, such as Pharmacy, the Sydney Conservatorium of Music and Sydney College of the Arts, have additional application procedures.

Domestic applicants for postgraduate courses and programs of study
For the purpose of admission and enrolment 'domestic applicant' refers to citizens and permanent residents of Australia and citizens of New Zealand. Application is direct to the faculty which offers the course that you are interested in. Application forms for postgraduate coursework, postgraduate research and the master's qualifying or preliminary program and for non-award postgraduate study can be found at http://www.usyd.edu.au/studentcentre.

Please note that some faculties use their own specially tailored application forms for admission into their courses. Please contact the relevant faculty.
International applicants for all course types (undergraduate and postgraduate)

‘International applicants’ refers to all applicants other than Australian citizens, Australian permanent residents and citizens of New Zealand. In the majority of cases international applicants apply for admission through the University’s International Office (IO). All the information international applicants need, including application forms, is available from the IO website (http://www.usyd.edu.au/internationaloffice).

Assessment

For assessment matters refer to the relevant department or school.

Careers Centre

The Careers Centre will help you with careers preparation and graduate recruitment.

Careers Centre
Ground Floor, Mackie Building K01
University of Sydney
NSW 2006 Australia
Phone: +61 2 9351 3481
Fax: +61 2 9351 5134
Email: info@careers.usyd.edu.au
Web: http://www.careers.usyd.edu.au

Casual Employment Service

The Casual Employment Service helps students find casual and part-time work during their studies and during University vacations. The service maintains a database of casual employment vacancies. Currently enrolled students can access the database online through the MyUni student portal, or the casual employment website via your MyUni student portal, or the Services for Students website (http://www.usyd.edu.au/stuserv).

Level 7, Education Building A35
University of Sydney
NSW 2006 Australia
Phone: +61 2 9351 8714
Fax: +61 2 9351 8717
Email: ces@stuserv.usyd.edu.au
Web: http://www.usyd.edu.au/cas_emp

Centre for Continuing Education

The Centre for Continuing Education offers a wide range of short courses for special interest, university preparation and professional development.

Centre for Continuing Education
160 Missenden Rd
Newtown NSW 2042
Postal address:
Locked Bag 2020
Glebe NSW 2037
Ph: +61 2 9036 4789
Fax: +61 2 9036 4799
Email: info@cce.usyd.edu.au
Web: http://www.cce.usyd.edu.au

Subject areas include: history and culture, creative arts, social sciences, languages, IT, business and overseas study tours. Courses are open to everyone.

Centre for English Teaching (CET)

The Centre for English Teaching (CET) offers English language and academic study skills programs to students from overseas and Australian residents from non-English speaking backgrounds who need to develop their English language skills to meet academic entry requirements.

Camperdown Campus G01
University of Sydney
NSW 2006 Australia
Phone: +61 2 9351 0760
Fax: +61 2 9351 0710
Email: info@cet.usyd.edu.au
Web: http://www.usyd.edu.au/cet

Child care

Contact the Child Care Information Officer for information about child care for students and staff of the University who are parents. For details of centres, vacation and occasional care see the child care website via your MyUni student portal or the Services for Students website (http://www.usyd.edu.au/stuserv).

Child Care Information Officer
Level 7, Education Building A35
University of Sydney
NSW 2006 Australia
Phone: +61 2 9351 5667
Fax: +61 2 9351 7055
Email: childc@stuserv.usyd.edu.au
Web: http://www.usyd.edu.au/childcare

Client Services, Information and Communications Technology (ICT)

Client Services are responsible for the delivery of many of the computing services provided to students. Students can contact Client Services by phoning the ICT Helpdesk on 9351 6000, through the IT Assist website (http://www.itassist.usyd.edu.au) or by visiting the staff at one of the University Access Labs. The access labs on the Camperdown and Darlington campuses are located in:

• Fisher Library (Level 2);
• Carslaw Building (Room 201);
• Education Building (Room 232);
• Christopher Brennan Building (Room 232);
• Engineering Link Building (Room 222); and
• Pharmacy and Bank Building (Room 510).

Other labs are available at the Law, Westmead Hospital and Cumberland campuses.

The labs provide students free access to computers including office productivity and desktop publishing software. Services are available on a fee for service basis which include Internet access, printing facilities and the opportunity to host their own non-commercial website.

Each student is supplied with an account, called a 'Uniken' account, which allows access to a number of services including:

• free email (http://www-mail.usyd.edu.au);
• access to the Internet from home or residential colleges (http://www.itassist.usyd.edu.au/services.html);
• student facilities via the MyUni student portal (http://myuni.usyd.edu.au), including exam results, enrolment variations and timetabling; and
• free courses in basic computing (such as MS Office; basic html and excel) that are run by Access Lab staff in the week following orientation week. To register contact the Access Lab Supervisor on +61 2 9351 6870.

Client Services, Helpdesk
University Computer Centre, H08
University of Sydney
NSW 2006 Australia
administrative staff to ensure that students receive reasonable and assistance. Disability Services works closely with academic and disability need to register with Disability Services to receive support available for students with disabilities. Students with a Disability Services is the principal point of contact for advice on Disability Services.

Web: http://www.usyd.edu.au/counsel
Email: CS_Cumberland@fhs.usyd.edu.au
Fax: +61 2 9351 9635
Phone: +61 2 9351 9638
NSW 2141 Australia
Lidcombe
East Street
University of Sydney
Ground Floor, A Block, Cumberland Campus C42
Camperdown and Darlington campuses
Level 7, Education Building A35
University of Sydney
NSW 2006 Australia
Phone: +61 2 9351 7404
Fax: +61 2 9351 3320
TTY: +61 2 9351 3412
Email: disserv@stuserv.usyd.edu.au
Web: http://www.usyd.edu.au/disability

Counselling Service

The Counselling Service aims to help students fulfil their academic, individual and social goals through professional counselling. The Service provides short-term, problem-focused counselling to promote psychological wellbeing and to help students develop effective and realistic coping strategies. International students can access counselling assistance through the International Students Support Unit (ISSU).

Each semester the Counselling Service runs a program of workshops designed to assist students master essential study and life management skills. Workshops are available to all local and international students. For details of workshops, activities and online resources provided by the service see the Counselling Service website via your MyUni student portal or the Services for Students website (http://www.usyd.edu.au/stuserv). Phone to make an appointment. Daily walk-in appointments are also available between 11am and 3pm.

Camperdown and Darlington campuses
Level 7, Education Building A35
University of Sydney
NSW 2006 Australia
Phone: +61 2 9351 2228
Fax: +61 2 9351 7055
Email: counsell@mail.usyd.edu.au
Web: http://www.usyd.edu.au/counsel

Cumberland Campus
Ground Floor, A Block, Cumberland Campus C42
University of Sydney
East Street
Lidcombe
NSW 2141 Australia
Phone: +61 2 9351 9638
Fax: +61 2 9351 9635
Email: CS_Cumberland@fhs.usyd.edu.au
Web: http://www.usyd.edu.au/counsel

Disability Services

Disability Services is the principal point of contact for advice on assistance available for students with disabilities. Students with a disability need to register with Disability Services to receive support and assistance. Disability Services works closely with academic and administrative staff to ensure that students receive reasonable accommodations in their areas of study. Assistance available includes the provision of note taking, interpreters and negotiation with academic staff regarding assessment and course requirement modifications where appropriate. For details on registering with the Service including documentation required and online resources see the Disability Services website via your MyUni student portal or http://www.usyd.edu.au/disability.

Email
See Client Services, Information and Communications Technology

Enrolment

Students entering first year
Details of enrolment procedures will be sent to you with your UAC offer of enrolment. Enrolment takes place at a specific time and date, usually during the last week of January.

All other students
A pre-enrolment package is sent to all enrolled students in late September and contains instructions on the procedure for web-based pre-enrolment.

Environmental Policy

The University of Sydney’s Environmental Policy promotes sustainable resource and product use; and encourages the practice of environmental stewardship by staff and students. The policy is supported by the University wide Sustainable Campus Program.

Enquiries can be directed to the Manager, Environmental Strategies
Phone: +61 2 93512063
Email: sustainable@usyd.edu.au
or go to http://www.usyd.edu.au/sustainable where you can find out what the University is doing and how you can get involved, make suggestions or receive the Sustainable Campus Newsletter.

Equity Support Services

Equity Support Services, located within Student Services, brings together a number of student support services that produce practical assistance and information to support students in meeting their academic and personal goals while at University. Services include Accommodation Service, Casual Employment Service, Childcare Information Officer, Disability Services and the Financial Assistance Officer. For details of these services and online resources provided see their individual entry in this Handbook or go to the MyUni student portal or the Services for Students website (http://www.usyd.edu.au/stuserv).
Examinations
The Examinations and Exclusions Office looks after the majority of examination arrangements and student progression. Some faculties, such as the Sydney Conservatorium of Music, make all examination arrangements for the units of study that they offer.

Examinations and Exclusions Office
Student Centre
Level 1, Carslaw Building F07
University of Sydney
NSW 2006 Australia
Phone: +61 2 9351 4005 or +61 2 9351 4006
Fax: +61 2 9351 7330
Email: exams.office@exams.usyd.edu.au

Fees
The Fees Office provides information on how to pay fees, where to pay fees and if payments have been received. The office also has information on obtaining a refund for fee payments.

Fees Office
Margaret Teller Building K07
University of Sydney
NSW 2006 Australia
Phone: +61 2 9351 5222
Fax: +61 2 9351 4202
Email: feespay@usyd.edu.au

Financial Assistance Office
The University of Sydney has a number of loan and bursary funds to assist students experiencing financial difficulties. Loan assistance is available for undergraduate and postgraduate students enrolled in degree and diploma courses at the University.

The assistance is not intended to provide the principle means of support but to help enrolled students in financial need with expenses such as housing bonds and rent; phone and electricity bills; medical expenses; buying textbooks and course equipment.

Loans are interest free and are repayable usually within one year. Bursaries may be awarded depending on financial need and academic merit and are usually only available to local full-time undergraduate students. Advertised bursaries, including First Year Bursaries, are advertised through the MyUni student portal in January each year.

For details of types of assistance and online resources provided by the service see the Financial Assistance website via your MyUni student portal or the Services for Students website (http://www.usyd.edu.au/stuserv).

Level 7, Education Building A35
University of Sydney
NSW 2006 Australia
Phone: +61 2 9351 2416
Fax: +61 2 9351 7055
Email: fao@stuserv.usyd.edu.au
Web: http://www.usyd.edu.au/fin_assist

Freedom of Information
The University of Sydney falls within the jurisdiction of the NSW Freedom of Information Act, 1989. The act:

• requires information concerning documents held by the University to be made available to the public;
• enables a member of the public to obtain access to documents held by the University; and
• enables a member of the public to ensure that records held by the University concerning his or her personal affairs are not incomplete, incorrect, out of date or misleading.

(Note that a 'member of the public' includes staff and students of the University.)

It is a requirement of the act that applications be processed and a determination made within a specified time period, generally 21 days. Determinations are made by the University's Registrar.

While application may be made to access University documents, some may not be released in accordance with particular exemptions provided by the act. There are review and appeal mechanisms which apply when access has been refused.

The University is required to report to the public on its freedom of information (FOI) activities on a regular basis and to produce two documents: a Statement of Affairs (annually) and a Summary of Affairs (every six months). The Statement of Affairs contains information about the University, its structure, function and the kinds of documents held. The Summary of Affairs identifies the University’s policy documents and provides information on how to make an application for access to University documents.

Further information and copies of the current Statement and Summary may be found at http://www.usyd.edu.au/arms/foi

Graduations Office
The Graduations Office is responsible for organising graduation ceremonies and informing students of their graduation arrangements.

Student Centre
Carslaw Building F07
University of Sydney
NSW 2006 Australia
Phone: +61 2 9351 3199, +61 2 9351 4009
Protocol: +61 2 9351 4612
Fax: +61 2 9351 5072

(Grievances) Appeals
You may consider that a decision affecting your candidature for a degree or other activities at the University has not taken into account all relevant matters.

In some cases the by-laws or resolutions of the Senate (see the University Calendar: http://www.usyd.edu.au/about/publication/pub/calendar.shtml) provide for a right of appeal against particular decisions; for example, there is provision for appeal against academic decisions, disciplinary decisions and exclusion after failure.

A document outlining the current procedures for appeals against academic decisions is available at the Student Centre, at the SRC, and on the University’s policy online website: http://www.usyd.edu.au/policy (click on ‘Study at the University’, then click on ‘Appeals’ – see the Academic Board and Senate resolutions).

For assistance or advice regarding an appeal contact:

Students' Representative Council
Level 1, Wentworth Building G01
University of Sydney
NSW 2006 Australia
Phone: +61 2 9660 5222
HELP
See HECS and Fees Office

Information and Communications Technology
See Client Services, Information and Communications Technology

International Office
The International Office provides assistance with application, admission and enrolment procedures for international students. The International Office also includes units responsible for international marketing, government relations, international scholarships, including AusAID scholarships, and compliance with government regulations related to international students.

The Study Abroad and Exchange unit assists both domestic and international students who wish to enrol for study abroad or exchange programs.

International Office
Services Building G12
University of Sydney
NSW 2006 Australia
Phone: +61 2 9351 4079
Fax: +61 2 9351 2795
Email: info@io.usyd.edu.au
Web: http://www.usyd.edu.au/internationaloffice

Study Abroad
Phone: +61 2 9351 3699
Fax: +61 2 9351 2795
Email: studyabroad@io.usyd.edu.au
Web: http://www.usyd.edu.au/studyabroad

Student Exchange
Phone: +61 2 9351 3699
Fax: +61 2 9351 2795
Email: exchange@io.usyd.edu.au
Web: http://www.usyd.edu.au/studentexchange

International Student Support Unit
The International Student Support Unit assists international students through the provision of orientation, counselling and welfare services to both students and their families. ISSU aims to help international students cope successfully with the challenges of living and studying in an unfamiliar culture, to achieve success in their studies and to make the experience of being an international student rewarding and enjoyable.

For details of orientation activities, counselling and welfare services provided to both students and their families and online resources, see the MyUni student portal or the Services for Students website http://www.usyd.edu.au/stuserv. International students also have access to all University student support services.

Camperdown and Darlington campuses
Ground Floor, Services Building G12
University of Sydney
NSW 2006 Australia

Koori Centre and Yooroang Garang
Islander people in all aspects of tertiary education at the University of Sydney. The Cadigal Special Entry Program assists Indigenous Australians to enter undergraduate study across all areas of the University.

