THE UNIVERSITY OF SYDNEY
MEDICAL SCHOOL
HANDBOOK 2015

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

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

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

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

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

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

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

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

Professor Bruce Robinson
Dean
Welcome
At Sydney Medical School we offer two entry pathways for students to study medicine:

- Double degree Medicine pathway (Undergraduate entry)
- Postgraduate Medicine.

There are also options available for combining the study of Medicine with other postgraduate study programs:

- Medicine and a Master by research
- Medicine and other postgraduate coursework programs.

**Double degree Medicine pathway (Undergraduate entry)**

**Duration:** approved undergraduate degree duration (through the relevant faculty) usually three years full-time plus four years full-time postgraduate medicine (through Sydney Medical School).

Sydney Medical School offers a series of alternate pathways into the field of Medicine. Students can combine an approved undergraduate degree with the four-year postgraduate Medical Program. See the Combine Medicine page for more information about the double degree medicine programs.

The following medicine and undergraduate degree options are available:

- Music Studies-Medicine
- Science (Advanced)-Medicine
- Medical Science-Medicine
- Commerce-Medicine
- Economics-Medicine.

Further information about the double degree programs is available on the web at:
sydney.edu.au/medicine/future-students/medical-program/combined/index.php

**Postgraduate Medicine**

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

The Sydney Medical Program is a postgraduate program leading to the award of a Doctor of Medicine (MD).

The primary change from the Bachelor of Medicine and Bachelor of Surgery (MBBS) is the inclusion of compulsory research methods training and the requirement for the completion of a research or other major project in the MD. Curriculum, clinical training and assessment will remain broadly the same.

Central features of Sydney’s program, including the integration of clinical learning and teaching with basic sciences, population health concepts and the development of professionalism, will not be changed under the MD.

The MD meets the Australian Qualifications Framework (AQF) criteria for a level 9 Masters Degree (Extended).

Features of the award program include:

- an integrated learning curriculum including a research methodology component
- problem-based learning with online support
- clinical experience at leading hospitals from the second week
- a research or capstone project
- research opportunities at world-leading institutions

- encouragement to undertake international electives
- in-depth exposure to rural clinical practice.

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

The four themes are:

- basic and clinical sciences
- patient and doctor
- population medicine
- personal and professional development.

The themes provide the framework for the goals of the program, the curriculum and assessment.

The learning within the four themes necessarily overlaps and their program objectives should therefore be read as a single collective statement. Students are required to demonstrate satisfactory performance in all four themes.

**Medicine and a Master by research**

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

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

This program will require students to undertake intensive periods of research, usually during the end of year break, over the four years of postgraduate Medicine study.

For further details see:

Further information about the MPhil program can also be found under the Research tab and information about research at Sydney Medical at: http://sydney.edu.au/medicine/research/index.php

**Medicine and other postgraduate coursework programs**

Some students combine their medical studies with a postgraduate coursework degree.

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

Medical students have the opportunity to complete a Master of Public Health, a Master of International Public Health or a Master of Medicine (Clinical Epidemiology) in conjunction with their medical studies.

Further information about these courses can be found in the relevant postgraduate coursework area of study sections in this handbook, or on our website at:
For further details see:
Sydney Medical Program

Doctor of Medicine (MD)
Bachelor of Medicine and Bachelor of Surgery (MBBS) (not open for new enrolments)

Sydney Medical School will award a Doctor of Medicine (MD) degree to students who enrol for the first time in the Sydney Medical Program from 2014 onwards. The first graduating MD cohort will complete the Medical Program at the end of the 2017 academic year. The MD will replace the existing Bachelor of Medicine and Bachelor of Surgery degree (MBBS). New enrolments in the MBBS degree ceased in 2013.

All MD students must complete a unit of study in Research Methods, and a research or capstone project. In other respects, the curriculum, assessment and arrangements for clinical training will be similar to that of the MBBS. Distinctive features of the Sydney Medical Program, including the early introduction of clinical experience and the integration of clinical learning and teaching with basic sciences, population health concepts and the development of professionalism, will be retained.

The option of undertaking an Honours project, which has been available for selected MBBS candidates, is not available for MD candidates.

Students who enrolled in the Medical Program prior to 2014 will graduate MBBS. There is currently no opportunity for MBBS students or graduates to convert to MD. The MBBS is not open to new enrolments.

Essential data on the MD and the MBBS degree programs are as follows.

<table>
<thead>
<tr>
<th>Course code</th>
<th>CRICOS code</th>
<th>Degree Abbreviation</th>
<th>Credit points required to complete</th>
<th>Time to complete full-time</th>
</tr>
</thead>
<tbody>
<tr>
<td>KC105 or MAMEDIC3000</td>
<td>006451B</td>
<td>MD</td>
<td>192</td>
<td>4 years</td>
</tr>
<tr>
<td>KH006 or BGMEDSUR7000</td>
<td>006451B</td>
<td>MBBS</td>
<td>192</td>
<td>4 years</td>
</tr>
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</table>

*not open for new enrolments; information is provided for continuing students.

The following links provide further information about the Sydney Medical Program (MD and MBBS):

1. Teaching and learning objectives of the Sydney Medical Program
2. Statement of Expectations, Professionalism and Progress
3. Distinctive features of the program

1. Teaching and learning objectives of the Sydney Medical Program

The Sydney Medical Program aims to produce medical graduates who are committed to rational, compassionate health care and medical research of the highest quality, attuned to the global context of medical practice, 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 Medical Program is reflected in the extent to which graduates maintain lifelong, self-directed learning and the pursuit of evidence-based medical practice, and the extent to which they initiate, lead and implement advances in clinical medicine, research, education and community service.

2. Statement of Expectations, Professionalism and Progress

On commencement of the Program, all students are introduced to the Sydney Medical Program’s Statement of Expectations (PDF). This Statement has been formally endorsed within the University and provides positive guidance on conduct for students within a professional context.

Students’ academic progression from one year to the next depends not only on academic performance and demonstration of competence in the requisite written and practical assessments, but also on adherence to the principles of professionalism listed in the Statement of Expectations. The requirements for progression are set out in Professionalism and Satisfactory Progress Provisions. Significant breaches of the principles in the Statement of Expectations attract penalties which may include termination of candidature.

Copies of the Statement of Expectations and the Progress Provisions are available on the University of Sydney Policy website:

SMP Statement of Expectations Provisions 2013
SMP Professionalism and Satisfactory Progress Provisions 2013

3. Distinctive features of the Sydney Medical Program

Graduate students from diverse backgrounds

Students may enter the Medical Program after completion of any degree from a recognised University. Consequently the student community comprises individuals with a diverse range of academic and life experience.

As with all graduate-entry medical programs, students in the Sydney Medical Program are expected to have made a mature and considered commitment to prepare for a medical career.

A four-year integrated learning curriculum

Learning in the Medical Program is integrated across basic medical sciences, clinical sciences and clinical and public health disciplines.
Four continuous themes frame the structure of the curriculum throughout the four years. These comprise the Basic and Clinical Sciences Theme, the Patient and Doctor Theme, the Population Medicine Theme and the Personal and Professional Development Theme. Further information on the themes is provided below.

**Clinical contact from the start**

On accepting a place in the Medical Program, students are allocated to one of six Clinical Schools. These are: the Westmead Clinical School based at Westmead Hospital, the Central Clinical School at Royal Prince Alfred Hospital, the Northern Clinical School at Royal North Shore Hospital, the Concord Clinical School at Concord Repatriation General Hospital, the Nepean Clinical School at Nepean Hospital, and the Sydney Adventist Hospital Clinical School.

In the first week of the Medical Program, students undertake induction in their allocated Clinical Schools, and from the second week their learning and teaching experience involves contact with patients hospital wards and clinics. Students spend at least one day each week in their Clinical Schools throughout Years 1 and 2, and they are based entirely in clinical settings throughout Years 3 and 4.

**Extensive and diverse clinical training**

Later in the Program, students undertake a wide range of community and specialty rotations. They receive training in paediatrics and adolescent health at The Children’s Hospital, Westmead, and they are placed in metropolitan and rural general practices to gain experience in primary care and community medicine. They may opt for an extended rural placement at the Dubbo or Orange Clinical Schools of the School of Rural Health, the University Centre for Rural Health in Lismore or the University Department of Rural Health in Broken Hill University.

Clinical training is undertaken at large urban teaching hospitals and smaller suburban and rural hospitals. This offers students a balanced view of urban and rural health care and insights into the differences in medical practice among these sites. The various sites cater for the different fields of medicine that make up the curriculum.

A structured teaching program accompanies practical clinical training and experience in Stage 3 (the latter two years of the Medical Program). Clinical learning and teaching activities include clinical clerkships, small-group clinical tutorials, problem-based clinical reasoning sessions and short placements with various clinical teams.

Students have access to most parts of the hospitals to which they are allocated. In addition to scheduled teaching sessions, they are expected to pursue clinical learning opportunities independently in the wards. They may also be invited to observe surgical procedures and visit acute-care areas.

All Clinical Schools provide students with excellent learning resources. These include internet access, on-site libraries, on-line learning materials, materials for studying pathology and microbiology, and simulation equipment. Other facilities include common rooms, lounge areas and common-use kitchens. Some sites offer access to child-care facilities.

**Development of problem-solving and clinical reasoning skills**

A major component of the learning process in the first year (known as Stage 1) and the second year (known as Stage 2) consists of clinical problems presented in problem-based learning (PBL) sessions, in which concepts of health and disease are related to the basic biomedical sciences.

The Sydney Medical Program’s approach to PBL emphasises the development of problem-solving and clinical reasoning skills by giving students opportunities to explore and understand the underlying mechanisms of health and disease. They learn how to define and analyse clinical problems and seek the information needed to formulate and resolve diagnostic hypotheses and identify treatment options. The PBL sessions in Stages 1 and 2 make use of a comprehensive set of online resources which enable groups of students to work through an authentic clinical case each week. The case of the week reflects the topics covered in other learning and teaching activities during that week.

This approach also encourages students to become skilled independent learners, able to identify their own learning needs and evaluate their progress.

**Clinical Reasoning Sessions**

Clinical Reasoning Sessions in Stage 3 (Years 3 and 4) allow students to apply this understanding in clinical settings, with reference to actual patients whom they encounter in their clinical work.

**Research and an evidence-based approach**

During Stages 1 and 2, all students attend sessions in which they learn how to frame clinical and research questions and search the literature using electronic databases, the latter with comprehensive instruction from a Medical Liaison Librarian. They also learn how to evaluate the quality of research-based evidence and how to use it in problem-solving and decision-making. In Stage 3, they develop their ability to apply research-based evidence in clinical encounters with patients.

Throughout the Medical Program, students have free access to a wide range of on-line learning and reference resources variously provided by individual teaching departments and the University of Sydney Library system. They may obtain access to these resources on the main campus, in their Clinical Schools, or on their own computers in any location where internet access is available. They also have access to extensive library collections (printed and on-line texts).

During Stage 1, MD students also spend three weeks learning about research methods in a range of paradigms (clinical, epidemiological, biomedical and qualitative). The training in research methods is intended to give students an understanding of the scope of health and medical research and its contribution to knowledge in clinical and public health practice. It is also intended to contribute to students’ preparation for their research or capstone project, known as the MD Project.

**MD Projects**

All MD students must complete an MD Project by the start of Stage 3 Year 4. The MD Project is intended to be a scholarly investigation into a topic relevant to health or medicine, leading to a formal report submitted for summative assessment. Students’ MD Project work is based in their allocated Clinical School, or in the Clinical School of the Children’s Hospital at Westmead, the School of Rural Health at Dubbo or Orange, the University Centre for Rural Health at Lismore or the University Department of Rural Health at Broken Hill. Each student is allocated to an MD Project Group supervised by an academic staff member or affiliate. Typically an MD Project Group comprises about five students and a supervisor, who is known as a Research Tutor.

Students have the opportunity to express preferences for MD topic areas. Each year, prospective MD Tutors propose topic areas within their fields of expertise. Sydney Medical Program staff managing MD research processes allocate students to topic areas - and hence MD Project Groups and Research Tutors - that reflect students’ preferences as far as possible.

MD Project Groups are convened in the second half of the Stage 1 academic year. With Research Tutors’ guidance, each student identifies and undertakes a specific project in his or her allocated topic areas. Students who have substantial previous research experience and wish to pursue their previous line of research may be permitted to do so if appropriate additional supervision is available in the cognate field. This is determined on a case-by-case basis.

Each MD Project Group meets formally a total of six times between the latter part of Stage 1 and the latter part of Stage 3 Year 3. Each meeting corresponds to a project milestone that is formatively or summatively assessed. Students may not progress from Stage 1 to Stage 2 or from Stage 2 to Stage 3 if they have not adequately fulfilled the relevant milestone assessment criteria.
Students may submit their final MD Project report at the end of Stage 3 Year 3 or the beginning of Stage 3 Year 4. This will comprise a formal, fully-referenced scientific report of maximum length 3,000 words. While students may be permitted to collaborate in their research work, each MD Project Report must be an independent piece of work and will be examined as such. Students who produce the best MD Projects will be invited to present their work in a conference session at the end of Stage 3 Year 4 to an audience comprising their peers, students from Years 1-3 and members of staff.
Goals of the Sydney Medical Program
The four curriculum themes group the curriculum content and specify graduate attributes in their respective domains. Elements within the four themes necessarily overlap. The following Medical Program graduate attributes should be read as in combination.

Basic and Clinical Sciences Theme:
Graduates of the 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 Sydney Medical Program will demonstrate:
• understanding of the therapeutic nature of the patient-doctor relationship and the effects on that relationship of the individual characteristics of both patient and doctor
• the ability to listen, to identify issues of concern to patients, families and carers and to respond to those concerns, using whatever means are necessary for effective communication
• the capacity to make rational and sensitive decisions based on the best available evidence, recognising that many decisions will inevitably be made in the face of uncertainty
• 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
• ethical behaviour in meeting the needs of patients, families, colleagues and the broader community
• concern for confidentiality and respect for individual autonomy, enabling patients and their families to make informed decisions in relation to their medical care.
• the ability to perform important clinical procedures, particularly those vital in life-threatening situations
• understanding of the principles of the design and analysis of health and medical research, including the ability to advise patients who might consider participating in research (such as clinical trials).

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

Personal and Professional Development Theme:
Graduates of the Sydney Medical Program will:
• show commitment to compassionate, ethical professional behaviour
• be able to work cooperatively as a member of a team, accepting and providing leadership as appropriate
• be able to recognise their personal physical and emotional needs and responses to stress, and be open to assistance when it is required
• show commitment to the advancement of learning within a community of medical scholars
• have skills in the recording, organisation and management of information, with appropriate use of information technology.
Further information

1. Application and admission
2. Disclosure
3. Outline of the curriculum
4. Suspension of candidature
5. Assessment
6. Progression
7. Special consideration and illness and misadventure
8. Mandatory and voluntary notification requirements
9. Appeals
10. Evaluation
11. Clinical schools

1. Application and admission
Most students gain admission to the Sydney Medical Program after completing an undergraduate degree with a track record of good academic performance, achieving a good score in the Australian or US graduate medical student admission test, and performing well in a multiple mini interview.

About 10 percent of domestic students in each cohort gain admission through a double-degree program, for which school leavers are eligible if they achieve an exceptional final high-school score. These applicants undertake modified interviews that include peer interactions.

Successful applicants may then enter one of the following double-degree programs:

- Bachelor of Commerce / Doctor of Medicine
- Bachelor of Economics / Doctor of Medicine
- Bachelor of Medical Science / Doctor of Medicine
- Bachelor of Music Studies / Doctor of Medicine
- Bachelor of Science (Advanced) / Doctor of Medicine

If they maintain a credit average result in the undergraduate program of their choice (among these five), they may then pass directly into the Sydney Medical Program without any further testing.

For up to date details on admission and application requirements for entry into the University of Sydney Medical Program, visit: sydney.edu.au/medicine/future-students/medical-program/admissions/index.php

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

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

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

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

3. Outline of the curriculum
The four curriculum themes (outlined above) that continue throughout the four years of the Sydney Medical Program ensure that students' knowledge and skills develop systematically.

The relative contributions of the themes vary at different stages of the curriculum. The initial focus is on basic sciences and basic clinical skills, with progressively increasing emphasis on clinical knowledge, skills and judgement.

The academic year runs from early February to late November for Stages 1 and 2, and mid-January to November for Stage 3, Years 3 and 4.

The teaching is delivered in five blocks throughout each year. In Stages 1 and 2, the blocks range from four to 10 weeks' duration. All Stage 3 blocks are of eight weeks' duration. Between most blocks, the timetable allows for a break of at least one week.

Please note that the Medical Program does not follow the normal semester pattern undertaken by other courses offered by the University of Sydney.

Importantly, please note that Medical Program is a full-time course. Students are expected to be available to attend classes or other assigned activities five days per week.

The broad curriculum structure for each year in the Medical Program is outlined in the table below.

**Stages 1 and 2**
The 10 Blocks in Stages 1 and 2 are as follows.

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<thead>
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<th>Stage 1</th>
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<tbody>
<tr>
<td>1</td>
<td>Foundation Studies; Infection &amp; Immunology</td>
</tr>
<tr>
<td>2</td>
<td>Musculo-skeletal System</td>
</tr>
<tr>
<td>3</td>
<td>Respiratory System</td>
</tr>
<tr>
<td>4</td>
<td>Haematology</td>
</tr>
<tr>
<td>5</td>
<td>Cardiovascular System</td>
</tr>
<tr>
<td>6</td>
<td>Neurosciences and Vision</td>
</tr>
<tr>
<td>7</td>
<td>Endocrinology and Sexual Health</td>
</tr>
<tr>
<td>8</td>
<td>Kidney and Urology</td>
</tr>
<tr>
<td>9</td>
<td>Gastrointestinal System, Nutrition, Drug &amp; Alcohol</td>
</tr>
<tr>
<td>10</td>
<td>Oncology &amp; Palliative Care</td>
</tr>
</tbody>
</table>

Within each Stage 1-2 Block, the curriculum is structured so that each week gives coherent coverage of a major aspect of the relevant body system or field of medicine.

A problem-based learning (PBL) session serves to integrate and reinforce the week's learning. Approximately three hours are devoted to PBL each week in a mixture of student- and tutor-led formats.

PBL sessions are designed to develop students' ability to relate clinical problems to basic sciences, enhance their clinical reasoning abilities and enhance their teamwork skills. PBL tutors act as guides and facilitators of the reasoning process rather than subject experts. Attendance at the PBL tutorials is compulsory for all students.
Students attend at least six plenary lectures each week. Lectures provide up-to-date information and a broad context for students’ own detailed learning. Increasingly, traditional didactic lectures are being replaced by seminars, interactive sessions and prescribed on-line learning. Seminars are usually longer than lectures (1.5-2.0 hr compared with 1.0 hr) and often involve two or more speakers giving complementary expert perspectives on a topic.

A variety of interactive formats are being introduced. They often depend on students’ completion of some self-directed learning before the scheduled session, with classroom time used for highlighting essential knowledge and reasoning processes as well as asking questions. Most plenary sessions are recorded and can be viewed on-line soon afterwards.

Students are strongly encouraged to attend all plenary sessions because of the benefits of ‘being there’ – direct interaction with staff and students undoubtedly affords some additional learning.

Students also attend at least two laboratory sessions each week. Many laboratory sessions are linked to on-line materials, enabling students to be fully prepared for practical work.

Several other learning and teaching modalities are used in Years 1 and 2. These include:

- Small-group tutorial and discussion sessions (other than PBL)
- Attendance at autopsies in small groups
- Large-group interactive tutorials (e.g. on literature searching skills, statistical skills)
- On-line tutorials
- One-on-one interviews with staff
- Written assignments.

Teaching in the Clinical Schools is mostly conducted in small groups. The teaching sessions include bedside tutorials, tutorials in simulation laboratories to learn basic procedural skills, and SCORPIO (structured, clinical, objective, referenced, problem-based, integrated, organised) sessions in which students rotate through a number of stations with a short lecture-demonstration at each station.

Training in communication skills includes the use of actors, and training in physical examination skills includes the use of volunteers. Large-group interactive tutorials, such as clinic-pathological conferences, are designed to link clinical learning and learning about pathology.

In addition to the formal teaching, students are expected to visit the wards singly or in pairs and (with appropriate permissions and consent) talk to patients and practice taking clinical histories and performing physical examinations.

Block 4 (Haematology, Stage 1) and Block 10 (Oncology & Palliative Care, Stage 2) are taught mainly in the Clinical Schools. They are intended to give students periods of immersion in a clinical setting, providing the opportunity for significant development of clinical skills. PBL tutorials and other teaching sessions are conducted in each Clinical School, while large-group plenary sessions are concentrated in one day on the main University campus.

In Stages 1 and 2 of the MBBS, students are required to extend the range and depth of their learning by undertaking an Independent Learning Activity (ILA). Choices for ILAs are varied and encompass small projects of various types including research, skills-based programs for small groups (e.g. anatomical dissection) and education-related projects (e.g. developing computer-based materials or undertaking an evaluative study). Many ILAs are generated by students themselves, while others are offered by staff. All require faculty approval.

MD students do not undertake the ILA.

**Stage 3 (Years 3 and 4)**

Students in Years 3 and 4 undertake a total of nine eight-week terms and one four-week term. Barrier assessments are held after the fourth term (in Year 3) and after the ninth term (in Year 4). The four-week term is a Pre-Internship Term of four weeks’ duration, held after the final written assessment.

The nine eight-week terms are used for the following Blocks:

- Medicine (Year 3)
- Medicine (Year 4)
- Surgery
- Critical Care/ Surgery
- Community
- Perinatal and Women’s Health
- Child and Adolescent Health
- Psychiatry and Addiction Medicine
- Elective.

Medicine (Year 3), Medicine (Year 4), Surgery and Critical Care/ Surgery are called ‘Core Blocks’. Community (i.e. primary care), Perinatal and Women’s Health, Child and Adolescent Health and Psychiatry and Addiction Medicine are called ‘Specialty Blocks’.

Each cohort of students is divided into four streams, each of does eight of these Blocks in a different order. The timing of the Elective is fixed for all four streams to be undertaken between January and March of Year 4.

All four streams begin Year 3 with a Core Block. The last Block before the final assessment in Year 4 is also a Core Block.

Practical clinical experience forms the substrate for all learning in Years 3 and 4, supported by a continuing structured teaching program. A balance is maintained between clerkship-based activities and scheduled teaching sessions. Formats used include:

- Lectures and seminars relevant to all four themes
- Evidence-based medicine tutorials
- Structured ‘hands-on’ demonstrations
- Interactive case presentations
- Clinical reasoning sessions supported by information technology
- Basic science updates
- Clinico-pathological correlation sessions.

**Core Blocks**

As described, the four Core Blocks in Years 3 and 4 are:

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

In all of these Blocks, students participate in ward services and outpatient clinics in the teaching hospitals of their allocated Clinical Schools. Students are exposed to mainstream medicine and surgery as well as to some subspecialty areas such as geriatrics, ophthalmology, urology and ear, nose and throat surgery. The Critical Care/ Surgery Block includes anaesthetics, emergency medicine and intensive care medicine.

One day each week (Friday) is dedicated to structured teaching, with topics drawn from all four curriculum theme areas. Time is also allocated for self-directed learning. At least half of each week is spent directly involved in the activities of the clinical service to which students are attached. A progressive increase in clinical responsibility is expected as students progress through Stage 3 towards their final assessments and their Pre-Internship Term.

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

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

The four Specialty Blocks are:
- Community (CR)
- Perinatal and Women's Health (PWH)
- Child and Adolescent Health (CAH)
- Psychiatry and Addiction Medicine (PAAM)

As in the Core Blocks, students undertaking Specialty Blocks participate in a variety of clinical activities in hospital wards and outpatient clinics and community-based clinics.

Not all of the teaching hospitals associated with the Clinical Schools offer a full range of specialty clinical services, and all students therefore rotate through sites other than their allocated base Clinical School. These include The Children's Hospital at Westmead (for at least part of the Child and Adolescent Health Block) and private-sector general practice (for attachments during the Community Block).

Domestic students undertake four weeks in urban and four weeks in rural general practice. International students are not required to complete rural general practice placements.

Elective Block
The eight-week Elective Block, timetabled for the beginning of Year 4, provides students with an opportunity to extend their knowledge and understanding of healthcare through clinical and/or research placements. These placements may be undertaken in Australia or overseas.

As the intent is to expose students to healthcare settings other than those with which they are most familiar, students may not undertake Electives in their own Clinical School other than in exceptional circumstances.

Elective placements and nominated local supervisors must be approved prospectively by Sydney Medical School. Supervisors are required to provide a report on the student's performance at the end of the elective. Students are required to complete a number of tasks relevant to their placement(s). These include appropriate preparation for the placement and a written report to be completed on return.

Students themselves are expected to fund travel, accommodation and other expenses for electives. While on approved placements, enrolled students are indemnified by the University of Sydney.

Pre-Internship Term
The Pre-Internship (PRINT) Term aims to provide the final preparation for internship, ensuring that interns will be competent and confident in their role.

In PRINT, each student is responsible for his/her own learning, and must also complete specified assessable tasks under observation by the allocated PRINT Supervisor. The PRINT Supervisor is responsible for making a recommendation to a final Sydney Medical Program Examination Committee on the student's readiness (or otherwise) for graduation and internship.

The PRINT Block is normally of four weeks' duration.

Rural placements
In line with Australian Government policy, 25 percent of domestic students must complete 50 percent of their clinical experience in Stage 3 (Years 3–4) at the School of Rural Health, which has Clinical Schools at Dubbo and Orange Base Hospitals, or at a University Department of Rural Health (Lismore and Broken Hill).

Accordingly, domestic students may opt to undertake an extended rural placement in Year 3 or Year 4 at one of these sites. Rural placements are usually very popular and a ballot is held in Year 2 for allocations. Sydney Medical Program provides self-contained accommodation and comprehensive study facilities at all four sites.

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

4. Suspension of candidature
Sydney Medical School may permit students to suspend their candidature in the Sydney Medical Program for the following purposes:

1. To undertake a higher degree. With the permission of the Dean, a student may interrupt candidature in order to enrol for another degree in the University of Sydney (such as a higher degree by research) or any other institution approved by the Dean. The student may resume the Sydney Medical Program at such time and under such conditions as were agreed by the Dean at the time permission to suspend was granted.

2. For any other purpose, at the discretion of the Dean, including but not limited to, serious illness, misadventure and appropriate professional development.

In most instances, students seek to suspend candidature for an entire academic year. Periods of suspension for less than an academic year, or periods of suspension that begin during an academic year, cause difficulties because of the integrated nature of the Medical Program and because the scheduling of teaching Blocks does not conform with University semesters.

The precise arrangements and academic requirements for any interruption of candidature during an academic year will be determined on a case-by-case basis at the discretion of the Director of the Medical Program, in accordance with available capacity, Faculty provisions and University policies.

Requests for suspension of candidature submitted after the Higher Education Contribution Scheme (HECS) census dates (31 March for Semester 1 and 31 August for Semester 2) will result in a HECS fee liability for at least half of a year's fees.

Students should note the requirement to complete the Medical Program in a maximum of five academic years. This includes any period of suspension. Thus, if a student suspends candidature for one academic year and is required to repeat a year because of academic failure, he or she may be required to show cause as why continued candidature should permitted.

Suspension of candidature for any one period of more than 12 months will not be permitted, other than in exceptional circumstances and with the approval of the Dean (see Rules).

5. Assessment
See also the University of Sydney Assessment Policy (as amended) and Assessment Procedures (as amended).

(a) Responsibility for setting and administering assessments
Responsibility for administering assessment in the University of Sydney Medical Program is vested in the Associate Dean (Assessment and Evaluation).

Responsibility for administering assessment for the award of MBBS (Honours) and assessment of MD research or capstone projects is vested in the Sub-Deans (Honours) or Sub-Deans (MD Research).

For the purposes of the Academic Board Assessment Policy 2011, the coordinator of the relevant Theme or Block acts as the 'program coordinator'.

For each Stage, the Dean, on the recommendation of the Head of the Medical Program, appoints one or more principal examiners. Each coordinator conveys the recommendations of the relevant group on individual students’ results to the Assessment and Evaluation Unit.
Staff of the Unit compile data on results to a Stage-specific Examination Committee.

(b) Examination Committees and processes for determining assessment outcomes

In Stages 1-2, assessment data are compiled by the Assessment and Evaluation unit for presentation to an Examination Committee.

In Stage 3, the relevant Theme, Block, Elective or PRINT coordinator and other responsible clinicians and academics together make an academic judgement on the performance of each student, based on Clinical School performance as well as examination data compiled by the Medical Program's Assessment and Evaluation Unit. These academic judgements form recommendations for consideration by the relevant Examination Committee.

The role of an Examination Committee is to receive and consider recommendations from the relevant academic staff regarding eligibility for progression or graduation of individual students. The Committee’s determination is based solely on students' performance in the relevant summative assessments in relation to the requirements for progression. It takes into account any appropriately documented applications for Special Consideration for illness or misadventure (see below).

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

Examination Committees are appointed for each of the three Stages of the Medical Program. Their membership comprises the following:

- Dean or Delegate, Sydney Medical School (Chair)
- Director Sydney Medical Program, who may chair the Committee in the absence of the Dean
- Associate Dean, Assessment and Evaluation, who may chair the Committee in the absence of the Dean
- The Associate Dean responsible for MD research
- Coordinator of the Basic and Clinical Sciences Theme
- Coordinator of the Patient and Doctor Theme
- Coordinator of the Population Medicine Theme
- Coordinator of the Personal and Professional Development Theme
- Clinical School Associate Deans or their Delegates, who must be members of the academic staff or academic title holders
- Coordinators of Foundational Studies and Clinical Studies
- Relevant Sub-Deans

The following may also attend:

- Clinical School Medical Educators
- Coordinators of the Core Blocks (for Stage 3)
- Coordinators of the Specialty Blocks (for Stage 3)
- Coordinator of the Elective Block
- Coordinator of the Pre-Internship Block
- Sub-Deans (Honours /MD Research)
- Clinical School Executive Officers may attend in an observer capacity.
- Assessment Unit (OME) academic and general staff may attend to report on assessment results and analysis and in a secretarial capacity.

The chair of each Examination Committee notifies the Manager of the Assessment and Evaluation Unit of the results that are to be released to individual students. The Unit is responsible also for forwarding the results to the Student Centre of the University by the due date.

(c) Levels of assessment

The Sydney Medical Program applies three types of assessment to determine students’ eligibility for progression (or graduation) and/or provide feedback to individuals:

1. Formative assessments. These give students feedback on their progress in learning. The results of formative assessments do not contribute directly to decisions about progression (or eligibility for graduation) or grading, although students should be aware that participation in these assessments is noted.

2. Required formative assessments (RFAs). RFAs are specific assessments that are compulsory. They include formal designated examinations, on-line tasks, clinical and other practical tasks and written assignments. Students must attend and/or participate in all designated RFAs, and the fact of attending or participating is a part of the summative assessment requirements. Students’ actual performance in RFAs is not taken into account directly in making decisions about grading, progression or graduation. The submission of formative work for review and assessment is considered to be professionally appropriate behaviour. Failure to attend or participate in RFAs conscientiously and in an orderly and timely fashion constitute a breach of the Medical Program’s Statement of Expectations.

3. Summative assessments are used for the purpose of making decisions about grading, progression and graduation. Some summative assessments are ‘barrier’ assessments – they determine eligibility for progression or graduation. Other than in exceptional circumstances, summative assessments constitute the sole basis on which decisions regarding progression or graduation are made.

(d) Assessment schedule

At the beginning of each year, the Sydney Medical Program publishes that year's assessment schedule online. The assessment schedule identifies all RFAs and Summative Assessments that an enrolled student is required to complete in order to satisfy the requirements for progression.

6. Progression

The details of requirements for progression (or eligibility for graduation) and for the provision of remediation and reassessment are set out in the Progression Requirements and Outcomes for the Sydney Medical Program, available from the current students website.

The Progression Requirements are to be read in conjunction with the University of Sydney Student Academic Progression Policy.

Students are also urged to refer to the Medical Program’s statement on Attendance Requirements, which are updated from time to time and made available on the Sydney Medical School current students website.

Students are strongly advised against entering into travel or other commitments that may be disrupted if they are required to undertake remediation and/or additional (e.g. supplementary) assessments prior to or after any summative assessment. Commitment to non-refundable travel costs will not be accepted as an excuse for non-attendance at remediation or additional assessments.

Because of the integrated structure of the Themes and Blocks, a student who is required to repeat Stage 1 or 2 of the Sydney Medical Program (see below) must repeat the whole Stage, and will be reassessed in all Themes and Blocks in that Stage.

7. Special consideration and Illness and Misadventure

(a) Special consideration: general points

Students who seek Special Consideration in respect of an assessment because of short-term illness, injury or misadventure during a Block or Term, or at the time of examination, should read the University’s Assessment Policy and Procedures.

Further information can be found in the student administration website.

Applications for Special Consideration, accompanied by supporting documentation, must be submitted to the Sydney Medical School inquiry office on the main University campus (Room 230, Edward Ford Building A27).

Electronic submissions should be addressed to Ria Deamer ria.deamer@sydney.edu.au.

In the case of illness or misadventure during a Block, the application must be submitted within five working days of the first assessment for which Special Consideration is sought.
In the case of illness or misadventure during an assessment, the application must be submitted within five working days of the last day of the relevant assessment.

Applications for Special Consideration relate to specific, relatively brief episodes of illness, injury or misadventure. Students who experience longstanding or ongoing problems, such as permanent impairments or chronic illness, should contact the University's Disability Services unit.

Special Consideration cannot be sought in relation to longstanding conditions.

A student may submit an application for Special Consideration in relation to a supplementary assessment. However, even if Special Consideration is granted, no further supplementary examination may be conducted, and the student will therefore not be permitted to progress if he/she performs unsatisfactorily. A student who has been granted Special Consideration and performs unsatisfactorily in a supplementary assessment may therefore still be required to repeat the academic year. Under some circumstances, such a student may be permitted to sit for the next scheduled summative assessment in the Block in which he or she has done badly. This latter opportunity, which will mostly arise only in Stage 3, will usually follow a remediation pathway determined by the Director of the Medical Program and designed to maximise the student's capacity to achieve a satisfactory result.

At the discretion of the Examination Committee, where a student undertakes a supplementary assessment in the context of Special Consideration, the result in the summative assessment may be the result that is recorded for the purposes of assessing eligibility for progression and grading on transcripts (for Stage 3 students) and (for MBBS students) Honours.

(b) Illness or misadventure during a Stage

A student who does not attend scheduled activities for prolonged periods because of serious illness or adverse circumstances should seek an early interview with the relevant Sub-Dean or Clinical School Associate Dean. Even if the absence does not exceed the specified minimum attendance requirement, a student may wish to consider applying for a suspension of candidature pending the resolution of the illness or adventure.

In general, students who miss more than 10 percent of any specified type of activity or Block must catch up for what they have missed.

Details of requirements are available in the Sydney Medical Program Attendance and Leave Guidelines link. In some situations it will be impossible for students to make up for what they have missed; and if students have not been granted Special Consideration in these circumstances, they will be graded as 'not satisfactory' in the relevant Block or Stage.

In most circumstances, if a student is absent for more than 20 percent of a specified type of activity or Block, he or she is unlikely to be able to meet the requirements for progression. However, if such a student is granted Special Consideration, he or she may be allowed to repeat the Block or Stage without academic penalty.

It should be noted that Sydney Medical School has an over-riding rule that students who do not complete the Medical Program within five years are required to show cause as to why they should be allowed to continue their candidature. This rule applies regardless of the circumstances. It is upheld even where a student has been granted Special Consideration, or where a year is repeated without academic penalty.

(c) Illness or misadventure at the time of an assessment

A student who believes that his/her attendance or performance at an assessment has been compromised by serious illness or misadventure has a right to request Special Consideration in accordance with the University's Assessment Policy and Procedures.

8. Mandatory and voluntary notification requirements

The Australian Health Practitioner Regulation Agency (AHPRA) in partnership with the Medical Board of Australia implement the National Registration and Accreditation Scheme under the Health Practitioner Regulation National Law Act 2009 (known as 'the National Law'), as in force in NSW.

All medical students enrolled in Australian medical schools are registered with the Medical Board of Australia in accordance with processes of the AHPRA. Information about student registration can be found on the Medical Board website: http://www.medicalboard.gov.au/Registration/Types/Student-Registration.aspx

AHPRA has developed guidelines under the National Law that provide direction to education providers, about the requirements for mandatory notifications. Students should make themselves familiar with the Guidelines for Mandatory Notifications on the Medical Board of Australia website. More information about reporting requirements can be found at: http://www.medicalboard.gov.au/Registration/Types/Student-Registration.aspx

9. Appeals

Any student may appeal against an academic decision in the Sydney Medical Program.

Appeals may only be made, and their outcomes will only be determined, in accordance with the University of Sydney (Student Appeals Against Academic Decisions) Rule 2006 (as amended)

Students who wish to appeal against an academic decision are advised to read the policy and follow the prescribed steps in order for an appeal to be accepted.

In initiating an appeal, students should contact their Stage Coordinator (if in Stage 1 or 2) or Clinical School Associate Dean (if in Stage 3) to discuss their concerns. Students in Stage 3 appealing against an academic decision in a Specialty Block should contact the relevant Specialty Block Coordinator to discuss their concerns. If the decision is not resolved through these discussions, students may commence the formal appeals process. As the first step in this process, students must submit their appeal to the Student Services unit in the Sydney medical School medicine.info@sydney.edu.au

In accordance with the Policy, while an appeal is pending and a decision has yet to be determined, it is important for students to continue in their enrolment track as normal. There may be restrictions on students undertaking clinical placements, including overseas clinical placements. This may occur, for example, where a student is appealing in the context of academic failure, and the Faculty has concerns about the preparedness of the student for such a clinical placement.

10. Evaluation

Evaluation is an essential element of educational process. The Associate Dean (Assessment and Evaluation) has responsibility for the management of evaluation systems in the Sydney Medical Program.

Evaluation processes are designed to collect, analyse and apply information from students, staff and others involved in the delivery of the Medical Program. The emphasis is on ensuring that evaluation data are incorporated in decision-making. Evaluation goes hand-in-hand with assessment, seeking to determine how well the educational needs of students have been met and whether educational standards have been attained. By conducting evaluation throughout the four-year Medical Program and beyond, the Medical Program is assessed for educational quality, and the curriculum is regularly updated to ensure the most recent educational innovations are implemented. However, the effectiveness of evaluation depends on high response rates from the students and teachers who take part.

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

Most formal evaluation processes are conducted on-line by means of questionnaires or surveys. A particularly valuable survey system was introduced in Stages 1-2 (Years 1-2) in 2012. In this system, each cohort is divided into 12 groups of approximately 25 students, and each group is responsible for completing a short on-line evaluation pro forma (which includes space for free text) on all of the plenary teaching conducted in a designated two-week period. Each group covers two two-week periods every academic year. This gives a relatively unbiased sampling mechanism and overcomes the main problems associated with voluntary feedback.

There is a strong, conspicuous track record of changes and improvements to the Medical Program resulting from student evaluation. Academic staff regularly meet with student representatives to discuss priorities and processes for introducing changes that enhance the educational experience.

11. Clinical Schools

Specific information on Sydney Medical School’s Clinical Schools can be found at the following websites:

Central Clinical School
Website: sydney.edu.au/medicine/central

The Children’s Hospital at Westmead Clinical School
Website: sydney.edu.au/medicine/chw

Concord Clinical School
Website: sydney.edu.au/medicine/concord

Nepean Clinical School
Website: sydney.edu.au/medicine/nepean

Northern Clinical School
Website: sydney.edu.au/medicine/northern

Westmead Clinical School
Website: sydney.edu.au/medicine/westmead

School of Rural Health
Website: sydney.edu.au/medicine/rural-health

Sydney Adventist Hospital Clinical School
Website: sydney.edu.au/medicine/sah
Pattern of enrolment for the Doctor of Medicine

Students enrol in the following components of the MD:

1. Academic Stage 1 (Year 1)
2. Academic Stage 2 (Year 2)
3. Academic Stage 3 (Year 3)
4. Academic Stage 3 (Year 4)
5. Stage 3 Streams

All units of study are compulsory unless otherwise noted.

### 1. Academic Stage 1 (Year 1)

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### Pattern of enrolment for the Doctor of Medicine

#### 5. Stage 3 Streams

Stage 3 of the Medical Program is run as an integrated program. Students are allocated to one of four streams. In each stream, students complete 10 clinical Blocks as outlined above over the two-year period in one of four different sequences, as shown below. This equates to 96 credit points.

As outlined above, the Blocks comprise Medicine Year 3 (MED(3)) and Year 4 (MED(4)), Surgery (SURG), Critical Care/Surgery (CC/S), Community (CR), Psychiatry and Addiction Medicine (PAAM), Perinatal and Women’s Health (PWH), Child and Adolescent Health (CAH), Elective (EL) and Pre-Internship (PRINT).
All units of study are compulsory unless otherwise noted.

1. Academic Stage 1 (Year 1)

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5. Stage 3 Streams

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

The blocks are:

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

Degree resolutions
Sydney Medical School resolutions and the printed handbook are the official statement of faculty policy. The resolutions contained in the printed handbook are accurate as at November 2013. If a conflict is perceived between the content of the printed handbook and information available elsewhere, Sydney Medical School resolutions and the information available in the handbook online shall always take precedence.

See the Policy Online website: sydney.edu.au/policy, for copies of University policies.

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

Course resolutions
1 Course codes

<table>
<thead>
<tr>
<th>Code</th>
<th>Course and stream title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAMEDICI-03</td>
<td>Doctor of Medicine</td>
</tr>
</tbody>
</table>

2 Attendance pattern
(1) The attendance pattern for this course is full time only for Stages 1 and 2.
(2) The attendance pattern for this course is normally full time for Stage 3. Under exceptional circumstances the Dean may approve a part time attendance pattern.

3 Admission to candidature
(1) Available places will be offered to qualified applicants based on merit, according to the following admission criteria.
(2) Admission to the Doctor of Medicine requires:
(a) completion of a bachelor degree comprising at least three full-time equivalent years of study which will be either: a bachelor degree (pass) accredited at Level 7 under the Australian Qualifications Framework or a bachelor degree (with honours) accredited at Level 8 under the Australian Qualifications Framework, from an Australian university or self-accrediting higher education institution; or a bachelor degree from an overseas university listed in the National Office of Overseas Skills Recognition Guide, provided that the degree is equivalent to an Australian bachelor degree (pass or with honours); and
(b) a demonstrated sustained academic performance to a standard considered satisfactory by the Dean or Deputy Dean of the Faculty of Medicine; In assessing sustained academic performance the Dean or Deputy Dean may, at his or her discretion, consider performance in the Bachelor’s degree(s) and/or performance in any graduate diploma, master or doctoral degree (or equivalent); and
(c) performance in an admissions test approved by the Dean or Deputy Dean to a standard considered satisfactory by the Dean or Deputy Dean; and
(d) performance in an interview to a standard considered satisfactory by the Dean or Deputy Dean.

(3) If the bachelor degree was completed more than 10 years before 1 January of the year for which the applicant is seeking enrolment, the applicant must, in addition, have completed within this 10 year period, or completed prior to 1 January of the year in which the applicant intends to commence the Doctor of Medicine, a postgraduate degree or postgraduate diploma (or equivalent), which will be either:
(a) a postgraduate degree or postgraduate diploma accredited at Level 8, 9, or 10 under the Australian Qualifications Framework, from an Australian university or self-accrediting higher education institution; or
(b) an overseas university listed in the National Office of Overseas Skills Recognition Guide, provided that the postgraduate degree or postgraduate diploma is equivalent to an Australian postgraduate degree or postgraduate diploma accredited at Level 8, 9, or 10.

(4) An applicant will not be admitted to candidature for the Doctor of Medicine unless he or she has completed a bachelor degree prior to 1 January of the year in which the applicant intends to commence the Doctor of Medicine.

The official results listed on an applicant’s transcript, and his or her admission test results, will be taken as the awarding and testing authorities’ assessment of the academic standards reached by the applicant, taking due account of illness and misadventure according to the authorities’ policies. A person who has commenced the Doctor of Medicine in a fee-paying or bonded place at the University will not be eligible for admission or transfer to a Commonwealth supported or non-bonded place in the MD. For this purpose, students are considered to have commenced the course at the time of their first enrolment.

The Dean may, in exceptional circumstances, admit to the Doctor of Medicine an applicant who has commenced studies in postgraduate medicine at another University, provided that the applicant:
(a) has not previously applied unsuccessfully for admission to the Bachelor of Medicine and Bachelor of Surgery or the Doctor of Medicine at the University of Sydney; and
(b) would have met the requirements for admission to the Doctor of Medicine that were in place at the time the applicant was admitted to his or her previous course in medicine; and
(c) will complete at least 50 per cent of the Doctor of Medicine at the University of Sydney.

Prior to admitting an applicant to the Doctor of Medicine in accordance with subclause 3(7), the Dean will consider:
(a) the circumstances leading to the applicant’s request for admission;
(b) whether the curriculum undertaken by the applicant in his or her previous course in medicine is comparable to the Doctor of Medicine;
(c) the academic performance of the applicant in his or her previous course in medicine; and
(d) the availability of places in the Doctor of Medicine in the relevant year.

The Dean may, prior to admitting an applicant to the Doctor of Medicine in accordance with subclause 3(7), require the applicant to undertake a barrier examination that permits entry into the relevant year.

Subject to the approval of the Academic Board, the Faculty of Medicine may establish special admission schemes for defined classes of applicant, including: applicants who are of rural origin; Indigenous applicants. The Faculty of Medicine may establish a maximum quota for the number of applicants for admission as candidates for the Doctor of Medicine within a special admission scheme.
The Faculty of Medicine will publish details of any special admission schemes approved by the Academic Board.

A committee consisting of the Dean, Deputy Deans and Head of the Medical Program may confirm or withdraw an offer which has been made to an applicant but which is not in accordance with the admission criteria.

4 Deferment

(1) Applications for deferral of enrolment following the offer of a place in the Doctor of Medicine are permitted only on the following grounds:
   (a) progression to honours, masters or a PhD; or
   (b) under exceptional circumstances which could not be foreseen at the time of application; or
   (c) for completion of "professional years" where awarding of a bachelor's degree is dependent upon such completion only.

(2) Deferral will only be granted one year at a time and will not be expected to last longer than two years.

5 Requirements for award

(1) The units of study that may be taken for the course are set out in the Table of Units of Study: Doctor of Medicine

(2) To qualify for the award of the pass degree, a candidate must successfully complete 192 credit points of core units of study in the order prescribed by the faculty.

6 Progression rules

(1) Candidates in Stage 1 must pass all units of study designated for that year before proceeding to Stage 2. Candidates in Stage 2 must pass all units of study designated for that year before proceeding to Stage 3. Failure in any single unit of study in Stages 1 or 2 will result in a failure of the year and will require the candidate to re-enrol and successfully complete the units designated for the entire year, without credit or exemption for work previously completed.

(2) Candidates in Stage 3 who fail one unit of study, may be permitted to proceed to units designated for the subsequent year of study providing that the failed unit of study is repeated before commencement of the Pre-Internship (PRINT) Term. Candidates who fail more than one unit of study and/or their barrier (summative) examination will be required to repeat the whole year, without credit or exemption for work previously completed.

7 Medicine weighted average mark (MWAM)

(1) The MWAM is calculated using the following formula:

\[
\text{MWAM} = \frac{\sum (Wc \times Mc)}{\sum Wc}
\]

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

(2) All Stage 3 units are weighted 1.

8 Time Limits

(1) Subject to sub-clause 8(2), a candidate for the Doctor of Medicine must complete the requirements for the degree within five calendar years.

(2) The Dean may, in exceptional circumstances, extend the time limit for completing the requirements for the Doctor of Medicine to a maximum of 10 years.

9 Credit for previous study

Advanced standing and credit for previous study is not available in this degree, except where approved by the Dean for the purposes of subclause 3(7).
Degree resolutions
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Bachelor of Medicine and Bachelor of Surgery
These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to) the University of Sydney (Coursework) Rule 2000 (the 'Coursework Rule'), the Resolutions of the Faculty, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended) and the Academic Board policies on Academic Dishonesty and Plagiarism.

Course resolutions

<table>
<thead>
<tr>
<th>Code</th>
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<tbody>
<tr>
<td>BGMEDSUR-01</td>
<td>Bachelor of Medicine and Bachelor of Surgery</td>
</tr>
</tbody>
</table>

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

3 Admission to candidature
(1) Available places will be offered to qualified applicants based on merit, according to the following admission criteria.
(2) Admission to the Bachelor of Medicine and Bachelor of Surgery (MBBS) requires:
   (a) completion of a bachelor degree comprising at least three full-time equivalent years of study from either:
       (i) an Australian university or self-accrediting higher education institution listed in the Australian Qualifications Framework;
       or
       (ii) an overseas university listed in the National Office of Overseas Skills Recognition Guide;
   (b) demonstrated sustained academic performance to a standard considered satisfactory by the Dean or Deputy Dean of the Faculty of Medicine. In assessing sustained academic performance the Dean or Deputy Dean may, at his or her discretion, consider performance in the Bachelor's degree(s) and/or performance in any graduate diploma, master or doctoral degree (or equivalent); and
   (c) performance in an admissions test approved by the Dean or Deputy Dean of the Faculty of Medicine to a standard considered satisfactory by the Faculty; and
   (d) performance in an interview to a standard considered satisfactory by the Dean or Deputy Dean of the Faculty of Medicine.
(3) If the bachelor's degree was completed more than 10 years before 1 January of the year for which the applicant is seeking enrolment, the applicant must, in addition, have completed within this 10 year period a postgraduate degree or postgraduate diploma (or equivalent), from either:
   (a) an Australian university or self-accrediting higher education institution listed in the Australian Qualifications Framework;
   or
   (b) an overseas university listed in the National Office of Overseas Skills Recognition Guide.
(4) An applicant will not be admitted to candidature for the MBBS unless he or she has completed a bachelor degree prior to 1 January of the year in which the applicant intends to commence the MBBS.
(5) The official results listed on an applicant's transcript, and his or her admission test results, will be taken as the awarding and testing authorities' assessment of the academic standards reached by the applicant, taking due account of illness and misadventure according to the authorities' policies.
(6) A person who has commenced the MBBS in a fee-paying or bonded place at the University will not be eligible for admission or transfer to a Commonwealth supported or non-bonded place in the MBBS.
(7) The Dean may, in exceptional circumstances, admit to the MBBS an applicant who has commenced studies in medicine at another University, provided that the applicant:
   (a) has not previously applied unsuccessfully for admission to the MBBS at the University of Sydney;
   (b) would have met the requirements for admission to the MBBS that were in place at the time the applicant was admitted to his or her previous course in medicine; and
   (c) will complete at least 50 per cent of the MBBS at the University of Sydney.
(8) Prior to admitting an applicant to the MBBS in accordance with subclause 3(7), the Dean will consider:
   (a) the circumstances leading to the applicant's request for admission;
   (b) whether the curriculum undertaken by the applicant in his or her previous course in medicine is comparable to the MBBS;
   (c) the academic performance of the applicant in his or her previous course in medicine; and
   (d) the availability of places in the MBBS in the relevant year.
(9) The Dean may, prior to admitting an applicant to the MBBS in accordance with subclause 3(7), require the applicant to undertake a barrier examination that permits entry into the relevant year.
(10) Subject to the approval of the Academic Board, the Faculty of Medicine may establish special admission schemes for defined classes of applicant, including:
    (a) applicants who are of rural origin;
    (b) Indigenous applicants.
    (11) The Faculty of Medicine may establish a maximum quota for the number of applicants for admission as candidates for the MBBS within a special admission scheme.
(12) The Faculty of Medicine will publish details of any special admission schemes approved by the Academic Board.
(13) A committee consisting of the Dean, Deputy Deans and Head of the Medical Program may confirm or withdraw any offer of admission that is not in accordance with the resolutions relating to admissions current at the time. This committee may seek advice in reaching its decision.

4 Deferment
(1) Deferral of enrolment following the offer of a place in the Bachelor of Medicine and Bachelor of Surgery is permitted only in the following circumstances:
   (a) progression to honours, masters or a PhD; or
   (b) under exceptional circumstances which could not be foreseen at the time of application; or
   (c) for completion of "professional years" where awarding of a bachelor's degree is dependent upon such completion only.
Deferral will only be granted one year at a time and will not be expected to last longer than two years.

Requirements for award

1. The units of study that may be taken for the course are set out in the Table of Undergraduate Units of Study for the Bachelor of Medicine and Bachelor of Surgery.

2. To qualify for the award of the pass degree, a candidate must successfully complete 192 credit points of core units of study in the order prescribed by the faculty.

Progression rules

1. Candidates in Stage 1 must pass all units of study designated for that year before proceeding to Stage 2. Candidates in Stage 2 must pass all units of study designated for that year before proceeding to Stage 3. Failure in any single unit of study in Stages 1 or 2 will result in a failure of the year and will require the candidate to re-enrol and successfully complete the units designated for the entire year, without credit or exemption for work previously completed.

2. Candidates in Stage 3 who fail one unit of study, may be permitted to proceed to units designated for the subsequent year of study providing that the failed unit of study is repeated before commencement of the Print (pre-internship) Term. Candidates who fail more than one unit of study and/or their barrier (summative) examination will be required to repeat the whole year, without credit or exemption for work previously completed.

Requirements for the honours degree

1. Honours is available to meritorious candidates who complete an alternative set of units of study in the final year of the program. Candidates enrolled in the degree part-time are not eligible to enrol in Honours.

2. To qualify for admission to the honours program a candidate should, without repeating a Stage, achieve:
   - a satisfactory result in the Stage 1 written exam; and
   - a satisfactory result in Stage 1 and 2 portfolios on Personal and Professional Development; and
   - a minimum result of 75% in the Stage 2 written exam; and
   - a satisfactory result in the Stage 2 practical exam.

3. To qualify for the award of the honours degree a candidate must successfully complete the requirements for the degree in the minimum standard full time duration and:
   - complete the 12 credit point research unit of study described in the table of units for the degree with a minimum mark of 70; and
   - achieve a minimum average mark of 75% in the Years 3 and 4 written exams.

Honours weighted average mark (HWAM)

1. The HWAM in the Faculty of Medicine is calculated from the results in the 80 credit points of core units of study in Stage 3, plus the honours mark which will be given double weighting.

2. The HWAM is calculated using the following formula:

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

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

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

Award of the degree

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

<table>
<thead>
<tr>
<th>Description</th>
<th>HWAM Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Honours Class I</td>
<td>80 ≥ HWAM</td>
</tr>
<tr>
<td>Honours Class II (Division 1)</td>
<td>75 ≤ HWAM &lt; 80</td>
</tr>
<tr>
<td>Honours Class II (Division 2)</td>
<td>70 ≤ HWAM &lt; 75</td>
</tr>
<tr>
<td>Honours not awarded</td>
<td>HWAM &lt; 70</td>
</tr>
</tbody>
</table>

2. An honours candidate who obtains a mark of less than 70 in a research unit of study, or a HWAM of less than 70, will not be awarded honours and will be awarded the pass degree.

3. An honours candidate who fails the research unit of study will be required to undertake the elective unit of study at the end of the program as an additional unit in order to achieve the correct number of credit points required for the award of the pass degree.

University medal

A student with an HWAM of 90 or above may be awarded a university medal. The medal is awarded at the discretion of the faculty to the highest achieving students who in the opinion of the faculty have an outstanding academic record.

Time Limits

1. Subject to sub-clause 11(2), a candidate for the MBBS must complete the requirements for the degree within five calendar years.

2. The Dean may, in exceptional circumstances, extend the time limit for completing the requirements for the MBBS to a maximum of 10 years.

Credit for previous study

Advanced standing and credit for previous study is not available in this degree except where approved by the Dean for the purposes of subclause 3(7).
# Table of units of study: Doctor of Medicine

<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><strong>Stage 1 units of study (Year 1)</strong></td>
<td></td>
<td></td>
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<tr>
<td><strong>Studies in Foundation Studies, Immunology and Infection, Musculoskeletal Sciences:</strong></td>
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<td>MDMSP5111 Basic and Clinical Sciences 1</td>
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<td>Semester 1</td>
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<td>MDMSP5112 Patient and Doctor 1</td>
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<td>Semester 1</td>
</tr>
<tr>
<td><strong>Studies in Respiratory Sciences, Haematology, Cardiovascular Sciences:</strong></td>
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<td>MDMSP5121 Basic and Clinical Sciences 2</td>
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<td>MDMSP5122 Patient and Doctor 2</td>
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<td><strong>Stage 2 units of study (Year 2)</strong></td>
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<tr>
<td><strong>Studies in Neuroscience, Drug and Alcohol, Endocrinology, Nutrition, Sexual Health:</strong></td>
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<td>MDMSP521 Basic and Clinical Sciences 3</td>
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<td>Semester 1</td>
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<tr>
<td><strong>Studies in Renal, Urology, Gastroenterology, Nutrition, Reproduction, Oncology, Palliative Care:</strong></td>
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<tr>
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<tr>
<td><strong>MD Project Development</strong></td>
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</table>
### Incorporating theme studies in Basic & Clinical Sciences, Patient and Doctor, Population Medicine, and Personal and Professional Development:

#### Year 3

<table>
<thead>
<tr>
<th>Unit of Study</th>
<th>Credit Points</th>
<th>Assumed Knowledge</th>
<th>Prerequisites</th>
<th>Corequisites</th>
<th>Prohibition</th>
<th>Session</th>
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<td>MDMP5319 Personal and Professional Development 7</td>
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#### Units of study undertaken in Years 3 or 4

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<th>Unit of Study</th>
<th>Credit Points</th>
<th>Assumed Knowledge</th>
<th>Prerequisites</th>
<th>Corequisites</th>
<th>Prohibition</th>
<th>Session</th>
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<tr>
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<td>MDMP5335 Community</td>
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#### Year 4

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<th>Credit Points</th>
<th>Assumed Knowledge</th>
<th>Prerequisites</th>
<th>Corequisites</th>
<th>Prohibition</th>
<th>Session</th>
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<td>P MDMP5317</td>
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Doctor of Medicine
### Table of units of study: Bachelor of Medicine Bachelor of Surgery

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## Stage 3 units of study - for students commencing Stage 3 from 2011 (Years 3 and 4)

Incorporating theme studies in Basic & Clinical Sciences, Patient and Doctor, Population Medicine, and Personal and Professional Development:

### Year 3

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### Units of study undertaken in Years 3 or 4

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### Unit of study

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Students must also select one of the following units in year 4:

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Students must obtain approval to undertake an elective from the academic Elective Coordinator who has the role of advising, counselling and directing students in their applications and approving Electives.

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<th>Unit of study</th>
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To apply for honours in the MBBS, students must submit a research proposal to the Honours/Research Coordinator at the end of Stage 2 and before the commencement of Stage 3 of the MBBS.

### Pre-Internship (PrInt Term)

To be undertaken by all students upon successful completion of all other Stage 3 units of study.

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### Stage 3 units of study - for students commencing Stage 3 prior to 2011

Incorporating theme studies in Basic Clinical Sciences, Patient and Doctor, Population Medicine, and Personal and Professional Development:

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Students must also select one of the following units:

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Doctor of Medicine

Unit of Study Descriptions for 2014

MDMP5111 Basic and Clinical Sciences 1
Credit points: 12 Teacher/Coordinator: Dr Luke Henderson Session: Semester 1 Classes: On a weekly basis, 1 problem-based learning session (total 3 hours); up to seven lectures related mainly to the weekly problem (issues raised in the problem are usually relevant to all themes but with an emphasis on basic sciences); two to three Basic and Clinical Sciences Theme sessions (generally 1.5 hours); two Patient and Doctor sessions (up to 1.5 hours) in the clinical school and either one Population Medicine or Personal and Professional Development session (1.5 hours) or a joint session. Students are required to attend 1 full day at the clinical school. Corequisites: MDMP5112, MDMP5113, MDMP5114 Assessment: 1x written assessment in Basic and Clinical Science is formative and 2x written assessments are summative. All are based on multiple-choice and extended-matching type questions and attendance is compulsory. Satisfactory grade in the summative allows progression into Stage 2. Students will also have to complete a formative Haematology assessment and achieve satisfactory grades in the summative practical exams in Anatomy and Pathology. At the end of Stage 1, there will be a barrier assessment that covers all eight units of study in Stage 1 (this is the same as one of the summative written assessments listed above). Mode of delivery: Normal (lecture/lab/tutorial) day

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

MDMP5112 Patient and Doctor 1
Credit points: 6 Teacher/Coordinator: Dr Bernard Champion Session: Semester 1 Classes: Similar to Basic and Clinical Science 1 Corequisites: MDMP5111, MDMP5113, MDMP5114 Assessment: The Objective Structured Clinical Examination (OSCE) is summative and attendance is compulsory. In addition, at the end of Stage 1, there will be a barrier assessment that covers all eight units of study in Stage 1. 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.

MDMP5113 Population Medicine 1
Credit points: 3 Teacher/Coordinator: Professor Alexandra Barratt Session: Semester 1 Classes: Similar to Basic and Clinical Science 1 Corequisites: MDMP5111, MDMP5112, MDMP5114 Assessment: Population Medicine material based on the Population Medicine objectives is included in the required formative and summative assessments in Stage 1. In addition, at the end of Stage 1, there will be a barrier assessment that covers all eight units of study in Stage 1. Mode of delivery: Normal (lecture/lab/tutorial) day

Upon completion of the module, students will be able to demonstrate an understanding of the factors which influence the health of the population. Students will also have an 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.

MDMP5114 Personal and Professional Development 1
Credit points: 3 Teacher/Coordinator: Associate Professor Christine Jorm Session: Semester 1 Classes: Similar to Basic and Clinical Science 1 Corequisites: MDMP5111, MDMP5112, MDMP5113 Assessment: Satisfactory completion of the following activities is required: 1. An online learning module that provides certification of familiarity with the fundamentals of health law that are relevant to being a medical student and knowledge of Sydney Medical School policies and regulations. 2. Attendance at and completion of a short course on "Finding Relevant Information in Health and Medical Databases". 3. Participation in a peer assessment process in PBL tutorials. 4. Submission of a reflective portfolio and participation in an interview with a faculty member. 5. Completion of the summative teaching evaluation assessment over a designated 2-week period. 6. Appropriate ethical and professional behaviour as determined by the PPD Theme. 7. Attendance at all designated activities in this Stage.

On completion of this module students will have demonstrated knowledge of the foundations of health law and of the "Code of Conduct for Medical Practitioners: Good Medical practice" (the statement of the standard of conduct required of medical practitioners by the national professional registration board) and also of compliance with this Code (where appropriate). Students will also have demonstrated a foundational understanding of compassionate, ethical professional behaviour; the ability to work cooperatively as a member of a team accepting and providing leadership as appropriate; an understanding of the positive and negative personal impacts of a medical career and related concepts of stress; and the ability to observe discuss and reflect on individual experiences.

MDMP5121 Basic and Clinical Sciences 2
Credit points: 12 Teacher/Coordinator: Dr Luke Henderson Session: Semester 2 Classes: Similar to Basic and Clinical Sciences 1 Prerequisites: MDMP5111, MDMP5112, MDMP5113, MDMP5114 Corequisites: MDMP5122, MDMP5123, MDMP5124 Assessment: Similar to Basic and Clinical Sciences 1 Mode of delivery: Normal (lecture/lab/tutorial) day

Further develop the learning and understanding of Basic and Clinical Sciences 1.

MDMP5122 Patient and Doctor 2
Credit points: 6 Teacher/Coordinator: Dr Bernard Champion Session: Semester 2 Classes: Similar to Patient and Doctor 1 Prerequisites: MDMP5111, MDMP5112, MDMP5113, MDMP5114 Corequisites: MDMP5121,
Further develop the learning and understanding of Patient and Doctor 1

MDMPS123, MDMPS124 Assessment: Similar to Patient and Doctor 1 Mode of delivery: Normal (lecture/lab/tutorial) day

Further develop the learning and understanding of Personal and Professional Development 1

MDMPS124 Personal and Professional Development 2
Credit points: 3 Teacher/Coordinator: Associate Professor Christine Jorm Session: Semester 2 Classes: Similar to Personal and Professional Development 1 Prerequisites: MDMPS111, MDMPS112, MDMPS113, MDMPS114 Corequisites: MDMPS121, MDMPS122, MDMPS124 Mode of delivery: Normal (lecture/lab/tutorial) day

Further develop the learning and understanding of Personal and Professional Development 1

MDMPS125 Basic and Clinical Sciences 3
Credit points: 12 Teacher/Coordinator: Dr Luke Henderson Session: Semester 1 Classes: Similar to Basic and Clinical Sciences 1 Prerequisites: MDMPS111, MDMPS112, MDMPS113, MDMPS114, MDMPS121, MDMPS122, MDMPS123, MDMPS124 Corequisites: MDMPS212, MDMPS213, MDMPS214 Assessment: Students are required to complete two summative assessments, based on multiple choice and extended matching type questions. Attendance is compulsory, and students will also have to achieve a satisfactory grade in the summative practical exams in Anatomy and Pathology. At the end of Stage 2, there will be a Barrier assessment that covers all units of study in Stages 1 and 2 (this is the same as one of the summative written assessments listed above). Mode of delivery: Normal (lecture/lab/tutorial) day

Upon completion of this module, students will have a developed a solid understanding of the structure and function of most body systems (e.g. musculoskeletal, cardiovascular, respiratory). In addition, be able to apply an understanding of normal and abnormal human structure, function and behaviour to the diagnosis, management and prevention of health problems. They will also be able to use the best available evidence on outcomes to prevent or cure disease, relieve symptoms or minimise disable 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.

MDMPS211 Patient and Doctor 3
Credit points: 6 Teacher/Coordinator: Dr Bernard Champion Session: Semester 1 Classes: Similar to Patient and Doctor 1 Prerequisites: MDMPS111, MDMPS112, MDMPS113, MDMPS114, MDMPS121, MDMPS122, MDMPS123, MDMPS124 Corequisites: MDMPS211, MDMPS212, MDMPS214 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.

MDMPS213 Population Medicine 3
Credit points: 3 Teacher/Coordinator: Professor Alexandra Barratt Session: Semester 1 Classes: Similar to Population Medicine 1 Prerequisites: MDMPS111, MDMPS112, MDMPS113, MDMPS114 Corequisites: MDMPS121, MDMPS122, MDMPS124 Assessment: Similar to Population Medicine 1 Mode of delivery: Normal (lecture/lab/tutorial) day

Upon completion of this module, students will have developed a deep understanding of the respective roles of the promotion of health, the prevention of illness and the treatment of disease. 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.

MDMPS214 Personal and Professional Development 3
Credit points: 3 Teacher/Coordinator: Associate Professor Christine Jorm Session: Semester 1 Classes: Similar to Personal and Professional Development 1 Prerequisites: MDMPS111, MDMPS112, MDMPS113, MDMPS114, MDMPS121, MDMPS122, MDMPS123, MDMPS124 Corequisites: MDMPS211, MDMPS212, MDMPS213, MDMPS214 Assessment: Satisfactory completion of similar tasks to those required in Personal and Professional Development 1 (for instance the required library course is entitled: "Information Literacy Training - EBM Literature Searching for PEARLS") however the Health Law online module is not repeated. Note that students will need to miss more than 10% of tutorials in any Block of study may not be eligible to proceed to Stage 3 except by a specific decision of the Stage 2 Examination Committee. At the end of Stage 2, there will be a Barrier assessment that covers all units of study in Stages 1 and 2. Mode of delivery: Normal (lecture/lab/tutorial) day

On completion of this module students will have demonstrated knowledge of the foundations of health law and of the "Code of Conduct for Medical Practitioners: Good Medical practice" (the statement of the standard of conduct required of medical practitioners by the national professional registration board) and also of compliance with this Code (where appropriate). Students will also have demonstrated a foundational understanding of compassionate, ethical professional behaviour; the ability to work cooperatively as a member of a team accepting and providing leadership as appropriate; an understanding of the positive and negative personal impacts of a medical career and related concepts of stress; and the ability to observe discuss and reflect on individual experiences.

MDMPS221 Basic and Clinical Sciences 4
Credit points: 10 Teacher/Coordinator: Dr Luke Henderson Session: Semester 2 Classes: Similar to Basic and Clinical Sciences 3 Prerequisites: MDMPS211, MDMPS212, MDMPS213, MDMPS214 Corequisites: MDMPS221, MDMPS222, MDMPS225 Mode of delivery: Satisfactory performance in the Summative written papers and Summative practical exams in Anatomy and Pathology as determined by the Basic and Clinical Sciences Committee. Participation in Required Formative Assessments is compulsory. In addition at the end of Stage 2, there will be a Barrier assessment that covers all units of study in Stages 1 and 2. Mode of delivery: Normal (lecture/lab/tutorial) day

See Basic and Clinical Sciences 3

MDMPS222 Patient and Doctor 4
Credit points: 6 Teacher/Coordinator: Dr Bernard Champion Session: Semester 2 Classes: Similar to Patient and Doctor 3 Prerequisites: MDMPS211, MDMPS212, MDMPS213, MDMPS214 Corequisites: MDMPS221, MDMPS223, MDMPS224, MDMPS225 Assessment: Satisfactory performance in the Summative Objective Structured Clinical Examination (OSCE) as determined by the Patient and Doctor Theme. In addition, the Paediatrics Self-Directed Learning Project (SDP) is a formative assessment. Completion is compulsory. At the end of Stage 2, there will be a Barrier assessment that
covers all units of study in Stages 1 and 2. Mode of delivery: Normal (lecture/lab/tutorial) day

See Patient and Doctor 1

MDMP5223 Population Medicine 4 Credit points: 3 Teacher/Coordinator: Professor Alexandra Barratt Session: Semester 2 Classes: Similar to Population Medicine 3 Prerequisites: MDMP5211, MDMP5212, MDMP5213, MDMP5214 Corequisites: MDMP5221, MDMP5222, MDMP5224, MDMP5225 Assessment: Students must satisfactorily complete a Barrier written assessment in Key Feature Question (KFD) format at the end of Stage 2 and satisfactory performance in the Population Medicine components of the written assessment as determined by the Population Medicine Theme. In addition at the end of Stage 2, there will be a Barrier assessment that covers all units of study in Stages 1 and 2. Mode of delivery: Normal (lecture/lab/tutorial) day

Upon completion of this module, 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.

MDMP5224 Personal and Professional Development 4 Credit points: 3 Teacher/Coordinator: A/Professor Christine Jorm Session: Semester 2 Classes: Similar to Personal and Professional Development 3 Prerequisites: MDMP5211, MDMP5212, MDMP5213, MDMP5214 Corequisites: MDMP5221, MDMP5222, MDMP5223, MDMP5225 Assessment: Described in Personal and Professional Development 3. Note that students who miss more than 10% of tutorials in any Block of study may not be eligible to proceed to Stage 3 except by a specific decision of the Stage 2 Examination Committee. At the end of Stage 2, there will be a Barrier assessment that covers all units of study in Stages 1 and 2. Mode of delivery: Normal (lecture/lab/tutorial) day

By the end of the course, students will be expected to have completed a comprehensive proposal for their MD Project. At the start of the course, students will be asked to outline their previous research experience (if any). On the basis of this, they will be triaged to learn about a range of research methods used in medicine, with particular emphasis on the type of investigation that they choose for their MD Project. They will also gain an understanding of the principles of health and medical research ethics.

MDMP5225 MD Project Development Credit points: 2 Teacher/Coordinator: Professor Michael Frommer Session: Semester 2 Classes: Lectures, seminars, tutorials, on-line learning tasks. Prerequisites: MDMP5211, MDMP5212, MDMP5213, MDMP5214 Assessment: This will comprise: (a) effective participation in small-group learning sessions, (b) satisfactory completion of online learning tasks, (c) completion of an exercise comprising the preparation of a proposal for a descriptive clinical study, and (d) submission of a proposal for a feasible and acceptable MD Project proposal. Mode of delivery: Normal (lecture/lab/tutorial) day

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

MDMP5317 Patient and Doctor 7 Credit points: 2 Teacher/Coordinator: Dr Bernard Champion Session: Semester 1, Semester 2 Classes: Undertaken at the student’s assigned clinical school Prerequisites: MDMP5221, MDMP5222, MDMP5223, MDMP5224 and MDMP5225 Assessment: Bedside physical exam and rectal examination Mode of delivery: Clinical experience

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

MDMP5318 Population Medicine 7 Credit points: 2 Teacher/Coordinator: Professor Alexandra Barratt Session: Semester 1, Semester 2 Classes: Undertaken at the student’s assigned clinical school Prerequisites: MDMP5221, MDMP5222, MDMP5223, MDMP5224 and MDMP5225 Assessment: Population Medicine assessment tasks as specified in Year 3. Mode of delivery: Clinical experience

Experience in Integrated Population Medicine and online face-to face tutorials.

MDMP5319 Personal and Professional Development 7 Credit points: 2 Teacher/Coordinator: Associate Professor Christine Jorm Session: Semester 1, Semester 2 Classes: Undertaken at the student’s assigned clinical school Prerequisites: MDMP5221, MDMP5222, MDMP5223, MDMP5224 and MDMP5225 Assessment: Population Medicine assessment tasks as specified in Year 3. Mode of delivery: Clinical experience

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

MDMP5331 Medicine Year 3 Credit points: 8 Teacher/Coordinator: Professor David Gottlieb Session: Semester 1, Semester 1a, Semester 1b, Semester 2, Semester 2a, Semester 2b Classes: Undertaken at the student’s assigned Clinical School. Prerequisites: MDMP5221, MDMP5222, MDMP5223, MDMP5224 and MDMP5225 Assessment: Online formative assessment (optional), followed by a written summative assessment at the end of Term D (barrier) which will include components from Terms A,B,C&D. 100% attendance is required. Mode of delivery: Normal (lecture/lab/tutorial) day

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

MDMP5333 Surgery Credit points: 8 Teacher/Coordinator: Professor Mohamed Khadra Session: Semester 1, Semester 1a, Semester 1b, Semester 2, Semester 2a, Semester 2b Classes: Undertaken at the student’s assigned Clinical School. Prerequisites: MDMP5221, MDMP5222, MDMP5223, MDMP5224 and MDMP5225 Assessment: Online formative assessment (optional), followed by a written summative assessment at the end of Term D for students in Year 3 which will include components from Terms A,B,C & D. Students in Year 4 will be assessed with an online formative assessment (optional), followed by a written summative assessment at the end of Term I which will include components from Terms E,G,H & I. All Year 4 students will also undertake a written summative assessment for combined Surgery/ Critical Care Surgery at the end of Term I.100% attendance is required. Mode of delivery: Normal (lecture/lab/tutorial) day
Surgery is the Surgical Block undertaken by medical students enrolled in Stage 3 of the MD. This is a Core Block.

MDMP5334 Critical Care

Credit points: 8
Teacher/Coordinator: Professor Anthony McLean
Session: Semester 1, Semester 1a, Semester 1b, Semester 2, Semester 2a, Semester 2b
Classes: Undertaken at the student's assigned Clinical School.
Prerequisites: MDMP5221, MDMP5222, MDMP5223, MDMP5224 and MDMP5225
Assessment: Online formative assessment (optional), followed by a written summative assessment at the end of Term D for students in Year 3. This will include components from Terms A,B,C & D. Students in Year 4 will be assessed with an online formative assessment (optional), followed by a written summative assessment at the end of Term 1 which will include components from Terms E,G,H & I. All Year 4 students will also undertake a written summative assessment for combined Surgery/ Critical Care Surgery at the end of Term 1. 100% attendance is required.
Mode of delivery: Normal (lecture/lab/tutorial) day

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

MDMP5335 Community

Credit points: 8
Teacher/Coordinator: Dr Narelle Shadbolt
Session: Semester 1, Semester 1a, Semester 1b, Semester 2, Semester 2a, Semester 2b
Classes: Undertaken at the student's assigned Clinical School.
Prerequisites: MDMP5221, MDMP5222, MDMP5223, MDMP5224 and MDMP5225
Assessment: In-Block assessments comprising 70% of total UoS mark including a written SBA summative assessment, an EBM report, Clinical Service Project & a supervisor assessment - urban - rural. In addition, the Community module in the Barrier exam will comprise 30% of the total Community mark and will contribute to the total Barrier score in Year 3/ Year 4 depending on the student's stream. 100% attendance is required.
Mode of delivery: Normal (lecture/lab/tutorial) day

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

MDMP5326 Psychological and Addiction Medicine

Credit points: 8
Teacher/Coordinator: Professor Philip Hazell
Session: Semester 1, Semester 1a, Semester 1b, Semester 2, Semester 2a, Semester 2b
Classes: Undertaken at the student's assigned Clinical School.
Prerequisites: MDMP5221, MDMP5222, MDMP5223, MDMP5224 and MDMP5225
Assessment: In-Block assessments comprising 70% of total UoS mark including an observed Long Case and a written SBA summative assessment. In addition, the Psychological and Addiction Medicine module in the Barrier exam will comprise 30% of the total Psychological and Addiction Medicine mark and will contribute to the total Barrier score in Year 3/ Year 4 depending on the student's stream. 100% attendance is required.
Mode of delivery: Normal (lecture/lab/tutorial) day

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

MDMP5337 Perinatal and Women's Health

Credit points: 8
Teacher/Coordinator: Dr Kirsten Black, Professor Jonathan Hyett
Session: Semester 1, Semester 1a, Semester 1b, Semester 2, Semester 2a, Semester 2b
Classes: Undertaken at the student's assigned Clinical School.
Prerequisites: MDMP5221, MDMP5222, MDMP5223, MDMP5224 and MDMP5225
Assessment: In-Block assessments comprising 70% of total UoS mark including one written assignment, a written SBA summative assessment and an Observed Structured Clinical Examination (OSCE). In addition, the Perinatal and Women's Health module in the Barrier exam will comprise 30% of the total Perinatal and Women's Health mark and will contribute to the total Barrier score in Year 3/ Year 4 depending on the student's stream. 100% attendance is required.
Mode of delivery: Normal (lecture/lab/tutorial) day

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

MDMP5338 Child and Adolescent Health

Credit points: 8
Teacher/Coordinator: Professor Dianne Campbell
Session: Semester 1, Semester 1a, Semester 1b, Semester 2, Semester 2a, Semester 2b
Classes: Undertaken at the student's assigned Clinical School.
Prerequisites: MDMP5221, MDMP5222, MDMP5223, MDMP5224 and MDMP5225
Assessment: In-Block assessments comprising 70% of total UoS mark including one Observed Structured Clinical Examination (OSCE), a written SBA summative assessment, and a Clinical Task paper. In addition, the Child and Adolescent Health module in the Barrier exam will comprise 30% of the total Child and Adolescent Health mark and will contribute to the total Barrier score in Year 3/ Year 4 depending on the student's stream. 100% attendance is required.
Mode of delivery: Normal (lecture/lab/tutorial) day

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

MDMP5409 MD Elective

Credit points: 4
Teacher/Coordinator: Dr Lilon Bander
Session: Semester 1, Semester 2
Classes: Undertaken in an environment approved by the Academic Elective Coordinator.
Prerequisites: MDMP5221, MDMP5222, MDMP5223, MDMP5224 and MDMP5225
Assessment: Submission of a reflective essay on the elective experience.
Mode of delivery: Field experience
Note: Students must obtain approval to undertake an elective from the Head of their Clinical School and the Director of Elective Studies who has the role of advising, counselling and directing students in their applications and approving Electives.

The Elective Term offers students an opportunity to undertake supervised experience in clinical work, community medicine or research, locally, interstate or anywhere in the world. It is an opportunity to prepare for a particular career direction, explore different experiences or enhance skills in particular areas of a student’s own choice. Students usually organise their own Elective Terms but if advice or assistance is needed students can contact the Head of their Clinical School, the Director of Elective Studies or the Elective Administrative Officer in the Office of Medical Education.

MDMP5416 Basic and Clinical Sciences 8

Credit points: 2
Teacher/Coordinator: Dr Luke Henderson
Session: Semester 1, Semester 2
Classes: Undertaken at the student's assigned clinical school.
Prerequisites: MDMP5318
Assessment: Submission of completed Clinical Attachment forms for each Core Block undertaken in Year 4.
Mode of delivery: Clinical experience

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

MDMP5417 Patient and Doctor 8

Credit points: 2
Teacher/Coordinator: Dr Bernard Champion
Session: Semester 1, Semester 2
Classes: Undertaken at the student's assigned clinical school.
Prerequisites: MDMP5317
Assessment: Summative Long Case assessment, bedside physical exam, rectal exam and Ophthalmology logbook (RFA) due at the end of Term 1 (Stage 3, Year 4).
Mode of delivery: Clinical experience

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

MDMP5418 Population Medicine 8

Credit points: 2
Teacher/Coordinator: Professor Alexandra Barratt
Session: Semester 1, Semester 2
Classes: Clinical Experience in Integrated Population Medicine and online and face-to-face tutorials. Undertaken at the student’s assigned clinical school.
Prerequisites: MDMP5318
Assessment: Population Medicine assessment tasks as specified in Year 4.
Mode of delivery: Clinical experience
In Population Medicine 5, 6, 7 and 8, students are required to explore the population medicine aspects of chronic disease patients by means of longitudinal follow-up. They are guided by online learning materials and face-to-face tutorials.

MDMP5419
Personal and Professional Development 8
Credit points: 2  
Teacher/Coordinator: Associate Professor Christine Jorm  
Session: Semester 1, Semester 2  
Classes: Undertaken at the student's assigned clinical school  
Prerequisites: MDMP5319  
Assessment: Personal and Professional Development topic activities as specified in Year 4, participation in self and peer marking sessions, demonstration of ethical and professional behaviour including during the elective term. Attendance at all required formative assessments and Blocks.  
Mode of delivery: Clinical experience

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

MDMP5425
Pre-Internship Term
Credit points: 4  
Teacher/Coordinator: Dr James Edwards  
Session: Semester 1, Semester 2  
Classes: Various clinical schools  
Prerequisites: MDMP5316, MDMP5317, MDMP5318, MDMP5319, MDMP5408, MDMP5331, MDMP5432, MDMP5333, MDMP5334, MDMP5335, MDMP5336, MDMP5337, MDMP5338, MDMP5416, MDMP5417, MDMP5418, MDMP5419 and MDMP5510
Assessment: Each student in the pre-internship phase will be responsible for his/her own learning, but with clear requirements for a final signing off at the end of Year 4.  
Mode of delivery: Clinical experience

Note: Department permission required for enrolment.

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

MDMP5432
Medicine Year 4
Credit points: 8  
Teacher/Coordinator: Professor David Gottlieb  
Session: Semester 1, Semester 1a, Semester 1b, Semester 2, Semester 2a, Semester 2b  
Prerequisites: MDMP5331  
Assessment: Online formative assessment (optional), followed by a written summative assessment at the end of Term I (barrier) which will include components from Terms E, G, H & I. 100% attendance is required.  
Mode of delivery: Normal (lecture/lab/tutorial) day

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

MDMP5510
MD Project
Credit points: 8  
Teacher/Coordinator: Dr David Bowen, Associate Professor Rebekah Jenkin  
Session: Semester 1, Semester 2  
Classes: Frequent, regular contact with the student's research supervisor  
Prerequisites: MDMP5221, MDMP5222, MDMP5223, MDMP5224 and MDMP5225  
Assessment: (a) Satisfactory progress reports; (b) submission of a 2,500 word report for formal examination; (c) satisfactory oral presentation on the work.  
Mode of delivery: Supervision

Students will undertake an approved, supervised research or capstone project culminating in a 2,500 word report in the form of an article suitable for publication in a peer-reviewed journal. They will be monitored through regular progress reviews with their supervisors. In addition to the report, they may be required to give an oral presentation on their work to an audience comprising other medical students and staff.
Doctor of Medicine
Bachelor of Medicine and Bachelor of Surgery

Unit of Study Descriptions for 2014

GDMP1011
Basic and Clinical Sciences 1
Credit points: 12 Teacher/Coordinator: Dr Luke Henderson Session: Semester 1 Classes: On a weekly basis, 1 problem-based learning session (total 3 hours); up to seven lectures related mainly to the weekly problem (issues raised in the problem are usually relevant to all themes but with an emphasis on basic sciences); two to three Basic and Clinical Sciences Theme sessions (generally 1.5 hours); two Patient and Doctor sessions (up to 1.5 hours) in the clinical school and either one Population Medicine or Personal and Professional Development session (1.5 hours) or a joint session. Students are required to attend 1 full day at the clinical school. Corequisites: GDMP1012 and GDMP1013 and GDMP1014 Assessment: 1x written assessment in Basic and Clinical Science is formative and 2x written assessments are summative. All are based on multiple-choice and extended-matching type questions and attendance is compulsory. Satisfactory grade in the summative allows progression into Stage 2. Students will also have to complete a formative Haematology assessment and achieve a satisfactory grade in summative practical exams in Anatomy and Pathology. At the end of Stage 1, there will be a Barrier assessment that covers all eight units of study in Stage 1 (this is the same as one of the summative written assessments listed above). Mode of delivery: Normal (lecture/lab/tutorial) day

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

GDMP1012
Patient and Doctor 1
Credit points: 6 Teacher/Coordinator: Dr Bernard Champion Session: Semester 1 Classes: Similar to Basic and Clinical Science 1 Corequisites: GDMP1011 Assessment: The Objective Structured Clinical Examination (OSCE) is summative and attendance is compulsory. In addition, at the end of Stage 1, there will be a Barrier assessment that covers all eight units of study in Stage 1. Mode of delivery: Normal (lecture/lab/tutorial) day

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

GDMP1013
Population Medicine 1
Credit points: 3 Teacher/Coordinator: Professor Alexandra Barnett Session: Semester 1 Classes: Similar to Basic and Clinical Sciences 1 Corequisites: GDMP1011 Assessment: Population Medicine material based on the Population Medicine objectives is included in the required formative and summative assessments in Stage 1. In addition, at the end of Stage 1, there will be a Barrier assessment that covers all eight units of study in Stage 1. Mode of delivery: Normal (lecture/lab/tutorial) day

Upon completion of this module, students will be able to demonstrate an understanding of the factors which influence the health of the population. Students will also have an 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.