As well as delivering block-mode courses for Indigenous Australian students, the Koori Centre teaches Indigenous Australian Studies in various mainstream courses. In addition the Centre provides tutorial assistance, and student facilities such as: computer lab, Indigenous research library and study rooms for Indigenous Australian students across the University.

In particular the Koori Centre aims to increase the successful participation of Indigenous Australians in undergraduate and postgraduate degrees, develop the teaching of Aboriginal Studies, conduct research in the field of Aboriginal education, and establish working ties with schools and communities.

The Koori Centre works in close collaboration with Yooroang Garang: School of Indigenous Health Studies in the Faculty of Health Sciences at the University's Cumberland Campus. Yooroang Garang provides advice, assistance and academic support for Indigenous students in the faculty, as well as preparatory undergraduate and postgraduate courses.

Koori Centre
Ground Floor, Old Teachers College A22
University of Sydney
NSW 2006 Australia
Phone: +61 2 9351 2046 (general enquiries)
Toll Free: 1800 622 742
Community Liaison Officer: +61 2 9351 7003
Fax: +61 2 9351 6923
Email: koori@koori.usyd.edu.au
Web: http://www.koori.usyd.edu.au

Yooroang Garang
T Block, Level 4, Cumberland Campus C42
University of Sydney
NSW 2006 Australia
Phone: +61 2 9351 9393
Toll Free: 1800 000 418
Fax: +61 2 9351 9400
Email: yginfo@fhs.usyd.edu.au
Web: http://www.yg.fhs.usyd.edu.au

Learning Centre
The Learning Centre helps students develop the generic learning and communication skills that are necessary for university study and beyond. The centre is committed to helping students achieve their academic potential throughout their undergraduate and postgraduate studies. The centre’s program includes a wide range of workshops
on study skills, academic reading and writing, oral communication skills and postgraduate writing and research skills. Other services include an individual learning program, faculty-based workshops, computer-based learning resources, publications of learning resources and library facilities. For details of programs, activities and online resources provided by the centre see the website via your MyUni student portal or the Services for Students website (http://www.library.usyd.edu.au/stuserv).

Camperdown and Darlington campuses
Level 7, Education Building A35
University of Sydney
NSW 2006 Australia
Phone: +61 2 9351 3853
Fax: +61 2 9351 4865
Email: lc@stuserv.usyd.edu.au
Web: http://www.usyd.edu.au/lc

Cumberland Campus
Ground Floor, A Block, Cumberland Campus C42
University of Sydney
East Street
Lidcombe
NSW 2141 Australia
Phone: +61 2 9351 9638
Fax: +61 2 9351 9635
Email: LC_Cumberland@fhs.usyd.edu.au
Web: http://www.usyd.edu.au/lc

Library
The University of Sydney Library, the largest academic library in the Southern Hemisphere, is a network of 17 libraries located on nine campuses. The Library website (http://www.library.usyd.edu.au) provides access to services and resources, anywhere at anytime. The locations, opening hours and subject specialities of the libraries are listed on the website.

Over five million items are available via the Library catalogue, including more than 68,000 electronic journals and 281,000 electronic books. Past exam papers are also available online. Enrolled students are entitled to borrow from any of the University Libraries. More information is available at http://www.library.usyd.edu.au/borrowing.

Reading list items are available via the reserve service. Increasingly, reading list material is becoming available in electronic form. For details see the reserve service website: (http://opac.library.usyd.edu.au/screens/reserve.html).

Library staff are always available to support students in their studies. ‘Ask a Librarian’ in person, by email, or by using an online chat service (http://www.library.usyd.edu.au/contacts/index.html).

A specialist librarian is available for all discipline areas and will provide training in finding high quality information. Courses cover a range of skills including research methodology, database searching, effective use of the Internet and the use of reference management software. See the subject contact page: (http://www.library.usyd.edu.au/contacts/subjectcontacts.html).

Library facilities include individual and group study spaces, computers, printers, multimedia equipment, photocopiers and adaptive technologies. Check the ‘Libraries’ link on the home page (http://www.library.usyd.edu.au) to find out about services and facilities in specific libraries.

The Client Service Charter describes the Library’s commitment to supporting students’ learning, including those with special needs. See the Client Service Charter online (http://www.library.usyd.edu.au/about/policies/clientcharter.html).

Your comments and suggestions are always welcome.

University of Sydney Library F03
University of Sydney
NSW 2006 Australia
Phone: +61 2 9351 2993 (general enquiries)
Fax: +61 2 9351 2980 (administration)
+61 2 9351 7278 (renewals).
Email: loanenq@library.usyd.edu.au (loan enquiries), udd@library.usyd.edu.au (document delivery enquiries)
Web: http://www.library.usyd.edu.au

Mathematics Learning Centre
The Mathematics Learning Centre assists undergraduate students to develop the mathematical knowledge, skills and confidence that are needed for studying first level mathematics or statistics units at university. The Centre runs bridging courses in mathematics at the beginning of the academic year (fees apply). The centre also provides on-going support to eligible students during the year through individual assistance and small group tutorials. For details of activities and online resources provided by the centre see the website via your MyUni student portal or the Services for Students website (http://www.library.usyd.edu.au/stuserv).

Level 4, Carslaw Building F07
University of Sydney
NSW 2006 Australia
Phone: +61 2 9351 4061
Fax: +61 2 9351 5797
Email: mlc@stuserv.usyd.edu.au
Web: http://www.usyd.edu.au/mlc

Multimedia and Educational Technologies in Arts (META) Resource Centre
(Languages and E-Learning)
The centre provides access to recorded lectures, classwork and interactive self-paced learning materials for students of languages other than English (LOTE) and English as a second language (ESL).

The self study room provides interactive computer assisted learning and access to live multilingual satellite television broadcasts. Computer access labs provide Internet, email and word processing access. The centre also provides teaching rooms with state-of-the-art multimedia equipment, language laboratories and video conferencing facilities for Faculty of Arts courses.

Level 2, Brennan Building (opposite Manning House)
University of Sydney
NSW 2006 Australia
Phone: Library enquiries +61 2 9351 2683
For all other enquiries +61 2 9351 6781
Fax: +61 2 9351 3626
Email: For Library enquiries meta.library@arts.usyd.edu.au
For all other enquiries meta@arts.usyd.edu.au
Web: http://www.arts.usyd.edu.au/centres/meta

MyUni Student Portal
The MyUni student portal (http://myuni.usyd.edu.au) is the starting point and ‘one-stop’ environment for students to access all their web-based University information and services.

MyUni automatically tailors what a student sees based on their login-in and offers students the option of further personalising content. Most importantly, MyUni allows students to complete tasks online that would previously have required attendance in person. The following are examples of MyUni services and information:
• support services for students in health, counselling, child care, accommodation, employment and wellbeing;
• student administration systems for obtaining exam results, enrolment and variations, timetabling, email services and links to courses and units of study information;
• links to the University’s e-learning systems;
• library services;
• important messages and student alerts;
• information technology and support services;
• information for local, indigenous and international students; and
• campus maps, with descriptions of cultural, sporting and campus facilities.

Website: http://myuni.usyd.edu.au

Part-time, full-time

Undergraduate students
Undergraduate students are usually considered full-time if they have a student load of at least 0.375 each semester. Anything under this amount is considered a part-time study load.

Note that some faculties have minimum study load requirements for satisfactory progress.

Postgraduate students (Coursework)
For postgraduate coursework students part-time or full-time status is determined by credit-point load. Enrolment in units of study which total at least 18 credit points in a semester is classed as full-time. Anything under this amount is a part-time study load.

Please note that classes for some coursework programs are held in the evenings (usually 6–9pm).

Postgraduate students (Research)
Full-time candidates for research degrees do not keep to the normal semester schedule, instead they work continuously throughout the year with a period of four weeks recreation leave. There is no strict definition of what constitutes full-time candidate but if you have employment or other commitments that would prevent you from devoting at least the equivalent of a 35-hour working week to your candidature (including attendance at the University for lectures, seminars, practical work and consultation with your supervisor) you should enrol as a part-time candidate. If in doubt you should consult your faculty or supervisor.

International students
Student visa regulations require international students to undertake full-time study. International students on visas other than student visas may be permitted to study part-time.

Policy online
In addition to the resolutions covering specific courses there are a number of University policies that apply to students. These include:

• The code of conduct for students
• Academic honesty in coursework
• Student plagiarism: Coursework assessment and examination of coursework

All of these policies can be accessed from the University’s Policy website online (http://www.usyd.edu.au/policy).

Privacy
The University is subject to the NSW Privacy and Personal Information Protection Act 1998 and the NSW Health Records and Information Privacy Act 2002. Central to both acts are the sets of information protection principles (IPPs) and health privacy principles which regulate the collection, management, use and disclosure of personal and health information. In compliance with the Privacy and Personal Information Protection Act the University developed a Privacy Management Plan which includes the University Privacy Policy. The Privacy Management Plan sets out the IPPs and how they apply to functions and activities carried out by the University. Both the plan and the University Privacy Policy were endorsed by the Vice-Chancellor on 28 June 2000.

Further information and a copy of the plan may be found at http://www.usyd.edu.au/arms/privacy.

Any questions regarding the Freedom of Information Act, the Privacy and Personal Information Protection Act, the Health Records and Information Privacy Act or the Privacy Management Plan should be directed to:

Tim Robinson: +61 2 9351 4263, or
Anne Picot: +61 2 9351 7262
Email: foi@mail.usyd.edu.au

Scholarships for undergraduates

Scholarships Unit
Room 147, Ground Floor, Mackie Building KO1
University of Sydney
NSW 2006 Australia

Phone: +61 2 9351 2717
Fax: +61 2 9351 5134
Email: scholarships@careers.usyd.edu.au
Web: http://www.usyd.edu.au/scholarships

Services for Students
See Student Services

Student Centre
Ground Floor, Carslaw Building F07
University of Sydney
NSW 2006 Australia

Phone: +61 2 9351 3023 (general enquiries)
Academic records: +61 2 9351 4109
Discontinuation of enrolment: +61 2 9351 3023
Handbooks: +61 2 9351 5057
Prizes: +61 2 9351 5060
Fax: +61 2 9351 5081, +61 2 9351 5350 (academic records)
Web: http://www.usyd.edu.au/studentcentre

Student Identity Cards
The student identity card functions as a library borrowing card, a transport concession card (when suitably endorsed) and a general identity card. The card must be carried at all times on the grounds of the University and must be shown on demand.

Student Services
The University provides personal, welfare, administrative and academic support services to facilitate your success at University. Many factors can impact on your wellbeing while studying at university and student services can assist you in managing and handling these more effectively. For details of services and online resources provided see your MyUni student portal or the Services for Students website: http://www.usyd.edu.au/stuserv.

The Sydney Summer School
Most faculties at the University offer units of study from undergraduate degree programs during summer. There are also some units of study available for postgraduate coursework programs from some faculties. As the University uses its entire quota of Commonwealth supported places in first and second semester, these units are full fee-paying for both local and international students and enrolment is entirely voluntary. However, Summer School units enable students to accelerate their degree progress, make up for a failed unit or fit in a unit which otherwise would not suit their timetables. New students may also gain a head start by completing subjects before they commence their degrees. Units start at various times from late November and run for up to six weeks (followed by an examination
week). Notice of the units available is on the Summer School website and is usually circulated to students with their results notices. A smaller Winter School is also run from the Summer School office. It commences on 3 July and runs for up to three weeks (followed by an examination week). It offers mainly postgraduate and a few undergraduate units of study.

Information can be found on the Summer School website: http://www.summer.usyd.edu.au.

The University of Sydney Foundation Program (USFP)

The University of Sydney offers its foundation program to international students as a preparation for undergraduate degrees at several Australian universities. The Foundation Program is conducted by Taylors College on behalf of Study Group Australia and the University of Sydney. The Foundation Program allows both first and second semester entry to undergraduate courses at the University of Sydney and other universities within Australia.

Phone: +61 2 8263 1888
Fax: +61 2 9267 0531
Email: info@io.usyd.edu.au
Web: http://www.usyd.edu.au/foundationprogram

College Address
The University of Sydney Foundation Program
Taylors College
965 Bourke St
Waterloo NSW 2017

Phone: +61 2 8303 9700
Fax: +61 2 8303 9777

Timetabling Unit
The Timetabling Unit in the Student Centre is responsible for producing students’ class and tutorial timetables. Semester One timetables are available from the Wednesday of O Week through the MyUni website (http://myuni.usyd.edu.au).

University Health Service

The University Health Service provides a full experienced general practitioner service and emergency medical care to all members of the University community. You can consult a doctor either by appointment or on a walk-in basis (for more urgent matters only). The Health Service bills Medicare or your overseas student health care provider (Worldcare or Medibank Private) directly for the full cost of most consultations.

Email: director@unihealth.usyd.edu.au
Web: http://www.unihealth.usyd.edu.au
Fax: +61 2 9351 4110

University Health Service (Holme)

University Health Service (Holme)
Holme Building A09
Science Rd
University of Sydney
NSW 2006 Australia

Opening Hours: 8:30am–5pm, Mon–Fri
Phone: +61 2 9351 4095

University Health Service (Wentworth)

Level 3, Wentworth Building G01
University of Sydney
NSW 2006 Australia

Opening Hours: 8:30am–5:30pm, Mon–Fri
Phone: +61 2 9351 3484
Holme Building A09
Science Rd
University of Sydney
NSW 2006 Australia

Opening Hours: 8:30am–5pm, Mon–Fri
Phone: +61 2 9351 4095

See also the Glossary for administrative information relating to particular terms.
Student organisations and International students

Student organisations

**Students’ Representative Council**
The Students’ Representative Council (SRC) advances and defends the interests of Sydney University undergraduate students at Sydney University and in the community. SRC members receive free advocacy and advice and a discount at the SRC shop.

Level 1, Wentworth Building G01  
University of Sydney  
NSW 2006 Australia  
Phone: +61 2 9660 5222  
Fax: +61 2 9660 4260  
SRC Shop: +61 2 9660 4756  
Email: info@src.usyd.edu.au  
Web: www.src.usyd.edu.au

**Sydney University Sport**
Sydney University Sport provides opportunities for participation in a range of sporting and recreational activities along with first class facilities.

University Sports and Aquatic Centre G09  
University of Sydney  
NSW 2006 Australia  
Phone: +61 2 9351 4960  
Fax: +61 2 9351 4962  
Email: admin@susport.usyd.edu.au  
Web: www.susport.com

**University of Sydney Union**
The University of Sydney Union (USU) is the main provider of catering facilities, retail services, welfare programs and social and cultural events for the University community on the Camperdown and Darlington campuses and at many of the University’s affiliated campuses.

University of Sydney Union  
Level 1, Manning House A23  
University of Sydney  
NSW 2006 Australia  
Phone: 1800 013 201 (switchboard)  
Fax: +61 2 9563 6109  
Email: info@usu.usyd.edu.au  
Web: www.usuonline.com

**Sydney University Postgraduate Representative Association (SUPRA)**
SUPRA is an independent representative association providing advice, advocacy and support services for the postgraduate student community. SUPRA is your postgraduate student association and is here to help you.

Raglan Street Building G10  
University of Sydney  
NSW 2006 Australia  
Phone: +61 2 9351 3715  
Freecall: 1800 249 950  
Fax: +61 2 9351 6400  
Email: admin@supra.usyd.edu.au  
Web: www.supra.usyd.edu.au
International students

The following information is for international students studying onshore on an Australian Student Visa.

Full-time study
International students must maintain full-time enrolment at all times (a minimum of 18 credit points). However, in the following limited circumstances, part-time study is permitted:

• students studying in Australia on a different type of visa that does not carry study restrictions;
• students in their final semester who are required to take additional units to complete their course;
• cross-institutional students enrolled full-time at their home institution;
• students enrolled in an approved joint delivery program that involves enrolment at two institutions.

Satisfactory academic progress
The University is required to report to the Department of Immigration and Multicultural Affairs (DIMA) any International Student who fails to maintain satisfactory academic progress. This may result in automatic visa cancellation. It is important that International Students contact the International Office if they are experiencing academic difficulties.

Distance/web-based study
International students studying onshore in Australia are not permitted to enrol in distance or web-based courses. However, a small number of web-based units within a course taught largely in face-to-face mode are allowed. Contact the faculty to discuss enrolment options.

Work permits
International students with a work permit are permitted to work for up to 20 hours during semester and full-time during the University’s official vacation periods. Contact the International Office for more information.

Change of address
International Students must notify the University of their residential address within seven days of arrival and notify any change of address within seven days. This may be done via the University’s MyUni Web portal.

Course transfers
Sponsored students will need permission from their sponsors before transferring courses. Australian Government sponsored students (AusAID, Endeavour) and Asia Development Bank (ADB) sponsored students should contact the International Office in the early stages of considering a course transfer.

Suspension/discontinuation
The University is required to report to DIMA international students who discontinue or suspend their studies. Students who suspend their studies for severe medical or compassionate reasons should contact the International Office urgently.

Overseas student health cover
Australian Student Visa holders must maintain overseas health cover for the duration of their stay. The International Office arranges health cover for the first year but it is the individual student’s responsibility to maintain health cover for each subsequent year.

Additional information
For more information related to international students, please see the Glossary in this handbook.
### Abbreviations

For a glossary of terms, describing the terminology in use at the University of Sydney, please see the glossary section.

Listed below are the more commonly used acronyms that appear in University documents and publications.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td>AARNet</td>
<td>Backing Australia's Ability</td>
<td>CRC</td>
</tr>
<tr>
<td>AAUT</td>
<td>BAC</td>
<td>CREO</td>
</tr>
<tr>
<td>AAM</td>
<td>BitLab</td>
<td>CRICOS</td>
</tr>
<tr>
<td>ABC</td>
<td>BLO</td>
<td>CRRI</td>
</tr>
<tr>
<td>ABSTUDY</td>
<td>BOTPLS</td>
<td>CSIRO</td>
</tr>
<tr>
<td>ACER</td>
<td>Business Intelligence Lab</td>
<td>CST</td>
</tr>
<tr>
<td>AGSM</td>
<td>Business Liaison Office</td>
<td>CULT</td>
</tr>
<tr>
<td>ANZAAS</td>
<td>Co-operative Resultant Transfer System</td>
<td>CUTSD</td>
</tr>
<tr>
<td>APA</td>
<td>Automated Results Transfer System</td>
<td>DAC</td>
</tr>
<tr>
<td>APAC</td>
<td>Assessment Fee Subsidy for Disadvantaged Overseas Students</td>
<td>DEST</td>
</tr>
<tr>
<td>APAI</td>
<td>Australian Postgraduate Awards</td>
<td>DHM</td>
</tr>
<tr>
<td>APAIT</td>
<td>Australian Postgraduate Awards (Industry)</td>
<td>DIMA</td>
</tr>
<tr>
<td>APDI</td>
<td>Australian Postdoctoral Fellowships Industry</td>
<td>D-IRD</td>
</tr>
<tr>
<td>APEC</td>
<td>Australian Postgraduate Awards in Information Technology</td>
<td>D-IRD</td>
</tr>
<tr>
<td>APF</td>
<td>Australian Postdoctoral Fellowship</td>
<td>D-IRD</td>
</tr>
<tr>
<td>AQF</td>
<td>Australian Qualifications Framework</td>
<td>D-IRD</td>
</tr>
<tr>
<td>ARC</td>
<td>Australian Research Council</td>
<td>D-IRD</td>
</tr>
<tr>
<td>ARTS</td>
<td>Automated Results Transfer System</td>
<td>D-IRD</td>
</tr>
<tr>
<td>ASDOT</td>
<td>Australian Postgraduate Awards</td>
<td>GATS</td>
</tr>
<tr>
<td>ATN</td>
<td>Australian Technology Network</td>
<td>GCCCA</td>
</tr>
<tr>
<td>ATP</td>
<td>Australian Technology Park</td>
<td>GDS</td>
</tr>
<tr>
<td>ATPL</td>
<td>Australian Technology Park Limited</td>
<td>GPPOF</td>
</tr>
<tr>
<td>AUQA</td>
<td>Australian University Quality Agency</td>
<td>GSA</td>
</tr>
<tr>
<td>AusAID</td>
<td>Australia Agency for International Development</td>
<td>GSG</td>
</tr>
<tr>
<td>AUTC</td>
<td>Australian Universities Teaching Committee</td>
<td>GWLSLN</td>
</tr>
<tr>
<td>AVCC</td>
<td>Australian Vice-Chancellors Committee</td>
<td>HDR</td>
</tr>
<tr>
<td>B</td>
<td>Backing Australia's Ability</td>
<td></td>
</tr>
<tr>
<td>BAA</td>
<td>BAC</td>
<td></td>
</tr>
<tr>
<td>BAC</td>
<td>Budget Advisory Committee</td>
<td></td>
</tr>
<tr>
<td>BITLab</td>
<td>Business Intelligence Lab</td>
<td></td>
</tr>
<tr>
<td>BLO</td>
<td>Business Liaison Office</td>
<td></td>
</tr>
<tr>
<td>BOTPLS</td>
<td>Bridging for Overseas Trained Professionals Loans Scheme</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>Cost Adjustment Factor</td>
<td></td>
</tr>
<tr>
<td>CAF</td>
<td>Committee for Advancement of University Teaching</td>
<td></td>
</tr>
<tr>
<td>CAUT</td>
<td>Capital Development Program</td>
<td></td>
</tr>
<tr>
<td>CDP</td>
<td>Country Education Profile</td>
<td></td>
</tr>
<tr>
<td>CEP</td>
<td>Course Experience Questionnaire</td>
<td></td>
</tr>
<tr>
<td>CEQ</td>
<td>Casual Employment Service</td>
<td></td>
</tr>
<tr>
<td>CES</td>
<td>Chief Financial Officer</td>
<td></td>
</tr>
<tr>
<td>CFO</td>
<td>College of Humanities and Social Sciences</td>
<td></td>
</tr>
<tr>
<td>CHASS</td>
<td>Commonwealth Higher Education System Student Number</td>
<td></td>
</tr>
<tr>
<td>CHESSN</td>
<td>College of Health Sciences</td>
<td></td>
</tr>
<tr>
<td>CHS</td>
<td>Chief Information Officer</td>
<td></td>
</tr>
<tr>
<td>CIO</td>
<td>Confirmation of Enrolment</td>
<td></td>
</tr>
<tr>
<td>COE</td>
<td>Community and Public Sector Union</td>
<td></td>
</tr>
<tr>
<td>CPSU</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

For the latest updates, visit Handbooks online.
http://www.usyd.edu.au/handbooks
## Abbreviations

<p>| H | HEFA | Higher Education Funding Act 1988 |
| H | HEIMS | Higher Education Information Management System |
| H | HELP | Higher Education Loan Program |
| H | HEO | Higher Education Officer |
| H | HEP | Higher Education Provider |
| H | HERDC | Higher Education Research Data Collection |
| H | HESA | Higher Education Support Act |
| H | HOD | Head of Department |
| I | IAF | Institutional Assessment Framework (This is a new name for what was previously the DEST Profile process.) |
| I | IAS | Institute of Advanced Studies |
| I | ICT | Information and Communication Technology |
| I | ICTR | Information and Communication Technology Resources |
| I | IELTS | International English Language Testing Scheme |
| I | IGS | Institutional Grants Scheme (DEST) |
| I | IO | International Office |
| I | IP | Intellectual Property |
| I | IPRS | International Postgraduate Research Scholarships |
| I | IREX | International Researcher Exchange Scheme |
| I | ISFP | Indigenous Support Funding Program |
| I | ISIG | Innovation Summit Implementation Group |
| I | ISSU | International Student Services Unit |
| I | ITC | Information Technology Committee |
| I | ITL | Institute for Teaching and Learning |
| I | ITS | Information Technology Services |
| J | JASON | Joint Academic Scholarships Online Network |
| L | LBOTE | Language Background Other Than English |
| M | MBA | Master of Business Administration |
| M | MISG | Management Information Steering Group |
| M | MNRF | Major National Research Facilities Scheme |
| M | MOU | Memorandum of Understanding |
| M | MPG | Major Projects Group |
| M | MRB | Medical Rural Bonded Scholarship Scheme |
| N | NBCOTP | National Bridging Courses for Overseas Trained Program |
| N | NCG | National Competitive Grant |
| N | NESB | Non-English-Speaking Background |
| N | NHMRC | National Health and Medical Research Council |
| N | NOIE | National Office for the Information Economy |
| N | NOOSR | National Office for Overseas Skill Recognition |
| N | NSRL | Non-Recent School Leaver |
| N | NSW VCC | New South Wales Vice-Chancellors' Conference |
| N | NTEU | National Tertiary Education Industry Union |
| O | OECD | Organisation for Economic Cooperation and Development |
| O | OLA | Open Learning Australia |
| O | OLDFS | Open Learning Deferred Payment Scheme |
| O | OPRS | Overseas Postgraduate Research Scholarships |
| P | PELS | Postgraduate Education Loans Scheme |
| P | PSO | Planning Support Office |
| P | PVC | Pro-Vice-Chancellor |
| Q | QA | Quality Assurance |
| Q | GACG | Quality Advisory and Coordination Group |
| R | R&amp;D | Research and Development |
| R | R&amp;R | Restructuring and Rationalisation Program |
| R | RC | Responsibility Centre |
| R | REG | Research and Earmarked Grants |
| R | REP | Research Education Program |
| R | RFM | Relative Funding Model |
| R | RIBG | Research Infrastructure Block Grant (DEST) |
| R | RiEF | Research Infrastructure Equipment and Facilities Scheme |
| R | RISF | Restructuring Initiatives Support Fund |
| R | RMO | Risk Management Office |
| R | ROA | Record of Achievement |
| R | RQ | Research Quantum |
| R | ROU | Recognition Quality Unit (Higher Education Division – DEST) |
| R | RRTMR | Research and Research Training Management Reports |
| R | RSL | Recent School Leaver |
| R | RTS | Research Training Scheme (DEST) |
| S | SCA | Sydney College of the Arts |
| S | SCEQ | Sydney Course Experience Questionnaire |
| S | SCM | Sydney Conservatorium of Music |
| S | SCR | Science Capability Review |
| S | SDF | Strategic Development Fund |
| S | SEG | Senior Executive Group |
| S | SES | Socioeconomic Status |
| S | SI | Scholarship Index |
| S | SLE | Student Learning Entitlement |
| S | SNA | Safety Net Adjustment |
| S | SPIRT | Strategic Partnerships with Industry – Research and Training Scheme |
| S | SPR | Student Progress Rate |
| S | SRC | Students' Representative Council |
| S | SSR | Student/Staff Ratio |
| S | STABEX | Study Abroad Exchange (database) |
| S | SUPRA | Sydney University Postgraduate Students' Representative Association |
| S | SUSport | Sydney University Sport |
| T | TAFE | Technical and Further Education |
| T | TOEFL | Test of English as a foreign language |
| T | TPI | Teaching Performance Indicator |
| U | UAC | Universities Admissions Centre |
| U | LMAP | University Mobility in Asia and the Pacific |
| U | UNESCO | United Nations Educational, Scientific and Cultural Organisation |</p>
<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>U</td>
<td>University Postgraduate Awards</td>
</tr>
<tr>
<td>V</td>
<td>Vice-Chancellor's Advisory Committee</td>
</tr>
<tr>
<td>VET</td>
<td>Vocational Education and Training</td>
</tr>
<tr>
<td>W</td>
<td>Weighted Average Mark</td>
</tr>
<tr>
<td>WRP</td>
<td>Workplace Reform Program</td>
</tr>
<tr>
<td>WTO</td>
<td>World Trade Organization</td>
</tr>
<tr>
<td>Y</td>
<td>Year of First Enrolment</td>
</tr>
</tbody>
</table>
For a table of the more commonly used acronyms and abbreviations that appear in University documents and publications please see the abbreviations section.

This glossary describes terminology in use at the University of Sydney.