GDMP1014
Personal and Professional Development 1
Credit points: 3 Teacher/Coordinator: Associate Professor Christine Jorm Session: Semester 1 Classes: Similar to Basic and Clinical Science 1 Corequisites: GDMP1011 Assessment: Satisfactory completion of the following activities is required: 1. An online learning module that provides certification of familiarity with the fundamentals of health law that are relevant to being a medical student and knowledge of Sydney Medical School policies and regulations. 2. Attendance at and completion of a short course on “Finding Relevant Information in Health and Medical Databases”. 3. Participation in a peer assessment process in PBL tutorials. 4. Submission of a reflective portfolio and participation in an interview with a faculty member. 5. Completion of the summative teaching evaluation assessment over a designated 2-week period. 6. Appropriate ethical and professional behaviour as determined by the PPD Theme. 7. Attendance at all designated activities in this Stage. Students who miss more than 10% of tutorials in any Block of study may not be eligible to proceed to Stage 2 except by a specific decision of the Stage 1 Examination Committee. 8. In addition, at the end of Stage 1, there will be a Barrier assessment that covers all eight units of study in Stage 1. Mode of delivery: Normal (lecture/lab/tutorial) day

On completion of this module students will have demonstrated knowledge of the foundations of health law and of the “Code of Conduct for Medical Practitioners: Good Medical practice” (the statement of the standard of conduct required of medical practitioners by the national professional registration board) and also of compliance with this Code (where appropriate). Students will also have demonstrated a foundational understanding of compassionate, ethical professional behavior; the ability to work cooperatively as a member of a team accepting and providing leadership as appropriate; an understanding of the positive and negative personal impacts of a medical career and related concepts of stress; and the ability to observe discuss and reflect on individual experiences.

GDMP1021
Basic and Clinical Sciences 2
Credit points: 12 Teacher/Coordinator: Dr Luke Henderson Session: Semester 2 Classes: Similar to Basic and Clinical Sciences 1 Prerequisites: GDMP1011 Corequisites: GDMP1022 and GDMP1023 and GDMP1024 Assessment: Similar to Basic and Clinical Sciences 1 Mode of delivery: Normal (lecture/lab/tutorial) day

See Basic and Clinical Sciences 1

GDMP1022
Patient and Doctor 2
Credit points: 6 Teacher/Coordinator: Dr Bernard Champion Session: Semester 2 Classes: Similar to Patient and Doctor 1 Corequisites: GDMP1021 Assessment: Similar to Patient and Doctor 1 Mode of delivery: Normal (lecture/lab/tutorial) day

For internal use by University of Sydney staff only.
Informed decisions in relation to their medical care. For individual autonomy, enabling patients and their families to make 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.

See Population Medicine 1

Population Medicine 2

Credit points: 3 Teacher/Coordinator: Professor Alexandra Barratt Session: Semester 2 Classes: Similar to Population Medicine 1 Corequisites: GDMP1021 Assessment: Similar to Population Medicine 1 Mode of delivery: Normal (lecture/lab/tutorial) day

See Population Medicine 1

Personal and Professional Development 2

Credit points: 3 Teacher/Coordinator: Associate Professor Christine Jorm Session: Semester 2 Classes: Similar to Personal and Professional Development 1 Corequisites: GDMP1021 Assessment: Described in Personal and Professional Development 1 Mode of delivery: Normal (lecture/lab/tutorial) day

See Personal and Professional Development 1

Basic and Clinical Sciences 3

Credit points: 12 Teacher/Coordinator: Dr Luke Henderson Session: Semester 1 Classes: Similar to Basic and Clinical Sciences 1 Prerequisites: GDMP1011 and GDMP1012 and GDMP1013 and GDMP1014 and GDMP1021 and GDMP1022 and GDMP1023 and GDMP1024 Corequisites: GDMP1012 and GDMP1013 and GDMP2014 Assessment: Students are required to complete two written summative assessments, based on multiple choice and extended matching type questions. Attendance is compulsory, and students will also have to achieve a satisfactory grade in the summative practical exams in Anatomy and Pathology. At the end of Stage 2, there will be a Barrier assessment that covers all units of study in Stages 1 and 2 except GDMP2025 (this is the same as one of the summative written assessments listed above). Mode of delivery: Normal (lecture/lab/tutorial) day

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

Patient and Doctor 3

Credit points: 6 Teacher/Coordinator: Dr Bernard Champion Session: Semester 1 Classes: Similar to Patient and Doctor 1 Corequisites: GDMP1011 Assessment: The Objective Structured Clinical Examination (OSCE) is summative and attendance is compulsory. In addition, the Paediatrics Self-Directed Learning Project (SDP) is a formative assessment. Completion is compulsory. At the end of Stage 2, there will be a Barrier assessment that covers all units of study in Stages 1 and 2 except GDMP2025. 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.

Population Medicine 3

Credit points: 3 Teacher/Coordinator: Professor Alexandra Barratt Session: Semester 1 Classes: Similar to Population Medicine 1 Corequisites: GDMP1021 Assessment: Students must satisfactorily complete a Barrier written assessment in Key Feature Question (KFQ) format at the end of Stage 2. There will also be a Barrier assessment that covers all units of study in Stages 1 and 2 except GDMP2025. Mode of delivery: Normal (lecture/lab/tutorial) day

Upon completion of this module, students will be able to demonstrate an understanding of the respective roles of the promotion of health, the prevention of illness and the treatment of disease. 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.

Personal and Professional Development 3

Credit points: 3 Teacher/Coordinator: Associate Professor Christine Jorm Session: Semester 1 Classes: Similar to Personal and Professional Development 1 Corequisites: GDMP2011 Assessment: Satisfactory completion of similar tasks to those required in Personal and Professional Development 1 (for instance the required library course is entitled: “Information Literacy Training - EBM Literature Searching for PEARLS”); however the Health Law on-line module is not repeated. Note that students who miss more than 10% of tutorials in any Block of study may not be eligible to proceed to Stage 3 except by a specific decision of the Stage 2 Examination Committee. At the end of Stage 2, there will be a Barrier assessment that covers all units of study in Stages 1 and 2 except GDMP2025. Mode of delivery: Normal (lecture/lab/tutorial) day

On completion of this module students will have demonstrated knowledge of the foundations of health law and of the "Code of Conduct for Medical Practitioners: Good Medical practice" (the statement of the standard of conduct required of medical practitioners by the national professional registration board) and also of compliance with this Code (where appropriate). Students will also have demonstrated a foundational understanding of compassionate, ethical professional behaviour; the ability to work cooperatively as a member of a team accepting and providing leadership as appropriate; an understanding of the positive and negative personal impacts of a medical career and related concepts of stress; and the ability to observe discuss and reflect on individual experiences.

Basic and Clinical Sciences 4

Credit points: 10 Teacher/Coordinator: Dr Luke Henderson Session: Semester 2 Classes: Similar to Basic and Clinical Sciences 3 Prerequisites: GDMP1011 and GDMP2022 and GDMP2023 and GDMP2024 and GDMP2025 Assessment: Satisfactory performance in the Summative written papers and practical exam in Anatomy and Pathology as determined by the Basic and Clinical Sciences Committee. Participation in Required Formative Assessments is compulsory. In addition at the end of Stage 2, there will be a Barrier assessment that covers all units of study in Stages 1 and 2 except GDMP2025. Mode of delivery: Normal (lecture/lab/tutorial) day

See Basic and Clinical Sciences 3
written assessment in Key Feature Question (KFQ) format at the end of Stage 2. Satisfactory performance in the Population Medicine components of the written assessment as determined by the Population Medicine Theme. In addition at the end of Stage 2, there will be a Barrier assessment that covers all units of study in Stages 1 and 2 except GDMP2025. Mode of delivery: Normal (lecture/lab/tutorial) day

See Population Medicine 3

GDMP2024
Personal and Professional Development 4
Credit points: 3 Teacher/Coordinator: A/Professor Christine Jorm Session: Semester 2 Classes: Similar to Personal and Professional Development 3 Corequisites: GDMP2021 Assessment: Described in Personal and Professional Development 3 Note that students who miss more than 10% of tutorials in any Block of study may not be eligible to proceed to Stage 3 except by a specific decision of the Stage 1 Examination Committee. At the end of Stage 2, there will be a Barrier assessment that covers all units of study in Stages 1 and 2 except GDMP2025. Mode of delivery: Normal (lecture/lab/tutorial) day

See Personal and Professional Development 3

GDMP2025
Independent Learning Activity
Credit points: 2 Teacher/Coordinator: Dr Lilon Bandler Session: Semester 2 Classes: A brief introduction is provided to Stage 1 students outlining the requirements and the timeline involved. Thereafter teaching and learning activity depends on the project chosen. The project must be work of at least 40 hours. Throughout the period regular student communications will provide reminders regarding the content and timely submission of learning proposals and first reports. Corequisites: GDMP2021 Assessment: Independent Learning Activities will be assessed as specified in the Independent Learning Activity Proposal. This will usually be by means of an essay of at least 2000 words of an appropriately high standard, appropriately referenced. Other forms of assessable tasks may be considered, but require the prior approval of the Chair, I.L.A. All essays must be also submitted to Turnitin. Successful completion will be confirmed by the academic supervisor's sign-off acknowledging that all of the following have occurred: (a) submission and approval of the Learning Proposal, (b) appropriate engagement with learning and teaching resources, research work, clinical placement or other activities as outlined in the Learning Proposal, (c) submission of the written work to Turnitin as a formative exercise regarding academic honesty, (d) submission of final assessable task, (e) Assessable task judged satisfactory by academic supervisor, (f) Sign off by academic supervisor. Mode of delivery: Normal (lecture/lab/tutorial) day

In the first two stages, students are required to extend the range and depth of their learning by enrolling in an Independent Learning Activity. Independent Learning Activities are varied and may include 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); clinical placements, with associated reading evidenced by an essay of an appropriate standard, or participation in courses across the university, for example in ethics, with the prior approval of the I.L.A. Chair.

Independent Learning Activities may be proposed by students (student-initiated), or by academic staff (Faculty approved). A list of possible (Faculty-approved) Independent Learning Activities is provided. Student-initiated Independent Learning Activity projects require approval by the I.L.A Chair in association with the I.L.A Committee.

GDMP3131
Medicine Year 3
Credit points: 8 Teacher/Coordinator: Professor David Gottlieb Session: Intensive May, Intensive October, Semester 1, Semester 1a, Semester 1b, Semester 2, Semester 2a, Semester 2b Classes: Undertaken at the student's assigned Clinical School. Corequisites: GDMP2021, GDMP2022, GDMP2023, GDMP2024 and GDMP2025 Assessment: Online formative assessment (optional), followed by a written summative assessment at the end of Term D (barrier) which will include components from Terms A,B,C&D. 100% attendance is required. Mode of delivery: Normal (lecture/lab/tutorial) day

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

GDMP3132
Medicine Year 4
Credit points: 8 Teacher/Coordinator: Professor David Gottlieb Session: Intensive May, Intensive October, Semester 1, Semester 1a, Semester 1b, Semester 2, Semester 2a, Semester 2b Classes: Undertaken at the student's assigned Clinical School. Corequisites: GDMP3131 Assessment: Online formative assessment (optional), followed by a written summative assessment at the end of Term I (barrier) which will include components from Terms E,G,H & I. 100% attendance is required. Mode of delivery: Normal (lecture/lab/tutorial) day

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

GDMP3133
Surgery
Credit points: 8 Teacher/Coordinator: Professor Mohamed Khadra Session: Intensive May, Intensive October, Semester 1, Semester 1a, Semester 1b, Semester 2, Semester 2a, Semester 2b Classes: Undertaken at the student's assigned Clinical School. Prerequisites: GDMP2021, GDMP2022, GDMP2023, GDMP2024 and GDMP2025 Assessment: Online formative assessment (optional), followed by a written summative assessment at the end of Term D for students in Year 3 which will include components from Terms A,B,C & D. Students in Year 4 will also undertake a written summative assessment for combined Surgery/ Critical Care Surgery at the end of Term I. 100% attendance is required. Mode of delivery: Normal (lecture/lab/tutorial) day

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

GDMP3134
Critical Care
Credit points: 8 Teacher/Coordinator: Professor Anthony McLean Session: Intensive May, Intensive October, Semester 1, Semester 1a, Semester 1b, Semester 2, Semester 2a, Semester 2b Classes: Undertaken at the student's assigned Clinical School. Corequisites: GDMP2021, GDMP2022, GDMP2023, GDMP2024 and GDMP2025 Assessment: Online formative assessment (optional), followed by a written summative assessment at the end of Term D for students in Year 3 which will include components from Terms A,B,C & D. Students in Year 4 will also undertake a written summative assessment for combined Surgery/ Critical Care Surgery at the end of Term I. 100% attendance is required. Mode of delivery: Normal (lecture/lab/tutorial) day

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

GDMP3135
Community
Credit points: 8 Teacher/Coordinator: Dr Narelle Shadbolt Session: Intensive May, Intensive October, Semester 1, Semester 1a, Semester 1b, Semester 2, Semester 2a, Semester 2b Classes: Undertaken at the student's assigned Clinical School. Prerequisites: GDMP2021, GDMP2022, GDMP2023, GDMP2024 and GDMP2025 Assessment: Online formative assessment (optional), followed by a written summative assessment at the end of Term D for students in Year 3 which will include components from Terms A,B,C & D. Students in Year 4 will also undertake a written summative assessment for combined Surgery/ Critical Care Surgery at the end of Term I. 100% attendance is required. Mode of delivery: Normal (lecture/lab/tutorial) day

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

GDMP3136
Psychological and Addiction Medicine
Credit points: 8 Teacher/Coordinator: Professor Philip Hazell Session: Intensive May, Intensive October, Semester 1, Semester 1a, Semester 1b, Semester 2, Semester 2a, Semester 2b Classes: Undertaken at the student's assigned Clinical School. Prerequisites: GDMP2021, GDMP2022, GDMP2023, GDMP2024 and GDMP2025 Assessment: In-Block assessments comprising 70% of total UoS mark including a written SBA summative assessment, an EBM report, Clinical Service Project & a supervisor assessment -urban . -rural . In addition, the Community module in the Barrier exam will comprise 30% of the total Community mark and will contribute to the total Barrier score in Year 3/ Year 4 depending on the student's stream. 100% attendance is required. Mode of delivery: Normal (lecture/lab/tutorial) day

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

**GDMP3137 Perinatal and Women’s Health**

**Credit points:** 8  
**Teacher/Coordinator:** Dr Kirsten Black, Professor Jonathan Hyett  
**Session:** Intensive May, Intensive October, Semester 1, Semester 1a, Semester 1b, Semester 2, Semester 2a, Semester 2b  
**Classes:** Undertaken at the student’s assigned Clinical School.  
**Prerequisites:** GDMP2021, GDMP2022, GDMP2023, GDMP2024 and GDMP2025  
**Assessment:** In-block assessments comprising 70% of total UoS mark including one written assignment, a written SBA summative assessment and an Observed Structured Clinical Examination (OSCE). In addition, the Perinatal and WomenAJS’s Health module in the Banner exam will comprise 30% of the total Perinatal and WomenAJS Health mark and will contribute to the total Banner score in Year 3/Year 4 depending on the student’s stream. 100% attendance is required.  
**Mode of delivery:** Normal (lecture/lab/tutorial) day  
Perinatal and Women’s Health is the Perinatal and Women’s Health Block undertaken by medical students enrolled in Stage 3 of the MBBS onwards. This is a Specialty Block.

**GDMP3138 Child and Adolescent Health**

**Credit points:** 8  
**Teacher/Coordinator:** Professor Dianne Campbell  
**Session:** Intensive May, Intensive October, Semester 1, Semester 1a, Semester 1b, Semester 2, Semester 2a, Semester 2b  
**Classes:** Undertaken at the student’s assigned Clinical School.  
**Prerequisites:** GDMP2021, GDMP2022, GDMP2023, GDMP2024 and GDMP2025  
**Assessment:** In-block assessments comprising 70% of total UoS mark including oneObserved Structured Clinical Examination (OSCE), a written SBA summative assessment, and a Clinical Task Paper. In addition, the Child and Adolescent Health module in the Banner exam will comprise 30% of the total Child and Adolescent Health mark and will contribute to the total Banner score in Year 3/Year 4 depending on the student’s stream. 100% attendance is required.  
**Mode of delivery:** Normal (lecture/lab/tutorial) day  
Child and Adolescent Health is the Child and Adolescent Health Block undertaken by medical students enrolled in Stage 3 of the MBBS onwards. This is a Specialty Block.

**GDMP3016 Basic and Clinical Sciences 7**

**Credit points:** 2  
**Teacher/Coordinator:** Dr Luke Henderson  
**Session:** Semester 1, Semester 2  
**Classes:** Undertaken at the student’s assigned clinical school.  
**Prerequisites:** GDMP2021, GDMP2022, GDMP2023, GDMP2024 and GDMP2025  
**Assessment:** Submission of completed Clinical Attachment forms for each Core Block undertaken in Year 3.  
**Mode of delivery:** Clinical experience  
Involves student attachments to the main medical and surgical ward services and associated ambulatory clinics in the teaching hospitals in the various clinical schools. Students will also have some experience in sub-speciality disciplines, such as Ear Nose and Throat and Ophthalmology. About half of each student’s week will be spent directly involved in the clinical activities of the service to which they are attached. A progressive increase in clinical responsibility is expected over the total 32 weeks of these attachments.

**GDMP3017 Patient and Doctor 7**

**Credit points:** 2  
**Teacher/Coordinator:** Dr Bernard Champion  
**Session:** Semester 1, Semester 2  
**Classes:** Undertaken at the student’s assigned clinical school.  
**Prerequisites:** GDMP2021, GDMP2022, GDMP2023, GDMP2024 and GDMP2025  
**Assessment:** bedside physical exam and rectal examination  
**Mode of delivery:** Clinical experience  
Involves student attachments to the main medical and surgical ward services and associated ambulatory clinics in the teaching hospitals in the various clinical schools. Students will also have some experience in sub-speciality disciplines, such as Ear Nose and Throat and Ophthalmology. About half of each student’s week will be spent directly involved in the clinical activities of the service to which they are attached. A progressive increase in clinical responsibility is expected over the total 32 weeks of these attachments.
of longitudinal follow-up. They are guided by online learning materials and face-to-face tutorials.

**GDMP4019**

**Personal and Professional Development 8**

**Credit points:** 2  
**Teacher/Coordinator:** Associate Professor Christine Jorm  
**Session:** Semester 1, Semester 2  
**Classes:** Undertaken at the student's assigned clinical school  
**Prerequisites:** GDMP3019  
**Assessment:** Personal and Professional Development topic activities as specified in Year 4, participation in self and peer marking sessions, demonstration of ethical and professional behaviour including during the elective term, Attendance at all required formative assessments and Blocks.  
**Mode of delivery:** Clinical experience

The PPD program in Stage 3 is student-driven and required summative, and comprises a broad range of activities that students are required to do on the wards, in the theatres and in other clinical settings.

**GDMP3109**

**Elective**

**Credit points:** 12  
**Teacher/Coordinator:** Dr Lilon Bandler  
**Session:** Semester 1, Semester 2  
**Classes:** Undertaken in an environment approved by the Clinical School Associate Dean or Delegate.  
**Prerequisites:** GDMP2021, GDMP2022, GDMP2023, GDMP2024 and GDMP2025  
**Prohibitions:** GDMP4110  
**Assessment:** This unit will be assessed by the submission of an 'Elective Term Report' of between 1500 to 3000 words at the end of the Elective Term.  
**Mode of delivery:** Normal (lecture/lab/tutorial) day  
**Note:** Students must obtain approval to undertake an elective from the academic Elective Coordinator who has the role of advising, counselling and directing students in their applications and approving Electives.

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

**GDMP4110**

**Research Project**

**Credit points:** 12  
**Teacher/Coordinator:** Dr David Bowen, Associate Professor Rebekah Jenkin  
**Session:** Semester 1, Semester 2  
**Classes:** Frequent, regular contact with the honours or research supervisor.  
**Prerequisites:** GDMP2021, GDMP2022, GDMP2023, GDMP2024 and GDMP2025  
**Prohibitions:** GDMP3109  
**Assessment:** Honours thesis or research report (100%)  
**Mode of delivery:** Normal (lecture/lab/tutorial) day  
**Note:** To apply for honours in the MBBS, students must submit a research proposal to the Honours/Research Coordinator at the end of Stage 2 and before the commencement of Stage 3 of the MBBS.

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

**GDMP4025**

**Pre-Internship Term**

**Credit points:** 4  
**Teacher/Coordinator:** Dr James Edwards  
**Session:** Intensive October, Semester 1, Semester 2  
**Classes:** Various clinical schools  
**Prerequisites:** GDMP3131, GDMP3132, GDMP3133, GDMP3134, GDMP3135, GDMP3136, GDMP3137, GDMP3138, GDMP3016, GDMP3017, GDMP3018, GDMP3019, GDMP4016, GDMP4017, GDMP4018, GDMP4019 and (GDMP3109 OR GDMP4110)  
**Assessment:** Each student in the pre-internship phase will be responsible for his/her own learning, but with clear requirements for a final signing off at the end of Year 4.  
**Mode of delivery:** Clinical experience  
**Note:** Department permission required for enrolment.

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

Bachelor of Commerce/Doctor of Medicine (BCom/MD)
Bachelor of Economics/Doctor of Medicine (BEc/MD)
Bachelor of Medical Science/Doctor of Medicine (BMedSc/MD)
Bachelor of Music Studies/Doctor of Medicine (BMusStudies/MD)
Bachelor of Science (Advanced)/Doctor of Medicine (BSc(Adv)/MD)

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Combined Medicine courses

Duration: approved undergraduate degree duration plus four years full-time postgraduate Sydney Medical Program (Sydney Medical School)

Sydney Medical School Combined Medicine Admissions

Sydney Medical School offers a series of alternate pathways into the Sydney Medical Program. Students are able to combine an approved undergraduate degree with the four-year postgraduate medical program.

Admission criteria

The basic admissions criteria for applicants involve performance in:
- an outstanding Australian Tertiary Admissions Rank (ATAR) obtained the year the applicant applies for admission (see Double degree medicine - undergraduate entry for more information)
- an interview
- an audition (for Music Studies-Medicine applicants only).

Places available

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

There are up to 10 places available for international applicants who meet the requirements.

Up to 5 additional places will be offered each year to applicants who identify as Aboriginal or Torres Strait Islander people in the following combined degrees:
- Bachelor of Medical Science / Doctor of Medicine
- Bachelor of Science (Advanced) / Doctor of Medicine

The combination of an undergraduate degree with medicine offers the opportunity to study subjects from other faculties (including the Business School, Engineering and Information Technologies, the Conservatorium of Music and Sydney College of the Arts).

Combined with the emphasis on practical, problem-based learning in the Sydney Medical Program, the double degree pathways enable students to develop a strong background in a broad range of areas. Once the approved undergraduate degree is completed, students enter the Sydney Medical Program and are subject to the normal Sydney Medical School progression requirements.

Areas of Study and progression

In the first three years of study students will undertake studies in their first chosen area (Commerce, Economics, Music Studies or Science).

Students are required to complete 3 subjects in the Science Faculty (Biology, Physics and Chemistry).

Students are also required to complete a zero-credit point subject – SMTP3007 during their first degree. This subject involves students undertaking a one week observational study of their choosing. Students are required to write and submit a 1000 word report of their experience.

Prior to commencing their placement students are required to comply with Sydney Medical School student requirements for entering NSW Health facilities.

Students must complete the initial Bachelor degree in minimum time and maintain, as a minimum, a credit average in that degree, this being the minimum level of academic performance required for admission to candidature for the Doctor of Medicine.

To remain in the double degree medicine program students must:
- Complete units of study having a total value of at least 144 credit points
- Maintain a credit average or above in each of the first three years of the program
- Satisfactorily complete a zero credit point unit of study in the first three years of the program
Double degree Medicine

• Satisfactorily complete three subjects in the Science Faculty (Biology Physics and Chemistry)*

*Not applicable to Science-Medicine candidates

Further information

Further information about the combined degree program is available on the web at:
sydney.edu.au/medicine/future-students/medical-program/combined/index.php.
Bachelor of Commerce / Doctor of Medicine

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

Course resolutions

1. Course codes

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BPCOMMED-01</td>
<td>Bachelor of Commerce/Doctor of Medicine</td>
</tr>
</tbody>
</table>

2. Attendance pattern

The attendance pattern for this course is full time only.

3. Cross faculty management

(1) Candidates in this double degree program will be under the general supervision of the University of Sydney Business School until the end of the semester in which they complete the requirements for the Bachelor of Commerce. They will then be under the supervision of the Faculty of Medicine (Sydney Medical School).

(2) The University of Sydney Business School and the Faculty of Medicine shall jointly exercise authority in any matter concerned with the double degree program not otherwise dealt with in these resolutions.

4. Admission to candidature

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

(2) In addition, admission to this course requires the applicant to participate in a semi-structured interview. The results of this interview will form part of the ranking of applicants.

(3) The Dean may also admit to the Bachelor of Commerce/Doctor of Medicine students who:

(a) are candidates for the Bachelor of Commerce/Doctor of Medicine and Bachelor of Surgery; or
(b) did not commence the Bachelor of Medicine and Bachelor of Surgery prior to 1 January 2014; and
(c) formally elected to proceed under these resolutions.

5. Requirements for award

(1) The units of study that may be taken for the course are set out in the:

(a) Tables of undergraduate units of study in the University of Sydney Business School; and
(b) table of units for the Doctor of Medicine from the Faculty of Medicine.

(2) To qualify for the award of both degrees a candidate must successfully complete 366 credit points, comprising:

(a) 192 credit points specified by the resolutions for the Doctor of Medicine from the Faculty of Medicine; and
(b) one zero credit point Medicine unit of study in the first three years of the program.

6. Majors

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

7. Progression rules

(1) Candidates must complete all requirements for the degree of Bachelor of Commerce, including the designated Science units of study, in minimum time and must maintain a credit average in each year of the Bachelor of Commerce, this being the minimum achievement required for admission to candidature for the Doctor of Medicine.

(2) Failure to maintain the required progression and minimum result requirements will result in candidates being transferred from the double degree program to a Bachelor of Commerce degree with full credit for all units of study successfully completed.

(3) Full time students must enrol in all junior core units of study for the Bachelor of Commerce within the first year of enrolment.

8. Requirements for the Honours degree

(1) Honours is available to meritorious candidates in the Bachelor of Commerce.

(2) Honours in the Bachelor of Commerce requires an additional year of full time study after the completion of the pass degree. Admission, requirements and award of honours are according to the Resolutions of the University of Sydney Business School. Candidates who qualify to undertake honours in the Bachelor of Commerce degree may elect to do so either:

(a) by suspending candidature from the Doctor of Medicine degree for one year, with the permission of the Faculty of Medicine; or
(b) after completion of the double degree program.

9. Award of the degrees

(1) The Bachelor of Commerce is awarded in the grades of either Pass or Honours. The Honours degree is awarded in classes ranging from First Class to Third Class according to the conditions specified in the Resolutions of the University of Sydney Business School.

(2) Candidates for the award of an Honours degree who do not meet the requirements, and who have not already graduated, will be awarded the relevant pass degree.

(3) The Doctor of Medicine is awarded as a Pass grade.

10. Cross-institutional study

Cross institutional study is not available in this double degree course.

11. Course transfer

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

12. Credit for previous study

It is not possible for candidates enrolled in the Bachelor of Commerce/Doctor of Medicine to obtain credit for previous studies, except where approved by the Dean of Medicine for the purposes of subclause 4(3).
Transitional provisions

(1) These resolutions apply to students who commenced their candidature after 1 January 2014.

(2) These resolutions also apply to students who have been admitted to the degree in accordance with subclause 4(3).
Bachelor of Economics / Doctor of Medicine

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

Course resolutions

1 Course codes

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BPECNMED-01</td>
<td>Bachelor of Economics/Doctor of Medicine</td>
</tr>
</tbody>
</table>

2 Attendance pattern

The attendance pattern for this course is full time only.

3 Cross faculty management

(1) Candidates in this double degree program will be under the general supervision of the Faculty of Arts and Social Sciences until the end of the semester in which they complete the requirements for the Bachelor of Economics. They will then be under the supervision of the Faculty of Medicine (Sydney Medical School).

(2) The Faculty of Arts and Social Sciences and the Faculty of Medicine shall jointly exercise authority in any matter concerned with the double degree program not otherwise dealt with in these resolutions.

4 Admission to candidature

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

(2) In addition, admission to this course requires the applicant to participate in a semi-structured interview. The results of this interview will form part of the ranking or applicants.

3. The Dean may also admit to the Bachelor of Economics/Doctor of Medicine students who:

(a) are candidates for the Bachelor of Economics/Bachelor of Medicine and Bachelor of Surgery;

(b) did not commence the Bachelor of Medicine and Bachelor of Surgery prior to 1 January 2014; and

(c) have formally elected to proceed under these resolutions.

5 Requirements for award

(1) The units of study that may be taken for the course are set out in the:

(a) Table of undergraduate units of study: Faculty of Arts and Social Sciences; and

(b) table of units for the Doctor of Medicine from the Faculty of Medicine.

(2) To qualify for the award of both degrees a candidate must successfully complete 336 credit points comprising:

(a) 144 credit points to qualify for the award of the Bachelor of Economics as specified in resolutions for the Bachelor of Economics, including 6 credit points of Junior units of study from each of the Science subject areas of Chemistry, Physics, and either Biology or Molecular Biology and Genetics (18 credit points in total); and
(2) These resolutions also apply to students who have been admitted to the degree in accordance with subclause 4(3).
Bachelor of Medical Science / Doctor of Medicine

Bachelor of Medical Science/Doctor of Medicine

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

Course resolutions

1 Course codes

<table>
<thead>
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<th>Code</th>
<th>Course title</th>
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</thead>
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<tr>
<td>BPMSCMED-01</td>
<td>Bachelor of Medical Science/Doctor of</td>
</tr>
<tr>
<td></td>
<td>Medicine</td>
</tr>
</tbody>
</table>

2 Attendance pattern

The attendance pattern for this course is full time only.

3 Cross faculty management

(1) Candidates in this double degree will be under the general supervision of the Faculty of Science until the end of the semester in which they complete the requirements for the Bachelor of Medical Science. After that they will be under the general supervision of the Faculty of Medicine (Sydney Medical School).

(2) The Deans of the Faculties of Medicine and Science shall jointly exercise authority in any matter concerned with the double degree program not otherwise dealt with in these resolutions.

4 Admission to candidature

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

(2) In addition, admission to this course requires the applicant to participate in a semi structured interview. The results of this interview will form part of the ranking of applicants.

(3) The Dean may also admit to the Bachelor of Medical Science/Doctor of Medicine students who:

(a) are candidates for the Bachelor of Medical Science/Bachelor of Medicine and Bachelor of Surgery;

(b) did not commence the Bachelor of Medicine and Bachelor of Surgery prior to 1 January 2014; and

(c) have formally elected to proceed under these resolutions.

5 Requirements for award

(1) The units of study that may be taken for the course are set out in:

(a) Table IV for the Bachelor of Medical Science in the Faculty of Science handbook; and

(b) the table of units of study for the Doctor of Medicine from the Faculty of Medicine.

(2) The Dean of the Faculty of Science may permit a candidate of exceptional merit who is admitted to the Talented Student Program to undertake a unit or units of study within the Faculty other than those specified in Table IV.

(3) To qualify for the award of the degree of Bachelor of Medical Science/Doctor of Medicine, completion of a minimum of 336 credit points is required (as amended) and the Academic Board policies on Academic Dishonesty and Plagiarism.

(4) Admission and award requirements for honours are described in the resolutions of the Faculty of Science.

6 Progression rules

(1) Candidates must complete all requirements for the degree Bachelor of Medical Science in minimum time and must maintain a credit average in each year of the Bachelor of Medical Science, this being the minimum achievement required for admission to candidature for the Doctor of Medicine.

(2) Failure to maintain required progression and minimum result requirements will result in candidates being transferred from the double degree program to the Bachelor of Medical Science with full credit for the units of study completed.

7 Requirements for the Honours degree

(1) Honours is available to meritorious candidates in the Bachelor of Medical Science.

(2) Honours in the Bachelor of Medical Science requires completion of an additional year of full time study. Candidates must complete the requirements for the honours course within the time over two consecutive semesters.

(3) Candidates who enrol in the honours year at the completion of the Bachelor of Medical Science will suspend enrolment in the double degree and transfer to the Bachelor of Medical Science honours candidature and enrol in fourth year units of study, before returning to complete the double degree award. Honours can also be attempted at the completion of the double degree program.

(4) Admission and award requirements for honours are described in the resolutions of the Faculty of Science.

8 Award of the degree

(1) The Bachelor of Medical Science is awarded as either Pass or Honours. The honours degree is awarded in classes ranging from First Class to Third Class according to the rules specified in the resolutions of the Faculty of Science.

(2) Candidates for the award of an Honours degree who do not meet the requirements, and who have not already graduated, will be awarded the relevant pass degree.

(3) The Doctor of Medicine is awarded as a Pass grade.

9 Credit Transfer

It is not possible for candidates enrolled in the Bachelor of Medical Science/Doctor of Medicine to obtain credit for previous studies, except where approved by the Dean of Medicine for the purposes of subclause 4(3).

10 Course transfer

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

11 Transitional provisions

(1) These resolutions apply to students who commenced their candidature after 1 January 2014.

(2) These resolutions also apply to students who have been admitted to the degree in accordance with subclause 4(3).
Bachelor of Music Studies / Doctor of Medicine

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

Course resolutions

1 Course codes

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BPMSTMED-01</td>
<td>Bachelor of Music Studies / Doctor of Medicine</td>
</tr>
</tbody>
</table>

2 Attendance pattern

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

3 Cross faculty management

(1) Candidates in this double degree program will be under the general supervision of the Sydney Conservatorium of Music until the end of the semester in which they complete the requirements for the Bachelor of Music Studies. They will then be under the supervision of the Faculty of Medicine (Sydney Medical School).

(2) The Deans of the Sydney Conservatorium of Music and the Faculty of Medicine shall jointly exercise authority in any matter concerned with the double degree course not otherwise dealt with in these resolutions.

4 Admission to candidature

(1) Admission to undergraduate courses at the University of Sydney is either on the basis of completion of secondary study via the NSW Higher School Certificate, leading to the award of an Australian Tertiary Admission Ranking (ATAR) or equivalent. Applicants are ranked by merit and offers for available places are issued according to the ranking.

(2) In addition, admission to this course requires the applicant:

(a) to participate in a semi structured interview at the Faculty of Medicine; and

(b) to complete a music skills test or jazz aptitude test and depending on the applicant's proposed Principal Study;

(I) Principal Study in Composition, submit three compositions in different performance media which should represent their present level of achievement as composers and attend an interview;

(II) Principal Study in Musicology, present an example of recent written work and attend an interview;

(III) Principal Study in Performance, undertake a practical audition in the nominated instrument or in voice.

(iv) Principal Study in Contemporary Music Practice, present a portfolio of work and attend an interview.

(3) The results of this process will form part of the ranking of applicants.

(4) The Dean may also admit to the Bachelor of Music Studies/Doctor of Medicine students who:

(a) are candidates for the Bachelor of Music Studies/Bachelor of Medicine and Bachelor of Surgery;

(b) did not commence the Bachelor of Medicine and Bachelor of Surgery prior to 1 January 2014; and

(c) have formally elected to proceed under these resolutions.

5 Requirements for award

(1) The units of study that may be taken for the Bachelor of Music Studies are set out in the Table of units of study for Undergraduate Degrees from the Sydney Conservatorium of Music.

(2) The units of study that may be undertaken for the Doctor of Medicine are set out in the table of units for the Doctor of Medicine from the Faculty of Medicine.

(3) To qualify for the award of both degrees, a candidate must successfully complete 336 credit points, comprising:

(a) 144 credit points as required for the award of the Bachelor of Music Studies and reach the minimum levels of achievement as set out in the table below; and

(b) 192 credit points specified in the resolutions for the Doctor of Medicine from the Faculty of Medicine; and

(c) one zero credit point Medicine unit of study in the first three years of the program.

(a) Performance

<table>
<thead>
<tr>
<th>Area of Study</th>
<th>Credit Points</th>
<th>Minimum level of achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal Study</td>
<td>36</td>
<td>Principal Study 1-6</td>
</tr>
<tr>
<td>Performance</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Music Skills</td>
<td>24</td>
<td>Harmony and Analysis 1-4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Aural Perception 1-4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>or Jazz Music Skills 1-4</td>
</tr>
<tr>
<td>Analysis, History and Culture Studies</td>
<td>30</td>
<td>At least 12 credit points from Foundation units</td>
</tr>
<tr>
<td>Teaching Music</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Can be taken in studio pedagogy or music education units of study</td>
</tr>
<tr>
<td>Science</td>
<td>18</td>
<td>6 junior credit points of Chemistry; and 6 junior credit points of Physics; and 6 junior credit points of Biology or Molecular Biology and Genetics</td>
</tr>
<tr>
<td>Medicine</td>
<td>0</td>
<td>At least one zero credit point unit from Medicine</td>
</tr>
<tr>
<td>Electives</td>
<td>21</td>
<td></td>
</tr>
</tbody>
</table>

(b) Composition

<table>
<thead>
<tr>
<th>Area of Study</th>
<th>Credit Points</th>
<th>Minimum level of achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal Study</td>
<td>36</td>
<td>Instrumentation &amp; Orchestration; New Music, New Thinking; Electroacoustic Music 1 &amp; 2; Composer Performer Workshop 1; plus a further 9 cps in Composition units</td>
</tr>
<tr>
<td>Composition</td>
<td>36</td>
<td>Composition 1-6</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Music Skills</td>
<td>24</td>
<td>18 cps in Harmony &amp; Analysis &amp; Aural Perception; Creative Music Technology; Sound Recording Fundamentals</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Analysis, History and Culture Studies</td>
<td>24</td>
<td>At least 12 credit points from Foundation units; Comp Techniques; Number &amp; Process; Comp Techniques; Tonality &amp; Process</td>
</tr>
<tr>
<td>Science</td>
<td>18</td>
<td>6 junior credit points of Chemistry; and 6 junior credit points of Physics; and 6 junior credit points of Biology or Molecular Biology and Genetics</td>
</tr>
</tbody>
</table>
### Area of Study | Credit Points | Minimum level of achievement
--- | --- | ---
Medicine | 0 | At least one zero credit point unit from Medicine

(c) **Contemporary Music Practice**

<table>
<thead>
<tr>
<th>Area of Study</th>
<th>Credit Points</th>
<th>Minimum level of achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal Study</td>
<td>36</td>
<td>Contemporary Music Practice 1-6</td>
</tr>
<tr>
<td>Performance</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Contemporary Music Studies</td>
<td>24</td>
<td>12cps in Popular Music units</td>
</tr>
<tr>
<td>Music Skills &amp; Technology</td>
<td>24</td>
<td>Fundamentals of Music 1-3; or 18cps in Harmony and Analysis, Aural Perception, or Jazz Music Skills units; 6cps in Music Technology</td>
</tr>
<tr>
<td>Analysis, History &amp; Culture Studies</td>
<td>24</td>
<td>Sounds, Screens, Speakers; New Music, New Thinking</td>
</tr>
<tr>
<td>Science</td>
<td>18</td>
<td>6 junior credit points of Chemistry; and 6 junior credit points of Physics; and 6 junior credit points of Biology or Molecular Biology and Genetics</td>
</tr>
<tr>
<td>Medicine</td>
<td>0</td>
<td>At least one zero credit point unit from Medicine</td>
</tr>
<tr>
<td>Electives</td>
<td>12</td>
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</tr>
</tbody>
</table>

(d) **Musicology**

<table>
<thead>
<tr>
<th>Area of Study</th>
<th>Credit Points</th>
<th>Minimum level of achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal Study</td>
<td>48</td>
<td>Musicology 1-6; Musicology Workshop 1-4</td>
</tr>
<tr>
<td>Performance</td>
<td>12</td>
<td>Harmony and Analysis 1-4; Aural Perception 1-4</td>
</tr>
<tr>
<td>Music Skills</td>
<td>24</td>
<td></td>
</tr>
<tr>
<td>Analysis, History &amp; Culture Studies</td>
<td>30</td>
<td>At least 12 credit points from Foundation units</td>
</tr>
<tr>
<td>Teaching Music</td>
<td>3</td>
<td>Can be taken in studio pedagogy or music education units of study</td>
</tr>
<tr>
<td>Science</td>
<td>18</td>
<td>6 junior credit points of Chemistry; and 6 junior credit points of Physics; and 6 junior credit points of Biology or Molecular Biology and Genetics</td>
</tr>
<tr>
<td>Medicine</td>
<td>0</td>
<td>At least one zero credit point unit from Medicine</td>
</tr>
<tr>
<td>Electives</td>
<td>9</td>
<td></td>
</tr>
</tbody>
</table>

6 **Principal Studies**

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

7 **Progression rules**

1. Candidates must complete all requirements for the Bachelor of Music Studies, including the designated Science units of study, in minimum time and must maintain a credit average in each year of the Bachelor of Music Studies, this being the minimum achievement required for admission to candidature for the Doctor of Medicine.

2. Failure to maintain required progression and minimum result requirements will result in candidates being transferred from the double degree program to the Bachelor of Music Studies with full credit for the units of study completed.

8 **Requirements for the Honours degree**

1. Honours is available to candidates in the Bachelor of Music Studies.

2. Honours in the Bachelor of Music Studies requires completion of one additional full time year of study. Candidates who enrol in the honours year at the completion of the Bachelor of Music Studies will suspend enrolment in the double degree and transfer to the Bachelor of Music Studies (Honours) candidature and enrol in fourth year units of study, before returning to complete the double award. Honours can also be attempted at the completion of the double pass program. Admission and award requirements for honours in the Bachelor of Music Studies are listed in the resolution for the Bachelor of Music Studies degree.

9 **Award of the degree**

1. The Bachelor of Music Studies is awarded in the grades of either Pass or Honours. The honours degree is awarded in classes ranging from First Class to Third Class according to the conditions specified in the resolutions of the Sydney Conservatorium of Music.

2. Candidates for the award of an Honours degree who do not meet the requirements, and who have not already graduated, will be awarded the relevant pass degree.

3. The Doctor of Medicine is awarded as a Pass grade.

10 **Cross-institutional study**

Cross-institutional study is not available in this course.

11 **Credit Transfer**

It is not possible for candidates enrolled in the Bachelor of Music Studies/Doctor of Medicine to obtain credit for previous studies, except where approved by the Dean of Medicine for the purposes of subclause 4(4).

12 **Course Transfer**

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

13 **Transitional provisions**

1. These resolutions apply to students who commenced their candidature after 1 January 2014.

2. These resolutions also apply to students who have been admitted to the degree in accordance with subclause 4(4).
Bachelor of Science (Advanced) / Doctor of Medicine

Bachelor of Science (Advanced)/Doctor of Medicine

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

Course resolutions

1 Course codes

<table>
<thead>
<tr>
<th>Code</th>
<th>Course and stream title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BPSCAMED-01</td>
<td>Bachelor of Science (Advanced)/Doctor of Medicine</td>
</tr>
</tbody>
</table>

2 Attendance pattern

The attendance pattern for this course is full time only.

3 Cross faculty management

(1) Candidates in this double degree will be under the general supervision of the Faculty of Science until the end of the semester in which they complete the requirements for the Bachelor of Science (Advanced). They will then be under the supervision of the Faculty of Medicine (Sydney Medical School).

(2) The Deans of the Faculty of Science and the Faculty of Medicine shall jointly exercise authority in any matter concerned with the double degree course not otherwise dealt with in these resolutions.

4 Admission to candidature

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

(2) In addition, admission to this course requires the applicant to participate in a semi-structured interview. The results of this interview will form part of the ranking of applicants.

(3) The Dean may also admit to the Bachelor of Science (Advanced)/Doctor of Medicine students who:

(a) are candidates for the Bachelor of Science (Advanced)/Doctor of Medicine and Bachelor of Surgery;

(b) did not commence the Bachelor of Medicine and Bachelor of Surgery prior to 1 January 2014; and

(c) have formally elected to proceed under these resolutions.

5 Requirements for award

(1) The units of study that may be taken for the course are set out in:

(a) Table 1 for the Bachelor of Science (Advanced) from the Faculty of Science; and

(b) The table of units of study for the Doctor of Medicine from the Faculty of Medicine.

(2) The Dean of the Faculty of Science may permit a candidate of exceptional merit who is admitted to the Talented Student Program (TSP) to undertake a unit or units of study within the Faculty other than those specified in Table 1.

(3) To qualify for the award of both degrees a candidate must successfully complete 336 credit points, comprising:

(a) 144 credit points to qualify for the award of the Bachelor of Science (Advanced) as required by the Bachelor of Science resolutions; and

(b) 192 credit points to qualify for the award of the Doctor of Medicine as required by the resolutions for the Doctor of Medicine; and

(c) one zero credit point Medicine unit of study in the first three years of the program.

6 Majors

(1) Completion of a major is a requirement of the Bachelor of Science (Advanced) in this double degree. Candidates have the option of completing up to two majors.

(2) The list of majors available in the Bachelor of Science (Advanced) is specified in the course resolutions for the Bachelor of Science.

7 Progression rules

(1) Candidates must complete all requirements for the degree Bachelor of Science (Advanced) in minimum time and must maintain a credit average in each year of the Bachelor of Science (Advanced), this being the minimum achievement required for admission to candidature for the Doctor of Medicine.

(2) Failure to maintain required progression and minimum result requirements will result in candidates being transferred from the double degree program to the Bachelor of Science with full credit for the units of study completed.

8 Requirements for the Honours degree

(1) Honours is available to meritorious candidates in the Bachelor of Science (Advanced).

(2) Honours in the Bachelor of Science (Advanced) requires completion of an additional year of full time study. Candidates must complete the requirements for the honours course full-time over two consecutive semesters.

(3) Candidates who enrol in the honours year at the completion of the Bachelor of Science (Advanced) will suspend enrolment in the double degree and transfer to the Bachelor of Science honours candidature and enrol in fourth year units of study, before returning to complete the double award. Honours can also be attempted at the completion of the double degree program.

(4) Admission and award requirements for honours in the Bachelor of Science (Advanced) are described in the resolutions of the Faculty of Science.

9 Award of the degree

(1) The Bachelor of Science (Advanced) is awarded as either Pass or Honours. The honours degree is awarded in classes ranging from First Class to Third Class according to the conditions specified in the resolutions of the Faculty of Science.

(2) Candidates for the award of an Honours degree who do not meet the requirements, and who have not already graduated, will be awarded the relevant pass degree.

(3) The Doctor of Medicine is awarded as a Pass grade.

10 Credit Transfer

It is not possible for candidates enrolled in the Bachelor of Science (Advanced)/Doctor of Medicine to obtain credit for previous studies, except where approved by the Dean of Medicine for the purposes of subclause 4(3).

11 Course transfer

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

12 Transitional provisions

(1) These resolutions apply to students who commenced their candidature after 1 January 2014.

(2) These resolutions also apply to students who have been admitted to the degree in accordance with subclause 4(3).
Bioethics

Graduate Certificate in Bioethics
Graduate Diploma in Bioethics
Master of Bioethics

<table>
<thead>
<tr>
<th>Graduate Certificate in Bioethics</th>
<th>Graduate Diploma in Bioethics</th>
<th>Master of Bioethics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course code</td>
<td>301ET12000</td>
<td>MABIOET12000</td>
</tr>
<tr>
<td>CRICOS code</td>
<td>08103IM</td>
<td>05497IM</td>
</tr>
<tr>
<td>Degree Abbreviation</td>
<td>GradCertBEth</td>
<td>GradDipBEth</td>
</tr>
<tr>
<td>Credit points required to complete</td>
<td>24</td>
<td>36</td>
</tr>
<tr>
<td>Time to complete full-time</td>
<td>0.5 years</td>
<td>1 year</td>
</tr>
<tr>
<td>Time to complete part-time</td>
<td>1 - 2.5 years</td>
<td>1 - 4 years</td>
</tr>
</tbody>
</table>

Overview

Bioethics is concerned with ethical issues that arise in healthcare and research in the biological and clinical sciences. Recent advances in biomedical technology have generated enormous social concern about such issues. This is evident in contemporary debates about issues such as public health interventions, provision of reproductive technologies, genomics and how the law should engage with health (to name but a few examples). Established topics of research and debate in bioethics include abortion, euthanasia, relationships between healthcare providers and patients, research involving humans and non-human animals, and justice in the distribution of healthcare resources. The Sydney Bioethics Program also engages with issues and methodologies in the health humanities.

Bioethics is an inherently interdisciplinary field of inquiry that exists at the crossroads of ethical theory and philosophy, sociology, law, the humanities and science, and this is clearly reflected in our program of study. Graduates of our program will gain an understanding of bioethics that is unique in its breadth and depth. Our courses are designed to provide ethics education for scientists, researchers, and health professionals working in medicine, nursing, public health, health policy/administration, public policy, and science communication. They will also be attractive to students with a background in health law, the social sciences and/or the humanities. Teaching is provided by an inter-disciplinary team, with expertise across bioethics, sociology, philosophy, clinical practice and law.

All study programs build on a core unit of study (BETH5101) that provides a basic grounding in philosophical ethics. The master’s degree culminates in a capstone unit (BETH5000) that provides a critical survey of bioethics. By providing contrasting but complementary perspectives on bioethics, units of study ensure that students gain a broad understanding that covers philosophical (BETH5102), social (BETH5103), legal (BETH5104) and creative (BETH5207) approaches. Elective units of study allow students to pursue their own particular interests.

Students can also elect to structure their studies according to one of five different pathways: public health ethics; research ethics; clinical ethics; health humanities; or research. More information about the pathways can be found under course structure.

The Master of Bioethics degree can be completed in one year of full-time study or over two to five years by part-time study.

Course Learning outcomes

The learning outcomes for the degrees offered within the Sydney Bioethics Program are as follows:

Graduate Certificate in Bioethics

On completion of the Graduate Certificate in Bioethics, students will be able to:

1. Define and compare key theories in ethics
2. Synthesise scholarship in bioethics, medical sociology, philosophy of medicine and either health humanities or medical law as it relates to issues and problems in health and the biosciences
3. Apply the concepts, literature and theories from bioethics, the humanities and health social sciences to issues and problems in health and the biosciences, including animal and environmental ethics, for example to issues arising in healthcare, bioscience research or health and biology in society
4. Define, describe, apply, analyze, synthesize and critically appraise the work of scholars in bioethics, medical sociology, philosophy of medicine, health humanities or medical law

Graduate Diploma in Bioethics

On completion of the Graduate Diploma in Bioethics, students will be able to:

1. Define and compare key theories in ethics
2. Synthesise scholarship in bioethics, medical sociology, philosophy of medicine and either health humanities or medical law as it relates to issues and problems in health and the biosciences
3. Apply the concepts, literature and theories from bioethics, the humanities and health social sciences to issues and problems in health and the biosciences, including animal and environmental ethics, for example to issues arising in healthcare, bioscience research or health and biology in society
4. Define, describe, apply, analyze, synthesize and critically appraise the work of scholars in bioethics, medical sociology, philosophy of medicine, health humanities or medical law
5. Demonstrate sophisticated abilities to gather, synthesise, and integrate data to address a range of issues in bioethics such as healthcare, health policy, biotechnology, and research with humans and animals
6. Extend the appraisal of scholarship in bioethics to critically evaluate the field of bioethics, including appraising various approaches within this field of study
Master of Bioethics
On completion of the Graduate Certificate in Bioethics, students will be able to:

1. Define and compare key theories in ethics
2. Synthesise scholarship in bioethics, medical sociology, philosophy of medicine and either health humanities or medical law as it relates to issues and problems in health and the biosciences
3. Apply the concepts, literature and theories from bioethics, the humanities and health social sciences to issues and problems in health and the biosciences, including animal and environmental ethics, for example to issues arising in health care, bioscience research or health and biology in society
4. Define, describe, apply, analyze, synthesize and critically appraise the work of scholars in bioethics, medical sociology, philosophy of medicine, health humanities or medical law
5. Demonstrate sophisticated abilities to gather, synthesise, and integrate data to address a range of issues in bioethics such as health care, health policy, biotechnology, and research with humans and animals
6. Extend the appraisal of scholarship in bioethics to critically evaluate the field of bioethics, including appraising various approaches within this field of study
7. Develop and refine analytic and critical thinking and writing skills to independently plan and implement high-quality academic writing, showing initiative in communicating original arguments and complex reasoning to academic and lay audiences; achieving a level of competence to progress to further study in bioethics if desired

Further enquiries
Programme Administrator
T +61 2 9036 3405
F +61 2 9036 3436
E bioethics.admin@sydney.edu.au
W https://www.medicalschool.unsw.edu.au/student/study/program/course/work/degree/bioethics.php
W http://sydney.edu.au/courses/programs/bioethics
Admission requirements
Admission to the Graduate Certificate in Bioethics requires:

- a bachelor's degree from the University of Sydney or equivalent qualification in the field of Science, Medicine, Nursing, Allied Health Sciences, Philosophy/Ethics, Sociology, Anthropology, History, Law or other relevant field.

Admission to the Graduate Diploma in Bioethics requires:

- a bachelor's degree from the University of Sydney or equivalent qualification in the field of Science, Medicine, Nursing, Allied Health Sciences, Philosophy/Ethics, Sociology, Anthropology, History, Law or other relevant field; or
- completion of the requirements of an embedded graduate certificate or equivalent qualification.

Admission to the Master of Bioethics requires:

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

See course Rules for further details.

Course structure
The Graduate Certificate in Bioethics requires the successful completion of 24 credit points of units of study including:

- 6 credit points from core units of study; and
- 12 credit points from Part 1 of the Table of units of study; and
- 6 credit points from Part 1 or Part 2 of the Table of units of study.

The Graduate Diploma in Bioethics requires the successful completion of 36 credit points of units of study including:

- 6 credit points from core units of study; and
- 12 credit points from Part 1 of the Table of units of study; and
- 18 credit points from Part 1 or Part 2 of the Table of units of study.

The Master of Bioethics, coursework pathway, requires the successful completion of 48 credit points of units of study including:

- 6 credit points from core units of study; and
- 24 credit points from Part 1 of the Table of units of study; and
- 18 credit points from Part 1 or Part 2 of the Table of units of study.

Master of Bioethics candidates with a credit average in 24 credit points of study may be admitted to the research pathway. The research pathway requires the successful completion of 48 credit points of units of study including:

- 6 credit points from core units of study; and
- 24 credit points from Part 1 of the Table of units of study; and
- 6 credit point from Part 2 of the Table of unit of study; and
- 12 credit points from Part 3 of the Table of units of study.

Suggested study pathways
If you enrol in a master's or graduate diploma, you may also elect to structure your program of study according to one of five different pathways that allow you to specialise in a specific area of bioethics according to your plans for future employment and/or research.

Please note that these pathways are not compulsory and you can choose your own pattern of study so long as you meet the course structure requirements described above.

Suggested pathways are:

- Public Health Ethics
- Research Ethics
- Clinical Ethics
- Health Humanities
- Research (Master's degree only).

The units of study for each pathway are shown in the tables below for students enrolled in the Master's degree. Students enrolled in the Graduate Diploma must complete the core unit of study, Introduction to Ethical Reasoning (BETH 5101), plus two further units of study from Part 1 of the Table of Units of study, plus an additional three units of study selected from Part 1 or Part 2 of the Table of Units of study. The Research pathway is available only to Master's students who have attained a credit or better over 24 credit points of study from the program, and who have an appropriate supervisor.

Sample unit of study selections for pathways

### Public Health Ethics Pathway

<table>
<thead>
<tr>
<th>Unit of Study code and name</th>
<th>Credit points</th>
<th>Delivery mode</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core units of study</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BETH5101 Introduction to Ethical Reasoning</td>
<td>6 (available semester 1)</td>
<td>face to face; online</td>
</tr>
<tr>
<td>Part 1 units of study</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BETH5102 Philosophy of Medicine</td>
<td>6 (available semester 1)</td>
<td>face to face; online</td>
</tr>
<tr>
<td>BETH5104 Bioethics, Law and Society or BETH5207 Arts in Health</td>
<td>6 (available semester 1)</td>
<td>block mode; online</td>
</tr>
<tr>
<td>BETH5000 Critical Concepts in Bioethics</td>
<td>6 (available semester 2)</td>
<td>face to face; online</td>
</tr>
<tr>
<td>Part 2 units of study</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BETH5103 Biomedicine and Society</td>
<td>6 (available semester 2)</td>
<td>face to face; online</td>
</tr>
</tbody>
</table>

### Research Ethics Pathway

<table>
<thead>
<tr>
<th>Unit of Study code and name</th>
<th>Credit points</th>
<th>Delivery mode</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core units of study</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BETH5101 Introduction to Ethical Reasoning</td>
<td>6 (available semester 1)</td>
<td>face to face; online</td>
</tr>
<tr>
<td>Part 1 units of study</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BETH5203 Ethics and Public Health</td>
<td>6 (available semester 2)</td>
<td>block mode; online</td>
</tr>
<tr>
<td>BETH5202 Human and Animal Research Ethics</td>
<td>6 (available semester 2)</td>
<td>block mode; online</td>
</tr>
<tr>
<td>PUBH5422 Health and Risk Communication</td>
<td>6 (available semester 2)</td>
<td>block mode</td>
</tr>
<tr>
<td>Unit of Study code and name</td>
<td>Credit points</td>
<td>Delivery mode</td>
</tr>
<tr>
<td>---------------------------------------------</td>
<td>---------------</td>
<td>---------------------------------</td>
</tr>
<tr>
<td>BETH5102 Philosophy of Medicine</td>
<td>6 (available semester 1)</td>
<td>face to face; online</td>
</tr>
<tr>
<td>BETH5104 Bioethics, Law and Society</td>
<td>6 (available semester 1)</td>
<td>block mode; online</td>
</tr>
<tr>
<td>BETH5000 Critical Concepts in Biethics</td>
<td>6 (available semester 2)</td>
<td>face to face; online</td>
</tr>
<tr>
<td>BETH5103 Biomedicine and Society</td>
<td>6 (available semester 2)</td>
<td>face to face; online</td>
</tr>
<tr>
<td>Part 2 units of study</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BETH5201 Ethics and Biotechnology</td>
<td>6 (available semester 1)</td>
<td>face to face; online</td>
</tr>
<tr>
<td>BETH5202 Human and Animal Research Ethics</td>
<td>6 (available semester 2)</td>
<td>block mode; online</td>
</tr>
<tr>
<td>One additional &quot;BETH&quot; code unit of study from Part 2 of the Table</td>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>

**Clinical Ethics Pathway**

<table>
<thead>
<tr>
<th>Unit of Study code and name</th>
<th>Credit points</th>
<th>Delivery mode</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part 1 units of study</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Introduction to Ethical Reasoning</td>
<td>6 (available semester 1)</td>
<td>face to face; online</td>
</tr>
<tr>
<td>BETH5102 Philosophy of Medicine</td>
<td>6 (available semester 1)</td>
<td>face to face; online</td>
</tr>
<tr>
<td>BETH5104 Bioethics, Law and Society</td>
<td>6 (available semester 1)</td>
<td>block mode; online</td>
</tr>
<tr>
<td>BETH5000 Critical Concepts in Biethics</td>
<td>6 (available semester 2)</td>
<td>face to face; online</td>
</tr>
<tr>
<td>BETH5103 Biomedicine and Society</td>
<td>6 (available semester 2)</td>
<td>face to face; online</td>
</tr>
<tr>
<td>Part 2 units of study</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clinical Ethics</td>
<td>6 (available semester 1)</td>
<td>block mode; online</td>
</tr>
<tr>
<td>Ethics and Mental Health</td>
<td>6 (available semester 2)</td>
<td>block mode; online</td>
</tr>
<tr>
<td>One additional &quot;BETH&quot; code unit of study from Part 2 of the Table</td>
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</tbody>
</table>

**Health Humanities Pathway**

<table>
<thead>
<tr>
<th>Unit of Study code and name</th>
<th>Credit points</th>
<th>Delivery mode</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part 1 units of study</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Introduction to Ethical Reasoning</td>
<td>6 (available semester 1)</td>
<td>face to face; online</td>
</tr>
<tr>
<td>Philosophy of Medicine</td>
<td>6 (available semester 1)</td>
<td>face to face; online</td>
</tr>
<tr>
<td>Arts in Health</td>
<td>6 (available semester 2)</td>
<td>block mode; online</td>
</tr>
<tr>
<td>Critical Concepts in Biethics</td>
<td>6 (available semester 2)</td>
<td>face to face; online</td>
</tr>
<tr>
<td>Biomedicine and Society</td>
<td>6 (available semester 2)</td>
<td>face to face; online</td>
</tr>
<tr>
<td>Part 2 units of study</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Independent Study</td>
<td>6 (available semester 1)</td>
<td>supervision and semester 2</td>
</tr>
<tr>
<td>Ethics, Narrative Competence and Health</td>
<td>6 (available semester 1)</td>
<td>face to face (evening); online</td>
</tr>
</tbody>
</table>

**Research Pathway (Master’s degree only)**

<table>
<thead>
<tr>
<th>Unit of Study code and name</th>
<th>Credit points</th>
<th>Delivery mode</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part 1 units of study</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Introduction to Ethical Reasoning</td>
<td>6 (available semester 1)</td>
<td>face to face; online</td>
</tr>
<tr>
<td>Philosophy of Medicine</td>
<td>6 (available semester 1)</td>
<td>block mode; online</td>
</tr>
<tr>
<td>Bioethics, Law and Society</td>
<td>6 (available semester 1)</td>
<td>block mode; online</td>
</tr>
<tr>
<td>Critical Concepts in Biethics</td>
<td>6 (available semester 2)</td>
<td>face to face; online</td>
</tr>
<tr>
<td>Biomedicine and Society</td>
<td>6 (available semester 2)</td>
<td>face to face; online</td>
</tr>
<tr>
<td>Part 2 units of study</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clinical Ethics</td>
<td>6 (available semester 1)</td>
<td>block mode; online</td>
</tr>
<tr>
<td>Ethics and Mental Health</td>
<td>6 (available semester 2)</td>
<td>block mode; online</td>
</tr>
<tr>
<td>One additional &quot;BETH&quot; code unit of study from Part 2 of the Table</td>
<td>6</td>
<td></td>
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</tbody>
</table>
Degree resolutions
Sydney Medical School resolutions and the printed handbook are the official statement of faculty policy. The resolutions contained in the printed handbook are accurate as at November 2014. If a conflict is perceived between the content of the printed handbook and information available elsewhere, Sydney Medical School resolutions and the information available in the handbook online shall always take precedence.

See the Policy Online website: sydney.edu.au/policy, for copies of University policies.

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

Course resolutions
1 Course codes

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title</th>
</tr>
</thead>
<tbody>
<tr>
<td>GCBIOETI-02</td>
<td>Graduate Certificate in Bioethics</td>
</tr>
<tr>
<td>GNBIOTI-02</td>
<td>Graduate Diploma in Bioethics</td>
</tr>
<tr>
<td>MABIOETI-02</td>
<td>Master of Bioethics</td>
</tr>
</tbody>
</table>

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

3 Master’s type
The master’s degree in these resolutions is an advanced learning master’s course.

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

5 Admission to candidature
1 Available places will be offered to qualified applicants based on merit, according to the following admissions criteria. In exceptional circumstances the Dean may admit applicants without these qualifications but whose evidence of experience and achievement is deemed by the Dean to be equivalent.
2 Admission to the Graduate Certificate in Bioethics requires a bachelor’s degree from the University of Sydney or equivalent qualification in the field of Science, Medicine, Nursing, Allied Health Sciences, Philosophy/Ethics, Sociology, Anthropology, History, Law or other relevant field.

6 Requirements for award
1 The units of study that may be taken for the courses are set out in the Table of units of study: Bioethics.
2 To qualify for the award of the Graduate Certificate in Bioethics a candidate must successfully complete 24 credit points including:
(a) 6 credit points from core units of study; and
(b) 12 credit points from Part 1 of the Table of units of study.
(c) 6 credit points from Part 1 or Part 2 of the Table of units of study.
3 To qualify for the award of the Graduate Diploma in Bioethics a candidate must successfully complete 36 credit points including:
(a) 6 credit points from core units of study; and
(b) 12 credit points from Part 1 of the Table of units of study; and
(c) 18 credit points from Part 1 or Part 2 of the Table of units of study.
4 To qualify for the award of the Master of Bioethics coursework pathway a candidate must successfully complete 48 credit points including:
(a) 6 credit points from core units of study; and
(b) 24 credit points from Part 1 of the Table of units of study; and
(c) 18 credit points from Part 2 of the Table of units of study.
5 Subject to the availability of supervision and suitable projects, candidates with a credit average in 24 credit points of study from the Master degree may be admitted to the research pathway.
6 To qualify for the award of the Master of Bioethics research pathway a candidate must successfully complete 48 credit points including:
(a) 6 credit points from core units of study; and
(b) 24 credit points from Part 1 of the Table of units of study; and
(c) 6 credit point from Part 2 of the Table of unit of study; and
(d) 12 credit points from Part 3 of the Table of units of Study.

7 Transitional provisions
1 These resolutions apply to persons who commenced their candidature after 1 January, 2015 and persons who commenced their candidature prior to 1 January, 2015 who elect to proceed under these resolutions.
2 Candidates who commenced prior to 1 January, 2015 may complete the requirements in accordance with the resolutions in force at the time of their commencement, provided that requirements are completed by 1 January, 2020, or later date as the faculty may, in special circumstances, approve.
# Table of units of study: Bioethics

<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><strong>Core units</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BETH5101 Introduction to Ethical Reasoning</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>This unit of study is not available in 2016</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Part 1</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BETH5000 Critical Concepts in Bioethics</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>This unit of study is not available in 2016</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BETH5103 Biomedicine and Society</td>
<td>6</td>
<td></td>
<td>If an insufficient number of students opt to attend seminars on campus, the co-ordinator may choose to teach this Unit of Study in online mode only. Students will be contacted if this occurs.</td>
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<tr>
<td>BETH5102 Philosophy of Medicine</td>
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<td>Master’s students must complete one of the following units of study:</td>
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<tr>
<td>BETH5104 Bioethics, Law and Society</td>
<td>6</td>
<td>A three-year undergraduate degree in science, medicine, nursing, allied health sciences, philosophy/ethics, sociology/anthropology, law, history, or other relevant field, or by special permission.</td>
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<td>BETH5201 Ethics and Biotechnology</td>
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<td>BETH5202 Human and Animal Research Ethics</td>
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<tr>
<td>BETH5203 Ethics and Public Health</td>
<td>6</td>
<td>P 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. N BETH5206</td>
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<td>BETH5204 Clinical Ethics</td>
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<td>BETH5205 Ethics and Mental Health</td>
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<td>BETH5206 Introduction to Public Health Ethics</td>
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<td>N BETH5203 Students enrolled in the Graduate Diploma or Master of Public Health may choose to take BETH5206 (6CP) instead of BETH5203 (2CP).</td>
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<td>BETH5208 Introduction to Human Research Ethics</td>
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<tr>
<td>BETH5209 Medicines Policy, Economics and Ethics</td>
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<td>A A degree in science, medicine, pharmacy, nursing, allied health, philosophy/ethics, sociology/anthropology, history, law, communications, public policy, business, economics, commerce, organisation studies, or other relevant field, or by special permission.</td>
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<td>MMHU6902 Independent Study</td>
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<td>MMHU6910 Ethics, Narrative Competence and Health</td>
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<td>PUBH5422 Health and Risk Communication</td>
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For internal use by University of Sydney staff only.
<table>
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<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>
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<tr>
<td>PUBH5500 Advanced Qualitative Health Research</td>
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<td>QUAL5005 Introducing Qualitative Health Research</td>
<td>4</td>
<td>N PUBH5500</td>
<td>This unit is primarily aimed at Master of Public Health (MPH) students. Other students are encouraged to consider PUBH5500 instead of this Unit. MPH students who complete PUBH5500 can apply for a waiver for QUAL5005</td>
<td>Semester 1</td>
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<td>BETH5301 Research Project A</td>
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<tr>
<td>BETH5302 Research Project B</td>
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<td>P Credit average (or higher) in 24 credit points of BETH units of study.</td>
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Bioethics

Unit of study descriptions for 2015

BETH5000
Critical Concepts in Bioethics
Credit points: 6  Teacher/Coordinator: Dr Robert Irvine  Session: Semester 2  Classes: 13x2hr seminars or Distance Education (online). Attendance is compulsory if enrolled in face-to-face mode. Assessment: 1x 750wd review (15%) and 1x 1500wd essay (30%) and 1x 2000-2500wd essay (45%) and 1x online work/class participation (10%)  Mode of delivery: Normal (lecture/lab/tutorial) evening

This unit of study offers a critical review of the field of bioethics. The course canvases different ways that bioethics is 'made-up' in discourse, thought and practice, and the meaning of 'bioethics' historically and in contemporary society. Mapping some of the key literature on current on-going debates and contentions, the seminars explore different perspectives that people have of bioethics from points within and outside of the discipline and why bioethics and bioethical dilemmas have become important objects of popular and professional concern. Topics include the moral and ethical dimensions of advances in biomedical science and biotechnology, the virtuous bioethicist, narrative in bioethics, going public in bioethics, bioethics across cultures, feminist bioethics, bioethics and non-human animals, and, environmental bioethics in the clinic and public. Learning activities will include seminars and small group discussion.

All assessments must be completed to pass this Unit.

Textbooks
Students are provided with a book of readings (digital format). Supplementary readings can be accessed through the library or online.

BETH5101
Introduction to Ethical Reasoning
Credit points: 6  Teacher/Coordinator: A/Prof Ian Keridge  Session: Semester 1  Classes: 13x2hr seminars or Distance Education (online). Attendance is compulsory if enrolled in face-to-face mode. Assessment: 1x 2000wd essay (35%); 1x 4000wd essay (55%); participation in seminars or online (10%)  Mode of delivery: Normal (lecture/lab/tutorial) evening

In this unit of study students gain the background in ethical philosophy necessary to engage in advanced analyses of issues in bioethics. Introduction to Ethical Reasoning familiarises students with classical theoretical frameworks such as virtue ethics, Kantian deontology, and utilitarianism that have been influential in the history of Western philosophy. The unit also examines more contemporary approaches to ethics, such as the capabilities approach, feminist ethics, human rights doctrines, and poststructuralist approaches. Across these different theoretical frameworks, discussions will focus on topics such as cultural relativism, universalism in ethics, difference and power.

All assessments must be completed to pass this Unit.

Textbooks
Students are provided with a book of readings (digital format). Supplementary readings can be accessed through the library or online.

BETH5102
Philosophy of Medicine
Credit points: 6  Teacher/Coordinator: A/Prof Christopher Jordens  Session: Semester 1  Classes: 12x2hr seminars or online. Assessment: 1x1200wd short written exercise (30%); 1x3000-4000wd major essay (60%); participation in seminars or online (10%)  Mode of delivery: Normal (lecture/lab/tutorial) evening

Note: If an insufficient number of students opt to attend seminars on campus, the co-ordinator may choose to teach this Unit of Study in online mode only. Students will be contacted if this occurs.

This unit of study introduces some key philosophical questions and debates concerning medicine and the biomedical sciences. It is divided into three sections. The first explores key concepts and distinctions such as health, disease, mental illness and disability. The second section deals with topics that lie at the heart of a scientific approach to medicine, namely, causation, experimentation, evidence and clinical reasoning. The final section of the course invites students to reflect critically on the preceding section by exploring the rationality claims of non-orthodox approaches, by inquiring closely into the meaning of medical terms, and by taking a broad view of the notion of risk.

All assessments must be completed to pass this Unit.

Textbooks
Required readings are available through the unit of study website. Supplementary readings can be accessed through the university library.

BETH5103
Bioethics, Law and Society
Credit points: 6  Teacher/Coordinator: A/Prof Ian Keridge  Session: Semester 2  Classes: 13x2hr seminars or online. Assessment: 1x1200wd exercise (30%); 1x3000-4000wd essay (60%); Participation in seminars or online (10%)  Mode of delivery: Online

Note: If an insufficient number of students opt to attend seminars on campus, the co-ordinator may choose to teach this Unit of Study in online mode only. Students will be contacted if this occurs.

How does biomedicine both influence and reflect the broader society of which it is a part? This unit of study addresses this general question by examining a set of issues relating to sex and drugs. A key theme in the course is the "medicalisation" of human experience in the domains of gender, reproduction and sexual behaviour. The course aims to widen the scope of bioethical inquiry through readings that explore the issues from a range of different perspectives including history, sociology, politics, health policy, philosophy, religion, feminism, public health, and personal experience. Each topic introduces specific concepts which students are encouraged to apply. Students are also encouraged to draw on their own disciplinary and/or professional background. Seminars, online discussions and coursework will provide opportunities to learn from other students, and apply learning from other units of study in bioethics.

All assessments must be completed to pass this Unit.

Textbooks
Required readings are available through the unit of study website. Supplementary readings can be accessed through the university library.

BETH5104
Bioethics, Law and Society
Credit points: 6  Teacher/Coordinator: Dr Sascha Callaghan  Session: Semester 1  Classes: 4x8hr intensives or online. Attendance is compulsory if enrolled in face-to-face block mode. Assessment: 1x2000wd problem (40%); 1x3500 word essay (60%)  Mode of delivery: Online

Note: A three-year undergraduate degree in science, medicine, nursing, allied health sciences, philosophy/ethics, sociology/anthropology, law, history, or other relevant field, or by special permission

This unit of study begins by introducing students to intersections amongst 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 learn 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 consent,
tort law, competence, advance directives, maternal-to-fetal conflicts, abortion, reproduction, end-of-life-decision-making, genetics and infectious disease.

All assessments must be completed to pass this Unit.

Textbooks

Required: Kerridge, Lowe and Stewart (2013), Ethics and law for the health profession, 4th Edition (Federation Press). All other compulsory readings are provided to students in digital format. Most supplementary readings can be accessed through the library collection.

BETH5201 Ethics and Biotechnology

Credit points: 6

Teacher/Coordinator: Dr Ainsley Newsom

Session: Semester 2

Classes: 6x2hr seminars & 1x8hr intensive; or Distance Education (online).

Attendance is compulsory if enrolled in face-to-face mode. Assessment: 2x400wd tasks (2x10%); 1x1500wd essay (30%); 1x2500wd essay (40%); participation in seminars or online (10%) Mode of delivery: Online

Note: If an insufficient number of students opt to attend seminars on campus, the co-ordinator may choose to teach this Unit of Study in online mode only.

This unit of study introduces students to the ethical, social and legal issues that underlie a wide range of biotechnologies, including: genetics, genomics, human reproduction, stem cell research, nanotechnology and emerging biotechnologies. Key concepts influencing debates in this area are covered, such as 'progressive beneficence', personhood, risk, consent, public engagement, and property in the body (including gene patenting). Topical case studies are included to keep up with recent developments in the field. Students will explore the ethical limits to research and knowledge.

All assessments must be completed to pass this Unit.

Textbooks

All readings are accessed online via elearning.

BETH5202 Human and Animal Research Ethics

Credit points: 6

Teacher/Coordinator: Dr Ainsley Newsom

Session: Semester 2

Classes: 4x8hr intensive or Distance Education (online). Attendance is compulsory if enrolled in face-to-face mode. Assessment: Continuous assessment (short weekly tasks) (10%); Best 3A\_ short weekly tasks (10%); Best 3A\_ short weekly tasks (10%) Mode of delivery: Block mode

This unit of study critically examines research ethics in its wider context, from structuring research to its dissemination. It explores the ethical underpinnings of research in humans and non-human animals including the justifications for engaging in research, key concepts in research ethics and research integrity. The unit also reviews the history of research and the impact of research abuse on participants, both human and animal. Participants are also encouraged to develop practical skills in relation to their own research.

Textbooks

All readings are made available via elearning.

BETH5203 Ethics and Public Health

Credit points: 6

Teacher/Coordinator: A/Professor Stacy Carter

Session: Semester 2

Classes: 3x8hr Intensives; or Distance Education (online).

Prerequisites: 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. Prohibitions: BETH5206

Assessment: 5xOnline Quiz (50%); 1x2500wd essay (50%) Mode of delivery: Online

This unit provides students with an overview of the ethical and political issues that underlie public health and public health research. The unit introduces key concepts in public health ethics including liberty, utility, justice, solidarity and reciprocity, and introduces students to different ways of reasoning about the ethics of public health. A critical history of public health and an examination of public health law provide an important context. Students also explore the ethical dimensions of central public health problems, including modifying lifestyles, managing communicable diseases, researching communities, responding to global health challenges and using evidence. Throughout, the emphasis is on learning to make sound arguments about the ethical aspects of public health policy, practice and research. Most learning occurs in the context of five teaching intensives, which are highly interactive and focus on the development and application of reasoning skills.

Textbooks

Students are provided with a book of readings (in digital format).

BETH5204 Clinical Ethics

Credit points: 6

Teacher/Coordinator: Dr Ainsley Newsom

Session: Semester 1

Classes: 4x8hr Intensives or Distance Education (online). Attendance is compulsory if enrolled in face-to-face mode. Assessment: 1x1500wd case study (30%); 1x2500wd essay (50%); continuous assessment (short weekly tasks) (10%); 'Best 3A\_ short weekly tasks (10%) Mode of delivery: Online

This unit will provide students with an overview of the ethical issues that underlie the delivery of healthcare. Students will explore major conceptual models for ethical reasoning in the clinical context; key ethical concepts in the clinical encounter (such as consent, professionalism and confidentiality); major contexts in which ethical issues arise in clinical practice; and the design and delivery of clinical ethics consultation. The unit will also consider specific issues and populations within clinical practice, such as the care of vulnerable populations. Learning activities will include lectures (in an intensive format), facilitated discussion, case study activities, readings and weekly discussions.

All assessments must be completed to pass this Unit.

Textbooks

All readings are accessed online via elearning.

BETH5205 Ethics and Mental Health

Credit points: 6

Teacher/Coordinator: A/Professor Michael Robertson

Session: Semester 2

Classes: 3x8hr Intensives or Distance Education (online). Attendance is compulsory if enrolled in face-to-face mode. Assessment: 1x1500wd essay (30%); 1x4000wd essay (50%); participation in seminars or online (20%) Mode of delivery: Block mode

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

All assessments must be completed to pass this Unit.

Textbooks


Students are provided with a book of readings (in digital format). Most supplementary readings can be accessed through the library or online.

BETH5206 Introduction to Public Health Ethics

Credit points: 2

Teacher/Coordinator: A/Professor Stacy Carter

Session: Semester 2

Classes: 2x8hr intensives; or Distance Education (online).

Prohibitions: BETH5203

Assessment: 2xOnline Quiz (40%); 1x1500wd essay (60%) Mode of delivery: Block mode

Note: Students enrolled in the Graduate Diploma or Master of Public Health may choose to take BETH5203 (6CP) instead of BETH5206 (2CP).

This unit provides students with an introduction to the ethical and political issues that underlie public health and public health research. The unit introduces key concepts in public health ethics including
Medicines and medical devices save lives but they can be costly and can have serious adverse effects. Value-laden decisions are continuously being made at individual, institutional, national and international levels regarding the medicines and devices we need, want and can afford. In this unit of study, we will explore and critique global and national policies and processes related to medicines and medical devices, examining how research and development agendas are set; how medicines and other health technologies are assessed and evaluated; and how new technologies are translated into practice. We will also explore broader trends such as globalisation, commercialisation and changing consumer expectations. By the end of the course, students will understand the forces shaping the development, regulation, funding and uptake of health technologies both nationally and internationally, and the political, ethical, legal and economic issues that are at stake. This course is designed to appeal to a wide range of student from ethics, law, public health, health care, policy, communications, economics, business, politics, administration, and biomedical science. Students will be encouraged to focus on issues of most relevance to their own area of study or work.

Textbooks

Readings will be provided

BETH5301 Research Project A

Credit points: 6
Teacher/Coordinator: Dr Ainsley Newson
Session: Semester 1
Semester 2
Classes: Regular consultation with supervisor
Prerequisites: Credit average (or higher) in 24 credit points of BETH units of study.
Corequisites: BETH5302 Assessment: Research treatise (15,000 words)
Mode of delivery: Supervision

This unit must be taken in conjunction with BETH5302 (Research Project B). These units are available only to students admitted to the Master of Bioethics Research pathway. The Research Project (i.e. parts A and B combined) provides opportunity for research and in-depth learning in a bioethics topic of special interest or importance to the student. Successful completion of the project may also provide students with the research experience required for the pursuit of a higher degree. This unit involves independent research and regular meetings with a supervisor. In the process of completing the Research Project (i.e. parts A and B combined), students will produce an original 15,000 word treatise. Choice of topic depends on the availability of an appropriate supervisor. It is recommended, but not required, that BETH5301 and BETH5302 are taken in consecutive separate semesters, rather than concurrently. A mark for both BETH5301 and BETH5302 combined is provided at the completion of BETH5302. It is possible to take these units in distance mode.

BETH5302 Research Project B

Credit points: 6
Teacher/Coordinator: Dr Ainsley Newson
Session: Semester 1
Semester 2
Classes: Regular consultation with supervisor
Prerequisites: Credit average (or higher) in 24 credit points of BETH units of study.
Corequisites: BETH5301 Assessment: Research treatise (15,000 words)
Mode of delivery: Supervision

This unit must be taken in conjunction with BETH5301 (Research Project A). These units are available only to students admitted to the Master of Bioethics Research pathway. The Research Project (i.e. parts A and B combined) provides opportunity for research and in-depth learning in a bioethics topic of special interest or importance to the student. Successful completion of the project may also provide students with the research experience required for the pursuit of a higher degree. This unit involves independent research and regular meetings with a supervisor. In the process of completing the Research Project (i.e. parts A and B combined), students will produce an original 15,000 word treatise. Choice of topic depends on the availability of an appropriate supervisor. It is recommended, but not required, that BETH5301 and BETH5302 are taken in consecutive separate semesters, rather than concurrently. A mark for both BETH5301 and BETH5302 combined is provided at the completion of BETH5302. It is possible to take these units in distance mode.
MMHU6902
Independent Study
Credit points: 6  Session: Semester 1, Semester 2  Classes: 1hr/week supervision  Assessment: 1x4000-5000wd research essay; 2x750wd pass/fail exercises  Mode of delivery: Supervision

This unit will provide an opportunity for approved candidates to pursue an extended project under supervision. Students will be expected to discuss and plan the project with their supervisor, then submit drafted material to an agreed timetable, and to discuss this drafted material with their supervisor before submitting a final draft.

All assessments must be completed to pass this Unit.

Textbooks
A course reader will be supplied

MMHU6910
Ethics, Narrative Competence and Health
Credit points: 6  Teacher/Coordinator: Dr Claire Hooker  Session: Semester 1  Classes: 13 x 2hr seminar or Distance Education (online). Attendance is compulsory if enrolled in face-to-face mode.  Assessment: 1x1500-1000wd online task (10%); 1x1,500wd essay (30%); 1x3000wd essay (50%); 1 oral presentation or equivalent online task (10%)  Mode of delivery: Online

This unit of study explores the connections between narrative, literature, ethics and health and will be introduced to the fundamental importance of narrative competence for health professionals and to tools for developing narrative competence. We will consider a range of ethical issues arising from narrative and literature in health and medicine, including differences between how patients/ the public and health professionals/ clinicians understand and value health and illness, and how to incorporate issues around identity, existence and values into public health and medicine. Students will also be given new analytic tools from the humanities for use in health-related settings. It will introduce students to influential theories of narrative and modes of cultural, literary and linguistic analysis that can further enrich our understandings of these texts. Students will encounter and analyse a wide range of literary and non-literary narratives concerned with illness, embodiment and healing. Topics or themes covered during the course include: narrative theory (narratology); narrative competence; literary/cultural representations of health practitioners; rhetoric (semiotics) of health; literary/cultural constructions of disability and femininity; narrative ethics; language and embodiment; medico-literary genres; narrating death and dying; and the limits of narrative.

All assessments must be completed to pass this Unit.

MMHU6913
Health in World History
Credit points: 6  Teacher/Coordinator: Dr Claire Hooker  Session: Semester 1  Classes: 1x2 hr seminar weekly or online response to readings  Assessment: 2x 2500 word essay (100%)  Mode of delivery: Normal (lecture/lab/tutorial) evening

This unit of study examines the central importance of narrative to ethics, health and medicine. Students will be introduced to narrative competence for health professionals and will be given tools for developing narrative competence. We will consider a range of ethical issues arising from narrative and literature with respect to health and medicine, including differences between how patients and the public understand what health is and why it is valuable, and how clinicians and health promoters think about this. Students will encounter and analyse a wide range of literary and non-literary narratives concerned with illness, embodiment and healing. Topics or themes covered during the course include: narrative theory (narratology); narrative competence; literary/cultural representations of health practitioners; rhetoric (semiotics) of health; literary/cultural constructions of disability and femininity; narrative ethics; language and embodiment; medico-literary genres; narrating death and dying; and the limits of narrative.

PUBH5422
Health and Risk Communication
Credit points: 6  Teacher/Coordinator: Associate Professor Julie Leask, Professor Phyllis Butow  Dr Claire Hooker  Session: Semester 2  Classes: Block mode - intensive - 5 days Monday - Friday  Assessment: Assignment 1 x 3000 word (55%), Assignment 2 x 2000 words (35%), Pre-block online activities (10%)  Mode of delivery: Block mode

In this unit, students will develop a critical awareness of the determinants of effective communication, particularly in relation to health risks to the individual and to society. The first half covers individual health risk communication in clinical settings, including: theories of health communication, patient centred care and shared decision making; evidence-based communication skills; research paradigms including interaction analysis; cross-cultural communication in health care; discussing prognosis and informed consent. The second half explores risk communication for public health. We teach theories of risk perception and communication with particular application to public health incident responses. We give practical guides to media messages, risk message framing, public engagement using traditional and social media, and the ethical aspects of public communication. The unit offers students the opportunity to learn from outstanding guest lecturers who work in these areas and interactive opportunities for students to try their skills in risk communication and decision making.

Textbooks
Readings will be provided

PUBH5500
Advanced Qualitative Health Research
Credit points: 6  Teacher/Coordinator: Dr Julie Mooney-Somers  Session: Semester 1  Classes: 2x3 full day workshop in March/April  Prohibitions: QUAL5005  Assessment: interviewing activity with 600wd reflection (35%); 2500wd essay (35%); multiple choice quizzes (2x10%); in-class participation (10%)  Mode of delivery: Block mode

This unit of study provides a comprehensive introduction to qualitative inquiry in health. It is designed for beginners and people who want an advanced-level introduction. Workshop One addresses: What is qualitative research? How is it different from quantitative research? What is its history? What research questions can it answer? How can I search for qualitative literature? How do I design a qualitative study? What are the different (and best) ways to generate data? You will get practical experience and skills through carrying out an observation, participating in a focus group and conducting an interview. Workshop Two addresses: How do you analyse qualitative data? Is methodology different to method? What are ontology and epistemology? What is reflexivity (and aren’t qualitative researchers biased)? What are the ethical issues? How are methodologies and theories used in qualitative research? What is good quality qualitative research? Can I generalise qualitative findings? You will get practical experience and skills through analysing your own interview data, arguing for qualitative research in health, and appraising the quality of published literature. In both workshops you will meet working qualitative researchers and hear about their projects. This advanced unit will show you a new way of thinking critically about research and researching, and give you the skills and confidence to begin evaluating and doing qualitative research for yourself.