**A B C D E F G H I J K L M N O P Q R S T U V W X Y Z**

**学术委员会**

学术委员会是大学的最高学术机构。它与学院合作，负责批准或建议议会批准新课程或修改课程以及与入学和候选人有关的政策。

（有关进一步的信息，请参见《大学日历》。）

**学术周期**

学术周期是一年中提供课程的计划。目前，周期从第一学期的注册期开始，到第二学期结束时完成结果的处理。

（有关进一步的信息，请参见《阶段》。）

**学术不端行为**

学术不端行为是指学生将他人的想法、发现或书面作品作为自己的，通过抄袭或复制它们而没有注明来源，并有意欺骗考官。学术不端行为也包括重复使用、伪造数据、请别人完成评估或在考试中作弊。

（有关进一步的信息，请参见《抄袭》。）

**学术记录**

学生的学术历史，包括但不限于：个人信息；所有学习和课程；评估结果（成绩和等级）；获得的奖项；违反进度规则；课程变更；论文和监督详情。

学术记录的访问仅限于授权的大学员工，并在未获得学生书面授权的情况下，不向第三方提供。

（有关进一步的信息，请参见《学术成绩单》。）

**学术成绩单**

一份列出学生在大学期间学术记录的声明。有外部和内部两种学术成绩单。

（有关进一步的信息，请参见《外部成绩单、内部成绩单》。）

**学年**

学年即年度。通常指学生注册期间。

（有关进一步的信息，请参见《学术周期、阶段》。）

**入学**

根据大学的入学政策，入学是识别具有资格收到入学课程初步邀请的申请人的过程。大多数课程的入学是基于HSC的表现，申请人的UAI排名。其他标准如组合、面试、考试结果等可能被考虑。

**入学基础**

主要标准是学院在评估申请入学的课程时使用的。这些标准包括，但不限于：过去的学习；工作经验；特殊入学；和University Admissions Index（UAI）。**入学（延期）**

获得入学资格的申请人在将申请延期到同一学期或同一学年的另一阶段。

**入学模式**

根据学生如何被录取到课程分类，例如“UAC”或“直接”。

**入学期**

考虑入学课程申请的时期。

**入学年**

学生预计开始课程的年份。

（有关进一步的信息，请参见《开始日期》。）

**高级文凭**

（有关进一步的信息，请参见《奖学金课程》。）

**学分**

（有关进一步的信息，请参见《学分》。）

**导师**

被任命为某些研究生课程学生的顾问角色的学术员工。

（有关进一步的信息，请参见《顾问监督、指导监督/教师、研究监督》。）

**Aegrotat**

在学生完成课程前涉及严重疾病或死亡的情况下，根据特殊情况，可以授予Aegrotat和追认学位。

**校友悉尼人**

一个可搜索的数据库，包括1857年至当前年份前的学生。

**年度平均分（AAM）**

学年（等同于日历年）中所有学习单位的平均分。

该公式用于此计算：

$$AAM = \frac{\sum (marks \times credit\ point\ value)}{\sum (credit\ point\ value)}$$

（等于学习单位总计完成的时期）

其中的分数是实际分数，该分数用于计算这名学生在该单位中获得的分数。

**入学年度报告**

一种用于监测研究生每年进步的表格。该表格包含学生、导师、系主任和院长（或其代表）的注释。完成的表格附加到学生官方文件。
Annual Report
The University's yearly financial and audit report, submitted to the NSW Parliament. It also includes a broad range of the University's activities and the strength of their performance in relation to the University's stated roles, values and goals.

Appeals
Students may lodge an appeal against academic or disciplinary decisions. An academic appeal (e.g. against exclusion) is managed by the Student Centre–Exclusions Office while it is under consideration and a record of the outcome of the appeal will be retained.

Assessment
The process of measuring the performance of students in units of study and courses. Performance may be assessed by examinations, essays, laboratory projects, assignments, theses, treatises or dissertations. (See also Result processing, Result processing schedule.)

Formative assessment
Used principally to provide students with feedback on their progress in learning. It reinforces successful learning, and is an opportunity for students to expose the limitations in their knowledge and understanding.

Summative assessment
Used to certify competence, or to arrange students in a rank order of merit. It certifies the attainment of a standard, and is used as the basis for progression to the next part of a program, or to graduation.

Associate supervisor
A person who is appointed in addition to the supervisor of a research student, who can provide the day-to-day contact with the candidate or provide particular expertise or additional experience in supervision. (See also Advisor, Instrumental supervisor/teacher, Research supervisor, Supervision.)

Assumed knowledge
For some units of study, a student is assumed to have passed a relevant subject at the HSC and this is called assumed knowledge. Students who do not have the assumed knowledge, they are not prevented from enrolling in the unit of study. (See also Prerequisite.)

Attendance pattern
Attendance pattern is classified as full-time, part-time or external. This is dependant on the student's mode of attendance and the student load.

Attendance mode
A Department of Education, Science and Technology (DEST) classification defining the manner in which a student is undertaking a course, i.e. internal, external, mixed or offshore.

Australian Qualifications Framework (AQF)
The framework for recognition and endorsement of qualifications established by the Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA).

AUSTUDY
Provides financial help to students who are 25 years old or over who meet the required criteria, and are undertaking an approved full-time course at an approved institution. (See also Youth Allowance.)

Automated Results Transfer System (ARTS)
This system was developed by the Australasian Conference of Tertiary Admissions Centres (ACTAC) to allow the electronic academic record of a student to be accessed, via an admission centre, by tertiary institutions.

Award course
(See Course.)

B

Bachelor's degree
The highest undergraduate award offered at the University. A bachelor's degree course normally requires three or four years of full-time study or the part-time equivalent. (See also Award course.)

Barrier
An instruction placed on a student's record that prevents the student from re-enrolling or graduating. (See also Deadlines (fees), Suppression of results.)

Board of Studies
An academic body which supervises a course or courses, and which is similar to a faculty except that it is headed by a chair rather than a dean and does not supervise PhD candidates.

Bursaries
Financial award made to a student, based primarily on need. (See also Scholarships.)

C

Calendar
The annual University publication which provides general and historical information about the University of Sydney, the statutes and regulations under which it operates and the Senate resolutions relating to constitutions and courses in each faculty.

Cadigal program
A program, named in recognition of the Aboriginal people of the land on which the University is located, designed to increase the successful participation of Aboriginal and Torres Strait Islander people in degree courses in all faculties at the University of Sydney.

Campus
The grounds on which the University is situated. There are 10 campuses of the University of Sydney:

- Burren Street (Institute of Transport Studies)
- Camperdown
- Darlington
- Camden (Agriculture and Veterinary Science)
- Conservatorium (Sydney Conservatorium of Music)
- Cumberland (Health Sciences)
- Mallett Street (Nursing)
- Rozelle (Sydney College of the Arts)
- St James (Law)
- Surry Hills (Dentistry)

Cancellation
Where enrolment is cancelled for non-payment of fees.

Candidature
Candidature commences when a student is admitted to a course of study leading to the award of a degree, diploma or certificate. There are maximum periods and in some cases minimum periods of candidature depending on the award course and whether the candidate is a full-time or part-time student.

Census date
The date at which a student's enrolment, load and HECS liability are finalised before this information is reported to DEST. (See also Commonwealth-supported Student, HECS-HELP.)

Ceremony
(See Graduation ceremony.)
Chancellor
The non-executive head of the University. An honorary position, the Chancellor presides over meetings of the University’s governing body, the Senate, and important ceremonial occasions such as graduations.

Clinical experience
Students undertake clinical placements in a professional environment as part of their course requirements. Many require University approved supervision. In order to undertake clinical placements a student may be required to fulfill additional requirements.

College of Health Sciences
Consists of the Faculties of Dentistry; Health Sciences; Medicine; Nursing; and Pharmacy.

College of Humanities and Social Sciences (CHASS)
Consists of the Faculties of Arts; Economics and Business; Education; Law; the Sydney College of the Arts; and the Sydney Conservatorium of Music.

College of Sciences and Technology (CST)
Consists of the Faculties of Agriculture, Food and Natural Resources; Architecture; Engineering; Rural Management; Science, and Veterinary Science.

Combined course
A course which leads to two awards. For example the Arts/Law course leads to the separate awards of Bachelor of Arts and Bachelor of Laws.

Combined degree
A single program with a single set of course resolutions leading to the award of two degrees (unless otherwise specified in the resolutions). (See also Combined course.)

Commencement date
The date a student commences candidature.

Commonwealth-supported student
Most of the students who study at the University of Sydney are Commonwealth supported. These students have most of the cost of their education paid by the government but must also contribute towards this cost themselves (their student contribution).

Compulsory subscriptions
Each enrolled student is liable to pay annual (or semester) subscriptions, as determined by the Senate, to the student organisations at the University. There are different organisations for undergraduate and postgraduate students, and these are specific to different campuses. The organisations at campuses other than Camperdown and Darlington include: the Conservatorium Student Association, the Cumberland Student Guild, the Orange Agricultural College Student Association and the Student Association of Sydney College of the Arts. (See also Compulsory subscription exemption, Joining fee, Life membership.)

Compulsory subscription exemption
Students of a certain age or those with disabilities or medical conditions may be exempt from the subscription to the sports body. Conscientious objectors to the payment of subscriptions to unions of any kind may apply to the Registrar for exemption. The Registrar may permit such a student to make the payment to the Jean Foley Bursary Fund instead. (See also Compulsory subscriptions.)

Confirmation of Enrolment form (COE)
This form is issued to each student after enrolment, showing the course and the units of study in which the student is enrolled, together with the credit point value of the units of study and the HECS weights. Until all fees are paid, it is issued provisionally. A new confirmation of enrolment form is produced every time a student’s enrolment is varied.

Conjoint ventures
Two or more institutions cooperate to provide a unit or course of study to postgraduate coursework students. Arrangements exist between individual departments at the University of Sydney and individual departments at the University of New South Wales (UNSW) and the University of Technology Sydney (UTS), whereby students enrolled for a degree at one institution complete one or more units of study at the other institution to count towards the award program at their ‘home’ institution.

Continuing professional education
A process which provides a number of programs of continuing education courses for professionals as they move through their career. These programs are presently administered by the Centre for Continuing Education and a number of departments and foundations across the University. This process supports the whole of life learning concept and involves the maintenance of a long term relationship between the student and the University.

Convocation
The body comprising all graduates of the University.

Core unit of study
A unit of study that is compulsory for a particular course or subject area. (See also Unit of study.)

Corequisite
A unit of study which must be taken in the same semester or year as a given unit of study (unless it has already been completed). These are determined by the faculty or board of studies concerned, published in the faculty handbook and shown in FlexSIS. (See also Prerequisite, Waiver.)

Cotutelle Scheme
Agreement between the University and any overseas university for joint supervision and examination of a PhD student as part of an ongoing cooperative research collaboration. If successful, the student receives a doctorate from both universities with each testamur acknowledging the circumstances under which the award was made.

Course
An undertaking of study at the University of Sydney.

Award course
A formal course of study that will see attainment of a recognised award. Award courses are approved by Senate, on the recommendation of the Academic Board. The University broadly classifies courses as undergraduate, postgraduate coursework or postgraduate research. (See also Bachelor’s degree, Course rules, Diploma, Doctorate, Major, Master’s degree, Minor, PhD, Stream.)

Non-award course
Studies undertaken by students who are not seeking an award from the University. (See also Cross-institutional enrolment.)

Coursework
An award course not designated as a research award course. While the program of study in a coursework award course may include a component of original, supervised, other forms of instruction and learning normally will be dominant.

Research
A course in which at least 66 per cent of the overall course requirements involve students in undertaking supervised research, leading to the production of a thesis or other piece of written or creative work, over a prescribed period of time.

Course alias
A unique five character alpha-numeric code which identifies a University course.
Course code
(See Course alias.)

Course enrolment status
A student's enrolment status in a course is either 'enrolled' or 'not enrolled'. 'Not enrolled' reasons include: cancelled; suspended; under examination; or terminated.
(See also Cancellation, Candidature, Course leave, Enrolment, Enrolment variation, Terminated, Under examination.)

Course leave
Students are permitted to apply for a period away from their course without losing their place. Course leave is formally approved by the supervising faculty for a minimum of one semester. Students on leave are regarded as having an active candidature, but they are not entitled to a student card. At undergraduate level, leave is not counted towards the total length of the course. Students who are absent from study without approved leave may be discontinued and may be required to formally reapply for admission.
(See also Progression.)

Course rules
Rules which govern the allowable enrolment of a student in a course. Course rules may be expressed in terms of types of units of study taken, length of study, and credit points accumulated, e.g. a candidate may not enrol in units of study having a total value of more than 32 credit points per semester. Course rules also govern the requirements for the award of the course, e.g. a candidate must have completed a minimum of 144 credit points.
(See also Award course, Corequisite, Prerequisite.)

Course suspension
(See Course leave.)

Course transfer
A transfer occurs when a student changes from one course in the University to another course in the University without the requirement for an application and selection process (e.g. from a PhD to a master's program in the same faculty).

Credit
The recognition of previous studies successfully completed at this University, or another university or tertiary institution recognised by the University of Sydney, as contributing to the requirements of the course to which the applicant requesting such recognition has been admitted. It may be granted as specified credit or non-specified credit.

Specified credit
The recognition of previously completed studies as directly equivalent to units of study.

Non-specified credit
A 'block credit' for a specified number of credit points at a particular level. These credit points may be in a particular subject area but are not linked to a specific unit of study.
(See also AAM – Annual average mark, Waiver, Weighted average mark (WAM).)

Credit points
The value of the contribution each unit of study provides towards meeting course completion requirements. Each unit of study will have a credit point value assigned to it. The total number of credit points required for completion of award courses will be specified in the Senate Resolutions relevant to the award course.

Cross-institutional enrolment
An enrolment in units of study at one university to count towards an award course at another university. Cross-institutional enrolments incur a student-contribution liability (see Commonwealth-supported student) or tuition fee charge at the institution at which the unit of study is being undertaken.

(See also Non-award course.)

D
Data Audit Committee (DAC)
The Data Audit Committee's role is to oversee the integrity and accuracy of the course and unit of study data as strategic University data. It also advises the Academic Board on suggested policy changes related to course and unit of study data. A subcommittee of the VCAC Enrolment Working Party, it is chaired by the Registrar, with membership including the deans, the Student Centre, FlexSIS and the Planning Support Office.

Deadlines (Enrolment variations)
(See Enrolment variation.)

Deadlines (Fees)
The University has deadlines for the payment of fees (e.g. HECS, compulsory subscriptions, course fees). Students who do not pay fees by these deadlines may have their enrolment cancelled or they may have a barrier placed on the release of their record.
(See also Barrier, Cancellation.)

Dean
The head of a faculty, or the principal or director of a college (such as the Sydney Conservatorium of Music or the Sydney College of Arts).

Dean's certificate
A statement from the Dean certifying that all requirements, including fieldwork and practical work, have been met and that the student is eligible to graduate. Not all faculties use Dean's Certificates. In faculties that do, qualified students have 'Dean's Certificate' noted on their academic record.

Deferral (Deferral)
(See Admission (deferment), Course leave.)

Degree
(See also Award course, Bachelor's degree.)

Delivery mode
Indicates how students receive the instruction for a unit of study. The delivery mode must be recorded for each unit as distinct from the attendance mode of the student, i.e. an internal student may take one or more units by distance mode and an external student may attend campus for one or more units.

Distance education
Where subject matter is delivered in a more flexible manner, such as correspondence notes, and student may only attend campus if required.
(See also Extended semester, Distance education, International – off shore.)

Intensive on campus
Core content is delivered with support learning in an intensive (one or more days) format on campus. Participation is usually compulsory. Previously this may have been called residential, block mode, or weekend workshop.

On campus (normal)
Attendance of scheduled lectures, tutorials etc at a campus of the University.

Department
(See School.)

Department of Education, Science and Training (DEST)
The Commonwealth Government department responsible for higher education.
Differential HECS
(See Higher Education Contribution Scheme (HECS).)

Diploma
The award granted following successful completion of diploma course requirements. A diploma course usually requires less study than a degree course.
(See also Award course.)

Direct admissions
For some courses, applications may be made directly to the University. Applications are received by faculties or the International Office, and considered by the relevant department or faculty body. Decisions are recorded and letters are forwarded to applicants advising them of the outcome.
(See also Admission, UAC.)

Disability information
Students may inform the University of any temporary or permanent disability which affects their life as a student. Disability information is recorded but it is only available to particular authorised users because of its sensitive nature.

Disciplinary action
Undertaken as the result of academic or other misconduct, e.g. plagiarism, cheating, security infringement, criminal activity.

Discipline
A defined area of study, for example, chemistry, physics, economics.

Discipline group
A DEST code used to classify units of study in terms of the subject matter being taught or being researched.

Discontinuation (course)
(See Enrolment variation.)

Discontinuation (unit of study)
(See Enrolment variation.)

Dissertation
A written exposition of a topic which may include original argument substantiated by reference to acknowledged authorities. It is a required unit of study for some postgraduate award courses in the faculties of Architecture and Law.

Distance education
Where a student does not attend campus on a daily basis for a given course or unit of study.
(See also Delivery mode, Extended semester.)

Doctorate
A high-level postgraduate award. A doctorate course normally involves research and coursework; the candidate submits a thesis that is an original contribution to the field of study. Entry to a doctorate course often requires completion of a master's degree course. Note that the doctorate course is not available in all departments at the University.
(See also Award course, PhD.)

Domestic Student
A student who is not an international student.
(See also Local student.)

Double degree
A double degree is a program where students are permitted by participating faculties (and/or by specific resolutions within a single award) to transfer between courses in order to complete two awards.

Downgrade
Where a student enrolled in a PhD reverts to a master's by research, either on the recommendation of the University on the basis that the research they are undertaking is not at an appropriate level for a PhD; or at the student's own request, for personal or academic reasons.

E

Equivalent full-time student unit (EFTSU)
The equivalent full-time student unit (EFTSU) is a measure of student load based on the workload for a student undertaking a full year of study in a particular course. A student is then recorded as having generated one EFTSU.
(See also Load, Stage.)

Equivalent full-time student load (EFTSL)
The equivalent full-time student load (EFTSL) for a year. It is a measure, in respect of a course of study, of the study load for a year of a student undertaking that course of study on a full-time basis (effective 1 January 2005).

Embedded courses
Award courses in the graduate certificate, graduate diploma and master's degree by coursework sequence which allow unit of study credit points to count in more than one of the awards, e.g. the Graduate Certificate in Information Technology, Graduate Diploma in Information Technology and Master of Information Technology.

Enrolment
A student enrols in a course by registering with the supervising faculty in the units of study to be taken in the coming year, semester or session.

Commencing
An enrolment is classified as commencing if a student has enrolled in a particular degree or diploma for the first time.

Continuing
Students already in a course at the University re-enrol each year or semester. Most continuing students are required to pre-enrol.
(See also Pre-enrolment.)

Enrolment list
A list of all currently enrolled students in a particular unit of study.
(See also Unit of study.)

Enrolment status
(See Course enrolment status.)

Enrolment Variation
Students may vary their enrolment at the beginning of each semester. Each faculty determines its deadlines for variations, but HECS liability depends on the HECS census date.
(See also HECS.)

Examination
A set of questions or exercises evaluating on a given subject given by a department or faculty.
(See Examination period, Assessment.)

Examination period
The time set each semester for the conduct of formal examinations.

Examiner (Coursework)
The person assessing either the written/oral examination, coursework assignments, presentations, etc of a student or group of students.

Exchange student
Either a student of the University of Sydney who is participating in a formally agreed program involving study at an overseas university or an overseas student who is studying here on the same basis. The International Office provides administrative support for some exchanges.
Glossary

Exclusion
A faculty may ask a student whose academic progress is considered to be unsatisfactory to 'show good cause' why the student should be allowed to re-enrol. If the faculty deems the student's explanation unsatisfactory, or if the student does not provide an explanation, the student may be excluded either from a unit of study or from a course or faculty. An excluded student may apply to the faculty for permission to re-enrol. Normally, at least two years must have elapsed before such an application would be considered.

University policy relating to exclusion is set out in the University Calendar.
(See also Progression, Senate appeals.)

Exemption
A decision made at a sub-unit of study level to allow a student to complete a unit of study without also completing all the prescribed components of coursework and/or assessment.
(See also Credit, Waiver.)

Expulsion
The ultimate penalty of disciplinary action is to expel the student from the University. The effect of expulsion is:

• the student is not allowed to be admitted or to re-enrol in any course at the University;
• the student does not receive their results;
• the student is not allowed to graduate; and
• the student does not receive a transcript or testamur.

Extended semester
A distance-learning student may be allowed more time to complete a module or program if circumstances beyond the student's control, e.g. drought, flood or illness, affect the student's ability to complete the module or program in the specified time.
(See also Distance education.)

External
(See Attendance mode, Distance education.)

External transcript
A certified statement of a student's academic record printed on official University security paper. It includes the student's name, any credit granted, all courses the student was enrolled in and the final course result and all units of study attempted within each course together with the result. It also acknowledges prizes the student has received. Marks can be included or omitted, as required.
(See also Academic transcript, Internal transcript.)

Faculty
A formal part of the University's academic governance structure, consisting mainly of academic staff members and headed by a dean, which is responsible for all matters concerning the award courses that it supervises. Usually, a faculty office administers the faculty and student or staff inquiries related to its courses. The University Calendar sets out the constitution of each of the University's faculties.
(See also Board of Studies, Supervising faculty.)

Faculty handbook
The annual University publication for each faculty which provided detailed information about the faculty and its courses.

FEE-HELP Loan
Fee-paying students who are Australian citizens or holders of a Permanent Humanitarian Visa can gain assistance in paying their fees through the Commonwealth Government's FEE-HELP program. There is a $50,000 limit to the amount students can borrow and a 20 per cent loan fee on the amounts borrowed through FEE-HELP.

Fee-paying students
Students who pay tuition fees to the University and are not liable for HECS.

Fellows of Senate
Members of the governing body of the University.

Flexible learning
(See Delivery mode, Distance education.)

Flexible start date
Full fee-paying distance students are not restricted to the same enrolment time frames as campus-based or HECS students.

Flexible Student Information System (FlexSIS)
The computer-based Flexible Student Information System at the University of Sydney.

FlexSIS holds details of courses and units of study being offered by the University and the complete academic records of all students enrolled at the University.

Formative assessment
(See Assessment.)

Full-time student
(See also Attendance pattern, EFTSUs.)

G
Grade
The outcome for a unit of study linked with a mark range. For example, a mark in the range 85–100 attracts the grade 'high distinction' ('HD').
(See also Mark.)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>HD</td>
<td>High distinction</td>
<td>A mark of 85–100.</td>
</tr>
<tr>
<td>D</td>
<td>Distinction</td>
<td>A mark of 75–84.</td>
</tr>
<tr>
<td>CR</td>
<td>Credit</td>
<td>A mark of 65–74.</td>
</tr>
<tr>
<td>P</td>
<td>Pass</td>
<td>A mark of 50–64.</td>
</tr>
<tr>
<td>R</td>
<td>Satisfied requirements</td>
<td>This is used in pass/fail only outcomes.</td>
</tr>
<tr>
<td>UCN</td>
<td>Unit of study continuing</td>
<td>Used at the end of semester for units of study that have been approved to extend into a following semester. This will automatically flag that no final result is required until the end of the last semester of the unit of study.</td>
</tr>
<tr>
<td>PCON</td>
<td>Pass (concessional)</td>
<td>A mark of 46–49. Use of this grade is restricted to those courses that allow for a concessional pass of some kind to be awarded. A student may re-enrol in a unit of study for which the result was PCON. Each faculty will determine and state in its course regulations what proportion, if any, may count – e.g. 'no more than one sixth of the total credit points for a course can be made up from PCON results'.</td>
</tr>
<tr>
<td>F</td>
<td>Fail</td>
<td>A mark of 0–49. This grade may be used for students with marks of 46–49 in those faculties which do not use PCON.</td>
</tr>
<tr>
<td>AF</td>
<td>Absent fail</td>
<td>Includes non-submission of compulsory work (or non-attendance at compulsory labs, etc) as well as failure to attend an examination.</td>
</tr>
<tr>
<td>W</td>
<td>Withdrawn</td>
<td>Not recorded on an external transcript. This is the result that obtains where a student applies to discontinue a unit of study by the HECS census date (i.e. within the first four weeks of enrolment).</td>
</tr>
<tr>
<td>DNF</td>
<td>Discontinued not to count as failure</td>
<td>Recorded on external transcript. This result applies automatically where a student discontinues after the HECS census date but before the end of the seventh week of the semester (or before half of the unit of study has run, in the case of units of study which are not semester-length). A faculty may determine that the result of DNF is warranted after this date if the student has made out a special case based on illness or misadventure.</td>
</tr>
</tbody>
</table>
Graduand
A student who has completed all the requirements for an award course but has not yet graduated.
(See also Graduation, Potential graduand.)

Graduate
A person who holds an award from a recognised tertiary institution.
(See also Graduand, Graduation.)

Graduate Certificate
(See Award course.)

Graduate Diploma
(See Award course.)

Graduate entry degree
A bachelor’s, or undergraduate degree, that requires another undergraduate degree as a prerequisite of entry. Examples of graduate entry degrees at the University of Sydney include: the Medical Program; Graduate Law; and the Bachelor of Dentistry.

Graduation
The formal conferring of awards either at a ceremony or in absentia.
(See also In absentia, Potential graduand.)

Graduation ceremony
A ceremony where the Chancellor confers awards upon graduands.

Group work
Means a formally established project to be conducted by a number of students in common, resulting in a single piece of assessment or a number of associated pieces of assessment.
(See also Legitimate cooperation.)

Grand Weighted Average Mark (GWAM)
Is the WAM calculated over all units of study undertaken in a degree course (except those “Discontinued – Not to count as failure” and those with only a “Satisfied Requirements” result), weighted according to credit point value and the year-levels (1, 2, 3 or 4) of the units of study. The GWAM may be expressed as:

\[
GWAM = \frac{\sum (\text{Mark} \times \text{Credit Points} \times \text{Year})}{\sum (\text{Credit Points} \times \text{Year})}
\]

Handbook
(See Faculty handbook.)

Head of department (HOD)
The head of the academic unit which has responsibility for the relevant unit of study, or equivalent program leader.

Higher doctorates
(See Award course.)

HECS (Higher Education Contribution Scheme)
Higher Education Contribution Scheme (HECS)
The Higher Education Contribution Scheme (HECS) was the previous Commonwealth Government student loan scheme. It ceased to operate on 1 January 2005 and was replaced by HECS-HELP (see below).

HECS-HELP Loan
Commonwealth supported students who are Australian citizens or holders of a Permanent Humanitarian Visa can choose to pay their contributions upfront or to obtain a HECS-HELP loan from the Commonwealth. A HECS-HELP loan is repaid through the tax system once the student is working and their income reaches a threshold (currently around $35,000). Students who choose to pay their student contribution upfront receive a 20 per cent discount. The student’s contribution is calculated twice a year (before each semester).

Honorary degrees
A degree honoris causa (translated from the Latin as “for the purpose of honouring”) is conferred on a person whom the University wishes to honour. Long-standing full-time members of the University’s academic staff who are not graduates of the University may be considered by Senate, upon their retirement, for admission ad eundem gradum, to an appropriate degree of the University.

Honours
Some degrees may be completed ‘with Honours’. This may involve either the completion of a separate honours year or additional work in the later years of the course or meritorious achievement over all years of the course. Honours are awarded in a class (Class I, Class II – which may have two divisions or, Class III).

NSW Higher School Certificate (HSC)
The NSW Higher School Certificate (HSC), which is normally completed at the end of year 12 of secondary school. The UAI (Universities Admission Index) is a rank out of 100 that is computed from a student’s performance in the HSC.

In absentia
Latin for ‘in the absence of’. Awards are conferred in absentia when graduands do not, or cannot, attend the graduation ceremony scheduled for them. Those who have graduated in absentia may later request that they be presented to the Chancellor at a graduation ceremony.
(See also Graduation.)

Instrumental supervisor/teacher
All students at the Sydney Conservatorium of Music and BMus students on the Camperdown Campus have an instrumental teacher appointed.
(See also Advisor, Associate supervisor, Research supervisor, Supervision.)

Internal mode
(See Attendance mode.)

Internal transcript
A record of a student’s academic record for the University’s own internal use. It includes the student’s name, student identifier (SID), address, all courses in which the student was enrolled and the final course result, and all units of study attempted within each course together with the unit of study result.
(See also Academic transcript, External transcript.)

International student
Any student who is not an Australian or New Zealand citizen or a permanent resident of Australia is an international student. An

**Glossary**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>INC</td>
<td>Incomplete</td>
<td>This result is used when examiners have grounds (such as illness or misadventure) for seeking further information or for considering additional work from the student before confirming the final result. Except in special cases approved by the Academic Board, this result will be converted to a normal permanent passing or failing grade either by the dean at the review of examination results conducted pursuant to section 2(4) of the Academic Board policy ‘Examinations and Assessment Procedures’; or automatically to an AF grade by the third week of the immediately subsequent academic session. Deans are authorised to approve the extension of a MINC grade for individual students having a valid reason for their incomplete status.</td>
</tr>
<tr>
<td>UCN</td>
<td>Incomplete</td>
<td>A MINC or INC grade is converted, on the advice of the dean, to UCN when all or many students in a unit of study have not completed the requirements of the unit. The students may be engaged in practicum or clinical placements, or in programs extending beyond the end of semester (e.g., honours).</td>
</tr>
</tbody>
</table>

H

Handbook
(See Faculty handbook.)

Head of department (HOD)
The head of the academic unit which has responsibility for the relevant unit of study, or equivalent program leader.

Higher doctorates
(See Award course.)