QUAL5005
Introducing Qualitative Health Research
Credit points: 4  Teacher/Coordinator: Dr Julie Mooney-Somers  Session: Semester 1  Classes: 2x2 full day workshop (block mode) OR weekly online lectures and activities for 10 weeks (distance)  Prohibitions: PUBH5500  Assessment: interviewing activity with 600wd reflection (45%); 1500-word essay (40%); online or in class participation (15%)  Mode of delivery: Block mode

Note: This Unit is primarily aimed at Master of Public Health (MPH) students. Other students are encouraged to consider PUBH5500 instead of this Unit. MPH students who complete PUBH5500 can apply for a waiver for QUAL5005

Introducing Qualitative Health Research is perfect if you’re a beginner and want to gain an overview of this research approach. Over the course of the unit we will address: What is qualitative research? How is it different from quantitative research? What is its history? What
research questions can it answer? How do I design a qualitative study? What are the different (and best) ways to generate data? How do you analyse qualitative data? How are theories used in qualitative research? What is good quality qualitative research? Can I generalise qualitative findings? You will get practical experience and skills through carrying out an observation, participating in a focus group, conducting an interview, analysing your own interview data, arguing for qualitative research in health, and appraising the quality of published literature. You will also meet working qualitative researchers and hear about their projects. This introductory Unit will give you the skills and confidence to begin evaluating qualitative literature and doing qualitative research for yourself.
Biostatistics

Graduate Certificate in Biostatistics
Graduate Diploma in Biostatistics
Master of Biostatistics

<table>
<thead>
<tr>
<th>Course code</th>
<th>Graduate Certificate in Biostatistics</th>
<th>Graduate Diploma in Biostatistics</th>
<th>Master of Biostatistics</th>
</tr>
</thead>
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<tr>
<td>Cricos code</td>
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<td>N/A</td>
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</tr>
<tr>
<td>Degree Abbreviation</td>
<td>GradCertBiostat</td>
<td>GradDipBiostat</td>
<td>MBiostat</td>
</tr>
<tr>
<td>Credit points required to complete</td>
<td>24</td>
<td>48</td>
<td>72</td>
</tr>
<tr>
<td>Time to complete part-time</td>
<td>1 - 2 years</td>
<td>2 - 4 years</td>
<td>3 - 6 years</td>
</tr>
</tbody>
</table>

Overview

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

Course information

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

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

Assessment for most coursework subjects is by assignment only, although some units of study may have an 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 to best to structure their program of study, taking into account the prerequisites.

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

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

Accreditation

The Graduate Diploma in Biostatistics and the Master of Biostatistics are both accredited with the Statistical Society of Australia.

Further enquiries

Professor Judy Simpson

Phone: +61 2 9351 4369/5994
Fax: +61 2 9351 7420
Email: judy.simpson@sydney.edu.au
Website: https://sydney.edu.au/medicine/public-health/study-program/coursework-degrees/biostatistics.php
Admission requirements

Admission to the Graduate Certificate in Biostatistics, the Graduate Diploma in Biostatistics and Master of Biostatistics requires:

• an undergraduate degree in statistics, mathematics, science, psychology, medicine, pharmacy, economics, health sciences or other appropriate discipline;
• a proven aptitude for advanced mathematical work; and
• having already passed an introductory course in statistics.

See course Rules for further details.

Course structure

The Graduate Certificate in Biostatistics requires the successful completion of 24 credit points of units of study including:

• 6 credit points of units of study from Part 1 of the Table; and
• 18 credit points of units of study from Part 2 or 3 of the Table.

The Graduate Diploma in Biostatistics requires the successful completion of 48 credit points of units of study including:

• 6 credit points of units of study from Part 1 of the Table; and
• 42 credit points of units of study from Part 2 of the Table.

The Master of Biostatistics requires the successful completion of 72 credit points of units of study including:

• 6 credit points of units of study from Part 1 of the Table; and
• 48 credit points of units of study from Part 2 of the Table; and
• a minimum of 6 and a maximum of 12 credit points of units of study from Part 3 of the Table; and
• a minimum of 6 and a maximum of 12 credit points of biostatistics research project units of study from Part 4 of the Table.
Biostatistics

Degree resolutions
Sydney Medical School resolutions and the printed handbook are the official statement of faculty policy. The resolutions contained in the printed handbook are accurate as at August 2013. If a conflict is perceived between the content of the printed handbook and information available elsewhere, Sydney Medical School resolutions and the information available in the handbook online shall always take precedence.

See the Policy Online website: sydney.edu.au/policy, for copies of University policies.

Graduate Certificate in Biostatistics

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

Course resolutions
1 Course codes

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title</th>
</tr>
</thead>
<tbody>
<tr>
<td>GCBIOSTA-01</td>
<td>Graduate Certificate in Biostatistics</td>
</tr>
<tr>
<td>GNBIOSTA-01</td>
<td>Graduate Diploma in Biostatistics</td>
</tr>
<tr>
<td>MABIOSTA-01</td>
<td>Master of Biostatistics</td>
</tr>
</tbody>
</table>

2 Attendance pattern
The attendance pattern for this course is part time only.

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

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

5 Admission to candidature
(1) Available places will be offered to qualified applicants based on merit, according to the following admissions criteria. In exceptional circumstances the Dean may admit applicants without these qualifications who, in the opinion of the Faculty, have qualifications, evidence of experience and achievement sufficient to successfully undertake the award.
(2) Admission to the Graduate Certificate in Biostatistics requires:
   (a) a bachelor's degree in statistics, mathematics, science, psychology, medicine, pharmacy, economics, health sciences or other appropriate discipline from the University of Sydney or equivalent qualification;
   (b) a proven aptitude for advanced mathematical work - indicated, for example, by a high level of achievement in high school or undergraduate mathematics; and
   (c) having already passed an introductory course in statistics covering, at least, the estimation of means and proportions with confidence intervals, and the comparison of means and proportions between two groups using hypothesis tests.
(3) Admission to the Graduate Diploma in Biostatistics requires:
   (a) a bachelor's degree in statistics, mathematics, science, psychology, medicine, pharmacy, economics, health sciences or other appropriate discipline from the University of Sydney or equivalent qualification;
   (b) a proven aptitude for advanced mathematical work - indicated, for example, by a high level of achievement in high school or undergraduate mathematics; and
   (c) having already passed an introductory course in statistics covering, at least, the estimation of means and proportions with confidence intervals, and the comparison of means and proportions between two groups using hypothesis tests.
(4) Admission to the Master of Biostatistics requires:
   (a) a bachelor’s degree in statistics, mathematics, science, psychology, medicine, pharmacy, economics, health sciences or other appropriate discipline from the University of Sydney or equivalent qualification;
   (b) a proven aptitude for advanced mathematical work - indicated, for example, by a high level of achievement in high school or undergraduate mathematics; and
   (c) having already passed an introductory course in statistics covering, at least, the estimation of means and proportions with confidence intervals, and the comparison of means and proportions between two groups using hypothesis tests.

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

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

## Table of units of study: Biostatistics

<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>
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<tbody>
<tr>
<td><strong>Part 1</strong></td>
<td></td>
<td></td>
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<td></td>
<td></td>
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</tr>
<tr>
<td>PUBH5010 Epidemiology Methods and Uses</td>
<td>6</td>
<td>N BSTA5011</td>
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<td>Semester 1</td>
</tr>
<tr>
<td>BSTA5011 Epidemiology for Biostatisticians</td>
<td>6</td>
<td>N PUBH5010</td>
<td></td>
<td></td>
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<td>Semester 2</td>
</tr>
<tr>
<td><strong>Part 2</strong></td>
<td></td>
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<tr>
<td>Graduate diploma students, with no waivers, must complete all units of study from Part 2 of table, except BSTA5009. BSTA5009 is a compulsory unit of study for master's students.</td>
<td></td>
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<tr>
<td>BSTA5001 Mathematics Background for Biostatistics</td>
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<td>Semester 1</td>
</tr>
<tr>
<td>BSTA5002 Principles of Statistical Inference</td>
<td>6</td>
<td>P BSTA5023</td>
<td></td>
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<td>Semester 1</td>
</tr>
<tr>
<td>BSTA5004 Data Management &amp; Statistical Computing</td>
<td>6</td>
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</tr>
<tr>
<td>BSTA5006 Design of Randomised Controlled Trials</td>
<td>6</td>
<td>P BSTA5001 and (BSTA5011 or PUBH5010)</td>
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<td>Semester 2</td>
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<tr>
<td>BSTA5007 Linear Models</td>
<td>6</td>
<td>P BSTA5002 and (BSTA5011 or PUBH5010)</td>
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<td></td>
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</tr>
<tr>
<td>BSTA5008 Categorical Data and GLMs</td>
<td>6</td>
<td>C BSTA5007</td>
<td></td>
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<td>Semester 2</td>
</tr>
<tr>
<td>BSTA5009 Survival Analysis</td>
<td>6</td>
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<tr>
<td>BSTA5023 Probability and Distribution Theory</td>
<td>6</td>
<td>P BSTA5001</td>
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<td><strong>Part 3</strong></td>
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<tr>
<td>BSTA5003 Health Indicators and Health Surveys</td>
<td>6</td>
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<tr>
<td>BSTA5005 Clinical Biostatistics</td>
<td>6</td>
<td>P BSTA5023 and (BSTA5011 or PUBH5010)</td>
<td>C BSTA5002</td>
<td></td>
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</tr>
<tr>
<td>BSTA5012 Longitudinal and Correlated Data</td>
<td>6</td>
<td>P BSTA5008</td>
<td></td>
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</tr>
<tr>
<td>BSTA5013 Bioinformatics</td>
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<td>P BSTA5007</td>
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<tr>
<td>BSTA5014 Bayesian Statistical Methods</td>
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<tr>
<td>PUBHS215 Introductory Analysis of Linked Data</td>
<td>6</td>
<td>P (PUBH5010 or BSTA5011 or CEPI5100) and (PUBH5211 or BSTA5004)</td>
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<td>Intensive June</td>
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<tr>
<td><strong>Part 4</strong></td>
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<td>BSTA5020 Biostatistics Research Project Part A</td>
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<td>C BSTA5021</td>
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<td>BSTA5020 Biostatistics Research Project Part B</td>
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<td>P 24 credit points including BSTA5004 and BSTA5007</td>
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<tr>
<td>BSTA5022 Biostatistics Research Project Part C</td>
<td>6</td>
<td>P 24 credit points including BSTA5004 and BSTA5007</td>
<td>N BSTA5020, BSTA5021</td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
</tbody>
</table>

**Note:** Department permission required for enrolment.

**Part 4**

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

A student must be enrolled in order to submit the biostatistics research project portfolio. If a student is not able to submit his/her biostatistics research project portfolio after enrolling once in Part C or once in both Part A and Part B, then he/she must re-enrol in a minimum of six credit points of biostatistics research project portfolio units of study, with the concomitant financial liability, every semester until he/she submits.
Biostatistics

Unit of study descriptions for 2015

BSTA5001
Mathematics Background for Biostatistics
Credit points: 6 Teacher/Coordinator: A/Prof Gary Glonek, University of Adelaide (semester 1), Dr Maurizio Manuguerra, Macquarie University (semester 2) Session: Semester 1, Semester 2 Classes: 8-12 hours total study time per week, distance learning Assessment: 2 assignments (20%, 40%) 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; linear algebra, matrices and determinants; numerical methods.

Textbooks

BSTA5002
Principles of Statistical Inference
Credit points: 6 Teacher/Coordinator: Ms Liz Barnes and Ms Lucy Davies, University of Sydney (semester 1), Dr Patrick Kelly, University of Sydney (semester 2) Session: Semester 1, Semester 2 Classes: 8-12 hours total study time per week, distance learning Prerequisites: BSTA5001 Assessment: 2 assignments (2x35%) and practical exercises (30%) Mode of delivery: Distance education

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

Textbooks

BSTA5003
Health Indicators and Health Surveys
Credit points: 6 Teacher/Coordinator: Professor Judy Simpson, University of Sydney Session: Semester 1 Classes: 8-12 hours total study time per week, distance learning Corequisites: BSTA5001 Assessment: 4 assignments (20%, 30%, 25%, 25%) Mode of delivery: Distance education

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

Textbooks

BSTA5004
Data Management & Statistical Computing
Credit points: 6 Teacher/Coordinator: A/Prof Patrick McEllduff, University of Newcastle (semester 1), Dr Hetena Romanuk, University of Melbourne (semester 2) Session: Semester 1, Semester 2 Classes: 8-12 hours total study time per week, distance learning Assessment: 3 assignments (30%, 35%, 35%) Mode of delivery: Distance education

The aim of this unit is to provide students with the knowledge and skills required to undertake moderate to high level data manipulation and management in preparation for statistical analysis of data typically arising in health and medical research. Students will gain experience in data manipulation and management using two major statistical software packages (Stata and SAS); learn how to check and clean data, data, display and summarise data using statistical software, and link files through use of unique and non-unique identifiers; acquire fundamental programming skills for efficient use of software packages; and learn key principles of confidentiality and privacy in data storage, management and analysis. The topics covered are: Module 1 - Stata and SAS: The basics (importing and exporting data, recording data, formatting data, labelling variable names and data values; using dates, data display and summary presentation); Module 2 - Stata and SAS: graphs, data management and statistical quality assurance methods (including advanced graphics to produce publication-quality graphs); Module 3 - Data management using Stata and SAS (using functions to generate new variables, appending, merging, transposing longitudinal data; programming skills for efficient and reproducible use of these packages, including loops, arguments and programs/macros).

Textbooks

BSTA5005
Clinical Biostatistics
Credit points: 6 Teacher/Coordinator: Professor Annette Dobson, Dr Mark Jones, University of Queensland Session: Semester 1 Classes: 8-12 hours total study time per week, distance learning Prerequisites: BSTA5023 and (BSTA5011 or PUBH5010) Corequisites: BSTA5002 Assessment: 4 assignments (4x25%) 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, quality control charts; systematic reviews: estimating treatment effect, assessing heterogeneity, publication bias.

Textbooks

B5TA006
Design of Randomised Controlled Trials
Credit points: 6  Teacher/Coordinator: Dr Amy Salter, University of Adelaide
Session:  Semester 2  Classes: 8-12 hours total study time per week, distance learning
Prerequisites:  B5TA001 and (B5TA011 or PUBH5010)
Assessment:  3x written assignments (30%, 30%, 40%) Mode of delivery: Distance education

The aim of this unit is to enable students to understand and apply the principles of design and analysis of experiments, with a particular focus on randomised controlled trials (RCTs), to a level where they are able to contribute effectively as a statistician to the planning, conduct and reporting of a standard RCT. This unit covers: ethical considerations; principles and methods of randomisation in controlled trials; treatment allocation, blocking, stratification and allocation concealment; parallel, factorial and crossover designs including n-of-1 studies; practical issues in sample size determination; intention-to-treat principle; phase I dose-finding studies; phase II safety and efficacy studies; interim analyses and early stopping; multiple outcomes/endpoints, including surrogate outcomes, multiple tests and subgroup analyses, including adjustment of significance levels and P-values; missing data; reporting trial results and use of the CONSORT statement.

Textbooks

B5TA007
Linear Models
Credit points: 6  Teacher/Coordinator: Professor John Carlin, University of Melbourne, Professor Andrew Forbes, Monash University  Session:  Semester 1  Classes: 8-12 hours total study time per week, distance learning
Prerequisites:  B5TA002 and (B5TA011 or PUBH5010)
Assessment:  2x written assignments (35%, 40%), submitted exercises (20%), online quizzes (5%) 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

B5TA008
Categorical Data and GLMs
Credit points: 6  Teacher/Coordinator: Professor Annette Dobson, Dr Mark Jones, University of Queensland  Session:  Semester 2  Classes: 8-12 hours total study time per week, distance learning
Prerequisites:  B5TA007
Assessment:  3 written assignments (35%), (35%), (30%) 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

B5TA009
Survival Analysis
Credit points: 6  Teacher/Coordinator: Dr Ken Beath, Macquarie University  Session:  Semester 1  Classes: 8-12 hours total study time per week, distance learning
Prerequisites:  B5TA007
Assessment:  3x written assignments (27%, 27%, 31%), short-answer exercises (3x5%) 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

B5TA011
Epidemiology for Biostatisticians
Credit points: 6  Teacher/Coordinator: Dr Jolieke van der Pols, University of Queensland  Session:  Semester 2  Classes: 8-12 hours total study time per week, distance learning
Prerequisites:  Prohibitions:  PUBH5010
Assessment:  3x written assignments (20%, 40%, 40%) 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

B5TA012
Longitudinal and Correlated Data
Credit points: 6  Teacher/Coordinator: Professor Andrew Forbes, Monash University, Professor John Carlin, University of Melbourne  Session:  Semester 1  Classes: 8-12 hours total study time per week, distance learning
Prerequisites:  B5TA008
Assessment:  2x major written assignments (2x30%), 4x shorter written assignments (4x10%) 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.

BSTA5013
Bioinformatics
Credit points: 6
Teacher/Coordinator: Dr Nicola Armstrong. University of Sydney; Dr Natalie Thorne, Walter & Eliza Hall Institute
Session: Semester 2
Classes: 8-12 hours total study time per week, distance learning
Prerequisites: BSTA5007 Assessment: 3 written assignments (3x20%), at-home exam (40%)
Mode of delivery: Distance education

Note: This unit of study is only offered in odd numbered years

Aim: To provide students with an introduction to the field of Bioinformatics. Bioinformatics is a multidisciplinary field that combines biology with quantitative methods to help understand biological processes, such as disease progression. Content: Basic notions in biology; basic principles of statistical genetics; web-based tools, data sources and retrieval; analysis of single and multiple DNA or protein sequences; hidden Markov models and their applications; evolutionary models; phylogenetic trees; transcripomics (gene expression microarrays and RNA-seq); use of R in bioinformatics applications.

Textbooks

BSTA5014
Bayesian Statistical Methods
Credit points: 6
Teacher/Coordinator: A/Prof Lyle Gurin, University of Melbourne
Session: Semester 2
Classes: 8-12 hours total study time per week, distance learning
Prerequisites: BSTA5008 Assessment: Assignments (60%), (2x30%) and submitted exercises (40%)
Mode of delivery: Distance education

Note: This unit of study is only offered in even numbered years

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

Textbooks

BSTA5020
Biostatistics Research Project Part A
Credit points: 6
Teacher/Coordinator: Dr Patrick Kelly, University of Sydney
Session: Semester 1, Semester 2
Classes: Supervision by an experienced biostatistician
Prerequisites: 24 credit points including BSTA5004 and BSTA5007 Prohibitions: BSTA5021 Assessment: There is no assessment for Part A. For Part B, the portfolio will be examined by two examiners, at least one of whom will be internal to the University of Sydney. (100%) Mode of delivery: Normal (lecture/lab/tutorial) day
Note: Department permission required for enrolment.

This unit is for master's students who wish to do two workplace projects and are also doing BSTA5020. The aim of the 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 Part 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
Biostatistics Research Project Part B
Credit points: 6
Teacher/Coordinator: Dr Patrick Kelly, University of Sydney
Session: Semester 1, Semester 2
Classes: Supervision by an experienced biostatistician
Prerequisites: 24 credit points including BSTA5004 and BSTA5007 Prohibitions: BSTA5022 Assessment: There is no assessment for Part A. For Part B, the portfolio will be examined by two examiners, at least one of whom will be internal to the University of Sydney. (100%) Mode of delivery: Normal (lecture/lab/tutorial) day
Note: Department permission required for enrolment.

This unit is for master's students who wish to do two workplace projects and are also doing BSTA5020. The aim of the 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 Part 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.
Biostatistics

Simulation and graphing with Stata is used throughout to demonstrate concepts.

Textbooks

PUBH5010
Epidemiology Methods and Uses
Credit points: 6 Teacher/Coordinator: Professor Tim Driscoll Session: Semester 1 Classes: 1x 1hr lecture and 1x 2hr tutorial per week for 13 weeks - lectures and tutorials may be completed online Prohibitions: BSTA5011 Assessment: 1x 4page assignment (30%) and 1x 2.5hr supervised open-book exam (70%). For distance students, it may be possible to complete the exam externally with the approval of the course coordinator. Mode of delivery: Online

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

Textbooks

PUBH5215
Introductory Analysis of Linked Data
Credit points: 6 Teacher/Coordinator: Professor Judy Simpson Session: Intensive June, Intensive November Classes: block/intensive mode 5 days 9am-5pm Prerequisites: (PUBH5010 or BSTA5011 or CEPI5100) and (PUBH5211 or BSTA5004) Assessment: Workbook exercises (30%) and 1x assignment (70%) Mode of delivery: Block mode

This unit introduces the topic of linked health data analysis. It will usually run in late June and late November. The topic is a very specialised one and will not be relevant to most MPH students. The modular structure of the unit provides students with a theoretical grounding in the classroom on each topic, followed by hands-on practical exercises in the computing lab using de-identified linked NSW data files. The computing component assumes a basic familiarity with SAS computing syntax and methods of basic statistical analysis of fixed-format data files. Contents include: an overview of the theory of data linkage methods and features of comprehensive data linkage systems, sufficient to know the sources and limitations of linked health data sets; design of linked data studies using epidemiological principles; construction of numerators and denominators used for the analysis of disease trends and health care utilisation and outcomes; assessment of the accuracy and reliability of data sources; data linkage checking and quality assurance of the study process; basic statistical analyses of linked longitudinal health data; manipulation of large linked data files; writing syntax to prepare linked data files for analysis, derive exposure and outcome variables, relate numerators and denominators and produce results from statistical procedures at an introductory to intermediate level. The main assignment involves the analysis of NSW linked data, which can be done only in the School of Public Health Computer Lab, and is due 10 days after the end of the unit.

Textbooks
Notes will be distributed in class.
## Overview

This postgraduate program strongly promotes the philosophy of interdisciplinary research that underpins the Brain and Mind Research Institute. Diseases of mental health are explored from both the basic and clinical research rather than as disparate scientific disciplines. The core units of the program give students a foundation in fundamental neuroscience and its translational and clinical applications. Critical appraisal of the biomedical literature is developed, as is the ability to use this to inform further research or clinical applications.

The elective units of the program approach disorders of the brain and mind from the perspective of clinical staging; how they emerge during development from early childhood, adolescence and into old age. Other areas of focus at the BMRI and in the postgraduate program are genetic aetiology of brain and mind disorders, neuroimaging, practice of therapeutic strategies from pharmacology to cognitive behaviour therapy, and principles of neuropsychological assessment. Workshops in clinical leadership and in suicide prevention will give students an understanding of the broader provision of support in the mental health field.

Capstone units of study are designed to allow students to delve into an area of Brain and Mind Sciences and produce an original work of scholarship. Those students accepted into the research activity unit will have an opportunity to work with a research group at the BMRI culminating in a mini thesis.

The postgraduate program in brain and mind sciences brings together lecturers from the cutting edge of their respective fields. Students will emerge with an understanding of the very latest in interdisciplinary research and the skills to use this in professional settings in the laboratory, clinic or allied mental health care fields.

## Course outcomes

Graduates of the Master of Brain and Mind Sciences will be able to demonstrate:

- mastery of the knowledge, principles and methods of the brain and mind sciences
- training in the skills required to apply the basic knowledge, principles and methods to problems of professional practice (research and/or clinical)
- acquisition of specific skills in the use of relevant procedures, technologies and techniques in relation to research investigation, assessment, diagnosis and management of brain and mind disorders
- development of the skills and attitudes to exhibit initiative and self-reliance in critically evaluating and synthesizing ideas and information related to the units
- development of the skills and attitudes to work effectively and collaboratively within teams from different disciplinary, professional and cultural backgrounds.

## Further enquiries

Student and Academic Coordinator  
Phone: +61 2 9114 4048  
Fax: +61 2 9114 4055  
Email: medicine.postgradbmri@sydney.edu.au  
Website:  

### Table:

<table>
<thead>
<tr>
<th>Course code</th>
<th>Graduate Certificate in Brain and Mind Sciences</th>
<th>Graduate Diploma in Brain and Mind Sciences</th>
<th>Master of Brain and Mind Sciences</th>
</tr>
</thead>
<tbody>
<tr>
<td>KG019 or GCBRMISC1000</td>
<td>KF057 or GNBRMISC1000</td>
<td>KC089 or MABRMISC1000</td>
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<td>CRICOS code</td>
<td>068827F</td>
<td>068826G</td>
<td>068825G</td>
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<td>Degree Abbreviation</td>
<td>GradCertBMSc</td>
<td>GradDiplBMSc</td>
<td>MBMSc</td>
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<tr>
<td>Credit points required to complete</td>
<td>24</td>
<td>36</td>
<td>48</td>
</tr>
<tr>
<td>Time to complete full-time</td>
<td>0.5 year</td>
<td>1 year</td>
<td>1 year</td>
</tr>
<tr>
<td>Time to complete part-time</td>
<td>1 - 2.5 years</td>
<td>1 - 3 years</td>
<td>2 - 6 years</td>
</tr>
</tbody>
</table>
Admission requirements
Admission to the Graduate Certificate in Brain and Mind Sciences and the Graduate Diploma in Brain and Mind sciences requires:
• an undergraduate degree in a relevant discipline plus satisfactory performance at an interview, if required.

Admission to the Master of Brain and Mind Sciences requires:
• the completion of award requirements for the embedded Graduate Certificate or Graduate Diploma, or
• an undergraduate degree in a relevant discipline plus satisfactory performance at an interview, if required.

See course Rules for further details.

Course structure
The Graduate Certificate in Brain and Mind Sciences requires the successful completion of 24 credit points of units of study including:
• 12 credit points of core units of study, and
• 12 credit points of elective units of study

The Graduate Diploma in Brain and Mind Sciences requires the successful completion of 36 credit points of units of study including:
• 12 credit points of core units of study, and
• 24 credit points of elective units of study

The Master of Brain and Mind Sciences requires the successful completion of 48 credit points of units of study including:
• 18 credit points of core units of study; and
• 30 credit points of elective units of study including at least 1 capstone unit of study, or
18 credit points of elective units of study and 12 research units of study

Sample pattern of enrolment - full-time students
Full-time students of the Master of Brain and Mind Science will have the following options for enrolment.

<table>
<thead>
<tr>
<th>Semester 1 UoS code and name</th>
<th>Credit point</th>
<th>Delivery mode</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core units of study (select all)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BMR5002 Fundamental Neuroscience</td>
<td>6</td>
<td>face to face</td>
</tr>
<tr>
<td>BMR5004 Translational and Clinical Neuroscience</td>
<td>6</td>
<td>face to face</td>
</tr>
<tr>
<td>BMR5020 Research Inquiry</td>
<td>6</td>
<td>face to face</td>
</tr>
<tr>
<td>Elective units of study (choose one of the following units)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BMR5010 Brain and Mind Disorders in Childhood</td>
<td>6</td>
<td>face to face</td>
</tr>
<tr>
<td>BMR5013 Neuropsychopharmacology</td>
<td>6</td>
<td>block mode</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester 2 UoS code and name</th>
<th>Credit point</th>
<th>Delivery mode</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students choose four of the following units, including at least one capstone, or if considering the research option, choose 12 credit points of research units of study.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BMR5001 Hist, Phil &amp; Ethics of Brain &amp; Mind Sci (can be used as a capstone unit)</td>
<td>6</td>
<td>face to face</td>
</tr>
<tr>
<td>BMR5006 Cognitive Behaviour Therapy</td>
<td>6</td>
<td>block mode</td>
</tr>
<tr>
<td>BMR5007 Neuropsychology</td>
<td>6</td>
<td>face to face</td>
</tr>
<tr>
<td>BMR5011 Brain and Mind Disorders in Youth</td>
<td>6</td>
<td>face to face</td>
</tr>
<tr>
<td>BMR5012 Brain Ageing</td>
<td>6</td>
<td>face to face</td>
</tr>
<tr>
<td>BMR5017 Genetics of Brain and Mind Disorders (can be used as a capstone unit)</td>
<td>6</td>
<td>block mode</td>
</tr>
<tr>
<td>BMR5027 Leadership and Policy in Mental Health 1 (can be used as a capstone unit) (department permission required for enrolment)</td>
<td>6</td>
<td>block mode</td>
</tr>
<tr>
<td>Research units of study</td>
<td></td>
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</tr>
<tr>
<td>BMR5023 Research Activity 1 (can be used as a capstone unit) (department permission required for enrolment)</td>
<td>6</td>
<td>field experience</td>
</tr>
<tr>
<td>BMR5024 Research Activity 2 (can be used as a capstone unit) (department permission required for enrolment)</td>
<td>6</td>
<td>field experience</td>
</tr>
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</table>

Sample pattern of enrolment - part-time students
Part-time students of the Master of Brain and Mind Science should take two units of study per semester and will have the following options for enrolment.

<table>
<thead>
<tr>
<th>Year 1 Semester 1 UoS code and name</th>
<th>Credit point</th>
<th>Delivery mode</th>
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<tbody>
<tr>
<td>Core units of study (select all)</td>
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</tr>
<tr>
<td>BMR5002 Fundamental Neuroscience</td>
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<td>face to face</td>
</tr>
<tr>
<td>Year 1 Semester 1</td>
<td>Credit point</td>
<td>Delivery mode</td>
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<td>------------------</td>
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</tr>
<tr>
<td>UoS code and name</td>
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<td></td>
</tr>
<tr>
<td>BMRI5004</td>
<td>6</td>
<td>face to face</td>
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<tr>
<td>Translational and Clinical Neuroscience</td>
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</table>

<table>
<thead>
<tr>
<th>Year 1 Semester 2</th>
<th>Credit points</th>
<th>Delivery mode</th>
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<tbody>
<tr>
<td>UoS code and name</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elective units of study (choose two of the following units)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BMRI5001</td>
<td>6</td>
<td>face to face</td>
</tr>
</tbody>
</table>
| Hist, Phil & Ethics of Brain & Mind Sci  
(can be used as a capstone unit) | | |
| BMRI5006          | 6            | block mode    |
| Cognitive Behaviour Therapy | | |
| BMRI5007          | 6            | face to face  |
| Neuropsychology   | | |
| BMRI5011          | 6            | face to face  |
| Brain and Mind Disorders in Youth | | |
| BMRI5012          | 6            | face to face  |
| Brain Ageing      | | |
| BMRI5017          | 6            | block mode    |
| Genetics of Brain and Mind Disorders  
(can be used as a capstone unit) | | |
| BMRI5027          | 6            | block mode    |
| Leadership and Policy in Mental Health 1  
(can be used as a capstone unit)  
(department permission required for enrolment) | | |

<table>
<thead>
<tr>
<th>Year 2 Semester 1</th>
<th>Credit point</th>
<th>Delivery mode</th>
</tr>
</thead>
<tbody>
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<tr>
<td>Core units of study (select all)</td>
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<tr>
<td>BMRI5020</td>
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<td>face to face</td>
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<tr>
<td>Research Inquiry</td>
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<table>
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<tr>
<th>Year 2 Semester 1</th>
<th>Credit points</th>
<th>Delivery mode</th>
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<tbody>
<tr>
<td>UoS code and name</td>
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<td></td>
</tr>
<tr>
<td>Elective units of study (choose one of the following units)</td>
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<td></td>
</tr>
<tr>
<td>BMRI5010</td>
<td>6</td>
<td>face to face</td>
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<tr>
<td>Brain and Mind Disorders in Childhood</td>
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<tr>
<td>BMRI5013</td>
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<td>block mode</td>
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<tr>
<td>Neuropsychopharmacology</td>
<td></td>
<td></td>
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<tr>
<td>BMRI5026</td>
<td>6</td>
<td>block mode</td>
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<tr>
<td>Suicide and Suicide Prevention</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Year 2 Semester 2</th>
<th>Credit points</th>
<th>Delivery mode</th>
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</thead>
<tbody>
<tr>
<td>UoS code and name</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students choose two of the Elective units of study, including at least one capstone, or if considering the research option, choose 12 credit points of research units of study.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elective units of study</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BMRI5001</td>
<td>6</td>
<td>face to face</td>
</tr>
</tbody>
</table>
| Hist, Phil & Ethics of Brain & Mind Sci  
(can be used as a capstone unit) | | |
| BMRI5006          | 6            | block mode    |
| Cognitive Behaviour Therapy | | |
| BMRI5007          | 6            | face to face  |
| Neuropsychology   | | |
| BMRI5011          | 6            | face to face  |
| Brain and Mind Disorders in Youth | | |
| BMRI5012          | 6            | face to face  |
| Brain Ageing      | | |
| BMRI5017          | 6            | block mode    |
| Genetics of Brain and Mind Disorders  
(can be used as a capstone unit) | | |
Brain and Mind Sciences

Degree resolutions
Sydney Medical School resolutions and the printed handbook are the official statement of faculty policy. The resolutions contained in the printed handbook are accurate as at September 2014. If a conflict is perceived between the content of the printed handbook and information available elsewhere, Sydney Medical School resolutions and the information available in the handbook online shall always take precedence.

See the Policy Online website: sydney.edu.au/policy, for copies of University policies.

Graduate Certificate in Brain and Mind Sciences

Graduate Diploma in Brain and Mind Sciences

Master of Brain and Mind Sciences

Course resolutions

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title</th>
</tr>
</thead>
<tbody>
<tr>
<td>GCBRMISC-01</td>
<td>Graduate Certificate in Brain and Mind Sciences</td>
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<tr>
<td>GNBRMISC-01</td>
<td>Graduate Diploma in Brain and Mind Sciences</td>
</tr>
<tr>
<td>MABRMISC-01</td>
<td>Master of Brain and Mind Sciences</td>
</tr>
</tbody>
</table>

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

3 Master's type
The master's degrees in these resolutions are professional master's courses, as defined by the Coursework Policy.

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

5 Admission to candidature
(1) Available places will be offered to qualified applicants based on merit, according to the following admissions criteria. In exceptional circumstances the Dean may admit applicants without these qualifications who, in the opinion of the Faculty, have qualifications, evidence of experience and achievement sufficient to successfully undertake the award.
(2) Admission to the Graduate Certificate in Brain and Mind Sciences requires:
  (a) a bachelor's degree in a relevant discipline from the University of Sydney, or equivalent qualification;
  (b) satisfactory performance at an interview as required.
(3) Admission to the Graduate Diploma in Brain and Mind Sciences requires:
  (a) completion of the requirements of the embedded graduate certificate in this discipline from the University of Sydney, or equivalent qualification, or a bachelor's degree in a relevant discipline from the University of Sydney or equivalent qualification; and
  (b) satisfactory performance at an interview as required.
(4) Admission to the Master of Brain and Mind Sciences requires:
  (a) completion of the requirements of the embedded graduate certificate or graduate diploma in this discipline, without graduating, from the University of Sydney, or equivalent qualification, or a bachelor's degree in a relevant discipline from the University of Sydney or equivalent qualification; and
  (b) satisfactory performance at an interview as required.

6 Requirements for award
(1) The units of study that may be taken for the courses are set out in the Table of Units of Study: Brain and Mind Sciences.
(2) To qualify for the award of the Graduate Certificate in Brain and Mind Sciences a candidate must successfully complete 24 credit points including:
  (a) 12 credit points of core units of study; and
  (b) 12 credit points of elective units of study.
(3) To qualify for the award of the Graduate Diploma in Brain and Mind Sciences, a candidate must successfully complete 36 credit points, including:
  (a) 12 credit points of core units of study; and
  (b) 24 credit points of elective units of study.
(4) To qualify for the award of the Master of Brain and Mind Sciences, a candidate must successfully complete 48 credit points, including:
  (a) 18 credit points of core units of study; and
  (b) 30 credit points of elective units of study including at least one capstone unit of study, or
  18 credit points of elective units of study and 12 research units of study.

7 Transitional provisions
(1) These resolutions apply to persons who commenced their candidature after 1 January, 2013 and persons who commenced their candidature prior to 1 January, 2013 who formally elect to proceed under these resolutions.
(2) Candidates who commenced prior to 1 January, 2013 and elect not to proceed under these resolutions complete the requirements in accordance with the resolutions in force at the time of their commencement.
# Table of units of study: Brain and Mind Sciences

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<th>Unit of study</th>
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<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
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<td>6</td>
<td>A Cell biology up to first year level</td>
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<tr>
<td>BMR5004 Translational and Clinical Neuroscience</td>
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<td>This is a core unit of study.</td>
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<tr>
<td><strong>Additional core unit of study for master’s students</strong></td>
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<td>BMR5020 Research Inquiry</td>
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<td>P Assumed Knowledge: Basic understanding of statistics</td>
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<tr>
<td>BMR5013 Neuropsychopharmacology</td>
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<td>BMR5026 Suicide and Suicide Prevention</td>
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<td>BMR5001 Hist, Phil &amp; Ethics of Brain &amp; Mind Sci</td>
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<tr>
<td>BMR5006 Cognitive Behaviour Therapy</td>
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<td>BMR5007 Neuropsychology</td>
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<tr>
<td>BMR5011 Brain and Mind Disorders in Youth</td>
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<td>BMR5012 Brain Ageing</td>
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<tr>
<td>BMR5017 Genetics of Brain and Mind Disorders</td>
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<td>Semester 2</td>
</tr>
<tr>
<td>BMR5027 Leadership and Policy in Mental Health 1</td>
<td>6</td>
<td>Note: Department permission required for enrolment</td>
<td>This is a capstone unit of study and requires departmental permission.</td>
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<td>Semester 2</td>
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<tr>
<td><strong>Research units</strong></td>
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<tr>
<td>BMR5023 Research Activity 1</td>
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<td>C BMR5024</td>
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</tr>
<tr>
<td>BMR5024 Research Activity 2</td>
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<td>C BMR5023</td>
<td>Note: Department permission required for enrolment</td>
<td>This is a capstone unit of study and requires departmental permission.</td>
<td></td>
<td>Semester 1</td>
</tr>
</tbody>
</table>
Brain and Mind Sciences

Unit of study descriptions for 2015

BMRI5001
Hist, Phil & Ethics of Brain & Mind Sci
Credit points: 6 Teacher/Coordinator: Prof Max Bennett, Dr Claire Hooker Session: Semester 2 Classes: 1x 2-hr lecture/week Assessment: online discussions (30%), essay introduction (10%), final essay (60%) Mode of delivery: Normal (lecture/lab/tutorial) evening Not: This is a capstone unit of study.

The history and philosophy section of this unit examines the conceptual foundations of cognitive neuroscience from ancient times to the enlightenment to the 20th Century, how concepts of brain, mind and self have changed over time and by culture. This understanding will give students the ability to critically assess modern issues of mental health in a cultural context. The ethics section of the unit focuses on areas of brain research and clinical practice that remain ethically problematic and attempts to grapple with this from legal perspective. Amongst the issues dealt with will be mental capacity for consent, definitions of personhood and death, and the ethics of healthcare delivery. The scope of these questions is enormous and the majority of cultural and legal standards have not kept up with the pace of scientific and philosophical understanding of these issues of brain and mind. This is capstone unit of study that will require students to develop over the semester an original piece of scholarship on one of the issues raised by the lectures. The student will first need to identify an area of interest and justify in a brief introductory submission the rationale for investigating it. This will receive academic feedback and serve as the basis for the final essay, which will require significant research and critique of the relevant literature.

BMRI5002
Fundamental Neuroscience
Credit points: 6 Teacher/Coordinator: Dr Daniel Brown Session: Semester 1 Classes: 1x 2-hr lecture/week Prerequisites: Assumed knowledge: Cell biology up to first year level Assumed knowledge: Cell biology up to first year level Assessment: test (30%), extended response questions (30%), short answer questions (40%) Mode of delivery: Normal (lecture/lab/tutorial) evening

This core unit of study will introduce the main concepts of neurobiology starting with neural cell structure and physiology, neurodevelopment and synaptic plasticity. The modularity of the brain and connective pathways will then be examined with a focus on the functional anatomy of sensory processing, the basal ganglia and the limbic system. Immunology and neuropathology will also be studied with insights into how genetics and interaction with glial cells underlie these processes. Examples will be given of how brain disorders emerge from disruption to these fundamental processes.

Textbooks

Recommend either
- Or Bear MF, Connors BW, Paradiso MA (2007) Neuroscience: exploring the brain 3rd Ed. Lippincott Williams & Wilkin,
- Online alternatives provided where possible.

BMRI5004
Translational and Clinical Neuroscience
Credit points: 6 Teacher/Coordinator: Dr Daniel Hermens Session: Semester 1 Classes: 1x 2-hr lecture/week Assessment: essay (30%), case study analysis (30%), extended response questions (40%) Mode of delivery: Normal (lecture/lab/tutorial) evening Note: This is a core unit of study.

This unit of study introduces the principal disorders of mental health and current methods for diagnosing and understanding them. Disorders of development, mood, personality and cognitive decline will be introduced from the perspective of the clinical staging. This model attempts to identify the risks of such disorders emerging and progressing in individuals when all biopsychosocial variables are considered. In this way, windows for therapeutic intervention that would prevent or delay progression from earlier to later stages of a disorder can be defined. The unit will also describe fundamental principles of clinico-pathology and some of the latest understanding of early diagnostic biomarkers for disease and novel applications of neuroimaging and spectroscopy will be discussed in this context.

BMRI5006
Cognitive Behaviour Therapy
Credit points: 6 Teacher/Coordinator: Assoc Prof Adam Guastella Session: Semester 2 Classes: 12pm-2pm Monday week 2, 9am-5pm Wednesday weeks 4, 8 and 11 Assessment: online test (20%), case study analysis (40%), extended response questions (40%) Mode of delivery: Block mode

Cognitive Behaviour Therapy (CBT) is an evidence-based psychotherapy for a range of psychological disorders, with strong foundations in cognitive science and now increasingly in neuroscience. This unit provides a solid foundation in the theoretical and clinical underpinnings of the therapy, with a specific focus on the neuroscience of CBT as applied to various conditions. It demonstrates techniques of CBT, including case assessment, formulation, and therapy components. Students will develop a neurobiological understanding of CBT interventions and examine practice through case examination and group exercises.

BMRI5007
Neuropsychology
Credit points: 6 Teacher/Coordinator: Assoc Prof Sharon Naismith Session: Semester 2 Classes: 1x 2-hr lecture/week Assessment: essay (40%), case study analysis (40%), group presentation (20%) Mode of delivery: Normal (lecture/lab/tutorial) evening

This unit of study will enable students to understand the basic principles of brain behaviour relationships that underpin assessment of brain disorders across the age span. A wide range of neuropsychological syndromes, neuropsychiatric and neurological disorders will be examined. The unit of study will outline procedures for integrating medical, psychological and social information into neuropsychological assessment through case based learning. At the end of the unit of study you will have an awareness of the ‘state of the art’ in neuropsychological intervention/rehabilitation strategies for people with acquired brain impairment.

BMRI5010
Brain and Mind Disorders in Childhood
Credit points: 6 Teacher/Coordinator: Dr Raphael Chan Session: Semester 1 Classes: 1x2-hr lecture/week Assessment: short answer questions (30%), extended response (30%), essay (40%) Mode of delivery: Normal (lecture/lab/tutorial) evening

This unit of study provides an understanding of child development from conception to adolescence, looking at key genetic, psychological and environmental factors that contribute to clinical disorder. Classic pathologies such as mood disorder, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders will be examined, as well as other forms of learning difficulty and cognitive impairment. The unit will discuss the influence on child development of familial, educational, social, economic and environmental and range of targeted interventions relevant to these groups. Students will also be introduced to strategies for holistic care and the importance of working with services including health, education and welfare. Part of this
experience includes a site visit to a clinical centre to observe a diagnosis session taking place.

**BMRI5011**

**Brain and Mind Disorders in Youth**

**Credit points:** 6

**Teacher/Coordinator:** Dr Daniel Hermens

**Session:** Semester 2

**Classes:** 1x2-hr lecture/week

**Assessment:** extended response questions (30%), group presentation (30%), essay (40%)

**Mode of delivery:** Normal (lecture/lab/tutorial) evening

The brain undergoes significant changes during the adolescent period, particularly the frontal and temporal lobes. Brain maturation is reflected by a movement from immature and childlike cognitive processes and impulsive behaviour towards more mature and sophisticated behaviour, cognitive processes and mood regulation. This progression in maturation is dependant on the continuing active development of the underlying brain structures. This unit of study will provide you with an understanding of the final phase of brain development, associated with the shift from the development of new connections (in childhood) to the pruning of connections and organisation of neural networks. The effects of puberty and gene-environment interactions will also be explored. Investigating these underlying brain processes is critical to our understanding of the development of emerging adolescent and adult psychiatric disorders.

**BMRI5012**

**Brain Ageing**

**Credit points:** 6

**Teacher/Coordinator:** Assoc Prof Michael Valenzuela

**Session:** Semester 2

**Classes:** 1x2-hr lecture/week

**Assessment:** extended response questions (40%), case study analysis (40%), group presentation (20%)

**Mode of delivery:** Normal (lecture/lab/tutorial) evening

This unit of study provides an introduction to two important aspects of brain and mind ageing $\Delta_R$ neurodegenerative disorders and opportunities for neuropsychiatric and human flourishing. Students will learn about the clinical presentation and pathophysiology of neurodegenerative disorders such as Alzheimer's disease, Parkinson's disease, vascular dementia and frontotemporal dementia. Psychogeriatrics and late $\Delta_L$ life depression will also be covered, and counterbalanced with new insights about what determines successful ageing and how we can use lifestyle interventions to keep people's brains and minds fit and well throughout late life. This unit will use case studies to reinforce learning, focusing on common neuropsychological assessment methods and research methods. Students will also be introduced to the social and ethical aspects of brain and mind ageing.

**BMRI5013**

**Neuropsychopharmacology**

**Credit points:** 6

**Teacher/Coordinator:** Dr Sonia Kumar

**Session:** Semester 1

**Classes:** one day workshop in weeks 2, 7 and 10

**Assessment:** student presentation (25%), research comprehension (30%), literature review (45%)

**Mode of delivery:** Block mode

This elective unit will focus on neuropsychopharmacology as a tool for characterising brain pathways and as a treatment for brain disorders. Students will be introduced to basic principles of pharmacology governing drug binding and metabolism that underlie the rationale for drug design. Links between brain circuitry and phenomenology of anxiety, depression, psychosis and addiction will be examined to provide a rationale for chosen drug targets. Students will also examine the relationship between dosage, specificity and negative side effects of such drugs and how to evaluate costs and benefits of drug treatment in model scenarios. Drugs of abuse will be examined in detail from the level of animal models to clinical trials for suppressing addiction.

**BMRI5017**

**Genetics of Brain and Mind Disorders**

**Credit points:** 6

**Teacher/Coordinator:** Prof Thomas Becker

**Session:** Semester 2

**Classes:** 2hr seminar week 1, one day workshop week 4, 8 and 12

**Assessment:** research report part 1 (30%), research report part 2 (40%), extended response questions (30%)

**Mode of delivery:** Block mode

Note: This is a capstone unit of study.

This unit of study provides a comprehensive introduction to the research methods involved in identification and characterisation of genetic variants underlying neuropsychiatric disorders. The first part of the unit will focus on the statistical methods to quantify the contribution of genetic factors to disorders in the population. Heredity and epidemiology of neuropsychiatric and neurodevelopmental disorders will be discussed. The course will then discuss concepts of genetic architecture and linkage and students will learn to use bioinformatics tools. Methods used to examine and control gene expression in animal models will also be explored. This is capstone unit of study that will require students to develop over the semester an original piece of scholarship on one of the issues raised by the lectures. Through the course students use bioinformatics tools to study gene regions inherited with a disorder of interest and validate candidate gene. The research report will be carried out in two parts over semester and will require significant research and critique of the relevant literature.

**Textbooks**

early in semester 1 so that students can familiarize themselves with the research being conducted at the BMRI. Acceptance to a given project will be selective depending on the relevant skills of student to the project and will require departmental permission.

BMRI5024
Research Activity 2
Credit points: 6
Teacher/Coordinator: Dr. Amit Lampit
Session: Semester 1, Semester 2
Classes: 10.5 hours/wk
Corequisites: BMRI5023
Assessment: presentation (10%), draft results section (10%), thesis (40%), supervisor evaluation (40%)
Mode of delivery: Field experience
Note: Department permission required for enrolment. Note: This is a capstone unit of study and requires departmental permission.

This unit of study requires students to develop over the semester an original piece of research and provides a capstone experience for those wishing to go on to further postgraduate research. This practical project is based in a research group at the Brain and Mind Research Institute which deal variously with clinical research questions, epidemiology and fundamental neuroscience research. This unit is to be taken along with BMRI5023 in a given semester, and the 12 credit points combined carry the expectation of around 3 days per week availability towards the given research project. Students will learn a variety of skills for acquisition and analysis and presentation of data particular to their field. As part of the assessment for the units of study students will present and introduction to their both in a seminar setting and in the format of a journal research publication for their final 4000 word thesis. Potential research projects will be presented to students early in semester 1 so that students can familiarize themselves with the research being conducted at the BMRI. Acceptance to a given project will be selective depending on the relevant skills of student to the project and will require departmental permission.

BMRI5026
Suicide and Suicide Prevention
Credit points: 6
Teacher/Coordinator: Adj. Assoc Prof John Mendoza
Session: Semester 1
Classes: 9am-5pm Saturday and Sunday, 9am-12:30pm weeks 2 and 7, 9am-5pm Friday week 13
Assessment: opinion piece (30%), needs assessment (20%), implementation plan (40%), participation (10%)
Mode of delivery: Block mode

This unit is designed to provide students with an introduction to the topics of self-harm, suicide and suicide prevention in Australia. It will specifically provide students with a sound knowledge and understanding of suicide, suicidal behavior and self-harm and the relationships and differences between these three areas. Students will examine prevalence, risk factors and sub-populations, and evidence on what works to reduce suicide and suicidal risk. Students will also have the opportunity to develop communications skills for effectively responding to someone at risk of suicide. They will be given the opportunity to demonstrate and apply their learning through developing an intervention or ‘pathway to care’ for their particular work settings contexts.

BMRI5027
Leadership and Policy in Mental Health 1
Credit points: 6
Teacher/Coordinator: Adj. Assoc Prof John Mendoza
Session: Semester 2
Classes: 9am-5pm Friday and Saturday, 9am-12:30pm weeks 2 and 7, 9am-5pm Friday week 13
Assessment: leadership assessment and self development plan (25%), scenario analysis (25%), change management and implementation plan (40%), participation (10%)
Mode of delivery: Block mode
Note: Department permission required for enrolment. Note: This is a capstone unit of study and requires departmental permission.

This capstone unit examines the key constructs of leadership, leadership development and change management with specific reference to mental health reform in Australia. Students will gain an understanding of leadership, leadership development, their own leadership attributes and developmental needs. Students will also gain an insight into the development of strategy, organizational level policy and governance for achieving change. These elements will provide the foundations for self-development as a leader and the development of service level change/reform initiatives.
Overview

Refractive surgery is an ever-expanding area within the field of ophthalmology, encompassing both laser and non-laser vision correction. This has traditionally been performed by surgeons in large private clinics, but in recent years has become accepted as part of mainstream ophthalmic care. Laser eye surgery is now the most frequently performed eye operation in Australia.

The Refractive Surgery program aims to equip students with knowledge of refractive surgery theory and practice, using distance learning complemented by a two-week placement in an accredited refractive surgical centre, including time spent in the wet lab at Sydney Eye Hospital. The program is offered jointly by the University of Sydney and the University of Auckland, and is the first of its kind in any country. The lecturers include internationally recognised corneal and refractive surgeons.

Course outcomes

Graduate Diploma in Cataract and Refractive Surgery students will be able to:

- Understand the indications, limitations and contraindications for refractive surgery
- Understand the various surgical procedures that are used in refractive surgery
- Demonstrate knowledge of the corneal and anterior segment imaging used in refractive surgery
- Understand the medicolegal and ethical issues associated with elective surgery of this type.
- Understand and critically evaluate the latest research literature and synthesise novel ideas

In addition to the above, Master of Medicine (Refractive Surgery) students will be able to:

- Collaborate and conduct research in an area related to cataract and/or refractive Surgery

Further information

The majority of the degree is in the form of distance learning.

Each of the following core units of study - Ophthalmic Anatomy, Ophthalmic Optics, Refractive Surgery 1 and Refractive Surgery 2 - requires one semester of study to complete and is taught online. The method of assessment is based on assignments set every three weeks: 90 percent), problem-based learning modules and online participation (10 percent).

The Practical Refractive Surgery unit of study is offered once a year in November. Students are required to attend a two-week full-time course (2x5 days) held at accredited private refractive surgery centres. Assessment will be based on an online surgical logbook (40 percent) and an observed structured clinical exam (60 percent).

Important note

Overseas-trained specialists who wish to practise in Australia will require documentation from the Royal Australian and New Zealand College of Ophthalmologists (RANZCO) that they meet RANZCO guidelines for specialist practice in Australia.

Suitably qualified candidates can apply for credit for Ophthalmic Anatomy (OPSC5001) and Ophthalmic Optics (OPSC5003) on the basis of prior learning. Requests for credit must have approval from the Unit of Study Coordinator, the Course Coordinator and the Chair of the Board of Postgraduate Studies before credit will be granted. If credit is approved, students will be exempt from payment for any units for which credit is given.

Further enquiries

Christine Brickenstein
Phone: +61 2 9382 7284
Fax: +61 2 9382 7318
Email: christine.brickenstein@sydney.edu.au
Website: sydney.edu.au/medicine/eye
Admission requirements

Admission to the Graduate Diploma in Cataract and Refractive Surgery and Master of Medicine (Cataract and Refractive Surgery) requires:

- a medical degree;
- appropriate medical indemnity;
- completion of the requirements of the Royal Australian and New Zealand College of Ophthalmologists, and be eligible to undertake a subspecialty fellowship in the final year of accredited training; or
- be registered to practice ophthalmology in their state, territory or country.

Course structure

The Graduate Diploma in Cataract and Refractive Surgery requires the successful completion of 36 credit points of prescribed core units of study.

The Master of Cataract and Refractive Surgery requires the successful completion of 48 credit points of units of study including:

- 36 credit points of prescribed core units of study; and
- 12 credit points of research leading to a dissertation.

Sample Patterns of enrolment

- Part time enrolment pattern
- Full time enrolment pattern

Part time enrolment

It is recommended that students enrol in units in the following order if studying part time.

Master’s degree (part time)

### Year 1

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>UoS code and name</th>
<th>Credit points</th>
<th>Delivery mode</th>
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<tbody>
<tr>
<td>OPSC5001</td>
<td>Ophthalmic Anatomy</td>
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<th>Semester 2</th>
<th>UoS code and name</th>
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<td>Ophthalmic Optics</td>
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### Year 2

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<tr>
<td>OPSC5018</td>
<td>Refractive Surgery 1</td>
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<th>UoS code and name</th>
<th>Credit points</th>
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<tr>
<td>OPSC5019</td>
<td>Refractive Surgery 2</td>
<td>6 online</td>
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Graduate Diploma (part time)

### Year 1

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<tbody>
<tr>
<td>OPSC5001</td>
<td>Ophthalmic Anatomy</td>
<td>9 online</td>
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### Year 2

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<tbody>
<tr>
<td>OPSC5018</td>
<td>Refractive Surgery 1</td>
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### Year 3

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<tbody>
<tr>
<td>OPSC5023</td>
<td>supervision and OPSC5024, OPSC5025 Dissertation Refractive Surgery</td>
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Full time enrolment

If studying full time, the following pattern is recommended:

Master’s degree (full time)

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<tr>
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<tr>
<td>OPSC5003</td>
<td>9 online</td>
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<tr>
<td>OPSC5018</td>
<td>Refractive Surgery 1</td>
<td>6 online</td>
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### Cataract and Refractive Surgery

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<tr>
<td><strong>Semester 2</strong></td>
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</tr>
<tr>
<td>OPSC5019 Refractive Surgery 2</td>
<td>6</td>
<td>online</td>
</tr>
<tr>
<td>OPSC5020 Practical Refractive Surgery  (intensive block mode over 3 weeks – offered in Nov/Dec)</td>
<td>6</td>
<td>clinical experience</td>
</tr>
<tr>
<td>OPSC5023 and OPSC5024, or OPSC5025 Dissertation Refractive Surgery</td>
<td>12</td>
<td>supervision</td>
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**Graduate Diploma (full time)**

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<tr>
<td>OPSC5018 Refractive Surgery 1</td>
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<tr>
<td>OPSC5019 Refractive Surgery 2</td>
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</table>
Degree resolutions
Sydney Medical School resolutions and the printed handbook are the official statement of faculty policy. The resolutions contained in the printed handbook are accurate as at November 2014. If a conflict is perceived between the content of the printed handbook and information available elsewhere, Sydney Medical School resolutions and the information available in the handbook online shall always take precedence.

See the Policy Online website: sydney.edu.au/policy, for copies of University policies.

Graduate Diploma in Cataract and Refractive Surgery

Master of Medicine (Cataract and Refractive Surgery)

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

Course resolutions

1 Course codes

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<thead>
<tr>
<th>Code</th>
<th>Course and stream title</th>
</tr>
</thead>
<tbody>
<tr>
<td>GNCAREFS-01</td>
<td>Graduate Diploma in Cataract and Refractive Surgery</td>
</tr>
<tr>
<td>MAMECARS-01</td>
<td>Master of Medicine (Cataract and Refractive Surgery)</td>
</tr>
</tbody>
</table>

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

3 Master’s type
The master’s degree in these resolutions is a professional master’s course, as defined by the Coursework Rule.

4 Embedded courses in this sequence
(1) The embedded courses in this sequence are:
(a) the Graduate Diploma in Cataract and Refractive Surgery
(b) the Master of Medicine (Cataract and Refractive Surgery).
(2) Providing candidates satisfy the admission requirements for each stage, a candidate may progress to the award of any of the courses in this sequence. Only the longest award completed will be conferred.

5 Admission to candidature
(1) Available places will be offered to qualified applicants according to the following admissions criteria. In exceptional circumstances the Dean may admit applicants without these qualifications who, in the opinion of the Faculty, have qualifications and evidence of experience and achievement sufficient to successfully undertake the award.
(2) Admission to the Graduate Diploma in Cataract and Refractive Surgery requires:
(a) a medical degree from the University of Sydney or an equivalent qualification;
(b) appropriate medical indemnity; and
(c) completion of the requirements of the Royal Australian and New Zealand College of Ophthalmologists, and be eligible to undertake a subspecialty fellowship in the final year of accredited training; or
applicants must be registered to practice ophthalmology in their state, territory or country.
(3) Admission to the Master of Medicine (Cataract and Refractive Surgery) requires:
(a) a medical degree from the University of Sydney or an equivalent qualification;
(b) appropriate medical indemnity; and
(c) completion of the requirements of the Royal Australian and New Zealand College of Ophthalmologists, and be eligible to undertake a subspecialty fellowship in the final year of accredited training; or
applicants must be registered to practice ophthalmology in their state, territory or country.

6 Requirements for award
(1) The units of study that may be taken for the course are set out in the Table of Units of Study: Cataract and Refractive Surgery.
(2) To qualify for the award of the Graduate Diploma in Cataract and Refractive Surgery a candidate must complete 36 credit points of prescribed core units of study.
(3) To qualify for the award of the Master of Medicine (Cataract and Refractive Surgery) a candidate must complete 48 credit points comprising:
(a) 36 credit points of prescribed core units of study; and
(b) 12 credit points of research leading to a dissertation.
Table of units of study: Cataract and Refractive Surgery

<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><strong>Core units</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>OPSC5001 Ophthalmic Anatomy</td>
<td>9</td>
<td></td>
<td></td>
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<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>OPSC5003 Ophthalmic Optics</td>
<td>9</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>OPSC5018 Cataract and Refractive Surgery 1</td>
<td>6</td>
<td>C OPSC5001 Ophthalmic Anatomy</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>OPSC5019 Cataract and Refractive Surgery 2</td>
<td>6</td>
<td>P OPSC5018</td>
<td>This unit will ONLY be offered in Semester 2.</td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>OPSC5020 Practical Cataract &amp; Refractive Surgery</td>
<td>6</td>
<td>P OPSC5018 and OPSC5019</td>
<td>This unit will only be offered in Semester 2 Late Intake.</td>
<td></td>
<td></td>
<td>Intensive November</td>
</tr>
<tr>
<td><strong>Dissertation units</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>OPSC5023 Dissertation Refractive Surgery A</td>
<td>6</td>
<td>P OPSC5018 and OPSC5019</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>OPSC5024 Dissertation Refractive Surgery B</td>
<td>6</td>
<td>P OPSC5018 and OPSC5019</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>OPSC5025 Dissertation Refractive Surgery C</td>
<td>12</td>
<td>P OPSC5018 and OPSC5019</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
</tbody>
</table>

Master’s candidates must enrol in 12 credit points of dissertation in addition to the 36 credit points of core units. These should be done either in one semester with Dissertation C or split over two semesters with both Dissertation A and Dissertation B. A candidate must be enrolled in order to submit the dissertation. If a candidate is not able to submit his/her thesis after enrolling in 12 credit points of dissertation units of study, he/she must re-enrol in a minimum of six credit points of dissertation units of study, with the concomitant financial liability, every semester until he/she submits.
Cataract and Refractive Surgery

Unit of Study Descriptions for 2015

OPSC5001 Ophthalmic Anatomy
Credit points: 9 Teacher/Coordinator: Dr Yves Kerdeau Session: Semester 1, Semester 2 Classes: online/distance learning environment (total of 20hrs/wk) for 13 wks comprising: lectures delivered online (3 hrs/wk), online tutorials (1hr/wk), self directed learning and assignments (16hrs/wk) wk 14 for revision. In addition to time spent on assignments it is expected that the student will spend approximately 120 hours of private study over the course of the fourteen weeks. It is suggested that also 25 hours of study will be necessary to prepare for the 3 hour examination at the end of the semester. Assessment: 1x3000word assignment every 3wks (45%), online interaction (10%) and 1x3hr exam (45%) Mode of delivery: Distance education

Successful candidates will demonstrate to the examiners that they have a detailed and comprehensive knowledge of anatomy relevant to the practice of ophthalmology, in particular the eye, the visual pathways, the orbit and its contents including peri-orbital structures. They are also expected to have an understanding of the embryology, maturation and normal ageing changes of the human eye. They should also be familiar with the anatomy of the head and neck including neuro-anatomy, histology and the use of diagnostic imaging as it pertains to the visual system. On completion of this unit of study the successful student will be able to (1) describe the normal anatomical organisation of the human eye, orbit and contents and head and neck in terms of cells, tissues, organs and systems, (2) describe the principal components of the human visual system and their function in detail and (3) describe how diagnostic imaging may be used in ophthalmic practice.

Textbooks
Prescribed:
Recommended:
Gray’s anatomy : the anatomical basis of medicine and surgery (38th ed.), New York : Churchill Livingstone, 1995
The Eye Basic Sciences in Practice (2nd ed), J. Forrester et al, Edinburgh ; New York : W.B. Saunders, 2002. (Chapters 1 and 5)

OPSC5003 Ophthalmic Optics
Credit points: 9 Teacher/Coordinator: Dr Con Petsoglou Session: Semester 1, Semester 2 Classes: online/distance learning environment (total of 20hrs/wk) for 13 wks comprising: lectures delivered online (3 hrs/wk), online tutorials (1hr/wk), self directed learning and assignments (16hrs/wk), wk 14 for revision. In addition to time spent on assignments it is expected that the student will spend approximately 120 hours of private study over the course of the fourteen weeks. It is suggested that also 25 hours of study will be necessary to prepare for the 3hour examination at the end of the semester. Assessment: 1x3000word assignment every 3wks (45%), online interaction (10%), and 1x3hr exam (45%) Mode of delivery: Distance education

Successful candidates will demonstrate to the examiners that they have a detailed and comprehensive knowledge of optics relevant to the practice of ophthalmology. Particular emphasis will be placed on the topics of Physical, Geometrical, Physiological and Instrument Optics. On completion of this unit of study the successful student will be able to (1) describe the physical properties of light and lasers, (2) describe the geometrical principles of light and the laws governing lights interaction with materials and (3) describe the physiological optics of the human eye and how to test this.

Textbooks
Prescribed:
Optics, Refraction and Contact Lenses, Basic and Clinical Science Course, American Academy Ophthalmology, 2011 - 2012
Recommended:
The Fine Art of Prescribing Glasses Without Making a Spectacle of Yourself (3rd ed), B Milder and M Rubin, Gainesville, FL : Triad, 2004
Last-minute optics : a concise review of optics, refraction, and contact lenses (2nd ed), David G. Hunter, Constance E. West

OPSC5018 Cataract and Refractive Surgery 1
Credit points: 6 Teacher/Coordinator: A/Prof Colin Chan Session: Semester 1 Classes: online lectures and online tutor-led forum discussion Corequisites: OPSC5001 Ophthalmic Anatomy Assessment: 3x2000wd written assignments (90%), and online discussion (10%) Mode of delivery: Distance education
Note: This unit will ONLY be offered in Semester 1.

This unit of study aims to provide candidates with the theoretical and practical foundations of the practice of refractive surgery (RS). Week 1 Overview of RS. Week 2 Ocular and systemic diseases . Week 3 Patient assessment and evaluation. Week 4 Corneal imaging. Week 5 Principles of Laser and technology. Week 6 Principles and practice of astigmatic surgery. Week 7 Principles and practice of PRK/LASEK. Week 8 Principles and practice of LASIK. Week 9 Principles and practice of PTK. Week 10 Prevention and management of corneal refractive complications. Week 11 Keratoconus and intraocular ring segments. Week 12 Optics and biomechanics of the eye following RS and Week 13 The economics of refractive surgery.

Textbooks

OPSC5019 Cataract and Refractive Surgery 2
Credit points: 6 Teacher/Coordinator: Dr Michael Lawless Session: Semester 1, Semester 2 Classes: Online lectures and online tutor-led forum discussion. Prerequisites: OPSC5018 Assessment: 3x2000wd written assignments (90%), and online discussion (10%) Mode of delivery: Distance education
Note: This unit will ONLY be offered in Semester 2.

This unit of study aims to provide candidates with the theoretical and practical foundations of the practice of refractive surgery (RS). Week 1 Evidence based medicine as applied to RS. Week 2 Phakic intraocular lenses. Week 3 Refractive aspects of cataract surgery. Week 4 Ethics of RS. Week 5 Management of post-keratoplasty and traumatic ametropia. Week 6 Biometry calculations in RS. Week 7 Combined corneal and lens surgery. Week 8 Surgical correction of presbyopia. Week 9 Management of adverse events in lens-based RS. Week 10 Complex case histories. Week 11 Prevention and
management of corneal ectasia. Week 12 Laser systems. Week 13 Medico-legal aspects of RS
Textbooks
Azar, Dimitri L., Refractive Surgery, 2nd ed. 2006
Buratto, L., Brint, Stephen, Custom LASIK: Surgical Techniques and Complications, 2003
Bores, Leo D., Refractive Eye Surgery, 2nd ed. 2001
Probst, Louis E. LASIK: Advances, Controversies and Custom
Chang, David F., Mastering Refractive IOLs: The Art and Science, Slack Inc.

OPSC5020
Practical Cataract & Refractive Surgery
Credit points: 6
Teacher/Coordinator: Dr. John Males
Mode of delivery: Clinical experience
Note: This unit will only be offered in Semester 2 Late Intake.

This unit of study aims to provide candidates with the practical experience and knowledge necessary to assess and perform refractive surgery. This is a mentor-based programme with candidates supervised in a number of clinical and laboratory environments. Emphasis is on pre-operative investigation, surgical skill and post-operative management. Candidates will be required to observe and perform intra- and extra-ocular surgical techniques relevant to refractive surgery. Candidates will rotate through a number of refractive surgical practices and observe refractive surgery taking place utilizing a number of refractive surgical systems. Further candidates will have to attend a number of wet lab sessions designed for the performing of refractive surgical techniques on artificial, animal or human eyes. A logbook of observed and performed surgeries will be kept and used for assessment.
Textbooks
Azar, Dimitri L., Refractive Surgery, 2nd ed. 2006
Buratto, L., Brint, Stephen, Custom LASIK: Surgical Techniques and Complications, 2003
Bores, Leo D., Refractive Eye Surgery, 2nd ed. 2001
Probst,Louis E., LASIK: Advances, Controversies and Custom
Chang, David F., Mastering Refractive IOLs: The Art and Science, Slack Inc.

Additional methods and results not presented in the scientific paper should also be included. On completion of the dissertation units, the successful student will be able to: (1) Undertake a medical/scientific project and follow it to its completion. (2) Work constructively under the supervision of an ophthalmic supervisor. (3) Display scientific thinking and apply this to refractive surgery. (4) Attempt to publish their dissertation or learn how to publish their work.

Textbooks
Your Practical Guide to Writing a Thesis, Treatise or Dissertation at the University of Sydney, SUPRA Guide
(http://supra.net.au/assets/file/Publications/SUPRAthesisguide.pdf)

OPSC5024
Dissertation Refractive Surgery B
Credit points: 6
Teacher/Coordinator: Professor Gerard Sutton
Session: Semester 1, Semester 2
Classes: Students will be required to have contact with their supervisor regarding their treatise at least every three weeks to discuss the progress and implementation of their project. Prerequisites: OPSC5018 and OPSC5019
Assessment: Dissertation submitted after completion of 12 CP of dissertation units i.e. OPSC5023 and OPSC5024, to be reviewed by two independent assessors
Mode of delivery: Supervision

Successful candidates will demonstrate to the examiners that they have a detailed and comprehensive knowledge of the theoretical and practical foundations of the practice of refractive surgery and that in their project they have integrated this knowledge with prior learning and experience. The dissertation may take one of two forms: a written output (report or formal academic composition) on work performed during the candidature from a supervised student project that contains between 8,000-20,000 words or a scientific paper that arises from a supervised student's project and has been submitted to a peer review journal for publication. The scientific paper however still needs to be embedded in a treatise with an expanded introduction and literature review as well as an expanded conclusion/discussion section. Additional methods and results not presented in the scientific paper should also be included. On completion of this unit of study, the successful student will be able to: (1) Undertake a medical/scientific project and follow it to its completion. (2) Work constructively under the supervision of an ophthalmic supervisor. (3) Display scientific thinking and apply this to refractive surgery. (4) Attempt to publish their dissertation or learn how to publish their work.

Textbooks
Your Practical Guide to Writing a Thesis, Treatise or Dissertation at the University of Sydney, SUPRA Guide
(http://supra.net.au/assets/file/Publications/SUPRAthesisguide.pdf)

OPSC5025
Dissertation Refractive Surgery C
Credit points: 12
Teacher/Coordinator: Professor Gerard Sutton
Session: Semester 1, Semester 2
Classes: Students will be required to have contact with their supervisor regarding their treatise at least every three weeks to discuss the progress and implementation of their project. Prerequisites: OPSC5018 and OPSC5019
Assessment: Dissertation to be reviewed by two independent assessors
Mode of delivery: Supervision

Successful candidates will demonstrate to the examiners that they have a detailed and comprehensive knowledge of the theoretical and practical foundations of the practice of refractive surgery and that in their project they have integrated this knowledge with prior learning and experience. The dissertation may take on of two forms: a written output (report or formal academic composition) on work performed during the candidature from a supervised student project that contains between 8,000-20,000 words or a scientific paper that arises from a supervised student's project and has been submitted to a peer review journal for publication. The scientific paper however still needs to be embedded in a treatise with an expanded introduction and literature review as well as an expanded conclusion/discussion section. Additional methods and results not presented in the scientific paper should also be included. On completion of this unit of study, the successful student will be able to: (1) Undertake a medical/scientific project and follow it to its completion. (2) Work constructively under the supervision of an ophthalmic supervisor. (3) Display scientific thinking and apply this to refractive surgery. (4) Attempt to publish their dissertation or learn how to publish their work.
thinking and apply this to refractive surgery. (4) Attempt to publish their dissertation or learn how to publish their work.

Textbooks
Clinical Epidemiology

Graduate Certificate in Clinical Epidemiology
Graduate Diploma in Clinical Epidemiology
Master of Medicine (Clinical Epidemiology)
Master of Science in Medicine (Clinical Epidemiology)

<table>
<thead>
<tr>
<th>Course code</th>
<th>GCCLIEPI1000</th>
<th>GNCLIEPI1000</th>
<th>MAMECLEP3000</th>
<th>MASMCLEP3000</th>
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<td>CRICOS code</td>
<td>071480B</td>
<td>073071C</td>
<td>053865A</td>
<td>053863C</td>
</tr>
<tr>
<td>Degree Abbreviation</td>
<td>GradCertClinEpi</td>
<td>GradDipClinEpi</td>
<td>MMed(ClinEpi)</td>
<td>MScMed(ClinEpi)</td>
</tr>
<tr>
<td>Credit points required to complete</td>
<td>24</td>
<td>36</td>
<td>48</td>
<td>48</td>
</tr>
<tr>
<td>Time to complete full-time</td>
<td>0.5 year*</td>
<td>1 year</td>
<td>1 year</td>
<td>1 year</td>
</tr>
<tr>
<td>Time to complete part-time</td>
<td>1 - 3 years</td>
<td>1 - 3 years</td>
<td>2 - 4 years</td>
<td>2 - 4 years</td>
</tr>
</tbody>
</table>

*only available Semester 1

Overview
Clinical epidemiology extends the principles of epidemiology to clinical practice. It incorporates the location, evaluation and application of the best evidence to patient care by clinicians as well as the generation of high quality research evidence by clinical researchers.

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

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

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

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

The units of study are offered in several ways, including online, blended and traditional face-to-face formats (as either weekly sessions or all-day workshops). All students are required to complete at least some units of study online and it is now also possible to complete all our degrees by distance learning.

Assessment for some units such as 'Introductory Biostatistics' includes an end of semester written examination whereas other units are assessed by an oral presentation and/or written assignment.

Face-to-face classes are generally scheduled on Tuesday and Thursday evenings after 5pm, although some are also offered during the day. The exceptions are units that are offered as day-long workshops and the online units.

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

Further enquiries
Course Program Administrator
Phone: +61 2 9351 5994
Fax: +61 2 9351 7420
Email: sph.cepi@sydney.edu.au
Website: sydney.edu.au/medicine/public-health/future-student/study-program/coursework-degrees/clinical-epidemiology.php
Admission requirements

Admission to the Graduate Certificate in Clinical Epidemiology or the Graduate Diploma in Clinical Epidemiology requires:

- a medical degree,
- an undergraduate first or second class honours degree in a health-related discipline, or
- an undergraduate degree in a health-related discipline plus a minimum of 12 months research or work experience equivalent to an honours year.

Admission to the Master of Medicine (Clinical Epidemiology) requires:

- a medical degree

All courses in the Clinical Epidemiology Program require clinical experience, which can include clinical research experience.

See course Rules for further details.

Course structure

The Graduate Certificate in Clinical Epidemiology requires the successful completion of 24 credit points of units of study including:

- 14 credit points of core units of study; and
- 10 credit points of elective units of study.

The Graduate Diploma in Clinical Epidemiology requires the successful completion of 36 credit points of units of study including:

- 14 credit points of core units of study; and
- 22 credit points of elective units of study.

The Master of Medicine (Clinical Epidemiology) and the Master of Science in Medicine (Clinical Epidemiology) require the successful completion of 48 credit points of units of study including:

- 18 credit points of core units of study; and
- 30 credit points of elective units of study.

Unit of study availability in 2015

Core Units of Study

<table>
<thead>
<tr>
<th>Unit of Study code and name</th>
<th>Credit point</th>
<th>Delivery mode</th>
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</thead>
<tbody>
<tr>
<td>Offered in Semester 1 only</td>
<td></td>
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<tr>
<td>PUBH5018 Introductory Biostatistics</td>
<td>6</td>
<td>face to face; online</td>
</tr>
<tr>
<td>Offered in Semester 1 and Semester 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CEPIS100 introduction to Clinical Epidemiology</td>
<td>6</td>
<td>online/face to face on campus</td>
</tr>
</tbody>
</table>

Elective units of study

Master students are required to complete a minimum of 4 credit points of project units of study from the list below. These units are part of the elective units of study selection.

<table>
<thead>
<tr>
<th>Unit of Study code and name</th>
<th>Credit point</th>
<th>Delivery mode</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project units of study</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Offered in Semester 1 and Semester 2</td>
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<tr>
<td>CEPIS205 Doing a Systematic Review</td>
<td>6</td>
<td>supervision</td>
</tr>
<tr>
<td>CEPIS206 Introduction - Teaching Clinical Epidemiology</td>
<td>2</td>
<td>supervision</td>
</tr>
<tr>
<td>CEPIS207 Advanced - Teaching Clinical Epidemiology</td>
<td>6</td>
<td>supervision</td>
</tr>
<tr>
<td>CEPIS214 Writing and Reviewing Medical Papers</td>
<td>4</td>
<td>online</td>
</tr>
<tr>
<td>CEPIS505 Clinical Epidemiology Project 1</td>
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</tr>
<tr>
<td>CEPIS506 Clinical Epidemiology Project 2</td>
<td>4</td>
<td>supervision</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit of Study code and name</th>
<th>Credit point</th>
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</thead>
<tbody>
<tr>
<td>Offered in Semester 1 only</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CEPIS200 Quality and Safety in Health Care</td>
<td>6</td>
<td>online</td>
</tr>
<tr>
<td>CEPIS300 Research grants: theory and practice</td>
<td>6</td>
<td>online/intensive on campus</td>
</tr>
<tr>
<td>CEPIS305 Translating Research into Practice</td>
<td>2</td>
<td>block mode</td>
</tr>
<tr>
<td>CEPIS308 Patient Reported Outcomes Measurement (PROM)</td>
<td>2</td>
<td>online</td>
</tr>
<tr>
<td>CEPIS310 Advanced Statistical Modelling</td>
<td>4</td>
<td>face to face; online</td>
</tr>
<tr>
<td>PUBH5020 Chronic Disease Prevention and Control</td>
<td>6</td>
<td>online</td>
</tr>
<tr>
<td>PUBH5050 Advanced Qualitative Health Research</td>
<td>6</td>
<td>block mode</td>
</tr>
<tr>
<td>QUAL5002 Qualitative Methodologies &amp; Study Design</td>
<td>6</td>
<td>block mode</td>
</tr>
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</table>

For internal use by University of Sydney staff only.
<table>
<thead>
<tr>
<th>Unit of Study code and name</th>
<th>Credit point</th>
<th>Delivery mode</th>
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<tbody>
<tr>
<td>CEPI5202 Advanced Evaluation of Diagnostic Tests</td>
<td>2</td>
<td>online</td>
</tr>
<tr>
<td>CEPI5203 Introduction to Systematic Reviews</td>
<td>2</td>
<td>online</td>
</tr>
<tr>
<td>CEPI5204 Advanced Systematic Reviews</td>
<td>2</td>
<td>face to face</td>
</tr>
<tr>
<td>CEPI5211 Introduction to Genetic Epidemiology</td>
<td>2</td>
<td>face to face</td>
</tr>
<tr>
<td>CEPI5306 Clinical Practice Guidelines</td>
<td>2</td>
<td>online</td>
</tr>
<tr>
<td>PUBH5019 Cancer Prevention &amp; Control</td>
<td>6</td>
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<tr>
<td>PUBH5032 Making Decisions in Public Health</td>
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</tr>
<tr>
<td>PUBH5116 Genetics and Public Health</td>
<td>4</td>
<td>block mode</td>
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<tr>
<td>PUBH5205 Decision Analysis</td>
<td>2</td>
<td>face to face</td>
</tr>
<tr>
<td>PUBH5206 Controlled Trials</td>
<td>2</td>
<td>block mode</td>
</tr>
<tr>
<td>PUBH5208 Screening &amp; Diagnostic Test Evaluation</td>
<td>2</td>
<td>face to face; online</td>
</tr>
<tr>
<td>PUBH5211 Multiple Regression and Statistical Computing</td>
<td>4</td>
<td>face to face; online</td>
</tr>
<tr>
<td>PUBH5212 Categorical Data Analysis</td>
<td>2</td>
<td>face to face; online</td>
</tr>
<tr>
<td>PUBH5213 Survival Analysis</td>
<td>2</td>
<td>face to face; online</td>
</tr>
<tr>
<td>PUBH5224 Advanced Epidemiology</td>
<td>6</td>
<td>face to face</td>
</tr>
<tr>
<td>PUBH5302 Health Economic Evaluation</td>
<td>4</td>
<td>block mode</td>
</tr>
<tr>
<td>PUBH5307 Advanced Health Economic Evaluation</td>
<td>2</td>
<td>block mode</td>
</tr>
<tr>
<td>PUBH5309 Translational Health</td>
<td>2</td>
<td>online/intensive on campus</td>
</tr>
<tr>
<td>PUBH5417 Injury Epidemiology Prevention &amp; Control</td>
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<td>PUBH5422 Health and Risk Communication</td>
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<th>Credit point</th>
<th>Delivery mode</th>
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<tr>
<td>CEPI5506 Clinical Epidemiology Project 2</td>
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<td>PUBH5215 Introductory Analysis of Linked Data</td>
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Students can only select one BETH unit of study from the list below:

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<th>Delivery mode</th>
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<tbody>
<tr>
<td>Offered in Semester 1 only</td>
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<tr>
<td>BETH5201 Ethics &amp; Biotechnology</td>
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<td>face to face; online</td>
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<tr>
<td>BETH5204 Clinical Ethics</td>
<td>6</td>
<td>block mode; online</td>
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<tr>
<td>BETH5209 Medicines Policy, Economics and Ethics</td>
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<tr>
<td>BETH5202 Human and Animal Research Ethics</td>
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<td>block mode; online</td>
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<tr>
<td>BETH5203 Ethics and Public Health</td>
<td>6</td>
<td>block mode; online</td>
</tr>
<tr>
<td>BETH5208 Introduction to Human Research Ethics</td>
<td>2</td>
<td>block mode; online</td>
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**Clinical Epidemiology**

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<tr>
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<tr>
<td>CEPI5205 Doing a Systematic Review</td>
<td>6</td>
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<tr>
<td>CEPI5206 Introduction - Teaching Clinical Epidemiology</td>
<td>2</td>
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<tr>
<td>CEPI5207 Advanced - Teaching Clinical Epidemiology</td>
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<tr>
<td>CEPI5214 Writing and Reviewing Medical Papers</td>
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<tr>
<td>CEPI5505 Clinical Epidemiology Project 1</td>
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Degree resolutions

Sydney Medical School resolutions and the printed handbook are the official statement of faculty policy. The resolutions contained in the printed handbook are accurate as at November 2014. If a conflict is perceived between the content of the printed handbook and information available elsewhere, Sydney Medical School resolutions and the information available in the handbook online shall always take precedence.

See the Policy Online website: sydney.edu.au/policy, for copies of University policies.

Graduate Certificate in Clinical Epidemiology

Graduate Diploma in Clinical Epidemiology

Master of Medicine (Clinical Epidemiology)

Master of Science in Medicine (Clinical Epidemiology)

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

Course resolutions

1 Course codes

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<th>Code</th>
<th>Course and stream title</th>
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<tr>
<td>GCCLIEPI-01</td>
<td>Graduate Certificate in Clinical Epidemiology</td>
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<tr>
<td>GNCLIEPI-01</td>
<td>Graduate Diploma in Clinical Epidemiology</td>
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<td>MAMECLEP-03</td>
<td>Master of Medicine (Clinical Epidemiology)</td>
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<tr>
<td>MASMCLEP-03</td>
<td>Master of Science in Medicine (Clinical Epidemiology)</td>
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</table>

2 Attendance pattern

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

3 Master's type

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

4 Embedded courses in this sequence

(1) The embedded courses in this sequence are:
   (a) the Graduate Certificate in Clinical Epidemiology
   (b) the Graduate Diploma in Clinical Epidemiology
   (c) the Master of Medicine (Clinical Epidemiology); or
   the Master of Science in Medicine (Clinical Epidemiology)

(2) Providing candidates satisfy the admission requirements for each stage, a candidate may progress to the award of any of the courses in this sequence. Only the longest award completed will be conferred.

5 Admission to candidature

(1) Available places will be offered to qualified applicants based on merit, according to the following admissions criteria. In exceptional circumstances the Dean may admit applicants without these qualifications who, in the opinion of the Faculty, have qualifications, evidence of experience and achievement sufficient to successfully undertake the award.

(2) Admission to the Graduate Certificate in Clinical Epidemiology requires:
   a medical degree from the University of Sydney or an equivalent qualification;
   or a bachelor's degree in a health-related discipline with first or second class honours from the University of Sydney or equivalent qualification;
   or a pass bachelor's degree in a health-related discipline from the University of Sydney or equivalent qualification. Applicants must have completed work equivalent to a first or second class honours bachelor's degree or pass a preliminary examination(s) as prescribed by the Faculty.

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

(4) Admission to the Master of Medicine (Clinical Epidemiology) requires:
   a medical degree from the University of Sydney or an equivalent qualification.

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

6 Requirements for award

(1) The units of study that may be taken for the course are set out in the Table of Units of Study: Clinical Epidemiology.

(2) To qualify for the award of the Graduate Certificate in Clinical Epidemiology a candidate must successfully complete 24 credit points, including:
   (a) 14 credit points of core units of study; and
   (b) 10 credit points of elective units of study.

(3) To qualify for the award of the Graduate Diploma in Clinical Epidemiology a candidate must successfully complete 36 credit points, including:
   (a) 14 credit points of core units of study; and
   (b) 22 credit points of elective units of study.

(4) To qualify for the award of the Master of Medicine (Clinical Epidemiology) or Master of Science in Medicine (Clinical
Clinical Epidemiology

Epidemiology) a candidate must successfully complete 48 credit points, including:

(a) 18 credit points of core units of study; and
(b) 30 credit points of elective units of study.

7 Transitional provisions

(1) These resolutions apply to persons who commenced their candidature after 1 January, 2015 and persons who commenced their candidature prior to 1 January, 2015 who formally elect to proceed under these resolutions.

(2) Candidates who commenced prior to 1 January, 2015 complete the requirements in accordance with the resolutions in force at the time of their commencement.
**Clinical Epidemiology**

### Errata

<table>
<thead>
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<th>Item</th>
<th>Change</th>
<th>Section</th>
<th>Date</th>
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<td>1.</td>
<td>CEPI5300 Research Grants: theory and practice</td>
<td>General elective units</td>
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**Table of units of study: Clinical Epidemiology**

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<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
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<td>Unit of study</td>
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<td>P: Prerequisites</td>
<td>C: Corequisites</td>
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<td>CEPIS5305 Translating Research Into Practice</td>
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<td>(CEPI5100 or PUBH5010) and PUBH5018 and CEPIS102</td>
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<td>PUBH5010 or CEPIS100</td>
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<td>PUBH5206 Controlled Trials</td>
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<td>P</td>
<td>PUBH5018</td>
<td>Semester 2</td>
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<tr>
<td>PUBH5208 Screening and Diagnostic Test Evaluation</td>
<td>2</td>
<td>P</td>
<td>PUBH5010 or CEPIS100</td>
<td>Semester 2a</td>
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<tr>
<td>PUBH5211 Multiple Regression and Stats Computing</td>
<td>4</td>
<td>P</td>
<td>PUBH5018</td>
<td>Semester 2</td>
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<tr>
<td>PUBH5212 Categorical Data Analysis</td>
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<td>PUBH5018</td>
<td>Semester 2b</td>
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<td>PUBH5213 Survival Analysis</td>
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<td>PUBH5211</td>
<td>Semester 2b</td>
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<tr>
<td>PUBH5215 Introductory Analysis of Linked Data</td>
<td>6</td>
<td>P</td>
<td>(PUBH5010 or BSTA5011 or CEPIS100) and (PUBH5211 or BSTA5004)</td>
<td>Intensive June</td>
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<td>PUBH5224 Advanced Epidemiology</td>
<td>6</td>
<td>P</td>
<td>PUBH5010 or CEPIS100</td>
<td>Semester 2</td>
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<tr>
<td>PUBH5302 Health Economic Evaluation</td>
<td>4</td>
<td>P</td>
<td>(PUBH5010 or CEPIS100) and PUBH5018 or (HPOL5001 as a co-requisite and HPOL5003 as a co-requisite)</td>
<td>Intensive</td>
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<tr>
<td>PUBH5417 Injury Epidemiology Prevention &amp; Control</td>
<td>4</td>
<td></td>
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<td>Semester 2</td>
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<td>PUBH5422 Health and Risk Communication</td>
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<td>PUBH5500 Advanced Qualitative Health Research</td>
<td>6</td>
<td>N</td>
<td>QUAL5005</td>
<td>Semester 1</td>
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<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>
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<tr>
<td>QUAL5002 Qualitative Methodologies &amp; Study Design</td>
<td>6</td>
<td>A Basic understanding of the nature of qualitative knowledge and the processes of qualitative research</td>
<td>C PUBH5500</td>
<td>Departmental permission is required for students who have not completed PUBH5500.</td>
<td></td>
<td>Intensive May</td>
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</table>

This unit of study is not available in 2016.
Clinical Epidemiology

Unit of study descriptions for 2015

BETH5201
Ethics and Biotechnology
Credit points: 6
Teacher/Coordinator: Dr Ainsley Newson
Session: Semester 1
Classes: 5x2hr seminars & 1x8hr intensive; or Distance Education (online)
Attendance is compulsory if enrolled in face-to-face mode.
Assessment: 2x400wd tasks (2x10%); 1x1500wd essay (30%); 1x2500wd essay (40%); participation in seminars or online (10%)
Mode of delivery: Online
Note: If an insufficient number of students opt to attend seminars on campus, the co-ordinator may choose to teach this Unit of Study in online mode only.

This unit of study introduces students to the ethical, social and legal issues that underlie a wide range of biotechnologies, including: genetics, genomics, human reproduction, stem cell research, nanotechnology and emerging biotechnologies. Key concepts influencing debates in this area are covered, such as 'procreative beneficence', personhood, risk, consent, public engagement, and property in the body (including gene patenting). Topical case studies are included to keep up with recent developments in the field. Students will explore the ethical limits to research and knowledge.

All assessments must be completed to pass this Unit.

Textbooks
All readings are accessed online via elearning.

BETH5202
Human and Animal Research Ethics
Credit points: 6
Teacher/Coordinator: Dr Ainsley Newson
Session: Semester 2
Classes: 4x8hr intensive or Distance Education (online).
Attendance is compulsory if enrolled in face-to-face mode.
Prohibitions: BETH5208
Assessment: Continuous assessment (short weekly tasks) (10%); Best 3A from short weekly tasks (10%); 1x1500wd briefing paper (30%); 1x2500wd essay (50%)
Mode of delivery: Block mode

This unit of study critically examines research ethics in its wider context, from structuring research to its dissemination. It explores the ethical underpinnings of research in humans and non-human animals including the justifications for engaging in research, key concepts in research ethics and research integrity. The unit also reviews the history of research and the impact of research abuse on human participants. Participants are also encouraged to develop practical skills in relation to their own research.

Textbooks
All readings are made available via elearning.

BETH5203
Ethics and Public Health
Credit points: 6
Teacher/Coordinator: A/Professor Stacy Carter
Session: Semester 2
Classes: 5x8hr Intensives; or Distance Education (online).
Prerequisites: 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.
Prohibitions: BETH5206
Assessment: 5xOnline Quiz (50%); 1x2500wd essay (50%)
Mode of delivery: Online

This unit provides students with an overview of the ethical and political issues that underlie public health and public health research. The unit introduces key concepts in public health ethics including liberty, utility, justice, solidarity and reciprocity, and introduces students to different ways of reasoning about the ethics of public health. A critical history of public health and an examination of public health law provide important context. Students also explore the ethical dimensions of central public health problems, including modifying lifestyles, managing communicable diseases, researching communities, responding to global health challenges and using evidence. Throughout, the emphasis is on learning to make sound arguments about the ethical aspects of public health policy, practice and research. Most learning occurs in the context of five teaching intensives, which are highly interactive and focus on the development and application of reasoning skills.

Textbooks
Students are provided with a book of readings (in digital format).

BETH5204
Clinical Ethics
Credit points: 6
Teacher/Coordinator: Dr Ainsley Newson
Session: Semester 1
Classes: 4x8hr Intensives or Distance Education (online).
Attendance is compulsory if enrolled in face-to-face mode.
Assessment: 1x1500wd case study (30%); 1x2500wd essay (50%); continuous assessment (short weekly tasks) (10%); Best 3A from short weekly tasks (10%)
Mode of delivery: Online

This unit will provide students with an overview of the ethical issues that underlie the delivery of healthcare. Students will explore major conceptual models for ethical reasoning in the clinical context; key ethical concepts in the clinical encounter (such as consent, professionalism and confidentiality); major contexts in which ethical issues arise in clinical practice; and the design and delivery of clinical ethics consultation. The unit will also consider specific issues and populations within clinical practice, such as the care of vulnerable populations. Learning activities will include lectures (in an intensive format), facilitated discussion, case study activities, readings and weekly discussions.

All assessments must be completed to pass this Unit.

Textbooks
All readings are accessed online via elearning.

BETH5206
Introduction to Human Research Ethics
Credit points: 2
Teacher/Coordinator: Dr Ainsley Newson
Session: Semester 2
Classes: Block mode (1.5 days) and online
Prohibitions: BETH5202
Assessment: 1x1500wd essay (85%); 1x300wd task (10%); participation in class/online (10%)
Mode of delivery: Online

This unit of study introduces students to human research ethics in its wider context. It explores the ethical underpinnings of the research endeavour including the justifications for engaging in research and research integrity. The unit also reviews the history of research and the impact of research abuse on human participants. Participants are also encouraged to develop practical skills in relation to their own research.

Textbooks
All readings are accessed online via elearning.
Clinical Epidemiology

BETH5209
Medicines Policy, Economics and Ethics
Credit points: 6
Teacher/Coordinator: Dr Wendy Lipworth
Session: Semester 1
Classes: Block mode (2x2 days) and online or fully online

Assumed knowledge: A degree in science, medicine, pharmacy, nursing, allied health, philosophy/ethics, sociology/anthropology, history, law, communications, public policy, business, economics, commerce, organisation studies, or other relevant field, or by special permission.
Assessment: Online exercises (15%) 1x1500 word essay (35%) 1x3000 word essay (50%)
Mode of delivery: Distance education/intensive on campus

Medicines and medical devices save lives but they can be costly and can have serious adverse effects. Value-laden decisions are continuously being made at individual, institutional, national and international levels regarding the medicines and devices we need, want and can afford. In this unit of study, we will explore and critique global and national policies and processes related to medicines and medical devices, examining how research and development agendas are set; how medicines and other health technologies are assessed and evaluated; and how new technologies are translated into practice. We will also explore broader trends such as globalisation, commercialisation and changing consumer expectations. By the end of the course, students will understand the forces shaping the development, regulation, funding and uptake of health technologies both nationally and internationally, and the political, ethical, legal and economic issues that are at stake. This course is designed to appeal to a wide range of student from ethics, law, public health, health care, policy, communications, economics, business, politics, administration, and biomedical science. Students will be encouraged to focus on issues of most relevance to their own area of study or work.

Textbooks
Readings will be provided

CEPI5100
Introduction to Clinical Epidemiology
Credit points: 6
Teacher/Coordinator: Dr Fiona Stanaway, Dr Sharon Reid
Session: Semester 1, Semester 2
Classes: Offered online and face-to-face (daytime tutorials)
Prohibitions: PUBH5010
Assessment: Completion of online quizzes (35%), 1x2500 word assignment (70%)
Mode of delivery: Online

This unit introduces the concept of clinical epidemiology and provides students with core skills in clinical epidemiology at an introductory level. Topics covered include asking and answering clinical questions; basic and accessible literature searching techniques; study designs used in clinical epidemiological research; confounding and effect modification; sources of bias; interpretation of results including odds ratios, relative risks, confidence intervals and p values; applicability of results to individual patients; critical appraisal of clinical epidemiological research literature used to answer questions of therapy (RCTs and systematic reviews), harm, prognosis, diagnosis, screening and clinical guidelines; and translating research into practice.

Textbooks
Online readings and resources to be provided on the eLearning website.

CEPI5102
Literature Searching
Credit points: 2
Teacher/Coordinator: Dr Reema Harrison, A/Prof Angela Webster
Session: Semester 1, Semester 2
Classes: Offered online
Assessment: completion of online quizzes (20%), 1x2000 word assignment (80%)
Mode of delivery: Online

Students will learn how to formulate a searchable question; the pros and cons of different information sources; how to structure an electronic database search; important fields in MEDLINE; useful practical tips for searching MEDLINE; methodological filters, journal citation reports, bibliometrics, and how to organise and manage references. The assignment requires students to demonstrate their search skills for 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 information tracking interfaces 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 Merrilyn Walton and Dr Reema Harrison
Session: Semester 1
Classes: Offered online
Assumed knowledge: Clinical experience strongly recommended
Assessment: online participation (20%) and 4x1500 word assignment tasks (80%)
Mode of delivery: Online

The unit has six major content areas delivered as modules covering:-
- An understanding of quality and safety in healthcare;
- Professional and ethical practice;
- Understanding systems and the effect of complexity on patient care;
- Improving Healthcare.

At the end of the unit students will:
- understand the background to quality and safety in health care, from Australian and international perspectives;
- understand the nature of health care error including the methods of error detection and monitoring, and quality indicators;
- understand the role of good communication and other professional responsibilities in quality and safety in healthcare;
- have developed an understanding of clinical governance, accountability and systems management;
- have considered methods for improving healthcare such as getting research into practice, clinical practice guidelines and clinical practice improvement.

This unit consists of online discussions and activities based around key provided readings and other resources.

Textbooks
Online readings and other learning resources will be provided.

CEPI5203
Introduction to Systematic Reviews
Credit points: 2
Teacher/Coordinator: Dr Sharon Reid, Dr Fiona Stanaway and Professor Jonathan Craig
Session: Semester 2a
Classes: Offered online
Corequisites: CEPI5102
Assessment: submission of weekly tasks and participation in discussion (18%) and assignment 1x2500 word report (82%)
Mode of delivery: Online

Students will learn how to critically appraise a review of the effectiveness of an intervention; how to do a meta-analysis; how to weigh up benefits and harms (applicability); how to avoid misleading meta-analyses and how to find or do better systematic reviews. At the end of this unit, participants should be able to: search for systematic reviews; critically appraise reviews of randomised controlled trials, do a meta-analysis of randomised trials using available software; and use meta-analytic methods for weighing up benefits and harms of an intervention in individual patient management and practice policy development. The assignment task involves: outlining a clinical or health policy decision; identifying a systematic review of randomized controlled trials; critically appraising a systematic review of randomized controlled trials; consideration of the applicability of the evidence and what additional information is required to better inform decision making.

Textbooks
Online readings and other learning resources will be provided.

CEPI5204
Advanced Systematic Reviews
Credit points: 2
Teacher/Coordinator: A/Prof Lisa Askie, A/Prof Angela Webster
Session: Semester 2b
Classes: (face to face) 1x2hr seminar/week for 6 weeks
Corequisites: CEPI5203
Assessment: critical appraisal assignment (50%), data analysis assignment (50%)
Mode of delivery: Normal (lecture/lab/tutorial) evening

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 participant data meta-analyses; critically appraise a review of observational studies; understand differences in systematic review of observational studies compared with randomized trials; understand the potential pitfalls of meta-regression; perform and interpret a sub-group and meta-regression analysis; analyse continuous data and understand the methods by which missing data can be imputed; and understand the common problems in meta-analysis of continuous data.

The seminar sessions are interactive and based on discussion of reading material. Two sessions are based in the computer lab.

Textbooks
CEPI5205  
**Doing a Systematic Review**  
**Credit points:** 6  
**Teacher/Coordinator:** A/Prof Angela Webster  
**Session:** Semester 1, Semester 2  
**Classes:** student project under supervision (can be studied by distance)  
**Prerequisites:** CEPI5203  
**Corequisites:**  
**Assumed knowledge:** (CEPI5100 or PUBH5010) and PUBH5018 - Please speak to the Unit Coordinator if you have not successfully completed these units prior to enrolling in CEPI5205.  
**Assessment:** 1 x 3000 word systematic review (100%).  
**Mode of delivery:** Supervision

This project unit provides an opportunity to apply skills learnt in other units and further develop knowledge and skills by undertaking a systematic review (ideally including a meta analysis) in a topic area nominated by the student. The student will be supported by a supervisor allocated to them, but the project will be student-driven. 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.  

**Textbooks**  
There are no essential readings for this unit.

CEPI5206  
**Intro Teaching Clinical Epidemiology**  
**Credit points:** 2  
**Teacher/Coordinator:** Dr Sharon Reid, Professor Jonathan Craig  
**Session:** Semester 1, Semester 2  
**Classes:** student project under supervision.  
**Prerequisites:** CEPI5100 or PUBH5010  
**Corequisites:** PUBH5028 and CEPI5203  
**Prohibitions:** CEPI5207  
**Assessment:** course materials developed and evaluation report (100%).  
**Mode of delivery:** Supervision

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

**Textbooks**  

CEPI5214  
**Writing and Reviewing Medical Papers**  
**Credit points:** 4  
**Teacher/Coordinator:** A/Prof Angela Webster  
**Session:** Semester 1, Semester 2  
**Classes:** offered online - 8 self-paced modules each comprising: course notes, lecture, demonstrations, exercises, formative self-assessment and quizzes  
**Prerequisites:** PUBH5018 and (CEPI5100 or PUBH5010). Please speak to the Unit Coordinator if you have not successfully completed these units prior to enrolling in CEPI5214.  
**Assessment:** Discussion board participation (5%), module based quizzes (25%), submitted assignment (70%).  
**Mode of delivery:** Online

This unit aims to teach students the principles of research integrity in writing for medical journals, to guide them to resources to improve their conference abstract and manuscript writing and submission to a peer reviewed journal. Students will learn about reporting guidelines, common pitfalls in writing and presenting research, improving tables and figures for manuscripts, writing cover letters and responding to reviewer’s comments. Students will learn skills needed to act as a peer-reviewer.  

**Textbooks**  
No mandatory text books - readings available online.

CEPI5300  
**Research Grants: theory and practice**  
**Credit points:** 6  
**Teacher/Coordinator:** Dr Clement Loy  
**Session:** Semester 1, Semester 2  
**Classes:** Blended: 12 online sessions and 1 face-to-face workshop (June)  
**Corequisites:** Corequisites: (PUBH5010 OR CEPI5100) AND (PUBH5018)  
**Assessment:** 1 x written research proposal (40%); online class presentations (30%); peer assessment (30%).  
**Mode of delivery:** Distance education/intensive on campus

In this unit of study, the student will develop his/her own research proposal, to a standard suitable for a peer-reviewed granting body. Each section of a grant proposal (Aims, Background/Significance, Methods, Analysis) will be discussed, with the student presenting & refining the corresponding section of his/her own proposal in a synchronous online workshop setting. This will then be complemented by online presentations from experienced researchers on the practical aspects of clinical research, followed by synchronous online class discussion. Topics include: observational studies, randomized controlled trials, diagnostic test evaluation, qualitative studies, funding application, ethical approval, publication strategies and grant administration. The unit will conclude with a one-day, face- to-face, mandatory workshop where students will learn about budgeting, peer review of research grants, and present their completed research proposal.

CEPI5305  
**Translating Research Into Practice**  
**Credit points:** 2  
**Teacher/Coordinator:** Dr Clement Loy  
**Session:** Intensive May  
**Classes:** Block mode (2x days).  
**Prerequisites:** CEPI5100 or PUBH5010 and PUBH5018  
**Assessment:** class presentations (15%) and 1 x essay (85%).  
**Mode of delivery:** Block mode

Generally speaking, implementation of research evidence into clinical practice is slow and incomplete. For instance, about 30% of patients do not receive treatment of proven effectiveness, while 20% receive treatments which are unnecessary or potentially harmful. This unit of study aims to help you translate research findings into clinical practice in your workplace. Before the first workshop, you will be asked to identify an evidence-practice gap in your area of clinical practice. In the workshop we will provide you with a theoretical framework for implementing change in clinical practice, and work through barriers to, and enablers for change. We will then review effective strategies for change implementation, and look at some real life examples. We will discuss methods for measuring the effectiveness of change.
implementation, and for identifying problems during implementation. By the end of this unit of study, you will be able to plan and carry out a knowledge implementation project.

NB. Students enrolled in this unit of study should have had some work experience in the health care setting.

Textbooks

CEPI5306
Clinical Practice Guidelines
Credit points: 2 Teacher/Coordinator: Professor Jonathan Craig, Dr Martin Howell Session: Semester 2a Classes: offered online Assumed knowledge: clinical experience strongly recommended Assessment: 1 x 4-page critical appraisal and barriers assessment (50%), online discussions and quizzes (50%) Mode of delivery: Online

During this unit students will evaluate guideline development; critical appraisal of guidelines; introduction to implementation and evaluation of guidelines; involvement of consumers in guidelines; examination of hospital-based and community-based guidelines. Group and individual critical appraisal work is required.

Textbooks
Online readings and other learning resources will be provided.

CEPI5308
Patient-Reported Outcomes Measurement
Credit points: 2 Teacher/Coordinator: Professor Madeleine King, Professor Martin Stockler Session: Semester 1b Classes: online learning, expected student effort: 6-8 hours per week including 1.5 hour online lecture, readings and quizzes each week for six weeks Assessment: completion of online quizzes (25%), 1x3300 word assignment (75%) Mode of delivery: Online

The aim of this unit is to enable students to appraise patient-reported outcome measures (PROM) and incorporate them into clinical research. PROMs include: symptoms, side-effects, health-related quality of life, satisfaction and preferences. Topics include: definitions, structure and functions of PROMs; item-generation and selection; questionnaire design; assessing validity, reliability and responsiveness to clinically important change; utilities and preferences; developing and appraising studies using PROMs. The online sessions comprise six lectures outlining the principles, with illustrative examples (approx 90 minutes per lecture), plus a series of 5 related quizzes (approx 30 minutes). The written assignment may be one of four options (student’s choice): 1) a protocol for the development and validation of a new PROM; 2) a protocol for the revalidation of an existing PROM in a population in which it has not previously been validated; 3) a protocol for application of an existing PROM for a specific purpose in a specific patient population and clinical context; 4) an appraisal of the application of an existing PROM as an outcome in a clinical study.

Textbooks
Course notes are provided. Streiner DL, Norman GR. Health Measurement Scales: a practical guide to their development and use. 4th Ed. Oxford University Press, 2008. (course textbook)

CEPI5310
Advanced Statistical Modelling
Credit points: 4 Teacher/Coordinator: Dr Patrick Kelly Session: Semester 1 Classes:2hr lect/1hr tutorial/week x 12 weeks, also offered fully online Prerequisites: PUBHS212 Assessment: 2 x data analysis report (2x50%) Mode of delivery: Online

This unit covers statistical analysis techniques that are commonly required for analysing data that arise from clinical or epidemiological studies. Students will gain hands on experience applying model-building strategies and fitting advanced statistical models. In particular, students will learn a statistical software package called Stata, how to handle non-linear continuous variables, and how to analyse correlated data. Correlated data arise from clustered or longitudinal study designs, such as, cross-over studies, matched case-control studies, cluster randomised trials and studies involving repeated measurements. Statistical models that will be covered include fixed effects models, marginal models using Generalised Estimating Equations (GEE), and mixed effects models (also known as hierarchical or multilevel models). This unit of study focuses on data analyses using Stata and the interpretation of results.

Textbooks
No mandatory text books. Course notes are provided.

CEPI5505
Clinical Epidemiology Project 1
Credit points: 2 Teacher/Coordinator: Prof Jonathan Craig Session: Semester 1, Semester 2 Classes: student project under supervision Prerequisites: (CEPI5100 or PUBHS5010) and PUBHS5018 and CEPI5102 Prohibitions: : CEPI5300 Assessment: 3 meetings with supervisor (face to face or distance) and 1 x 2000 word assignment Mode of delivery: Supervision

This unit provides students with an opportunity to develop a Clinical Epidemiology study proposal under supervision. The proposal will include: background to the project; project plan; project significance; justification of the project; project method; budget; and ethical implication of project. At the end of the unit, the student will be proficient in writing research proposals suitable for submission to an appropriate funding body. Student assignment involves writing a study proposal suitable for submission to a funding body.

Textbooks
There are no essential readings for this unit.

CEPI5506
Clinical Epidemiology Project 2
Credit points: 4 Teacher/Coordinator: Prof Jonathan Craig Session: Semester 1, Semester 2 Classes: student project under supervision Prerequisites: (CEPI5100 or PUBHS5010) and PUBHS5018 and CEPI5102 Corequisites: CEPI5300 or CEPI5505 Assessment: One 4000 word assignment (100%) Mode of delivery: Supervision

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.

PUBHS5018
Introductory Biostatistics
Credit points: 6 Teacher/Coordinator: Dr Kevin McGeechan and Dr Patrick Kelly Session: Semester 1 Classes: 2 x 2hr lecture, 10 x 1hr lectures, 11 x 2hr tutorials, 2 x 1hr and 8 x 0.5hr statistical computing self directed learning tasks over 12 weeks - lectures and tutorials may be completed online Assessment: 1x4 page assignment (30%) and 1x2.5hr open-book exam (70%). For distance students it may be possible to complete the exam externally with the approval of the course coordinator. Mode of delivery: Normal (lecture/lab/tutorial) evening

This unit aims to provide students with an introduction to statistical concepts, their use and relevance in public health. This unit covers descriptive analyses to summarise and display data; concepts underlying statistical inference; basic statistical methods for the analysis of continuous and binary data; and statistical aspects of study design. Specific topics include: sampling; probability distributions; sampling distribution of the mean; confidence interval and significance tests for one-sample, two paired samples and two independent samples for continuous data and also binary data; correlation and simple linear regression; distribution-free methods for two paired samples, two independent samples and correlation; power and sample size estimation for simple studies; statistical aspects of study design and analysis. Students will be required to perform analyses using a calculator and will also be required to conduct analyses using statistical software (SPSS). It is expected that students spend an additional 2 hours per week preparing for their tutorials. Computing tasks are self-directed.

Textbooks
Course notes are provided.
This unit aims to provide students with specific information on the concepts, methods and applications underpinning cancer prevention and control at population level. It is designed to address specific educational needs of students in various programs within the School of Public Health and to offer a broad-based perspective on cancer control, ranging from primary prevention, screening and early intervention, tertiary prevention and palliative care. Emphasis will be given to cancers with the greatest impact at population level and where evidence demonstrates that policies and interventions are capable of reducing cancer incidence, mortality, prolonging survival and improving quality of life. Although focusing on specific Australian conditions, the information will be presented in the context of regional and global 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 other countries.

Textbooks
Readings for this unit will be available on the eLearning site

PUBL5020 Chronic Disease Prevention and Control
Credit points: 6 Teacher/Coordinator: Dr Monica Robothin Session: Semester 1 Classes: 24 hrs online lectures; 12 hrs online discussions Prerequisites: PUBL5010 or CEP5100 Assessment: assignments (70%), on-line discussions (30%) Mode of delivery: Online

Note: Department permission required for enrolment.

This course offers a broad-based integrated perspective on chronic disease prevention. The course reviews the epidemiology of selected chronic diseases with the highest impact at population level in Australia (cardiovascular diseases; cancer; chronic lung disease; diabetes and chronic renal disease). The information will focus on Australian settings, but presented within the context of a regional perspective of chronic disease prevention. Teaching will focus on the interrelationships between the biological and epidemiological aspects of chronic diseases, the interplay between determinants of health and chronic disease, and the balance between high risk and population based strategies for reducing disease burden, and exploring their applicability to disease prevention. Students will be involved in evaluating the effectiveness of different prevention strategies and will examine the role of health policy in developing effective and sustainable chronic disease management programs in different settings (in Australia and the region).

Textbooks
Readings for this unit will be available on the eLearning site

PUBL5032 Making Decisions in Public Health
Credit points: 2 Teacher/Coordinator: Dr James Gillespie Session: Semester 2 Classes: 2 day workshop; fully online version available Assessment: Written assignment of 2000 words (100%) Mode of delivery: Block mode

This unit introduces students to the methods by which evidence is translated, used and abused when governments make decisions affecting public health. Students will become familiar with the main tools used by health economists and policy analysts. The unit will emphasize the role of different forms of evidence and values for priority-setting and policy-making.

Unit technical content is unified by common themes and case studies. Students will apply methods and principles of health economics e.g. resource scarcity, opportunity cost, efficiency and equity to practical real-life examples (including specific indigenous health issues) to critically consider the role of economic evidence in health decision-making in Australia. Students will then use policy analysis methods to critically examine the Australian health care system and decision-making in public health.

The unit will pay particular attention to questions of power and equity, including the position of indigenous peoples. Finally, it will look at how evidence is framed and used in decision-making.

Teaching will make use of contemporary case studies so students learn how technical analytical tools are used in practical examples of policy development, decision-making and public debate.

The unit gives public health students an essential basic knowledge of both disciplines (health economics and health policy) and lays the groundwork for more advanced studies.

PUBL5116 Genetics and Public Health
Credit points: 4 Teacher/Coordinator: Dr Anne Cust, Dr Gabrielle Williams Session: Semester 2b Classes: 1x 3 day workshop Assessment: 3x 30min online quiz (20%), small group assignment (30%) and take home exam of 6 questions (250 words each) (50%) Mode of delivery: Block mode

This unit caters for practitioners, policy and decision-makers, students and researchers in public health, public policy, journalism, law, epidemiology, medicine, science, industry, ethics, philosophy, communication and advocacy. It gives a basic introduction to genetics and genetic epidemiology and covers issues like genetic determinants of disease, genetic testing and screening, psychosocial, legal and ethical aspects of genetics and genetic testing, genetic education and genetics and public policy.

Textbooks
Readings are available on the unit’s eLearning site.

PUBL5205 Decision Analysis
Credit points: 2 Teacher/Coordinator: Dr Andrew Martin, Professor John Simes, Ms Hanna Carter, Dr Demet Karikios Session: Semester 2b Classes: Six 2 hour sessions (comprising lectures and computer practicals) Prerequisites: PUBL5018 and (PUBL5010 or CEP5100) Assumed knowledge: PUBL5302 Health Economic Evaluation Assessment: 1 x quiz (20%) and 1 written assignment (80%) 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; and application of decision analysis to economic evaluation. Students gain practical skills using decision analysis software via computer practicals undertaken within Sessions 4 and 5. The assessment quiz (20%) is conducted in the first part of Session 5. 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.

PUBL5206 Controlled Trials
Credit points: 2 Teacher/Coordinator: Dr Andrew Martin, Ms Liz Barnes, Dr Chee Lee Session: Semester 2 Classes: 2x 1day workshops Prerequisites: PUBL5018 Assessment: a 2hr short answer/multiple choice in-class exam (40%), and a take-home exam (60%) Mode of delivery: Block mode

This unit introduces the principles underpinning the design and conduct of high quality clinical trials to generate good evidence for health care decision making. The topics include clinical trial design, randomization, sample size, measures of treatment effect, methodological issues, trial protocols, and ethical principles. The unit is delivered over 2 full days via formal lectures followed by practical sessions. Lecture notes will be provided.

Textbooks
Recommended: Keech A, Gebbs V, Pike R. Interpreting and reporting clinical trial protocols, and ethical principles. The unit is delivered over 2 full days via formal lectures followed by practical sessions. Lecture notes will be provided.

PUBL5208 Screening and Diagnostic Test Evaluation
Credit points: 2 Teacher/Coordinator: Gemma Jacklyn Session: Semester 2a Classes: 1 x 2hr seminar or 2hr of online discussion per week for 7 weeks

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Clinical Epidemiology

Prerequisites: PUBH5010 or CEPI5100
Assessment: 1x 1000 word critical appraisal (30%) and 1x 1500 word final assignment (70%)
Mode of delivery: Normal (lecture/lab/tutorial) day

This unit is designed to further develop concepts covered in the Epidemiological Methods and Uses Unit for those students seeking more detail on screening and diagnostic tests. It will cover a wider range of topics than clinical medicine alone. At the end of this unit, participants should be able to: 1. Understand the basic concepts of screening and diagnostic tests. 2. Understand the sources of biases in diagnostic test evaluations. 3. Critically appraise relevant articles on screening and diagnostic tests. 4. Understand the principles and current approaches to population-based screening. 5. Understand translation of current evidence of screening in clinical practice. The unit is based on weekly discussion of material provided in the unit workbook, session outlines and pre-reading. Students will be encouraged to contribute examples for discussion. This unit is offered in online/distance mode primarily. Face-to-face tutorials may also be offered.

Textbooks
Course notes are provided.

PUBH5211
Multiple Regression and Stats Computing
Credit points: 4
Teacher/Coordinator: Dr Patrick Kelly and Dr Tim Schlub
Session: Semester 2 Classes: 2hr per week for 13 weeks. This unit may be undertaken in face to face or online/distance mode. Students studying in distance mode must have access to a computer running a version of Microsoft Windows compatible with the latest version of SAS.
Prerequisites: PUBH5018
Assessment: 1x 4 page assignment (30%) and 1x 10 page assignment (70%)
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 SAP computing program.

Textbooks
Course notes are provided.

PUBH5212
Categorical Data Analysis
Credit points: 2
Teacher/Coordinator: Dr Kevin McCGeenah
Session: Semester 2b Classes: 1x 2hr lecture, 5x 1hr lectures, and 5x 1hr tutorials over 6 weeks. Also available online - such students must have access to a computer running a version of Microsoft Windows compatible with the latest version of SAS.
Prerequisites: PUBH5018
Assessment: 1x 3 page report (30%) and 1x 8 page report (70%)
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. Data analyses will be conducted using statistical software (SAS).

Textbooks
Course notes are provided.

PUBH5213
Survival Analysis
Credit points: 2
Teacher/Coordinator: Dr Tim Schlub
Session: Semester 2b Classes: 1x 1hr lecture and 1 x 1hr tutorial per week for six weeks both

This unit is designed to introduce students to survival analysis where 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; and sample size calculations for survival studies. For each topic participants are given some material to read beforehand. This is followed by a lecture, then participants are given one or two exercises to do for the following week. These exercises are discussed in the tutorial at the next session before moving on to the next topic. That is, in most weeks the first hour is a tutorial and the lecture is given in the second hour. Participants are expected to run SAS programs in their own time. Preparation time for each session is 2-3 hours. The assignments both involve use of SAS to analyse a set of survival data.

Textbooks
Course notes are provided.

PUBH5215
Introductory Analysis of Linked Data
Credit points: 6
Teacher/Coordinator: Professor Judy Simpson
Session: Intensive June, Intensive November Classes: block/intensive mode 5 days
Prerequisites: PUBH5010 or BSTA5011 or CEPI5100 and (PUBH5211 or BSTA5004)
Assessment: Workbook exercises (30%) and 1x assignment (70%)
Mode of delivery: Block mode

This unit introduces the topic of linked health data analysis. It will usually run in late June and late November. The topic is very specialised one and will not be relevant to most MPH students. The modular structure of the unit provides students with a theoretical grounding in the classroom on each topic, followed by hands-on practical exercises in the computing lab using de-identified linked NSW data files. The computing component assumes a basic familiarity with SAS computing syntax and methods of basic statistical analysis of fixed-format data files. Contents include: an overview of the theory of data linkage methods and features of comprehensive data linkage systems, sufficient to know the sources and limitations of linked health data sets; design of linked data studies using epidemiological principles; construction of numerators and denominators used for the analysis of disease trends and health care utilisation and outcomes; assessment of the accuracy and reliability of data sources; data linkage checking and quality assurance of the study process; basic statistical analyses of linked longitudinal health data; manipulation of large linked data files; writing syntax to prepare linked data files for analysis, derive exposure and outcome variables, relate numerators and denominators and produce results from statistical procedures at an introductory to intermediate level. The main assignment involves the analysis of NSW linked data, which can be done only in the School of Public Health Computer Lab, and is due 10 days after the end of the unit.

Textbooks
Notes will be distributed in class.

PUBH5224
Advanced Epidemiology
Credit points: 6
Teacher/Coordinator: Professor Tim Driscoll
Session: Semester 2 Classes: (combined lectures and tutorials) for 13 weeks.
Prerequisites: PUBH5010 or CEPI5100
Assessment: 1x 4000 word assignment (or equivalent answers to specific methodological questions) (70%), 1x 1500 word assignment or equivalent class presentation (30%)
Mode of delivery: Normal (lecture/lab/tutorial) day

This unit of study is intended for students who have completed Epidemiology Methods and Uses (or an equivalent unit of study) at a credit or higher level. It is designed to provide students with an opportunity to consolidate critical appraisal skills, to acquire the practical knowledge and skills needed to design epidemiological research, and to extend students’ theoretical knowledge of epidemiology beyond basic principles.
This unit aims to develop students' knowledge and skills of economic evaluation as an aid to priority setting in health care. This unit covers: principles of economic evaluation; critical appraisal guidelines; measuring and valuing benefits; methods of costing; modeling in economic evaluation. The workshops consist of interactive lectures and class exercises.

**Textbooks**
A course manual will be provided to each student.

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**PUBLH5417**

**Injury Epidemiology Prevention & Control**

**Credit points:** 4

**Teacher/Coordinator:** Dr Lisa Keay

**Session:** Semester 2

**Classes:** Online lectures and moderated discussions over 13 weeks (workload 6-8hr/week) 
Assessment: 1x 4000 word assignment (60%) and participation in two moderated online discussions (40%) 
**Mode of delivery:** Online

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**

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**PUBLH5422**

**Health and Risk Communication**

**Credit points:** 6

**Teacher/Coordinator:** Associate Professor Julie Leask, Professor Phyllis Butow, Dr Claire Hooker

**Session:** Semester 2

**Classes:** Block / intensive - 5 days Monday - Friday 
Assessment: Assignment 1 x 3000 word (55%), Assignment 2 x 2000 words (35%), Pre-block online activities (10%) 
**Mode of delivery:** Block mode

In this unit, students will develop a critical awareness of the determinants of effective communication, particularly in relation to health risks to the individual and to society. The first half covers individual health risk communication in clinical settings, including: theories of health communication, patient centred care and shared decision making; evidence-based communication skills; research paradigms including interaction analysis; cross-cultural communication in health care; discussing prognosis and informed consent. The second half explores risk communication for public health. We teach theories of risk perception and communication with particular application to public health incident responses. We give practical guides to media messages, risk message framing, public engagement using traditional and social media, and the ethical aspects of public communication. The unit offers students the opportunity to learn from outstanding guest lecturers who work in these areas and interactive opportunities for students to try their skills in risk communication and decision making.

**Textbooks**
Readings will be provided

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**PUBLH5500**

**Advanced Qualitative Health Research**

**Credit points:** 6

**Teacher/Coordinator:** Dr Julie Mooney-Somers

**Session:** Semester 1

**Classes:** 2x3 full day workshop in March/April 
Prohibitions: QUAL5005
Assessment: interviewing activity with 600wd reflection (35%); 2500wd essay (35%); multiple choice quizzes (2x10%); in-class participation (10%) 
**Mode of delivery:** Block mode

This unit of study provides a comprehensive introduction to qualitative inquiry in health. It is designed for beginners and people who want an advanced-level introduction. Workshop One addresses: What is qualitative research? How is it different from quantitative research? What is its history? What research questions can it answer? How can I search for qualitative literature? How do I design a qualitative study? What are the different (and best) ways to generate data? You will get practical experience and skills through carrying out an observation, participating in a focus group and conducting an interview. Workshop Two addresses: How do you analyse qualitative data? Is methodology different to method? What are ontology and epistemology? What is reflexivity (and aren't qualitative researchers biased)? What are the ethical issues? How are methodologies and theories used in qualitative research? What is good quality qualitative research? Can I generalise qualitative findings? You will get practical experience and skills through analysing your own interview data, arguing for qualitative research in health, and appraising the quality of published literature. In both workshops you will meet working qualitative researchers and hear about their projects. This advanced unit will show you a new way of thinking critically about research and researching, and give you the skills and confidence to begin evaluating and doing qualitative research for yourself.

**QUAL5002**

**Qualitative Methodologies & Study Design**

**Credit points:** 6

**Teacher/Coordinator:** Dr Julie Mooney-Somers

**Session:** Intensive May

**Classes:** 2x3 full day workshop 
Corequisites: PUBLH5500
Assumed knowledge: Basic understanding of the nature of qualitative knowledge and the processes of qualitative research. Assessment: group presentation (2x15%); peer review (2x10%); 4000wd assignment (50%) 
**Mode of delivery:** Block mode

Note: Departmental permission is required for students who have not completed PUBLH5500.

Qualitative methodologies are historical traditions and systems for planning and justifying research methods. This intermediate unit assumes a basic understanding of qualitative research and focuses on qualitative methodologies. Qualitative methodologies are informed by theories from sociology, anthropology, philosophy and other disciplines. They shape the research questions, objectives, design and outcome of a qualitative study. This course begins with general principles of qualitative methodology and study design. We examine several qualitative methodologies in detail, including: narrative inquiry, community based participatory research, ethnography, grounded theory, arts-based, and qualitative synthesis. We consider their historical and theoretical roots, the research practices they encourage, and their current status. The final session considers how we can use methodologies as resources rather than recipes, maintaining both flexibility and coherence in our study designs.
Doctor of Clinical Surgery

Overview
The Doctorate in Clinical Surgery is attained through a combination of clinical and non-clinical coursework and research. The course aims to produce surgical leaders with attitudes and skills that allow them to meet the challenges of modern surgical specialist practice. Furthermore, completion of the doctorate allows students to develop research skills which equip them to plan an academic career.

The Doctor of Clinical Surgery is designed to be undertaken in conjunction with the surgical training program of the Royal Australasian College of Surgeons to augment research, leadership and communication skills. Candidates who have already completed surgical training in Australia or a recognised surgical training program elsewhere will benefit from undertaking the Doctorate of Clinical Surgery for its further non-clinical study opportunities and research skills development.

Candidates must possess a medical degree and show evidence of excellence in both their undergraduate and postgraduate career. Candidates who possess a Fellowship of the Royal Australasian College of Surgeons, or equivalent, may be granted an exemption of up to 66 credit points. Candidates who wish to undertake the clinical components of the Doctor of Surgery must be eligible to undertake surgical training in New South Wales and be appointed to a SET 3 or higher position by the Royal Australasian College of Surgeons. Additional requirements are set by the Discipline of Surgery and will include an interview.

Course outcomes
As a result of participation, graduates will:

- have a solid understanding of the scientific, pathological, clinical and surgical basis of disease
- have a solid understanding of the principles of research methodologies that underpin good surgical practice
- be able to lead and/or contribute to designing, efficiently conducting and appropriately interpreting the results of single and multi-centre clinical trials
- be able to identify and understand the appropriate literature with respect to clinical questions and clinical trials design
- be able to demonstrate skills and capacity as surgical leaders with a keen academic interest
- have a wider understanding of surgical practice including the ethical, legal and health economic aspects of modern surgical practice
- be able to practise surgery, safely, competently, ethically and morally.

Accreditation
The Doctor of Clinical Surgery is endorsed by the Royal Australasian College of Surgeons. Students who undertake clinical placements in College accredited training posts will be prospectively approved for recognition in the SET Program.

Further enquiries
Professor Mohamed Khadra
Phone: +61 2 4734 2608
Fax: +61 2 4734 3432
Email: mohamed.khadra@sydney.edu.au

Clinical Surgery

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<tr>
<th>Doctor of Clinical Surgery</th>
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<tr>
<td>Course code</td>
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<td>Time to complete full-time</td>
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<tr>
<td>Time to complete part-time</td>
<td>3.5 - 10 years</td>
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Admission requirements
Admission to Doctor of Clinical Surgery requires:

- a medical degree;
- evidence of excellence in study;
- successful interview or examination; and
- advance post graduate knowledge of anatomy, surgical pathology and applied physiology; or
- completion of the basic training requirements of the Australian College of Surgeons, or a Fellowship of the Australian College of Surgeons.

See the course rules for further details.

Course structure
The Doctor of Clinical Surgery requires the successful completion of 144 credit points of units of study including:

- 108 credit points of core units of study including a 36 credit point research dissertation; and
- 36 credit points of elective units of study.

Sample Pattern of enrolment
Generally, in each semester, students enrol in two clinical surgery units, (unless exemptions are granted), one research unit of study and one elective. In special circumstances a student may apply to undertake two electives in one semester but then must undertake two research units of study the following semester.
Degree resolutions

Sydney Medical School resolutions and the printed handbook are the official statement of faculty policy. The resolutions contained in the printed handbook are accurate as at November 2014. If a conflict is perceived between the content of the printed handbook and information available elsewhere, Sydney Medical School resolutions and the information available in the handbook online shall always take precedence.

See the Policy Online website: sydney.edu.au/policy, for copies of University policies.

Doctor of Clinical Surgery

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

Course resolutions

<table>
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<tr>
<th>Code</th>
<th>Course Title</th>
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<tr>
<td>TCClisur-01</td>
<td>Doctor of Clinical Surgery</td>
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</table>

2 Attendance pattern

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

3 Admission to candidature

(1) Available places will be offered to qualified applicants based on merit, according to the following admissions criteria. In exceptional circumstances the Dean may admit applicants without these qualifications who, in the opinion of the Faculty, have qualifications, evidence of experience and achievement sufficient to successfully undertake the award.

(2) Admission to the degree requires:
(a) a medical degree from the University of Sydney or equivalent qualification;
(b) evidence of excellence in both undergraduate and postgraduate study;
(c) an interview or examination or other requirement as determined by the faculty; and
(d) advanced postgraduate knowledge of anatomy, surgical pathology and applied physiology acquired either by a relevant postgraduate degree or equivalent experience; or
completio

4 Requirements for award

(1) The units of study that may be taken for the course are set out in the Table of Units of Study; Clinical Surgery.
(2) To qualify for the award of the Doctor of Clinical Surgery a candidate must successfully complete 144 credit points, including:

(a) 108 credit points of core units of study including a 36 credit point research dissertation; and
(b) 36 credit points of elective units of study.

5 Research and dissertation

(1) The Faculty shall appoint, on the recommendation of the Head of Discipline of Surgery, a supervisor, and preferably an associate supervisor, to oversee the research component of the degree requirements.

(2) Candidates should complete a dissertation that:
(a) embodies the results of the approved research;
(b) shall be an original contribution and include evidence of originality by the exercising of independent critical ability;
(c) is a satisfactory literary presentation;
(d) contains material suitable for publication; and
(e) must be a significant contribution of distinguished merit adding to the knowledge and understanding of the subject concerned.

(3) The dissertation or any component(s) of the dissertation shall not already have been presented for any degree, however, such component(s) may be included within the dissertation where details of the previous presentation are provided.

A candidate may include in the dissertation any publication of which the candidate is the sole or joint author provided that the papers:
(a) are based on work undertaken during the candidature for the degree;
(b) are identified as published work;
(c) are compatible with the overall coherence and organisation of the text of the dissertation; and
(d) that the candidate provides evidence to identify satisfactorily the sections of the work for which the candidate is responsible, such as a signed written statement from all authors attesting to the contribution of the candidate.

The dissertation shall state the sources from which the information was derived, the extent to which use has been made of the work of others and the portion of the work claimed as original.

The dissertation shall be accompanied by a declaration signed by the candidate that the dissertation is composed by the candidate.

The dissertation shall be in written in English and be of approximately 50,000 words in length.

The candidate shall prepare three copies of the dissertation and lodge with the Faculty; typewritten and bound according to the Academic Board resolutions for the Degree of Doctor of Philosophy, Form of the thesis, points 1 - 4.

The final approved version of the dissertation will be submitted electronically.

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.

The examination of the dissertation for the degree of Doctor of Clinical Surgery, shall follow closely the examination process as stipulated by the Academic Board resolutions for the Degree of Doctor of Philosophy, the Examination Process, (with any reference to the PhD Award Subcommittee being substituted by the Faculty), except for the following variations:
Head of the Discipline of Surgery, shall appoint two examiners for the dissertation of whom normally at least one shall be external to the University unless otherwise approved by the supervisor and Head of Discipline of Surgery.
6 Credit for previous studies
Candidates who possess a Fellowship of the Royal Australasian College of Surgeons or equivalent (including fellowships granted more than 5 years prior to first enrolment in this degree) may be granted advanced standing (credit) for up to 66 units of clinical coursework as recommended by the admission panel chaired by the Head of the Discipline of Surgery.

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

Errata

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<tr>
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<td>1.</td>
<td><strong>CEPI5300 Research Grants: theory and practice</strong> The rule should include the Prohibition: CEPI5505 Clinical Epidemiology Project 1</td>
<td>General elective units</td>
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Table of units of study: Clinical Surgery

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<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
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In general, students take one research and two clinical surgery units per semester, with the capstone unit in their final semester.

<table>
<thead>
<tr>
<th>Elective units</th>
<th>Credit points</th>
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<tbody>
<tr>
<td>CEPI5200</td>
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<td>Quality and Safety in Health Care</td>
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<td>EDRP6001</td>
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<td>Unit of study</td>
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<td>EDPZ5010 Individual Profession Learning Portfolio</td>
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<td>EDPZ6010 Prof Learning Leadership Portfolio</td>
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<td>HPOL5001 Economics and Finance for Health Policy</td>
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<td>PMED5051 Leadership in Medicine</td>
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<td>PUBH5018 Introductory Biostatistics</td>
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<td>PUBH5010 Epidemiology Methods and Uses</td>
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<td>WMST6902 Arguing the Point</td>
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<td>Note: Department permission required for enrolment</td>
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</table>

In general, students take one elective unit per semester.
Clinical Surgery

Unit of Study Descriptions for 2015

CEPI5200
Quality and Safety in Health Care
Credit points: 6
Teacher/Coordinator: Professor Merrilyn Walton, Dr Reema Harrison
Session: Semester 1
Classes: offered online
Assessment: online participation (40%), short answer questions and word assignment (60%) Mode of delivery: Online

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

Textbooks
Online readings and other learning resources will be provided.

EDPE6011
Learning and Individual Differences
Credit points: 6
Teacher/Coordinator: Dr Paul Ginns
Session: Semester 2
Classes: 1x2hr seminar/week
Assessment: 1x3000wd seminar essay (40%) and 1x3000wd seminar essay (40%) and 1x45 minute seminar presentation (20%) 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 personality differences, learning styles, and gender 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.

EDPR6012
Developing Integ eLearning Env Higher Ed
Credit points: 6
Teacher/Coordinator: Associate Professor Robert Ellis
Session: Semester 2
Classes: 1x2hr tutorial 10am-12noon Friday, weeks 1-5 and weeks 12-14, flexible delivery weeks 6-11
Assessment: 1x1500wd project report (35%); 1x2500wd integrated learning materials and oral presentation (30%); and 1x1500wd research and tutorial work (35%) Mode of delivery: Normal (lecture/lab/tutorial) day

This unit of study investigates theoretical and practical issues related to integrated learning environments involving eLearning for higher education. Participants will have the chance to consider their own for adult learning, and concepts of self-directed and self-regulated learning.

EDPR5001
Research Higher Degree Supervision
Credit points: 6
Teacher/Coordinator: Professor Keith Trigwell
Session: Semester 1
Classes: 1x2hr tutorial fortnightly - Fridays 1-4 p.m.
Assessment: 2x2000wd projects (2x50%) Mode of delivery: Normal (lecture/lab/tutorial) day

This unit is one of two first semester units offered as part of a Graduate Certificate in Educational Studies (Higher Education) by the Faculty of Education & Social Work and taught by the Institute for Teaching and Learning. (The other first semester unit is EDPR5002 Reflection and Practice in University Teaching and Learning). The Graduate Certificate is specifically designed for university teachers seeking to develop a scholarly basis for their teaching practice. 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 curriculum which seeks to develop participants' understanding of university teaching, learning, assessment and evaluation processes in the context of their own teaching. It will include an introduction to higher education teaching and learning principles and philosophy and to the components of a university curriculum.

EDPR6001
Research Higher Degree Supervision
Credit points: 6
Teacher/Coordinator: Associate Professor Robert Ellis
Session: Semester 2
Classes: 1x2hr tutorial 10am-12noon Friday, weeks 1-5 and weeks 12-14, flexible delivery weeks 6-11
Assessment: 1x1500wd project report (35%); 1x2500wd integrated learning materials and oral presentation (30%); and 1x1500wd research and tutorial work (35%) Mode of delivery: Normal (lecture/lab/tutorial) day

This unit of study investigates theoretical and practical issues related to integrated learning environments involving eLearning for higher education. Participants will have the chance to consider their own

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teaching approaches in relation to relational, constructivist, socially-based and problem-solving approaches to learning, especially as they relate to technology-supported learning activities. Drawing on recently published and established research into student-centred experiences of learning, participants will design, develop and evaluate integrated 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 for the benefit of their students and learning outcomes.

Textbooks

ECON5010
Individual Professional Learning Portfolio
Credit points: 6 Teacher/Coordinator: Dr Minkang Kim Session: Semester 1, Semester 2 Classes: independent work; 3 x 2 hr meetings across the semester Assessment: 6000wd professional learning portfolio (100%) Mode of delivery: Normal (lecture/lab/tutorial) day
This unit provides you with the opportunity to develop a portfolio, where you can document and critically examine how you supported the learning of other participants in your formal or informal setting. Students are expected to implement an initiative to improve participants' learning in a formal or informal setting. Students are expected to have successfully completed other units of study before enrolling in this unit. University staff may undertake this unit by completing the development program for Research Higher Degree Supervision. No concurrent enrolment with EDPZ5010 unless special permission has been granted by the Faculty.

EDPZ5010
Prof Learning Leadership Portfolio
Credit points: 6 Teacher/Coordinator: Dr Minkang Kim Session: Semester 1, Semester 2 Classes: independent work; 3 x 2 hr meetings across the semester Assessment: 6000 wd professional leadership portfolio (100%) Mode of delivery: Normal (lecture/lab/tutorial) day
This unit is designed to enable educators, with the support of a mentor, to document and engage in critical reflection on professional workplace learning, differing from its companion unit EDPZ5010, due to the focus on leadership and your professional role in working with colleagues' professional development. This unit provides you with the opportunity to develop a professional portfolio where you can document and critically examine how you have led others to improve the work in your formal or informal setting. Students are expected to have successfully completed other units of study before enrolling in this unit. No concurrent enrolment with EDPZ5010 unless special permission has been granted by the Faculty.

HPSL5001
Economics and Finance for Health Policy
Credit points: 6 Teacher/Coordinator: A/Prof James Gillespie, A/Prof Stephen Jan Session: Semester 1 Classes: Distance Education with compulsory intensive workshops on campus, 2 x 2 day workshops plus online discussion Assessment: Health Economics Exercise (50%), Health finance assignment (50%) Mode of delivery: Distance education/intensive on campus
This unit aims to provide students with an understanding of the financial and economic aspects of health policy. It introduces the main concepts and analytical methods of health economics, political economy and finance. Learning objectives:
- understand the main models and debates regarding health funding in developed OECD countries and the implications for equity, delivery and governance of health services.
- apply this knowledge to current Australian and global health systems and debates over reform.
- understand the role of economic analysis in evaluating health policy change
- be familiar with theoretical frameworks underlying health economics and analysis.

Content:
This unit introduces the main concepts and analytical methods of health economics, political economy and finance to examine the workings of health systems in Australia and comparable countries. It looks at the main models of health system funding and their implications for the structure, planning and delivery of services. The first module focuses on the basic concepts and methodologies of health economics and political economy and their contribution to policy analysis. The second module places funding structures in a broader political and policy context. Topics include the debates over the public-private mix and governance and accountability - who makes decisions about funding priorities? To whom should decision makers be held accountable and for what aspects of their work? How does health finance shape broader policy reform?

Textbooks

PMED5051
Leadership in Medicine
Credit points: 6 Teacher/Coordinator: Mike Jenner and Hudson Birden Session: Semester 2 Classes: Block intensive up to 3 days and students will spend approx 8 hours/week (x 13 weeks) engaging in online discussions, self-directed learning activities and literature appraisal. Assessment: 5 x 1 page assignments (10%per = 50%), weekly online participation (30%), face-to-face participation (20%) Mode of delivery: Online
A successful leader is influential and their effectiveness is determined by the behaviours they consistently manifest. This practical leadership unit is focussed on behaviours and will explore best practice in medical leadership and guide the learner in how to improve their leadership skills. The course is tailored to health professionals and is based on a similar unit in the University of Sydney Business School's MBA. Students will gain an understanding of the concepts that underpin the influencing process and will develop skills in the individual components of influencing. Topics covered will include: building self-awareness, the development process, self-management, managing difference, best practice communication (setting expectations, listening, motivating, giving and receiving feedback, confronting, conflict resolution), effective networking, building productive relationships and driving engagement.

Textbooks
Nil. Required readings will be provided

PUBH5010
Epidemiology Methods and Uses
Credit points: 6 Teacher/Coordinator: Professor Tim Driscoll Session: Semester 1 Classes: 1x 1hr lecture and 1x 2hr tutorial per week for 13 weeks - lecture, tutorials and tutorials may be completed online. Prohibitions: BSTA5011 Assessment: 1x 4page assignment (30%) and 1x 2.5hr supervised open-book exam (70%). For distance students, it may be possible to complete the exam externally with the approval of the course coordinator. Mode of delivery: Online
This unit provides students with core skills in epidemiology, particularly the ability to critically appraise public health and clinical epidemiological research literature. This unit covers: study types; measures of frequency and association; measurement bias; confounding/effect modification; randomized trials; systematic reviews; screening and test evaluation; infectious disease outbreaks; measuring public health impact and use and interpretation of population health data. It is expected that students spend an additional 2-3 hours at least preparing for their tutorials.

Textbooks

PUBH5018
Introductory Biostatistics
Credit points: 6 Teacher/Coordinator: Dr Kevin McGeechan and Dr Patrick Kelly Session: Semester 1 Classes: 2 x 2hr lecture, 10 x 1hr lectures, 11 x 2hr tutorials, 2 x 1hr and 8 x 0.5hr statistical computing self directed learning tasks over 12 weeks - lectures and tutorials may be completed online Assessment: 1x4 page assignment (30%) and 1x2.5hr open-book exam (70%).
For distance students it may be possible to complete the exam externally with the approval of the course coordinator. **Mode of delivery:** Normal (lecture/lab/tutorial) evening

This unit aims to provide students with an introduction to statistical concepts, their use and relevance in public health. This unit covers descriptive analyses to summarise and display data; concepts underlying statistical inference; basic statistical methods for the analysis of continuous and binary data; and statistical aspects of study design. Specific topics include: sampling; probability distributions; sampling distribution of the mean; confidence interval and significance tests for one-sample, two paired samples and two independent samples for continuous data and also binary data; correlation and simple linear regression; distribution-free methods for two paired samples, two independent samples and correlation; power and sample size estimation for simple studies; statistical aspects of study design and analysis. Students will be required to perform analyses using a calculator and will also be required to conduct analyses using statistical software (SPSS). It is expected that students spend an additional 2 hours per week preparing for their tutorials. Computing tasks are self-directed.

**Textbooks**
Course notes are provided.

**SURG6001 Surgical Research 1**
**Credit points:** 6  
**Teacher/Coordinator:** Professor Mohamed Khadra  
**Session:** Semester 1, Semester 2  
**Classes:** 1 hour weekly tutorial and attendance at a research skills seminar, plus up to 6 hours/week independent supervised research  
**Assessment:** The overall assessment of this unit will be via a dissertation submitted at the end of Surgical Research 6  
**Mode of delivery:** Normal (lecture/lab/tutorial) day

This course builds a basis for the acquisition of research skills in an area of relevance to surgical practice. The student needs to construct a question which, when answered, makes an original contribution to the literature. The student needs to demonstrate each step of the research process through the submission of written work.

**SURG6002 Surgical Research 2**
**Credit points:** 6  
**Teacher/Coordinator:** Professor Mohamed Khadra  
**Session:** Semester 1, Semester 2  
**Classes:** 1 hour weekly tutorial and attendance at a research skills seminar, plus up to 6 hours/week independent supervised research  
**Assessment:** The overall assessment of this unit will be via a dissertation submitted at the end of Surgical Research 6  
**Mode of delivery:** Normal (lecture/lab/tutorial) day

This course builds a basis for the acquisition of research skills in an area of relevance to surgical practice. The student needs to appraise the literature critically, and design a research project which will make an original contribution to the literature. Skills in data collection, statistical analysis of data and critical thinking will be assessed. The student needs to demonstrate each step of the research process through the submission of written work.

**SURG6003 Surgical Research 3**
**Credit points:** 6  
**Teacher/Coordinator:** Professor Mohamed Khadra  
**Session:** Semester 1, Semester 2  
**Classes:** 1 hour weekly tutorial and attendance at a research skills seminar, plus up to 6 hours/week independent supervised research  
**Assessment:** The overall assessment of this unit will be via a dissertation submitted at the end of Surgical Research 6  
**Mode of delivery:** Normal (lecture/lab/tutorial) day

This course builds a basis for the acquisition of research skills in an area of relevance to surgical practice. The student needs to appraise the literature critically, and design a research project which will make an original contribution to the literature. Skills in data collection, statistical analysis of data and critical thinking will be assessed. The student needs to demonstrate each step of the research process through the submission of written work.

**SURG6004 Surgical Research 4**
**Credit points:** 6  
**Teacher/Coordinator:** Professor Mohamed Khadra  
**Session:** Semester 1, Semester 2  
**Classes:** 1 hour weekly tutorial and attendance at a research skills seminar, plus up to 6 hours/week independent supervised research  
**Assessment:** The overall assessment of this unit will be via a dissertation submitted at the end of Surgical Research 6  
**Mode of delivery:** Normal (lecture/lab/tutorial) day

This course builds a basis for the acquisition of research skills in an area of relevance to surgical practice. The student needs to appraise the literature critically, and design a research project which will make an original contribution to the literature. Skills in data collection, statistical analysis of data and critical thinking will be assessed. The student needs to demonstrate each step of the research process through the submission of written work.

**SURG6005 Surgical Research 5**
**Credit points:** 6  
**Teacher/Coordinator:** Professor Mohamed Khadra  
**Session:** Semester 1, Semester 2  
**Classes:** 1 hour weekly tutorial and attendance at a research skills seminar, plus up to 6 hours/week independent supervised research  
**Assessment:** The overall assessment of this unit will be via a dissertation submitted at the end of Surgical Research 6  
**Mode of delivery:** Normal (lecture/lab/tutorial) day

This course builds a basis for the acquisition of research skills in an area of relevance to surgical practice. The student needs to appraise the literature critically, and design a research project which will make an original contribution to the literature. Skills in data collection, statistical analysis of data and critical thinking will be assessed. The student needs to demonstrate each step of the research process through the submission of written work.

**SURG6006 Surgical Research 6**
**Credit points:** 6  
**Teacher/Coordinator:** Professor Mohamed Khadra  
**Session:** Semester 1, Semester 2  
**Classes:** 1 hour weekly tutorial and attendance at a research skills seminar, plus up to 6 hours/week independent supervised research  
**Assessment:** The overall assessment of this unit will be via a dissertation submitted at the end of Surgical Research 6  
**Mode of delivery:** Normal (lecture/lab/tutorial) day

This course builds a basis for the acquisition of research skills in an area of relevance to surgical practice. The student will demonstrate skills of writing and communication research including developing an ability to translate research to a lay audience. This unit will culminate in the submission of a research dissertation.

**SURG6011 Clinical Surgery 1**
**Credit points:** 6  
**Teacher/Coordinator:** Professor Mohamed Khadra  
**Session:** Semester 1, Semester 2  
**Classes:** 4 x 4.5 hour weekly clinical and or operating sessions and a 2 hour tutorial per week  
**Assessment:** satisfactory competent participation in the care of a number of patients (30%), 1 x in-depth case analysis (30%), assessment of diagnostic and clinical management (20%), participation in weekly clinical tutorials (20%)  
**Mode of delivery:** Clinical experience

This course provides students with the basic psychomotor, cognitive, literature review and communication skills that are necessary to develop a career in surgery. The course also provides opportunities for students to develop an ability to critically review the medical and scientific literature with a view to develop supportable, safe and competent clinical management for patients with surgical disease. Students will also have an opportunity to review the wider implications of surgery within the national and global health imperatives and to be able to communicate and defend their views competently.

**SURG6012 Clinical Surgery 2**
**Credit points:** 6  
**Teacher/Coordinator:** Professor Mohamed Khadra  
**Session:** Semester 1, Semester 2  
**Classes:** 4 x 4.5 hour weekly clinical and or operating sessions and a 2 hour tutorial per week  
**Assessment:** satisfactory competent participation in the care of a number of patients (30%), 1 x in-depth case analysis (30%), assessment of diagnostic and clinical management (20%), participation in weekly clinical tutorials (20%)  
**Mode of delivery:** Clinical experience
This course builds on the psychomotor, cognitive, literature review and communication skills that are necessary to develop in a career in surgery which are gained in previous clinical surgery courses. The course also provides opportunities for students to develop an ability to critically review the medical and scientific literature with a view to develop supportable, safe and competent clinical management for patients with surgical disease. Students will also have an opportunity to review the wider implications of surgery within the national and global health imperatives and to be able to communicate and defend their views competently.

SURG6013 Clinical Surgery 3
Credit points: 6 Teacher/Coordinator: Professor Mohamed Khadra Session: Semester 1, Semester 2 Classes: 4 x 4.5 hour weekly clinical and or operating sessions and a 2 hour tutorial per week. Assessment: satisfactory competent participation in the care of a number of patients (30%), 1xin-depth case analysis (30%), assessment of diagnostic and clinical management (20%), participation in weekly clinical tutorials (20%) (See handbook for details of all assessment tasks) Mode of delivery: Clinical experience

This course builds on the psychomotor, cognitive, literature review and communication skills that are necessary to develop in a career in surgery which are gained in previous clinical surgery courses. The course also provides opportunities for students to develop an ability to critically review the medical and scientific literature with a view to develop supportable, safe and competent clinical management for patients with surgical disease. Students will also have an opportunity to review the wider implications of surgery within the national and global health imperatives and to be able to communicate and defend their views competently.

SURG6014 Clinical Surgery 4
Credit points: 6 Teacher/Coordinator: Professor Mohamed Khadra Session: Semester 1, Semester 2 Classes: 4 x 4.5 hour weekly clinical and or operating sessions and a 2 hour tutorial per week. Assessment: satisfactory competent participation in the care of a number of patients (30%), 1xin-depth case analysis (30%), assessment of diagnostic and clinical management (20%), participation in weekly clinical tutorials (20%) (See handbook for details of all assessment tasks) Mode of delivery: Clinical experience

This course builds on the psychomotor, cognitive, literature review and communication skills that are necessary to develop in a career in surgery which are gained in previous clinical surgery courses. The course also provides opportunities for students to develop an ability to critically review the medical and scientific literature with a view to develop supportable, safe and competent clinical management for patients with surgical disease. Students will also have an opportunity to review the wider implications of surgery within the national and global health imperatives and to be able to communicate and defend their views competently.

SURG6015 Clinical Surgery 5
Credit points: 6 Teacher/Coordinator: Professor Mohamed Khadra Session: Semester 1, Semester 2 Classes: 4 x 4.5 hour weekly clinical and or operating sessions and a 2 hour tutorial per week. Assessment: satisfactory competent participation in the care of a number of patients (30%), 1xin-depth case analysis (30%), assessment of diagnostic and clinical management (20%), participation in weekly clinical tutorials (20%) (See handbook for details of all assessment tasks) Mode of delivery: Clinical experience

This course builds on the psychomotor, cognitive, literature review and communication skills that are necessary to develop in a career in surgery which are gained in previous clinical surgery courses. The course also provides opportunities for students to develop an ability to critically review the medical and scientific literature with a view to develop supportable, safe and competent clinical management for patients with surgical disease. Students will also have an opportunity to review the wider implications of surgery within the national and global health imperatives and to be able to communicate and defend their views competently.

SURG6016 Clinical Surgery 6
Credit points: 6 Teacher/Coordinator: Professor Mohamed Khadra Session: Semester 1, Semester 2 Classes: 4 x 4.5 hour weekly clinical and or operating sessions and a 2 hour tutorial per week. Assessment: satisfactory competent participation in the care of a number of patients (30%), 1xin-depth case analysis (30%), assessment of diagnostic and clinical management (20%), participation in weekly clinical tutorials (20%) (See handbook for details of all assessment tasks) Mode of delivery: Clinical experience

This course builds on the psychomotor, cognitive, literature review and communication skills that are necessary to develop in a career in surgery which are gained in previous clinical surgery courses. The course also provides opportunities for students to develop an ability to critically review the medical and scientific literature with a view to develop supportable, safe and competent clinical management for patients with surgical disease. Students will also have an opportunity to review the wider implications of surgery within the national and global health imperatives and to be able to communicate and defend their views competently.

SURG6017 Clinical Surgery 7
Credit points: 6 Teacher/Coordinator: Professor Mohamed Khadra Session: Semester 1, Semester 2 Classes: 4 x 4.5 hour weekly clinical and or operating sessions and a 2 hour tutorial per week. Assessment: satisfactory competent participation in the care of a number of patients (30%), 1xin-depth case analysis (30%), assessment of diagnostic and clinical management (20%), participation in weekly clinical tutorials (20%) (See handbook for details of all assessment tasks) Mode of delivery: Clinical experience

This course builds on the psychomotor, cognitive, literature review and communication skills that are necessary to develop in a career in surgery which are gained in previous clinical surgery courses. The course also provides opportunities for students to develop an ability to critically review the medical and scientific literature with a view to develop supportable, safe and competent clinical management for patients with surgical disease. Students will also have an opportunity to review the wider implications of surgery within the national and global health imperatives and to be able to communicate and defend their views competently.

SURG6018 Clinical Surgery 8
Credit points: 6 Teacher/Coordinator: Professor Mohamed Khadra Session: Semester 1, Semester 2 Classes: 4 x 4.5 hour weekly clinical and or operating sessions and a 2 hour tutorial per week. Assessment: satisfactory competent participation in the care of a number of patients (30%), 1xin-depth case analysis (30%), assessment of diagnostic and clinical management (20%), participation in weekly clinical tutorials (20%) (See handbook for details of all assessment tasks) Mode of delivery: Clinical experience

This course builds on the psychomotor, cognitive, literature review and communication skills that are necessary to develop in a career in surgery which are gained in previous clinical surgery courses. The course also provides opportunities for students to develop an ability to critically review the medical and scientific literature with a view to develop supportable, safe and competent clinical management for patients with surgical disease. Students will also have an opportunity to review the wider implications of surgery within the national and global health imperatives and to be able to communicate and defend their views competently.

SURG6019 Clinical Surgery 9
Credit points: 6 Teacher/Coordinator: Professor Mohamed Khadra Session: Semester 1, Semester 2 Classes: 4 x 4.5 hour weekly clinical and or operating sessions and a 2 hour tutorial per week. Assessment: satisfactory competent participation in the care of a number of patients (30%), 1xin-depth case analysis (30%), assessment of diagnostic and clinical management (20%), participation in weekly clinical tutorials (20%) (See handbook for details of all assessment tasks) Mode of delivery: Clinical experience

This course builds on the psychomotor, cognitive, literature review and communication skills that are necessary to develop in a career in surgery which are gained in previous clinical surgery courses. The course also provides opportunities for students to develop an ability
to critically review the medical and scientific literature with a view to
develop supportable, safe and competent clinical management for
patients with surgical disease. Students will also have an opportunity
to review the wider implications of surgery within the national and
global health imperatives and to be able to communicate and defend
their views competently.

SURG6020
Clinical Surgery 10
Credit points: 6 Teacher/Coordinator: Professor Mohamed Khadra Session:
Semester 1, Semester 2 Classes: 4 x 4.5 hour weekly clinical and or operating
sessions and a 2 hour tutorial per week. Assessment: satisfactory competent
participation in the care of a number of patients (30%), 1 in-depth case analysis
(30%), assessment of diagnostic and clinical management (20%), participation
in weekly clinical tutorials (20%) (See handbook for details of all assessment
tasks) Mode of delivery: Clinical experience

This course builds on the psychomotor, cognitive, literature review
and communication skills that are necessary to develop in a career
in surgery which are gained in previous clinical surgery courses. The
course also provides opportunities for students to develop an ability
to critically review the medical and scientific literature with a view to
develop supportable, safe and competent clinical management for
patients with surgical disease. Students will also have an opportunity
to review the wider implications of surgery within the national and
global health imperatives and to be able to communicate and defend
their views competently.

SURG6021
Clinical Surgery 11
Credit points: 6 Teacher/Coordinator: Professor Mohamed Khadra Session:
Semester 1, Semester 2 Classes: 4 x 4.5 hour weekly clinical and or operating
sessions and a 2 hour tutorial per week. Assessment: satisfactory competent
participation in the care of a number of patients (30%), 1 in-depth case analysis
(30%), assessment of diagnostic and clinical management (20%), participation
in weekly clinical tutorials (20%) (See handbook for details of all assessment
tasks) Mode of delivery: Clinical experience

This course builds on the psychomotor, cognitive, literature review
and communication skills that are necessary to develop in a career
in surgery which are gained in previous clinical surgery courses. The
course also provides opportunities for students to develop an ability
to critically review the medical and scientific literature with a view to
develop supportable, safe and competent clinical management for
patients with surgical disease. Students will also have an opportunity
to review the wider implications of surgery within the national and
global health imperatives and to be able to communicate and defend
their views competently.

SURG6022
Clinical Surgery Capstone
Credit points: 6 Teacher/Coordinator: Professor Mohamed Khadra Session:
Semester 1, Semester 2 Classes: 4 x 4.5 hour weekly clinical and or operating
sessions and a 2 hour tutorial per week. Assessment: satisfactory competent
participation in the care of a number of patients (30%), viva voce (70%) - see
handbook for details of all assessment tasks Mode of delivery: Clinical
experience

This course rounds off the psychomotor, cognitive, literature review
and communication skills that are necessary to develop in a career
in surgery which are gained in previous clinical surgery courses. The
course also provides opportunities for students to develop an ability
to critically review the medical and scientific literature with a view to
develop supportable, safe and competent clinical management for
patients with surgical disease. Students will also have an opportunity
to review the wider implications of surgery within the national and
global health imperatives and to be able to communicate and defend
their views competently. Satisfactory performance in the Clinical
Surgery Capstone is mandatory to be awarded the Doctor of Clinical
Surgery.
Clinical Trials Research

Graduate Certificate in Clinical Trials Research
Graduate Diploma in Clinical Trials Research
Master of Clinical Trials Research

<table>
<thead>
<tr>
<th></th>
<th>Graduate Certificate in Clinical Trials Research</th>
<th>Graduate Diploma in Clinical Trials Research</th>
<th>Master of Clinical Trials Research</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course code</td>
<td>GCCLITRR1000</td>
<td>GNCLITRR1000</td>
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<td>Degree Abbreviation</td>
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<td>GradDipClinT(R)</td>
<td>MClinT(R)</td>
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<tr>
<td>Credit points required to complete</td>
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<td>36</td>
<td>48</td>
</tr>
<tr>
<td>Time to complete part-time</td>
<td>1 - 3 years*</td>
<td>1.5 - 3 years*</td>
<td>2 - 6 years*</td>
</tr>
</tbody>
</table>

*currently offered on a part-time basis only

Overview
The aim of the online Clinical Trials Research course is to provide a distinctive program targeted at medical doctors and allied health professionals, to help them acquire the expertise needed to design, develop, lead and conduct clinical trials. The course is led by the NHMRC Clinical Trials Centre (CTC), Australia’s premier academic clinical trials research organisation. The NHMRC CTC course focuses on clinical trials design and research methodology and is offered via distance learning only. Graduates will gain a solid understanding of clinical trials methodologies underpinning the design of high quality studies, and the knowledge to lead, conduct and appropriately interpret the results of single and multi-centre clinical trials.

Course outcomes
Graduates will:
- understand the advantages and limitations of various trial designs
- gain a solid understanding of different scientific research methods that underpin the design of high quality clinical studies
- be able to lead and/or contribute to designing, efficiently conducting and appropriately interpreting the results of single and multi-centre clinical trials
- be able to identify and understand the appropriate literature with respect to clinical questions and clinical trials design
- have a solid understanding of the clinical trial process including the design, scheduling of intervention, the statistical and ethical considerations, selection of participants and delivery of the intervention.

Information about the programs
The graduate certificate requires students to undertake 24 credit points of study comprising four core units of study.

The graduate diploma requires 36 credit points of study comprising six core units of study.

The master’s requires 48 credit points of study comprising six core units, a choice of electives (up to 6 credit points), and a capstone unit. The capstone will test the student’s ability to integrate and consolidate their learning.

Flexible learning
The Clinical Trials Research courses are delivered 100 percent online, including lectures, tutorials, discussion forums and supplementary materials.

Further enquiries
Adrienne Kirby
Phone: +61 2 9562 5064
Email: adrienne.kirby@ctc.usyd.edu.au
Website: http://www.ctc.usyd.edu.au/education.aspx
Clinical Trials Research

Admission requirements

Admission to the **Graduate Certificate in Clinical Trials Research** requires:

- an undergraduate degree in a health related discipline; or
- a minimum of 5 years professional work experience in a health related field.

Admission to the **Graduate Diploma in Clinical Trials Research** requires:

- an undergraduate degree in a health related discipline; or
- successful completion of the requirements of the embedded Graduate Certificate in Clinical Trials Research; or
- successful completion of the requirements of the Graduate Certificate in Clinical Trials Practice (offered through the Faculty of Nursing).

Admission to the **Master of Clinical Trials Research** requires:

- a bachelor degree with honours in a health related discipline; or
- successful completion of the requirements for the embedded Graduate Certificate in Clinical Trials Research or the Graduate Certificate in Clinical Trials Practice (offered through the Faculty of Nursing), with a credit average in at least 12 credit points of core units of study; or
- successful completion of the requirements of the embedded Graduate Diploma in Clinical Trials Research.

Course structure

The **Graduate Certificate in Clinical Trials Research** requires the successful completion of 24 credit points of core units of study.

The **Graduate Diploma in Clinical Trials Research** requires the successful completion of 36 credit points of core units of study.

The **Master of Clinical Trials Research** requires the successful completion of 48 credit points of units of study including:

- 36 credit points of core units of study; and
- 6 credit points of elective units of study; and
- a 6 credit point capstone unit of study.

Sample Pattern of enrolment

In order to progress through the program, the following pattern of enrolment is suggested.

### Year 1

<table>
<thead>
<tr>
<th>UoS code and name</th>
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<th>Delivery Mode</th>
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<tr>
<td>CLTR5000 Critical Appraisal of Evidence</td>
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<td>CLTR5001 Trial Design and Methods</td>
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<td>online</td>
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<td>Semester 2</td>
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### Year 2

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<td>CLTR5003 Leadership and Problem Solving</td>
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<td>Semester 2</td>
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<td>online</td>
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Clinical Trials Research

Degree resolutions
Sydney Medical School resolutions and the printed handbook are the official statement of Faculty policy. The resolutions contained in the printed handbook are accurate as at November 2014. If a conflict is perceived between the content of the printed handbook and information available elsewhere, Sydney Medical School resolutions and the information available in the handbook online shall always take precedence.

See the Policy Online website: sydney.edu.au/policy, for copies of University policies.

Graduate Certificate in Clinical Trials Research

Graduate Diploma in Clinical Trials Research

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

Course resolutions

1 Course codes

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<th>Code</th>
<th>Course title</th>
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<td>Graduate Certificate in Clinical Trials Research</td>
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<tr>
<td>MAINPUHE-03</td>
<td>Graduate Diploma in Clinical Trials Research</td>
</tr>
<tr>
<td>MACLITRR-01</td>
<td>Master of Clinical Trials Research</td>
</tr>
</tbody>
</table>

2 Attendance pattern
The attendance pattern for these courses is part time only.

3 Master's type
The master's degrees in these resolutions are advanced learning master's courses, as defined by the Coursework Rule.

4 Cross-faculty management
(1) Candidates in Clinical Trials Research courses will be under the general supervision of the Faculty of Medicine and will be governed by the resolutions of the Faculty of Medicine.
(2) Candidates in Clinical Trials Practice courses will be under the general supervision of the Faculty of Nursing and Midwifery and will be governed by the resolutions of the Faculty of Nursing and Midwifery.
(3) The Deans of the Faculty of Medicine and the Faculty of Nursing and Midwifery shall jointly exercise authority in any matter concerned with the combined course units not otherwise dealt with in these resolutions.

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

6 Admission to candidature
(1) Available places will be offered to qualified applicants according to the following admission criteria. In exceptional circumstances the dean may admit applicants without this qualification who, in the opinion of the Faculty, have qualifications, evidence of experience and achievement sufficient to successfully undertake the award.
(2) Admission to the Graduate Certificate in Clinical Trials Research requires:
   (a) a bachelor's degree in a health related discipline from the University of Sydney or equivalent qualification.
   or
   (b) a minimum 5 years professional work experience in a health-related field.
(3) Admission to the Graduate Diploma in Clinical Trials Research requires:
   (a) a bachelor's degree in a health related discipline from the University of Sydney or equivalent qualification;
   or
   (c) completion of the requirements of the embedded Graduate Certificate in Clinical Trials Research from the University of Sydney;
   or
   (d) a Graduate Certificate in Clinical Trials Practice from the University of Sydney, or equivalent qualification.
(4) Admission to the Master of Clinical Trials Research requires:
   (a) a bachelor's degree with a first or second class honours in a health related discipline from the University of Sydney or equivalent qualification;
   or
   (b) completion of the requirements of the embedded Graduate Certificate with a credit average in at least 12 credit points of core units of study;
   or
   (c) completion of the requirements of the embedded Graduate Diploma from the University of Sydney, or equivalent qualification;
   or
   (d) a Graduate Certificate in Clinical Trials Practice with a credit average in at least 12 credit points of core units of study from the University of Sydney or equivalent qualification.

7 Requirements for award
(1) The units of study that may be taken for the courses are set out in the Table of Units of Study: Clinical Trials Research
(2) To qualify for the award of the Graduate Certificate in Clinical Trials Research a candidate must successfully complete 24 credit points of core units of study.
(3) To qualify for the award of the Graduate Diploma in Clinical Trials Research, a candidate must successfully complete 36 credit points of core units of study.
(4) To qualify for the award of the Master of Clinical Trials Research, a candidate must successfully complete 48 credit points, including:
   (a) 36 credit points of core units of study;
   (b) 6 credit points of elective units of study; and
   (c) a 6 credit point capstone unit of study.
Candidates are required to attend clinical simulation and fieldwork as prescribed. Where appropriate, the Faculty may require individual candidates to undertake further or remedial theoretical, clinical or practical study in addition to the above requirements.

Credit

Students in the Graduate Diploma in Clinical Trials Research and Master of Clinical Trials Research who have previously completed the Graduate Certificate in Clinical Trials Practice, may be granted up to a maximum of 6 credit points of credit toward the new award for units of study undertaken in the previous course. Credit shall otherwise be granted in accordance with the Coursework Rule.

Transitional provisions

These resolutions apply to persons who commenced their candidature after 1 January, 2015 and persons who commenced their candidature prior to 1 January, 2015 who formally elect to proceed under these resolutions.

Candidates who commenced prior to 1 January, 2015 and elect not to proceed under these resolutions will complete the requirements for their candidature in accordance with the resolutions and course rules in force at the time of their commencement, provided that those requirements are completed by 1 January 2017. The Faculty may specify a later date for completion or specify alternative requirements for completion of candidatures that extend beyond this time.
Table of units of study: Clinical Trials Research

<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>
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<tr>
<td>CLTR5001 Trial Design and Methods</td>
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<td>CLTR5000 Critical Appraisal of Evidence</td>
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<td></td>
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<td>Semester 1</td>
</tr>
<tr>
<td>CLTR5007 Statistical Principles &amp; Clinical Trials</td>
<td>6 P CLTR5001</td>
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<td>Semester 2</td>
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<tr>
<td>NURS5068 Clinical Trials in Practice</td>
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<td>Semester 2</td>
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<tr>
<td><strong>Additional core units for diploma and master’s students</strong></td>
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<tr>
<td>CLTR5002 Interpretation of Trial Analyses</td>
<td>6 P CLTR5001, CLTR5007</td>
<td></td>
<td></td>
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<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>CLTR5003 Leadership and Problem Solving</td>
<td>6 P CLTR5001</td>
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<tr>
<td><strong>Elective units</strong></td>
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<tr>
<td>CLTR5004 Advanced Trial Design</td>
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<td>Semester 2</td>
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<tr>
<td>CLTR5005 Biomarker Studies</td>
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<td>Semester 2</td>
</tr>
<tr>
<td><strong>Capstone for master’s students</strong></td>
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<tr>
<td>CLTR5008 Research Project</td>
<td>6 P CLTR5001, CLTR5007</td>
<td></td>
<td></td>
<td></td>
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<td>Semester 2</td>
</tr>
</tbody>
</table>
Clinical Trials Research

Unit of study descriptions for 2015

CLTR5000
Critical Appraisal of Evidence

Credit points: 6  
Teacher/Coordinator: David Espinoza, Henry Ko  
Session: Semester 1  
Classes: discussion groups and problem based learning  
Assessment: 2x quizzes (2x10%), 2x assignments (2x40%)  
Mode of delivery: Online

The candidate will develop the skills necessary to synthesize evidence both in preparation for conducting a trial and how to incorporate trial results into existing evidence. This will include being able to conduct a systematic review of the literature, including understanding how to appropriately assess evidence. The principles of meta-analysis to combine the results of multiple trials will also be examined as well as the interpretation of these results and how they can be used in clinical practice guideline development. As part of the critical appraisal of available evidence, different patient outcomes and the corresponding summary endpoint measures will be examined. Additionally the sources of biases arising from different trial designs and outcome measures will be covered and incorporated as part of the critical appraisal of available evidence (including published papers).

Textbooks
Recommended reading: Interpreting and Reporting of Clinical Trials: a guide to the Consort statement.


CLTR5001
Trial Design and Methods

Credit points: 6  
Teacher/Coordinator: Anne-Sophie Veillard, Adrienne Kirby  
Session: Semester 1  
Classes: discussion groups and problem based learning  
Assessment: 2x quizzes (2x10%), 2x assignments (2x40%)  
Mode of delivery: Online

This unit of study will focus on the strengths and weaknesses of different clinical study designs. Designs considered will include cohort (retrospective and prospective), cross-sectional, case-control and randomized controlled designs. The different phases of clinical trial designs in the development of therapies will also be examined including phase I (first in man), phase II piloted and phase III comparative designs. Extension and adaption of randomized designs will also be covered including cluster and factorial designs and adaptive pilot studies. Students will gain the skills necessary to choose between these designs for best practice. Types of outcomes (continuous, categorical, time-to-event) will be discussed. Methods of allocating participants to interventions (randomization), as well as blinding and allocation concealment. They will be covered together with aspects of protocol development. On completion of this unit, the student will be familiar with the differences between study types and study designs, as well as the principles and practice of randomisation. It is also expected that the candidate will be able to develop stratified randomisation schemes for their own studies.

Textbooks
Recommended reading: Interpreting and Reporting of Clinical Trials: a guide to the Consort statement.

CLTR5002
Interpretation of Trial Analyses

Credit points: 6  
Teacher/Coordinator: Andrew Martin  
Session: Semester 1  
Classes: discussion groups and problem based learning  
Prerequisites: CLTR5001, CLTR5007  
Assessment: 2x exercises/quizzes (2x10%), 2x assignments (2x40%)  
Mode of delivery: Online

This unit addresses a number of key issues that arise in the analysis of clinical trial data. It will equip students with the ability to critically evaluate and interpret trial analyses, as well as provide them with an understanding of the principles underpinning good analysis practices. Modules will provide an introduction to the interpretation of treatment effect estimates, adjusted analyses, subgroup analysis, interim analyses, and how to reach appropriate decisions about the continued evaluation of an intervention, or its recommended implementation in practice.

Textbooks
Recommended reading: Interpreting and Reporting of Clinical Trials: a guide to the Consort statement.

CLTR5003
Leadership and Problem Solving

Credit points: 6  
Teacher/Coordinator: Rebecca Mister, Katrin Sojquist  
Session: Semester 1  
Classes: discussion groups and problem based learning  
Prerequisites: CLTR5001  
Assessment: 2x quizzes (2x10%)  
Mode of delivery: Online

The candidate will understand how to effectively form, lead and successfully manage a clinical research project. The subject will address issues related to resource management (including team and finance). The key elements of putting together a solid funding application and developing a study protocol will also be covered. Specialized aspects of trial management and conduct will be presented. Issues involved in study start up (initiation), monitoring and quality assurance (including audit), and study outcome collection will be introduced. Aspects of scientific leadership including skills to address/solve problems in recruitment, follow up and event assessment will be taught. Students will gain a detailed understanding of how to plan for issues arising during a clinical trial in a practical sense including dealing with unexpected events during a trial, addressing event rates lower than that expected, changes in outcome definitions and ethical dilemmas. This is a key subject where students will gain an understanding of how to apply theory to practice.

Textbooks
Recommended reading: Interpreting and Reporting of Clinical Trials: a guide to the Consort statement.