HECS (Higher Education Contribution Scheme)
Higher Education Contribution Scheme (HECS)
The Higher Education Contribution Scheme (HECS) was the previous Commonwealth Government student loan scheme. It ceased to operate on 1 January 2005 and was replaced by HECS-HELP (see below).

HECS-HELP Loan
Commonwealth supported students who are Australian citizens or holders of a Permanent Humanitarian Visa can choose to pay their contributions upfront or to obtain a HECS-HELP loan from the Commonwealth. A HECS-HELP loan is repaid through the tax system once the student is working and their income reaches a threshold (currently around $35,000). Students who choose to pay their student contribution upfront receive a 20 per cent discount. The student’s contribution is calculated twice a year (before each semester).

Honorary degrees
A degree honoris causa (translated from the Latin as ‘for the purpose of honouring’) is conferred on a person whom the University wishes to honour. Long-standing full-time members of the University’s academic staff who are not graduates of the University may be considered by Senate, upon their retirement, for admission ad eundem gradum, to an appropriate degree of the University.

Honours
Some degrees may be completed ‘with Honours’. This may involve either the completion of a separate honours year or additional work in the later years of the course or meritorious achievement over all years of the course. Honours are awarded in a class (Class I, Class II – which may have two divisions or, Class III).

NSW Higher School Certificate (HSC)
The NSW Higher School Certificate (HSC), which is normally completed at the end of year 12 of secondary school. The UAI (Universities Admission Index) is a rank out of 100 that is computed from a student’s performance in the HSC.

In absentia
Latin for ‘in the absence of’. Awards are conferred in absentia when graduands do not, or cannot, attend the graduation ceremony scheduled for them. Those who have graduated in absentia may later request that they be presented to the Chancellor at a graduation ceremony.
(See also Graduation.)

Instrumental supervisor/teacher
All students at the Sydney Conservatorium of Music and BMus students on the Camperdown Campus have an instrumental teacher appointed.
(See also Advisor, Associate supervisor, Research supervisor, Supervision.)

Internal mode
(See Attendance mode.)

Internal transcript
A record of a student’s academic record for the University’s own internal use. It includes the student’s name, student identifier (SID), address, all courses in which the student was enrolled and the final course result, and all units of study attempted within each course together with the unit of study result.
(See also Academic transcript, External transcript.)

International student
Any student who is not an Australian or New Zealand citizen or a permanent resident of Australia is an international student. An

189
international student is required to hold a visa that allows study in Australia and may be liable for international tuition fees.

**Fee-paying**
A private International Student who is liable to pay tuition fees for their studies with the University.

**Fee-paying – Outgoing exchange**
An international fee-paying student undertaking short term study at a recognised overseas institution with which the University has a student exchange agreement. Exchange study counts towards the student’s University of Sydney award and students remain enrolled in their University of Sydney course during the period of exchange.

**International – cross-institutional**
An international fee paying student undertaking non-award study at the University on a cross-institutional basis. They are liable to pay fees for the study they undertake at the University, but there is no compliance reporting requirement, which rests with their ‘home’ institution.

**International – Sponsored**
A private international student who is fully sponsored for his/her tuition; his/her sponsorship may also cover Overseas Health Cover and Compulsory Subscriptions.

**Offshore studies**
International offshore students undertake their program of study at one of the University’s offshore campuses and hence do not enter Australia; therefore they do not require a visa. The are distinct from international students who are on outbound exchange programs as they never enter Australia during their program of study.

**Short course**
An international fee-paying student undertaking a short course with the University of Sydney comprising such programs as international development programs, executive training or study visits. The study undertaken by these students is non-award and generally a student visa is not required.

**Sponsored award**
An international student sponsored by the Australian government, undertaking a program of study at the University. Currently Australian Development Scholarships holders, funded by AusAID, are the only students in this category. These students are fully sponsored for their tuition and other costs such as travel and health cover, and are paid a stipend.

**Study Abroad**
An international student who is undertaking short-term study at the University under the Study Abroad scheme. Study Abroad students must have completed at least one year of study towards a degree at a recognised institution in their home country and are continuing towards the degree of their home institution. (See also Local student, Student type.)

**J**

**Joining fee**
Students enrolling for the first time pay a joining fee in addition to the standard subscription for the University of Sydney Union or equivalent student organisation. (See also Compulsory subscription.)

**L**

**Learning Entitlement**
Each student has a seven year full-time period during which they can remain Commonwealth supported. This seven year period is called their ‘learning entitlement’.

**Leave**
(See Course leave.)

**Legitimate cooperation**
Any constructive educational and intellectual practice that aims to facilitate optimal learning outcomes through interaction between students. (See also Group work.)

**Life membership**
Under some circumstances (e.g. after five full-time years of enrolments and contributions) students may be granted life membership of various organisations. This means they are exempt from paying yearly fees. (See also Compulsory subscriptions.)

**Load**
The sum of the weights of all the units of study in which a student is enrolled. The weight is determined by the proportion of a full year’s work represented by the unit of study in the degree or diploma for which the student is a candidate. Student load is measured in terms of Equivalent full-time student units (EFTSU). (See also Equivalent full-time student units (EFTSU).)

**Local Student**
Either an Australian or New Zealand citizen or Australian permanent resident. New Zealand citizens are required to pay their Higher Education Contribution Scheme (HECS) fees upfront. (See also Commonwealth-supported student, Domestic student, International student.)

**M**

**Major**
A field of study, chosen by a student, to represent their principal interest. This would consist of specified units of study from later stages of the award course. Students select and transfer between majors by virtue of their selection of units of study. One or more majors may be awarded upon the graduand’s assessment of study. (See also Award course, Minor, Stream.)

**Major timetable clash**
The term used when a student attempts to enrol in units of study which have so much overlap in the teaching times that it has been decided that students must not enrol in the units simultaneously.

**Mark**
An integer (rounded if necessary) from 0 to 100 indicating a student’s performance in a unit of study. (See also Grade.)

**Master’s degree**
A postgraduate award. Master’s degree courses may be offered by coursework, research only or a combination of coursework and research. Entry to the course often requires completion of an honours year at an undergraduate level. (See also Award course.)

**Method of candidature**
A course is either a research course or a coursework course and so the methods of candidature are ‘research’ and ‘coursework’. (See also Course – Coursework, Course – Research.)

**Minor**
Studies undertaken to support a Major. Requiring a smaller number of credit points than a major students select and transfer between minors (and majors) by virtue of their selection of units of study. One or more minors may be awarded upon the graduand’s assessment of study. (See also Award course, Major, Stream.)

**Mixed mode**
(See Attendance mode.)

**MPhil**
The Master of Philosophy (MPhil) is a master’s by research degree offered by some (but not all) of the University’s faculties. (See also Award course, Master’s degree.)
Glossary

Mutually exclusive units of study
(See Prohibited combinations of units of study.)

MyUni
The University of Sydney’s student portal system. It provides students with access to information about the University and its courses, including access to email, library services, student support services, student self-administration and e-learning software such as Blackboard and WebCT.

N
Non-award course
(See Course.)

Non-standard session
A teaching session other than the standard February and August sessions – e.g. Summer School, in which units of study are delivered and assessed in an intensive mode during January.
(See also Semester, Session.)

Orientation Week
Orientation or ‘O Week’ takes place in the week before lectures begin in Semester One. During O Week, students can join various clubs, societies and organisations, register for courses with departments and take part in activities provided by the University of Sydney Union.

P
Part-time student
(See Attendance mode, Attendance pattern, Equivalent full-time student units (EFTSU).)

Permanent home address
The address used for all official University correspondence with a student, both inside and outside of semester time (e.g. during semester breaks), unless the student provides a different overridden by semester address for use during the semester.
(See also Semester address.)

PhD
The Doctor of Philosophy (PhD) and other doctorate awards are the highest awards available at the University. A PhD course is normally purely research-based; the candidate submits a thesis that is an original contribution to the field of study.
(See also Award course, Doctorate.)

Plagiarism
Presenting another person’s ideas, findings or work as one’s own by copying or reproducing them without the acknowledgement of the source.
(See also Academic dishonesty.)

Postgraduate
A term used to describe a course leading to an award such as graduate diploma, a master’s degree or PhD which usually requires prior completion of a relevant undergraduate degree (or diploma) course. A ‘postgraduate’ is a student enrolled in such a course.
(See also Course – Coursework, Course – Research.)

Postgraduate Education Loans Scheme (PELS)
An interest-free loans facility for eligible students who are enrolled in fee-paying, postgraduate non-research courses. It is similar to the deferred payment arrangements available under the Higher Education Contribution Scheme (HECS). This scheme was replaced by the FEE-HELP scheme on 1 January 2005.
(See FEE-HELP Loan.)

Potential graduand
A student who has been identified as being eligible to graduate on the satisfactory completion of their current studies.
(See also Graduand, Graduation.)

Pre-enrolment
Pre-enrolment – also known as provisional re-enrolment – takes place in October, when students indicate their choice of unit of study enrolment for the following year. After results are approved, pre-enrolment students are regarded as enrolled in those units of study for which they are qualified. Their status is ‘enrolled’ and remains so provided they pay any money owing and comply with other requirements by the due date. Students who do not successfully pre-enrol in their units of study for the next regular session are required to attend the University on set dates during the January/February enrolment period.
(See also Enrolment.)

Prerequisite
A unit of study that is required to be successfully completed before another unit of study can be attempted. Prerequisites can be mandatory (compulsory) or advisory.
(See also Assumed knowledge, Corequisite, Waiver, Qualifier.)

Prizes
Awards in recognition of outstanding performance, academic achievement or service to the community or University.

Probationary candidature
A student who is enrolled in a postgraduate course on probation for a period of time up to one year. The head of department is required to consider the candidate’s progress during the period of probation and make a recommendation for normal candidature or otherwise to the faculty.

Professional practice
Students undertake placement in a professional practice as a part of their course requirements. May require University approved supervision. Professional placements are located in a wide range of professional practice environments, and may not require additional criteria to be fulfilled.

Progression
Satisfactory progression is satisfying all course and faculty rules (normally assessed on an annual basis) to enable the completion of the chosen award within the (maximum) completion time allowed.
(See also Exclusion.)

Prohibited combinations of units of study
When two or more units of study contain a sufficient overlap of content, enrolment in any one such unit prohibits enrolment in any other identified unit.
(See also unit of study.)

Provisional re-enrolment
(See Pre-enrolment.)

Q
Qualification
An academic attainment recognised by the University.

Qualifier
A mandatory (compulsory) prerequisite unit of study which must have a grade of pass or better.
(See also Assumed knowledge, Corequisite, Prerequisite, Waiver.)

R
Recycling
The submission for assessment of one’s own work, or of work which substantially the same, which has previously been counted towards the satisfactory completion of another unit of study, and credited towards a university degree, and where the examiner has not been informed that the student has already received credit for that work.
Registration
In addition to enrolling with the faculty in units of study, students must register with the department responsible for teaching each unit. This is normally done during Orientation Week. Note that unlike enrolment, registration is not a formal record of units attempted by the student.

Research course
(See Course – Research.)

Research supervisor
A supervisor is appointed to each student undertaking a research postgraduate degree. The supervisor will be a full-time member of the academic staff or a person external to the University recognised for their association with the clinical teaching or the research work of the University. A research supervisor is commonly referred to as a supervisor.  
(See also Advisor, Associate supervisor, Instrumental supervisor/teacher, Supervision.)

Result processing
Refers to the processing of assessment results for units of study. For each unit of study, departments tabulate results for all assessment activities and assign preliminary results.  
(See also Assessment, Formative assessment, Examination period, Summative assessment.)

Result processing schedule
The result processing schedule will be determined for each academic cycle. All departments and faculties are expected to comply with this schedule.  
(See also Assessment, Examination period, Result processing.)

Result
The official statement of a student’s performance in each unit of study attempted as recorded on the academic transcript, usually expressed as a mark and grade.  
(See also Grade, Mark.)

Research Training Scheme (RTS)
The RTS provides Commonwealth-funded higher degree by research (HDR) students with an 'entitlement' to a HECS exemption for the duration of an accredited HDR course, up to a maximum period of four years full-time equivalent study for a doctorate by research and two years full-time equivalent study for a master's by research.

S
Scholarships
Financial or other form of support made available to enable students to further their studies. (See also Bursaries.)

School
A school or academic unit shall encourage and facilitate teaching, scholarship and research and coordinate the teaching and examining duties of members of staff in the subjects or courses of study with which it is concerned.

Semester
A half-yearly teaching session whose dates are determined by the Academic Board. Normally all undergraduate sessions will conform to the semesters approved by the Academic Board. Any offering of an undergraduate unit not conforming to the semester dates (non-standard session) must be given special permission by the Academic Board. 
(See also Session, Non-standard session.)

Semester address
The address to which all official University correspondence is sent during semester time, if it is different to the permanent address.

Senate
The governing body of the University.  
(See the University Calendar for more details of its charter and powers.)

Senate appeals
Senate appeals are held for those students who, after being excluded by a faculty from a course, appeal to the Senate for readmission. While any student may appeal to the Senate against an academic decision, such an appeal will normally be heard only after the student has exhausted all other avenues, i.e. the department, faculty, board of study and, in the case of postgraduates, the Committee for Graduate Studies.  
(See also Exclusion.)

Session
Any period of time during which a unit of study is taught. A session differs from a semester in that it need not be a six-month teaching period, but it cannot be longer than six months. Each session maps to either Semester One or Two for DEST reporting purposes. Session offerings are approved by the relevant dean, taking into account all the necessary resources, including teaching space and staffing. The Academic Board must approve variation to the normal session pattern.  
(See also Semester, Non-standard teaching period.)

Session address
(See Semester address.)

Short course
A fee paying student undertaking a short course with the University of Sydney comprising professional development, executive training etc. The study undertaken by these students is a non-award course.

Show cause
(See Progression, Exclusion.)

Special consideration
Candidates who suffer serious illness or misadventure which may affect performance in any assessment, may request that they be given special consideration in relation to the determination of their results.

Sponsorship
Financial support of a student by a company or government body.

Stage
A normal full-time course of study taken in a year.  
(See also Course rules, EFTSU, Progression.)

Stream
A defined award course, which requires the completion of set units of study as specified by the course rules for the particular stream, in addition to the core program specified by the course rules. A stream will appear with the award course name on testamurs, e.g. Bachelor of Engineering in Civil Engineering (Construction Management).  
(See also Award course, Major, Minor.)

Student
Student means a person enrolled as a candidate for an award course or unit of study.

Student identifier (SID)
A nine-digit number which uniquely identifies a student at the University.