CLTR5004
Advanced Trial Design

Credit points: 6  
Teacher/Coordinator: Rachel O’Connell, Adrienne Kirby  
Session: Semester 2  
Classes: discussion groups and problem based learning  
Prerequisites: CLTR5001, CLTR5007  
Assessment: 2x quizzes (2x10%), 2x assessments (2x40%)  
Mode of delivery: Online

Candidates will be taught skills to design and interpret equivalence trials, non-inferiority trials and cluster randomised trials. Specialised designs including enrichment and discontinuation designs will be discussed and special aspects relating to cross-over studies will be taught. Techniques to validly incorporate composite, co-primary and surrogate endpoints will be covered. Distinctions between event and chronological time directed outcomes will be discussed. Skills to incorporate sub-studies into clinical research projects will be covered in this unit.

Textbooks
Recommended reading: Interpreting and Reporting of Clinical Trials: a guide to the Consort statement.

CLTR5005
Biomarker Studies

Credit points: 6  
Teacher/Coordinator: Chee Lee, Sally Lord, Sonia Yip  
Session: Semester 2  
Classes: discussion groups and problem based learning
Clinical Trials Research

**Prerequisites:** CLTR5001  
**Assessment:** 2x quizzes (2x10%), 2x assessments (2x40%)  
**Mode of delivery:** Online

The special skills of translational research will be highlighted in this unit. Candidates will understand the potential uses for biomarkers in clinical practice; how to use study designs relevant for biomarker evaluation and how to incorporate biomarker studies and biospecimen (tissue and blood) collection into clinical research projects. Candidates will learn the difference between prognostic, predictive and surrogate biomarkers and biostatistical considerations in their analysis. The complexities of international regulations regarding patient consent, biospecimen collection and shipment will be highlighted.

**Textbooks**

**CLTR5007**
**Statistical Principles & Clinical Trials**
**Credit points:** 6  
**Teacher/Coordinator:** Liz Barnes  
**Session:** Semester 2  
**Classes:** discussion groups and problem based learning  
**Prerequisites:** CLTR5001  
**Assessment:** 2x quizzes (2x10%), 2xwritten assignments (2x40%)  
**Mode of delivery:** Online

Statistical principles and concepts required to design clinical trials and analyse trial results will be introduced, including the appraisal of the appropriateness of analyses appearing in previous trial reports. Concepts which will be developed include an introduction to hypothesis testing, confidence interval estimation and understanding of univariable and adjusted analyses. Students will undertake analyses of study data where outcomes are continuous, binary and time-to-event variables. Concepts and issues involved in performing landmark analyses and in identification of key prognostic variables and their interpretation in a clinical trials context will be introduced. The basis for and understanding of sample size calculations for clinical trials will be covered. Analyses will be performed using statistical software. SPSS and ACCorD software will be supported but students may use any package they are familiar with and have available. It is the student’s responsibility to purchase the software. Details will be given at the beginning of the semester.

**Textbooks**
Recommended reading: Interpreting and Reporting of Clinical Trials: a guide to the Consort statement.  
Other resources: Statistical package capable of performing sample size calculations and simple statistical procedures (e.g. Analysis of Censored and Correlated Data).

**CLTR5008**
**Research Project**
**Credit points:** 6  
**Teacher/Coordinator:** Liz Barnes, Val Gebski  
**Session:** Semester 2  
**Prerequisites:** CLTR5001, CLTR5007  
**Assessment:** Dissertation (100%)  
**Mode of delivery:** Online

The capstone unit is a project which requires each student to bring together concepts, principles and applications developed in the previous units of coursework study into a workable research proposal and plan for the initiation and management of a clinical trial. The capstone will test the student’s ability to integrate and consolidate their learning.

**Textbooks**
Recommended reading: Interpreting and Reporting of Clinical Trials: a guide to the Consort statement.

**NURS5068**
**Clinical Trials in Practice**
**Credit points:** 6  
**Session:** Semester 2  
**Classes:** on-line  
**Assessment:** 2500wd assignment (40%) and 1500wd assignment (30%) and online activities (30%)  
**Mode of delivery:** Online

This unit of study will provide students with the knowledge and skills of translating clinical trials methods and theory into practice. Students will be introduced to principles of clinical trial project management including the management of patient recruitment and follow up, monitoring study progress, clinical trial budgeting and funding. This unit of study will also focus on the ethical and legal framework which governs clinical trials including ethics approval, informing patients, and obtaining consent in the context of clinical trials and various patient populations. A key feature of clinical trials relates to quality assurance aspects such as documentation of study procedures and clinical trial audit, consequently emphasis will be placed on the development of clinical trials reports, results and publications.
Critical Care Medicine

Graduate Certificate in Medicine (Critical Care Medicine)*
Graduate Diploma in Medicine (Critical Care Medicine)*
Master of Medicine (Critical Care Medicine)*
Master of Medicine (Advanced)(Critical Care Medicine)*
Graduate Certificate in Science in Medicine (Critical Care Medicine)*
Graduate Diploma in Science in Medicine (Critical Care Medicine)*
Master of Science Medicine (Critical Care Medicine)*
Master of Science Medicine (Advanced) (Critical Care Medicine)*

* not available to international students on a student visa in 2015

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<th>Graduate Diploma</th>
<th>Master</th>
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<td></td>
<td></td>
</tr>
<tr>
<td>Medicine: 083638M*</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Science in Medicine: 083721B*</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Credit points required to complete</td>
<td>24</td>
<td>36</td>
<td>48</td>
<td>60</td>
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<tr>
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<td>0.5 year</td>
<td>1 year</td>
<td>1 year</td>
<td>1.5 years</td>
</tr>
<tr>
<td>Time to complete part-time</td>
<td>1 - 2 years</td>
<td>1.5 - 3 years</td>
<td>2 - 4 years</td>
<td>2 - 5 years</td>
</tr>
</tbody>
</table>

Overview
The Critical Care Medicine program has been developed in response to requests from critical care specialists and trainees to increase educational opportunities in the specialties of emergency medicine, intensive care and anaesthetics.

The degree is tailored to produce well-rounded and analytical health care professionals.

The basic science curriculum of the Australasian College for Emergency Medicine, (ACEM), the Australian and New Zealand College of Anaesthetists (ANZCA) and the College of Intensive Care Medicine (CICM), will be addressed, as well as a range of targeted stream-specific electives (eg Retrieval Medicine, Pain Management, Communication, Consent and Ethics) and general elective subjects such as medical education, leadership and grant writing.

This course provides the opportunity to advance clinical knowledge and practice in areas of interest, as well as develop expertise in other areas important to career advancement.

A great benefit of the course will be interacting with similar people at a similar stage in their career, sharing knowledge and skills in a supportive environment, as well as making key contacts with leading experts in critical care.

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

Course outcomes
The program has been designed to ensure that the knowledge you gain can be applied to patient care and readily integrated into your day-to-day work. You will have an opportunity to learn the basic sciences, retrieval medicine and pain medicine, communication, consent and ethics relevant to the practice of critical care. You will gain insights and understanding into the key research that informs this area of practice.

Course information
The program is designed and delivered by leading clinicians and academics from our teaching hospitals and the University. The flexible format combines intensive face-to-face with interactive online delivery, and is perfect for clinicians whose continuing education is limited by time and distance.
The wide-ranging experience and knowledge of teaching staff ensures an up-to-date coverage of topics and issues related to clinical practice and evidence-based medicine.

All unit of study learning material is provided online and the face-to-face teaching sessions are designed to consolidate and reinforce learning outcomes as well as provide an opportunity to socialise with your teachers and fellow students.

Further enquiries
Dr Annette Katelaris
Phone: +61 2 9114 0508
Email: annette.katelaris@sydney.edu.au
Website: http://sydney.edu.au/medicine/future-students/courses/index.php

Double Degrees
Please note that the Double Degree program is not available in 2015
The following double degree programs are for International or AusAID students only. Domestic students can apply for admission to the two separate degrees: a Master degree as listed above, plus a Master of Philosophy (RMPLMED1000).

Information about the Master of Philosophy can be found in the Research Section of the Handbook.

Master of Medicine (Critical Care Medicine)/Master of Philosophy
Master of Science in Medicine (Critical Care Medicine)/Master of Philosophy

<table>
<thead>
<tr>
<th></th>
<th>Master of Medicine/MPhil</th>
<th>Master of Science in Medicine/MPhil</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course code</td>
<td>MAMEDPHL1CCM</td>
<td>MASCMPHL1CCM</td>
</tr>
<tr>
<td>CRICOS code</td>
<td>083721B</td>
<td>083722A</td>
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<tr>
<td>Degree Abbreviation</td>
<td>MMed(CritCareMed)/MPhil</td>
<td>MSmed(CritCareMed)/MPhil</td>
</tr>
<tr>
<td>Credit points required to complete</td>
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<td>96</td>
</tr>
<tr>
<td>Time to complete full-time</td>
<td>2 years</td>
<td>2 years</td>
</tr>
</tbody>
</table>
**Admission requirements**

Admission to the:
- Graduate Certificate in Medicine (Critical Care Medicine)
- Graduate Diploma in Medicine (Critical Care Medicine)
- Master of Medicine (Critical Care Medicine)

requires a medical degree.

Admission to the:
- Graduate Certificate in Science in Medicine (Critical Care Medicine)
- Graduate Diploma in Science in Medicine (Critical Care Medicine)

requires a bachelor degree in a health related discipline; or a minimum of 5 years professional work experience in a health related field.

Admission to the:
- Master of Science in Medicine (Critical Care Medicine)

requires the successful completion of an embedded degree program (Graduate Certificate or Graduate Diploma); or a bachelor degree in a health related discipline with a first or second class honours; or a bachelor degree in a health related discipline with professional work experience equivalent to a first or second class honours.

Admission to:
- Master of Medicine (Advanced) (Critical Care Medicine), and
- Master of Science in Medicine (Advanced) (Critical Care Medicine)

requires the student to be enrolled in the Master program and have an average mark of at least 75% in 24 credit points of compulsory or stream specific units of study.

**Course structure**

The **Graduate Certificate** requires the successful completion of 24 credit points of stream specific units of study.

The **Graduate Diploma** requires the successful completion of 36 credit points of units of study including:
- 6 credit points of compulsory units of study;
- 24 credit points of stream specific core units of study; and
- 6 credit points of stream specific or general elective units of study.

The **Master** requires the successful completion of 48 credit points of units of study including:
- 12 credit points of compulsory units of study;
- 18 credit points of stream-specific core units of study; and
- 18 credit points of stream specific or general elective units of study.

The **Master (Advanced)** requires the successful completion of 60 credit points of units of study including:
- 48 credit points of study as required for the Master; and
- 12 credit points of project units of study.

The **Master/Master of Philosophy** requires the successful completion of 96 credit points of units of study including:
- 48 credit points required for the Master
- 48 credit points of research units of study.

---

**Pattern of enrolment**

**Compulsory Units of Study**

<table>
<thead>
<tr>
<th>Unit of Study code and name</th>
<th>Credit point</th>
<th>Delivery mode</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compulsory unit of study for Graduate Diploma students</td>
<td>CEP15000 Introduction to Clinical Epidemiology</td>
<td>6 (available semester 1 and 2)</td>
</tr>
<tr>
<td>Compulsory units of study for Master students</td>
<td>CEP15000 Introduction to Clinical Epidemiology</td>
<td>6 (available semester 1 and 2)</td>
</tr>
<tr>
<td>CRIT5008 Evidence and ethics in practice</td>
<td>6 (available semester 2)</td>
<td>online/intensive</td>
</tr>
</tbody>
</table>

**Stream Specific Units of Study**

<table>
<thead>
<tr>
<th>Unit of Study code and name</th>
<th>Credit point</th>
<th>Delivery mode</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate Certificate students must complete 24 credit points of stream specific units of study</td>
<td>CRIT5001 Anatomy for Critical care</td>
<td>6</td>
</tr>
<tr>
<td>CRIT5002 Pathology for Critical Care</td>
<td>6</td>
<td>online/intensive</td>
</tr>
<tr>
<td>CRIT5006 Retrieval medicine operational environment</td>
<td>6</td>
<td>online/intensive</td>
</tr>
<tr>
<td>PAIN5021 Acute Pain</td>
<td>6</td>
<td>online/intensive</td>
</tr>
<tr>
<td>CRIT5003 Pharmacology for Critical Care</td>
<td>6</td>
<td>online/intensive</td>
</tr>
<tr>
<td>CRIT5004 Physiology for Critical Care</td>
<td>6</td>
<td>online/intensive</td>
</tr>
<tr>
<td>CRIT5005 Communication, consent, ethics</td>
<td>6</td>
<td>online/intensive</td>
</tr>
<tr>
<td>CRIT5007 Clinical Retrieval Medicine</td>
<td>6</td>
<td>online/intensive</td>
</tr>
<tr>
<td>PAIN5002 Pain mechanisms and contributors</td>
<td>6</td>
<td>online</td>
</tr>
</tbody>
</table>

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For internal use by University of Sydney staff only.
General Elective Units of Study

Units of Study code and name | Credit point | Delivery mode
---|---|---
PAIN5002 Pain mechanisms and contributors | 6 | online
PAIN5003 Pain Treatment and Management | 6 | online

Offered Semester 1 and Semester 2

BETH5004 Bioethics, Law and Society | 6 | online/intensive
BETH5004 Clinical Ethics | 6 | online/intensive
BETH5009 Medicines Policy, Economics and Ethics | 6 | online

PAIN5021 Acute Pain | 6 | online
BMRI5003 Clinical Psychiatry 1 | 6 | face to face
CEPI5005 Quality and Safety in Health Care | 6 | online
CEPI5005 Research Grants: Theory and Practice | 6 | block mode; online
PUBH5018 Introductory Biostatistics | 6 | face to face; online

Offered Semester 2

PAIN5018 Pain in Children | 6 | online
BMRI5006 Cognitive Behaviour Therapy | 6 | block mode
BMRI5012 Brain Ageing | 6 | face to face
BMRI5053 Bodies, Brains and Mind in Connection (students are encouraged to undertake this unit of study by applying for special permission. Clinical experience in the field is required) | 6 | face to face/online
BMRI5054 Psychotherapy and Psychosocial Care | 6 | face to face/online
PMD5005 Leadership in Medicine | 6 | online
MBH5001 Diabetes Management | 6 | online/intensive
MEDF5002 Best practice in healthcare education | 6 | online/intensive
SEXH5414 Public Health aspects of HIV, STIs and Sexual Health | 6 | face to face/online

Project Units of Study - Master (Advanced)

Students accepted into the Master (Advanced) program must complete 12 credit points of project units of study.

Students must re-enrol every semester, with the associated financial cost, until they submit their project report or dissertation.

Unit of Study code and name | Credit point | Delivery mode
---|---|---
MEDF5301 Project (Advanced Masters) | 12 (available semester 1 and 2) | supervision
MEDF5302 Project (Advanced Masters) (Part A) | 6 (available semester 1 and 2) | supervision
MEDF5303 Project (Advanced Masters) (Part B) | 6 (available semester 1 and 2) | supervision

International double degree students

Please note that the Double Degree program is not available in 2015

The double degree is only available to AusAID and international students and is conditional upon the appointment of an appropriate supervisor. Domestic students can enrol in the separate degrees.

Also see course rules for further details.

The Master of Medicine or Master of Science in Medicine, and Master of Philosophy double degrees are a coursework master degree combined with a master degree in research

Places in the double degree program are offered to qualified applicants according to the admissions criteria (see course rules). In exceptional circumstances the dean may admit applicants without these qualifications who, in the opinion of the school, have qualifications and evidence of experience and achievement sufficient to successfully undertake the award.

Students enrolled in the double degree will be required to have found a supervisor for their research degree and to submit a full research proposal for their Master of Philosophy by the end of the second semester of enrolment. In order to progress to the Master of Philosophy, students must complete the Master coursework component with a weighted average mark of at least 65 percent across all 48 credit points of coursework units.

In order to meet the academic requirements of the double degree, students must complete 48 credit points of coursework for the coursework master's degree and the equivalent of at least one year full time for the Master of Philosophy by enrolling in 48 credit points of research units of study as shown in the following table.

Research units of study | Credit points
---|---
Semester 1 | 
MEDF4001 Medicine Research A | 12
MEDF4002 Medicine Research B | 12

Semester 2 | 
MEDF4003 Medicine Research C | 12
MEDF4004 Medicine Research D | 12

Critical Care Medicine
Critical Care Medicine

Degree resolutions
Sydney Medical School resolutions and the printed handbook are the official statement of faculty policy. The resolutions contained in the printed handbook are accurate as at November 2014. If a conflict is perceived between the content of the printed handbook and information available elsewhere, Sydney Medical School resolutions and the information available in the handbook online shall always take precedence.

See the Policy Online website: sydney.edu.au/policy, for copies of University policies.

Graduate Certificate in Medicine
Graduate Diploma in Medicine
Master of Medicine
Master of Medicine (Advanced)

Graduate Certificate in Science in Medicine
Graduate Diploma in Science in Medicine
Master of Science in Medicine
Master of Science in Medicine (Advanced)

These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to) the University of Sydney (Coursework) Rule 2010 (the 'Coursework Rule'), the Resolutions of the Faculty, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended) and the Academic Board policies on Academic Dishonesty and Plagiarism.

Course Resolutions

1. Course codes

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title</th>
</tr>
</thead>
<tbody>
<tr>
<td>GCMEC02</td>
<td>Graduate Certificate in Medicine</td>
</tr>
<tr>
<td>GNMEC02</td>
<td>Graduate Diploma in Medicine</td>
</tr>
<tr>
<td>MAMEC04</td>
<td>Master of Medicine</td>
</tr>
<tr>
<td>MAMEADV01</td>
<td>Master of Medicine (Advanced)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title</th>
</tr>
</thead>
<tbody>
<tr>
<td>GCSCM01</td>
<td>Graduate Certificate in Science in Medicine</td>
</tr>
<tr>
<td>GNSCM01</td>
<td>Graduate Diploma in Science in Medicine</td>
</tr>
<tr>
<td>MASCME01</td>
<td>Master of Science in Medicine</td>
</tr>
<tr>
<td>MASCMEADV01</td>
<td>Master of Science in Medicine (Advanced)</td>
</tr>
</tbody>
</table>

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

3. Master's type
The master's degree in these resolutions is a professional master's course, as defined by the Coursework Policy.

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

5. Streams
(1) All Courses are available in the following streams:
   (a) Critical Care Medicine
   (b) HIV, STIs and Sexual health
   (c) Metabolic Health
   (d) Paediatric Medicine
   (e) Psychiatry
(2) Candidates may transfer between streams with approval from stream Head of Discipline.
(3) All of the degrees within this course shall be awarded in the stream in which the candidate enrols. The testamur for the degree shall specify the stream.

6. Admission to candidature
(1) Available places will be offered to qualified applicants based on merit, according to the following admissions criteria. In exceptional circumstances the Dean may admit applicants without these qualifications who, in the opinion of the faculty, have qualifications and evidence of experience and achievement sufficient to successfully undertake the award.
(2) Admission to the Graduate Certificate in Medicine requires:
   (a) a medical degree from the University of Sydney or equivalent qualification;
(3) Admission to the Graduate Diploma in Medicine requires:
   (a) a medical degree from the University of Sydney or equivalent qualification.
(4) Admission to the Master of Medicine requires:
   (a) a medical degree from the University of Sydney or an equivalent qualification.
(5) Admission to the Psychiatry stream requires:
   (a) a medical degree from the University of Sydney or an equivalent qualification; and
   (b) employment in an accredited psychiatry training position or equivalent experience.
(6) Admission to the Graduate Certificate in Science in Medicine requires:
   (a) a bachelor's degree in a health-related discipline from the University of Sydney or equivalent qualification; or
   (b) a minimum of 5 years professional work experience in a health related field or pass a preliminary examination(s) as prescribed by the Faculty.
(7) Admission to the Graduate Diploma in Science in Medicine will require:
   (a) successful completion of the embedded Graduate Certificate in Science in Medicine; or
   (b) a bachelor's degree in a health-related discipline from the University of Sydney or equivalent qualification; or
   (c) a minimum of 5 years professional work experience in a health related field or pass a preliminary examination(s) as prescribed by the Faculty.
(8) Admission to the Master of Science in Medicine requires:
(a) successful completion of the requirements of the embedded graduate Certificate in Science in Medicine or equivalent qualification; or
(b) a bachelor's degree in a health-related discipline with first or second class honours from the University of Sydney or an equivalent qualification; or
(c) A pass bachelor's degree in a health discipline or an equivalent qualification. Applicants must have completed work equivalent to a first or second class honours bachelor's degree or pass a preliminary examination(s) as prescribed by the Faculty.

9 Admission to the Master of Medicine (Advanced) or the Master of Science in Medicine (Advanced) requires:
(a) The candidate to be enrolled in the Master of Medicine or the Master of Science in Medicine, as applicable;
(b) The candidate to have an average mark of at least 75 per cent in 24 credit points of compulsory and/or stream specific units of study; and
(c) Any other requirements as stated by the Faculty at the time of application.

7 Requirements for award

1) The units of study that may be taken for the courses are set out in stream specific Table of Units of Study.

2) To qualify for the award of the Graduate Certificate a candidate must complete 24 credit points, including:
(a) 24 credit points of stream specific units of study;

3) To qualify for the award of the Graduate Diploma in Medicine or the Graduate Diploma in Medicine in Science a candidate must complete 36 credit points, including:
(a) 6 credit points of compulsory units of study, and
(b) 24 credit points of stream specific units of study, and
(c) 6 credit points of stream specific or general elective units of study;

4) To qualify for the award of the Master of Medicine or the Master of Science in Medicine a candidate must complete 48 credit points, including:
(a) 12 credit points of compulsory units of study, and
(b) 18 credit points of stream specific units of study, and
(c) 18 credit points of stream specific or general elective units of study.

5) To qualify for the award of the Master of Medicine (Advanced) or Master of Science in Medicine (Advanced) a candidate must complete 60 credit points, including:
(a) 48 credit points of study as required for the Master of Medicine or the Master of Science in Medicine, and
(b) 12 credit points of project, dissertation or stream specific units of study.

8 Transitional Provisions

1) These resolutions apply to persons who commenced their candidature after 1 January, 2015 and persons who commenced their candidature prior to 1 January, 2015 who formally elect to proceed under these resolutions.

2) Candidates who commenced prior to 1 January, 2015 will complete the requirements for their candidature in accordance with the resolutions and course rules in force at the time of their commencement, provided that those requirements are completed by 1 January 2017. The Faculty may specify a later date for completion or specify alternative requirements for completion of candidatures that extend beyond this time.

Double degree resolutions

Master of Medicine/Master of Philosophy

Master of Science in Medicine/Master of Philosophy

These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to) the University of Sydney (Coursework) Rule 2010 (the 'Coursework Rule'), the Resolutions of the Faculty, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended)and the Academic Board policies on Academic Dishonesty and Plagiarism.

Course Resolutions

1) Course codes

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAMEDPHL-01</td>
<td>Master of Medicine/Master of Philosophy</td>
</tr>
<tr>
<td>MASCMPHL-01</td>
<td>Master of Science in Medicine/Master of Philosophy</td>
</tr>
</tbody>
</table>

2) Attendance pattern

The attendance pattern for this course is full time only.

3) Master’s type

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

4) Streams

1) The Master of Medicine and Master of Science in Medicine are available in the following streams:
(a) Critical Care Medicine
(b) HIV, STIs and Sexual health

2) Candidates may transfer between streams with approval from stream Head of Discipline.

3) All of the degrees within this course shall be awarded in the stream in which the candidate enrols. The testamur for the degree shall specify the stream.

5) Admission to candidature

1) These double degrees are only available to international students and places will be offered to qualified applicants according to the following admissions criteria. In exceptional circumstances the Dean may admit applicants without these qualifications who, in the opinion of the Faculty, have qualifications, evidence of experience and achievement sufficient to successfully undertake the award.

Domestic applicants should apply for admission to Master of Medicine (stream) or Master of Science in Medicine (stream) and/or Master of Philosophy.

2) Admission to the Master of Medicine/Master of Philosophy requires:
(a) a medical degree from the University of Sydney or an equivalent qualification
(b) Admission to candidature will be conditional upon the appointment of an appropriate supervisor and associate supervisor.

3) Admission to the Master of Science in Medicine/Master of Philosophy requires:
(a) a bachelor's degree in a health-related discipline with first or second class honours from the University of Sydney or an equivalent qualification; or
(b) A pass bachelor's degree in a health discipline or an equivalent qualification. Applicants must have completed work equivalent to a first or second class honours bachelor's degree or pass a preliminary examination(s) as prescribed by the Faculty.

Admission to candidature will be conditional upon the appointment of an appropriate supervisor and associate supervisor.

6) Requirements for award

1) The units of study that may be taken for the courses are set out in Stream specific Table of Units of Study.

2) To qualify for the award of the double degree, candidates must:
(a) fulfill the requirements for the award of the Master of Medicine or Master of Science in Medicine; and
(b) fulfill the requirements for award of the Master of Philosophy and enrol in a minimum of 48 credit points of research units of study. The requirement to undertake a 6 credit point Research Methods unit of study in the Master
of Philosophy will be waived for candidates in the double degree.

7 Course Transfer
(1) Once a candidate of the Master of Medicine/Master of Philosophy, or Master of Science in Medicine Master of Philosophy, has successfully completed the coursework requirements the candidate may abandon the double degree and elect to be awarded the single degree of Master of Medicine or Master of Science in Medicine in accordance with the resolutions governing that degree.

(2) Once a candidate of the Master of Medicine/Master of Philosophy, or Master of Science in Medicine Master of Philosophy, has successfully completed the coursework requirements the candidate may abandon the double degree and may apply to transfer to the Doctor of Philosophy with credit.

8 Transitional Provisions
(1) These resolutions apply to persons who commenced their candidature after 1 January, 2015 and persons who commenced their candidature prior to 1 January, 2015 who formally elect to proceed under these resolutions.

(2) Candidates who commenced prior to 1 January, 2015 will complete the requirements for their candidature in accordance with the resolutions and course rules in force at the time of their commencement, provided that those requirements are completed by 1 January 2017. The Faculty may specify a later date for completion or specify alternative requirements for completion of candidatures that extend beyond this time.
Errata

<table>
<thead>
<tr>
<th>Item</th>
<th>Change</th>
<th>Section</th>
<th>Date</th>
</tr>
</thead>
</table>
| 1.   | CRIT5002 Pathology for Critical Care
This unit is only available in Semester 1 | Stream specific units | 13/1/2015 |
| 2.   | CEPI5300 Research Grants: theory and practice
The rule should include the Prohibition: CEPI5505 Clinical Epidemiology Project 1 | General elective units | 13/1/2015 |
| 3.   | MBHT5501 Diabetes Management
The Assessment work load is: 3 clinical case study work tasks x 500 words (10%, 10%, 10%) 1 x 2,000 word assignment (30%) online SBA/EMQ exam (25%) participation in online discussion of case work tasks/webinars (15%) | General elective units | 14/1/2015 |

Table of units of study: Critical Care Medicine

<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><strong>Compulsory units</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Graduate Diploma students</strong></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CEP1500 Introduction to Clinical Epidemiology This unit of study is not available in 2016</td>
<td>6</td>
<td>N</td>
<td>PUBH5010</td>
<td>Semester 1</td>
<td>Semester 2</td>
<td></td>
</tr>
<tr>
<td><strong>Master students</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CEP1500 Introduction to Clinical Epidemiology This unit of study is not available in 2016</td>
<td>6</td>
<td>N</td>
<td>PUBH5010</td>
<td>Semester 1</td>
<td>Semester 2</td>
<td></td>
</tr>
</tbody>
</table>
| CRIT5008 Evidence and Ethics in Critical Care This unit of study is not available in 2016 | 6 | P | CEPI5100 and 18 credit points of stream specific units of study
N BETH5208, PAED5005
Staff from the Centre for Values, Ethics and the Law in Medicine will be involved in the ethics components of this Unit of Study | Semester 2 |
| **Stream specific units** | | | | | | |
| **Graduate Certificate students must complete 24 credit points of stream specific units of study.** | | | | | | |
| **Graduate Diploma students must complete 24 credit points of stream specific units of study.** | | | | | | |
| **Master students must complete 18 credit points of stream specific units of study.** | | | | | | |
| CRIT5001 Anatomy for Critical Care This unit of study is not available in 2016 | 6 | | | Semester 1 |
| CRIT5002 Pathology for Critical Care This unit of study is not available in 2016 | 6 | | | Semester 1 | Semester 2 |
| CRIT5003 Pharmacology for Critical Care This unit of study is not available in 2016 | 6 | | | Semester 2 |
| CRIT5004 Physiology for Critical Care This unit of study is not available in 2016 | 6 | | | Semester 2 |
| CRIT5005 Clinical Communication & Decision Making This unit of study is not available in 2016 | 6 | N | BETH5104, BETH5204
Staff from the Centre for Values, Ethics and the Law in Medicine will be involved in the ethics components of this Unit of Study | Semester 2 |
| CRIT5006 Retrieval Med - Operational Environment This unit of study is not available in 2016 | 6 | | | Semester 1 |
| CRIT5007 Clinical Retrieval Medicine This unit of study is not available in 2016 | 6 | P | CRIT5006 | Semester 2 |
| CRIT5008 Evidence and Ethics in Critical Care This unit of study is not available in 2016 | 6 | P | CEPI5100 and 18 credit points of stream specific units of study
N BETH5208, PAED5005
Staff from the Centre for Values, Ethics and the Law in Medicine will be involved in the ethics components of this Unit of Study | Semester 2 |
### Critical Care Medicine

<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>PAINS5002 Pain Mechanisms and Contributors</td>
<td>6</td>
<td></td>
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<td></td>
<td></td>
<td>Semester 1b 2b</td>
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<tr>
<td>PAINS5003 Pain Treatment and Management Principles</td>
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<td>Semester 1b 2a</td>
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<tr>
<td>PAINS5021 Acute Pain</td>
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<td>Semester 1</td>
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</tbody>
</table>

**General elective units**

Graduate Diploma students complete 6 credit points of stream specific or general elective units of study.

Master students complete 18 credit points of stream specific or general 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>BETH5104 Bioethics, Law and Society</td>
<td>6</td>
<td></td>
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<td>Semester 1</td>
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<tr>
<td>BETH5204 Clinical Ethics</td>
<td>6</td>
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<td>Semester 1</td>
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<tr>
<td>BETH5209 Medicines Policy, Economics and Ethics</td>
<td>6</td>
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<td>Semester 1</td>
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<tr>
<td>BMRIS5003 Clinical Psychiatry I</td>
<td>6</td>
<td>P BMRIS5002</td>
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<td>Semester 1</td>
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<tr>
<td>BMRIS5005 Cognitive Behaviour Therapy</td>
<td>6</td>
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<tr>
<td>BMRIS5012 Brain Ageing</td>
<td>6</td>
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<td>Semester 2</td>
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<tr>
<td>BMHT5001 Diabetes Management</td>
<td>6</td>
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<td>Semester 1 2</td>
</tr>
<tr>
<td>CEPI5200 Quality and Safety in Health Care</td>
<td>6</td>
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<td>Semester 1</td>
</tr>
<tr>
<td>CEPI5300 Research Grants: theory and practice</td>
<td>6</td>
<td></td>
<td>C Corequisites: (PUBH5010 OR CEPI5100) AND (PUBH501B)</td>
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<td>Semester 1</td>
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<tr>
<td>MEDF5002 Best Practice in Healthcare Education</td>
<td>6</td>
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<td>Semester 2</td>
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<tr>
<td>PAINS5002 Pain Mechanisms and Contributors</td>
<td>6</td>
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<td>Semester 1b 2b</td>
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<tr>
<td>PAINS5003 Pain Treatment and Management Principles</td>
<td>6</td>
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<td>Semester 1b 2a</td>
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<tr>
<td>PAINS5018 Pain in Children</td>
<td>6</td>
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<td>Semester 2</td>
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<tr>
<td>PAINS5021 Acute Pain</td>
<td>6</td>
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<td>Semester 1</td>
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<tr>
<td>PMED5051 Leadership in Medicine</td>
<td>6</td>
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<td>Semester 2</td>
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<tr>
<td>PUBH5018 Introductory Biostatistics</td>
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<td>Semester 1</td>
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<tr>
<td>SEXH5414 Public Health: HIV, STIs and Sexual Health</td>
<td>6</td>
<td>N SEXH5008, SEXH5101, SEXH5102</td>
<td></td>
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<td>Semester 2</td>
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</tbody>
</table>

**Project units of study**

Students accepted into the Master (Advanced) program must complete 12 credit points of project units of study. Students must re-enrol every semester, with the associated financial cost, until they submit their project report or dissertation.

<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>MEDF5301 Project (Advanced Masters)</td>
<td>12</td>
<td>Note: Department permission required for enrolment</td>
<td>Approval to enrol is conditional upon the submission of a brief project outline and identification of an appropriate project supervisor, as negotiated with the discipline coordinator.</td>
<td>Semester 1 2</td>
<td></td>
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</tr>
</tbody>
</table>
Double degree research units - international candidates only

**Please note that the Double Degree program is not available in 2015**

International candidates enrolled in the double degree must complete the following four units over the two years of the program. Specific enrolment patterns are shown below. If the candidate is not able to submit the thesis for the Master of Philosophy after two years of enrolment, they must enrol in both MEDF4003 and MEDF4004 for further semesters, with the associated cost of enrolment, until they are able to submit.
Critical Care Medicine

Errata

<table>
<thead>
<tr>
<th>Item</th>
<th>Change</th>
<th>Section</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>CRIT5002 Pathology for Critical Care</td>
<td>Stream specific units</td>
<td>13/1/2015</td>
</tr>
<tr>
<td>2.</td>
<td>CEPI5300 Research Grants: theory and practice</td>
<td>General elective units</td>
<td>13/1/2015</td>
</tr>
<tr>
<td>3.</td>
<td>MBHT5001 Diabetes Management</td>
<td>General elective units</td>
<td>14/1/2015</td>
</tr>
</tbody>
</table>

Unit of study descriptions for 2015

BETH5104
Bioethics, Law and Society
Credit points: 6
Teacher/Coordinator: Dr Sascha Callaghan
Session: Semester 1
Classes: 4x8hr intensives or online. Attendance is compulsory if enrolled in face-to-face block mode. Assessment: 1x2000wd problem (40%); 1x3500 word essay (60%). Mode of delivery: Online
Note: A three-year undergraduate degree in science, medicine, nursing, allied health sciences, philosophy/ethics, sociology/anthropology, law, history, or other relevant field, or by special permission

This unit of study begins by introducing students to intersections amongst 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 learn 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 consent, tort law, competence, advance directives, maternal-fetal conflicts, abortion, reproduction, end-of-life-decision-making, genetics and infectious disease.

All assessments must be completed to pass this Unit.

Textbooks
Required: Kerridge, Lowe and Stewart (2013), Ethics and law for the health profession, 4th Edition (Federation Press). All other compulsory readings are provided to students in digital format. Most supplementary readings can be accessed through the library collection.

BETH5204
Clinical Ethics
Credit points: 6
Teacher/Coordinator: Dr Ainsley Newson
Session: Semester 1
Classes: 4x8hr intensives or Distance Education (online). Attendance is compulsory if enrolled in face-to-face mode. Assessment: 1x1500wd case study (30%); 1x2500wd essay (50%); continuous assessment (short weekly tasks) (10%); Best 3A/ short weekly tasks (10%). Mode of delivery: Online

This unit will provide students with an overview of the ethical issues that underlie the delivery of healthcare. Students will explore major conceptual models for ethical reasoning in the clinical context; key ethical concepts in the clinical encounter (such as consent, professionalism and confidentiality); major contexts in which ethical issues arise in clinical practice; and the design and delivery of clinical ethics consultation. The unit will also consider specific issues and populations within clinical practice, such as the care of vulnerable populations. Learning activities will include lectures (in an intensive format), facilitated discussion, case study activities, readings and weekly discussions.

All assessments must be completed to pass this Unit.

Textbooks

All readings are accessed online via elearning.

BETH5209
Medicines Policy, Economics and Ethics
Credit points: 6
Teacher/Coordinator: Dr Wendy Lipworth
Session: Semester 1
Classes: Block mode (2x2 days) and online or fully online Assumed knowledge: A degree in science, medicine, pharmacy, nursing, allied health, philosophy/ethics, sociology/anthropology, history, law, communications, public policy, business, economics, commerce, organisation studies, or other relevant field, or by special permission. Assessment: Online exercises (15%); 1x1500 word essay (35%); 1x3000 word essay (50%). Mode of delivery: Distance education/intensive on campus

Medicines and medical devices save lives but they can be costly and can have serious adverse effects. Value-laden decisions are continuously being made at individual, institutional, national and international levels regarding the medicines and devices we need, want and can afford. In this unit of study, we will explore and critique global and national policies and processes related to medicines and medical devices, examining how research and development agendas are set; how medicines and other health technologies are assessed and evaluated; and how new technologies are translated into practice. We will also explore broader trends such as globalisation, commercialisation and changing consumer expectations. By the end of the course, students will understand the forces shaping the development, regulation, funding and uptake of health technologies both nationally and internationally, and the political, ethical, legal and economic issues that are at stake. This course is designed to appeal to a wide range of student from ethics, law, public health, health care, policy, communications, economics, business, politics, administration, and biomedical science. Students will be encouraged to focus on issues of most relevance to their own field of study or work.

Textbooks

Readings will be provided.

BMRI5003
Clinical Psychiatry I
Credit points: 6
Teacher/Coordinator: Dr Sonia Kumar
Session: Semester 1
Classes: 1x1hr exam (40%) online assessments (20%) Case history (40%) Prerequisites: BMRI5002 Assessment: e-tivities and participation (10%), 1x case studies written assignment (20%), 2x online questionnaires (40%), participant conference (30%). Mode of delivery: Normal (lecture/lab/tutorial) evening

This unit of study provides psychiatry trainees with an opportunity to develop effective clinical skills including the psychiatric interview, mental state examination and biopsychosocial formulation. The relevance of diagnostic neuroimaging is explored as well as management of psychiatric emergencies, risk assessment and the use of mental health legislation. Students will acquire a deeper understanding of how genetic and environmental risk factors affect
the developing individual to generate the clinical symptoms of psychiatric disorders. This unit will cover all aspects of psychotic and mood disorders including aetiology, phenomenology and epidemiology. Students learn to develop management plans for these disorders according to a biopsychosocial framework incorporating psychosocial care and recovery principles. The principles of neuropsychopharmacology as applied to these disorders are covered in depth.

Textbooks
Specific reference material listed on eLearning

BMR5006
Cognitive Behaviour Therapy
Credit points: 6
Teacher/Coordinator: Assoc Prof Adam Guastella
Session: Semester 2
Classes: 12pm-2pm Monday week 2, 9am-5pm Wednesday weeks 4, 8 and 11
Assessment: online test (20%), case study analysis (40%), extended response questions (40%)
Mode of delivery: Block mode

Cognitive Behavioural Therapy (CBT) is an evidence-based psychotherapy for a range of psychological disorders, with strong foundations in cognitive science and now increasingly in neuroscience. This unit provides a solid foundation in the theoretical and clinical underpinnings of the therapy, with a specific focus on the neuroscience of CBT as applied to various conditions. It demonstrates techniques of CBT, including case assessment, formulation, and therapy components. Students will develop a neurobiological understanding of CBT interventions and examine practice through case examination and group exercises.

BMR5012
Brain Ageing
Credit points: 6
Teacher/Coordinator: Assoc Prof Michael Valenzuela
Session: Semester 2
Classes: 1x2-hr lecture/week
Assessment: extended response questions (40%), case study analysis (40%), group presentation (20%)
Mode of delivery: Normal (lecture/lab/tutorial) evening

This unit of study provides an introduction to two important aspects of brain and mind ageing: how the brain and mind change with age; and opportunities for neuroplasticity and human flourishing. Students will learn about the clinical presentation and pathophysiology of neurodegenerative disorders such as Alzheimer's disease, Parkinson's disease, vascular dementia and frontotemporal dementia. Psychogeriatrics and late-life depression will also be covered, and counterbalanced with new insights about what determines successful ageing and how we can use lifestyle interventions to keep people's brains and minds fit and well throughout late life. This unit will use case studies to reinforce learning, focusing on topics related to neuroplasticity and human flourishing.

BMR5053
Bodies, Brains and Minds in Connection
Credit points: 6
Teacher/Coordinator: Assoc Prof Loyola McLean
Session: Semester 2
Classes: (2hr seminar/week) and on-line activities
Prerequisites: Additional Information: Knowledge and skills at the level of completion of Stage 1 Psychiatry training
Assessment: Case study oral presentation (30%); professional oral presentation (30%); essay 3000 words (40%)
Mode of delivery: Normal (lecture/lab/tutorial) day
Note: Relevant clinical experience and current clinical placement necessary

This unit of study provides Stage 2 psychiatry trainees and other select clinicians with an opportunity to develop knowledge, skills and attitudes in biopsychosocialcultural approaches, Consultation-Liaison (C-L) Psychiatry and integrative medicine, by exploring psychiatry at the interface with medicine and society. The unit's approach will emphasise the interconnectedness of body, brain and mind in individuals and surrounding systems. What's different about C-L will be explored in this unit, grounded in an understanding of the normal and dysregulated responses to stress, trauma and medical illness, including pain, expanding Stage 1 concepts of formulation, multimodal and tailor-made management. Principles of containment, stigma and models of care in medical settings will be studied as will disorders of basic regulation: sleep, eating and sexual disorders. We will examine psychiatry in particular settings: the Perinatal period; Intellectual and Developmental Disability; Pain; Oncology; Spinal; Burns; Neuropsychiatry. This unit will also deepen knowledge of ECT and introduce the newer biological treatments such as TMS. This unit aims to enrich the trainee psychiatrist's approachs to working collaboratively with consumers, families, treatment teams and care systems in multidisciplinary hospital and community settings. Seminars will emphasise an enquiring approach, based on evidence and engagement with the background medical and general communities.

Textbooks
Readings and other resources will be available online

CEP5100
Introduction to Clinical Epidemiology
Credit points: 6
Teacher/Coordinator: Dr Fiona Stanaway, Dr Sharon Reid
Session: Semester 1, Semester 2
Classes: Offered online and face-to-face (daytime tutorials)
Prohibitions: PUBH5010
Assessment: Completion of online quizzes (30%), 1x2500 word assignment (70%)
Mode of delivery: Online

This unit introduces the concept of clinical epidemiology and provides students with core skills in clinical epidemiology at an introductory level. Topics covered include asking and answering clinical questions; basic and accessible literature searching techniques; study designs used in clinical epidemiological research; confounding and effect modification; sources of bias; interpretation of results including odds ratios, relative risks, confidence intervals and p values; applicability of results to individual patients; critical appraisal of clinical epidemiological research literature used to answer questions of therapy (RCT's and systematic reviews), harm, prognosis, diagnosis, screening and clinical guidelines; and translating research into practice.

Textbooks
Online readings and resources to be provided on the eLearning website.

CEP5200
Quality and Safety in Health Care
Credit points: 6
Teacher/Coordinator: Professor Merrilyn Walton and Dr Reema Harrison
Session: Semester 1
Classes: offered online
Assumed knowledge: clinical experience strongly recommended
Assessment: online participation (20%) and 4 x1500 word assignment tasks (80%)
Mode of delivery: Online

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

Textbooks
Online readings and other learning resources will be provided.

CEP5300
Research Grants: theory and practice
Credit points: 6
Teacher/Coordinator: Dr Clement Loy
Session: Semester 1
Classes: Blended: 12 online sessions and 1 face-to-face workshop (June)
Corequisites: Corequisites: (PUBH5010 OR CEP5100) AND (PUBH5018)
Assessment: 1 x written research proposal(40%); online class presentations (30%); peer assessment (30%)
Mode of delivery: Distance education/intensive on campus

In this unit of study, the student will develop his/her own research proposal, to a standard suitable for a peer-reviewed granting body. Each section of a grant proposal (Aims, Background/Significance, Methods, Analysis) will be discussed, with the student presenting & refining the corresponding section of his/her own proposal in a synchronous online workshop setting. This will then be complemented
by online presentations from experienced researchers on the practical aspects of clinical research, followed by synchronous online class discussion. Topics include: observational studies, randomized controlled trials, diagnostic test evaluation, qualitative studies, funding application, ethical approval, publication strategies and grant administration. The unit will conclude with a one-day, face-to-face, mandatory workshop where students will learn about budgeting, peer review of research grants, and present their completed research proposal.

CRIT5001
Anatomy for Critical Care

Credit points: 6
Teacher/Coordinator: Associate Professor Kevin Keay, Dr Tatiana Lowe
Session: Semester 1 Classes: Online: activities, face to face workshops including prospected specimens and the Wilson Museum of Human Anatomy. Assessment: multiple choice questions, extended matching questions, spot tests (70%); viva-voce style assessments (30%). Mode of delivery: Distance education/intensive on campus

This Unit of Study will cover the syllabus requirements in Anatomy of the Australian Colleges of Anaesthetists, Intensive Care Medicine and Emergency Medicine. It will be focussed on clinical relevance and application. Each candidate will learn anatomy relevant to the professional demands of each college, for example the anatomy relevant to venous access; airways; peripheral neural structures. Anatomical imaging, including ultrasound, CT and MRI will be integrated into the unit and complement the learning.

Textbooks

CRIT5002
Pathology for Critical Care

Credit points: 6
Teacher/Coordinator: Assoc Prof Randall Greenberg
Session: Semester 1, Semester 2 Classes: Online lectures, videos, tutorials and formative assessment; peer to peer activities, face to face workshop Assessment: Multiple choice questions & extended matching questions &/or short answer questions (70%) and oral viva (30%). Mode of delivery: Distance education/intensive on campus

This unit of study will cover the syllabus requirements in pathology of the Australian Colleges of Emergency Medicine, Intensive Care Medicine and Anaesthesiology. It will be focussed on clinical relevance and application. Topics that will be covered in the course will include basic pathological processes (eg immunology, inflammation, neoplasia etc) and systems pathology (eg cardiovascular, respiratory, gastroenterology, neurology, rheumatology etc). The course will be presented by academic pathologists and specialist clinicians and will include recorded lectures and podcasts. All teaching will be available online except 1 day of face to face teaching that will include the viva voce assessment. In exceptional circumstances only, virtual attendance of this day may be facilitated.

Textbooks

CRIT5003
Pharmacology for Critical Care

Credit points: 6
Teacher/Coordinator: Clinical Assoc Professor Ross MacPherson
Session: Semester 2 Classes: Online lectures, videos, tutorials and formative assessment; peer to peer activities, face to face workshops Assessment: Multiple choice questions & extended matching questions & or short answer questions (70%) oral viva (30%). Mode of delivery: Distance education/intensive on campus

The Pharmacology unit will address the syllabus requirements of the Australian and New Zealand College of Anaesthetists, College of Intensive Care Medicine and the Australian College of Emergency Medicine. It will be focussed on clinical relevance and application and will be divided into basic pharmacology and clinical applications of relevant drugs and drug groups.

Textbooks

CRIT5004
Physiology for Critical Care

Credit points: 6
Teacher/Coordinator: Dr Louise Cole
Session: Semester 2 Classes: Online learning, videos, tutorials and formative assessment; peer to peer activities, face to face workshops Assessment: Multiple choice questions, extended matching questions & or short answer questions (70%) oral viva (30%). Mode of delivery: Distance education/intensive on campus

This unit will address the Primary or First Part syllabus requirements of the Australian College of Anaesthetists, the College of Intensive Care Medicine and the Australian College of Emergency Medicine. It will be focussed on clinical relevance and will include normal physiology, physiology at the extremes of age (ie neonates, paediatrics and the elderly), obesity, pregnancy (including foetal), common disease states in the critically ill and the effects of commonly used drugs on the relevant physiological systems.

Textbooks

CRIT5005
Clinical Communication & Decision Making

Credit points: 6
Teacher/Coordinator: Dr Suiny Tan
Session: Semester 2 Classes: Online learning and block/intensive mode (1x3days) Prohibitions: BETH5104, BETH5204 Assessment: 2 x 1,500 word written assignments (50%) participation in face to face teaching session (20%) online quizzes (20%) participation in online discussion and/or webinars (10%) Mode of delivery: Distance education/intensive on campus

Note: Staff from the Centre for Valu es, Ethics and the Law in Medicine will be involved in the ethics components of this Unit of Study.

Critical care medicine is often practiced in a highly charged and stressful setting and requires many decisions to be made quickly with limited information and resources. The ability to make decisions and communicate effectively in this environment is paramount. This unit of study aims to prepare the clinician for the daily challenges they will face and to help them develop decision making and high level communication skills in order to effectively care for patients, engage carers and relatives and perform optimally as a team member or leader. Decision making about such issues as end of life care and resource allocation are addressed in conjunction with the professional values which underpin practice. The course content specifically focuses on clinical issues of relevance to critical care medicine.

Textbooks
Online readings

CRIT5006
Retrieval Med - Operational Environment

Credit points: 6
Teacher/Coordinator: Sandra Ware
Session: Semester 1 Classes: block mode (1x2days) plus self-directed online learning Assessment: 1x1hr online exam (20%) 1x1,500 word essay (30%), 2x online discussions (30%) and quizzes (20%). Mode of delivery: Distance education/intensive on campus

Retrieval medicine is an emerging specialty area within the broader field of critical care medicine. This unit of study has four modules; Module 1 Scene Management and Safety; Module 2 Aeromedical Environment; Module 3 Retrieval Transportation; Module 4 Special Resuce Settings. On successful completion of this unit of study students will have gained: an understanding of the theory that underpins the operational environment of retrieval medicine including safety systems, clinical governance and human factors. Through case study presentations and discussion students will analyse the conditions
that impact on patient and retrieval crew outcomes and critique the application of best practice in different retrieval situations.

**Textbooks**
- ABC of Prehospital Emergency Medicine (by T Nubbeaum & M Boylan 1 ed; Wiley-Blackwell 2013)

**CRIT5007 Clinical Retrieval Medicine**

**Credit points:** 6  
**Teacher/Coordinator:** Sandra Ware  
**Session:** Semester 2  
**Classes:** block mode (1x2days) plus self-directed online learning  
**Prerequisites:** CRIT5006  
**Assessment:** 1x1hr online exam (20%), 2x1.5-3.00 word essay (30%), 2x online discussions (30%) and quizzes (20%)  
**Mode of delivery:** Distance education/intensive on campus

Retrieval medicine is an emerging specialty area within the broader field of critical care medicine. This course aims to equip and train prospective candidates in this exciting field. The unit of study has three major content areas: Module 1 Prehospital trauma care; Module 2 Critical care transport; Module 3 Special patient groups (Obstetric, Neonatal & paediatric, Bariatric, Mechanically ventilated, Cardiac, Trauma, Shock). On successful completion of this unit of study students will have gained a thorough understanding of and be able to analyse and critique: appropriate prehospital trauma care; critical care issues specific to different transport modes; and issues regarding special groups that are increasingly encountered in retrieval medicine. Participants will also gain an understanding of equipment and monitoring in retrieval medicine.

**Textbooks**
- ABC of Prehospital Emergency Medicine (by T Nubbeaum & M Boylan 1 ed; Wiley-Blackwell 2013)

**CRIT5008 Evidence and Ethics in Critical Care**

**Credit points:** 6  
**Teacher/Coordinator:** Sandra Ware  
**Session:** Semester 2  
**Classes:** block intensive mode 2 days 9am-5pm (also available online)  
**Weekly online lec, tut and discussion (from week 5)**  
**Prerequisites:** CEPS1100 and 18 credit points of stream specific units of study  
**Prohibitions:** BETH5208, PAED5005  
**Assessment:** 1 x 1,500-2,000 wd ethics assignment (20%) and 4 x ethics discussion board posts (10%) and 1 x 3-4,000 wd critical appraisal written work (70%)  
**Mode of delivery:** Distance education/intensive on campus  
**Note:** Staff from the Centre for Values, Ethics and the Law in Medicine will be involved in the ethics components of this Unit of Study

This capstone unit aims to develop the ethical and critical thinking needed to inform best clinical practice and is divided into 3 parts: starting with an introduction to key ethical concepts and methods of ethical analysis relevant to health care practice and research; followed by learning about the key research and major milestones that inform the practice of evidence-based critical care medicine. Students will then critically appraise either the evidence base for: an area of practice in their workplace; or a clinical guideline. This will require a literature review (an optional online instructional module regarding carrying out a literature review will be provided).

**Textbooks**

**Online readings**

**MBHT5001 Diabetes Management**

**Credit points:** 6  
**Teacher/Coordinator:** Dr Kathryn Williams  
**Session:** Semester 1, Semester 2  
**Classes:** Block/intensive mode 1 or 2 days 9am-5pm and online (1x1hr lec and 1x1hr tut/ek)  
**Assessment:** 3 clinical case study work tasks (15%, 15%, 15%) 2 x 1500 word assignments on key topics (15%, 15%) online SBA/EMQ exam (15%) Participation in online discussion boards/webinars (10%)  
**Mode of delivery:** Distance education/intensive on campus

This unit of study aims to develop an understanding and confidence in how to effectively manage diabetes mellitus. Initially, current data and concepts in epidemiology and classification, pathogenesis, and screening for diabetes and its complications will be addressed. This will be followed by an intensive focus on patient centred management of diabetes, including patient engagement, lifestyle interventions, bariatric surgery, medication options and regimens, new technology and monitoring. Type 1 and type 2 diabetes as well as prediabetes and diabetes in pregnancy will each be explored with a personalised, case-based approach. Differing health care delivery methods in diabetes and team based approaches to care will be discussed. Learning will be enhanced by individual and group online methods plus an episode of onsite interactive education.

**Textbooks**

**MEDF4001 Medicine Research A**

**Credit points:** 12  
**Session:** Semester 1, Semester 2  
**Mode of delivery:** Supervision  
**Note:** Department permission required for enrolment

This unit and the associated units, MEDF4002, MEDF4003, MEDF4004, and MEDF4005, are research units of study. The contents and assessments are determined according to each individual student's needs.

**MEDF4002 Medicine Research B**

**Credit points:** 12  
**Session:** Semester 1, Semester 2  
**Corequisites:** MEDF4001  
**Mode of delivery:** Supervision

See MEDF4001.

**MEDF4003 Medicine Research C**

**Credit points:** 12  
**Session:** Semester 1, Semester 2  
**Corequisites:** MEDF4002  
**Mode of delivery:** Supervision

See MEDF4001.

**MEDF4004 Medicine Research D**

**Credit points:** 12  
**Session:** Semester 1, Semester 2  
**Corequisites:** MEDF4003  
**Mode of delivery:** Supervision

See MEDF4001

**MEDF5002 Best Practice in Healthcare Education**

**Credit points:** 6  
**Teacher/Coordinator:** Assoc Prof Tim Shaw  
**Session:** Semester 2  
**Classes:** Block/intensive mode 2 days 9am-5pm and online learning  
**Assessment:** 40% written assignment; 60% practical project  
**Mode of delivery:** Distance education/intensive on campus  
**Note:** Workforce Education and Development Group

Almost all healthcare professionals are involved in education and training throughout their careers. This Unit of Study provides a practical introduction to the theory and practice of teaching and learning in the health professions. The program will cover 4 main areas: teaching at
the bedside and in small groups; assessing performance (including workplace-based assessment methods); evaluating educational programs; and the use of new technologies in teaching and learning including the use of online learning tools such as Massive Open Online Courses (MOOCs), webinars, forums, social media, games, videos and podcasts. This program is not aimed at technologists or educational experts but rather those who want their students to get the most out of their learning experience.

MEDF5301
Project (Advanced Masters)
Credit points: 12 Session: Semester 1, Semester 2 Classes: Students will be required to have regular contact with their supervisor to discuss the progress and implementation of their project. Assessment: 2,000 word written project proposal (30%) and written final work of up to 10,000 wds, or a publication (as negotiated) (70%). Mode of delivery: Supervision Note: Department permission required for enrolment. Note: Approval to enrol is conditional upon submission of a brief project outline and identification of an appropriate project supervisor, as negotiated with the discipline coordinator.

Candidates will work on an independent research project in an area of specific interest relevant to their master degree. The project may take the form of a systematic review of the literature, a case series, survey or other project acceptable to the project supervisor. Candidates in some disciplines may be able to undertake a work placement and will be required to negotiate the form of scholarly written work, related to their placement, to be submitted for assessment. It is essential where there is the use of patient information or patient enrolment onto a study that appropriate ethics approval is gained from the governing body where the project will take place. On completion of the project/work placement the successful candidate will be able to plan and execute a substantial research project or scholarly work. Where appropriate students will prepare a work suitable for publication. A candidate must be enrolled in order to submit the project report/dissertation/publication. If the candidate cannot submit their work rolling once in MEDFS301 or once in both Part A and Part B then they must re-enrol in a minimum of six credit points of project units of study, with the concomitant financial liability, every semester until they submit.

MEDF5302
Project (Advanced Masters) (Part A)
Credit points: 6 Session: Semester 1 Classes: Students will be required to have regular contact with their supervisor to discuss the progress and implementation of their project. Assessment: 2,000 word written project proposal (30%) and written final work of up to 10,000 wds, or a publication (as negotiated) (70%). Mode of delivery: Supervision Note: Department permission required for enrolment. Note: Approval to enrol is conditional upon submission of a brief project outline and identification of an appropriate project supervisor, as negotiated with the discipline coordinator.

Candidates will work on an independent research project in an area of specific interest relevant to their master degree. The project may take the form of a systematic review of the literature, a case series, survey or other project acceptable to the project supervisor. Candidates in some disciplines may be able to undertake a work placement and will be required to negotiate the form of scholarly written work, related to their placement, to be submitted for assessment. It is essential where there is the use of patient information or patient enrolment onto a study that appropriate ethics approval is gained from the governing body where the project will take place. On completion of the project/work placement the successful candidate will be able to plan and execute a substantial research project or scholarly work. Where appropriate students will prepare a work suitable for publication. A candidate must be enrolled in order to submit the project report/dissertation/publication. If the candidate cannot submit their work rolling once in MEDFS301 or once in both Part A and Part B then they must re-enrol in a minimum of six credit points of project units of study, with the concomitant financial liability, every semester until they submit.

MEDF5303
Project (Advanced Masters) (Part B)
Credit points: 6 Session: Semester 2 Classes: Students will be required to have regular contact with their supervisor to discuss the progress and implementation of their project. Assessment: 2,000 word written project proposal (30%) and written final work of up to 10,000 wds, or a publication (as negotiated) (70%). Mode of delivery: Supervision Note: Department permission required for enrolment. Note: Approval to enrol is conditional upon submission of a brief project outline and identification of an appropriate project supervisor, as negotiated with the discipline coordinator.

Candidates will work on an independent research project in an area of specific interest relevant to their master degree. The project may take the form of a systematic review of the literature, a case series, survey or other project acceptable to the project supervisor. Candidates in some disciplines may be able to undertake a work placement and will be required to negotiate the form of scholarly written work, related to their placement, to be submitted for assessment. It is essential where there is the use of patient information or patient enrolment onto a study that appropriate ethics approval is gained from the governing body where the project will take place. On completion of the project/work placement the successful candidate will be able to plan and execute a substantial research project or scholarly work. Where appropriate students will prepare a work suitable for publication. A candidate must be enrolled in order to submit the project report/dissertation/publication. If the candidate cannot submit their work rolling once in MEDFS301 or once in both Part A and Part B then they must re-enrol in a minimum of six credit points of project units of study, with the concomitant financial liability, every semester until they submit.

PAIN5002
Pain Mechanisms and Contributors
Credit points: 6 Teacher/Coordinator: Professor Michael Nicholas and Dr Christopher Vaughan Session: Semester 1b, Semester 2b Classes: Online, approximately 20 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%) Mode of delivery: Online

To introduce and develop participants understanding about the basic neuroscience of pain and the interrelatedness between psychological, physiological and environmental processes in pain. Neuro-anatomical, physiological, pharmacological, and biochemical mechanisms involved in nociception, including peripheral and central sensitisation are discussed. Theoretical bases are introduced and the ways in which psychological and environmental factors modify or maintain pain perception and behaviour are explored.

PAIN5003
Pain Treatment and Management Principles
Credit points: 6 Teacher/Coordinator: Dr Charles Brooker Session: Semester 1b, Semester 2a Classes: Online, approximately 10 hours of study per week (equals 140 hours in total) Assessment: participation in online discussion (20%), 4000-5000 word written assignment(s) or equivalent (80%) Mode of delivery: Online

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.

PAIN5003
Pain Treatment and Management Principles
Credit points: 6 Teacher/Coordinator: Dr Charles Brooker Session: Semester 1b, Semester 2a Classes: Online, approximately 10 hours of study per week (equals 140 hours in total) Assessment: participation in online discussion (20%), 4000-5000 word written assignment(s) or equivalent (80%) Mode of delivery: Online

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.

PAINS018
Pain in Children
Credit points: 6
Teacher/Coordinator: Dr Jane Thomas
Session: Semester 2
Classes: Online, approximately 10 hours of study per week (equals 140 hours in total)
Assessment: Participation in online discussion (20%), 4000-5000 word written assignments or equivalent (80%)
Mode of delivery: Online

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-pharmaceutical pain management strategies and to chronic pain presentations in children.

PAINS021
Acute Pain
Credit points: 6
Teacher/Coordinator: Dr Philip Corke
Session: Semester 1
Classes: Approximately 10 hours of study per week (equals 140 hours in total)
Assessment: Participation in online discussion and completion of multiple choice questions (20%), 3000-4000 word written assignments of equivalent (80%)
Mode of delivery: Online

The aims of this unit are to provide a theoretical framework for the management of acute pain, to examine the specific contributors that are important in the development of acute pain conditions and to examine pharmacological and other approaches used in the management of acute pain. Topics that will be covered will include the principles of pre-emptive analgesia and evidence of effectiveness in preventing pain, pharmacological management of acute pain including approaches such as patient controlled analgesia, adjunctive approaches in managing acute pain and the transition from acute to chronic pain.

PMED5051
Leadership in Medicine
Credit points: 6
Teacher/Coordinator: Mike Jenner and Hudson Birden
Session: Semester 2
Classes: Block intensive up to 3 days and students will spend approx 8 hours/week (x 13 weeks) engaging in online discussions, self-directed learning activities and literature appraisal. Assessment: 5 x 1 page assignments (10%/per x 50%), weekly online participation (30%), face-to-face participation (25%)
Mode of delivery: Online

A successful leader is influential and their effectiveness is determined by the behaviours they consistently manifest. This practical leadership unit is focussed on behaviours and will explore best practice in medical leadership and guide the learner in how to improve their leadership skills. The course is tailored to health professionals and is based on a similar unit in the University of Sydney Business School¿s MBA.

Students will gain an understanding of the concepts that underpin the influencing process and will develop skills in the individual components of influencing. Topics covered will include: building self-awareness, the development process, self-management, managing difference, best practice communication (setting expectations, listening, motivating, giving and receiving feedback, confronting, conflict resolution), effective networking, building productive relationships and driving engagement.

Textbooks
Nil. Required readings will be provided

SEXH5414
Public Health: HIV, STIs and Sexual Health
Credit points: 6
Teacher/Coordinator: Associate Professor Richard Hillman, Dr Shailendra Sawlesthwarak
Session: Semester 2
Classes: 2-4 hours lec/wk (or podcast) and min 64 hr self-directed learning
Prohibitions: SEXH5008, SEXH5101, SEXH5102
Assessment: written assignments (50%), online quizzes (30%) and online discussions (20%)
Mode of delivery: Distance education

This unit of study explores the epidemiological, behavioural and societal aspects of HIV, STIs and Sexual Health, with emphasis on the delivery of effective prevention and management strategies. Surveillance strategies, policy development and legislative responses will be discussed, with regards to the potential public health consequences. Areas covered include, the impact of culture, tradition, society, environment, life experiences, personal beliefs and health on sexual and other potential risk activities. Using case studies, students will have opportunities to contextualise the materials within a range of professional, geographical and cultural contexts.

PUBH5018
Introductory Biostatistics
Credit points: 6
Teacher/Coordinator: Dr Kevin McGeechan and Dr Patrick Kelly
Session: Semester 1
Classes: 2 x 2hr lecture, 10 x 1hr lectures, 11 x 2hr tutorials, 2 x 1hr and 8 x 0.5hr statistical computing self directed learning tasks over 12 weeks - lectures and tutorials may be completed online
Assessment: 1x4 page assignment (30%) and 1x2.5hr open-book exam (70%)

For distance students it may be possible to complete the exam externally with the approval of the course coordinator. Mode of delivery: Normal (lecture/lab/tutorial) evening

This unit aims to provide students with an introduction to statistical concepts, their use and relevance in public health. This unit covers descriptive analyses to summarise and display data; concepts underlying statistical inference; basic statistical methods for the analysis of continuous and binary data; and statistical aspects of study design. Specific topics include: sampling; probability distributions; sampling distribution of the mean; confidence interval and significance tests for one-sample, two paired samples and two independent samples for continuous data and also binary data; correlation and simple linear regression; distribution-free methods for two paired samples, two independent samples and correlation; power and sample size estimation for simple studies; statistical aspects of study design and analysis. Students will be required to perform analyses using a calculator and will also be required to conduct analyses using statistical software (SPSS). It is expected that students spend an additional 2 hours per week preparing for their tutorials. Computing tasks are self-directed.

Textbooks
Course notes are provided.
Genetic Counselling

Graduate Diploma in Genetic Counselling
Master of Genetic Counselling

<table>
<thead>
<tr>
<th>Course code</th>
<th>Graduate Diploma in Genetic Counselling</th>
<th>Master of Genetic Counselling</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRICOS code</td>
<td>GNGENCOU1000</td>
<td>MGENCOU1000</td>
</tr>
<tr>
<td>Degree Abbreviation</td>
<td>GradDipGC</td>
<td>MGC</td>
</tr>
<tr>
<td>Credit points required to complete</td>
<td>48</td>
<td>96</td>
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<tr>
<td>Time to complete full-time</td>
<td>Exit qualification only</td>
<td>2 years</td>
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</table>

Overview

Knowledge in genetics and genomics directly impacting on human health has expanded rapidly in recent years. A genetic counsellor, as a member of a medical genetics team, provides families with information about: genetic conditions due to single gene variations or chromosome changes, genetic conditions due to multi-gene variations and gene-environment interactions; screening and genetic testing; genetic test results and risk estimates for genetic conditions; and provides support for decision making, the coming to terms with the impact of test results and family communication.

The Master of Genetic Counselling is a two-year full-time program consisting of coursework (30 credit points), clinical practice including a minimum of 15 weeks under supervision in a variety of genetics services (33 credit points), and a supervised research project (33 credit points). The research project constitutes the capstone experience of the program.

Course outcomes

Graduates will have current advanced knowledge of: medical genetics and genomics; community genetics and genomics; clinical practice and genetic counselling skills; ethical, legal and social issues of genetic medicine; and research training and skills.

Accreditation

The two year program complies with international standards and is accredited by the Human Genetics Society of Australasia (HGSAA). The course fulfills the requirements for Part 1 certification by the HGSAA and entry into Part 2 of the professional certification for genetic counselling.

Further information

Students are encouraged to undertake one or more clinical placements and/or their research project within their home state/country and clinical context under joint supervision. A Graduate Diploma of Genetic Counselling (48 credit points, one year full time) may be awarded to a candidate under exceptional circumstances or who has successfully completed Year 1 but is not permitted to proceed due to a supervisor report indicating insufficient skills to undertake advanced clinical practice. The master’s program has reciprocity agreements with other countries facilitating links to international training programs. International clinical placement may be requested.

Assessment is by written examination, oral presentations, written assignments, supervisor reports, log books, case studies, audio and video assessment, development of education materials, and research project dissertation.

The majority of teaching takes place at the Kolling Institute, Sydney Medical School -Northern, Royal North Shore Hospital campus. Sydney offers opportunities for a rich diversity of community and clinical placements for genetic counselling students. Invited speakers, including professionals with national and international standing, will present new developments and differing perspectives in genetics and genomics. Students will be encouraged to seek extra clinical placements supplementary to the minimum 14 weeks. Placement with leading researchers for the research project will be available. Mode of program delivery also includes: problem-based learning; didactic lectures; seminars and journal clubs; site visits to laboratories; counselling and communication skills development including role play and audio and video-taped feedback; supervised clinical placements governed by the development of competencies; reflective practice; log book documentation and case studies.

Ten to twelve students are enrolled each year. Small interactive classes will foster productive and enjoyable learning experiences.

The course has been designed with working professionals in mind. Classes are conducted on Wednesdays and/or Thursdays from 9am - 5pm at the Sydney Medical School - Northern, Kolling Building, Royal North Shore Hospital, St Leonards, with occasional classes outside of this day. Attendance at 1, 4 (2 two-week blocks), 4 (2 two-week blocks) and 5 full time weeks clinic placements will also be required in Semester 1, 2, 3 and 4 respectively. In Year 1, 40 hours will also be spent in a variety of community placements to provide experience of the lived experience of a disability. In Year 2, students are required to undertake 100 hours of professional development.

Applicants will have a relevant degree recognised by the University of Sydney. Preference will be given to those with a basic knowledge of human genetics and who can provide evidence of volunteer or work experience in a caring role. Applicants must also provide a 500 word essay outlining what they understand about the role of genetic counselling and why they have chosen a career in genetic counselling. International students will require an IELTS score of 7.0 (minimum score of 7.0 in listening and speaking).

A limited number of Commonwealth-Supported Places (CSP) may be available for residents of Australia and New Zealand. CSPs are allocated on academic merit.

Further enquiries

Associate Professor Kristine Barlow-Stewart
Course Director
Degree resolutions

Sydney Medical School resolutions and the printed handbook are the official statement of faculty policy. The resolutions contained in the printed handbook are accurate as at November 2014. If a conflict is perceived between the content of the printed handbook and information available elsewhere, Sydney Medical School resolutions and the information available in the handbook online shall always take precedence.

See the Policy Online website: sydney.edu.au/policy, for copies of University policies.

Graduate Diploma in Genetic Counselling

Master of Genetic Counselling

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

Course resolutions

1 Course codes

<table>
<thead>
<tr>
<th>Code</th>
<th>Course and stream title</th>
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<tbody>
<tr>
<td>GNGENCOU-01</td>
<td>Graduate Diploma in Genetic Counselling</td>
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<tr>
<td>MAGENCOU-01</td>
<td>Master of Genetic Counselling</td>
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</tbody>
</table>

2 Attendance pattern

The attendance pattern for this course is full time.

3 Master’s type

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

4 Embedded courses in this sequence

(1) The embedded courses in this sequence are:
(a) the Graduate Diploma in Genetic Counselling
(b) the Master of Genetic Counselling
(2) A candidate for the Master of Genetic Counselling may elect to discontinue study and graduate with a shorter award from the embedded sequence, provided the requirements of the shorter award have been met. Only the highest award completed will be conferred.

5 Admission to candidature

(1) Available places will be offered to qualified applicants based on merit, according to the following admissions criteria. In exceptional circumstances the Dean may admit applicants without these qualifications who, in the opinion of the Faculty, have qualifications, evidence of experience and achievement sufficient to successfully undertake the award.
(2) Admission to the Graduate Diploma in Genetic Counselling requires:
(a) a bachelor’s degree from the University of Sydney or equivalent qualification;
(b) successful completion of an interview; and
(c) demonstrated aptitude for study in genetics or a related field.
(3) Admission to the Master of Genetic Counselling requires:
(a) 48 credit points of Stage 1 units of study; and
(b) 48 credit points of Stage 2 units of study.

6 Requirements for award

(1) The units of study that may be taken for the course are set out in the Table of Units of Study: Genetic Counselling.
(2) To qualify for the award of the Graduate Diploma in Genetic Counselling a candidate must successfully complete 48 credit points of Stage 1 units of study.
(3) To qualify for the award of the Master of Genetic Counselling a candidate must successfully complete 96 credit points of units of study including:
(a) 48 credit points of Stage 1 units of study; and
(b) 48 credit points of Stage 2 units of study.

7 Progression rules

(1) Students will only be permitted to progress into Stage 2 of the Masters degree after successfully completing Stage 1. In addition a candidate must receive a Clinical Supervisor's Report indicating that the student has the necessary skills to proceed to advanced genetic counselling and further studies.
(2) A candidate who has successfully completed Stage 1, but is not permitted to proceed, is eligible to graduate with a Graduate Diploma in Genetic Counselling.
(3) A candidate who fails a clinical placement unit of study will be identified as not meeting academic progression requirements and procedures of the Student Academic Progression Policy will be applied.
# Table of units of study: Genetic Counselling

<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>
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<tbody>
<tr>
<td><strong>Stage 1 units of study</strong></td>
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<td>Students must complete all units of study</td>
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<tr>
<td><strong>GENC5001</strong> Clinical Genetics</td>
<td>6</td>
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<td>Semester 1</td>
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<tr>
<td><strong>GENC5002</strong> Applied Clinical Genetics</td>
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<tr>
<td><strong>GENC5003</strong> Counselling Theory and Skills</td>
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<tr>
<td><strong>EDPK5003</strong> Developing a Research Project</td>
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<td><strong>PUBH5422</strong> Health and Risk Communication</td>
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<tr>
<td><strong>GENC5004</strong> Clinical Practice 1</td>
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<tr>
<td><strong>GENC5005</strong> Diagnostic and Risk Assessment Analysis</td>
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<tr>
<td><strong>GENC5006</strong> Ethical, Legal and Social Issues</td>
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<tr>
<td><strong>GENC5016</strong> Research Data Analysis</td>
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<td><strong>GENC5017</strong> Research Project Implementation I</td>
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<tr>
<td><strong>BETH5208</strong> Introduction to Human Research Ethics</td>
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<td><strong>Stage 2 units of study</strong></td>
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<tr>
<td><strong>GENC5008</strong> Clinical Practice 2</td>
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<td>P successful completion of all Stage 1 units of study</td>
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<tr>
<td><strong>GENC5009</strong> Genetic Counselling: Practice &amp; Genomics</td>
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<tr>
<td><strong>GENC5016</strong> Research Data Analysis</td>
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<tr>
<td><strong>GENC5018</strong> Research Project Implementation II</td>
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<tr>
<td><strong>GENC5011</strong> Clinical Practice 3</td>
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<tr>
<td><strong>GENC5012</strong> Contemporary Issues Genetic Counselling</td>
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<tr>
<td><strong>GENC5019</strong> Research Dissertation and Capstone</td>
<td>12</td>
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<td>Semester 2</td>
</tr>
</tbody>
</table>
Unit of study descriptions for 2015

BETH5208  
Introduction to Human Research Ethics
Credit points: 2  
Teacher/Coordinator: Dr Ainsley Newson  
Session: Semester 2  
Classes: Block mode (1.5 days) and online  
Prohibitions: BETH5202  
Assessment: 1x1500wd essay (80%); 1x300wd task (10%); participation in class/online (10%)  
Mode of delivery: Online

This unit of study introduces students to human research ethics in its wider context. It explores the ethical underpinnings of the research endeavour including the justifications for engaging in research and research integrity. The unit also reviews the history of research and the impact of research abuse on human participants. Participants are also encouraged to develop practical skills in relation to their own research.

Textbooks
All readings are accessed online via elearning.

EDPK5003  
Developing a Research Project
Credit points: 6  
Teacher/Coordinator: Dr Rachel Wilson  
Session: Semester 1  
Classes: 3x4.5 hr Saturday workshops, plus online lectures and activities  
Assessment: online exercises (40%) and class presentation (20%) and research proposal (40%)  
Mode of delivery: Block mode

This core unit is seen as the foundation unit in research methods and it provides an overview of the research process, with a focus on critical evaluation of research reports and the design of research projects. It covers a wide range of basic research techniques and introduces other research methods that are the focus of more in-depth study in other research methods units. Research design issues and various methods of data collection examined. Students explore the use of quantitative and qualitative approaches; various research strategies; observation, documents, questionnaires and assessments. The assessment in this unit is developed around students' own research interests and by the end of the unit students will have developed their own research proposal document.

GENC5001  
Clinical Genetics
Credit points: 6  
Teacher/Coordinator: Associate Professor Kristine Barlow-Stewart  
Session: Semester 1  
Classes: 12 x 1.5h lectures by faculty or guest lecturers with a case study from the Text Book Read A and Donnai D as the paradigm for the week (for both GENC5001 and GENC5002).Integrated with 9 x 3/4h Problem Based Learning (PBL) sessions (shared with GENC5002)  
SMS-Northern, Kolling Institute, Royal North Shore Hospital, St Leonards; 1 x 2h sessions at the Westmead Children's Hospital genetics laboratory services (cytogenetic, molecular cytogenetic, molecular, biochemical)- week 7  
Assessment: Intake assessment (25%), written assignment 1500wd (25%), 1.5 h exam (50%)  
Mode of delivery: Normal (lecture/lab/tutorial) day

Applied clinical genetics will be co-presented and integrated with the Unit of Study: Clinical genetics. Students will be introduced to the management of clinical and genomic information and databases. Molecular genetic theory will underpin the understanding of the basis of genetic, syndromes of paediatric and adult onset, neurogenetics and connective tissue genetics. Application to screening and diagnosis of genetic conditions in the prenatal, paediatric and adult contexts, and current treatment therapies and preventive strategies will be presented. Public Health genetics, genetic epidemiology and population screening will be studied as important aspects of community genetics. This unit also provides practical training in risk assessment and probability of outcomes that are important in genetic counselling for families with chromosomal rearrangements including cryptic anomalies, Mendelian disorders and mitochondrial conditions and polygenic disorders. Sources for a priori and empiric estimates of risk and Bayesian approaches to final risk perception will be taught.

Textbooks
Butterworth and Heinemann

GENC5002  
Applied Clinical Genetics
Credit points: 6  
Teacher/Coordinator: Associate Professor Kristine Barlow-Stewart  
Session: Semester 1  
Classes: 10 x 1.5h lectures by faculty or guest lecturers with a case study from the Text Book Read A and Donnai D. as the paradigm for the week (for both GENC5001 and GENC5002) integrated with 9 x 3/4h Problem Based Learning (PBL) sessions (shared with GENC5001)  
SMS-Northern, Kolling Institute, Royal North Shore Hospital, St Leonards; 1 x 2h sessions at the Westmead Children's Hospital genetics laboratory services (cytogenetic, molecular cytogenetic, molecular, biochemical)- week 7  
Assessment: Intake assessment (25%), written assignment 1500wd (25%), 1.5 h exam (50%)  
Mode of delivery: Normal (lecture/lab/tutorial) day

This unit of study focuses on the scientific basis of human genetic inheritance and of human genetic disorders and provides a broad overview of the genetics of common single-gene human genetic disorders and the genomics of common multi-gene human genetic disorders. A review of Mendelian inheritance, principles of biochemical genetics, current knowledge of the molecular basis of human inheritance and risk assessment will be presented using case examples. More complex patterns of inheritance including mitochondrial and uniparental disomy as well as epigenetic mechanisms will be explored. The unit will include lab based field work covering genetic testing used in diagnostic and screening contexts including molecular, cytogenetics and molecular cytogenetics. Sources for a priori and empiric estimates of risk and Bayesian approaches to final risk perception will be taught.

Textbooks

GENC5003  
Counselling Theory and Skills
Credit points: 6  
Teacher/Coordinator: Associate Professor Kristine Barlow-Stewart  
Session: Semester 1  
Classes: 7 x 1.5 h lectures/tutorials/reflective practice by faculty/guest lecturers at Kolling Institute, Royal North Shore Hospital and a 2-day intensive counselling skills workshop with Mr John Conaghan, Sr Social Worker, Hunter Genetics and Clinical Lecture, SMS.  
Assessment: Counselling theory 1250wd (25%), 1250wd essay (25%), reflective exercise from community placement (25%), clinical placement assessment and log book (25%)  
Practical field work: 1 day observation in a metropolitan genetics clinic, 1 week full time clinic placement in a genetics service associated with NSW Health, 40 hours in community genetics eg support groups for genetic conditions; high school genetic carrier testing programs  
Mode of delivery: Normal (lecture/lab/tutorial) day

The main objective of this course is to facilitate students' development of their ability and confidence to use basic counselling and interview skills. The unit provides students with an overview of counselling theory and models and is an introduction to the development of counselling skills underpinned by these theories and models in the context of genetic counselling. Client-centred counselling and Rogerian techniques will be demonstrated and practiced under supervision
during roleplays. Strategies for the communication of risk will be developed and available tools to assist will be reviewed. During the clinical placement, students will be allocated a supervisor(s), and this placement will be largely observational of Genetic Counsellors in session. Students will start to develop their counselling skills according to competencies developed by the Human Genetics Society of Australasia. The community experience aims to provide students with an understanding of the lived experience of a genetic condition.

Textbooks
Crag H and Gardner P (2012) A safe place to change: skills and capacities for counselling and therapy. IP Communications Melbourne

GENC5004 Clinical Practice 1
Credit points: 6
Teacher/Coordinator: Associate Professor Kristine Barlow-Stewart, Sydney Medical School
Session: Semester 2
Classes: 11 x 1.5h lectures/tutorials/reflective practice by faculty/guest lecturers; 1 day intensive with audio-taped role play. SMS-Northern, Kolling Institute, Royal North Shore Hospital, St Leonards. Assessment: Audiotaped consultation analysis (30%); team presentation (20%); clinical placement assessment for each placement (2 x 25%) Practical field work: 2 x 2 week full time clinical placement with a metropolitan or outreach genetic counselling service associated with NSW Health - cancer, prenatal/paediatric and adult units are offered. Mode of delivery: Clinical experience.

Students will develop an understanding of the range of expressions of grief and loss generated by the lived experience with a genetic condition or genetic testing results and evidence-based strategies for supporting clients undergoing the experience. The process of the counselling process will be examined and the ability to recognise and address transference and counter-transference issues will be developed. Team presentations will address the topics of theories of teamwork and conflict resolution, family systems, attachment and working with children to inform practice and working in multidisciplinary teams. Clinical experiences will expose students to the natural history and management of common genetic conditions, and to the relevant associated psychosocial issues, as well as provide opportunities to observe and further develop a range of genetic counselling skills consistent with the core practice-based competencies for this profession. During the clinical placement, students will be allocated a supervisor(s), observe and participate Genetic Counsellors in session, contribute to the everyday running of a service and will begin to consider the implications of their role in the future in terms of occupying a position in a multidisciplinary team and interfacing with clients.

Textbooks

GENC5005 Diagnostic and Risk Assessment Analysis
Credit points: 3
Teacher/Coordinator: Associate Professor Kristine Barlow-Stewart, Sydney Medical School
Session: Semester 2
Classes: 5 x 1.5h lectures/tutorials/reflective practice by faculty/guest lecturers with a case study form the text book Read A. and Donnai D. New Clinical Genetics. 2nd Ed. 2011 as the paradigm for the week, integrated with 2 x 3/4 hour Problem Based Learning (PBL) sessions-SMS-Northern, Kolling Institute, Royal North Shore Hospital, St Leonards. Assessment: Pedigree, risk analysis for cancer case study (100%). Mode of delivery: Normal (lecture/tut/reflective) day

This unit builds on the knowledge and skills developed in GENC 5001 AND GENC 5002. It aims to develop an understanding of the biological and molecular basis of cancer syndromes as an example of complex genetic conditions. Practical training in tools used for risk assessment and probability of outcomes that are important in genetic counselling is provided.

Textbooks

GENC5006 Ethical, Legal and Social Issues
Credit points: 3
Teacher/Coordinator: Associate Professor Kristine Barlow-Stewart, Sydney Medical School
Session: Semester 2
Classes: 7 x 1.5h lectures/tutorials/reflective practice by faculty/guest lecturers. SMS-Northern, Kolling Institute, Royal North Shore Hospital, St Leonards. Assessment: 1500 word essay (50%), community placement report and reflection (50%) Mode of delivery: Normal (lecture/tut/reflective) day

The Unit begins with an examination of ethical principles and their application in health and genetics in particular in both research and clinical settings. Students will be provided with an overview of the current social, cultural, legal and ethical issues generated by the diagnosis or identification of risk for a genetic condition including privacy at the family and wider community levels, ownership of genetic information, informed consent, genetic testing of children, professionalism and paternalism, access and equity to services, gene patenting, national and jurisdictional laws, regulations and guidelines governing genetics services delivery and practice and research ethics. The evidence base for genetic discrimination will be examined with a focus on the life insurance industry and the polices and implications for genetic counselling practice and research participation. Additionally, the associated psychosocial impact of new genetics technologies at both the individual and family levels will be explored, using preimplantation genetic diagnosis as the paradigm. At the societal level, the students will explore the issues associated with the developments and establishment of biobanks and genetic registers, the storage of genetic information and its access, the implementation of public health genetics programs and non-medical applications of genetic technologies including kinship testing and sport.

Textbooks
NHMRC Guidelines (2009) Use and disclosure of genetic information to a patient's genetic relatives under section 95AA of the Privacy Act 1988 (Cth) Guidelines for health practitioners in the private sector

GENC5008 Clinical Practice 2
Credit points: 9
Teacher/Coordinator: Associate Professor Kristine Barlow-Stewart, Sydney Medical School
Session: Semester 1
Classes: 7 x 1.5h lectures/tutorials/reflective practice at SMS Northern, Kolling Institute, Royal north Shore Hospital, St Leonards. Prerequisites: successful completion of all Stage 1 units of study Assessment: 2x Clinical placement Report (2 x 1500 word essay, and log book (15%), long case (30%) and exam (10%). Practical field work: 2 x 2 weeks full time clinical placement with a metropolitan or outreach genetic counselling service associated with NSW Health Cancer, prenatal/paediatric and adult units or interstate or international services. Mode of delivery: Clinical experience.

Clinical practice 2 will extend students' observational experiences of genetic counselling of individuals and families affected by a broad range of genetic disorders. The focus of this unit is enhancing reflective practice skills. Clinical experiences will expose students to the natural history, testing and management of common genetic conditions, and to the associated psychosocial issues, as well as provide opportunities to observe, practice and further develop a range of genetic counselling skills consistent with the core practice-based competencies for this profession. It aims to further develop the student's appreciation of the counsellor-client relationship, the components of the genetic counselling interaction, and various models of genetic counselling practice. The impact of genetic disorders on families, relevant medical, psychosocial, cultural, and religious issues will be addressed. The aim is for students to develop intermediate level professional clinical competencies as required by the Human Genetics Society of Australasia Board of Censors for Genetic Counselling. The unit includes clinical placement with a metropolitan, regional or rural outreach genetic counselling service associated with NSW Health, including time spent in prenatal/paediatric or adult units or interstate or international genetics services. Students will be allocated a supervisor(s), observe Genetic Counsellors in session, participate in the everyday running
of a service including use of Kintrak database for recording family history, attend relevant meetings, and other associated activities. Following the placement, students will be assisted in the development of a long case study report reflecting on their practice, skills gained and challenges faced.

Textbooks

GENC5009
Genetic Counselling: Practice & Genomics
Credit points: 6 Teacher/Coordinator: Associate Professor Kristine Barlow-Stewart, Sydney Medical School Session: Semester 1 Classes: 17 x 1.5h lectures/tutorials. SMS-Northern, Kolling Institute, Royal North Shore Hospital, St Leonards Prerequisites: successful completion of all Stage 1 units of study Assessment: Essay (50%); exam (50%) Mode of delivery: Normal (lecture/lab/tutorial) day

This unit aims to further develop understanding of the complex underpinning of genetics science and the broader genomics science and its current and future applications. An introduction to the next generation genetic technologies, laboratory issues and web data sources, and critical appraisal of studies of Association and Relative Risk for their relevance to genetic counselling will be provided. The unit also examines clinical applications of genetic and genomic technologies in a range of contexts from the prenatal, paediatric and adult (e.g. cardiology) settings. The current and future implications and potential for treatment and management arising from these developments will also be presented. The students will explore how their role may develop as genetics moves into mainstream medicine and the challenges that may be faced. Finally, students will explore challenges likely to be encountered due to the rapid developments and applications including array technologies, whole genome scans and exome sequencing.

Textbooks
PHG Foundation (2011) Next Steps in the Sequence the implications of whole genome sequencing for health in the UK http://www.phgfoundation.org

GENC5011
Clinical Practice 3
Credit points: 9 Teacher/Coordinator: Associate Professor Kristine Barlow-Stewart, Sydney Medical School Session: Semester 2 Classes: 5 x 1.5h lectures/tutorials/reflective practice/videotape student counselling session; SMS-Northern, Kolling Institute, Royal North Shore Hospital, St Leonards. Prerequisites: successful completion of all Stage 1 units of study Assessment: Videotaped consultation analysis (30%); long case study (30%); placement assessment and, progressive activities report and supervisor report (40%) Practical field work: 5 weeks clinical placement including one week for writing up the long case study and completion of log book. Mode of delivery: Clinical experience

The further development and evaluation of values, attitudes and skills in genetic counselling will be presented, with an emphasis on patient advocacy, crisis counselling, cross-cultural counselling and disability awareness/sensitivity training. Students will have some choice according to interest regarding the 5 week full time Clinical placement with metropolitan or outreach genetic counselling services associated with NSW Health. Students will participate in the everyday running of a service. Clinical practice 3 will extend students’ experiences of genetic counselling of individuals and families affected by a broad range of genetic disorders. Clinical experiences will expose students to the natural history, testing and management of common genetic conditions, and to the associated psychosocial issues, as well as provide opportunities to observe, practice and further develop knowledge and skills. The aim is for students to develop intermediate level professional clinical competencies as required by the Human Genetics Society of Australasia Board of Censors for Genetic Counselling. Following the placement, students will be assisted in the development of a long case study report reflecting on their practice, skills gained and challenges faced.

Textbooks

GENC5012
Contemporary Issues Genetic Counselling
Credit points: 3 Teacher/Coordinator: Associate Professor Kristine Barlow-Stewart, Sydney Medical School Session: Semester 2 Classes: 12 x 1.5h lectures/tutorials. SMS-Northern, Kolling Institute, Royal North Shore Hospital, St Leonards Prerequisites: successful completion of all Stage 1 units of study Assessment: Assignment(50%), presentation (30%), logbook (20%) Mode of delivery: Normal (lecture/lab/tutorial) day

This unit will allow students to draw on previous course content as they examine and debate contemporary issues in genetic medicine, such as Direct to Consumer testing, mental health and genetics, immunogenetics, pharmacogenomics, genetics education, genetic counselling professional issues and other issues as they arise. The course also aims to improve the student’s ability to identify and address effectively the genetics educational needs of clients, community and lay groups, students, and health professionals and the strategies necessary for the development of educational materials and tools designed to assist in decision making and informed choice.

Textbooks
JB Lippincott Co Philadelphia
Centre for Genetics Education NSW health www.genetics.edu.au
Powerpoint presentations are loaded on to Blackboard prior to the lecture if possible.

GENC5016
Research Data Analysis
Credit points: 6 Teacher/Coordinator: Dr Jane Fleming, Research Coordinator and Clinical Lecturer, Sydney Medical School Session: Semester 1 Classes: Intensive 1 week research data analysis and self-directed learning and independent research. Prerequisites: EDPK5003 and (GENC5007 or GENC5017) Assessment: Mini assignment (40%) and data analysis report (10%), literature review (40%) and formative (10%). Mode of delivery: Normal (lecture/lab/tutorial) day

This unit is a continuation of the supervised research project initiated at the beginning of the course and to be concluded in the final semester. The unit involves analysis of data provided to the student to be analysed using quantitative or qualitative data analysis methodology. The unit will enable students performing quantitative data analysis to experience qualitative data analysis techniques and vice versa. A statistician and experts in qualitative data analysis will be available to provide advice.

Textbooks

GENC5017
Research Project Implementation I
Credit points: 4 Teacher/Coordinator: Dr Jane Fleming, Research Coordinator and Clinical Lecturer, Sydney Medical School Session: Semester 2 Corequisites: BETH5208 Assessment: Mock ethics application (NEAF) draft (10%), mock NEAF ethics presentation (30%), mock NEAF ethics submission (30%), supervisor report (20%) and project management (10%). Mode of delivery: Supervision
This unit focuses on further development of the research project and preparation of a submission for ethical approval. Students will work with their supervisors and academic staff to ensure their research is viable and fulfills the requirements of the University of Sydney Human Research Ethics Committee. If conducted at another site, ethics approval will be sought from the HREC of this institution/organisation, with site-specific approval and ratification/recommendation through the University of Sydney. Research study tools will also be developed.

Student research projects will comply with the NHMRC National Statement on Ethical Conduct in Human Research (2007). The research coordinator and advisory committee will be available to advise students on the correct process for ethics approval. The National Ethics Application Form will be accessed via IRMA (Sydney University Ethics HREC) or NSW Health (External Ethics HREC).

As an example, for a research project conducted through the Hereditary Cancer Clinic at the Prince of Wales Hospital (POWH) a National Ethics Application form (NEAF) will be submitted via the NSW web address, plus a site specific application for the South East Sydney Local Health District (SESLHD), with ratification through the University of Sydney.

**Textbooks**


**GENC5018**

Research Project Implementation II

**Credit points:** 3  
**Teacher/Coordinator:** Dr Jane Fleming, Research Coordinator and Clinical Lecturer, Sydney Medical School  
**Session:** Semester 1  
**Classes:** Supervised research project, self-directed learning and independent research.  
**Prerequisites:** EDPK5003 and (GENC5007 or GENC5017)  
**Assessment:** Abstract (10%), Poster (20%), three minute talk (20%), supervisor report (50%).  
**Mode of delivery:** Supervision

This unit is a continuation of the supervised research project initiated at the beginning of the course and to be concluded in the final semester. The unit involves independent research including writing of a conference abstract, three minute talk and poster and regular meetings with a supervisor/advisory team. It is anticipated this semester will account for the majority of data collection according to the University of Sydney HREC approved protocol.

**Textbooks**


**GENC5019**

Research Dissertation and Capstone

**Credit points:** 12  
**Teacher/Coordinator:** Dr Jane Fleming, Research Coordinator and Clinical Lecturer, Sydney Medical School  
**Session:** Semester 2  
**Classes:** Supervised research project writing up, self-directed learning and independent research.  
**Prerequisites:** GENC5018 and GENC5016  
**Assessment:** 3-4,000 word research paper (50%), project management draft paper (10%), capstone (20%), supervisor report (20%).  
**Mode of delivery:** Supervision

This unit is a continuation of the supervised research project initiated at the beginning of the course. The unit involves independent research and regular meetings (fortnightly) with a supervisor(s). The research project will culminate in an original journal article. The unit includes a capstone experience consisting of presentation of the research findings and their implication for genetic counselling practice.

**Textbooks**


**PUBH5422**

Health and Risk Communication

**Credit points:** 6  
**Teacher/Coordinator:** Associate Professor Julie Leask, Professor Phyllis Butow, Dr Claire Hooker  
**Session:** Semester 2  
**Classes:** Block / intensive - 5 days Monday - Friday  
**Assessment:** Assignment 1 x 3000 word (35%), Assignment 2 x 2000 words (35%), Pre-block online activities (10%)  
**Mode of delivery:** Block mode

In this unit, students will develop a critical awareness of the determinants of effective communication, particularly in relation to health risks to the individual and to society.

The first half covers individual health risk communication in clinical settings, including: theories of health communication, patient centred care and shared decision making; evidence-based communication skills; research paradigms including interaction analysis; cross-cultural communication in health care; discussing prognosis and informed consent. The second half explores risk communication for public health. We teach theories of risk perception and communication with particular application to public health incident responses. We give practical guides to media messages, risk message framing, public engagement using traditional and social media, and the ethical aspects of public communication. The unit offers students the opportunity to learn from outstanding guest lecturers who work in these areas and interactive opportunities for students to try their skills in risk communication and decision making.

**Textbooks**

Readings will be provided.
Health Communication

(Students apply through the Faculty of Arts and Social Sciences)

Graduate Certificate in Health Communication
Graduate Diploma in Health Communication
Master of Health Communication

<table>
<thead>
<tr>
<th></th>
<th>Graduate Certificate in Health Communication</th>
<th>Graduate Diploma in Health Communication</th>
<th>Master of Health Communication</th>
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<td>MAHECOMM1000</td>
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<td>063949C</td>
<td>063948D</td>
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<td>Degree Abbreviation</td>
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<td>GradDipHC</td>
<td>MHC</td>
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<td>Credit points required to complete</td>
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<td>36</td>
<td>48</td>
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<tr>
<td>Time to complete part-time</td>
<td>1 - 2 years</td>
<td>1.5 - 3 years</td>
<td>2 - 4 years</td>
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</table>

**Overview**

The Master of Health Communication delivers core media skills to help students to become effective communicators across health and medicine, public affairs, public relations, community relations and journalism. Our unique Health Communication program is the most comprehensive and specialised course of its kind in Australia, combining the expertise of the University of Sydney's Department of Media and Communications with the public health resources of the School of Public Health. With a cross-disciplinary and collaborative approach to both media and health disciplines, our program incorporates media relations, organisational communication, and health communication approaches.

The 1.5 year program (full-time) provides media skills for professional communicators in public and corporate health communications, healthcare public affairs, public relations, community relations, healthcare promotions and health journalism. It also offers a solid, evidence-based education in international health, community-oriented health practice, obesity and other disease prevention strategies, and health promotion. Designed to meet the needs of those already working in, or wishing to enter, the private and public health sectors, as well as non-government and community organisations, our program is flexible. E.g., the Graduate Diploma (1 year full-time) and Graduate Certificate (6 months full-time) courses provide shorter avenues to update and extend one's professional skills, or to explore new career directions.

**Course outcomes**

Our degrees will equip students with knowledge, understanding and expertise across media and health disciplines, incorporating a cross-disciplinary, collaborative approach to media production, media relations, organisational communication, and health promotion. Units of study provide training in campaign development, advocacy, humanitarian and emergency health issues, bioethics, and an understanding of health cultures, policy and systems. Featuring a well-regarded internship program, students will have the chance to attain high-level skills from work experience while fostering professional contacts and networks prior to completion. Units of study available in the degree include: News Writing; Dealing with the Media; Health Communication, International Health Promotion; and Organisational Communication.

**Further enquiries**

Dr Olaf Werder
Phone: +61 2 9114 1219
Email: olaf.werder@sydney.edu.au
Website: http://sydney.edu.au/arts/media_communications/
Degree resolutions

Sydney Medical School resolutions and the printed handbook are the official statement of faculty policy. The resolutions contained in the printed handbook are accurate as at November 2014. If a conflict is perceived between the content of the printed handbook and information available elsewhere, Sydney Medical School resolutions and the information available in the handbook online shall always take precedence.

See the Policy Online website: sydney.edu.au/policy, for copies of University policies.

Graduate Certificate in Health Communication

Graduate Diploma in Health Communication

Master of Health Communication

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

Course resolutions

1 Course codes

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
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<tr>
<td>GCHECOMM-01</td>
<td>Graduate Certificate in Health Communication</td>
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<tr>
<td>GNHECOMM-01</td>
<td>Graduate Diploma in Health Communication</td>
</tr>
<tr>
<td>MAHECOMM-01</td>
<td>Master of Health Communication</td>
</tr>
</tbody>
</table>

2 Attendance pattern

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

3 Master’s type

The master’s degree in these resolutions is an advanced learning master’s course, as defined by the Coursework Rule.

4 Embedded courses in this sequence

The embedded courses in this sequence are:

(a) the Graduate Certificate in Health Communication
(b) the Graduate Diploma in Health Communication
(c) the Master of Health Communication

A candidate for the graduate certificate or graduate diploma may apply to progress to a longer course in this sequence, providing the candidate meets the admission requirements for that course. Only the longest award completed will be conferred.

5 Admission to candidature

Available places will be offered to qualified applicants based on merit, according to the following admissions criteria. In exceptional circumstances the Dean may admit applicants without these qualifications but whose evidence of experience and achievement is deemed by the Dean to be equivalent.

6 Requirements for award

1 The units of study that may be taken for these courses are set out in the Postgraduate Table of Units of Study for the Health Communication subject area.

2 To qualify for the award of the Graduate Certificate in Health Communication a candidate must complete 24 credit points, including:
   (a) a minimum of 12 credit points of core units of study; and
   (b) a maximum of 12 credit points from elective units of study.

3 To qualify for the award of the Graduate Diploma in Health Communication a candidate must complete 48 credit points, including:
   (a) a minimum of 24 credit points of core units of study; and
   (b) a maximum of 24 credit points from elective units of study.

   With the permission of the Degree Coordinator a maximum of 6 credit points can be taken as elective units from units of study outside those listed in the Health Communication subject area of the Postgraduate Unit of Study Table.

4 To qualify for the award of the Master of Health Communication a candidate must complete 72 credit points, including:
   (a) a minimum of 24 credit points of core units of study; and
   (b) a maximum of 42 credit points from elective units of study.

   With the permission of the Degree Coordinator a maximum of 12 credit points can be taken as elective units from units of study outside those listed in the Health Communication subject area of the Postgraduate Unit of Study Table, including a maximum of 6 credit points from units of study offered by other faculties.

   (c) at least 6 credit points of capstone units of study.

7 Recognition of Prior Learning

1 Waivers and credit may be granted for relevant incomplete postgraduate qualifications.

2 Credit may be granted for up to 50% of course requirements for relevant incomplete postgraduate qualifications.

3 Candidates offered direct admission to the Master of Health Communication may be eligible for a reduction in the volume of learning of up to 24 credit points, subject to the following:
(a) The maximum permissible reduction in the volume of learning is 24 credit points for a qualification at level 8 of the Australian Qualifications Framework in a relevant discipline as defined by the Faculty of Arts and Social Sciences.

(b) The maximum permissible reduction in the volume of learning is 24 credit points for relevant professional work experience deemed by the Faculty of Arts and Social Sciences to have conferred a volume of learning equivalent to that of a Graduate Certificate in a relevant discipline.

(4) The maximum combined credit and reduction in the volume of learning for prior study granted to a candidate will not exceed 50% of the requirements of the course.

8 Course transfer

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

10 Transitional provisions

(1) These resolutions apply to students who commenced their candidature after 1 January 2015.

(2) Candidates who commenced prior to 1 January 2015 will complete the requirements in accordance with the resolutions in force at the time of their commencement, provided that requirements are completed by 1 January 2020. The Faculty may specify a later date for completion or specify alternative requirements for completion of candidatures that extend beyond this time.
## Table of units of study: Health Communication

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<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>
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<tr>
<td><strong>Core units</strong></td>
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<td>MECO6900 News Writing</td>
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<td>MECO6901 Dealing with the Media</td>
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<td><strong>Elective units</strong></td>
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<tr>
<td>ARTS7000 Academic Communication for Postgraduates This unit of study is not available in 2015</td>
<td>6</td>
<td>It is strongly advised that all students enrolling in this elective complete it during their first semester of study, or in Summer or Winter school when available. ARTS7000 is recommended for two main groups: 1) International postgraduate students who have not completed their Bachelor award at a university where English was the medium of instruction. 2) Domestic postgraduates who have not been in an academic environment for a prolonged period of time.</td>
<td>Semester 1 Semester 2</td>
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<td>HPOL5001 Economics and Finance for Health Policy</td>
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<td>HPOL5003 Analysing Health Policy</td>
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<td>MECO6902 Legal &amp; Ethical Issues in Media Practice</td>
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<td>MECO6934 Social Marketing</td>
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<td>MIPH5014 International Health Promotion</td>
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<td>N PUBH5033 Students who have enrolled in PUBH5033 should contact the unit co-ordinator to seek permission before enrolling in MIPH5014, as there is some overlap between the two units of study.</td>
<td>Semester 2</td>
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<td>MIPH5116 Culture, Health, Illness and Medicine</td>
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**Capstone units of study**

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<th>Unit of study</th>
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<td>MECO6928 Media and Communication Internship</td>
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Health Communication

Unit of study descriptions for 2015

ARTS7000
Academic Communication for Postgraduates
Credit points: 6 Session: Semester 1, Semester 2 Classes: 1x1hr lecture/week, 1x2hr seminar/week Assessment: 1x500wd critical analysis exercise (20%), 1x1500wd Essay (35%), 1x2500wd reflection journal (20%), 1xSeminar presentation equivalent to 500 words (20%), participation (5%) Mode of delivery: Normal (lecture/lab/tutorial) day

This unit of study is designed to support International students in developing an understanding of critical analysis and its use as an effective basis for argument. Students will be introduced to the critical and communication practices appropriate to postgraduate study in the humanities. They will develop key attributes in the areas of research and inquiry, ethical, social and professional understanding, and communication relevant to their academic studies and in preparation for their professional lives.

BETH5207
Arts in Health
Credit points: 6 Teacher/Coordinator: Dr Claire Hooker Session: Semester 1 Classes: Block mode, 2x2 days (4 hour combined lectures/tutorials) Assessment: 2x300-400wd online tasks (25%), 1x1,500wd essay (25%), 1x2,500wd essay (50%) Mode of delivery: Block mode

The 'art of health' is more than an historic catchphrase; it is a literal phenomenon. Arts based approaches to health promotion, social determinants of health and to a range of health issues (including mental health, dementia and aging, disability, childhood development and cancer) can have stunningly powerful effects. In the past century the visual, literary and performing arts have emerged as vital components of a community based approach to human health and wellbeing. This unit gives students practical examples of how to incorporate the arts into public health and health care. The course offers a rich and detailed exploration of varying debates in the scholarly and practice-based fields of arts-and-health, which include but are not limited to: status and uses of art therapy; music and medicine; narrative, literature and the 'narrative medicine' movement; hospital art, design and architecture; and the role of art in health research and social marketing campaigns. Students will learn design thinking as a crucial skill in creative problem solving and social innovation, the new approaches taken up to meet the demands of difficult and rapidly shifting social circumstances. In addition to refining skills, this unit requires that students come to grips with the affective and experiential elements of health. This course will appeal to students of public health; literary, visual and performing arts; social work; psychology; and related disciplines, who want to understand more about the interconnectedness of the arts with human health.

All assessments must be completed to pass this Unit.

Textbooks
None specified

CISS6004
Health and Security
Credit points: 6 Session: Semester 2 Classes: 1x2hr seminar/week Assessment: 1x2000wd issue brief (40%), 1x4000wd Research essay (60%) Mode of delivery: Normal (lecture/lab/tutorial) day

This unit assesses the political and security significance of disease-related events and developments. Whether one contemplates historical experiences with smallpox, the contemporary challenges posed by diseases such as HIV/AIDS and SARS, or the risks arising from new scientific developments such as synthetic biology, it is clear that diseases exercise a powerful influence over civilised humankind. The unit concentrates on areas in which human health and security concerns intersect most closely, including: biological weapons; fast-moving disease outbreaks of natural origin; safety and security in microbiology laboratories; and the relationships between infectious disease patterns, public health capacity, state functioning and violent conflict. The overall aim of the unit is to provide students with a stronger understanding of the scientific and political nature of these problems, why and how they might threaten security, and the conceptual and empirical connections between them.

HPOL5000
Introduction to Health Policy
Credit points: 6 Teacher/Coordinator: Dr Anne Marie Thow Session: Semester 1 Classes: Distance Education with compulsory Intensive workshops on Campus. 2 x 2-day workshops, online lectures and discussions Assessment: 1 x 1500wd written assignment (30%); 1 x 3000wd written assignment (50%); Online learning quiz (5%); online problem based learning exercise (15%) Mode of delivery: Distance education/intensive on campus

To develop a critical and comparative understanding of the history, theory and practice of health policy. To give an overview of the political choices and frameworks - national and global - that shape policymaking.

Learning objectives:
- acquire a critical understanding of the basic history and features of the Australian health system
- understand the main frameworks used to analyse and make policy
- understand the main issues in the translation of policy into practice
- demonstrate the capacity to apply these understandings in particular settings through case studies.

Content:
This unit explores the main structures and institutions that make health policy. The unit examines debates over policy frameworks, and the evidence and advocacy in setting priorities. Conflicts over health policy will be placed in broader contexts - comparing different health systems and assessing global influences. Case studies will be used to examine the relationships between policy and practice.

Textbooks

HPOL5001
Economics and Finance for Health Policy
Credit points: 6 Teacher/Coordinator: A/Prof James Gillespie, A/Prof Stephen Jan Session: Semester 1 Classes: Distance Education with compulsory Intensive workshops on Campus. 2 x two day workshops plus online discussion Assessment: Health Economics Exercise (50%), Health finance assignment (50%) Mode of delivery: Distance education/intensive on campus

For internal use by University of Sydney staff only.
This unit aims to provide students with an understanding of the financial and economic aspects of health policy. It introduces the main concepts and analytical methods of health economics, political economy and finance. Learning objectives:
- understand the main models and debates regarding health funding in developed OECD countries and the implications for equity, delivery and governance of health services.
- apply this knowledge to current Australian and global health systems and debates over reform.
- understand the role of economic analysis in evaluating health policy change
- be familiar with theoretical frameworks underlying health economics and analysis.

Content:
This unit introduces the main concepts and analytical methods of health economics, political economy and finance to examine the workings of health systems in Australia and comparable countries. It looks at the main models of health system funding and their implications for the structure, planning and delivery of services. The first module focuses on the basic concepts and methodologies of health economics and political economy and their contribution to policy analysis. The second module places funding structures in a broader political and policy context. Topics include the debates over the public-private mix and governance and accountability - who makes decisions about funding priorities? To whom should decision makers be held accountable and for what aspects of their work? How does health finance shape broader policy reform?

Textbooks

HPOL5003
Analyzing Health Policy
Credit points: 6
Teacher/Coordinator: A/Prof James Gillespie, Professor Stephen Leeder
Session: Semester 2
Classes: 1x2hr seminar/week
Assessment: 1x2500wd campaign proposal (35%), 1x300wd media release (20%), 1x200wd oral campaign presentation (15%), 1x2000wd campaign evaluation (30%)
Mode of delivery: Normal (lecture/lab/tutorial) day

Dealing with the Media combines theoretical and practical perspectives on public communication campaigns. It offers students the opportunity to design, implement and evaluate a communication campaign of public interest and to pitch it to specific media. It examines the relationships that exist between all stakeholder groups in the public communication campaign process including client, public relations practitioner, journalist and citizen.

MECO6901
Dealing with the Media
Credit points: 6
Session: Semester 2
Classes: 1x2hr seminar/week
Assessment: 1x2500wd proposal (35%), 1x300wd media release (20%), 1x200wd oral presentation (15%), 1x2000wd campaign evaluation (30%)
Mode of delivery: Normal (lecture/lab/tutorial) day

MECO6902
Legal & Ethical Issues in Media Practice
Credit points: 6
Session: Semester 2
Classes: 1x2hr seminar/week
Assessment: 1x3000wd Essay (40%), 1x1500wd Presentation (20%), 1x1500wd Online comment piece (30%), 1x Seminar participation (10%)
Mode of delivery: Normal (lecture/lab/tutorial) day

MECO6904
Dissertation Part 1
Credit points: 6
Session: Semester 1, Semester 2
Classes: 6x0.5hr supervisor consultations/semester
Assessment: A completed research proposal and, where necessary, an ethics application, together with research and writing contributing to a dissertation of 12000 words, for completion in MECO6905.
Mode of delivery: Supervision
Note: Department permission required for enrolment.

This unit requires students to commence the conduct of their own research projects under the supervision of a member of staff and write a dissertation of 12000 words (completed in the second semester of enrolment in MECO6905). In some cases these projects will give students the opportunity to extend lines of enquiry suggested by units of study already completed for the degree. In other cases, students may have an interest in an area not covered by the coursework programs offered during their candidature that can be developed as a supervised project.

MECO6905
Dissertation Part 2
Credit points: 6
Session: Semester 1, Semester 2
Classes: 6x0.5hr supervisor consultations/semester
Prerequisites: MECO6904
Assessment: Completion of writing for a dissertation of 12000 words (100%)
Mode of delivery: Supervision
Note: Department permission required for enrolment.

This unit requires completion of a dissertation of 12000 words, begun in the previous semester. Together with MECO6904, the unit allows students to conduct their own research projects under the supervision of a member of staff.
MECO6919
Health Communication
Credit points: 6 Session: Semester 1 Classes: 1x2hr seminar/week Assessment: Work will be assessed on the 140hrs placement and completion of 2000wds placement journal (100%) Mode of delivery: Normal (lecture/lab/tutorial) day

This unit introduces key concepts in health communication. Students will explore micro- and macro-level theories of health (behaviour) communication that inform the design and implementation of health communication campaigns, planned and unplanned effects of communication campaigns, and the evaluation of such campaigns. It aims to give students a critical and practical understanding of theory and research concerning the role of communication in health promotion efforts.

MECO6927
Organisational Communication
Credit points: 6 Session: Semester 2 Classes: 1x2hr seminar/week Assessment: 1x500wd essay abstract (10%), 1x Oral Presentation (equivalent to 500wds) (10%), 1x5000wd Essay (80%) Mode of delivery: Normal (lecture/lab/tutorial) day

This unit of study introduces key concepts in organisational communication. Students will explore various structures of organisations and how those structures affect the flow of communication within workplaces. Upon the completion of the unit, students will develop their understanding of key concepts in organisational communication and apply them to analyse communication problems in organisations. Students will also be able to offer well-grounded criticism on selected organisational issues.

MECO6928
Media and Communication Internship
Credit points: 6 Session: Semester 1, Semester 2 Assessment: 20-day internship (pass/fail), 1x1500wd reflective journal (30%), 1x2500wd Research essay (70%) Practical field work: 20 day (140 hours) full-time internship in an approved organisation Mode of delivery: Professional practice Note: Department permission required for enrolment.

This elective offers Masters of Publishing, Health Communication and Media Practice students 20 days work experience in media, publishing and communication roles relating to their degree. Internships require critical reflection on professional practice and foster skills, knowledge and experience that enhance employment prospects. Placements may include reporting, editing, producing, designing, researching, publishing, public and media relations, campaigns, and other tasks. Available to Media and Communications Master students only, following the completion of at least 2 core units of study and subject to Department permission.

MECO6934
Social Marketing
Credit points: 6 Session: Semester 2b Classes: 1x2hr seminar/week Assessment: 1x1500wd introspective Essay (25%), 1x2500wd social marketing project (45%), 1x1500wd campaign critique (20%), 1x2500wd project presentation (10%) Mode of delivery: Normal (lecture/lab/tutorial) day

This unit examines the nature of social marketing, and how marketing communication concepts, frameworks and techniques developed for commercial marketers can address social issues based on an understanding of what moves and motivates people. This unit provides students with a deeper understanding of how marketing management is used to improve societal outcomes. It will be of particular interest to those who want to gain practical insight into how to manage and evaluate the special communication needs of the non-commercial sector.

MIPH5014
International Health Promotion
Credit points: 4 Teacher/Coordinator: Dr Philyarath Phongsavan Session: Semester 2 Classes: 1x2hr lecture per week for 11 weeks; 1x1hr tutorial per week for 9 weeks. Prohibitions: MIPH6033 Assessment: 1500 word essay (30%), 2500 word report (50%), tutorial participation and attendance (20%) Mode of delivery: Normal (lecture/lab/tutorial) day

This unit aims to provide an integrated and interpretative approach to an understanding of health-related behaviours of populations in international settings, by synthesizing anthropological knowledge and methodology, and the interactions of culture, biology, psychology and environment. The teaching process is by student-led, lecturer-guided, discussion based review and critical analysis of relevant topics.
the unit, students will explore a range of issues in global and multicultural health from an anthropological perspective. Methodological approaches will encompass ethnography and other anthropological data collection methods. The issues covered will include cultural influences on health, illness and healing, such as indigenous and traditional beliefs and systems, gender and cultural change and the impact of modernization and development on illness and healing. The impact examines disease and illness patterns - their distribution and persistence, mental illness and culture and attitudes towards the use of medications; and the provision of culturally sensitive and appropriate services. The emphasis will be on covering a range of topic areas relevant to the students enrolled, and those of particular importance in contemporary international and multicultural health contexts.

Textbooks
Readings are available on the unit's eLearning site.

MIPH5117 Global Non-Communicable Disease Control
Credit points: 2 Teacher/Coordinator: Dr Rohina Joshi Session: Semester 2a Classes: 1x 2hr lecture per week for 7 weeks; also offered fully online Assessment: 1x 2000word written assignment (90%) and class participation (10%). Mode of delivery: Online

This unit aims to provide candidates with an understanding of the causes and control of non-communicable diseases (NCDs) in developing countries. These diseases are associated with social and economic development and the demographic and health transitions. Topics covered in the unit include cardiovascular diseases, diabetes, cancer, primary health care in relation to NCDs, health promotion for NCDs and approaches to NCD research in developing countries. Lectures are given by health professionals with direct experience of NCD control in developing countries.

Textbooks
Readings are available on the unit's eLearning site.

MIPH5118 Global Perspectives of HIV/AIDS
Credit points: 4 Teacher/Coordinator: Dr Joel Negin Session: Semester 2a Classes: 4 days of intensive lectures spread over a 1 month period; also offered fully online Assessment: 1x group report (20%), peer evaluation (10%), 1x2000 word individual assignment (60%), and participation in discussions (10%). Mode of delivery: Online

This unit offers a detailed and evidence-based assessment of the global HIV situation to equip students with the latest understanding of HIV distribution and trends globally, its social and economic implications, the measures being taken to prevent and treat HIV and AIDS, the gaps that need to be addressed in HIV control, and the politics around global HIV issues. Examples from different parts of the world, particularly less developed settings, are used to illustrate key issues influencing the HIV control agenda globally. Emphasis is placed on developing a critical and analytical approach to assessing the HIV situation and developing interventions for its control.

Textbooks
Readings are available on the unit's eLearning site.

PUBH5019 Cancer Prevention and Control
Credit points: 6 Teacher/Coordinator: Dr Monica Robothin Session: Semester 2 Classes: 24 hours online lectures, 15 hours online discussions Prerequisites: PUBH5010 or CEP5100 Assessment: 2 assignments (65%), 5 online tutorials (35%) Mode of delivery: Online

This unit aims to provide students with specific information on the concepts, methods and applications underpinning cancer prevention and control at population level. It is designed to address specific educational needs of students in various programs within the School of Public Health and to offer a broad-based perspective on cancer control, ranging from primary prevention, screening and early intervention, tertiary prevention and palliative care. Emphasis will be given to cancers with the greatest impact at population level and where evidence demonstrates that policies and interventions are capable of reducing cancer incidence, mortality, prolonging survival and improving quality of life. Although focusing on specific Australian conditions, the information will be presented in the context of regional and global 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 other countries.

Textbooks
Readings for this unit will be available on the eLearning site.

PUBH5024 Obesity and Health Promotion
Credit points: 2 Teacher/Coordinator: Dr Louise Hardy Session: Intensive August Classes: compulsory attendance at 2.5 day-one workshops including participation in small group work during the workshop. Prerequisites: PUBH5010 or CEP5100, PUBH5033 and PUBH5020 Assessment: Workshop participation and small group work presentation (30%) and 1x written assignment (2000 words) (70%). Mode of delivery: Normal (lecture/lab/tutorial) day

This unit will build on introductory public health core units of study, and apply them to consideration of global obesity as a public health problem. The unit will develop students’ skills in approaches to obesity monitoring, prevention programs and policies, extending research methods, critical appraisal skills, introductory health promotion and disease prevention in MPH. Students will develop an understanding of surveillance systems to monitor obesity, and develop skills in evidence based obesity prevention interventions in diverse social, cultural and community contexts. The course will include discussions of policies and international approaches to obesity prevention, as part of non-communicable disease prevention and control.

Textbooks
Pre-readings will be provided.

PUBH5027 Public Health Program Evaluation Methods
Credit points: 2 Teacher/Coordinator: Professor Adrian Bauman, Dr Philanyath Phongsavan Session: Semester 2 Classes: 2 day residential workshop in semester 2 Assessment: in-class participation (20%) and one 1500 word assignments at the end of the unit (80%). Mode of delivery: Block mode

This unit of study is taught over two days of residential workshop and is an introduction to Public health program evaluation principles. It builds on core MPH methods subjects, but extends learning objectives to develop skills in practical and applied public health and health promotion program planning, evaluation and research methods. Both qualitative and quantitative methods will be used in program evaluation discussions, but the major focus will be on measuring the implementation of programs, and assessing program impact. There is an emphasis on evaluating ‚real world’ programs that address chronic disease prevention and health promotion, but other broad public health content areas will also be used as examples. The unit comprises four areas of discussion, including the [i] principles of evaluation; [ii] research designs and methodological issues for community and applied public health settings; [iii] methods for measuring program impact and outcomes; and [iv] the principles of research translation and dissemination. Attendance at the two days of residential teaching is compulsory for participants.

Textbooks

PUBH5032 Making Decisions in Public Health
Credit points: 2 Teacher/Coordinator: Dr James Gillespie Session: Semester 2 Classes: 2-day workshop; fully online version available Assessment: Written assignment of 2000 words (100%) Mode of delivery: Block mode

This unit introduces students to the methods by which evidence is translated, used and abused when governments make decisions affecting public health. Students will become familiar with the main tools used by health economists and policy analysts. The unit will emphasize the role of different forms of evidence and values for priority-setting and policy-making.

Unit technical content is unified by common themes and case studies. Students will apply methods and principles of health economics e.g.
resource scarcity, opportunity cost, efficiency and equity to practical real-life examples (including specific indigenous health issues) to critically consider the role of economic evidence in health decision-making in Australia.

Students will then use policy analysis methods to critically examine the Australian health care system and decision-making in public health. The unit will pay particular attention to questions of power and equity, including the position of indigenous peoples. Finally, it will look at how evidence is framed and used in decision-making.

Teaching will make use of contemporary case studies so students learn how technical analytical tools are used in practical examples of policy development, decision-making and public debate.

The unit gives public health students an essential basic knowledge of both disciplines (health economics and health policy) and lays the groundwork for more advanced studies.

**PUBH5033 Disease Prevention and Health Promotion**

**Credit points:** 6  
**Teacher/Coordinator:** Dr Philyath Phongsavan  
**Session:** Semester 1  
**Classes:** 3 workshops, face-to-face tutorials and online discussion; fully online version available  
**Prohibitions:** MIPH5014  
**Assessment:** 1x 1500 word assignment (25%); 1x2500 word assignment (45%); 9-week tutorial discussion/participation (30%)  
**Mode of delivery:** Block mode

This core unit of study will provide students with an introduction to and critical overview of evidence-based prevention and health promotion as a fundamental component of efforts to address chronic disease prevention and reduce health inequalities in populations. The unit is divided into three modules: (i) principles underlying disease prevention and health promotion, (ii) evidence-based planning for disease prevention and health promotion, and (iii) implementing and evaluating health promotion for disease prevention. The unit will illustrate the principles of prevention and health promotion programs in Aboriginal and Torres Strait Islander and non-Aboriginal populations. It will develop students' skills in: identifying problems and setting prevention priorities; planning and implementing programs; and; evaluating the impact of programs on population health. The unit will discuss diverse disease prevention and health promotion programs, including individual change programs, interpersonal (family, social environments), organisational (worksites, primary care), and community-wide programs. Students will develop an understanding of approaches used to enhance inter-sectoral action, community participation and consultation, the development of partnerships and the use of policy and advocacy. These approaches will be particularly applied to Aboriginal and Torres Strait Islander health promotion settings.

**Textbooks**  
Course Readings Provided

**PUBH5102 Special Project in Public Health**

**Credit points:** 2  
**Teacher/Coordinator:** Professor Tim Driscoll  
**Session:** Semester 1, Semester 2  
**Prerequisites:** PUBH5010 or CEPI5100 and PUBH5018  
**Assessment:** 1x2000 word written report (100%) or as agreed with the supervisor and unit coordinator  
**Mode of delivery:** Supervision  
**Note:** Department permission required for enrolment. Note: Students negotiate with a public health staff member to be their supervisor on an agreed project. The student informs the Unit co-ordinator, who emails the Postgraduate Student Administration Unit permission to allow the student to enrol.

This unit is intended for students nearing the end of their MPH. The aim of this unit is to systematically complete a self-directed project in one of the main content areas of the course. Students should contact an academic staff member associated with the area of their project and negotiate the details of the project design and the method and frequency of contact with the supervisor during the project. The student would be expected to undertake approximately 40 to 50 hours of work for this unit.

**PUBH5111 Environmental Health**

**Credit points:** 4  
**Teacher/Coordinator:** Associate Professor Geoff Morgan  
**Session:** Semester 2  
**Classes:** Mixed mode of 13 lectures (13 sessions of approximately 2 hours each) offered online, and 6 case studies (6 sessions of 2 hours each) offered face-to-face and online (choice of one or the other). All the content for the unit can be completed online if required.  
**Assessment:** 1x written assignment (50%), 1x quiz (20%) and 6 x case study quiz and participation (6 x 5% = 30%)  
**Mode of delivery:** Distance education/intensive on campus

The unit will explore the major categories of environmental health hazards including air quality, water quality, chemical hazards (eg soils and contaminated sites), physical hazards (eg noise and radiation), microbiological hazards (eg Legionnaires' disease) and food safety. Regional and global issues of sustainability, climate change and land use planning will also be covered. The unit aims to develop an understanding of environmental health hazard identification and risk assessment, as well as the principles of hazard control. The disciplines of epidemiology, toxicology and ecology will be applied within a risk assessment framework to characterise health risks associated with environmental hazards and determine risk management options and risk communication strategies. Students completing this unit will appreciate the multi-disciplinary nature of environmental health issues, the application of a risk assessment framework, and the need to work closely with a broad range of stakeholders including commonwealth and state health and environment agencies, local government, industry and the community.

**Textbooks**  

**PUBH5114 Alcohol, Drug Use and Health**

**Credit points:** 4  
**Teacher/Coordinator:** Associate Professor Carolyn Day  
**Session:** Semester 2  
**Classes:** 13 weeks of 2hr teaching sessions and/or associated readings and online activities. The teaching sessions are a combination of a one day face-to-face workshop and online seminars. Students unable to attend face-to-face sessions can do the entire course online.  
**Prohibitions:** PUBH5115  
**Assessment:** 2 x 1500 word assignments (60%); compulsory discussion participation (30%); online quizzes (10%)  
**Mode of delivery:** Distance education/intensive on campus

This unit aims to assist students in developing an evidence-based understanding of the epidemiology of alcohol and drug use and its impact on health, and the effectiveness of methods for prevention and management of related problems. This fuller drug and alcohol elective covers all the content of PUBH5115 and goes on to assist the student to develop more advanced skills in research and in management of clinical services in relation to alcohol and drug use disorders, and to examine the needs of special populations.

**Textbooks**  
Readings are available on the unit's eLearning site.
PUBH5418
Tobacco Control in the 21st Century
Credit points: 6
Teacher/Coordinator: Dr Becky Freeman
Session: Intensive August
Classes: 1x3 day workshop of lectures and problem-focused discussions, followed by 4 weeks of problem-based online discussions
Assessment: 2x2000 word essays (60%), 1x100 item online quiz (10%) and online discussion and participation (30%)
Mode of delivery: Distance education/intensive on campus

The unit consists of learning topics, each of which is supported by extensive Web based resources, and 4 moderated online discussion forums, each focusing on a problem related to tobacco use and control. Lecture topics include: history of tobacco use and control; the burden of illness from tobacco use; secondhand smoke: the research evidence; measuring tobacco use, uptake and cessation in communities; international trends in tobacco consumption; the tobacco industry; the WHO’s Framework Convention on Tobacco Control and new forms of tobacco advertising and promotion. Problem focused discussion forums include: Harm reduction and tobacco control, regulation of tobacco, improving and implementing pack warnings; promoting smoking cessation, prevention of uptake (youth programs); denormalisation of the tobacco industry; controlling advertising; and controlling exposure to tobacco smoke, making news on tobacco and influencing political policy on tobacco.

Textbooks
(recommended only)

PUBH5421
Infection Prevention in Healthcare
Credit points: 6
Teacher/Coordinator: Clinical Professor Lyn Gilbert
Session: Semester 2
Classes: block mode (2 x 3days) plus on-line tuts/discussion
Assessment: 2x2000 word essays/assignments (2x30%) 2x short answer question exams - ~150 word answers for each of 5 questions (2x15%) participation in on-line discussions (10%)
Mode of delivery: Distance education/intensive on campus

This unit will provide students with an understanding of the individual and societal risks of healthcare-associated infections (HAI) and the rationale for, and barriers to, their prevention and control (PC). A basic understanding of medical microbiology and communicable disease epidemiology will be assumed. The unit will cover such important concepts as: ethical and economic implications; psychological, behavioural, cultural and professional influences; the varying roles, responsibilities and perspectives of clinicians, health support staff, administrators, patients and the community; potential uses and implications of new technology (such as information and decision support systems, electronic medical records and highly discriminatory microbial strain typing, including whole genome sequencing) in HAI surveillance. The course will also address the rationales and strategies for implementation of HAI-related policies, such as hand hygiene, aseptic technique and antimicrobial stewardship, and some reasons for and consequences of failure to implement them, for individual patients, the health system and the community.

PUBH5422
Health and Risk Communication
Credit points: 6
Teacher/Coordinator: Associate Professor Julie Leask, Professor Phyllis Butow, Dr Claire Hooker
Session: Semester 2
Classes: Block / intensive - 5 days Monday - Friday
Assessment: Assignment 1 x 3000 word (55%), Assignment 2 x 2000 words (35%), Pre-block online activities (10%)
Mode of delivery: Block mode

In this unit, students will develop a critical awareness of the determinants of effective communication, particularly in relation to health risks to the individual and to society.

The first half covers individual health risk communication in clinical settings, including: theories of health communication, patient centred care and shared decision making; evidence-based communication skills; research paradigms including interaction analysis; cross-cultural communication in health care; discussing prognosis and informed consent. The second half explores risk communication for public health. We teach theories of risk perception and communication with particular application to public health incident responses. We give practical guides to media messages, risk message framing, public engagement using traditional and social media, and the ethical aspects of public communication. The unit offers students the opportunity to learn from outstanding guest lecturers who work in these areas and interactive opportunities for students to try their skills in risk communication and decision making.

Textbooks
Readings will be provided
Health Policy

Graduate Certificate in Health Policy
Graduate Diploma in Health Policy
Master of Health Policy

<table>
<thead>
<tr>
<th>Course code</th>
<th>Graduate Certificate in Health Policy</th>
<th>Graduate Diploma in Health Policy</th>
<th>Master of Health Policy</th>
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<tr>
<td>CRICOS code</td>
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<td>MAHEAPOL1000</td>
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<td>Degree Abbreviation</td>
<td>GradCertHPol</td>
<td>GradDipHPol</td>
<td>MHPol</td>
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<tr>
<td>Credit points required to complete</td>
<td>24</td>
<td>36</td>
<td>48</td>
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<tr>
<td>Time to complete full-time</td>
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<td>1 year</td>
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<tr>
<td>Time to complete part-time</td>
<td>1 - 3 years</td>
<td>1.5 - 4 years</td>
<td>1.5 - 6 years</td>
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</table>

Overview
The Graduate Program in Health Policy offers a critical perspective on how our health care system operates. It emphasises the importance of power and value choices, focusing on the interaction of governments with the private and community sectors in shaping policy.

This unique program will extend the professional skills of students.

The master's program includes intensive training in policy analysis and critical appraisal techniques. These are applied to practical tasks of policy development and writing.

Classes are conducted in intensive mode, including weekend workshops and web-based learning.

Course outcomes
By the end of the course students will understand the forces shaping the health policy environment, work with professional confidence across the health sector, and be familiar with the workings of high-level national and international health policy networks.

Students learn how to develop and implement health policy through the application of knowledge to health policy issues and analysis of current health policy trends.

Further enquiries
Associate Professor Jim Gillespie
Phone: +61 2 9351 5048
Fax: +61 2 9351 7420
Email: james.gillespie@sydney.edu.au
Website:
sydney.edu.au/medicine/public-health/future/coursework/healthpolicy
Health Policy

Admission requirements
Admission to the Graduate Certificate in Health Policy requires:

• a bachelor’s degree and a minimum of 1 year of work experience in a policy related field; or
• a minimum of 5 years professional work experience in a policy related field.

Admission to the Graduate Diploma in Health Policy requires:

• completion of the requirements of the embedded graduate certificate; or
• a bachelor’s degree and a minimum of 1 year of work experience in a policy related field.

Admission to the Master of Health Policy requires:

• completion of the requirements of the embedded graduate certificate; or
• completion of the requirements of the embedded graduate diploma; or
• a bachelor’s degree with a first or second class honours and a minimum of 1 year of work experience in a policy related field.

See course Rules for further details.

Course structure
The Graduate Certificate in Health Policy requires the successful completion of 24 credit points of units of study including:

• 18 credit points of core units of study; and
• 6 credit points of elective units of study, or other postgraduate units of study as approved by the course coordinator.

The Graduate Diploma in Health Policy requires the successful completion of 36 credit points of units of study including:

• 24 credit points of core units of study; and
• 12 credit points of elective units of study, or other postgraduate units of study as approved by the course coordinator.

The Master of Health Policy requires the successful completion of 48 credit points of units of study including:

• 36 credit points of core units of study; and
• 12 credit points of elective units of study, or other postgraduate units of study as approved by the course coordinator.
Degree resolutions

Sydney Medical School resolutions and the printed handbook are the official statement of faculty policy. The resolutions contained in the printed handbook are accurate as at November 2014. If a conflict is perceived between the content of the printed handbook and information available elsewhere, Sydney Medical School resolutions and the information available in the handbook online shall always take precedence.

See the Policy Online website: sydney.edu.au/policy, for copies of University policies.

Graduate Certificate in Health Policy

Graduate Diploma in Health Policy

Master of Health Policy

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

Course resolutions

1 Course codes

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title</th>
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<td>GCHEAPOL-01</td>
<td>Graduate Certificate in Health Policy</td>
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<td>GNHEAPOL-01</td>
<td>Graduate Diploma in Health Policy</td>
</tr>
<tr>
<td>MAHEAPOL-01</td>
<td>Master of Health Policy</td>
</tr>
</tbody>
</table>

2 Attendance pattern

The attendance pattern for the Master of Health Policy and the Graduate Diploma in Health Policy is full time or part time according to candidate choice. The attendance pattern for the Graduate Certificate in Health Policy is part time only.

3 Master’s type

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

4 Embedded courses in this sequence

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

5 Admission to candidature

(1) Available places will be offered to qualified applicants based on merit, according to the following admissions criteria. In exceptional circumstances the Dean may admit applicants without these qualifications who, in the opinion of the Faculty, have qualifications, evidence of experience and achievement sufficient to successfully undertake the award.

(2) Admission to the Graduate Certificate in Health Policy requires:
(a) a bachelor’s degree from the University of Sydney, or equivalent qualification and a minimum of 1 year of work experience in a related field;
or
(b) A minimum of 5 years professional work experience in a related field or pass a preliminary examination(s) as prescribed by the Faculty.
(3) Admission to the Graduate Diploma of Health Policy requires:
(a) completion of the requirements of the embedded graduate certificate, or equivalent qualification;
or
(b) a bachelor’s degree from the University of Sydney, or equivalent qualification and a minimum of 1 year of work experience in a related field;
(4) Admission to the Master of Health Policy degree requires:
(a) completion of the requirements of the embedded graduate certificate;
or
(b) completion of the requirements of the embedded graduate diploma, or equivalent qualification;
or
(c) a bachelor’s degree with a first or second class honours from the University of Sydney, or equivalent qualification and a minimum of 1 year of work experience in a policy related field.

6 Requirements for award

(1) The units of study that may be taken for the courses are set out in the Table of Units of Study: Health Policy.
(2) To qualify for the award of the Graduate Certificate of Health Policy a candidate must successfully complete 24 credit points, including:
(a) 18 credit points of core units of study; and
(b) 6 credit points of elective units of study, or other postgraduate units of study as approved by the course coordinator.
(3) To qualify for the award of the Graduate Diploma of Health Policy a candidate must successfully complete 36 credit points, including:
(a) 24 credit points of core units of study; and
(b) 12 credit points of elective units of study, or other postgraduate units of study as approved by the course coordinator.
(4) To qualify for the award of the Master of Health Policy a candidate must successfully complete 48 credit points, including:
(a) 36 credit points of core units of study; and
(b) 12 credit points of elective units of study, or other postgraduate units of study as approved by the course coordinator.

7 Transitional provisions

(1) These resolutions apply to persons who commenced their candidature after 1 January, 2015 and persons who commenced their candidature prior to 1 January, 2015 who formally elect to proceed under these resolutions.
(2) Candidates who commenced prior to 1 January, 2015 complete the requirements in accordance with the resolutions in force at the time of their commencement, provided that those requirements are completed by 1 January 2017. The Faculty may specify a later date for completion or specify alternative requirements for completion of candidatures that extend beyond this time.
# Table of units of study: Health Policy

<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>
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<tr>
<td><strong>Core units</strong></td>
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<td>Core units for graduate certificate students are HPOL5000, HPOL5001 and HPOL5003</td>
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<td>Core units for graduate diploma students are HPOL5000, HPOL5001, HPOL5003 and HPOL5007</td>
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<tr>
<td>HPOL5000 Introduction to Health Policy</td>
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<td>HPOL5001 Economics and Finance for Health Policy</td>
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<td>HPOL5003 Analysing Health Policy</td>
<td>6</td>
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<td>HPOL5007 Global Health Policy</td>
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<tr>
<td>HPOL5008 Evidence into Policy and Practice</td>
<td>6</td>
<td><strong>C</strong> HPOL5000 and HPOL5001</td>
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<td>HPOL5009 Health Policy Project</td>
<td>6</td>
<td><strong>C</strong> HPOL5008</td>
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<td>Semester 1, Semester 2</td>
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<tr>
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<td>BETH5104 Bioethics, Law and Society</td>
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<td>Semester 1</td>
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<tr>
<td>BETH5203 Ethics and Public Health</td>
<td>6</td>
<td><strong>P</strong> A three-year undergraduate degree in science, medicine, nursing, allied health sciences, philosophy/ethics, sociology/anthropology, law, history, or other relevant field, or by special permission</td>
<td>N BETH5206</td>
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<td>Semester 2</td>
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<tr>
<td>BETH5206 Introduction to Public Health Ethics</td>
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<td><strong>N</strong> BETH5203</td>
<td>Students enrolled in the Graduate Diploma or Master of Public Health may choose to take BETH5203 (6CP) instead of BETH5206 (2CP).</td>
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<td>CISS6004 Health and Security</td>
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<td>MEDF5005 Health Research Methods and Ethics</td>
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<td>MPH5135 Health Systems in Developing Countries</td>
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<tr>
<td>PUBH5024 Obesity and Health Promotion</td>
<td>2</td>
<td><strong>P</strong> (PUBH5010 or CEPI5100), PUBH5033 and PUBH5020</td>
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<tr>
<td>PUBH5025 Physical Activity and Public Health</td>
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<td>PUBH5302 Health Economic Evaluation</td>
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<td><strong>P</strong> (IPUBH5010 or CEPI5100) and PUBH5018) or (HPOL5001 as a prerequisite and HPOL5003 as a co-requisite) <strong>C</strong> Prerequisites: (IPUBH5010 or CEPI5100) and PUBH5018) or (HPOL5001 as a prerequisite and HPOL5003 as a co-requisite)</td>
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<td>PUBH5307 Advanced Health Economic Evaluation</td>
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<td><strong>P</strong> PUBH5018 and (PUBH5010 or CEPI5100) <strong>C</strong> PUBH5005 and PUBH5009</td>
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<td>PUBH5308 Health Workforce Policy Analysis</td>
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<td>PUBH5309 Translational Health</td>
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<td>PUBH5418 Tobacco Control in the 21st Century</td>
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<td>PUBH5420 Public Health Advocacy Strategies</td>
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<td>PUBH5422 Health and Risk Communication</td>
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<td>PUBH5500 Advanced Qualitative Health Research</td>
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<td>Unit of study</td>
<td>Credit points</td>
<td>A: Assumed knowledge</td>
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<td>QUAL5002 Qualitative Methodologies &amp; Study Design</td>
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<td>P Assumed Knowledge: Basic understanding of the nature of qualitative knowledge and the processes of qualitative research. Departmental permission is required for students who have not completed PUBH5500.</td>
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<td>QUAL5003 Qualitative Research Analysis &amp; Writing</td>
<td>6</td>
<td>P Assumed Knowledge: Basic understanding of the nature of qualitative knowledge and types of qualitative data.</td>
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<td>Semester 2</td>
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</table>

Students may be allowed to enrol in elective units of study that are not on this list with the prior approval of both the course coordinator and the unit of study coordinator.
Unit of study description for 2015

BETH5104
Bioethics, Law and Society
Credit points: 6 Teacher/Coordinator: Dr Sascha Callaghan Session: Semester 1 Classes: 4x8hr intensives or online. Attendance is compulsory if enrolled in face-to-face block mode. Assessment: 1x2000wd problem (40%); 1x3500 word essay (60%). Mode of delivery: Online
Note: A three-year undergraduate degree in science, medicine, nursing, allied health sciences, philosophy/ethics, sociology/anthropology, law, history, or other relevant field, or by special permission

This unit of study begins by introducing students to intersections amongst 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 learn 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 consent, tort law, competence, advance directives, maternal-foetal conflicts, abortion, reproduction, end-of-life-decision-making, genetics and infectious disease.

All assessments must be completed to pass this Unit.

Textbooks
Required: Kerridge, Lowe and Stewart (2013), Ethics and law for the health profession, 4th Edition (Federation Press). All other compulsory readings are provided to students in digital format. Most supplementary readings can be accessed through the library collection.

BETH5203
Ethics and Public Health
Credit points: 6 Teacher/Coordinator: A/Professor Stacy Carter Session: Semester 2 Classes: 5x8hr Intensives; or Distance Education (online).
Prerequisites: 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. Prohibitions: BETH5206 Assessment: 5xOnline Quiz (50%); 1x2500wd essay (50%) Mode of delivery: Online

This unit provides students with an overview of the ethical and political issues that underlie public health and public health research. The unit introduces key concepts in public health ethics including liberty, utility, justice, solidarity and reciprocity, and introduces students to different ways of reasoning about the ethics of public health. Most learning occurs in the context of two teaching intensives, which are highly interactive and focus on the development and application of reasoning skills.

All assessments must be completed to pass this Unit.

Textbooks
Students are provided with a book of readings (in digital format). Most supplementary readings can be accessed through the library or online.

CISS6004
Health and Security
Credit points: 6 Session: Semester 2 Classes: 1x2hr seminar/week Assessment: 1x2000wd issue brief (40%); 1x4000wd Research essay (60%) Mode of delivery: Normal (lecture/lab/tutorial) day

This unit assesses the political and security significance of disease-related events and developments. Whether one contemplates historical experiences with smallpox, the contemporary challenges posed by diseases such as HIV/AIDS and SARS, or the risks arising from new scientific developments such as synthetic biology, it is clear that diseases exercise a powerful influence over civilised humankind. The unit concentrates on areas in which human health and security concerns intersect most closely, including: biological weapons; fast-moving disease outbreaks of natural origin; safety and security in microbiology laboratories; and the relationships between infectious disease patterns, public health capacity, state functioning and violent conflict. The overall aim of the unit is to provide students with a stronger understanding of the scientific and political nature of these problems, why and how they might threaten security, and the conceptual and empirical connections between them.

HPOL5000
Introduction to Health Policy
Credit points: 6 Teacher/Coordinator: Dr Anne Marie Thow Session: Semester 1 Classes: Distance Education with compulsory Intensive workshops on Campus; 2 x 2-day workshops, online lectures and discussions Assessment: 1 x 1500wd written assignment (30%); 1 x 3000wd written assignment (50%); Online learning quiz (5%); online problem based learning exercise (15%) Mode of delivery: Distance education/intensive on campus

To develop a critical and comparative understanding of the history, theory and practice of health policy. To give an overview of the political choices and frameworks - national and global - that shape policymaking.

Learning objectives:
- acquire a critical understanding of the basic history and features of the Australian health system
- understand the main frameworks used to analyse and make policy
- understand the main issues in the translation of policy into practice
- demonstrate the capacity to apply these understandings in particular settings through case studies.
Content:
This unit explores the main structures and institutions that make health policy. The unit examines debates over policy frameworks, and the evidence and advocacy in setting priorities. Conflicts over health policy will be placed in broader contexts - comparing different health systems and assessing global influences. Case studies will be used to examine the relationships between policy and practice.

Textbooks

**HPOL5001**

**Economics and Finance for Health Policy**

**Credit points:** 6 **Teacher/Coordinator:** A/Prof James Gillespie, A/Prof Stephen Jan **Session:** Semester 1 **Classes:** Distance Education with compulsory Intensive workshops on Campus. 2 x two day workshops plus online discussion **Assessment:** Health Economics Exercise (50%), Health finance assignment (50%) **Mode of delivery:** Distance education/intensive on campus

This unit aims to provide students with an understanding of the financial and economic aspects of health policy. It introduces the main concepts and analytical methods of health economics, political economy and finance. Learning objectives:
- understand the main models and debates regarding health funding in developed OECD countries and the implications for equity, delivery and governance of health services.
- apply this knowledge to current Australian and global health systems and debates over reform.
- understand the role of economic analysis in evaluating health policy change.
- be familiar with theoretical frameworks underlying health economics and analysis.

**Content:**
This unit introduces the main concepts and analytical methods of health economics, political economy and finance to examine the workings of health systems in Australia and comparable countries. It looks at the main models of health system funding and their implications for the structure, planning and delivery of services. The first module focuses on the basic concepts and methodologies of health economics and political economy and their contribution to policy analysis. The second module places funding structures in a broader political and policy context. Topics include the debates over the public-private mix and governance and accountability - who makes decisions about funding priorities? To whom should decision makers be held accountable and for what aspects of their work? How does health finance shape broader policy reform?

**Textbooks**

**HPOL5003**

**Analysing Health Policy**

**Credit points:** 6 **Teacher/Coordinator:** A/Prof James Gillespie, Professor Stephen Leeder **Session:** Semester 2 **Classes:** Distance Education with compulsory Intensive workshops on Campus. 2 x two day workshops plus online discussion **Assessment:** 1x2500 word assignment (50%), 1x3000 word assignment (50%) **Mode of delivery:** Distance education/intensive on campus

This unit develops skills for the effective critical appraisal of health policy. It familiarizes students with the principles, and limitations, of evidence-based health policy and how this is shaped by the health and political systems. Learning objectives:
- to develop critical appraisal skills to critique the research that underpins policy
- to identify and analyse the main influences on policy development
- to evaluate existing policy frameworks and processes in relation to evidence, political context and broader community values

**Content:**
This unit builds policy analysis and analytical skills by exploring policy design, implementation and evaluation. It 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 workshops focus on the critical use of epidemiological and public policy analysis to build the evidence base for policy, taking into account political and social contexts.

**Textbooks**

**HPOL5007**

**Global Health Policy**

**Credit points:** 6 **Teacher/Coordinator:** Dr Carmen Huckel Schneider, Dr Anne Marie Thow **Session:** Semester 2 **Classes:** Distance Education with compulsory Intensive workshops on Campus or online. 2 x 2 day workshops plus 4 tutorials (tutorials offered face-to-face or online) **Assessment:** 1 x 2000 word essay (35%), Tutorial discussion papers or online discussion (15%), 1 x 3000 word essay (50%) **Mode of delivery:** Online

This unit explores the impact of globalization the health of populations and policy making processes. It also investigates the potential to improve health outcomes globally through policy. The aim of this course is to equip students with the knowledge and skills to identify and articulate political and policy processes at the global level, become familiar with institutions and actors involved in global health policy and utilize strategies for influencing policy making at the global level. The unit will explore global health threats that transcend national boundaries; especially those whose causes or results transcend the capacity of individual states to influence. We analyse the influence and power of institutions and actors in the development and implementation of global health policy, including the World Health Organisation, UNICEF, the World Bank, the WTO, the Gates Foundation and NGOs. We will also investigate the governance of global health policy responses. Teaching will make extensive use of current case studies from recognised experts in the field.

**Textbooks**

**HPOL5008**

**Evidence into Policy and Practice**

**Credit points:** 6 **Teacher/Coordinator:** Dr Carmen Huckel Schneider **Session:** Semester 1 **Classes:** Distance Education with compulsory Intensive workshops on Campus. 2 x 2 day workshops Course leaders will assist students with online advice and supervision for their assignments. **Corequisites:** HPOL5000 and HPOL5001 **Assessment:** 1 x 2000 word evidence based business to support a policy or practice change (30%), 1 class presentation of the business case (20%), 1 x 2500 word evidence based submission to a government consultation or inquiry (50%) **Mode of delivery:** Block mode

There is a growing recognition of the importance of the evidence from research in informing the development and evaluation of health policy and practice. The aim of this module is to increase students’ understanding about the links between evidence and policy and practice and, using academic and real-world examples, how evidence from research can be applied policy change processes.

Learning objectives:
In this unit students will learn about theories of links between evidence and policy and applying practical tools for using evidence from research in building a case advocating for policy change. Specifically, students will learn how evidence can be used to identify areas that require effective interventions, implement the most effective interventions, and monitor and evaluate outcomes. The unit also explores the challenges inherent in effectively using research to inform policy and political decisions.

**Content:** The teaching of this course will include:
- lectures, guest presentations from leading policy makers and researchers on current issues and student presentations of how evidence from research can assist them to address real world issues in their jobs.
Health Policy

HPOL5009 Health Policy Project
Credit points: 8 Teacher/Coordinator: A/Prof James Gillespie, Dr Anne Marie Thow Session: Semester 1, Semester 2 Classes: 2 x 1 day workshops plus online or online only Corequisites: HPOL5008 Assessment: 1x abstract (5%), 1x5000 word policy document (65%), and 1x presentation (30%)
Mode of delivery: Online

To develop a research project that demonstrates an ability to apply theory, tools and skills developed in previous units of study to a real world problem or issue where health policy can make a difference.

Learning objectives:
- to develop skills to effectively research, write and communicate a new policy
- to understand and analyse the key components of policy development
- to identify the features supporting and resisting the policy change, and the strategies required to facilitate adoption of the change.

Content:
This unit is a capstone project that builds on the skills developed in HPOL5008 to provide students with an opportunity to develop their analysis and subsequent policy development skills under close supervision of an allocated academic mentor. Students will choose an approved policy project. This can be drawn from their work experience or identified with the assistance of their academic mentor. The first workshop will be devoted to the skills needed for the policy writing project. By the conclusion of the project, students will have developed a policy document including: a critical literature review; an appraisal of relevant evidence and possible options; an analysis of the environment in which the policy will be introduced; a communication strategy, and; implementation, evaluation and accountability mechanisms. The project will be presented at the final student workshop.

MEDF5005 Health Research Methods and Ethics
Credit points: 6 Teacher/Coordinator: Dr Timothy Schlub Session: Semester 1 Classes: 2x compulsory in person interactive full day workshops, 4x optional in person 3hr tutorials, 5x online lectures and discussions, 2x online elective module readings Assessment: Study design and ethics assignment (40%), statistics assignment (30%), online selfudy elective task (10%)
Mode of delivery: Distance education/intensive on campus

This unit of study introduces students to the fundamental skills that are required for postgraduate research in medicine and health. Students will learn how to conduct research that is scientifically and ethically sound, and be able to critically appraise and review literature. Students will understand the strengths and limitations of common study designs and develop simple but important statistical analysis skills, including how to present and interpret data, basic data management skills, and how to determine the required sample size for a study. Obtaining ethics approval is necessary for any study involving the collection or analysis of data involving humans, animals or their tissues. Hence, this unit will also cover ethics in research and when and how to apply for ethics approval. These fundamental skills promote a scholarly attitude towards knowledge and understanding, and are essential for engagement with the research community.

MIPH5135 Health Systems in Developing Countries
Credit points: 4 Teacher/Coordinator: Dr Joel Negin, Associate Professor Alexandra Martinuk Session: Semester 2 Classes: 1x 2hr lecture per week for 10 weeks; plus 2x 0.5 day workshops Assessment: 1x1500 word research proposal (40%), 1x2000 word case study report (50%), and participation (10%)
Mode of delivery: Normal (lecture/lab/tutorial) day

Health systems are complex and multi-faceted. Successful health systems require attention to political economy, governance, institutions, and local context. This unit will cover health systems in developing countries to equip students with a conceptual understanding and a set of tools to address major public health challenges from a health systems perspective. With a focus on evidence-based decision making, the unit will provide an understanding of health systems including specific topics such as health workforce, financing, service delivery, information systems and policy, and how these impact health interventions and health status in less developed countries. A multi-sectoral, integrated model will be used to understand the varied aspects of development challenges related to health systems. A case study approach will then provide students with concrete examples of health systems challenges and will strengthen students’ ability to view health problems in a holistic, multi-faceted manner. The unit will provide students with the tools needed to make a practical difference in health systems in less developed countries with emphasis on implementation of health projects and bringing interventions to scale.

Textbooks
Readings are available on the unit’s eLearning site.

PUBH5024 Obesity and Health Promotion
Credit points: 2 Teacher/Coordinator: Dr Louise Hardy Session: Intensive August Classes: compulsory attendance at 2.5 one-day workshops including participation in small group work during the workshop. Corequisites: (PUBH5010 or CEPI5100), PUBH5033 and PUBH5020 Assessment: Workshop participation and small group work presentation (30%) and 1x written assignment (2000 words) (70%)
Mode of delivery: Normal (lecture/lab/tutorial) day

This unit will build on introductory public health core units of study, and apply them to consideration of global obesity as a public health problem. The unit will develop students’ skills in approaches to obesity monitoring, prevention programs and policies, extending research methods, critical appraisal skills, introductory health promotion and disease prevention in MPH. Students will develop an understanding of surveillance systems to monitor obesity, and develop skills in evidence based obesity prevention interventions in diverse social, cultural and community contexts. The course will include discussions of policies and international approaches to obesity prevention, as part of non-communicable disease prevention and control.

Textbooks
Pre-readings will be provided

PUBH5025 Physical Activity and Public Health
Credit points: 2 Teacher/Coordinator: Professor Adrian Bauman Session: Intensive August Classes: Compulsory attendance at 2 x 1 day workshops, followed by two weeks on line discussion. In addition, in 2014, participants are expected to register for the course 3-4 weeks in advance [with Catherine.Kiernan@sydney.edu.au] so they can be directed to the website to watch the compulsory pre-course videos [there are 6-8 10-15 minute videos on physical activity and public health that we have created]. Prerequisites: Content of Core MPH electives noted as prerequisites Assessment: Attendance and participation at workshop (20%), 1x written assignment (1500-2000 words) (80%)
Mode of delivery: Distance education/intensive on campus

This course will build on introductory public health core units of study and apply them to an examination of physical activity and public health. The epidemiological and other evidence for health and social benefits and reasons for activity will be considered, as well as evidence-based strategies and settings for increasing physical activity at the population level. The course will consider the differences between local level ‘exercise programs’ and large scale public efforts, and develop an understanding of policy and advocacy as applied to physical activity promotion.

Textbooks

OR


PUBH5032 Health Economic Evaluation
Credit points: 4 Teacher/Coordinator: TSC Session: Intensive September Classes: 2x 2day compulsory workshops Prerequisites: (PUBH5010 or CEPI5100) and PUBH5018) or (PUBH5001 as a prerequisite and HPOL5003 as a co-requisite) Corequisites: Prerequisites: (PUBH5010 or CEPI5100) and PUBH5018) or (PUBH5001 as a prerequisite and HPOL5003 as a co-requisite)
This unit aims to develop students' knowledge and skills of economic evaluation as an aid to priority setting in health care. This unit covers: principles of economic evaluation; critical appraisal guidelines; measuring and valuing benefits; methods of costing; modeling in economic evaluation. The workshops consist of interactive lectures and class exercises.

Textbooks
A course manual will be provided to each student.

**PUBH5307 Advanced Health Economic Evaluation**

Credit points: 2  
Teacher/Coordinator: Professor Kristen Howard  
Session: Intensive October  
Classes: 1 x 2-day compulsory workshop  
Prerequisites: PUBH5018 and (PUBH5010 or CEPI5100)  
Corequisites: PUBH5205 and PUBH5302  
Assessment: 1x written assignment (100%)  
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 modeling, including conduct of sensitivity analyses (one way, multi-way and probabilistic sensitivity analysis) and 4) presenting and interpreting results of cost effectiveness analyses.

**PUBH5308 Health Workforce Policy Analysis**

Credit points: 2  
Teacher/Coordinator: Professor Deborah Schofield, Michelle Cunich  
Session: Intensive October  
Classes: Weekly on-line plus compulsory attendance at one day workshop.  
Assessment: Assignment on a selected health workforce policy analysis topic (100%)  
Mode of delivery: Block mode

This unit will examine the major components of health workforce planning in Australia. The Australia health workforce context will be considered (including total workforce size, payment mechanisms and employment arrangements) and the processes by which health workforce planning is influenced through government policy and workforce data translated and integrated with policy and planning evidence. The framework for future labour force planning will be discussed. Current health workforce issues such as adequacy of the workforce, ageing of the workforce, the distribution of the workforce, professional registration, and special needs communities will be addressed. Approaches to planning for an adequate workforce and evaluating the quality of evidence on models of care will be examined including practical examples.

Textbooks
Australia’s Health Workforce, Productivity Commission Research Report, 2005  
Available at: http://www.pc.gov.au/study/healthworkforce/finalreport/index.html

**PUBH5309 Translational Health**

Credit points: 2  
Teacher/Coordinator: Emeritus Professor Jack Dowie, Professor Glenn Salkeld  
Session: Semester 2  
Classes: Weekly on-line plus one compulsory day workshop.  
Assessment: Multiple Choice Questions [MCQ] and creation of an original Annalsia Decision Aid construct (30%), 1500-2000 word Report (70%)  
Mode of delivery: Distance education/Intensive on campus

Translational Health introduces the main existing translational methods and models in healthcare, most of which focus on ‘knowledge translation’ and ‘bringing evidence into practice’, i.e. on moving results from the basic sciences through clinical and public health science and guidelines into clinical and public health decision and policy making. Most of these models diagnose the problem of ‘loss in translation’ in terms of institutional and professional barriers and blocks along the translation pathways. While acknowledging these, Translational Health focuses on the modelling method - the ‘language’ and ‘vocabulary’ - most likely to perform the translation task effectively in relation to patient-centered practice. The technique underlying the method is Multi-Criteria Decision Analysis (in contrast to conventional Decision Analysis) and the template for its practical implementation is the Annalsia 2.0+ software. It is shown how high quality clinical and public health decision making needs to be based on ‘values translation’ as well as ‘knowledge translation’. And how the approach can facilitate the desirable ‘backwards translation’ to ensure research is practice-relevant in both content and format. Students choose from a set of topics within which to pursue the principles, follow empirical examples and develop their own analyses in a practical.
The first half covers individual health risk communication in clinical settings, including: theories of health communication, patient centred care and shared decision making; evidence-based communication skills; research paradigms including interaction analysis; cross-cultural communication in health care; discussing prognosis and informed consent. The second half explores risk communication for public health. We teach theories of risk perception and communication with particular application to public health incident responses. We give practical guides to media messages, risk message framing, public engagement using traditional and social media, and the ethical aspects of public communication. The unit offers students the opportunity to learn from outstanding guest lecturers who work in these areas and interactive opportunities for students to try their skills in risk communication and decision making.

Textbooks
Readings will be provided

PUBH5500
Advanced Qualitative Health Research
Credit points: 6 Teacher/Coordinator: Dr Julie Mooney-Somers Session:
Semester 1 Classes: 2x3 full day workshop in March/April
Prohibitions: QUAL5005 Assessment: interviewing activity with 600wd reflection (35%); 2500wd essay (35%); multiple choice quizzes (2x10%); in-class participation (10%)
Mode of delivery: Block mode

This unit of study provides a comprehensive introduction to qualitative inquiry in health. It is designed for beginners and people who want an advanced-level introduction. Workshop One addresses: What is qualitative research? How is it different from quantitative research? What is its history? What research questions can it answer? How can I search for qualitative literature? How do I design a qualitative study? What are the different (and best) ways to generate data? You will get practical experience and skills through carrying out an observation, participating in a focus group and conducting an interview. Workshop Two addresses: How do you analyse qualitative data? Is methodology different to method? What are ontology and epistemology? What is reflexivity (and aren’t qualitative researchers biased)? What are the ethical issues? How are methodologies and theories used in qualitative research? What is good quality qualitative research? Can I generalise qualitative findings? You will get practical experience and skills through analysing your own interview data, arguing for qualitative research in health, and appraising the quality of published literature. In both workshops you will meet working qualitative researchers and hear about their projects. This advanced unit will show you a new way of thinking critically about research and researching, and give you the skills and confidence to begin evaluating and doing qualitative research for yourself.

QUAL5002
Qualitative Methodologies & Study Design
Credit points: 6 Teacher/Coordinator: Dr Julie Mooney-Somers Session:
Intensive May Classes: 2x3 full day workshop Prerequisites: Assumed Knowledge: Basic understanding of the nature of qualitative knowledge and the processes of qualitative research. Corequisites: PUBH5500 Assessment: group presentation (2x15%); peer review (2x10%); 4000wd assignment (50%)
Mode of delivery: Block mode
Note: Departmental permission is required for students who have not completed PUBH5500.

Qualitative methodologies are historical traditions and systems for planning and justifying research methods. This intermediate unit assumes a basic understanding of qualitative research and focuses on qualitative methodologies. Qualitative methodologies are informed by theories from sociology, anthropology, philosophy and other disciplines. They shape the research questions, objectives, design and outcome of a qualitative study. This course begins with general principles of qualitative methodology and study design. We examine several qualitative methodologies in detail, including: narrative inquiry, community based participatory research, ethnography, grounded theory, arts-based, and qualitative synthesis. We consider their historical and theoretical roots, the research practices they encourage, and their current status. The final session considers how we can use methodologies as resources rather than recipes, maintaining both flexibility and coherence in our study designs.

QUAL5003
Qualitative Research Analysis & Writing
Credit points: 6 Teacher/Coordinator: Dr Julie Mooney-Somers Session:
Semester 2 Classes: 2x2 full day workshop plus optional tutorials
Prerequisites: Assumed Knowledge: Basic understanding of the nature of qualitative knowledge and types of qualitative data. Assessment: practical analysis activities (20%, 20%, 20%), 2000/5000wd draft journal article (40%)
Mode of delivery: Block mode

In this Unit you will analyse and write about qualitative data. This intermediate unit assumes a basic understanding of qualitative research and focuses on qualitative analysis and writing. Workshop one will introduce advanced analytic strategies, including: conversation analysis, content analysis, discourse analysis and Grounded Theory analysis. Between workshops, you will work to analyse a portfolio of qualitative data. Workshop Two will concentrate on writing; we will practice tricks and tips for starting writing, structuring articles, and editing your own work. Most importantly, we will practice thinking in genres, asking the question: who is going to read this, and how should I write for them? After completing this Unit you will have a wider range of analytic techniques at your disposal, and will have experience in shaping your writing to make it appropriate for its intended audience.
Graduate Certificate in Medicine (HIV, STIs and Sexual Health)
Graduate Diploma in Medicine (HIV, STIs and Sexual Health)
Master of Medicine (HIV, STIs and Sexual Health)
Master of Medicine (Advanced) (HIV, STIs and Sexual Health)
Graduate Certificate in Science in Medicine (HIV, STIs and Sexual Health)
Graduate Diploma in Science in Medicine (HIV, STIs and Sexual Health)
Master of Science in Medicine (HIV, STIs and Sexual Health)
Master of Science in Medicine (Advanced) (HIV, STIs and Sexual Health)

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<th>Graduate Diploma</th>
<th>Master</th>
<th>Master (Advanced)</th>
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<th>MMed(HSSH)</th>
<th>MMed(Adv)(HSSH)</th>
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<td>GradDipScMed(HSSH)</td>
<td>MScMed(HSSH)</td>
<td>MScMed(Adv)(HSSH)</td>
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<tr>
<th>Credit points required to complete</th>
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<th>36</th>
<th>48</th>
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<td>Time to complete full-time</td>
<td>0.5 years</td>
<td>1 year</td>
<td>1 year</td>
<td>1.5 years</td>
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<tr>
<td>Time to complete part-time</td>
<td>1 - 2 years</td>
<td>1.5 - 3 years</td>
<td>2 - 4 years</td>
<td>2 - 5 years</td>
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Overview

The Master of HIV, STIs and Sexual Health provides a comprehensive, evidence-based, inter-professional and research-intensive learning experience that meets the needs of Australian and international students working in a range of disciplines related to HIV, STIs and sexual health. It also creates opportunities to seamlessly transition to research candidature.

Human Immunodeficiency Virus (HIV) and other Sexually Transmitted Infections (STIs) are major public health concerns in both developed and developing countries, with millions of adults and children becoming infected each year. Effective prevention, diagnosis, management and surveillance of HIV and STIs require a thorough understanding of issues such as microbiology, immunology, diagnostics, therapeutics, harm reduction strategies and program delivery. Optimum delivery of such services needs to be on a sound basis of holistic concepts of sexual health, sexuality, sexual function, sexual abuse, sex education and reproductive health.

Core units of study provide professionals with foundational competence in medicine, nursing, laboratory, counselling and public health focussed pathways. An additional wide range of electives creates opportunities for candidates to explore related areas of interest. Furthermore, the cross-professional structure encourages candidates to develop effective multidisciplinary collaborative approaches and prepares them for work in a wide variety of healthcare settings.

All units of study are founded on evidence-based practice and focus strongly on critical review of recent literature. Upon successful completion of their coursework, strong candidates are encouraged to proceed to a research degree.

Course outcomes

Graduates will have opportunities to:

- develop high levels of knowledge and appropriate skills in dealing with the social contexts, effective prevention strategies and management techniques for HIV, STIs and other sexual health issues
- learn to work collaboratively in multidisciplinary teams on the practical challenges faced by professionals working in these areas
- acquire skills recognised as essential components in the professional training of a variety of disciplines related to the medical, nursing, counselling, laboratory and public health streams
- learn to critically evaluate relevant research publications and contribute to the growing body of evidence-based, effective interventions.
Accreditation

Several of the units of study are recognized as providing training for the Sexual Health curriculum of the Royal Australasian College of Medicine. Students completing the counselling stream are eligible to apply for professional accreditation with Sexology Australia and the Australian Society of Sexuality Educators, Researchers and Therapists.

Further information

The program is offered as either a coursework-only master's degree or as a double degree (for international students only - see double degree program for further information) with the coursework-only master's degree followed by a research master's degree. Domestic students enrol in the separate degrees. Information on the Master of Philosophy is available in the Postgraduate Research Studies chapter.

To qualify for the coursework only degrees, students must complete coursework and clinical or laboratory assignments equivalent to 24 credit points (cp) to qualify for the award of the Graduate Certificate; 36 credit points (cp) to qualify for the award of the Graduate Diploma; 48 credit points to qualify for the Master; or 60 credit points to qualify for the Master (Advanced). Students complete these degrees in one of the following pathways:

- Clinical Medicine
- Counselling
- Laboratory
- Nursing
- Public Health.

Students are required to attend lectures and tutorials and undertake field visits to laboratory and clinical areas. 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. Assessment is by written examination, oral presentations, written assignments, multiple choice examinations, online discussions and placement reports.

Further enquiries

Associate Professor Richard Hillman
Phone: +61 2 9762 5378
Fax: +61 2 9762 5387
Email: richard.hillman@sydney.edu.au
Website: www.sydney.edu.au/medicine/wsshc
Admission requirements

Admission to the:
- Graduate Certificate in Medicine (HIV, STIs and Sexual Health)
- Graduate Diploma in Medicine (HIV, STIs and Sexual Health)
- Master of Medicine (HIV, STIs and Sexual Health)

requires a medical degree.

Admission to the:
- Graduate Certificate in Science in Medicine (HIV, STIs and Sexual Health)
- Graduate Diploma in Science in Medicine (HIV, STIs and Sexual Health)

requires a bachelor degree in a health related discipline; or a minimum of 5 years professional work experience in a health related field.

Admission to the:
- Master of Science in Medicine (HIV, STIs and Sexual Health)

requires the successful completion of an embedded degree program (Graduate Certificate or Graduate Diploma); or a bachelor degree in a health related discipline with a first or second class honours; or a bachelor degree in a health related discipline with professional work experience equivalent to a first or second class honours.

Admission to:
- Master of Medicine (Advanced) (HIV, STIs and Sexual Health), and
- Master of Science in Medicine (Advanced) (HIV, STIs and Sexual Health)

requires the student to be enrolled in the Master program and have an average mark of at least 75% in 24 credit points of compulsory or stream specific units of study.

Double Degree

The double degree is only available to international students and is conditional upon the appointment of an appropriate supervisor. See the double degree section for further information.

Domestic students can enrol in the separate degrees.

Also see course rules for further details.

Course structure

The Graduate Certificate requires the successful completion of 24 credit points of stream specific units of study.

The Graduate Diploma requires the successful completion of 36 credit points of units of study including:
- 6 credit points of compulsory units of study;
- 24 credit points of stream specific core units of study; and
- 6 credit points of stream specific elective units of study.

The Master requires the successful completion of 48 credit points of units of study including:
- 12 credit points of compulsory units of study;
- 18 credit points of stream-specific core units of study; and
- 18 credit points of stream specific elective units of study.

The Master (Advanced) requires the successful completion of 60 credit points of units of study including:
- 48 credit points of study as required for the Master; and
- 12 credit points of project units of study.

Pattern of enrolment and pathways

The HIV, STIs and Sexual Health stream is available in the following pathways:
- Clinical Medicine
- Counselling
- Laboratory
- Nursing
- Public Health

The tables related to the specific pathway sections (Clinical Medicine, Counselling, Laboratory, Nursing, and Public Health) provide examples for structuring programs of study directed towards specific interests or future employment.

Students must complete the required credit point value of core units of study, stream specific core units of study and stream specific elective units of study within their selected pathway.
HIV, STIs and Sexual Health

Pathway: Clinical Medicine

The Clinical Medicine Pathway provides advanced education in STIs and HIV for graduates in medicine and other related fields, focusing on clinical, diagnostic, public health, social and program related aspects. Students also have opportunities to choose elective subjects from a variety of related topics such as counseling, contraception and reproductive health, sexual dysfunction, adult sexual assault, sex education and public health. Components of the degree count towards formal study requirements for the Advanced Training of the Chapter of Sexual Health Medicine of the Royal Australasian College of Physicians. This stream is suitable for medical graduates interested in pursuing a career in HIV, STIs and Sexual Health or more established physicians, such as general practitioners or specialists, wishing to gain greater knowledge and understanding in STIs and HIV areas.

Compulsory Units of Study

<table>
<thead>
<tr>
<th>Unit of Study code and name</th>
<th>Credit point</th>
<th>Delivery mode</th>
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<tbody>
<tr>
<td>Graduate Certificate students from a non-health background must complete SEXH5401 plus 18 credit points of stream specific units of study</td>
<td>6 (available semester 1) online</td>
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<tr>
<td>SEXH5401 Introduction-HIV,STIs and Sexual Health</td>
<td>6 (available semester 1) online</td>
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Compulsory units of study for Graduate Diploma students

<table>
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<tr>
<th>Unit of Study code and name</th>
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<tbody>
<tr>
<td>Graduate Diploma students must complete 6 credit points of compulsory units of study</td>
<td>6 (available semester 1 and 2) online; online/face to face</td>
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<tr>
<td>CEP5100 Introduction to Clinical Epidemiology</td>
<td>6 (available semester 1 and 2) online; online/face to face</td>
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Compulsory units of study for Master students

<table>
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<th>Unit of Study code and name</th>
<th>Credit point</th>
<th>Delivery mode</th>
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<tbody>
<tr>
<td>Master students must complete 12 credit points of compulsory units of study</td>
<td>6 (available semester 1 and 2) online/intensive</td>
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<tr>
<td>CEP5100 Introduction to Clinical Epidemiology</td>
<td>6 (available semester 1 and 2) online/intensive</td>
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<tr>
<td>SEXH5406 Professional Placement</td>
<td>6 (available semester 1 and 2) online/intensive</td>
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Stream Specific Units of Study - Clinical Medicine Pathway

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<th>Unit of Study code and name</th>
<th>Credit point</th>
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<tbody>
<tr>
<td>Graduate Certificate students from a non-health background must complete SEXH5401 plus 18 credit points of stream specific units of study</td>
<td>6 (available semester 2) face to face</td>
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<tr>
<td>SEXH5202 Advanced HIV Infection</td>
<td>6 (available semester 2) face to face</td>
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<tr>
<td>SEXH5414 Public Health: HIV, STIs &amp; sexual health</td>
<td>6 (available semester 2) face to face; online</td>
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<tr>
<th>Units of Study code and name</th>
<th>Credit point</th>
<th>Delivery mode</th>
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<tbody>
<tr>
<td>Graduate Diploma students complete 6 credit points of stream specific elective units of study. Masters students complete 18 credit points of stream specific elective units of study. Students can also select the remaining stream specific units of study as electives.</td>
<td>6 (available semester 1)</td>
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<tr>
<td>Offered Semester 1</td>
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<tr>
<td>SEXH5402 Counselling in Sexual Health 1</td>
<td>6 (available semester 1)</td>
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<td>SEXH5404 Variations in Sexual Function</td>
<td>6 (available semester 1)</td>
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<td>SEXH5409 Adult Sexual Assault</td>
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<tr>
<td>PUBH5018 Introductory Biostatistics</td>
<td>6 (available semester 1)</td>
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<td>MEDF5005 Health Research Methods and Ethics</td>
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<td>BETH5209 Medicines Policy, Economics and Ethics</td>
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</tr>
<tr>
<td>SEXH5205 Advanced Adolescent Sexual Health</td>
<td>6 (available semester 2)</td>
<td>online</td>
</tr>
<tr>
<td>SEXH5403 Counselling in Sexual Health 2</td>
<td>6 (available semester 2)</td>
<td>online/intensive</td>
</tr>
<tr>
<td>SEXH5405 Contraception and Reproductive Health</td>
<td>6 (available semester 2)</td>
<td>online/intensive</td>
</tr>
<tr>
<td>SEXH5407 Sex Gender and Sexuality</td>
<td>6 (available semester 2)</td>
<td>online/intensive</td>
</tr>
<tr>
<td>SEXH5408 HIV/STI Program Delivery</td>
<td>2 (available semester 1)</td>
<td>online/intensive</td>
</tr>
<tr>
<td>SEXH5412 Sexual Health &amp; Relationships Education</td>
<td>6 (available semester 2)</td>
<td>online/intensive</td>
</tr>
<tr>
<td>MIPH5116 Culture, Health, Illness and Medicine</td>
<td>4 (available semester 1)</td>
<td>online; face to face</td>
</tr>
<tr>
<td>MIPH5118 Global Perspectives of HIV/AIDS</td>
<td>4 (available semester 1)</td>
<td>online; face to face</td>
</tr>
<tr>
<td>MIPH5135 Health Systems in Developing Countries</td>
<td>4 (available semester 1)</td>
<td>face to face</td>
</tr>
</tbody>
</table>

Project Units of Study - Master (Advanced)

Students accepted in the Master (Advanced) program must complete 12 credit points of project units of study.
Students must re-enrol every semester, with the associated financial cost, until they submit their project report or dissertation.