Student ID Card
All students who enrol are issued with an identification card. The card includes the student's name, SID, the course code, a library borrower's bar code and a passport-style photo. The card identifies the student as eligible to attend classes and must be displayed at formal examinations. It must be presented to secure student concessions and to borrow books from all sections of the University Library.

Student progress rate (SPR)
A calculation which measures the rate at which load undertaken is passed annually in each award program.

Student type
Student type identifies whether a student is local or international and the type of study the student is undertaking.  
(See also International student, Domestic student, Exchange student.)
Study Abroad program
A scheme administered by the International Office which allows international students who are not part of an exchange program to take units of study at the University of Sydney, but not towards an award program. In most cases the units of study taken here are credited towards an award at their home institution. (See also Exchange student.)

Subject area
A unit of study may be associated with one or more subject areas. The subject area can be used to define prerequisite and course rules, e.g. the unit of study ‘History of Momoyama and Edo Art’ may count towards the requirements for the subject areas ‘Art History and Theory’ and ‘Asian Studies’.

Summative assessment
(See Assessment.)

Summer School
(See Sydney Summer School.)

Supervising faculty
The faculty which has the responsibility for managing the academic administration of a particular course, i.e. the interpretation and administration of course rules, approving students’ enrolments and variations to enrolments. Normally the supervising faculty is the faculty offering the course.

However, in the case of combined courses, one of the two faculties involved will usually be designated the supervising faculty. Further, in the case where one course is jointly offered by two or more faculties (e.g. the Liberal Studies course), a joint committee may make academic decisions about candidature and the student may be assigned a supervising faculty for administration.

Supervision
Refers to a one-to-one relationship between a student and a nominated member of the academic staff or a person specifically appointed to the role. (See also Advisor, Associate supervisor, Instrumental supervisor/teacher, Research supervisor.)

Suppression of results
Results for a particular student can be suppressed by the University when the student has an outstanding debt to the University; or the student is facing disciplinary action. A student may also request a suppression for personal reasons.

Suspension
(See Course leave.)

Sydney Summer School
A program of accelerated, intensive study running for approximately six weeks during January and February each year. Both undergraduate and postgraduate units are offered. Summer School provides an opportunity for students at Sydney and other universities to catch up on needed units of study, to accelerate completion of a course or to undertake a unit that is outside their award course.

All units attract full fees and enrolled students are also liable for compulsory subscriptions. Some fee-waiver scholarships are available.

Semester Weighted Average Mark (SWAM)
Is the WAM calculated over all units of study undertaken in a semester (except those ‘Discontinued – Not to count as failure’ and those with only a ‘Satisfied Requirements’ result), weighted according to credit point value. The SWAM may be expressed as:

$$SWAM = \frac{\sum (Mark \times Credit\ points)}{\sum (Credit\ points)}$$

T
Teaching department
(See School.)

Teaching end date
Official finish date of formal timetabled classes.

Teaching start date
Official commencement date of formal timetabled classes.

Terminated
Term used when a student's candidature has been officially closed because they are not able to complete the Course requirements. (See also Candidature.)

Testamur
A certificate of award provided to a graduand, usually at a graduation ceremony. The Award conferred will be displayed along with other appropriate detail.

Thesis
A major work that is the product of an extended period of supervised independent research. (See also Course – Research.)

Timetable
The schedule of lectures, tutorials, laboratories and other academic activities that a student must attend.

Transcript
(See Academic transcript.)

Transfer
(See Course transfer.)

Tuition fees
Tuition fees may be charged to students in designated tuition fee-paying courses. Students who pay fees are not liable for HECS.

U
Universities Admissions Centre (UAC)
The UAC receives and processes applications for admission to undergraduate courses at recognised universities in NSW and the ACT. Most commencing, local undergraduate students at the University apply through the UAC.

Universities Admission Index (UAI)
A measure of overall academic achievement in the HSC that assists universities in ranking applicants for university selection. The UAI is based on the aggregate of scaled marks in ten units of the HSC, and is a number between 0.00 and 100.00 with increments of 0.05.

Under examination
Indicates that a research student has submitted their written work (thesis) for assessment, and is awaiting the finalisation of the examiners’ outcome and recommendation.

Undergraduate
A term used to describe both a course leading to a diploma or bachelor’s degree and a student enrolled in such a course.

Unit of study
Unit of study or unit means a stand-alone component of an award course. Each unit of study is the responsibility of a department. (See also Prohibited combinations of unit of study.)

Unit of study enrolment status
The enrolment status indicates whether the student is still actively attending the unit of study (i.e. currently enrolled) or is no longer enrolled. (See also Discontinuation or Cancellation.)
Unit of study level
Units of study are divided into Junior, Intermediate, Senior, Honours, Year 5, and Year 6. Most majors consist of 32 Senior credit points in a subject area (either 3000 level units of study or a mix of 2000 and 3000 level units of study).

University
Unless otherwise indicated, University in this document refers to the University of Sydney.

University Medal
A faculty may recommend the award of a University Medal to a student qualified for the award of an undergraduate honours degree (or some master’s degrees), whose academic performance is judged to be outstanding.

Upgrade
Where a student enrolled in a master’s by research course is undertaking research at such a standard that either the University recommends that the student upgrade their degree to a PhD, or the student seeks to upgrade to a PhD and this is supported by the University.

USYDnet
The University of Sydney’s intranet system. It provides access to other services such as directories (maps, staff and student, organisations), a calendar of events (to which staff and students can submit entries), and a software download area.

V
Variation of enrolment
(See Enrolment variation.)

Vice-Chancellor and Principal
The chief executive officer of the University, responsible for its leadership and management. The Vice-Chancellor and Principal is head of both academic and administrative divisions.

W
Waiver
In a prescribed course, a faculty may waive the prerequisite or corequisite requirement for a unit of study or the course rules for a particular student. Unlike credit, waivers do not involve a reduction in the number of credit points required for a course.
(See also Credit, Exemption.)

Winter School
An intensive session offered by the University during the mid-year break.

Weighted average mark (WAM)
This mark uses the unit of study credit point value in conjunction with an agreed ‘weight’. The formula for this calculation is:

\[
WAM = \frac{\sum (W_c \times M_c)}{\sum W_c}
\]

Where \(W_c\) is the weighted credit point value – i.e. the product of the credit point value and the level of weighting of 1, 2, 3, or 4 for a first, second, third or fourth year unit of study respectively; and where \(M_c\) is the greater of 45 or the mark out of 100 for the unit of study.

The mark is the actual mark obtained by the student for the unit of study, or in the case of a failing grade with no mark – 0. Pass/fail assessed subjects and credit transfer subjects (from another institution) are excluded from these calculations; however, the marks from all attempts at a unit of study are included. (Effective from 1 January 2004.)

In addition, faculties may adopt other average mark formulae for specific progression or entry requirements. If such a formula is not specified in the faculty resolutions, the formula outlined above is used. (See also WAM weight.)

WAM weight
A weight assigned to each unit of study to assist in the calculation of WAMs.

Y
Year of first enrolment (YFE)
The year in which a student first enrolls at the University.
(See also Commencement date.)

Youth Allowance
Youth Allowance is payable to a full-time student or trainee aged 16–24 years of age who is enrolled at an approved institution such as a school, college, TAFE or university, and undertaking at least 15 hours a week face-to-face contact.
Index of units of study

B
BACH5001 Adult Learning, 71, 151
BACH5002 Educational Design, 71, 151
BACH5003 Facilitating Learning, 72, 151
BACH5004 Educational Practice, 72, 151
BACH5007 Curriculum Leadership, 72, 151
BACH5022 Independent Investigation II, 72, 151
BACH5024 In-service and Continuing Education, 72, 151
BACH5042 Teaching Clinical Reasoning, 72, 151
BACH5085 Clinical Teaching and Supervision, 72, 152
BACH5116 Developing Web-Based Education, 72, 152
BACH5118 Learning in Groups, 72, 152
BACH5128 Educational Innovation Project, 72, 152
BACH5128 Educational Innovation Project I, 72, 152
BACH5129 Educational Innovation Project, 72, 152
BACH5129 Educational Innovation Project I, 72, 152
BACH5151 Independent Investigation I, 72, 152
BACH5153 Assessment of Learning, 72, 152
BETH5000 Core Concepts in Bioethics, 90, 152
BETH5101 Introduction to Ethical Reasoning, 90, 152
BETH5102 Philosophy of Medicine, 90, 153
BETH5103 Biomedicine and Society, 90, 153
BETH5104 Bioethics, Law and Society, 90, 153
BETH5201 Ethics and Biotech: Genes and Stem Cells, 91, 153
BETH5202 Human and Animal Research Ethics, 91, 153
BETH5203 Ethics and Public Health, 68, 81, 91, 153
BSTA5001 Biostatistics: Mathematical Background, 59, 113
BSTA5002 Principles of Statistical Inference, 59, 113
BSTA5003 Health Indicators and Health Surveys, 59, 113
BSTA5004 Data Management, 59, 113
BSTA5005 Clinical Biostatistics, 59, 113
BSTA5006 Design of Experiments and RCTs, 59, 114, 115
BSTA5007 Linear Models, 59, 114
BSTA5008 Categorical Data and GLMs, 59, 114
BSTA5009 Survival Analysis, 59, 114
BSTA5011 Epidemiology for Biostatisticians, 59, 114
BSTA5012 Longitudinal and Correlated Data, 59, 114
BSTA5013 Bioinformatics and Statistical Genetics, 59
BSTA5014 Bayesian Statistical Methods, 59, 115
BSTA5015 Advanced Clinical Trials, 59, 115
BSTA5020 Workplace Project Portfolio Part A, 57, 59, 115
BSTA5021 Workplace Project Portfolio Part B, 59, 115
BSTA5022 Workplace Project Portfolio Part C, 57, 59, 115
BSTA5023 Probability and Distribution Theory, 59, 115

CEPI5102 Literature Searching, 61, 116
CEPI5200 Quality and Safety in Health Care, 61, 116
CEPI5202 Advanced Evaluation of Diagnostic Tests, 61, 116
CEPI5203 Introduction to Systematic Reviews, 61, 116
CEPI5204 Advanced Systematic Reviews, 61, 116
CEPI5205 Doing a Systematic Review, 61, 116
CEPI5206 Intro Teaching Clinical Epidemiology, 61, 117
CEPI5207 Advanced Teaching Clinical Epidemiology, 61, 117
CEPI5303 Clinical Health Economics, 61, 91, 117
CEPI5306 Clinical Practice Guidelines, 61, 91, 117
CEPI5308 Patient Based Measures, 61, 91, 117
CEPI5309 Develop of Clin Epidemiology Research, 61, 91, 117
CEPI5310 Advanced Concepts in Statistics, 61, 91, 118
CEPI5401 Clinical Epidemiological Practice, 61, 91, 118
CEPI5503 Dissertation C, 62, 118
CEPI5505 Clinical Epidemiology Project 1, 61, 118
CEPI5506 Clinical Epidemiology Project 2, 61, 118
CEPI5510 Dissertation A, 62, 118
CEPI5511 Dissertation B, 62, 118

D
DENT5013 Preventative Dentistry, 68, 81, 154
DENT5014 Dental Health Services, 68, 81, 154
DENT5015 Population Oral Health, 68, 81, 154

E
EDPA5013 Evaluation of Ed Training Programs, 72, 154
EDPB6013 Internationalisation of Education, 72, 154
EDPC5015 Emerging IT and Educational Change, 72, 155
EDPC6018 Designing Computer Assisted Learning Envi, 72, 155
EDPE5001 Learning, Knowing and Thinking, 72, 155
EDPE5011 Motivation for Learning, 72, 155
EDPE6011 Learning and Individual Differences, 72, 155
EDPE6016 Adult Learning and Development, 72, 155
EDPK5001 Qualitative Methods, 72, 155
EDPK5002 Quantitative Methods, 72, 155
EDPK5003 Developing a Research Project, 72, 155
EDPP5002 Research in Teaching and Curriculum, 72, 156
EDPR5001 University Teaching and Learning, 71, 156
EDPR5002 Reflection, 71, 156
EDPR5003 Research Enhanced Teaching and Learning, 72, 156
EDPR5011 Scholarship of Uni Teaching and Learning, 72, 156
EDPR6012 Developing Flexible Learning - Higher Ed, 72, 156

G
GDMP1011 Basic and Clinical Sciences 1, 33, 45
GDMP1012 Patient and Doctor 1, 33, 45
GDMP1013 Community and Doctor 1, 33, 45
GDMP1014 Personal and Professional Development 1, 33, 45
GDMP1021 Basic and Clinical Sciences 2, 33, 45
GDMP1022 Patient and Doctor 2, 33, 46
GDMP1023 Community and Doctor 2, 33, 46
GDMP1024 Personal and Professional Development 2, 33, 46
GDMP2011 Basic and Clinical Sciences 3, 33, 46
GDMP2012 Patient and Doctor 3, 33, 46
GDMP2013 Community and Doctor 3, 33, 46
GDMP2014 Personal and Professional Development 3, 33, 46
GDMP2021 Basic and Clinical Sciences 4, 33, 46
GDMP2022 Patient and Doctor 4, 33, 46

195
Index of units of study

GDMP2023 Community and Doctor 4, 33, 46
GDMP2024 Personal and Professional Development 4, 33, 46
GDMP2025 Option, 33, 46
GDMP3012 Basic and Clinical Sciences 5, 33, 46
GDMP3013 Patient and Doctor 5, 33, 46
GDMP3014 Community and Doctor 5, 33, 46
GDMP3015 Personal and Professional Development 5, 33, 47
GDMP3022 Basic and Clinical Sciences 6, 33, 47
GDMP3023 Patient and Doctor 6, 33, 47
GDMP3024 Community and Doctor 6, 33, 47
GDMP3025 Personal and Professional Development 6, 33, 47
GDMP4011 Child and Adolescent Health, 47
GDMP4012 Perinatal and Women's Health, 33, 47
GDMP4013 Community Practice, 47
GDMP4014 Psychological and Addiction Medicine, 33, 47
GDMP4015 Elective, 47
GDMP4025 Pre-Internship Term, 47

H

HPOL5000 History and Practice of Health Policy, 62, 68, 81, 118
HPOL5001 Understanding Health Systems, 62, 68, 81, 118
HPOL5002 Contemporary Issues in Health Policy, 62, 68, 81, 119
HPOL5003 Analysing Health Policy, 62, 68, 81, 119

I

INDH5211 Community Profile and Setting Priorities, 63, 119
INDH5212 Health Promotion Program Planning, 63, 119
INDH5213 Strategies for Health Promotion, 63, 119
INDH5221 Communication: Tool for Promoting Health, 63, 120
INDH5223 Advocacy and Social Action, 63, 120
INDH5224 Research and Evaluation, 63, 120
INDH5226 Final Project, 63, 120