<table>
<thead>
<tr>
<th>Unit of Study code and name</th>
<th>Credit point</th>
<th>Delivery mode</th>
</tr>
</thead>
<tbody>
<tr>
<td>MEDF5301 Project (Advanced Masters)</td>
<td>12 (available semester 1 and 2)</td>
<td>supervision</td>
</tr>
<tr>
<td>MEDF5302 Project (Advanced Masters) (Part A)</td>
<td>6 (available semester 1 and 2)</td>
<td>supervision</td>
</tr>
<tr>
<td>MEDF5303 Project (Advanced Masters) (Part B)</td>
<td>6 (available semester 1 and 2)</td>
<td>supervision</td>
</tr>
</tbody>
</table>
Stream: HIV, STIs and Sexual Health
Pathway: Counselling

The Counselling Pathway is aimed at:

- Recent graduates in psychology, counselling, education, occupational therapy, rehabilitation therapy and social work who are interested in pursuing a career in HIV, STIs and Sexual Health counselling and therapy.
- More established professionals (such as nurses, therapists, counsellors, social workers, teachers, general practitioners) wishing to gain greater knowledge and understanding in these areas.
- Professionals who deal with HIV, STIs and Sexual Health issues as part of their roles (such as marriage and relationship counsellors, clergy, journalists, occupational therapists, rehabilitation counsellors) and who wish to gain greater knowledge and understanding in these areas.

Compulsory Units of Study

<table>
<thead>
<tr>
<th>Unit of Study code and name</th>
<th>Credit point</th>
<th>Delivery mode</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate Certificate students from a non-health background must complete SEXH5401 plus 18 credit points of stream specific units of study</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SEXH5401 Introduction-HIV, STIs and Sexual Health</td>
<td>6 (available semester 1) online</td>
<td></td>
</tr>
</tbody>
</table>

Compulsory unit of study for Graduate Diploma students

<table>
<thead>
<tr>
<th>Unit of Study code and name</th>
<th>Credit point</th>
<th>Delivery mode</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate Diploma students must complete 6 credit points of compulsory units of study</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SEXH5401 Introduction-HIV, STIs and Sexual Health</td>
<td>6 (available semester 1) online</td>
<td></td>
</tr>
</tbody>
</table>

Compulsory units of study for Master students

<table>
<thead>
<tr>
<th>Unit of Study code and name</th>
<th>Credit point</th>
<th>Delivery mode</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master students must complete 12 credit points of compulsory units of study.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SEXH5401 Introduction-HIV, STIs and Sexual Health</td>
<td>6 (available semester 1) online</td>
<td></td>
</tr>
<tr>
<td>SEXH5406 Professional Placement</td>
<td>6 (available semester 1 online/face to face and 2) online/intensive</td>
<td></td>
</tr>
</tbody>
</table>

Stream Specific Units of Study - Counselling Pathway

<table>
<thead>
<tr>
<th>Unit of Study code and name</th>
<th>Credit point</th>
<th>Delivery mode</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate Certificate students from a non-health background must complete SEXH5401 plus 18 credit points of stream specific units of study.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate Certificate students from a health background must complete 24 credit points of stream specific units of study.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate Diploma students must complete 24 credit points of stream specific units of study</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Master students must complete 18 credit points of stream specific units of study but it is recommended that students complete all of the stream specific units of study listed below.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SEXH5402 Counseling in Sexual Health</td>
<td>6 (available semester 1) online/intensive</td>
<td></td>
</tr>
<tr>
<td>SEXH5404 Variations in Sexual Function</td>
<td>6 (available semester 1) online/intensive</td>
<td></td>
</tr>
<tr>
<td>Unit of Study code and name</td>
<td>Credit point</td>
<td>Delivery mode</td>
</tr>
<tr>
<td>---------------------------------------</td>
<td>--------------</td>
<td>------------------------------</td>
</tr>
<tr>
<td>MEDF5301 Project (Advanced Masters)</td>
<td>12 (available semester 1 and 2)</td>
<td>supervision</td>
</tr>
<tr>
<td>MEDF5302 Project (Advanced Masters) (Part A)</td>
<td>6 (available semester 1 and 2)</td>
<td>supervision</td>
</tr>
<tr>
<td>MEDF5303 Project (Advanced Masters) (Part B)</td>
<td>6 (available semester 1 and 2)</td>
<td>supervision</td>
</tr>
</tbody>
</table>

HIV, STIs and Sexual Health
Stream: HIV, STIs and Sexual Health

Pathway: Laboratory

The Laboratory Pathway provides advanced education in the practice of STIs and HIV diagnostics for graduates in science, medical sciences or medicine and focuses on diagnostic, clinical and public health related aspects. Students also have opportunities to choose elective units of study from a related Infection & Immunity and clinical units. This pathway is suitable for recent science, medical science or medical graduates interested in pursuing a career in HIV, STIs and Sexual Health diagnostics or research or more established laboratory scientists, wishing to gain a more in depth knowledge and practical understanding in STIs and HIV Diagnostics.

Compulsory Units of Study

<table>
<thead>
<tr>
<th>Unit of Study code and name</th>
<th>Credit point</th>
<th>Delivery mode</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate Certificate students from a non-health background must complete SEXH5401 plus 18 credit points of stream specific units of study</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SEXH5401 Introduction-HIV,STIs and Sexual Health</td>
<td>6 (available semester 1)</td>
<td>online</td>
</tr>
</tbody>
</table>

Compulsory unit of study for Graduate Diploma students

<table>
<thead>
<tr>
<th>Unit of Study code and name</th>
<th>Credit point</th>
<th>Delivery mode</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate Diploma students must complete 6 credit points of compulsory units of study</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CEP5100 Introduction to Clinical Epidemiology</td>
<td>6 (available semester 1 and 2)</td>
<td>online/intensive</td>
</tr>
</tbody>
</table>

Compulsory units of study for Master students

<table>
<thead>
<tr>
<th>Unit of Study code and name</th>
<th>Credit point</th>
<th>Delivery mode</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master students must complete 12 credit points of compulsory units of study</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CEP5100 Introduction to Clinical Epidemiology</td>
<td>6 (available semester 1 and 2)</td>
<td>online/intensive</td>
</tr>
<tr>
<td>SEXH5406 Professional Placement</td>
<td>6 (available semester 1)</td>
<td>online/intensive</td>
</tr>
</tbody>
</table>

Stream Specific Units of Study - Laboratory Pathway

<table>
<thead>
<tr>
<th>Unit of Study code and name</th>
<th>Credit point</th>
<th>Delivery mode</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate Certificate students from a non-health background must complete SEXH5401 plus 18 credit points of stream specific units of study</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate Certificate students from a health background must complete 24 credit points of stream specific units of study</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate Diploma students must complete 24 credit points of stream specific units of study</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Master students must complete 18 credit points of stream specific units of study but it is recommended that students complete all of the stream specific units of study listed below.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SEXH5200 Advanced STIs</td>
<td>6 (available semester 1)</td>
<td>face to face</td>
</tr>
<tr>
<td>SEXH5206 Diagnostic Methods in Sexual Health</td>
<td>6 (available semester 1)</td>
<td>online/intensive</td>
</tr>
<tr>
<td>SEXH5202 Advanced HIV Infection</td>
<td>6 (available semester 2)</td>
<td>face to face</td>
</tr>
</tbody>
</table>

Units of Study code and name | Credit point | Delivery mode |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>INIM5012 Infection Control and Epidemiology</td>
<td>6 (available semester 2)</td>
<td>face to face</td>
</tr>
</tbody>
</table>

Stream Specific Elective Units of Study - Laboratory Pathway

<table>
<thead>
<tr>
<th>Units of Study code and name</th>
<th>Credit point</th>
<th>Delivery mode</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate Diploma students complete 6 credit points of stream specific elective units of study</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Masters students complete 18 credit points of stream specific elective units of study. Students can also select the remaining stream specific units of study as electives.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Offered Semester 1

<table>
<thead>
<tr>
<th>Units of Study code and name</th>
<th>Credit point</th>
<th>Delivery mode</th>
</tr>
</thead>
<tbody>
<tr>
<td>PUBH5018 Introductory Biostatistics</td>
<td>6</td>
<td>face to face; online</td>
</tr>
<tr>
<td>MEDF5005 Health Research Methods and Ethics</td>
<td>6</td>
<td>online/intensive</td>
</tr>
<tr>
<td>INIM5011 Advanced Medical Bacteriology</td>
<td>6</td>
<td>face to face</td>
</tr>
</tbody>
</table>

Offered Semester 2

<table>
<thead>
<tr>
<th>Units of Study code and name</th>
<th>Credit point</th>
<th>Delivery mode</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEXH5205 Advanced Adolescent Sexual Health</td>
<td>6</td>
<td>online</td>
</tr>
<tr>
<td>SEXH5407 Sex Gender and Sexuality</td>
<td>6</td>
<td>online/intensive</td>
</tr>
<tr>
<td>SEXH5408 HIV/STI Program Delivery</td>
<td>2</td>
<td>online/intensive</td>
</tr>
<tr>
<td>SEXH5412 Sexual Health &amp; Relationships Education</td>
<td>6</td>
<td>online/intensive</td>
</tr>
<tr>
<td>SEXH5414 Public Health:HIV, STIs &amp; Sexual Health</td>
<td>6</td>
<td>face to face; online</td>
</tr>
<tr>
<td>MIPH5116 Culture, Health, Illness and Medicine</td>
<td>4</td>
<td>online; face to face</td>
</tr>
<tr>
<td>MIPH5118 Global Perspectives of HIV/AIDS</td>
<td>4</td>
<td>online; face to face</td>
</tr>
<tr>
<td>MIPH5135 Health Systems in Developing Countries</td>
<td>4</td>
<td>face to face</td>
</tr>
<tr>
<td>INIM5002 Virology and Cell Technology</td>
<td>6</td>
<td>face to face</td>
</tr>
<tr>
<td>INIM5022 Global Control of Infectious Diseases</td>
<td>6</td>
<td>face to face</td>
</tr>
</tbody>
</table>

Project Units of Study - Master (Advanced)

Students accepted in the Master (Advanced) program must complete 12 credit points of project units of study.

Students must re-enrol every semester, with the associated financial cost, until they submit their project report or dissertation.

<table>
<thead>
<tr>
<th>Unit of Study code and name</th>
<th>Credit point</th>
<th>Delivery mode</th>
</tr>
</thead>
<tbody>
<tr>
<td>MEDF5301 Project (Advanced Masters)</td>
<td>12 (available semester 1)</td>
<td>supervision and 2</td>
</tr>
<tr>
<td>Unit of Study code and name</td>
<td>Credit point</td>
<td>Delivery mode</td>
</tr>
<tr>
<td>------------------------------------------------</td>
<td>--------------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>MEDF5302 Project (Advanced Masters) (Part A)</td>
<td>6 (available semester 1 and 2)</td>
<td>supervision</td>
</tr>
<tr>
<td>MEDF5303 Project (Advanced Masters) (Part B)</td>
<td>6 (available semester 1 and 2)</td>
<td>supervision</td>
</tr>
</tbody>
</table>
Stream: HIV, STIs and Sexual Health
Pathway: Nursing

The Nursing Pathway provides advanced education in STIs and HIV for graduates in nursing and focuses on clinical, diagnostic, public health, social and program related aspects. Students also have an opportunity to choose elective units of study from a variety of related topics such as counseling, contraception and reproductive health, adult sexual assault, sex education or public health. This pathway is suitable for nursing graduates interested in pursuing a career in HIV, STIs and Sexual Health or nursing professionals who deal with HIV, STIs and Sexual Health issues as a part of their professional work and wish to gain greater knowledge and understanding in these areas. These include those currently working in Sexual Health Clinics, Family Planning Clinics, Women’s Health and associated specialties elsewhere.

Compulsory Units of Study

<table>
<thead>
<tr>
<th>Unit of Study code and name</th>
<th>Credit point</th>
<th>Delivery mode</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate Certificate students from a non-health background must complete SEXH5401 plus 18 credit points of stream specific units of study</td>
<td>6 (available semester 1)</td>
<td>online</td>
</tr>
<tr>
<td>SEXH5401 Introduction-HIV,STIs and Sexual Health</td>
<td>6 (available semester 1)</td>
<td>online</td>
</tr>
</tbody>
</table>

Compulsory unit of study for Graduate Diploma students

<table>
<thead>
<tr>
<th>Unit of Study code and name</th>
<th>Credit point</th>
<th>Delivery mode</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate Diploma students must complete 6 credit points of compulsory units of study</td>
<td>6 (available semester 1)</td>
<td>online/intensive; online/face to face</td>
</tr>
<tr>
<td>CEP5100 Introduction to Clinical Epidemiology</td>
<td>6 (available semester 1 and 2)</td>
<td>online; online/face to face; online/intensive</td>
</tr>
</tbody>
</table>

Compulsory units of study for Master students

<table>
<thead>
<tr>
<th>Unit of Study code and name</th>
<th>Credit point</th>
<th>Delivery mode</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master students must complete 12 credit points of compulsory units of study</td>
<td>6 (available semester 1 and 2)</td>
<td>online/intensive; online/face to face; online/intensive</td>
</tr>
<tr>
<td>CEP5100 Introduction to Clinical Epidemiology</td>
<td>6 (available semester 1 and 2)</td>
<td>online; online/face to face; online/intensive</td>
</tr>
<tr>
<td>SEXH5406 Professional Placement</td>
<td>6 (available semester 1 and 2)</td>
<td>online/intensive</td>
</tr>
</tbody>
</table>

Stream Specific Elective Units of Study - Nursing Pathway

<table>
<thead>
<tr>
<th>Unit of Study code and name</th>
<th>Credit point</th>
<th>Delivery mode</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate Certificate students from a non-health background must complete SEXH5401 plus 18 credit points of stream specific units of study and 24 credit points of stream specific units of study</td>
<td>6 (available semester 1 and 2)</td>
<td>online/intensive; online/face to face; online/intensive</td>
</tr>
<tr>
<td>Graduate Diploma students must complete 18 credit points of stream specific units of study</td>
<td>6 (available semester 1 and 2)</td>
<td>online/intensive; online/face to face; online/intensive</td>
</tr>
<tr>
<td>Master students must complete 18 credit points of stream specific units of study but it is recommended that students complete all of the stream specific units of study listed below.</td>
<td>6 (available semester 1 and 2)</td>
<td>online/intensive; online/face to face; online/intensive</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit of Study code and name</th>
<th>Credit point</th>
<th>Delivery mode</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEXH5200 Advanced STIs</td>
<td>6 (available semester 1)</td>
<td>face to face</td>
</tr>
<tr>
<td>SEXH5206 Diagnostic Methods in Sexual Health</td>
<td>6 (available semester 1)</td>
<td>online/intensive</td>
</tr>
</tbody>
</table>

Project Units of Study - Master (Advanced)

Students accepted in the Master (Advanced) program must complete 12 credit points of project units of study.

Students must re-enrol every semester, with the associated financial cost, until they submit their project report or dissertation.
### HIV, STIs and Sexual Health

<table>
<thead>
<tr>
<th>Unit of Study code and name</th>
<th>Credit point</th>
<th>Delivery mode</th>
</tr>
</thead>
<tbody>
<tr>
<td>MEDF5301 Project (Advanced Masters)</td>
<td>12 (available semester 1 and 2)</td>
<td>supervision</td>
</tr>
<tr>
<td>MEDF5302 Project (Advanced Masters) (Part A)</td>
<td>6 (available semester 1 and 2)</td>
<td>supervision</td>
</tr>
<tr>
<td>MEDF5303 Project (Advanced Masters) (Part B)</td>
<td>8 (available semester 1 and 2)</td>
<td>supervision</td>
</tr>
</tbody>
</table>
Stream: HIV, STIs and Sexual Health
Pathway: Public Health

The Public Health Pathway is aimed at:

- Health professionals, policy makers, public health practitioners and educators wishing to gain a more in depth knowledge and practical understanding in HIV, STIs and Sexual Health.
- Recent science, medical science, social science, medicine graduates or other health discipline graduates interested in pursuing a career in the public health aspects of HIV and/or STIs.

Compulsory Units of Study

<table>
<thead>
<tr>
<th>Unit of Study code and name</th>
<th>Credit point</th>
<th>Delivery mode</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate Certificate students from a non-health background must complete SEXH5401 plus 18 credit points of stream specific units of study</td>
<td><strong>SEXH5401 Introduction to Clinical Epidemiology</strong></td>
<td>6 (available semester 1) online</td>
</tr>
<tr>
<td>Graduate Diploma students must complete 6 credit points of compulsory units of study</td>
<td>CEP5100</td>
<td>6 (available semester 1 and 2) online; online/face to face</td>
</tr>
<tr>
<td>Master students must complete 12 credit points of compulsory units of study</td>
<td>CEP5100</td>
<td>6 (available semester 1 and 2) online; online/face to face</td>
</tr>
<tr>
<td>SEXH5406 Professional Placements</td>
<td><strong>SEXH5406 Professional Placements</strong></td>
<td>6 (available semester 1 and 2) online/intensive</td>
</tr>
</tbody>
</table>

Stream Specific Elective Units of Study - Public Health Pathway

<table>
<thead>
<tr>
<th>Units of Study code and name</th>
<th>Credit point</th>
<th>Delivery mode</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate Diploma students complete 6 credit points of stream specific elective units of study</td>
<td><strong>SEXH5202 Advanced HIV Infection</strong></td>
<td>6 face to face</td>
</tr>
<tr>
<td>Masters students complete 18 credit points of stream specific elective units of study. Students can also select the remaining stream specific units of study as electives.</td>
<td><strong>CEPH5100 Introduction to Clinical Epidemiology</strong></td>
<td>6 (available semester 1 and 2) online/face to face</td>
</tr>
<tr>
<td><strong>CEPH5100 Introduction to Clinical Epidemiology</strong></td>
<td>6 online/face to face</td>
<td></td>
</tr>
<tr>
<td><strong>CEPH5100 Introduction to Clinical Epidemiology</strong></td>
<td>6 online/intensive</td>
<td></td>
</tr>
<tr>
<td><strong>CEPH5100 Introduction to Clinical Epidemiology</strong></td>
<td>6 online/intensive</td>
<td></td>
</tr>
<tr>
<td><strong>CEPH5100 Introduction to Clinical Epidemiology</strong></td>
<td>6 online/intensive</td>
<td></td>
</tr>
<tr>
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<td>6 online/intensive</td>
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</tr>
<tr>
<td><strong>CEPH5100 Introduction to Clinical Epidemiology</strong></td>
<td>6 online/intensive</td>
<td></td>
</tr>
<tr>
<td><strong>CEPH5100 Introduction to Clinical Epidemiology</strong></td>
<td>6 online/intensive</td>
<td></td>
</tr>
<tr>
<td><strong>CEPH5100 Introduction to Clinical Epidemiology</strong></td>
<td>6 online/intensive</td>
<td></td>
</tr>
</tbody>
</table>

Project Units of Study - Master (Advanced)

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<table>
<thead>
<tr>
<th>Unit of Study code and name</th>
<th>Credit point</th>
<th>Delivery mode</th>
</tr>
</thead>
<tbody>
<tr>
<td>MEDF5301 Project (Advanced Masters)</td>
<td>12 (available semester 1 and 2)</td>
<td>supervision</td>
</tr>
<tr>
<td>MEDF5302 Project (Advanced Masters) (Part A)</td>
<td>6 (available semester 1 and 2)</td>
<td>supervision</td>
</tr>
<tr>
<td>MEDF5303 Project (Advanced Masters) (Part B)</td>
<td>6 (available semester 1 and 2)</td>
<td>supervision</td>
</tr>
</tbody>
</table>
International and AusAID double degree students

The following double degree programs are for International or AusAID students only. Domestic students can apply to undertake the two separate degrees: one of the Master courses (codes listed under main HIV, STIs and Sexual Health page) plus a Master of Philosophy (RMPHLMED1000).

Information about the Master of Philosophy (MPhil) can be found in the Research section.

Master of Science in Medicine (HIV, STIs and Sexual Health) and Master of Philosophy

<table>
<thead>
<tr>
<th>Degree Abbreviation</th>
<th>Credit points required to complete</th>
<th>Time to complete full-time</th>
</tr>
</thead>
<tbody>
<tr>
<td>MScMed(HSSH)/MPhil</td>
<td>96</td>
<td>2 year</td>
</tr>
<tr>
<td>MPhil</td>
<td>96</td>
<td>2 year</td>
</tr>
</tbody>
</table>

Double degrees

The Master of Medicine or Master of Science in Medicine, and Master of Philosophy double degrees are a coursework master degree combined with a master degree in research.

The coursework degree emphasis is on the importance of the clinical, laboratory, public health and behavioural aspects of sexual health. Candidates complete the coursework component with a satisfactory result before proceeding to the research component of the double degree. The research project will be completed under the guidance of a supervisor.

Places in the double degree program be offered to qualified applicants according to the admissions criteria (see course rules). In exceptional circumstances the dean may admit applicants without these qualifications who, in the opinion of the school, have qualifications and evidence of experience and achievement sufficient to successfully undertake the award.

Students enrolled in the double degree will be required to have found a supervisor for their research degree and to submit a full research proposal for their Master of Philosophy by the end of the second semester of enrolment. In order to progress to the Master of Philosophy, students must complete the Master coursework component with a weighted average mark of at least 65 percent across all 48 credit points of coursework units and enrol in the additional core units of study.

Students who have not submitted their thesis by the end of their first year of enrolment must re-enrol every semester, with the associated financial cost, until they submit their thesis.

In order to comply with AusAID scholarship requirements and meet the academic requirements of the double degree, students must complete 48 credit points of coursework for the coursework master's degree and the equivalent of at least one year full time for the Master of Philosophy by enrolling in 48 credit points of research units of study as shown in the following table.

<table>
<thead>
<tr>
<th>Research units of study</th>
<th>Credit points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester 1</td>
<td></td>
</tr>
<tr>
<td>MEDF4001</td>
<td>12</td>
</tr>
<tr>
<td>Medicine Research A</td>
<td></td>
</tr>
<tr>
<td>MEDF4002</td>
<td>12</td>
</tr>
<tr>
<td>Medicine Research B</td>
<td></td>
</tr>
<tr>
<td>Semester 2</td>
<td></td>
</tr>
<tr>
<td>MEDF4003</td>
<td>12</td>
</tr>
<tr>
<td>Medicine Research C</td>
<td></td>
</tr>
<tr>
<td>MEDF4004</td>
<td>12</td>
</tr>
<tr>
<td>Medicine Research D</td>
<td></td>
</tr>
</tbody>
</table>
Degree resolutions

Sydney Medical School resolutions and the printed handbook are the official statement of faculty policy. The resolutions contained in the printed handbook are accurate as at November 2014. If a conflict is perceived between the content of the printed handbook and information available elsewhere, Sydney Medical School resolutions and the information available in the handbook online shall always take precedence.

See the Policy Online website: sydney.edu.au/policy, for copies of University policies.

Graduate Certificate in Medicine
Graduate Diploma in Medicine
Master of Medicine
Master of Medicine (Advanced)

Graduate Certificate in Science in Medicine
Graduate Diploma in Science in Medicine

Master of Science in Medicine
Master of Science in Medicine (Advanced)

These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to) the University of Sydney (Coursework) Rule 2010 (the 'Coursework Rule'), the Resolutions of the Faculty, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended) and the Academic Board policies on Academic Dishonesty and Plagiarism.

Course Resolutions

1  Course codes

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title</th>
</tr>
</thead>
<tbody>
<tr>
<td>GCMEDICI-02</td>
<td>Graduate Certificate in Medicine</td>
</tr>
<tr>
<td>GNMEDICI-02</td>
<td>Graduate Diploma in Medicine</td>
</tr>
<tr>
<td>MAMEDICI-04</td>
<td>Master of Medicine</td>
</tr>
<tr>
<td>MAMEDADV-01</td>
<td>Master of Medicine (Advanced)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title</th>
</tr>
</thead>
<tbody>
<tr>
<td>GSCSMEDI-01</td>
<td>Graduate Certificate in Science in Medicine</td>
</tr>
<tr>
<td>GNSCSMEDI-01</td>
<td>Graduate Diploma in Science in Medicine</td>
</tr>
<tr>
<td>MASCMEDEI-01</td>
<td>Master of Science in Medicine</td>
</tr>
<tr>
<td>MASCMEADV-01</td>
<td>Master of Science in Medicine (Advanced)</td>
</tr>
</tbody>
</table>

2  Attendance pattern

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

3  Master's type

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

4  Embedded courses in this sequence

1) The embedded courses in this sequence are:
   (a) Graduate certificate
   (b) Graduate Diploma
   (c) Master
   (d) Master (Advanced)

2) Providing candidates satisfy the admission requirements for each stage, a candidate may progress to the award of any of the courses in this sequence. Only the highest award completed will be conferred.

5  Streams

1) All Courses are available in the following streams:
   (a) Critical Care Medicine
   (b) HIV, STIs and Sexual health
   (c) Metabolic Health
   (d) Paediatric Medicine
   (e) Psychiatry

2) Candidates may transfer between streams with approval from stream Head of Discipline.

3) All of the degrees within this course shall be awarded in the stream in which the candidate enrols. The testamur for the degree shall specify the stream.

6  Admission to candidature

1) Available places will be offered to qualified applicants based on merit, according to the following admissions criteria. In exceptional circumstances the Dean may admit applicants without these qualifications who, in the opinion of the faculty, have qualifications and evidence of experience and achievement sufficient to successfully undertake the award.

2) Admission to the Graduate Certificate in Medicine requires:
   (a) a medical degree from the University of Sydney or equivalent qualification;

3) Admission to the Graduate Diploma in Medicine requires:
   (a) a medical degree from the University of Sydney or equivalent qualification.

4) Admission to the Master of Medicine requires:
   (a) a medical degree from the University of Sydney or an equivalent qualification.

5) Admission to the Psychiatry stream requires:
   (a) a medical degree from the University of Sydney or an equivalent qualification; and
   (b) employment in an accredited psychiatry training position or equivalent experience.

6) Admission to the Graduate Certificate in Science in Medicine requires:
   (a) a bachelor's degree in a health-related discipline from the University of Sydney or equivalent qualification; or
   (b) a minimum of 5 years professional work experience in a health related field or pass a preliminary examination(s) as prescribed by the Faculty.

7) Admission to the Graduate Diploma in Science in Medicine will require:
   (a) successful completion of the embedded Graduate Certificate in Science in Medicine; or
   (b) a bachelor's degree in a health-related discipline from the University of Sydney or equivalent qualification; or
   (c) a minimum of 5 years professional work experience in a health related field or pass a preliminary examination(s) as prescribed by the Faculty.

8) Admission to the Master of Science in Medicine requires:
(a) successful completion of the requirements of the embedded graduate Certificate in Science in Medicine or equivalent qualification; or

(b) a bachelor's degree in a health-related discipline with first or second class honours from the University of Sydney or an equivalent qualification; or

(c) A pass bachelor's degree in a health discipline or an equivalent qualification. Applicants must have completed work equivalent to a first or second class honours bachelor's degree or pass a preliminary examination(s) as prescribed by the Faculty.

(9) Admission to the Master of Medicine (Advanced) or the Master of Science in Medicine (Advanced) requires:

(a) The candidate to be enrolled in the Master of Medicine or the Master of Science in Medicine, as applicable;

(b) The candidate to have an average mark of at least 75 per cent in 24 credit points of compulsory and/or stream specific units of study; and

(c) Any other requirements as stated by the Faculty at the time of application.

7 Requirements for award

(1) The units of study that may be taken for the courses are set out in stream specific Table of Units of Study.

(2) To qualify for the award of the Graduate Certificate a candidate must complete 24 credit points, including:

(a) 24 credit points of stream specific units of study;

(3) To qualify for the award of the Graduate Diploma in Medicine or the Graduate Diploma in Science in Medicine a candidate must complete 36 credit points, including:

(a) 6 credit points of compulsory units of study, and

(b) 24 credit points of stream specific units of study, and

(c) 6 credit points of stream specific or general elective units of study;

(4) To qualify for the award of the Master of Medicine or the Master of Science in Medicine a candidate must complete 48 credit points, including:

(a) 12 credit points of compulsory units of study, and

(b) 18 credit points of stream specific units of study, and

(c) 18 credit points of stream specific or general elective units of study.

(5) To qualify for the award of the Master of Medicine (Advanced) or Master of Science in Medicine (Advanced) a candidate must complete 60 credit points, including:

(a) 48 credit points of study as required for the Master of Medicine or the Master of Science in Medicine, and

(b) 12 credit points of project, dissertation or stream specific units of study.

8 Transitional Provisions

(1) These resolutions apply to persons who commenced their candidature after 1 January, 2015 and persons who commenced their candidature prior to 1 January, 2015 who formally elect to proceed under these resolutions.

(2) Candidates who commenced prior to 1 January, 2015 will complete the requirements for their candidature in accordance with the resolutions and course rules in force at the time of their commencement, provided that those requirements are completed by 1 January 2017. The Faculty may specify a later date for completion or specify alternative requirements for completion of candidatures that extend beyond this time.
Double degree resolutions
Master of Medicine/Master of Philosophy
Master of Science in Medicine/Master of Philosophy

These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to) the University of Sydney (Coursework) Rule 2010 (the 'Coursework Rule'), the Resolutions of the Faculty, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended) and the Academic Board policies on Academic Dishonesty and Plagiarism.

Course Resolutions

1 Course codes

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAMEDPHL-01</td>
<td>Master of Medicine/Master of Philosophy</td>
</tr>
<tr>
<td>MASCMPHL-01</td>
<td>Master of Science in Medicine/Master of Philosophy</td>
</tr>
</tbody>
</table>

2 Attendance pattern

The attendance pattern for this course is full time only.

3 Master's type

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

4 Streams

(1) the Master of Medicine and Master of Science in Medicine are available in the following streams:
(a) Critical Care Medicine
(b) HIV, STIs and Sexual Health
(2) Candidates may transfer between streams with approval from stream Head of Discipline.
(3) All of the degrees within this course shall be awarded in the stream in which the candidate enrols. The testamur for the degree shall specify the stream.

5 Admission to candidature

(1) These double degrees are only available to international students and places will be offered to qualified applicants according to the following admissions criteria. In exceptional circumstances the Dean may admit applicants without these qualifications who, in the opinion of the Faculty, have qualifications, evidence of experience and achievement sufficient to successfully undertake the award.
Domestic applicants should apply for admission to Master of Medicine (stream) or Master of Science in Medicine (stream) and/or Master of Philosophy.
(2) Admission to the Master of Medicine/Master of Philosophy requires:
(a) a medical degree from the University of Sydney or an equivalent qualification
(b) Admission to candidature will be conditional upon the appointment of an appropriate supervisor and associate supervisor.
(3) Admission to the Master of Science in Medicine/Master of Philosophy requires:
(a) a bachelor's degree in a health-related discipline with first or second class honours from the University of Sydney or an equivalent qualification; or
(b) A pass bachelor's degree in a health discipline or an equivalent qualification. Applicants must have completed work equivalent to a first or second class honours bachelor's degree or pass a preliminary examination(s) as prescribed by the Faculty.
(c) Admission to candidature will be conditional upon the appointment of an appropriate supervisor and associate supervisor.

6 Requirements for award

(1) The units of study that may be taken for the courses are set out in Stream specific Table of Units of Study.
(2) To qualify for the award of the double degree, candidates must:
(a) fulfil the requirements for the award of the Master of Medicine or Master of Science in Medicine; and
(b) fulfil the requirements for award of the Master of Philosophy and enrol in a minimum of 48 credit points of research units of study. The requirement to undertake a 6 credit point Research Methods unit of study in the Master of Philosophy will be waived for candidates in the double degree.

7 Course Transfer

(1) Once a candidate of the Master of Medicine/Master of Philosophy, or Master of Science in Medicine Master of Philosophy, has successfully completed the coursework requirements the candidate may abandon the double degree and elect to be awarded the single degree of Master of Medicine or Master of Science in Medicine in accordance with the resolutions governing that degree.
(2) Once a candidate of the Master of Medicine/Master of Philosophy, or Master of Science in Medicine Master of Philosophy, has successfully completed the coursework requirements the candidate may abandon the double degree and may apply to transfer to the Doctor of Philosophy with credit.

8 Transitional Provisions

(1) These resolutions apply to persons who commenced their candidature after 1 January, 2015 and persons who commenced their candidature prior to 1 January, 2015 who formally elect to proceed under these resolutions.
(2) Candidates who commenced prior to 1 January, 2015 will complete the requirements for their candidature in accordance with the resolutions and course rules in force at the time of their commencement, provided that those requirements are completed by 1 January 2017. The Faculty may specify a later date for completion or specify alternative requirements for completion of candidatures that extend beyond this time.
HIV, STIs and Sexual Health

Errata

<table>
<thead>
<tr>
<th>Item</th>
<th>Change</th>
<th>Section</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The following units are included in the table as Stream Specific Elective Units of Study for the Counselling Pathway: CEPI5100 - Introduction to Clinical Epidemiology - Semester 1 &amp; 2 PUBH5010 - Epidemiology Methods and Uses – Semester 1 SEXH5402 – Counselling in Sexual Health 1 - Semester 1 SEXH5404 – Variations in Sexual Function – Semester 1 SEXH5403 – Counselling in Sexual health 2 – Semester 2 SEXH5407 – Sex gender and Sexuality – Semester 2</td>
<td>Unit of study table – Stream specific Elective Units of Study – Counselling Pathway</td>
<td>2/2/2015</td>
</tr>
<tr>
<td>2.</td>
<td>The following units are included in the table as Stream Specific Elective Units of Study for the Clinical Medicine Pathway: SEXH5200 – Advanced STIs - Semester 1 SEXH5406 – Diagnostic Methods in Sexual Health – Semester 1 SEXH5202 – Advanced HIV Infection – Semester 2 SEXH5414 – Public Health: HIV, STIs &amp; Sexual health – Semester 2</td>
<td>Unit of study table – Stream specific Elective Units of Study – Clinical Medicine Pathway</td>
<td>2/2/2015</td>
</tr>
<tr>
<td>3.</td>
<td>The following units are included in the table as Stream Specific Elective Units of Study for the Laboratory Pathway: SEXH5200 – Advanced STIs - Semester 1 SEXH5406 – Diagnostic Methods in Sexual Health – Semester 1 SEXH5202 – Advanced HIV Infection – Semester 2 INM5012 – Infection Control and Epidemiology - Semester 2</td>
<td>Units of Study – Laboratory Pathway</td>
<td>2/2/2015</td>
</tr>
<tr>
<td>4.</td>
<td>The following units are included in the table as Stream Specific Elective Units of Study for the Nursing Pathway: SEXH5200 – Advanced STIs - Semester 1 SEXH5406 – Diagnostic Methods in Sexual Health – Semester 1 SEXH5202 – Advanced HIV Infection – Semester 2 SEXH5414 – Public Health: HIV, STIs &amp; Sexual health – Semester 2</td>
<td>Unit of study table – Stream specific Elective Units of Study – Nursing Pathway</td>
<td>2/2/2015</td>
</tr>
<tr>
<td>5.</td>
<td>The following units are included in the table as Stream Specific Elective Units of Study for the Public Health Pathway: SEXH5414 – Public Health: HIV, STIs &amp; Sexual health – Semester 2 PUBH5018 – Introductory Biostatistics – Semester 1 MPH5116 – Global Perspectives of HIV/AIDS – Semester 2 SEXH5408 – HIV/STI Program Delivery – Semester 2 PUBH5033 – Disease Prevention and Health Promotion – Semester 2</td>
<td>Unit of study table – Stream specific Elective Units of Study – Nursing Pathway</td>
<td>2/2/2015</td>
</tr>
</tbody>
</table>

Table of units of study: HIV, STIs & Sexual Health

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>Assumed knowledge A:</th>
<th>Prerequisites P:</th>
<th>Corequisites C:</th>
<th>Prohibition N:</th>
<th>Session</th>
</tr>
</thead>
</table>

Compulsory units

Graduate Certificate students from a non-health background must complete the following unit of study

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>Assumed knowledge A:</th>
<th>Prerequisites P:</th>
<th>Corequisites C:</th>
<th>Prohibition N:</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEXH5401 Introduction to HIV, STIs and Sexual Health</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
</tbody>
</table>

This unit of study is not available in 2016

Graduate Diploma students must complete 6 credit points of compulsory units of study

Graduate Diploma students - Clinical Medicine, Laboratory, Nursing and Public Health pathways

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>Assumed knowledge A:</th>
<th>Prerequisites P:</th>
<th>Corequisites C:</th>
<th>Prohibition N:</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>CEPS100 Introduction to Clinical Epidemiology</td>
<td>6</td>
<td>N PUBH5010</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1 Semester 2</td>
</tr>
</tbody>
</table>

This unit of study is not available in 2016
### Unit of study

#### Graduate Diploma students - Counselling pathway

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Name of Course</th>
<th>Credit Points</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEXH5401</td>
<td>Introduction-HIV,STIs and Sexual Health</td>
<td>6</td>
<td>Semester 1</td>
</tr>
</tbody>
</table>

This unit of study is not available in 2016

Master students must complete 12 credit points of compulsory units of study.

#### Master students - Clinical Medicine, Laboratory, Nursing and Public Health pathways

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Name of Course</th>
<th>Credit Points</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>CEPH5100</td>
<td>Introduction to Clinical Epidemiology</td>
<td>6</td>
<td>Semester 1 Semester 2</td>
</tr>
<tr>
<td>SEXH5406</td>
<td>Professional Placement</td>
<td>6</td>
<td>Intensive January Semester 1 Semester 2</td>
</tr>
</tbody>
</table>

This unit of study is not available in 2016

#### Master students - Counselling pathway

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Name of Course</th>
<th>Credit Points</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEXH5401</td>
<td>Introduction-HIV,STIs and Sexual Health</td>
<td>6</td>
<td>Semester 1</td>
</tr>
<tr>
<td>SEXH5406</td>
<td>Professional Placement</td>
<td>6</td>
<td>Intensive January Semester 1 Semester 2</td>
</tr>
</tbody>
</table>

This unit of study is not available in 2016

#### Stream specific units

Graduate Certificate students must complete 24 credit points of pathway stream specific units of study.

Graduate Diploma students must complete 24 credit points of pathway stream specific units of study.

Master students must complete 18 credit points of pathway stream specific units of study.

#### Clinical Medicine Pathway

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Name of Course</th>
<th>Credit Points</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEXH5200</td>
<td>Advanced STIs</td>
<td>6</td>
<td>Semester 1</td>
</tr>
<tr>
<td>SEXH5202</td>
<td>Advanced HIV Infection</td>
<td>6</td>
<td>Semester 2</td>
</tr>
<tr>
<td>SEXH5206</td>
<td>Diagnostic Methods in Sexual Health</td>
<td>6</td>
<td>Semester 1</td>
</tr>
</tbody>
</table>

This unit of study is not available in 2016

Note: Department permission required for enrolment

Students who are not enrolled in the HIV,STIs and Sexual Health programs offered through Sydney Medical School must apply to Associate Professor Richard Hillman for permission to enrol in this unit of study.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Name of Course</th>
<th>Credit Points</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEXH5414</td>
<td>Public Health: HIV, STIs and Sexual Health</td>
<td>6</td>
<td>Semester 2</td>
</tr>
</tbody>
</table>

This unit of study is not available in 2016

#### Counselling Pathway

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Name of Course</th>
<th>Credit Points</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEXH5402</td>
<td>Counselling in Sexual Health 1</td>
<td>6</td>
<td>Semester 1</td>
</tr>
<tr>
<td>SEXH5403</td>
<td>Counselling in Sexual Health 2</td>
<td>6</td>
<td>Semester 2</td>
</tr>
<tr>
<td>SEXH5404</td>
<td>Variations in Sexual Function</td>
<td>6</td>
<td>Semester 1</td>
</tr>
<tr>
<td>SEXH5407</td>
<td>Sex Gender and Sexuality</td>
<td>6</td>
<td>Semester 2</td>
</tr>
</tbody>
</table>

This unit of study is not available in 2016

#### Laboratory Pathway

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Name of Course</th>
<th>Credit Points</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>INM5012</td>
<td>Infection Control and Epidemiology</td>
<td>6</td>
<td>Semester 2</td>
</tr>
</tbody>
</table>

This unit of study is not available in 2016

224 HIV, STIs and Sexual Health
<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><strong>Nursing Pathway</strong></td>
<td></td>
<td></td>
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<td></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>This unit of study is not available in 2016</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SEXH5202 Advanced HIV Infection</td>
<td>6</td>
<td></td>
<td></td>
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<td>Semester 2</td>
</tr>
<tr>
<td>This unit of study is not available in 2016</td>
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<tr>
<td>SEXH5206 Diagnostic Methods in Sexual Health</td>
<td>6</td>
<td></td>
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<td>Semester 1</td>
</tr>
<tr>
<td>This unit of study is not available in 2016</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SEXH5414 Public Health: HIV, STIs and Sexual Health</td>
<td>6</td>
<td>N SEXH5008, SEXH5101, SEXH5102</td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
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<td>This unit of study is not available in 2016</td>
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<tr>
<td><strong>Public Health Pathway</strong></td>
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<tr>
<td>SEXH5408 HIV/STI Program Delivery</td>
<td>2</td>
<td>N MIPH5129</td>
<td></td>
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<td></td>
<td>Semester 2b</td>
</tr>
<tr>
<td>It is advisable for students to also undertake MIPH5118.</td>
<td></td>
<td></td>
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<td>SEXH5408 HIV/STI Program Delivery</td>
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<td>N MIPH5129 It is advisable for students to also undertake MIPH5118.</td>
<td>Semester 2b</td>
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<td>MIPH5118 Global Perspectives of HIV/AIDS</td>
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### Unit of study

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<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>
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<tr>
<td>BETH5209 Medicines Policy, Economics and Ethics</td>
<td>6</td>
<td>A degree in science, medicine, pharmacy, nursing, allied health, philosophy/ethics, sociology/anthropology, history, law, communications, public policy, business, economics, commerce, organisation studies, or other relevant field, or by special permission.</td>
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<td>HPOL5000 Introduction to Health Policy</td>
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<td>MIPH5112 Global Communicable Disease Control</td>
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<td>MIPH5115 Women's and Children's Health</td>
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<td>MIPH5131 Foundations of International Health</td>
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<td>MIPH5135 Health Systems in Developing Countries</td>
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<td>PUBH5027 Public Health Program Evaluation Methods</td>
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<td>PUBH5416 Vaccines in Public Health</td>
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<td>PUBH5010 or CEP5100 or PUBH5018 Students who have not done the core units of study in epidemiology (PUBH5010 or CEP5100) or biostatistics (PUBH5018) but have previous demonstrable experience in these study areas will be required to request permission from the unit of study coordinator to enrol in this unit of study. Permission is required to ensure that students have a basic grounding in epidemiology and biostatistics. The coordinator emails the Postgraduate Student Administration Unit to advise whether or not the student has permission to enrol.</td>
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### Project units of study

Project units of study:

Students accepted into the Master (Advanced) program must complete 12 credit points of project units of study. Students must re-enrol every semester, with the associated financial cost, until they submit their project report or dissertation.

| Project (Advanced Masters) | 12 | Department permission required for enrolment | | | | Semester 1 |
| Project (Advanced Masters) (Part A) | 6 | Department permission required for enrolment | | | | Semester 1 |
| Project (Advanced Masters) (Part B) | 6 | Department permission required for enrolment | | | | Semester 2 |

### Double degree research units - AusAID/international candidates only

Double degree research units:

AusAID/international candidates enrolled in the double degree must complete the following four units over the two years of the program. Specific enrolment patterns are shown below. If the candidate is not able to submit the thesis for the Master of Philosophy after two years of enrolment, they must enrol in both MEDF4003 and MEDF4004 for further semesters, with the associated cost of enrolment, until they are able to submit.

| Medicine Research A | 12 | Department permission required for enrolment | | | | Semester 1 |
| Medicine Research B | 12 | MEDF4001 | | | | Semester 1 |
| Medicine Research C | 12 | MEDF4002 | | | | Semester 1 |
| Medicine Research D | 12 | MEDF4003 | | | | Semester 1 |
### Unit of study descriptions for 2015

#### Errata

<table>
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<td>1.</td>
<td>The following units are included in the table as Stream Specific Elective Units of Study for the Counselling Pathway: CEPI5100 - Introduction to Clinical Epidemiology - Semester 1 &amp; 2 PUBH5010 - Epidemiology Methods and Uses - Semester 1</td>
<td>Unit of study table - Stream specific Elective Units of Study - Counselling Pathway</td>
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<td>2.</td>
<td>The following units are included in the table as Stream Specific Elective Units of Study for the Clinical Medicine Pathway: SEXH5200 - Advanced STIs - Semester 1 SEXH5406 - Diagnostic Methods in Sexual Health - Semester 1</td>
<td>Unit of study table - Stream specific Elective Units of Study - Clinical/Medicine Pathway</td>
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<td>3.</td>
<td>The following units are included in the table as Stream Specific Elective Units of Study for the Laboratory Pathway: SEXH5200 - Advanced STIs - Semester 1 SEXH5406 - Diagnostic Methods in Sexual Health - Semester 1 INIM5012 - Infection Control and Epidemiology - Semester 1</td>
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<td>4.</td>
<td>The following units are included in the table as Stream Specific Elective Units of Study for the Nursing Pathway: SEXH5200 - Advanced STIs - Semester 1 SEXH5406 - Diagnostic Methods in Sexual Health - Semester 1</td>
<td>Unit of study table - Stream specific Elective Units of Study - Nursing Pathway</td>
<td>2/2/2015</td>
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CBR5006

Cognitive Behaviour Therapy

Credit points: 6 Teacher/Coordinator: Assoc Prof Adam Guastella Session: Semester 2 Classes: 12pm-2pm Monday week 2, 9am-5pm Wednesday weeks 4, 8 and 11 Assessment: online test (20%), case study analysis (40%), extended response questions (40%) Mode of delivery: Block mode

Cognitive Behaviour Therapy (CBT) is an evidence-based psychotherapy for a range of psychological disorders, with strong foundations in cognitive science and now increasingly in neuroscience. This unit provides a solid foundation in the theoretical and clinical underpinnings of the therapy, with a specific focus on the neuroscience of CBT as applied to various conditions. It demonstrates techniques of CBT, including case assessment, formulation, and therapy components. Students will develop a neurobiological understanding of CBT interventions and examine practice through case examination and group exercises.

CEP15100

Introduction to Clinical Epidemiology

Credit points: 6 Teacher/Coordinator: Dr Fiona Stanaway, Dr Sharon Reid Session: Semester 1, Semester 2 Classes: Offered online and face-to-face (daytime tutorials). Prohibitions: PUBH5010 Assessment: Completion of online quizzes (30%), 1x 2500word assignment (70%) Mode of delivery: Online

This unit introduces the concept of clinical epidemiology and provides students with core skills in clinical epidemiology at an introductory level. Topics covered include asking and answering clinical questions; basic and accessible literature searching techniques; study designs used in clinical epidemiological research; confounding and effect modification; sources of bias; interpretation of results including odds ratios, relative risks, confidence intervals and p values; applicability of results to individual patients; critical appraisal of clinical epidemiological research literature used to answer questions of therapy (RCTs and systematic reviews), harm, prognosis, diagnosis, screening and clinical guidelines; and translating research into practice.

Textbooks
Online readings and resources to be provided on the eLearning website.

HPOWER5000

Introduction to Health Policy

Credit points: 6 Teacher/Coordinator: A/Prof James Gillespie Session: Semester 1 Classes: Distance Education with compulsory Intensive workshops on Campus. 2 x 2-day workshops, online lectures and discussions Assessment: 1x 1500word written assignment (50%); 1 x 3000word written assignment (50%); Online learning quiz (5%); online problem based learning exercise (15%) Mode of delivery: Distance education/intensive on campus

To develop a critical and comparative understanding of the history, theory and practice of health policy. To give an overview of the political choices and frameworks - national and global - that shape policymaking.

Learning objectives:
- acquire a critical understanding of the basic history and features of the Australian health system
- understand the main frameworks used to analyse and make policy
- understand the main issues in the translation of policy into practice
- demonstrate the capacity to apply these understandings in particular settings through case studies.

Content:
This unit explores the main structures and institutions that make health policy. The unit examines debates over policy frameworks, and the evidence and advocacy in setting priorities. Conflicts over health policy will be placed in broader contexts - comparing different health systems and assessing global influences. Case studies will be used to examine the relationships between policy and practice.

Textbooks

INIM5002

Virology and Cell Technology

Credit points: 6 Teacher/Coordinator: A/Prof Barry Slobedman Session: Semester 2 Classes: 2x1hr lectures/week; 1x1hr practical/tutorial class/week Assessment: Undergraduate Microbiology or Infectious Diseases Assessment: 1x2hr written examination based on lecture content (50%), 1x2hr theory of practical examination (15%) and progressive assessment (35%) including oral presentation and written assignment. Mode of delivery: Normal lecture/tut/tutorial day

This unit aims to equip graduates with an in-depth knowledge of medical virology and cell technology that will enable them to work effectively as laboratory personnel in relevant hospital laboratories, clinics or research institutions. Students will develop skills in evaluation of scientific literature, in problem-solving and in scientific communication that will enable them to develop careers as administrators or policy-makers in hospitals, health care organisations or government bodies. The core of the program is a series of lectures, given face-to-face and/or available online. Practical classes will focus on the identification of viruses and cell culture technology, and on...
techniques used in research investigations and will be conducted in an appropriately equipped student laboratory.

Textbooks

The following texts are good basic virology books and cover all the topics covered in lectures.


The following two texts are more detailed and are recommended as a resource only.


INIM5011

Advanced Medical Bacteriology

Credit points: 6

Teacher/Coordinator: Dr Jim Manos

Session: Semester 1

Classes: 2x1hr lectures/week; 2x2hr practical classes or tutorial sessions/week

Assumed knowledge: Undergraduate Microbiology or Infectious Diseases

Assessment: 1x2hr closed-book (Theory), and 1x1hr closed book (Practical) Value: Theory exam (55%), Practical assessment (45%) including class tutorial/presentations (25%), practical exam (15%) and laboratory book assessment (5%).

Mode of delivery: Normal (lecture/lab/tutorial) day

This unit of study aims to build on the student’s basic knowledge of microbiology to provide an awareness of modern concepts and the latest knowledge of medical bacteriology relevant to the susceptibility and response of the host to pathogenic bacteria, with special emphasis on the host-pathogen relationship at the cellular and molecular levels regarding symptoms, virulence factors, pathogenesis, diagnosis, treatment, control and prevention. The practical component will allow candidates to become familiar with modern molecular-based bacteriological techniques used to identify the characteristic genetic features of bacterial species that cause infections. The unit will provide the advanced scientific and intellectual basis to augment knowledge and understanding, at a postgraduate level, in a career involving medical microbiology or in a related subject area. Lectures will be used to impart knowledge and understanding as well as review key themes of the module. Tutorials will utilise activities such as journal review and topic presentation which enable develop their skills by presenting research on a range of issues including advances in knowledge on bacterial pathogenesis, identification and treatment in Australia and worldwide. The use of case studies will enable candidates to examine breakouts of disease and their investigation by the clinical laboratory. Laboratory sessions will enable students to apply the theoretical concepts of laboratory investigation at the molecular level using advanced molecular techniques of DNA, RNA and protein purification and analysis.

Textbooks

Recommended reading:

Bacterial Pathogenesis A Molecular Approach, Salyers and Whit Washington DC USA 2002


Although these are recommended, other texts are equally sound. We suggest you discuss with the unit coordinator, Jim Manos, before making a textbook purchase.

INIM5012

Infection Control and Epidemiology

Credit points: 6

Teacher/Coordinator: Professor Peter McMinn

Session: Semester 2

Classes: 2x1hr lectures/week; 2x 1.5hr practical classes/week

Assumed knowledge: Undergraduate Microbiology or Infectious Diseases

Assessment: 1x2hr examination (60%), progressive assessments including a practical exam and a written assignment (40%).

Mode of delivery: Normal (lecture/lab/tutorial) day

This unit of study introduces students to the fundamental skills that are required for postgraduate research in medicine and health. Students will learn how to conduct research that is scientifically and ethically sound, and be able to critically appraise and review literature.

Students will understand the strengths and limitations of common study designs and develop simple but important statistical analysis skills, including how to present and interpret data, basic data management skills, and how to determine the required sample size for a study. Obtaining ethics approval is necessary for any study involving the collection or analysis of data involving humans, animals or their tissues. Hence, this unit will also cover ethics in research and

and its value and limitations in the field; to appreciate the human factors involved in achieving effective infection control. The core of the program is a series of lectures, practical classes and tutorials based on important current or historical examples of epidemic infectious diseases.

Textbooks

promote a scholarly attitude towards knowledge and understanding, and are essential for engagement with the research community.

**MEDF5301**

**Project (Advanced Masters)**

**Credit points:** 12  
**Session:** Semester 1, Semester 2  
**Classes:** Students will be required to have regular contact with their supervisor to discuss the progress and implementation of their project.  
**Assessment:** 2,000 wd written project proposal (30%) and written final work of up to 10,000 wds, or a publication (as negotiated) (70%)  
**Mode of delivery:** Supervision  

**Note:** Department permission required for enrolment. Note: Approval to enrol is conditional upon the submission of a brief project outline and identification of an appropriate project supervisor, as negotiated with the discipline coordinator.

Candidates will work on an independent research project in an area of specific interest relevant to their master degree. The project may take the form of a systematic review of the literature, a case series, survey or other project acceptable to the project supervisor. Candidates in some disciplines may be able to undertake a work placement and will be required to negotiate the form of scholarly written work, related to their placement, to be submitted for assessment. It is essential where there is the use of patient information or patient enrolment onto a study that appropriate ethics approval is gained from the governing body where the project will take place. On completion of the project/work placement the successful candidate will be able to plan and execute a substantial research project or scholarly work where appropriate students will prepare a work suitable for publication. A candidate must be enrolled in order to submit their project report/dissertation/publication. If the candidate cannot submit their work erolling once in MEDF5301 or once in both Part A and Part B then they must re-enrol in a minimum of six credit points of project units of study, with the concomitant financial liability, every semester until they submit.

**MEDF5302**

**Project (Advanced Masters) (Part A)**

**Credit points:** 6  
**Session:** Semester 1  
**Classes:** Students will be required to have regular contact with their supervisor to discuss the progress and implementation of their project.  
**Assessment:** 2,000 wd written project proposal (30%) and written final work of up to 10,000 wds, or a publication (as negotiated) (70%)  
**Mode of delivery:** Supervision  

**Note:** Department permission required for enrolment. Note: Approval to enrol is conditional upon the submission of a brief project outline and identification of an appropriate project supervisor, as negotiated with the discipline coordinator.

Candidates will work on an independent research project in an area of specific interest relevant to their master degree. The project may take the form of a systematic review of the literature, a case series, survey or other project acceptable to the project supervisor. Candidates in some disciplines may be able to undertake a work placement and will be required to negotiate the form of scholarly written work, related to their placement, to be submitted for assessment. It is essential where there is the use of patient information or patient enrolment onto a study that appropriate ethics approval is gained from the governing body where the project will take place. On completion of the project/work placement the successful candidate will be able to plan and execute a substantial research project or scholarly work where appropriate students will prepare a work suitable for publication. A candidate must be enrolled in order to submit their project report/dissertation/publication. If the candidate cannot submit their work erolling once in MEDF5301 or once in both Part A and Part B then they must re-enrol in a minimum of six credit points of project units of study, with the concomitant financial liability, every semester until they submit.

**MIPH5112**

**Global Communicable Disease Control**

**Credit points:** 4  
**Session:** Semester 2  
**Classes:** 1 x 2hr lecture per week for 10 weeks; 1x1hr tutorial per week for 9 weeks plus 1x 1 day peer-learning session  
**Assessment:** 1x group presentation (25%), 1x2500 word written essay (50%), tutorial facilitation (20%) and peer evaluation (5%)  
**Mode of delivery:** Online  

This unit provides candidates with an insight into the cause and control of communicable diseases in developing countries using country-specific examples presented by professionals with field experience. The unit covers tropical diseases (including schistosomiasis and leprosy), as well as vector-borne conditions (including yellow fever and dengue), zoonoses and emerging infectious diseases such as pandemic influenza.

**MIPH5115**

**Women’s and Children’s Health**

**Credit points:** 4  
**Session:** Semester 2  
**Classes:** 1 x 2hr class per week for 10 weeks; 1x1hr tutorial per week for 9 weeks; also offered fully online  
**Assessment:** 1x2000 word individual assignment (50%), 1x group report (30%), tutorial participation (20%)  
**Mode of delivery:** Normal (lecture/lab/tutorial) day

This unit aims to give students an overview of the health status of women and children in international settings. It also aims to examine causes of major health problems and possible approaches to improving the health of women and children in resource-poor countries. The unit covers a variety of issues in women’s and children’s health, including approaches to prevention of maternal and fetal, neonatal and child mortality, poverty, mother to child HIV transmission, women and violence, family planning, diarrhoeal disease, pneumonia, and vaccine preventable diseases.

**MIPH5116**

**Culture, Health, Illness and Medicine**

**Credit points:** 4  
**Session:** Semester 2  
**Classes:** 1 x 2 day workshop; 1 x 2hr seminar per week for 7 weeks; also offered fully online  
**Assessment:** 1x3000word essay (75%) and 1x1hr class facilitation (25%)  
**Mode of delivery:** Normal (lecture/lab/tutorial) day

This unit aims to provide an integrated and interpretive approach to an understanding of health-related behaviours of populations in international settings, by synthesizing anthropological knowledge and methodology, and the intersections of culture, biology, psychology and environment. The teaching process is by student-led, lecturer-guided, discussion based review and critical analysis of relevant topics. During the unit, students will explore a range of issues in global and multicultural health from an anthropological perspective.
Methodological approaches will encompass ethnography and other anthropological data collection methods. The issues covered will include cultural influences on health, illness and healing, such as indigenous and traditional beliefs and systems, gender and cultural change and the impact of modernization and development on illness and healing. The impact examines disease and illness patterns - their distribution and persistence, mental illness and culture and attitudes towards the use of medications; and the provision of culturally sensitive and appropriate services. The emphasis will be on covering a range of topic areas relevant to the students enrolled, and those of particular importance in contemporary international and multicultural health contexts.

Textbooks
Readings are available on the unit's eLearning site.

MIPH5118
Global Perspectives of HIV/AIDS
Credit points: 4 Teacher/Coordinator: Dr Joel Negin Session: Semester 2a Classes: 4 days of intensive lectures spread over 1 month period; also offered fully online Assessment: 1xgroup report (20%), peer evaluation (10%), 1x2000 word individual assignment (60%), and participation in discussions (10%) Mode of delivery: Normal (lecture/lab/tutorial) day

This unit offers a detailed and evidence-based assessment of the global HIV situation to equip students with the latest understanding of HIV distribution and trends globally, its social and economic implications, the measures being taken to prevent and treat HIV and AIDS, the gaps that need to be addressed in HIV control, and the politics around global HIV issues. Examples from different parts of the world, particularly less developed settings, are used to illustrate key issues influencing the HIV control agenda globally. Emphasis is placed on developing a critical and analytical approach to assessing the HIV situation and developing interventions for its control.

Textbooks
Readings are available on the unit's eLearning site.

MIPH5131
Foundations of International Health
Credit points: 6 Teacher/Coordinator: Professor Robert Cumming, Dr Joel Negin Session: Semester 1 Classes: 1x2hr lecture per week for 12 weeks; 2x1 day seminars and 1x1hr tutorial per week for 9 weeks; also offered fully online Assessment: 1x 1500 word assignment (20%), 1xgroup presentation (25%), 1x2500 word assignment (45%) and tutorial discussion (10%) Mode of delivery: Online

The unit aims to provide candidates with a multidisciplinary perspective of the interplay between health and development in low- and middle-income countries from a range of social science and public health disciplines. The unit will cover the following themes: health and development, Millennium Development Goals, poverty and health, gender and health, climate change and health, population ageing, food security, human rights and health, health systems, health policy, human resources for health, and primary health care. At the end of the unit, students should be able to demonstrate an understanding of the relation between health and development; demonstrate an understanding of how health systems and policies operate in developing countries; and demonstrate an understanding of the role played by the various international organisations and agencies in health in less developed settings.

Textbooks
Readings are available on the unit's eLearning site.


MIPH5135
Health Systems in Developing Countries
Credit points: 4 Teacher/Coordinator: Dr Joel Negin, Associate Professor Alexandra Martiník Session: Semester 2 Classes: 1x2hr lecture per week for 10 weeks; plus 2x 0.5 day workshops Assessment: 1x1500 word research proposal (40%), 1x2000 word case study report (50%), and participation (10%) Mode of delivery: Normal (lecture/lab/tutorial) day

Health systems are complex and multi-faceted. Successful health systems require attention to political economy, governance, institutions, and local context. This unit will cover health systems in developing countries to equip students with a conceptual understanding and a set of tools to address major public health challenges from a health systems perspective. With a focus on evidence-based decision making, the unit will provide an understanding of health systems including specific topics such as health workforce, financing, service delivery, information systems and policy, and how these impact interventions and health status in less developed countries. A multi-sectoral, integrated model will be used to understand the varied aspects of development challenges related to health systems. A case study approach will then provide students with concrete examples of health systems challenges and will strengthen students' ability to view health problems in a holistic, multi-faceted manner. The unit will provide students with the tools needed to make a practical difference in health systems in less developed countries with emphasis on implementation of health projects and bringing interventions to scale.

Textbooks
Readings are available on the unit's eLearning site.

NURS071
Contemporary Health Leadership
Credit points: 6 Session: Semester 2 Classes: distance education/intensive on campus, up to 4 study days Assessment: essay (50%) and assignment (30%) and reflection (20%) Mode of delivery: Block mode

The need for leadership across all clinical disciplines has been shown to be integral to safe practice and strong staff morale. Providing a clear and unambiguous framework for practice and fostering skills in moral stewardship is known to enable personal growth and strong clinical care. This unit explores a range of issues for clinicians including their legal and ethical obligations, concepts of accountability and collegiality, and strategies to increase resilience and emotional intelligence. It aims to equip students to take initiative, create supportive and sustaining clinical environments, have the courage of their convictions, and to celebrate curiosity.

The Australian health care system has experienced significant clinical, structural and socio-political transformations over the last two decades (collectively referred to as reform). The need for stronger and more effective leadership has never been more evident, particularly at the clinical interface. The chronic recruitment and retention issues and the changed nature of the nursing workforce and health workforce generally, vis-à-vis different levels of carers with diverse skill mix, have constructed a healthcare environment in which experienced (advanced) clinicians are positioned at the core of leadership development. While the concept of leadership is not new, the provision of leadership in the clinical arena is now a central component of clinical practice for all health professionals, regardless of experience, education or position.

As we increasingly experience a globalised world, we recognise that leadership is not the same in all contexts. This unit is structured on an innovative case-based approach. Through using case studies along with the theoretical constructs / perspectives, students are encouraged to critique the achievements and failures of real-time leadership scenarios (and the leaders). This approach to student learning moves away from the traditional constructivist approach to management education, which is both subjective and prescriptive (Darmer 2000). The case study method facilitates examination of real leadership scenarios through which students can gain greater insight into the challenges that confront leaders in complex environments and how these challenges impact decision-making processes.

As a postgraduate unit of study, this unit pursues critical analysis of the context in which leadership occurs. In the process of completing this unit, students cover a broad range of topics and explore the literature from a number of disciplines including management, sociology and nursing. While this unit of study is broad, it is designed to allow students to gain a more detailed understanding of the multiple
and often conflicting contexts in which health leadership is now situated.

PUBH5010
Epidemiology Methods and Uses
Credit points: 6 Teacher/Coordinator: Professor Tim Driscoll Session: Semester 1 Classes: 1x 1hr lecture and 1x 2hr tutorial per week for 13 weeks - lectures and tutorials may be completed online. Prohibitions: BSTA5011, CEPIS100. Assessment: 1x 4page assignment (30%) and 1x 2hr supervised open-book exam (70%). For distance students, it may be possible to complete the exam externally with the approval of the course coordinator.

Mode of delivery: Online

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

Textbooks

PUBH5018
Introductory Biostatistics
Credit points: 6 Teacher/Coordinator: Dr Kevin McGeechan and Dr Patrick Kelly Session: Semester 1 Classes: 2 x 2hr lecture, 10 x 1hr lectures, 11 x 2hr tutorials, 2 x 1hr and 8 x 0.5hr statistical computing self directed learning tasks over 12 weeks - lectures and tutorials may be completed online. Assessment: 1x 4page assignment (30%) and 1x 2.5hr open-book exam (70%). For distance students it may be possible to complete the exam externally with the approval of the course coordinator.

Mode of delivery: Normal (lecture/lab/tutorial) evening

This unit aims to provide students with an introduction to statistical concepts, their use and relevance in public health. This unit covers descriptive analyses to summarise and display data; concepts underlying statistical inference; basic statistical methods for the analysis of continuous and binary data; and statistical aspects of study design. Specific topics include: sampling; probability distributions; sampling distribution of the mean; confidence interval and significance tests for one-sample, two paired samples and two independent samples for continuous data and also binary data; correlation and simple linear regression; distribution-free methods for two paired samples, two independent samples and correlation; power and sample size estimation for simple studies; statistical aspects of study design and analysis. Students will be required to perform analyses using a calculator and will also be required to conduct analyses using statistical software (SPSS). It is expected that students spend an additional 2 hours per week preparing for their tutorials. Computing tasks are self-directed.

Textbooks
Course notes are provided.

PUBH5027
Public Health Program Evaluation Methods
Credit points: 2 Teacher/Coordinator: Professor Adrian Bauman, Dr Philyarath Phongsavan Session: Semester 2 Classes: 2 day residential workshop in semester 2 Assessment: in-class participation (20%) and one 1500 word assignments at the end of the unit (80%). Mode of delivery: Block mode

This unit of study is taught over two days of residential workshop and is an introduction to Public health program evaluation principles. It builds on core MPH methods subjects, but extends learning objectives to develop skills in practical and applied public health and promotion program planning, evaluation and research methods. Both qualitative and quantitative methods will be used in program evaluation discussions, but the major focus will be on measuring the implementation of programs, and assessing program impact. There is an emphasis on evaluating 'real world' programs that address chronic disease prevention and health promotion, but other broad public health content areas will also be used as examples. The unit comprises four areas of discussion, including the [i] principles of evaluation; [ii] research designs and methodological issues for community and applied public health settings; [iii] methods for measuring program impact and outcomes; and [iv] the principles of research translation and dissemination. Attendance at the two days of residential teaching is compulsory for participants.

Textbooks

PUBH5033
Disease Prevention and Health Promotion
Credit points: 6 Teacher/Coordinator: Dr Philyarath Phongsavan Session: Semester 1 Classes: 3 workshops, face-to-face tutorials and online discussion; fully online version available. Prohibitions: MIPH5014 Assessment: 1x 1500 word assignment (25%); 1x 2500 word assignment (45%); 9-week tutorial discussion/participation (30%) Mode of delivery: Block mode

This core unit of study will provide students with an introduction to and critical overview of evidence-based prevention and health promotion as a fundamental component of efforts to address chronic disease prevention and reduce health inequalities in populations. The unit is divided into three modules: (i) principles underlying disease prevention and health promotion, (ii) evidence-based planning for disease prevention and health promotion, and (iii) implementing and evaluating health promotion for disease prevention. The unit will illustrate the principles of prevention and health promotion programs in Aboriginal and Torres Strait Islander and non-Aboriginal populations. It will develop students’ skills in: identifying problems and setting prevention priorities; planning and implementing programs, and; evaluating the impact of programs on population health. The unit will discuss diverse disease prevention and health promotion programs, including individual change programs, inter-personal (family, social environments), organisational (worksites, primary care), and community-wide programs. Students will develop an understanding of approaches used to enhance inter-sectoral action, community participation and consultation, the development of partnerships and the use of policy and advocacy. These approaches will be particularly applied to Aboriginal and Torres Strait Islander health promotion settings.

Textbooks
Course Readings Provided

PUBH5416
Vaccines in Public Health
Credit points: 2 Teacher/Coordinator: Dr Rob Menzies, Dr Aditi Dey Session: Semester 2 Classes: Preparatory online lectures and 1x 2day workshop at the Children’s Hospital Westmead. Prerequisites: PUBH5010 or CEPIS100 or PUBH5018. Assessment: 2x short online quizzes (10%) plus 1x 2000 word assignment (90%) Mode of delivery: Distance education/intensive on campus. Note: Students who have not done the core units of study in epidemiology (PUBH5010 or CEPIS100) or biostatistics (PUBH5018) but have previous demonstrable experience in these study areas will be required to request permission from the unit of study coordinator to enrol in this unit of study. Permission is required to ensure that students have a basic grounding in epidemiology and biostatistics. The coordinator emails the Postgraduate Student Administration Unit to advise whether or not 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; vaccine scares; risk communication; immunisation in the developing country context; assessing disease burden and new vaccines. Learning activities include short online preparatory lectures and a workshop with interactive lectures and small group case studies.

SEXH5200
Advanced STIs
Credit points: 6 Teacher/Coordinator: Associate Professor Richard Hillman, Dr Shailendra Sawleshwar Session: Semester 1 Classes: Semester 1,
TEXT: 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 infections, genital dermatology and other conditions likely to present in a sexual health context. Issues related to difficulties of access to treatment and the challenges faced in resource-poor settings will also be covered.

**SEXH5202 Advanced HIV Infection**

**Credit points:** 6 **Teacher/Coordinator:** Dr Shailendra Sawleshwarkar, Dr Roger Garsia, Associate Professor Richard Hillman **Session:** Semester 2 **Classes:** 2 **Normal Day:** compulsory attendance at 3x1hr lectures and 1x1hr journal club per week; 2 **Block Mode** (only available to domestic Master of Medicine (HIV, STIs and Sexual Health) and domestic Master of Science in Medicine (HIV, STIs and Sexual Health) students subject to permission from the unit of study coordinator): On-line: 3x1hr lectures and 1x1hr journal club per week; plus block intensive mode 2 days, 9am Â– 5pm. **Assessment:** written examination (40%); case-based discussions (10%); multiple choice quizzes (30%); journal club (10%); class presentations (10%)

**Mode of delivery:** Block mode

Note: The Block Mode (BM) attendance is reserved for Domestic students only.

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 management and treatment 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 social contexts will also be discussed.

**SEXH5205 Advanced Adolescent Sexual Health**

**Credit points:** 6 **Teacher/Coordinator:** Dr Melissa Kang **Session:** Semester 1 **Classes:** fully online **Prohibitions:** SEXH5204 **Assessment:** continuous assessment intensive mode 2 days, 9am Â– 5pm. **Assessment:** written examination (30%) and 1500 word essay (40%)

**Mode of delivery:** Online

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 Shailendra Sawleshwarkar, Professor David Lewis, Associate Professor Richard Hillman **Session:** Semester 1 **Classes:** Semester 1: blended online with a compulsory one week laboratory practical session towards the end of the course which will compliment the online learning; Semester 1 Intensive (only available with permission of the unit of study coordinator): blended online - compulsory attendance at classes during week 5 and attendance at a compulsory one week laboratory practical session towards the end of the course. **Assessment:** online quizzes (25%); case based presentations (20%); online discussion (15%); written exam (40%)

**Mode of delivery:** Distance education/intensive on campus

Note: Department permission required for enrolment. Note: Students who are not enrolled in the HIV, STIs and Sexual Health programs offered through Sydney Medical School must apply to Associate Professor Richard Hillman for permission to enrol in this unit of study.

This unit aims to introduce the student to the common methods used in the diagnosis and management of infections with the common Sexually Transmissible Infections (STIs), including HIV.

At the end of this unit, students will be able to understand the principles of Infection Control; methods used in diagnostic microbiology including specimen collection, storage and transport; specific diagnostic techniques and the interpretation of laboratory results; principle methods of detection for the following organisms: Chlamydia trachomatis, Candida albicans, genital mycoplasmas, Herpes simplex viruses, Human papillomaviruses, Molluscum contagiosum, Neisseria gonorrhoeae, Treponema pallidum, Trichomonas vaginalis, tropical genital ulcerating conditions and genital ectoparasites. Students will also be able to discuss methods used and interpretation of Hepatitis serology; laboratory aspects of syndromic management of vaginal discharge, urethral discharge, rectal discharge and prostatism; the diagnosis and management of HIV infection; the diagnosis of HIV-related opportunistic infections and tumours, and genital cytological assessment.

Course content will include reading materials and exercises. A compulsory intensive one week face-to-face lab practicum allows students to consolidate their theoretical knowledge.

**SEXH5401 Introduction-HIV,STIs and Sexual Health**

**Credit points:** 6 **Teacher/Coordinator:** Dr Shailendra Sawleshwarkar **Session:** Semester 1 **Classes:** On-line **Assessment:** 2 Group work tasks (10%) and (20%); online quiz (20%); 2x 1500 word assignments (20%) and (30%)

**Mode of delivery:** Online

This unit will explore the social, psychological, public health and medical aspects of sexuality and common sexually transmissible infections including Human Immunodeficiency Virus (HIV). Emphasis will be placed on the way in which they impact on society, present to clinical services, and can be prevented and effectively managed.

Students will develop an awareness of all aspects of sexual health, including the importance of multidisciplinary approaches and the sexual rights of all individuals. The potential geographic, societal, cultural and political challenges faced in the delivery of effective sexual health care will be discussed.

The unit will introduce students to inquiry based learning and develop an understanding of the importance of evidence based practice.

**Textbooks**

This unit will introduce students to the microskills, and basic theories of
counselling in a sexual health setting. This unit of study has two parts; an
online component and a face-to-face residential component. The
face-to-face workshop will include an extension of online content and
include a Sexual Attitudes Re-Assessment Seminar (SARS). The
face-to-face workshop is compulsory.

At the end of this unit, students will be able to:

(i) Demonstrate the application of microskills to interpersonal
communication, professional communication and in a counselling
context;

(ii) Apply basic counselling interventions in a sexual health context;

(iii) Critique the application of counselling and psychotherapy theories
in sexual health settings;

(iv) Critique and discuss ethical issues in sexuality counselling;

(v) Demonstrate skills in taking a sexual history;

(vi) Demonstrate the ability to develop a basic management plan for
an individual or couple based on best available research and clinical
evidence; and

(vii) Develop a self-awareness of sexual attitudes.

Textbooks
ISBN: 9780840028549;

This unit will provide students an overview of current research on the
biological and psychosocial factors that influence the sexual response
throughout the lifecycle, and explore diagnostic criteria, aetiology and
management of sexual dysfunctions.

At the end of the unit students will:

(i) Critically discuss the concept of ‘normality’ in sexual function and
the biological and psychosocial factors that determine this.

(ii) Understand the male and female sexual response cycle and factors
that affect this.

(iii) Demonstrate knowledge of classifications of male and female
sexual dysfunctions and clinical presentations of each.

(iv) Be able to diagnose a range of common sexual dysfunctions.

(v) Be competent to interpret the evidence base for best practice in
the management options for selected sexual dysfunctions and select
those appropriate for specific individuals/couples.

(vi) Reflect on the application of best practice in the management
of sexual dysfunctions as it fits in with their personal and professional
context.

(vii) Demonstrate the ability to identify a research question in sexual
function and dysfunction and develop a simple research project.

Textbooks
(2008); Reproductive and Sexual Health; an Australian Clinical Practice
Handbook 2nd edition Family Planning NSW

This course aims to provide students with an understanding of fertility,
including hormonal and non-hormonal reversible contraceptive
methods, emergency contraception and permanent methods of
contraception. At the end of the unit students will be able to:

(i) Discuss the available options for controlling fertility, including
hormonal and non-hormonal reversible contraceptive methods,
emergency contraception and permanent methods of contraception.

(ii) Understand the reproductive health needs of women from
adolescence through to menopause.

(iii) Understand the consequences of unintended pregnancy and
describe the options available to women; discuss the impact of unsafe
abortion in an international context.

(iv) Demonstrate an understanding of the impact of age, culture,
tradition, society, personal beliefs, disability and health on
contraceptive choices.

(v) Understand the effect of sexual violence on reproductive health.

Textbooks
Sexual Health and Family Planning Australia. Contraception: An Australian
clinical practice handbook. 3rd edition. Sexual Health and Family Planning
Australia, 2012.
Family Planning NSW. Reproductive and sexual health: an Australian clinical
practice handbook.
interdisciplinary nature of clinical practice excellence, within a framework of inquiry based learning and evidence based practice.

(i) Students from clinical backgrounds will be attached to sexual health and HIV clinics and observe or manage patient care under supervision for a total of 15 sessions (half days). Whenever possible, attachments will be tailored to complement the candidates’ past clinical experience.

(ii) Students from Public Health and laboratory backgrounds will have relevant fieldwork or laboratory attachments, together with some clinical exposure if applicable.

(iii) Students from counseling backgrounds will explore the design and application of counseling interventions in supervised placements for a total of 80 hours.

The university will assist in locating clinical, laboratory and counseling placements. In addition, students will work in inter-professional groups to reflect on their role in team management of HIV, STIs and Sexual Health, and learn how to develop a relevant research proposal.

SEXH5407
Sex Gender and Sexuality
Credit points: 6
Teacher/Coordinator: Dr Christopher Fox
Session: Semester 2
Classes: On-line (1x2hr lecture and 2x1hr group disc and 1x1hr tutorial/week plus block/intensive mode: 4 days, 9am-5pm Assessment: 2x Group work tasks (15%, 15%); Quiz (20%); 2x 1500 word Assignments (20%, 20%); Discussion board involvement (10%). Mode of delivery: Distance education/intensive on campus

This unit will provide the student with an understanding of the biological basis of sexual development from foetus to adulthood and the socio-cultural factors that determine their expression; sensitise the student to the terminology of gender discourse and an overview of the range of gender and sexual differences and practices in the community and associated psychosocial issues.

At the end of this unit students will be able to:

(i) Demonstrate an understanding of the terminology used in gender discourse.

(ii) Describe the biology of sexual development from fetus to adolescence and an understanding of the psychological and social factors that influence the process.

(iii) Describe syndromes of atypical sexual development and demonstrate an understanding of the medical, psychosocial and ethical concerns in the management.

(iv) Demonstrate an understanding of the biological, social and psychological factors that influence the expression of gender identity and sexual orientation in the community.

(v) Explore the Social and Psychological issues surrounding gender minorities in the community.

(vi) Discuss the social support systems and needs of gender minorities and their importance to wellbeing and quality of life.

(vii) Evaluate the legal and ethical concerns and problems faced by gender minorities in a global context.

(viii) Identify and prioritise research issues in the area of sex and gender.

Textbooks

SEXH5408
HIV/STI Program Delivery
Credit points: 2
Teacher/Coordinator: Dr Shailendra Sawleshwarkar, Dr Joel Negin
Session: Semester 2
Classes: block/intensive mode: 4 x 0.5 day sessions Prohibitions: MIPH5129 Assessment: workgroup Assignment (50%); individual assignment (30%), online discussion (20%) Mode of delivery: Distance education/intensive on campus

Note: It is advisable for students to also undertake MIPH5118.

Effective project management in HIV & STIs is an important contributor to the health and development objectives of developing countries. The unit aims to give students a good understanding of the concepts, methodologies and approaches of international health project management in HIV and STIs. It will provide an introduction to the Logical Framework Approach and give students an opportunity for hands-on practice through the design of a project in an international setting. Potential challenges to delivery will also be explored.

Textbooks
Reading pack will be provided.

SEXH5409
Adult Sexual Assault
Credit points: 6
Teacher/Coordinator: Associate Professor Katherine Brown, Associate Professor Richard Hillman
Session: Semester 1
Classes: Online plus block/intensive mode: 2 days, (9am-5pm) at Camperdown/Darlington campus. Assessment: workbook (30%); participation on campus (30%); case study (20%); completion of 1 expert certificate (20%) Mode of delivery: Distance education/intensive on campus

This course has been designed particularly to meet the needs of doctors and nurses working in sexual assault forensic medicine but may be applicable for other health professionals with an interest in this area. Basic clinical background information such as simple anatomy would be an advantage.

Adult sexual assault is not uncommon and requires a holistic medical and forensic response, including skilled forensic examination. This course will concentrate on the physical aspects of sexual assault and its sequelae within the context of acute trauma. It will provide the student with the background to performing a forensic medical examination, collection of specimens and reporting requirements required by investigating authorities and the Courts. On completion of this unit, the student will be able to describe the basic anatomy of the anogenital region of females and males; the range of genital and bodily injuries; and written, graphic and photographic documentation required. The student will be prepared for the process of specimen collection, maintaining the chain of evidence and issues related to obtaining valid consent. The processes used in the analysis of forensic evidence, including DNA and drug testing will be described, together with the use of prophylaxis, counselling and follow up testing for sexually transmissible infections and pregnancy. Development of court reports will be discussed. The psychosocial aspects of acute trauma and their role in management will also be described. The assessment tasks will enable students to embed their knowledge in the legal and cultural context of their own workplace.

SEXH5412
Sexual Health & Relationships Education
Credit points: 6
Teacher/Coordinator: Dr Patricia Weerakoon
Session: Semester 2
Classes: On-line (2x1hr group discussion/week) plus block/intensive mode: 3 days, 9am-5pm Assessment: online discussion (30%); online quiz (20%); lesson plan project (20%); policy paper (30%) Mode of delivery: Distance education/intensive on campus

This unit of study will explore the evidence base, implications and considerations when delivering sexual health and relationships education in school and community settings from both Australian and global perspectives.

SEXH5414
Public Health: HIV, STIs and Sexual Health
Credit points: 6
Teacher/Coordinator: Associate Professor Richard Hillman, Dr Shailendra Sawleshwarkar
Session: Semester 2
Classes: 2-4 hours lec/wk (or podcast) and min 84 hr self-directed learning Prohibitions: SEXH5008, SEXH5101, SEXH5102 Assessment: written assignments (50%), online quizzes (30%) and online discussions (20%) Mode of delivery: Distance education

This unit of study explores the epidemiological, behavioural and societal aspects of HIV, STIs and Sexual Health, with emphasis on the delivery of effective prevention and management strategies. Surveillance strategies, policy development and legislative responses will be discussed, with regards to the potential public health consequences. Areas covered include, the impact of culture, tradition, society, environment, life experiences, personal beliefs and health on sexual and other potential risk activities. Using case studies, students will have opportunities to contextualise the materials within a range of professional, geographical and cultural contexts.
Research Units of Study Descriptions 2015

MEDF4001
Medicine Research A
Credit points: 12  Session: Semester 1, Semester 2  Mode of delivery: Supervision
Note: Department permission required for enrolment.

This unit and the associated units, MEDF4002, MEDF4003, MEDF4004, and MEDF4005, are research units of study. The contents and assessments are determined according to each individual student's needs.

MEDF4002
Medicine Research B
Credit points: 12  Session: Semester 1, Semester 2  Corequisites: MEDF4001
Mode of delivery: Supervision
See MEDF4001.

MEDF4003
Medicine Research C
Credit points: 12  Session: Semester 1, Semester 2  Corequisites: MEDF4002
Mode of delivery: Supervision
See MEDF4001.

MEDF4004
Medicine Research D
Credit points: 12  Session: Semester 1, Semester 2  Corequisites: MEDF4003
Mode of delivery: Supervision
See MEDF4001
Graduate Diploma in Indigenous Health Promotion

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Overview

The Indigenous Health Promotion course aims to provide Aboriginal and Torres Strait Islander health workers with the knowledge and skills necessary to work with their communities to prevent illness and injury, or minimise the harm associated with these conditions.

The course was developed in consultation with Aboriginal and Torres Strait Islander health professionals and is based on national and international best practice in Indigenous health promotion.

Course outcomes

Students will learn how to define and understand their community’s determinants of health, as well as the strengths and assets. They will be able to identify health issues and develop realistic, measurable and sustainable solutions. There is particular emphasis on building the human capital and capabilities of community members and working equitably to ensure those who are most disadvantaged benefit from the programs.

Further enquiries

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Email: jonathan.birch@sydney.edu.au
Website: sydney.edu.au/medicine/public-health/future/coursework/indigenoushealth
Admission requirements
In general, admission to the Graduate Diploma in Indigenous Health Promotion is restricted to Aboriginal and Torres Strait Island people and requires at least 3 years work experience in Indigenous Australian communities and evidence of prior learning at a tertiary education level.

see course Rules for further details.

Course structure
The Graduate Diploma in Indigenous Health Promotion requires the successful completion of 36 credit points of core units of study.
Degree resolutions
Sydney Medical School resolutions and the printed handbook are the official statement of Faculty policy. The resolutions contained in the printed handbook are accurate as at November 2014. If a conflict is perceived between the content of the printed handbook and information available elsewhere, Sydney Medical School resolutions and the information available in the handbook online shall always take precedence.

See the Policy Online website: sydney.edu.au/policy, for copies of University policies.