INIM5001 Fundamental Immunology, 64, 120
INIM5002 Virology and Cell Technology, 64, 121
INIM5006 Bioinformatics, 65, 121
INIM5011 Advanced Medical Bacteriology, 64, 121
INIM5012 Infection Control and Epidemiology, 64, 121
INIM5013 Clinical Mycology and Parasitology, 65, 121
INIM5014 Molecular Basis of Pathogenicity, 65, 122
INIM5015 HIV and Other Retroviruses, 65, 122
INIM5016 Applied Clinical Immunology, 65, 122
INIM5018 Dissertation A, 65, 122
INIM5019 Dissertation B, 65, 123
INIM5020 Dissertation C, 65, 123

L

LAW6252 Legal Reasoning, 69, 81, 157
LAW6839 Critical Issues in Public Health Law, 69, 81, 157
LAW6881 Health Law for Health Professionals, 68, 81, 157

M

MDED5001 Teaching and Learning in Medicine, 71, 123
MDED5002 Scholarship of Teaching in Medicine, 71, 123
MDED5003 Educational Development, 71, 123
MDED5004 Independent Studies A, 71, 124
MDED5005 Independent Studies B, 71, 124
MDED5006 Facilitating Clinical Learning, 71, 124
MDED5007 PBL in Medical Education, 71, 124
MDED5008 Assessment in Medical Education, 71, 124
MDED5009 Promoting Interprofessional Learning, 71, 125
MIPH5004 Praxis in International Public Health I, 68, 81, 126
MIPH5005 Praxis in International Public Health II, 68, 81, 126
MIPH5006 Seminars in Int Public Health I, 68, 81, 126
MIPH5008 Travel and Tropical Medicine, 68, 81, 126
MIPH5014 International Health Promotion, 68, 81, 126
MIPH5112 Disease Control in Developing Countries, 68, 81, 126
MIPH5115 Women's and Children's Health, 68, 81, 126
MIPH5116 Health and Culture, 68, 81, 126
MIPH5117 Diseases of Modernisation, 68, 82, 127
MIPH5118 Global Perspectives on HIV/AIDS, 68, 82, 127
MIPH5121 International Health Projects Management, 68, 82, 127
MIPH5122 International Environmental Health, 68, 82, 127
MIPH5123 Nutrition - an International Perspective, 68, 82, 127
MIPH5124 Health Issues, 68, 82, 127
MIPH5127 Mental Disorders in Global Context, 68, 82, 127
MIPH5128 Dissertation A, 70, 128
MIPH5129 Dissertation B, 70, 128
MIPH5130 Dissertation C, 70, 128
MIPH5131 Foundations of International Health, 67, 128
MIPH5132 Disease Priorities and Social Methods, 67, 128, 139
MIPH5218 Economics and Global Pharmaceuticals, 68, 82, 128
MMHU6905 Medicine and Music, 72, 157

O

OPSC5001 Ophthalmic Anatomy, 73, 129
OPSC5002 Ophthalmic Physiology, 73, 129
OPSC5003 Ophthalmic Optics, 73, 129
OPSC5004 Practical Ophthalmic Science, 73, 129
OPSC5005 Treatise, 73, 129
OPSC5011 Ocular Genetics, 74, 130
OPSC5012 Ocular Pathology, 74, 130

P

PAIN5001 Introduction to Pain Management, 76, 130
PAIN5002 Pain Mechanisms and Contributors, 76, 130
PAIN5003 Pain Treatment and Management Principles, 76, 130
PAIN5004 Pain Conditions, 76, 130
PAIN5005 Orofacial Pain, 76, 130
PAIN5006 Independent Studies in Pain, 76, 131
PAIN5007 Dissertation A, 77, 131
PAIN5008 Dissertation B, 77, 131
PAIN5009 Dissertation C, 77, 131
PAIN5010 Neurobiology of Pain, 76, 131
PAIN5011 Psychology of Pain, 76, 131
PAIN5012 Concepts of Pain, 76, 131
PAIN5013 Musculoskeletal Pain, 76, 131
PAIN5014 Cancer Pain, 76, 131
PAIN5015 Pharmacology of Pain Medicine, 76, 132
PAIN5016 Psychological Approaches in Pain Mgmt, 77, 132
PAIN5017 Disability and Pain Rehabilitation, 77, 132
PAIN5018 Pain in Children, 77, 132
PAIN5019 Pain in Older People, 77, 132
PAIN5020 Complementary Therapies: Pain Management, 77, 132
PHCR1101 Professional Development 1A, 26, 47
PHCR1102 Professional Development 1A, 26, 48
PHCR1103 Community Development 1, 26, 48
PHCR1104 Community Health 1, 26, 48
PHCR1105 Community Health 2A, 26, 48
PHCR1106 Clinical Skills 1A, 26, 48
PHCR1107 Professional Development 1B, 26, 48
PHCR1108 Community Development 1B, 26, 49
PHCR1109 Community Health 2B, 26, 49
PHCR1110 Community Health 3, 26, 49
PHCR1111 Population Health I, 2, 26, 49
PHCR1112 Clinical Skills I B, 26, 49
PHCR2101 Professional Development 2A, 26, 49
PHCR2102 Community Health 4, 26, 49
PHCR2103 Community Health 5A, 26, 49
PHCR2104 Community Health 6, 26, 50
PHCR2105 Population Health 1A, 26, 50
PHCR2106 Clinical Skills 2A, 26, 50
PHCR2107 Professional Development 2B, 26, 50
PHCR2108 Community Development 3, 26, 50
PHCR2109 Community Health 5B, 26, 50
PHCR2110 Population Health 1B, 26, 51
PHCR2111 Population Health 3, 26, 51
PHCR2112 Clinical Skills 2B, 26, 51
PHCR3101 Community Health 7, 27, 51
PHCR3102 Population Health 4, 27, 51
PHCR3103 Ageing and Disability, 27, 51
PHCR3104 Chronic Diseases, 27, 51
PHCR3105 Drugs and Alcohol Studies, 27, 51, 52
PHCR3106 Men's Health, 27, 52
PHCR3107 Mental Health and Well Being, 27, 52
PHCR3108 Oral Health, 27, 52
PHCR3109 Sexual Health, 27, 52
PHCR3110 The Pre-Adolescent and Adolescent, 27, 52
PHCR3111 The Family and Young Child, 27, 52
PHCR4101 Professional Development 3, 27
PHCR4102 Community Development 4, 27
PHCR4103 Professional Development 4, 27
PHCR4104 Community Development 5, 27, 53
PMED5050 Research Methods, 66, 75, 83, 132
PMED5051 Leadership in Medicine, 66, 75, 84, 132
PMED5100 Paediatric Infect Diseases, 66, 75, 84, 133
PMED5101 Paediatric Asthma , 66, 75, 84, 133
PMED5102 Paediatric Nutrition and Obesity, 66, 75, 84, 133
PMED5103 Paediatric Gastronenterology, 66, 75, 84, 133
PMED5150 Acute Renal , 66, 75, 83, 133
PMED5154 Hypertension , 134
PMED5155 Transplantation Medicine, 66, 75, 83, 91, 134
PSTY5005 Psychotherapy Treatise A, 78, 134
PSTY5006 Psychotherapy Treatise B, 78, 134
PSTY5101 Psychotherapy 1A, 78, 134
PSTY5102 Psychotherapy 1B, 78, 134
PSTY5103 Psychotherapy 2A, 78, 135
PSTY5104 Psychotherapy 2B, 78, 135
PSTY5105 Psychotherapy 3A, 78, 135
PSTY5106 Psychotherapy 3B, 78, 135
PSYC5011 Applying Models of Health Behaviour, 69, 81, 157
PUBH5010 Epidemiology Methods and Uses, 61, 67, 79, 85, 86, 91, 139
PUBH5014 Social Research Methods, 80, 136, 139
PUBH5015 Public Health Principles and Practice, 79, 136
PUBH5016 Society, Behaviour and Public Health, 79, 136, 139
PUBH5017 Public Health Program Evaluation, 69, 80, 136
PUBH5018 Introductory Biostatistics, 61, 67, 79, 85, 86, 90, 136
PUBH5019 Cancer Prevention and Control, 69, 80, 137
PUBH5101 Special Project in Public Health, 69, 80, 137
PUBH5102 Special Project in Public Health, 69, 80, 137
PUBH5103 Aboriginal Health, 69, 80, 137
PUBH5110 Introduction to Public Health Nutrition, 69, 80, 137
PUBH5111 Environmental Health, 69, 80, 137
PUBH5113 International Health, 69, 80, 137
PUBH5114 Alcohol, Drug Use and Health, 69, 80, 137
PUBH5115 Alcohol, Drug Use and Health, 69, 80, 87, 138
PUBH5116 Genetics and Public Health, 69, 80, 138
PUBH5117 Communicable Disease Control, 65, 69, 80, 138
PUBH5201 Research Design in Epidemiology, 69, 80, 87, 138
PUBH5204 Advanced Epidemiological Concepts, 61, 69, 80, 87, 91, 138
PUBH5205 Decision Analysis, 61, 69, 80, 87, 91, 138
PUBH5206 Controlled Trials, 61, 69, 80, 87, 91, 138
PUBH5208 Screening and Diagnostic Test Evaluation, 61, 69, 80, 139
PUBH5211 Multiple Regression and Stats Computing, 61, 69, 80, 91, 139
PUBH5212 Categorical Data Analysis, 61, 69, 80, 87, 91, 139
PUBH5213 Survival Analysis, 61, 69, 80, 87, 91, 139
PUBH5221 Qualitative Research Methods, 69, 80, 87, 139
PUBH5302 Health Economics Evaluation, 69, 80, 139
PUBH5307 Advanced Health Economic Evaluation, 61, 69, 80, 139
PUBH5401 Adolescent Health and Health Promotion, 69, 80, 87, 140
PUBH5414 Public Health Advocacy, 69, 80, 87, 140
PUBH5415 Injury Prevention, 69, 80, 87, 140
PUBH5416 Vaccines in Public Health, 70, 81, 87, 140
PUBH5417 Injury Epidemiology Prevention , 70, 81, 140
PUBH5418 Tobacco Control in the 21st Century, 70, 81, 140
PUBH5419 Falls Prevention in Older People, 70, 81, 141
PUBH5906 Dissertation A, 82, 141
PUBH5907 Dissertation B, 82, 141
PUBH5908 Dissertation C, 82, 141

R

RHGS005 Reproductive Sciences and Medicine, 85, 141
RHGS006 Reproductive, Maternal and Child Health, 85, 141
RHGS007 Clinical Reproductive Medicine, 85, 141
RHGS008 Counselling 1, 85, 141
RHGS010 Reproductive Sciences, 85, 141
RHGS011 Clinical or Laboratory Attachments, 85, 141
RHGS012 Counselling 2, 85, 142
RHGS013 Ethical, Social, Legal , 85, 142
RHGS014 Fertility Control, 85, 142
RHGS015 Lab Assessment of Reproductive Function, 85, 142
RHGS016 Medical and Molecular Genetics, 85, 142
RHGS019 Treatise A, 85, 142
RHGS020 Treatise B, 85, 142
RHGS021 Reproduction and Cancer, 85, 142
RHGS026 Introductory Medical Genetics, 85, 142
RHGS028 Medical Genetics, 85, 143

S

SEXH501 Social , 70, 82, 86, 143
SEXH5101 Public Health Aspects of STD’s, 70, 82, 86, 143
SEXH5102 Public Health Aspects of HIV/AIDS, 70, 82, 86, 143
SEXH5200 Advanced STIs, 65, 86, 143
SEXH5202 Advanced HIV Infection, 86, 143
SEXH5204 Adolescent Sexual Health, 70, 82, 144
SEXH5205 Advanced Adolescent Sexual Health, 70, 82, 144
SEXH5206 Diagnostic Methods in Sexual Health, 86, 144
SEXH5207 STI/HIV Clinical Attachment, 86, 144
SEXH5302 Treatise A, 87, 144
SEXH5303 Treatise B, 87, 144
SLEE5001 Introductory Sleep Science, 88, 145
SLEE5002 History of Sleep Research, 88, 145
SLEE5003 Introduction to Sleep Disorders, 88, 145
SLEE5005 Research, 88, 145
SLEE5006 Physiology of Sleep, 88, 146
SLEE5007 Chronobiology, 88, 146
SLEE5008 Sleep and Breathing I, 88, 146
SLEE5009 Sleep and the Endocrine System, 88, 146
SLEE5010 Neuropharmacology of Sleep I, 88, 147
SLEE5011 Sleep and the Mind I, 88, 147
SLEE5012 Practicum I, 88, 147
SLEE5013 Non-Respiratory Sleep Disorders, 88, 147
SLEE5014 Sleep and Breathing II, 88, 147
SLEE5015 Neuropharmacology of Sleep II, 88, 147
SLEE5016 Sleep and the Mind II, 89, 147
SLEE5017 Sleep and Body Function, 88, 148
SLEE5019 Sleep in Development (Child), 89, 148
SLEE5020 Sleep and Breathing III, 89, 148
SLEE5021 Neuropharmacology of Sleep III, 89, 148
SLEE5023 Sleep in Development (Adult), 89, 148
SLEE5024 Practicum II, 89, 148
SLEE5025 Treatise A, 89, 148
SLEE5026 Treatise B, 89, 149
SURG5001 Devel, 90, 149
SURG5003 Devel, 90, 149
SURG5007 Dissertation A, 90, 149
SURG5008 Dissertation B, 90, 149
SURG5009 Cerebral Circulation for Neurosurgeons, 91, 149
SURG5010 Dissecting the Sylvian Fissure, 91, 149
SURG5011 Imaging Surgical Patients, 90, 150
SURG5012 Surgical Metabolism, 90, 150
SURG5013 Safety in Surgery, 90, 150
Quick links:
Campuses
Bicycle map
Precincts
Disability access
Parking layout

The University of Sydney

Set a course for Handbooks online … visit www.usyd.edu.au/handbooks
## Course planner

<table>
<thead>
<tr>
<th>Year</th>
<th>Semester</th>
<th>Unit of study 1 &amp; credit points</th>
<th>Unit of study 2 &amp; credit points</th>
<th>Unit of study 3 &amp; credit points</th>
<th>Unit of study 4 &amp; credit points</th>
<th>Total credit points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>summer</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>winter</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>summer</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>winter</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>summer</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>winter</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>summer</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>winter</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total credit points