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

Course resolutions

1 Course codes

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</table>

2 Attendance pattern
The attendance pattern for this course is full time only.

3 Admission to candidature
(1) Available places will be offered to qualified applicants based on merit, according to the following admissions criteria. In exceptional circumstances the Dean may admit applicants without these qualifications but whose evidence of experience and achievement is deemed to be equivalent.

(2) Admission to the diploma is restricted to Aboriginal and Torres Strait Island peoples and requires:

   (a) at least three years working experience in Aboriginal and Torres Strait Island communities, and experience in engaging communities in action to improve their health;

   (b) prior learning that shows they can complete a course of study - the most obvious example is a degree or equivalent, but credit can be given for all forms of tertiary education, including VET courses.

4 Requirements for award
(1) The units of study that may be taken for the courses are set out in the Table of Units of Study: Indigenous Health Promotion.

(2) To qualify for the award of the Graduate Diploma in Indigenous Health Promotion a candidate must successfully complete 36 credit points, comprising:

   (a) 36 credit points of core units of study.
## Indigenous Health Promotion

### Table of units of study: Indigenous Health Promotion

<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>
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<tbody>
<tr>
<td><strong>Core units</strong></td>
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<tr>
<td>INDH5211 Community Profiling &amp; Setting Priorities</td>
<td>6</td>
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<td>Session 1 Early Census</td>
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<tr>
<td>INDH5212 Health Promotion Program Planning</td>
<td>6</td>
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<td>Semester 1a</td>
</tr>
<tr>
<td>INDH5213 Goals, Objectives and Strategies</td>
<td>6</td>
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<td>Semester 1b</td>
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<tr>
<td>INDH5221 Communication</td>
<td>6</td>
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<td>Session 2 Early Census</td>
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<tr>
<td>INDH5224 Research and Evaluation</td>
<td>6</td>
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<td>Intensive August</td>
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<tr>
<td>INDH5227 Art, Science and Politics of Prevention</td>
<td>6</td>
<td>P INDH5211, INDH5212, INDH5213, INDH5221, INDH5224</td>
<td>N INDH5226</td>
<td></td>
<td></td>
<td>Intensive September</td>
</tr>
</tbody>
</table>
Unit of study descriptions for 2015

INDH5211
Community Profiling & Setting Priorities
Credit points: 6  Teacher/Coordinator: Ms Michelle Dickson  Session: Session 1  Early Census  Classes: 6-day intensive workshop  Assessment: written assignment (75%), class presentation (20%) and reflective practice journal (5%)  Mode of delivery: Block mode

This is the first of six sequential, interdependent modules, only provided for students enrolled in the Graduate Diploma in Indigenous Health Promotion. Students will be introduced to the overarching principles of health promotion, its conceptual and technical components and its role in preventing or reducing the impact of injury and ill health. Different concepts of health will be explored with a particular emphasis on indigenous approaches to understanding health and wellbeing. Students will then commence the development of a comprehensive profile of their chosen community. Particular attention will be given to finding, understanding, managing and presenting statistical, epidemiological and other forms of data in a way that is accessible to the students, their professional colleagues, other health and funding agencies and community members. The development of a community profile will enable students to define and understand how their community functions, the determinants of health that impact on their chosen community, and identify priority health issues. It will act as a foundation for the development of appropriate and effective health promotion programs. The final 20 per cent of INDH5211 will be dedicated to commencing INDH5212.

INDH5212
Health Promotion Program Planning
Credit points: 6  Teacher/Coordinator: Ms Michelle Dickson  Session: Semester 1a  Classes: 6-day intensive workshop  Assessment: written assignment (85%) and reflective practice journal (5%)  Mode of delivery: Block mode

This is the second of six sequential, interdependent modules, only provided for students enrolled in the Graduate Diploma in Indigenous Health Promotion. Students will explore in detail the conceptual components of a planned health promotion course. This will include the theory and practice of community engagement and participation, defining and understanding the priority health issue, its risk factors and contributing factors, exploring theories and models relevant to health behaviour, identifying target groups and stakeholders, searching the literature for evidence and ideas, and resource mobilisation. Students will also be introduced to formative research and the value of developing effective partnerships. The final 20 per cent of INDH5212 will be dedicated to commencing INDH5213.

INDH5213
Goals, Objectives and Strategies
Credit points: 6  Teacher/Coordinator: Ms Michelle Dickson  Session: Semester 1b  Classes: 6-day intensive workshop  Assessment: written assignment (80%), class presentation (15%) and reflective practice journal (5%)  Mode of delivery: Block mode

This is the third of six sequential, interdependent modules, only provided for students enrolled in the Graduate Diploma in Indigenous Health Promotion. Students will develop the specific, measureable, achievable, realistic and time-limited (SMART) goal, objectives and strategies they and their community will use to address the identified priority health issue. They will understand how and when to use the three broad types of strategies in health promotion - education, mobilisation, and advocacy - to effectively address the factors contributing to the health issue. They will further explore relevant theories and models that will assist the development process and analyse and critique case studies of effective health promotion programs. Students will also be introduced to process, impact and outcome evaluation.

INDH5221
Communication
Credit points: 6  Teacher/Coordinator: Ms Michelle Dickson  Session: Session 2  Early Census  Classes: 5 day intensive workshop  Assessment: written assignment and development of promotional materials (65%), development and recording of a radio sting (30%) and reflective practice journal (5%)  Mode of delivery: Block mode

This is the fourth of six sequential, interdependent modules, only provided for students enrolled in the Graduate Diploma in Indigenous Health Promotion. This unit of study introduces students to the fundamental role of communication in health promotion and its theory and practice. Students will explore, define and understand the role of interpersonal, small group, limited and mass reach communication in changing attitudes, beliefs, values and behaviour. They will be introduced to social marketing theory and practice and will gain practical experience in this area, which also includes social media. Students will also explore case studies of effective communication campaigns that have used education, mobilisation and advocacy to influence individual behaviour, impact on populations and change the minds of decision-makers. The final 20 per cent of INDH5221 will be dedicated to commencing INDH5224.

INDH5224
Research and Evaluation
Credit points: 6  Teacher/Coordinator: Ms Michelle Dickson  Session: Intensive August  Classes: 5 day intensive workshop  Assessment: written assignment (95%) and reflective practice journal (5%)  Mode of delivery: Block mode

This is the fifth of six sequential, interdependent modules, only provided for students enrolled in the Graduate Diploma in Indigenous Health Promotion. Students will explore the role of evaluative, descriptive and intervention research in Aboriginal and Torres Strait Islander health promotion and define and understand the different methodologies used in quantitative and qualitative research. They will examine ethical issues in research and identify research methods that will assist their communities in identifying health issues and effective solutions without causing harm or being exploitative. Students will also understand how and when to conduct process, impact and outcome evaluations that will encourage transparency and accountability and provide evidence of the effectiveness of their health promotion program. The final 20 per cent of INDH5224 will be dedicated to commencing INDH5227.

INDH5227
Art, Science and Politics of Prevention
Credit points: 6  Teacher/Coordinator: Ms Michelle Dickson  Session: Intensive September  Classes: 5 day workshop  Prerequisites: INDH5211, INDH5212, INDH5213, INDH5221, INDH5224  Prohibitions: INDH5226  Assessment: class presentation (50%), written assignment (45%) and reflective practice journal (5%)  Mode of delivery: Block mode

This is the last of six sequential, interdependent modules, only provided for students enrolled in the Graduate Diploma in Indigenous Health Promotion. Students will be introduced to and learn from highly regarded national and international health professionals who have used art, science and politics to effect significant changes to the policy and practice of preventative health. Students will also reflect on and apply the knowledge and skills learned throughout their academic year by producing a comprehensive presentation and written report.
The presentation will be delivered to a panel of health promotion professionals and will demonstrate the skills and knowledge each student has mastered. The written report will include a detailed description of their community profile, priority health issue, target group and stakeholders, and the goal, objectives and strategies they and their community will implement to effectively address their health issue. Students will also be required to include an evaluation plan and to demonstrate their understanding of health promotion theories and models, literature searching and research methodologies. The presentation and written report will demonstrate the student's knowledge of health promotion tools and processes and will be developed in partnership with their workplace and community, where applicable.

Textbooks


In addition, students are expected to undertake their own reviews of the literature.
Indigenous Health (Substance Use)

Overview
Aboriginal and Torres Strait Islander (Indigenous) professionals have a unique and important role in helping their communities to reduce the burden of harm from alcohol, tobacco and other drugs. They can do this in many ways, including through clinical service delivery, policy and research. The Indigenous Health (Substance Use) program aims to provide Indigenous Australians with further skills and knowledge to work towards the prevention and treatment of misuse of alcohol, tobacco and other drugs. The course was developed in consultation with Indigenous Australian health and other professionals and draws on national and international best practice.

Course outcomes
The Indigenous Health (Substance Use) program aims to build the clinical, public health and academic capacity of Indigenous Australian health professionals to prevent and treat alcohol, tobacco and other drug problems.

Further information
The graduate diploma is a one-year course run in block release mode. If a student is faced with unexpected external circumstances in their first year of study, they can choose to convert to the graduate certificate, which can be awarded after successfully completing four units of study (rather than the six units required for the graduate diploma).

After completing a graduate diploma, a student can apply to undertake the master's degree and, if accepted, will be given credit for the units of study completed in the graduate diploma.

For the graduate diploma, there are six blocks of face-to-face study at the University’s Camperdown Campus, each of around one week’s length. After each block, students have a series of learning tasks to do at home or in their workplace, amounting to 50 hours work (around 10 hours per week for five weeks).

Students who continue on to the master's degree undertake a further two units of study (12 credit points). Units of study that are available through the Master of Public Health program may be taken if approved by the course coordinator.

Further enquiries
Professor Kate Conigrave
Phone: +61 2 9515 8650
Fax: +61 2 9515 5779
Email: kate.conigrave@sydney.edu.au
Admission requirements

In general, admission to the Graduate Certificate and Graduate Diploma in Indigenous Health (Substance Use) is open to Aboriginal or Torres Strait Islander Australians who have an undergraduate degree, or a certificate III qualification plus a minimum of 2 years related work experience, or at least 5 years relevant work experience in Indigenous Australian communities.

Applicants need to demonstrate a knowledge of and a sensitivity to working with Aboriginal and Torres Strait Islander people; provide evidence of support from their community and/or employer; and may be required to attend an interview.

Admission to the Master of Indigenous Health (Substance Use) requires completion of the embedded Graduate Diploma with a credit average.

See the course rules for further details.

Course structure

The Graduate Certificate in Indigenous Health (Substance Use) requires the successful completion of 24 credit points of core units of study.

The Graduate Diploma in Indigenous Health (Substance Use) requires the successful completion of 36 credit points of core units of study.

The Master of Indigenous Health (Substance Use) requires the successful completion of 48 credit points of units of study including:

• 36 credit points of core units of study; and
• 12 credit points of elective units of study.
Indigenous Health (Substance Use)

Degree resolutions
Sydney Medical School resolutions and the printed handbook are the official statement of faculty policy. The resolutions contained in the printed handbook are accurate as at November 2014. If a conflict is perceived between the content of the printed handbook and information available elsewhere, Sydney Medical School resolutions and the information available in the handbook online shall always take precedence.

See the Policy Online website: sydney.edu.au/policy, for copies of University policies.

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

Course resolutions
1 Course codes

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title</th>
</tr>
</thead>
<tbody>
<tr>
<td>GCINHESU-01</td>
<td>Graduate Certificate in Indigenous Health (Use)</td>
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<tr>
<td>GNINHESU-01</td>
<td>Graduate Diploma in Indigenous Health (Substance Use)</td>
</tr>
<tr>
<td>MAINHESU-01</td>
<td>Master of Indigenous Health (Substance Use)</td>
</tr>
</tbody>
</table>

2 Attendance pattern
(1) The attendance pattern for Graduate Certificate in Indigenous Health (Substance Use) is full-time in first semester and part-time in second semester (delivered in block release mode).
(2) The attendance pattern for Graduate Diploma in Indigenous Health (Substance Use) is full-time only (delivered in block release mode).
(3) The attendance pattern for Master of Indigenous Health (Substance Use) is full-time only in the first year (delivered in block release mode) and part-time thereafter.

3 Master's type
The master’s degree in these resolutions is a professional master's course, as defined by the Coursework Rule.

4 Embedded courses in this sequence
(1) The embedded courses in this sequence are:
(a) the Graduate Certificate in Indigenous Health (Substance Use)
(b) the Graduate Diploma in Indigenous Health (Substance Use)
(c) the Master of Indigenous Health (Substance Use).

(2) Providing candidates satisfy the admission requirements for each stage, a candidate may progress to the award of any of the courses in this sequence. Only the longest award completed will be conferred.

5 Admission to candidature
(1) Available places will be offered to qualified applicants based on merit, according to the following admissions criteria.
(2) Admission to the Graduate Certificate in Indigenous Health (Substance Use) or the Graduate Diploma in Indigenous Health (Substance Use) is restricted to Aboriginal and Torres Strait Island peoples and requires:
(a) a degree from the University of Sydney or equivalent qualification for which the minimum time to qualify was at least three academic years; or evidence that the applicant has certificate III qualification plus at least two years work experience in a field deemed to be relevant to the prescribed courses of study in the subject matter of the award course; or
at least five years working experience in Indigenous Australian communities, including experience in engaging individuals and/or communities in action to improve their health.
(b) demonstrated knowledge of and sensitivity to working with Aboriginal and Torres Strait Islander people;
(c) support for his/her candidature from his/her community and, where relevant, from his/her employer; and
(d) an interview conducted by the School of Public Health unless waived by the Head of School.
(3) Admission to the degree of Master of Indigenous Health (Substance Use) requires:
(a) completion of the requirements of the embedded graduate diploma with a credit average;
(b) the support for his/her candidature from his/her community and, where relevant, from his/her employer; and
(c) an interview conducted by the School of Public Health unless waived by the Head of School.

6 Requirements for award
(1) The units of study that may be taken for the courses are set out in the Table of Units of Study: Indigenous Health (Substance Use).
(2) To qualify for the award of the Graduate Certificate in Indigenous Health (Substance Use) a candidate must successfully complete 24 credit points of core units of study.
(3) To qualify for the award of the Graduate Diploma in Indigenous Health (Substance Use) a candidate must successfully complete 36 credit points of core units of study.
(4) To qualify for the award of the Masters of Indigenous Health (Substance Use) a candidate must successfully complete 48 credit points, including:
(a) 36 credit points of core units of study; and
(b) 12 credit points of elective units of study.
## Table of units of study: Indigenous Health (Substance Use)

<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>
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<tbody>
<tr>
<td><strong>Core units</strong></td>
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<tr>
<td>Core units for graduate certificate students are IHSU5001, IHSU5002, IHSU5003 and IHSU5004</td>
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<td>Core units for graduate diploma and Master students are IHSU5001, IHSU5002, IHSU5003, IHSU5004, IHSU5005 and IHSU5006</td>
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<td>IHSU5001 Non-dependent Alcohol Use Disorders</td>
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<td>IHSU5002 Alcohol Dependence and Withdrawal</td>
<td>6 C IHSU5001</td>
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<td>IHSU5003 Cannabis, Tobacco and Depression</td>
<td>6 C IHSU5002</td>
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<td>IHSU5004 Opioids and Injecting Drug Use</td>
<td>6 C IHSU5003</td>
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<tr>
<td>IHSU5005 Amphetamines, Polydrug Use and Psychosis</td>
<td>6 P IHSU5001 and IHSU5002 C IHSU5004</td>
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<td>IHSU5006 Substance Use Across the Lifespan</td>
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<td><strong>Elective units</strong></td>
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<td>In addition to completing the core units, Master students select 12 credit points of elective units from the list below or (with permission) from other electives available as part of the Master of Public Health.</td>
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<td>HPOL5000 Introduction to Health Policy</td>
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<td>HPOL5001 Economics and Finance for Health Policy</td>
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<td>HPOL5003 Analysing Health Policy</td>
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<tr>
<td>MIPH5127 Mental Disorders in Global Context</td>
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<tr>
<td>PUBH5010 Epidemiology Methods and Uses</td>
<td>6 N BSTA3011</td>
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<td>PUBH5017 Public Health Program Evaluation</td>
<td>6 P (PUBH5010 or CEPIS100) and PUBH5018 and PUBH5033 C PUBH5003</td>
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<td>PUBH5018 Introductory Biostatistics</td>
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<td>PUBH5026 Mass Media Campaigns &amp; Social Marketing</td>
<td>2 P Assumed Knowledge: Training in research methods epidemiology is advised but not essential.</td>
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<td>PUBH5033 Disease Prevention and Health Promotion</td>
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<tr>
<td>PUBH5101 Special Project in Public Health</td>
<td>4 P (PUBH5010 or CEPIS100) and PUBH5018 Note: Department permission required for enrolment Students negotiate with a public health staff member to be their supervisor on an agreed project. The student informs the Unit co-ordinator, who enrolls the Postgraduate Student Administration Unit permission to allow the student to enrol.</td>
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<tr>
<td>PUBH5102 Special Project in Public Health</td>
<td>2 P (PUBH5010 or CEPIS100) and PUBH5018 Note: Department permission required for enrolment Students negotiate with a public health staff member to be their supervisor on an agreed project. The student informs the Unit co-ordinator, who enrolls the Postgraduate Student Administration Unit permission to allow the student to enrol.</td>
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<td>PUBHS114 Alcohol, Drug Use and Health</td>
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<td>PUBHS115 Alcohol, Drug Use and Health</td>
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<td>PUBHS118 Indigenous Health Promotion</td>
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<tr>
<td>Unit of study</td>
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<td>P: Prerequisites</td>
<td>C: Corequisites</td>
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<td>PUBH5415 Injury Prevention</td>
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<td>PUBH5418 Tobacco Control in the 21st Century</td>
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<tr>
<td>QUAL5005 Introducing Qualitative Health Research</td>
<td>4 N PUBH5500</td>
<td>This Unit is primarily aimed at Master of Public Health (MPH) students. Other students are encouraged to consider PUBH5500 instead of this Unit. MPH students who complete PUBH5500 can apply for a waiver for QUAL5005</td>
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<td>SEXH5101Public Health Aspects of STIs</td>
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<tr>
<td>SEXH5102 Public Health Aspects of HIV/AIDS</td>
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<td>SEXH5200 Advanced STIs</td>
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<td>The Block Mode (BM) attendance is reserved for Domestic students only.</td>
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<tr>
<td>SEXH5202 Advanced HIV Infection</td>
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<td>The Block Mode (BM) attendance is reserved for Domestic students only.</td>
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<tr>
<td>SEXH5205 Advanced Adolescent Sexual Health</td>
<td>6 N SEXH5204</td>
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<td>Semester 2</td>
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</table>
Indigenous Health (Substance Use)

Unit of study descriptions for 2015

IHSU5001
Non-dependent Alcohol Use Disorders
Credit points: 6
Teacher/Coordinator: Professor Kate Conigrave, Dr Kylie Lee

This unit looks at substance use and misuse in Aboriginal and Torres Strait Islander (Indigenous) communities: its cultural and historical background, the scientific basis of addiction, its causes and how common it is (epidemiology). Students will consider the harms of alcohol use: to body, mind, family and community. They will examine and critically consider approaches to prevent substance misuse and also early intervention and harm reduction measures. Both the clinical and public health settings will be examined. In this block we will provide examples focusing on non-dependent alcohol use. Case-based learning will draw on students' professional experience in the drug and alcohol field. In addition, students will be expected to draw on their cultural knowledge to develop their drug and alcohol client assessment and responses to substance misuse. Students will analyse their community setting and explore the role of the Indigenous drug and alcohol professional in providing drug and alcohol prevention, brief intervention and harm reduction to individuals and communities.

Textbooks

IHSU5002
Alcohol Dependence and Withdrawal
Credit points: 6
Teacher/Coordinator: Professor Kate Conigrave, Dr Kylie Lee

This unit builds skills in clinical work and understanding of the science which explains addiction. Also, the block further develops understanding of community measures to address alcohol misuse and builds academic skills. Students will study alcohol dependence ('alcoholism') and withdrawal, including tools to assess and help clients. The cultural and geographical context of assessment and treatment ('alcoholism') and withdrawal, including tools to assess and help clients. Also, the block builds skills in writing a case management plan. After the block students will organise a half-day clinical placement in an alcohol treatment service.

Textbooks

IHSU5003
Cannabis, Tobacco and Depression
Credit points: 6
Teacher/Coordinator: Professor Kate Conigrave, Dr Kylie Lee

This unit looks at how common cannabis, tobacco and related harms are in Indigenous Australian communities, as well as their impact and the science behind each of these substances (pharmacology). The link between cannabis use and depression and other psychiatric conditions will be explored. The nature and treatment of depression is examined, particularly in individuals who use cannabis. At the public health level, this unit focuses on tobacco and drug policy and how it influences programs at the local level and impacts on health of Indigenous Australians. Students will look at strategies to reduce smoking and cannabis related harm in individuals and communities. The health professional's role in influencing policy and programs in culturally secure ways will be explored.

Textbooks

IHSU5004
Opioids and Injecting Drug Use
Credit points: 6
Teacher/Coordinator: Professor Kate Conigrave, Dr Kylie Lee

This unit develops students' skills in assessment and management of clients with opioid dependence. The role of opioid maintenance medicines such as methadone and buprenorphine will be examined. Also the prevention and management of blood borne virus infections and other harm reduction initiatives will be considered. Clinical assessment and management skills will be further developed. Communication skills in the health setting will be developed. Ways of advocating for change in the community and influencing policy are considered. After the block students will organise a half-day clinical placement in a drug and alcohol service.

Textbooks

IHSU5005
Amphetamines, Polydrug Use and Psychosis
Credit points: 6
Teacher/Coordinator: Professor Kate Conigrave, Dr Kylie Lee

This unit focuses on amphetamine-type stimulant drugs, such as 'ice'. It covers the science behind how stimulants work (pharmacology) and the effects and harms of stimulant and polydrug use. Topics include the needs of clients, and complications such as HIV, as well as treatment approaches. The scientific understanding of psychosis and

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the use of antipsychotic medicines are considered. The unit develops students' skills to design a program evaluation including describing the program rationale, goals, communication with key stakeholders, collecting and analysing data and giving the results back to the community.

Textbooks

IHSU5006
Substance Use Across the Lifespan
Credit points: 6 Teacher/Coordinator: Professor Kate Conigrave, Dr Kylie Lee Session: Intensive October Classes: block mode (5 days), followed by 50 hours of self-directed learning at home. Corequisites: IHSU5005 Assessment: assignments (80%), class participation (10%), open book quiz (formative) (10%) Mode of delivery: Block mode

This unit focuses on amphetamine-type stimulant drugs, such as ice. It covers the science behind how stimulants work (pharmacology) and the effects and harms of stimulant and polydrug use. Topics include the needs of clients, and complications such as HIV, as well as treatment approaches. The scientific understanding of psychosis and the use of antipsychotic medicines are considered. The unit develops students skills to design a program evaluation including describing the program rationale, goals, communication with key stakeholders, collecting and analysing data and giving the results back to the community.

Textbooks

HPOL5000
Introduction to Health Policy
Credit points: 6 Teacher/Coordinator: Dr Anne Marie Thow Session: Semester 1 Classes: Distance Education with compulsory Intensive workshops on Campus. 2 x 2-day workshops, online lectures and discussions Assessment: 1 x 1500wd written assignment (30%); 1 x 3000wd written assignment (50%); Online learning quiz (5%); online problem based learning exercise (15%) Mode of delivery: Distance education/intensive on campus

To develop a critical and comparative understanding of the history, theory and practice of health policy. To give an overview of the political choices and frameworks - national and global - that shape policymaking.

Learning objectives:
- acquire a critical understanding of the basic history and features of the Australian health system
- understand the main frameworks used to analyse and make policy
- understand the main issues in the translation of policy into practice
- demonstrate the capacity to apply these understandings in particular settings through case studies.

Content:
This unit explores the main structures and institutions that make health policy. The unit examines debates over policy frameworks, and the evidence and advocacy in setting priorities. Conflicts over health policy will be placed in broader contexts - comparing different health systems and assessing global influences. Case studies will be used to examine the relationships between policy and practice.

Textbooks

HPOL5001
Economics and Finance for Health Policy
Credit points: 6 Teacher/Coordinator: A/Prof James Gillespie, A/Prof Stephen Jan Session: Semester 1 Classes: Distance Education with compulsory Intensive workshops on Campus. 2 x two day workshops plus online discussion Assessment: Health Economics Exercise (50%), Health finance assignment (50%) Mode of delivery: Distance education/intensive on campus

This unit aims to provide students with an understanding of the financial and economic aspects of health policy. It introduces the main concepts and analytical methods of health economics, political economy and finance. Learning objectives:
- understand the main models and debates regarding health funding in developed OECD countries and the implications for equity, delivery and governance of health services.
- apply this knowledge to current Australian and global health systems and debates over reform.
- understand the role of economic analysis in evaluating health policy change
- be familiar with theoretical frameworks underlying health economics and analysis.

Content:
This unit introduces the main concepts and analytical methods of health economics, political economy and finance to examine the workings of health systems in Australia and comparable countries. It looks at the main models of health system funding and their implications for the structure, planning and delivery of services. The first module focuses on the basic concepts and methodologies of health economics and political economy and their contribution to policy analysis. The second module places funding structures in a broader political and policy context. Topics include the debates over the public-private mix and governance and accountability - who makes decisions about funding priorities? To whom should decision makers be held accountable and for what aspects of their work? How does health finance shape broader policy reform?

Textbooks

HPOL5003
Analysing Health Policy
Credit points: 6 Teacher/Coordinator: A/Prof James Gillespie, Professor Stephen Leeder Session: Semester 2 Classes: Distance Education with compulsory intensive workshops on Campus. 2 x two day workshops plus online discussion Assessment: 1x2500 word assignment (50%), 1x3000 word assignment (50%) Mode of delivery: Distance education/intensive on campus

This unit develops skills for the effective critical appraisal of health policy. It familiarizes students with the principles, and limitations, of evidence-based health policy and how this is shaped by the health and political systems.

Learning objectives:
- to develop critical appraisal skills to critique the research that underpins policy
- to identify and analyse the main influences on policy development
- to evaluate existing policy frameworks and processes in relation to evidence, political context and broader community values

Content:
This unit builds policy analysis and analytical skills by exploring policy design, implementation and evaluation. It 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 workshops focus on the critical use of epidemiological and public policy analysis to build the evidence base for policy, taking into account political and social contexts.

Textbooks

MIPH5127
Mental Disorders in Global Context
Credit points: 2 Teacher/Coordinator: Associate Professor Maree Hackett Session: Intensive September Classes: 1x 2day workshop Assessment: 1x 2000 word essay (90%) plus class participation (10%) 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 disorders, their prevalence and population burden and their 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, with a focus on health policy.

Textbooks
Readings are available on the unit's eLearning site

PUBH5010
Epidemiology Methods and Uses
Credit points: 6 Teacher/Coordinator: Professor Tim Driscoll
Session: Semester 1 Classes: 1x 1hr lecture and 1x 2hr tutorial per week for 13 weeks - lectures and tutorials may be completed online. Prohibitions: BSTA5011 Assessment: 1x 4page assignment (30%) and 1x 2.5hr supervised open-book exam (70%). For distance students, it may be possible to complete the exam externally with the approval of the course coordinator. Mode of delivery: Online

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

Textbooks

PUBH5017
Public Health Program Evaluation
Credit points: 6 Teacher/Coordinator: Professor Adrian Bauman, Dr Philyrah Phongsavan
Session: Semester 2 Classes: 2 hr lecture x 10 weeks Prerequisites: (PUBH5010 or CEP15100) and PUBH5018 and PUBH5033 Corequisites: PUBH5032 Assessment: Two short assignments during the course (each around 1000 words) (2x17.5%) 1x2500-3000word assignment (35%) and online discussion and participation (30%) Mode of delivery: Normal (lecture/lab/tutorial) day

This unit of study is taught online and face to face in alternate years [it is face to face in the odd numbered years eg. 2013, and online format in the even numbered years]. The aims and content of the unit are to develop skills in public health and health promotion program planning, evaluation and research. There is an emphasis on programs that address chronic disease prevention and health promotion, but other broad public health content areas will also be used as examples. The course goal is to understand program evaluation from a public health practice and research methodological perspective. The course will complement other courses in epidemiology or qualitative research methods, in bringing these together around assessing population-level program effects. The unit comprises five modules of work, including: principles of public health program (PHP) evaluation; research designs and methodological issues for complex PHP Evaluation; measurement issues in assessing public health programs; analysis and interpretation of PHP evaluation data; and research translation and dissemination. The work in this unit is divided into modules, and will include weekly student preparation and presentation of materials in both on-line and face-to-face formats. Students must have uninterrupted access to the internet [for on line or be able to attend all interactive sessions [face to face format] in order to undertake the unit, as the course uses a sequential learning process to build evaluation skills and expertise.

Textbooks

PUBH5018
Introductory Biostatistics
Credit points: 6 Teacher/Coordinator: Dr Kevin McGehee and Dr Patrick Kelly
Session: Semester 1 Classes: 2 x 2hr lecture, 10 x 1hr lectures, 11 x 2hr tutorials, 2 x 1hr and 8 x 0.5hr statistical computing self directed learning tasks over 12 weeks - lectures and tutorials may be completed online Assessment: 1x4 page assignment (30%) and 1x2.5hr open-book exam (70%). For distance students it may be possible to complete the exam externally with the approval of the course coordinator. Mode of delivery: Normal (lecture/lab/tutorial) evening

This unit aims to provide students with an introduction to statistical concepts, their use and relevance in public health. This unit covers descriptive analyses to summarise and display data; concepts underlying statistical inference; basic statistical methods for the analysis of continuous and binary data; and statistical aspects of study design. Specific topics include: sampling; probability distributions; sampling distribution of the mean; confidence interval and significance tests for one-sample, two paired samples and two independent samples for continuous data and also binary data; correlation and simple linear regression; distribution-free methods for two paired samples, two independent samples and correlation; power and sample size estimation for simple studies; statistical aspects of study design and analysis. Students will be required to perform analyses using a calculator and will also be required to conduct analyses using statistical software (SPSS). It is expected that students spend an additional 2 hours per week preparing for their tutorials. Computing tasks are self-directed.

Textbooks
Course notes are provided.

PUBH5026
Mass Media Campaigns & Social Marketing
Credit points: 2 Teacher/Coordinator: Dr Philyrah Phongsavan; Professor Adrian Bauman (coordinators), Adjunct Prof Tom Carroll
Session: Intensive August Classes: face-to-face/ on-campus 2-day residential workshop [lectures, workshops, small group sessions, and student participation and student presentations] Prerequisites: Assumed Knowledge: Training in research methods epidemiology is advised but not essential. Assessment: 1x 1500 word assignment (70%); in class participation (30%) Mode of delivery: Block mode

This unit focuses on mass-reach public health campaigns used to promote health and prevent disease. Building on introductory Masters of Public Health units of study in health promotion/disease prevention [or equivalent], this unit describes the rationale for mass-media led campaigns, social marketing interventions, and how they fit into a comprehensive approach to population health promotion and chronic disease prevention. The major themes covered are the principles of mass-reach communications in public health; designing campaigns [formative evaluation]; developing public health campaigns as part of comprehensive health promotion; understanding the messages, branding and marketing of campaigns; process and impact evaluation of campaigns; the differences between campaigns and social marketing initiatives; and the role of ancillary and supportive health promotion strategies, including media placement and advocacy. The Unit will equip students with skills to plan, design, implement and evaluate public health campaigns.

Textbooks
Course readings will be provided before the workshop. These are required readings, and there is some individual student preparation required for presentation at the workshop and for the on-line two weeks discussions.

PUBH5033
Disease Prevention and Health Promotion
Credit points: 6 Teacher/Coordinator: Dr Philyrah Phongsavan
Session: Semester 1 Classes: 3 workshops, face-to-face tutorials and online discussion; fully online version available Prohibitions: MPH5014 Assessment: 1x1500 word assignment (25%); 1x2500 word assignment (45%); 9-week tutorial discussion/participation (30%) Mode of delivery: Block mode

This core unit of study will provide students with an introduction to and critical overview of evidence-based prevention and health promotion as a fundamental component of efforts to address chronic disease prevention and reduce health inequalities in populations. The unit is divided into three modules: (i) principles underlying disease prevention and health promotion, (ii) evidence-based planning for
disease prevention and health promotion, and (iii) implementing and evaluating health promotion for disease prevention. The unit will illustrate the principles of prevention and health promotion programs in Aboriginal and Torres Strait Islander and non-Aboriginal populations. It will develop students’ skills in: identifying problems and setting prevention priorities; planning and implementing programs, and; evaluating the impact of programs on population health. The unit will discuss diverse disease prevention and health promotion programs, including individual change programs, interpersonal (family, social environments), organisational (worksites, primary care), and community-wide programs. Students will develop an understanding of approaches used to enhance inter-sectoral action, community participation and consultation, the development of partnerships and the use of policy and advocacy. These approaches will be particularly applied to Aboriginal and Torres Strait Islander health promotion settings.

Textbooks Course Readings Provided

PUBH5101 Special Project in Public Health
Credit points: 4 Teacher/Coordinator: Professor Tim Driscoll Session: Semester 1, Semester 2 Prerequisites: (PUBH5010 or CEPI5100) and PUBH51018 Assessment: 1x 4000 word written report (100%) or as agreed with the supervisor and unit coordinator. Mode of delivery: Supervision. Note: Department permission required for enrolment. Note: Students negotiate with a public health staff member to be their supervisor on an agreed project. The student informs the Unit co-ordinator, who emails the Postgraduate Student Administration Unit permission to allow the student to enrol.

This unit is intended for students nearing the end of their MPH. The aim of this unit is to systematically complete a self-directed project in one of the main content areas of the course. This project may be developed by the student or the student could develop a project in consultation with an intended supervisor. Students should contact an academic staff member associated with the area of their project and negotiate the details of the project design and the method and frequency of contact with the supervisor during the project. The student would be expected to undertake approximately 80 to 100 hours of work for this unit.

PUBH5102 Special Project in Public Health
Credit points: 2 Teacher/Coordinator: Professor Tim Driscoll Session: Semester 1, Semester 2 Prerequisites: (PUBH5010 or CEPI5100) and PUBH51018 Assessment: 1x 2000 word written report (100%) or as agreed with the supervisor and unit coordinator. Mode of delivery: Supervision. Note: Department permission required for enrolment. Note: Students negotiate with a public health staff member to be their supervisor on an agreed project. The student informs the Unit co-ordinator, who emails the Postgraduate Student Administration Unit permission to allow the student to enrol.

This unit is intended for students nearing the end of their MPH. The aim of this unit is to systematically complete a self-directed project in one of the main content areas of the course. This project may be developed by the student or the student could develop a project in consultation with an intended supervisor. Students should contact an academic staff member associated with the area of their project and negotiate the details of the project design and the method and frequency of contact with the supervisor during the project. The student would be expected to undertake approximately 40 to 50 hours of work for this unit.

PUBH5114 Alcohol, Drug Use and Health
Credit points: 4 Teacher/Coordinator: Associate Professor Carolyn Day Session: Semester 2 Classes: 13 weeks of 2hr teaching sessions and/or associated readings and online activities. The teaching sessions are a combination of a one day face-to-face workshop and online seminars. Students unable to attend face-to-face sessions can do the entire course online. Prohibitions: PUBH5115 Assessment: 2 x 1500 word assignments (60%), compulsory discussion participation (30%); online quizzes (10%) Mode of delivery: Distance education/intensive on campus. This unit aims to assist students in developing an evidence-based understanding of the epidemiology of alcohol and drug use and its impact on health, and the effectiveness of methods for prevention and management of related problems. This fuller drug and alcohol elective covers all the content of PUBH5115 and goes on to assist the student to develop more advanced skills in research and in management of clinical services in relation to alcohol and drug use disorders, and to examine the needs of special populations.

Textbooks
Readings are available on the unit’s eLearning site.

PUBH5115 Alcohol, Drug Use and Health
Credit points: 2 Teacher/Coordinator: Associate Professor Carolyn Day Session: Semester 2a Classes: 7 weeks of 2hr teaching sessions and associated online activities. The teaching sessions are a combination of face-to-face and online seminars. Students unable to attend face to face sessions can do the entire course online. Prohibitions: PUBH5114 Assessment: 1x 1500 word assignment (60%); compulsory discussion participation (30%); online quizzes (10%) Mode of delivery: Online. This unit aims to assist students in developing an evidence-based understanding of the epidemiology of alcohol and drug use and its impact on health, and the effectiveness of methods for the prevention and management of related problems.

Textbooks
Readings are available on the unit’s eLearning site.

PUBH5118 Indigenous Health Promotion
Credit points: 4 Teacher/Coordinator: Suzanne Plater Session: Semester 1, Semester 2 Classes: 1 x 2-day compulsory workshop and preparatory online activities. Assessment: 1 x 3000 word essay (70%), reflective journal (10%), online quizzes (20%) Mode of delivery: Distance education/intensive on campus. Note: Department permission required for enrolment. Health promotion in an Aboriginal and Torres Strait Islander context requires investment in building the human capital and capabilities of the population within a paradigm of hope. You will first acquire an understanding of the distal, medial and proximal determinants of Aboriginal and Torres Strait Islander health and the subsequent risk factors that have resulted in high rates of morbidity and mortality. You will also learn how to ethically engage with and consult Aboriginal and Torres Strait Islander people, and understand how the often unintentional misuse of power can deny disadvantaged people the right to take control of their health and wellbeing. You will then apply these skills and understanding in a compulsory workshop to draft a health promotion plan that addresses a priority health issue in an urban, regional or remote Aboriginal and Torres Strait Islander community. The conceptual and technical tools learned may then be built upon and applied to any health issue in any setting and with any population.

Textbooks Course materials will be provided.

PUBH5415 Injury Prevention
Credit points: 2 Teacher/Coordinator: Professor Rebecca Ivers Session: Intensive October Classes: 1 x 2day workshop Assessment: 1 x 2000 word essay (90%) and participation in small group work during the workshop (10%) 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.

PUBH5418
Toxicology Control in the 21st Century
Credit points: 6 Teacher/Coordinator: Dr Becky Freeman Session: Intensive August and September 2022 1/2 day workshop of lectures and problem-focused discussions. Followed by 4 weeks of problem-based online discussions. Assessment: 2x 2000 word essays (60%), 100 item online quiz (10%) and online discussion and participation (30%). Mode of delivery: Distance education/intensive on campus

The unit consists of learning topics, each of which is supported by extensive Web based resources, and 4 moderated online discussion forums, each focusing on a problem related to tobacco use and control. Lecture topics include: history of tobacco use and control; the burden of illness from tobacco use; second-hand smoke: the research evidence; measuring tobacco use, uptake and cessation in communities; international trends in tobacco consumption; the tobacco industry; the WHO’s Framework Convention on Tobacco Control and new forms of tobacco advertising and promotion. Problem focused discussion forums include: Harm reduction and tobacco control, regulation of tobacco, improving and implementing pack warnings; promoting smoking cessation, prevention of uptake (youth programs); denormalisation of the tobacco industry; controlling advertising; and controlling exposure to tobacco smoke, making news on tobacco and influencing political policy on tobacco.

Textbooks (recommended only):

QUAL5005
Introducing Qualitative Health Research
Credit points: 4 Teacher/Coordinator: Dr Julie Mooney-Somers Session: Semester 1 Classes: 2x2 full day workshop (block mode) OR weekly online lectures and activities for 10 weeks (distance) Prohibitions: PUBH5500 Assessment: interview activity with 600wd reflection (45%); 1500-word essay (40%); online or in class participation (15%). Mode of delivery: Block mode

Note: This Unit is primarily aimed at Master of Public Health (MPH) students. Other students are encouraged to consider PUBH5500 instead of this Unit.

MPH students who complete PUBH5500 can apply for a waiver for QUAL5005

Introducing Qualitative Health Research is perfect if you’re a beginner and want to gain an overview of this research approach. Over the course of the unit we will address: What is qualitative research? How is it different from quantitative research? What is its history? What research questions can it answer? How do I design a qualitative study? What are the different (and best) ways to generate data? How do you analyse qualitative data? How are theories used in qualitative research? What is good quality qualitative research? Can I generalise qualitative findings? You will get practical experience and skills through carrying out an observation, participating in a focus group, conducting an interview, analysing your own interview data, arguing for qualitative research in health, and appraising the quality of published literature.

You will also meet working qualitative researchers and hear about their projects. This introductory Unit will give you the skills and confidence to begin evaluating qualitative literature and doing qualitative research for yourself.

SEHX5101
Public Health Aspects of STIs
Credit points: 6 Teacher/Coordinator: Associate Professor Richard Hillman, Dr Shailendra Sawleshwarkar Session: Semester 2b Classes: 2 hours of lectures per week, half semester, which can be taken either face-to-face or online. Australia Awards Scholarship students must enrol in the face-to-face version. Assessment: written assignment (50%), online quiz (30%), online discussions (20%). 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 between and within 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, impact of vulnerable at-risk populations; health promotion for STIs; policy approaches and ethical & legal issues.

SEHX5102
Public Health Aspects of HIV/AIDS
Credit points: 2 Teacher/Coordinator: Associate Professor Richard Hillman, Dr Shailendra Sawleshwarkar Session: Semester 1a Classes: 2 classes per week, 2 hours of lectures per week, half semester, which can be taken either face-to-face or online. Australia Awards Scholarship students must enrol in the face-to-face version. Assessment: written assignment (50%), online quiz (30%), online discussions (20%). 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 prevention strategies. Course content will include an introduction to the basic science of HIV infection; epidemiology and surveillance; sexual blood borne and mother to child transmission; STI/HIV interactions; other methods of transmission; health promotion for HIV; government perspectives and ethical and legal issues.

SEHX5200
Advanced STIs
Credit points: 6 Teacher/Coordinator: Associate Professor Richard Hillman, Dr Shailendra Sawleshwarkar, Dr Roger Garsia. Associate Professor Richard Hillman Session: Semester 2 Classes: Semester 2, Normal Day: compulsory attendance at 3x1hr lectures and 1x1hr journal club per week. Semester 1 Block Mode (only available to domestic Master of Medicine (HIV, STIs and Sexual Health) and domestic Master of Science in Medicine (HIV, STIs and Sexual Health) students subject to permission from the unit of study coordinator: On-line: 3x1hr lectures and 1x1hr journal club per week; plus block intensive mode 2 days, 9am ADET 5pm. Assessment: written examination (40%); short written discussion topics (15%); multiple choice quizzes (35%); journal club (10%). Mode of delivery: Normal (lecture/lab/tutorial) day

Note: The Block Mode (BM) attendance is reserved for Domestic students only.

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, genital dermatology and other conditions likely to present in a sexual health context. Issues related to difficulties of access to treatment and the challenges faced in resource-poor settings will also be covered.

SEHX5202
Advanced HIV Infection
Credit points: 6 Teacher/Coordinator: Dr Shailendra Sawleshwarkar, Dr Roger Garsia. Associate Professor Richard Hillman Session: Semester 2 Classes: Semester 2, Normal Day: compulsory attendance at 3x1hr lectures and 1x1hr journal club per week. Semester 2, Block Mode (only available to domestic Master of Medicine (HIV, STIs and Sexual Health) and domestic Master of Science in Medicine (HIV, STIs and Sexual Health) students subject to permission from the unit of study coordinator: On-line: 3x1hr lectures and 1x1hr journal club per week; plus block intensive mode 2 days, 9am ADET 5pm. Assessment: written examination (40%); case-based discussions (10%); multiple choice quizzes (30%); journal club (10%); class presentations (10%). Mode of delivery: Block mode
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 social contexts will also be discussed.

SEXH5205
Advanced Adolescent Sexual Health

Credit points: 6  
Teacher/Coordinator: Dr Melissa Kang  
Session: Semester 2  
Classes: fully online  
Prohibitions: SEXH5204  
Assessment: continuous assessment including participation in group discussion (30%), in-depth case discussion (30%) and 1500 word essay (40%).  
Mode of delivery: Online

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.
Overview

Infectious diseases are a major threat to human health worldwide. As well as increasing resistance to antibiotics, the recurrence of known pathogens and the spread of new ones make infectious diseases a challenge for biomedical and clinical science.

This program analyses the fundamental mechanisms of infectious diseases to find improved ways of combating them. It covers a broad range of topics with a focus on understanding the functions of bacteria and viral genes, the mechanisms of viral and bacterial persistence, the immune control of viral and bacterial infections and the mechanisms involved in the generation and regulation of immune responses.

The integrated scientific approach taken will reflect the current state of knowledge regarding infectious microorganisms and their pathogenesis, immunology and the immune responses to infection, and the epidemiology and control of infectious diseases. The principles and practices advocated for the effective prevention or minimisation of infectious disease (in hospitals, laboratories, the general community and during outbreaks of disease) are central issues in one of the major units of study. The course will also provide training in various state-of-the-art laboratory techniques used in the disciplines of infectious diseases and immunology, including culture and identification of infectious organisms, antibiotic sensitivity testing, serology, immunohistochemistry, cellular immunology and molecular microbiology.

The Master of Medicine (Infection and Immunity) and the Master of Science in Medicine (Infection and Immunity) are essentially the same program with different admission requirements. Only medical graduates (with an MBBS) may be admitted to the Master of Medicine while non-medical graduates may be admitted to the Master of Science in Medicine. Students follow the same program of study with the only difference being the title of the course they are awarded on completion.

The graduate diploma and graduate certificate programs are open to both medical and science (non-medical) graduates.

Students with a minimum weighted average mark of 70 percent in all core units study may obtain approval from the course coordinator to enrol in the dissertation unit of study. Students enrolled in this unit of study undertake supervised research which is then written up in a dissertation for examination.

Course outcomes

The aim of these courses is to produce graduates who can effectively participate in future health care or research programs in infection or immunity anywhere in the world.

Further enquiries

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Admission requirements

Admission to the **Graduate Certificate in Infection and Immunity** requires:

- a medical degree; or
- a bachelor's degree in science, medical science, nursing, allied health, dentistry, veterinary science or agricultural science from the University of Sydney or equivalent qualification; or
- a minimum of 5 years professional work experience in a health-related field or pass a preliminary examination(s) as prescribed by the Faculty.

Admission to the **Graduate Diploma in Infection and Immunity** requires:

- completion of the requirements of the embedded graduate certificate; or
- a medical degree; or
- a bachelor's degree in science, medical science, nursing, allied health, dentistry, veterinary science or agricultural science.

Admission to the **Master of Medicine (Infection and Immunity)** requires:

- a medical degree

Admission to the **Master of Science in Medicine (Infection and Immunity)** requires:

- completion of the requirements of the embedded graduate certificate or graduate diploma; or
- a bachelor's degree with first or second class honours in science, medical science, nursing, allied health, dentistry, veterinary science or agricultural science; or
- a pass bachelor's degree and completion of a minimum of 12 months research or work experience in the field after the completion of the degree.

See course Rules for further details.

Course structure

The **Graduate Certificate in Infection and Immunity** requires the successful completion of **24 credit points of core units of study**.

The **Graduate Diploma in Infection and Immunity** requires the successful completion of **36 credit points** of units of study including:

- 24 credit points of core units of study, and
- 12 credit points of elective units of study.

The **Master of Medicine (Infection and Immunity)** and **Master of Science in Medicine (Infection and Immunity)** require the successful completion of **48 credit points** of units of study including:

- 24 credit points of core units of study, and
- 24 credit points of elective units of study.
Infection and Immunity

Degree resolutions

Sydney Medical School resolutions and the printed handbook are the official statement of faculty policy. The resolutions contained in the printed handbook are accurate as at November 2014. If a conflict is perceived between the content of the printed handbook and information available elsewhere, Sydney Medical School resolutions and the information available in the handbook online shall always take precedence.

See the Policy Online website: sydney.edu.au/policy, for copies of University policies.

Graduate Certificate in Infection and Immunity

Graduate Diploma in Infection and Immunity

Master of Medicine (Infection and Immunity)

Master of Science in Medicine (Infection and Immunity)

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

Course resolutions

1. Course codes

<table>
<thead>
<tr>
<th>Code</th>
<th>Course and stream title</th>
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<tbody>
<tr>
<td>GCINFIMM-01</td>
<td>Graduate Certificate in Infection and Immunity</td>
</tr>
<tr>
<td>GNINFIMM-01</td>
<td>Graduate Diploma in Infection and Immunity</td>
</tr>
<tr>
<td>MAMEINIM-01</td>
<td>Master of Medicine (Infection and Immunity)</td>
</tr>
<tr>
<td>MASMINIM-01</td>
<td>Master of Science in Medicine (Infection and Immunity)</td>
</tr>
</tbody>
</table>

2. Attendance pattern

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

3. Master’s type

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

4. Embedded courses in this sequence

(1) The units of study that may be taken for the course are set out in the Table of Units of Study: Infection and Immunity.

(a) 24 credit points of core units of study.

(b) 12 credit points of elective units of study.

(3) Admission to the Graduate Diploma in Infection and Immunity requires:

(a) a medical degree from the University of Sydney or an equivalent qualification;

(b) a bachelor’s degree in science, medical science, nursing, allied health, dentistry, veterinary science or agricultural science from the University of Sydney or an equivalent qualification;

(c) a minimum of 5 years professional work experience in a health-related field or pass a preliminary examination(s) as prescribed by the Faculty.

(4) Admission to the Master of Medicine (Infection and Immunity) requires:

(a) a medical degree from the University of Sydney or an equivalent qualification.

(b) A candidate must successfully complete 48 credit points, including:

(a) 24 credit points of core units of study; and

(b) 12 credit points of elective units of study.

(c) To qualify for the award of the Graduate Certificate in Infection and Immunity a candidate must successfully complete 36 credit points, including:

(a) 24 credit points of core units of study; and

(b) 12 credit points of elective units of study.

5. Admission to candidature

(1) Available places will be offered to qualified applicants based on merit, according to the following admissions criteria. In exceptional circumstances the Dean may admit applicants without these qualifications who, in the opinion of the Faculty, have qualifications, evidence of experience and achievement sufficient to successfully undertake the award.

(2) Admission to the Graduate Certificate in Infection and Immunity requires:

(a) a medical degree from the University of Sydney or equivalent qualification;

(b) a bachelor’s degree in science, medical science, nursing, allied health, dentistry, veterinary science or agricultural science from the University of Sydney or equivalent qualification;

(c) a minimum of 5 years professional work experience in a health-related field or pass a preliminary examination(s) as prescribed by the Faculty.

(3) Admission to the Graduate Diploma in Infection and Immunity requires:

(a) completion of the requirements of the embedded graduate certificate, or equivalent qualification;

(b) a medical degree from the University of Sydney or an equivalent qualification;

(c) a bachelor’s degree in science, medical science, nursing, allied health, dentistry, veterinary science or agricultural science from the University of Sydney or equivalent qualification.

(4) Admission to the Master of Medicine (Infection and Immunity) requires:

(a) a medical degree from the University of Sydney or an equivalent qualification.

(b) A candidate must successfully complete 48 credit points, including:

(a) 24 credit points of core units of study; and

(b) 12 credit points of elective units of study.

6. Requirements for award

(1) To qualify for the award of the Graduate Certificate in Infection and Immunity a candidate must successfully complete 36 credit points, including:

(a) 24 credit points of core units of study; and

(b) 12 credit points of elective units of study.

(3) To qualify for the award of the Graduate Diploma in Infection and Immunity a candidate must successfully complete 48 credit points, including:

(a) 24 credit points of core units of study; and

(b) 12 credit points of elective units of study.
Credit for previous studies

The maximum credit a candidate can receive for previous studies (not undertaken as a component of an embedded graduate certificate or graduate diploma) is not to exceed six credit points.

Transitional provisions

1. These resolutions apply to persons who commenced their candidature after 1 January, 2015 and persons who commenced their candidature prior to 1 January, 2015 who formally elect to proceed under these resolutions.

2. Candidates who commenced prior to 1 January, 2015 and elect not to proceed under these resolutions will complete the requirements for their candidature in accordance with the resolutions and course rules in force at the time of their commencement, provided that those requirements are completed by 1 January 2017. The Faculty may specify a later date for completion or specify alternative requirements for completion of candidatures that extend beyond this time.
### Table of units of study: Infection and Immunity

<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>
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<tbody>
<tr>
<td><strong>Core units</strong></td>
<td></td>
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<tr>
<td>INIMS001 Fundamental Immunology</td>
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<tr>
<td>INIMS002 Virology and Cell Technology</td>
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<tr>
<td>INIMS011 Advanced Medical Bacteriology</td>
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<tr>
<td>INIMS012 Infection Control and Epidemiology</td>
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<td>Semester 2</td>
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<tr>
<td><strong>Elective units</strong></td>
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<td>INIMS013 Clinical Mycology and Parasitology</td>
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<td>Semester 1</td>
</tr>
<tr>
<td>INIMS016 Applied Clinical Immunology</td>
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<td>Semester 2</td>
</tr>
<tr>
<td>INIMS022 Global Control of Infectious Diseases</td>
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<td>SEXHS200 Advanced STIs</td>
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<td>The Block Mode (BM) attendance is reserved for Domestic students only.</td>
<td>Semester 1</td>
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<tr>
<td>SEXHS202 Advanced HIV Infection</td>
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<td>The Block Mode (BM) attendance is reserved for Domestic students only.</td>
<td>Semester 2</td>
<td></td>
<td></td>
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</tbody>
</table>

### INM5001

**Fundamental Immunology**

**Credit points:** 6  **Teacher/Coordinator:** Dr Scott Byrne  **Session:** Semester 1  **Classes:** 2x1hr lectures/week; 1x4hr practical class and/or tutorials or seminars/week  **Assessment:** Progressive assessment (50%) including written, practical, and oral based assessment tasks as well as 1x 2hr formal examination (50%).  **Mode of delivery:** Normal (lecture/lab/tutorial) day

**Description:**

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, cancer and autoimmune diseases, such as rheumatoid arthritis, multiple sclerosis and insulin dependent diabetes, as well as the development of new vaccines. This unit of study will provide an understanding of the components and functions of the immune system at the molecular and cellular level, the mechanisms of pathological immune processes and immune system dysfunction, mechanisms of immune responses to microorganisms and immunological techniques used in clinical diagnostic and research laboratories.

The unit components will be delivered so as to develop skills in problem-solving, evaluation of scientific literature, and oral and written communication. Lectures will provide an overview of the immune system and an update of fundamental facts. Problem case-based scenarios together with invited guest/specialized lectures, hands-on practical work, literature research and group discussions ("tutorials") will provide in-depth analysis of particular chosen topics.

**Textbooks**

Abu K Abbas, Andrew H Lichtman & Shiv Pillai. *Basic Immunology: Functions and Disorders of the Immune System*. 4th Ed. 2013. Although this is the recommended text, other texts are equally sound. We suggest you discuss with the unit coordinator, Dr Scott Byrne, before making a textbook purchase.

### INM5002

**Virology and Cell Technology**

**Credit points:** 6  **Teacher/Coordinator:** A/Prof Barry Sl Abedman  **Session:** Semester 2  **Classes:** 2x1hr lectures/week; 1x4hr practical/tutorial class/week  **Assessment:** 1x2hr written examination based on lecture content (50%), 1x2hr theory of practical examination (15%) and progressive assessment (35%) including oral presentation and written assignment.  **Mode of delivery:** Normal (lecture/lab/tutorial) day

**Description:**

This unit aims to equip graduates with an in-depth knowledge of medical virology and cell technology that will enable them to work effectively as laboratory personnel in relevant hospital laboratories, clinics or research institutions. Students will develop skills in evaluation of scientific literature, in problem-solving and in scientific communication that will enable them to develop careers as administrators or policy-makers in hospitals, health care organisations or government bodies. The core of the program is a series of lectures, given face-to-face and/or available online. Practical classes will focus on the identification of viruses and cell culture technology, and on techniques used in research investigations and will be conducted in an appropriately equipped student laboratory.

**Textbooks**

INIM5013 Clinical Mycology and Parasitology

Credit points: 6 Teacher/Coordinator: Professor Wieland Meyer, Dr Ragan Lee  Session: Semester 1 Classes: 2x1.5 hr lectures/week, 3x2hr practical classes or tutorials or seminars/week  Assessment: 1x2hr written examination (55%), seminar presentation (15min) (15%), and laboratory work (30%)  Mode of delivery: Normal (lecture/lab/tutorial) day

This unit aims to equip graduates with an in-depth knowledge of medical mycology and parasitology that will enable them to work effectively as laboratory personnel in relevant hospital laboratories, clinics or research institutions. The course will allow students to develop skills in evaluation of scientific literature, in problem-solving and in scientific communication that will enable graduates to develop careers as administrators or policy-makers in hospitals, health care organizations or government bodies. The course structure involves lectures on diseases caused by fungal, protozoan and helminthic agents, laboratory classes on identification of fungal and parasitic infections, and on techniques used in research investigations and tutorials (e.g. clinical cases, investigation of outbreaks of disease and prevention strategies). Seminars consisting of presentation of specified topics researched by individual students will also form part of the course.

Textbooks
Recommended reading:

INIM5016 Applied Clinical Immunology

Credit points: 6 Teacher/Coordinator: Dr Stephen Adelstein, Dr Andrew Williams, Louise Wienhold  Session: Semester 2 Classes: 1x1hr lecture/week, 1x3hr practical classes or tutorials or seminars/week  Prerequisites: INIM5001  Assessment: 1x2hr formal written examination (50%), progressive assessments including tutorial assignment, seminar presentation, and one formative assessment (50%)  Mode of delivery: Normal (lecture/lab/tutorial) day

The course will have two concurrent themes. Clinical: this theme will concentrate on the immunological methods used to evaluate human disease and will include the theoretical basis for tests of immune function, practical laboratory application of assays based on these principles and case-based seminars. Research: This theme will focus on understanding the investigation of immune function with lectures and practical sessions reviewing current molecular and cellular approaches and seminars based on study of current literature and classic papers in Immunology. Instruction will comprise lectures on the immunopathology of disease and the immunological methods used in diagnosis and research; laboratory classes on methods and techniques used in clinical diagnosis and research investigations; and tutorials involving clinical cases, journal article reviews, review of laboratory problems and seminars consisting of presentation of specified topics researched by individual students. The learning objectives of this unit are to understand the immunological basis for infection and immunity and how these concepts are core to and applied in the diagnostic pathology laboratory; to understand how the immune system causes and prevents disease, the use and performance of immunological tests in the investigation of disease and methods of investigation of the immune system; to develop effective skills in problem-solving and self-directed learning and to foster advanced verbal and written communication skills.

Textbooks
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, genital dermatology and other conditions likely to present in a sexual health context. Issues related to difficulties of access to treatment and the challenges faced in resource-poor settings will also be covered.

SEXH5202
Advanced HIV Infection

Credit points: 6

Teacher/Coordinator: Dr Shailendra Sawleshwarkar, Dr Roger Garsia, Associate Professor Richard Hillman

Session: Semester 2

Classes: Semester 2, Normal Day: compulsory attendance at 3x1hr lectures and 1x1hr journal club per week; Semester 2, Block Mode (only available to domestic Master of Medicine (HIV, STIs and Sexual Health) and domestic Master of Science in Medicine (HIV, STIs and Sexual Health) students subject to permission from the unit of study coordinator: On-line: 3x1hr lectures and 1x1hr journal club per week; plus block intensive mode 2 days, 9am Â– 5pm.

Assessment: written examination (40%); case-based discussions (10%); multiple choice quizzes (30%); journal club (10%); class presentations (10%)

Mode of delivery: Block mode

Note: The Block Mode (BM) attendance is reserved for Domestic students only.

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 social contexts will also be discussed.
International Ophthalmology

Graduate Diploma in International Ophthalmology
Master of International Ophthalmology

<table>
<thead>
<tr>
<th></th>
<th>Graduate Diploma in International Ophthalmology</th>
<th>Master of International Ophthalmology</th>
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<tr>
<td>Course code</td>
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<td>MAINTOPH1000</td>
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<td>CRICOS code</td>
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<td>Degree Abbrevation</td>
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<td>MIOPhth</td>
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<td>Credit points required to complete</td>
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<td>48</td>
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<td>Time to complete full-time</td>
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<td>1 year</td>
</tr>
<tr>
<td>Time to complete part-time</td>
<td>1.5 to 4 years</td>
<td>1.5 to 6 years</td>
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</table>

Overview

International Ophthalmology focuses on the specific training needs of clinicians in the developing countries of the Asia-Pacific region, but is not limited to these countries. It provides students with the skills to competently practise ophthalmology at the highest possible standard with an emphasis on the specific diseases and pathologies of their home countries.

Students will gain practical skills including knowledge on the prognosis and management of common eye conditions, diseases and injuries to the eye. The course provides the opportunity for extensive practical experience, including performing ophthalmic surgery and management of post-operative complications.

Clinical and basic sciences are taught online and local and visiting mentors provide valuable clinical teaching and supervision in the student's working environment.

Course outcomes

The courses provide graduates with the practical experience and knowledge to manage ophthalmic conditions specific to their native countries.

Further information

The majority of the degree is in the form of distance learning.

The method of assessment for online units will be based on assignments (three assignments over the course of each semester), problem-based learning modules and online participation.

Students enrolled in the Community Stream will undertake their practical units of study under the guidance of the course coordinator and may be completed in their home country, in another developing country or at the Save Sight Institute in Sydney.

Students enrolled in the Vocational Stream will undertake their practical units under the guidance of a visiting mentor either to their home country or to another developing country.

Christine Brickenstein
Phone: +61 2 9382 7284
Fax: +61 2 9382 7318
Email: christine.brickenstein@sydney.edu.au
Website: sydney.edu.au/medicine/eye

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Admission requirements
Admission to the Graduate Diploma in International Ophthalmology and Master of International Ophthalmology requires a medical degree.

Students enrol into a stream based on their background experience.

Post Vocational Ophthalmology stream:
Overseas trained specialists from countries with established vocational ophthalmology training program who have completed or are eligible to undertake fellowship training may apply for admission to the Post Vocational stream.

Community Ophthalmology stream:
Overseas applicants from countries without established vocational training programs, but who are working in an ophthalmology unit, may be eligible for admission to the Community Ophthalmology stream.

See the course Rules for further details.

Course structure
The Graduate Diploma in International Ophthalmology - Community Ophthalmology stream requires the successful completion of 36 credit points of units of study from Part 1 of the Table of units of study.

The Graduate Diploma in International Ophthalmology - Post Vocational Ophthalmology stream requires the successful completion of 36 credit points of units of study from Part 2 of the Table of units of study.

The Master of International Ophthalmology - Community Ophthalmology stream requires the successful completion of 48 credit points of units of study including:

- 36 credit points of core units of study from Part 1 of the Table of units of study, and
- 12 credit points of units of study from Part 3 of the Table of units of study.

The Master of International Ophthalmology - Post Vocational Ophthalmology stream requires the successful completion of 48 credit points of units of study including:

- 36 credit points of core units of study from Part 2 of the Table of units of study, and
- 12 credit points of units of study from Part 3 of the Table of units of study.

Pattern of enrolment
The following patterns of enrolment are proposed for students.

Community Ophthalmology Stream

<table>
<thead>
<tr>
<th>Year 1 UoS code and name</th>
<th>Credit points</th>
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<tr>
<td>OPSC5013</td>
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<td>Ophthalmology in Developing Countries 1</td>
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<tr>
<td>OPSC5014</td>
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<tr>
<td>Ophthalmology in Developing Countries 2</td>
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<td>Surgical Ophthalmology</td>
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<td>OPSC5033</td>
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<td>Acute and Emergency Eye Presentations</td>
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<td>Treatise</td>
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<tr>
<td>OPSC5016</td>
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<tr>
<td>Clinical Ophthalmology 2</td>
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Post Vocational Ophthalmology Stream

<table>
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<td>Cornea and Anterior Segment Surgery</td>
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<td>OPSC5027</td>
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<td>Glaucoma</td>
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<td>OPSC5030</td>
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<tr>
<td>Medical Retina</td>
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<td>OPSC5031</td>
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<p>| Semester 2               |               |               |</p>
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<td>supervision</td>
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International Ophthalmology

Degree resolutions
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Graduate Diploma in International Ophthalmology

Master of International Ophthalmology
These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to) the University of Sydney (Coursework) Rule 2000 (the 'Coursework Rule'), the Resolutions of the Faculty, the University of Sydney (Student Appeals against Academic Decisions) Rule 2005 (as amended) and the Academic Board policies on Academic Dishonesty and Plagiarism.

Course resolutions

1 Course codes

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title</th>
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<tr>
<td>GNINTOPH-01</td>
<td>Graduate Diploma in International Ophthalmology</td>
</tr>
<tr>
<td>MAINTOPH-01</td>
<td>Master of International Ophthalmology</td>
</tr>
</tbody>
</table>

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

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

4 Stream

(1) The Graduate Diploma in International Ophthalmology, and the Master of International Ophthalmology are available in the following streams:
(a) Community Ophthalmology
(b) Post Vocational Ophthalmology

5 Embedded courses in this sequence

(1) The embedded courses for each stream in this sequence are:
(a) the Graduate Diploma in International Ophthalmology
(b) the Master of International Ophthalmology.

(2) Providing candidates satisfy the admission requirements for each stage, a candidate may progress to the award of any of the courses in this sequence. Only the longest award completed will be conferred.

6 Admission to candidature

(1) Available places will be offered to qualified applicants based on merit, according to the following admissions criteria. In exceptional circumstances the Dean may admit applicants without these qualifications who, in the opinion of the Faculty, have qualifications, evidence of experience and achievement sufficient to successfully undertake the award.

(2) Admission to the Graduate Diploma of International Ophthalmology requires:
- a medical degree from the University of Sydney or equivalent qualification.

(3) Admission to the Master of International Ophthalmology requires:
- a medical degree from the University of Sydney or equivalent qualification.

(4) Applicants from countries without established vocational (Specialist) ophthalmology training programs and working in an ophthalmology unit are eligible for admission to the Community Ophthalmology stream.

(5) Applicants who are overseas trained specialists from countries with established vocational ophthalmology training programs and:
(a) who have satisfactorily completed the requirements to practice as ophthalmologists in their country of residency; or
(b) who are eligible to undertake further fellowship training in their country of residence; are eligible for admission to the Post Vocational Ophthalmology stream.

7 Requirements for award

(1) The units of study that may be taken for the courses are set out in the Table of Units of Study: International Ophthalmology.

(2) To qualify for the award of the Graduate Diploma in International Ophthalmology a candidate in the Community Ophthalmology stream must successfully complete 36 credit points of core units of study from Part 1 of the Table of units of study.

(3) To qualify for the award of the Graduate Diploma in International Ophthalmology a candidate in the Post Vocational Ophthalmology stream must successfully complete 36 credit points of core units of study from Part 2 of the Table of units of study.

(4) To qualify for the award of the Master of International Ophthalmology a candidate in the Community Ophthalmology stream must successfully complete 48 credit points, including:
(a) 36 credit points of core units of study from Part 1 of the Table of units of study, and
(b) 12 credit points of units of study from Part 3 of the Table of units of study.

(5) To qualify for the award of the Master of International Ophthalmology a candidate in the Post Vocational Ophthalmology stream must successfully complete 48 credit points, including:
(a) 36 credit points of core units of study from Part 2 of the Table of units of study, and
(b) 12 credit points of units of study from Part 3 of the Table of units of study.

8 Transitional provisions

(1) These course resolutions apply to students who commenced their candidature after 1 January, 2011 and students who commenced their candidature prior to 1 January, 2011 who elect to proceed under these course resolutions.

(2) Candidates who commenced prior to 1 January, 2011 may complete the requirements in accordance with the course resolutions in force at the time of their commencement.
# Table of units of study: International Ophthalmology

<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>
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</thead>
<tbody>
<tr>
<td><strong>Part 1</strong></td>
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<tr>
<td>OPC5001 Ophthalmic Anatomy</td>
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<td>Semester 1</td>
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<tr>
<td>OPC5003 Ophthalmic Optics</td>
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<td>Semester 2</td>
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<tr>
<td>OPC5013 Ophthalmology in Developing Countries 1</td>
<td>6</td>
<td>Candidates must be overseas trained medical practitioners from countries without an established vocational ophthalmology training programs and be working in a clinical ophthalmology unit.</td>
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<td>Semester 1</td>
</tr>
<tr>
<td>OPC5014 Ophthalmology in Developing Countries 2</td>
<td>6</td>
<td>P OPC5013 Candidates must be overseas trained medical practitioners from countries without an established vocational ophthalmology training programs and be working in a clinical ophthalmology unit.</td>
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<td>Semester 2</td>
</tr>
<tr>
<td>OPC5015 Clinical Ophthalmology 1</td>
<td>6</td>
<td>P OPC5013 and OPC5014 Candidates must be overseas trained medical practitioners from countries without an established vocational ophthalmology training programs and be working in a clinical ophthalmology unit.</td>
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<td>Semester 2</td>
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<tr>
<td>OPC5016 Clinical Ophthalmology 2</td>
<td>6</td>
<td>P OPC5015 Candidates must be overseas trained medical practitioners from countries without an established vocational ophthalmology training programs and be working in a clinical ophthalmology unit.</td>
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<td>Semester 2</td>
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<tr>
<td>OPC5017 Surgical Ophthalmology</td>
<td>6</td>
<td>Candidates must be overseas trained medical practitioners from countries without an established vocational ophthalmology training programs and be working in a clinical ophthalmology unit.</td>
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<td>Semester 2</td>
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<tr>
<td>OPC5033 Acute and Emergency Eye Presentations</td>
<td>6</td>
<td>Candidates must be overseas trained medical practitioners without an established vocational ophthalmology training program and be working in a clinical ophthalmology unit.</td>
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<td>Semester 2</td>
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<td><strong>Part 2</strong></td>
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<td>OPC5001 Ophthalmic Anatomy</td>
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<tr>
<td>OPC5003 Ophthalmic Optics</td>
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<td>Semester 2</td>
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<tr>
<td>OPC5026 Cornea and Anterior Segment Surgery</td>
<td>6</td>
<td>Candidates must be overseas trained specialists from countries with established vocational ophthalmology training programs and have satisfactorily completed the requirements to practice as ophthalmologists in their countries of residency, or be eligible to undertake further fellowship training in their countries of residency.</td>
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<td>Semester 1</td>
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<tr>
<td>OPC5027 Glaucoma</td>
<td>6</td>
<td>C OPC5026 Candidates must be overseas trained specialists from countries with established vocational ophthalmology training programs and have satisfactorily completed the requirements to practice as ophthalmologists in their countries of residency, or be eligible to undertake further fellowship training in their countries of residency.</td>
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<td>Semester 2</td>
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<tr>
<td>OPC5028 Practical International Ophthalmology 1</td>
<td>6</td>
<td>P OPC5026, OPC5027 C OPC5029, OPC5030 Candidates must be overseas trained specialists from countries with established vocational ophthalmology training programs and have satisfactorily completed the requirements to practice as ophthalmologists in their countries of residency, or be eligible to undertake further fellowship training in their countries of residency.</td>
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<td>Intensive February</td>
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<tr>
<td>OPC5029 Practical International Ophthalmology 2</td>
<td>6</td>
<td>P OPC5026, OPC5027 C OPC5028, OPC5030 Candidates must be overseas trained specialists from countries with established vocational ophthalmology training programs and have satisfactorily completed the requirements to practice as ophthalmologists in their countries of residency, or be eligible to undertake further fellowship training in their countries of residency.</td>
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<td>Intensive February</td>
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<tr>
<td>OPC5030 Medical Retina</td>
<td>6</td>
<td>P OPC5028, OPC5027 Candidates must be overseas trained specialists from countries with established vocational ophthalmology training programs and have satisfactorily completed the requirements to practice as ophthalmologists in their countries of residency, or be eligible to undertake further fellowship training in their countries of residency.</td>
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<td>Semester 1</td>
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<tr>
<td>OPC5031 Paediatric Ophthalmology</td>
<td>6</td>
<td>P OPC5030 Candidates must be overseas trained specialists from countries with established vocational ophthalmology training programs and have satisfactorily completed the requirements to practice as ophthalmologists in their countries of residency, or be eligible to undertake further fellowship training in their countries of residency.</td>
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<td>Semester 2</td>
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<td>Unit of study for the master's degree</td>
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<tr>
<td>Unit of study</td>
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<tr>
<td>OPSC5032 Treatise</td>
<td>12</td>
<td>P (OPSC5013 and OPSC5014 and OPSC5017) or (OPSC5026 and OPSC5027 and OPSC5030)</td>
<td>Semester 1</td>
<td>Semester 2</td>
<td>Candidates must be overseas trained specialists from countries with established vocational ophthalmology training programs and have satisfactorily completed the requirements to practice as ophthalmologists in their countries of residency, or be eligible to undertake further fellowship training in their countries of residency.</td>
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Unit of study descriptions for 2015

OPSC5001
Ophthalmic Anatomy

Credit points: 9
Teacher/Coordinator: Dr Yves Kerdean
Session: Semester 1, Semester 2
Classes: online/distance learning environment (total of 20hrs/wk) for 13 wks comprising: lectures delivered online (3 hrs/wk), online tutorials (1hr/wk) self directed learning and assignments (16hrs/wk), wk 14 for revision.

In addition to time spent on assignments it is expected that the student will spend approximately 120 hours of private study over the course of the fourteen weeks. It is expected that also 25 hours of study will be necessary to prepare for the 3 hour examination at the end of the semester.
Assessment: 1x3000 word assignment every 3wks (45%), online interaction (10%) and 1x3hr exam (45%)

Mode of delivery: Distance education

Successful candidates will demonstrate to the examiners that they have a detailed and comprehensive knowledge of anatomy relevant to the practice of ophthalmology, in particular the eye, the visual pathways, the orbit and its contents including peri-orbital structures. They are also expected to have an understanding of the embryology, maturation and normal ageing changes of the human eye. They should also be familiar with the anatomy of the head and neck including neuro-anatomy, histology and the use of diagnostic imaging as it pertains to the visual system. On completion of this unit of study the successful student will be able to (1) describe the normal anatomical organisation of the human eye, orbit and contents and head and neck in terms of cells, tissues, organs and systems, (2) describe the principal components of the human visual system and their function in detail and (3) describe how diagnostic imaging may be used in ophthalmic practice.

Textbooks
Prescribed:
Recommended:
The Eye Basic Sciences in Practice (2nd ed), J. Forrester et al, Edinburgh ; New York : W.B. Saunders, 2002. (Chapters 1 and 2)

OPSC5003
Ophthalmic Optics

Credit points: 9
Teacher/Coordinator: Dr Con Petsoglou
Session: Semester 1, Semester 2
Classes: online/distance learning environment (total of 20hrs/wk) for 13 wks comprising: lectures delivered online (3 hrs/wk), online tutorials (1hr/wk), self directed learning and assignments (16hrs/wk), wk 14 for revision.

In addition to time spent on assignments it is expected that the student will spend approximately 120 hours of private study over the course of the fourteen weeks. It is suggested that also 25 hours of study will be necessary to prepare for the 3 hour examination at the end of the semester.
Assessment: 1x3000 word assignment every 3wks (45%), online interaction (10%), and 1x3hr exam (45%)

Mode of delivery: Distance education

Successful candidates will demonstrate to the examiners that they have a detailed and comprehensive knowledge of optics relevant 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 lenses, (2) describe the geometrical principles of light and the laws governing lights interaction with materials and (3) describe the physiological optics of the human eye and how to test this.

Textbooks
Prescribed:
Optics, Refraction and Contact Lenses, Basic and Clinical Science Course, American Academy Ophthalmology, 2011 - 2012
Recommended:
The Fine Art of Prescribing Glasses Without Making a Spectacle of Yourself (3rd ed), B Milder and M Rubin, Gainesville, Fla. : Triad, 2004
Last-minute optics : a concise review of optics, refraction, and contact lenses (2nd ed), David G. Hunter, Constance E. West Thoroafare, NJ : SLACK, c2010

OPSC5013
Ophthalmology in Developing Countries 1

Credit points: 6
Teacher/Coordinator: A/Professor Geoffrey Painter and Dr Nitin Verma
Session: Semester 1, Semester 2
Classes: 1x3hr online seminar/wk (13 weeks)
Assessment: 7x PBL assignments (100%)
Mode of delivery: Online

Note: Candidates must be overseas trained medical practitioners from countries without an established vocational ophthalmology training programs and be working in a clinical ophthalmology unit.

This unit of study and the subsequent associated UoS OPSC5014 Ophthalmology in Developing Countries 2 aim to provide candidates with the foundations of the practice of clinical ophthalmology with an emphasis on the specific diseases and pathology of their native country. On completion of this and the associated Unit of Study, the successful student will be able to understand the basis of the practice of clinical ophthalmology: basic pharmacology, public health measures, nutrition and its impact on ocular health, general microbiology, principles of genetics and medical statistics and epidemiology. They will also be expected to incorporate knowledge gained from the other online units of study into this unit of study and gain knowledge on the aetiology, pathology associated features, prognosis and management of diseases of the cornea and conjunctiv, eyelids and orbit, lacrimal system and iris and ciliary body. They will be required to identify differences in the presentation, aetiology, course, treatment and prognosis of ocular diseases in adults compared to children, to identify and study areas of ophthalmic significance in developing countries especially the candidates own and to utilise online ophthalmic and medical resources to gain knowledge and assist in the management of ocular and general medical disease.

Textbooks

OPSC5014
Ophthalmology in Developing Countries 2

Credit points: 6
Teacher/Coordinator: Dr Con Petsoglou and Dr Nitin Verma
Session: Semester 1, Semester 2
Classes: 1x3hr online seminar/wk (13 weeks)
Prerequisites: OPSC5013
Assessment: 7x PBL assignments (100%)
Mode of delivery: Online

Note: Candidates must be overseas trained medical practitioners from countries without an established vocational ophthalmology training programs and be working in a clinical ophthalmology unit.

This unit of study and the previous associated UoS OPSC5013 Ophthalmology in Developing Countries 1 aim to provide candidates with the foundations of the practice of clinical ophthalmology with an emphasis on the specific diseases and pathology of their native country. On completion of this and the associated Unit of Study, the successful student will be able to apply the scientific basis of the practice of clinical ophthalmology to the following areas of specific ocular systems: basic pharmacology, public health measures, nutrition and its impact on ocular health, general microbiology, principles of genetics and medical statistics and epidemiology. They will also be required to incorporate knowledge gained from the other online units.
of study into this unit of study and gain knowledge on the aetiology, pathophysiology, associated features, prognosis and management of diseases of the lens and ciliary body, retina, optic and cranial nerves, the central nervous system, extracellular muscles and head and neck diseases. They will be required to identify differences in the presentation, aetiology, course, treatment and prognosis of ocular diseases in adults compared to children, identify and study areas of ophthalmic significance in developing countries especially the candidates own and utilise online ophthalmic and medical resources to gain knowledge and assist in the management of ocular and general medical disease.

Textbooks

OPSC5015
Clinical Ophthalmology 1
Credit points: 6
Teacher/Coordinator: A/Professor Geoffrey Painter and Dr Nitin Verma
Sessions: 1
Classes: Online lectures, seminars and supervision
Prerequisites: OPSC5013 and OPSC5014
Assessment: Online attendance, submitted fortnightly case histories (100%)
Mode of delivery: Online
Note: Candidates must be overseas trained medical practitioners from countries without an established vocational ophthalmology training programs and be working in a clinical ophthalmology unit.

This unit of study and the subsequent associated UoS OPSC5016 Clinical Ophthalmology 2 aim to provide candidates with the practical experience and knowledge necessary to manage ophthalmic conditions. They are mentor based programmes with candidates applying knowledge to eye clinic patients. Candidates are required to attend ophthalmology clinics on a full time basis. These clinics are under the supervision of local or international ophthalmologists. The student will be continuously assessed as to their competence in their management of ophthalmic conditions in both adults and children. The clinical load will be reflected in the spectrum of submitted case histories by the candidate. Candidates will be required to show that they can competently manage ophthalmic conditions. By management, the candidate is required to undertake the following tasks: take an appropriate medical/ophthalmic history; perform an ophthalmic examination, an appropriate general medical examination and an appropriate preoperative assessment. They will also identify the most likely diagnosis, and list an appropriate differential diagnosis. They will be required to outline and/or perform appropriate ophthalmic and medical investigations, outline a management plan for the condition including (where appropriate): preventative, public health and nutritional measures, genetic, disease education and counseling, general medical therapies, pharmacological, laser, surgical and optical treatments, consultation by other medical or health professionals, organization of government & NGO assistance and arrange for appropriate ophthalmic and other medical/paramedical follow up. This is required for common eye conditions in the fields of cornea and external diseases, orbital disease, eyelids, lacrimal disease, intraocular inflammation and uveitis, traumatic eye injuries, lens and cataract, glaucoma, retinal diseases and diabetic retinopathy, neuro-ophthalmology, paediatric diseases, strabismus and refractive errors. Mentor based teaching, fortnightly submitted case reports, Online attendance and completed case histories. This UoS will be offered as a mentor based programme with the candidate, under the supervision of three layers of Mentors. Firstly, a local ophthalmologist in their country of practice. This ophthalmologist will be assessed and deemed appropriate by the course coordinators. Visiting ophthalmologists from Australia and New Zealand will also supervise their training and a Representative from the Local Government health authorities who the candidate will be employed by will also serve as a Mentor to the candidate. Candidates will be required to practice ophthalmology in a variety of settings. These will include hospital based ophthalmology clinics, private based ophthalmology practices, ophthalmology clinics run by visiting Australian and New Zealand Ophthalmologists and outreach clinics to other smaller communities. Candidates will at all times be supervised by one of the Mentors as defined above.

Textbooks

OPSC5016
Clinical Ophthalmology 2
Credit points: 6
Teacher/Coordinator: A/Professor Geoffrey Painter and Dr Nitin Verma
Sessions: 1
Classes: 2hrs online per day x5 days (13 weeks), study concurrent with full time work
Prerequisites: OPSC5015
Assessment: Online attendance, submitted fortnightly case histories, OSCE exam, long case (100%)
Mode of delivery: Distance education
Note: Candidates must be overseas trained medical practitioners from countries without an established vocational ophthalmology training programs and be working in a clinical ophthalmology unit.

This unit of study aims to provide candidates with the practical experience and knowledge necessary to manage ophthalmic conditions. This is a mentor based programme with candidates applying knowledge to eye clinic patients. Candidates are required to attend ophthalmology clinics on a full time basis. These clinics are under the supervision of local or international ophthalmologists. The student will be continuously assessed as to their competence in their management of ophthalmic conditions in both adults and children. The clinical load will be reflected in the spectrum of submitted case histories by the candidate. Candidates will be required to show that they can competently manage ophthalmic conditions. By management, the candidate is required to take an appropriate medical / ophthalmic history, perform an ophthalmic examination, an appropriate general medical examination an appropriate preoperative assessment. They will also identify the most likely diagnosis and list an appropriate differential diagnosis. They will be required to outline and/or perform appropriate ophthalmic and medical investigations and outline a management plan for the condition including (where appropriate): preventative, public health and nutritional measures, genetic, disease education and counseling, general medical therapies, pharmacological, laser, surgical and optical treatments, consultation by other medical or health professionals, organization of government & NGO assistance and arrange for appropriate ophthalmic and other medical/paramedical follow up. This is required for common eye conditions in the fields of cornea and external diseases, orbital disease, eyelids, lacrimal disease, intraocular inflammation and uveitis, traumatic eye injuries, lens and cataract, glaucoma, retinal diseases and diabetic retinopathy, neuro-ophthalmology, paediatric diseases, strabismus and refractive errors. Mentor based teaching, fortnightly submitted case reports, Online attendance and completed case histories. This UoS will be offered as a mentor based programme with the candidate under the supervision of three layers of Mentors. Firstly, a local ophthalmologist in their country of practice. This ophthalmologist will be assessed and deemed appropriate by the course coordinators. Visiting ophthalmologists from Australia and New Zealand will also supervise their training and a Representative from the Local Government health authorities who the candidate will be employed by will also serve as a Mentor to the candidate. Candidates will be required to practice ophthalmology in a variety of settings. These will include hospital based ophthalmology clinics, private based ophthalmology practices, ophthalmology clinics run by visiting Australian and New Zealand ophthalmologists and outreach clinics to other smaller communities. At the end of the unit of study, a supervised clinical exam will be undertaken in Sydney or their country of practice. The exam will be a clinical exam assessing the candidate's competence in clinical ophthalmology. It will take the form of both a written and clinical exam. The clinical exam will include an observed clinical exam, utilizing patients with ophthalmic conditions and a long case exam involving detailed management of common eye conditions. Successful candidates will be able to demonstrate the ability to work independently as an ophthalmologist in their native country.

Textbooks

OPSC5017
Surgical Ophthalmology
Credit points: 6
Teacher/Coordinator: Professor Peter McCluskey
Sessions: Semester 1, Semester 2
Classes: 2hrs online per day x5 days (13 weeks)
This unit of study aims to provide candidates with the practical experience and knowledge necessary to manage surgical ophthalmic conditions. This is a mentor based programme with candidates operating in a number of different environments. Emphasis is on preoperative assessment, surgical competence and post operative management. Candidates will be required to operate in a variety of settings. These will include hospital based ophthalmology surgical lists, private based ophthalmology surgical lists, ophthalmology surgical clinic run by visiting Australian and New Zealand ophthalmologists and outreach clinics to other smaller communities. Surgical mentors will provide the appropriate training in specific ophthalmic operations. Candidates will be required to show that they can competently assess and perform ophthalmic surgery and manage post operative complications. By management the candidate is required to take an appropriate medical / ophthalmic history, perform an ophthalmic examination, an appropriate general medical examination and an appropriate preoperative assessment. They will be required to identify the most likely diagnosis and list an appropriate differential diagnosis of the aetiology of the surgical disease, and outline and/or perform appropriate ophthalmic and medical investigations. They will be required to perform Surgery of the following Ophthalmic Conditions: extra capsular cataract surgery, repair of traumatic eye and eyelid injuries, infective eyelid and orbital lesions, benign and malignant lid procedures, pterygium surgery, acute glaucoma procedures, strabismus procedures and simple lacrimal duct procedures. Mentor based teaching, Online surgical logbook, online surgical case histories. This unit of study will be offered as a mentor based programme with the candidate under the supervision of three layers of Mentors. Firstly, a local ophthalmologist in their country of practice, this ophthalmologist will be assessed and deemed appropriate by the course coordinators. Visiting ophthalmologists from Australia and New Zealand will also supervise their training and a Representative of the Local Government health authorities who the candidate will be employed by will serve as a Mentor to the candidate. At the end of the year a supervised surgical exam will be undertaken in Sydney or their country of practice. The exam will be a supervised extracapsular cataract extraction that the candidate must perform competently to complete the unit of study.

Textbooks

OPSC5027 Glaucoma
Credit points: 6 Teacher/Coordinator: A/Prof John Grigg Session: Semester 2 Classes: Online lectures plus tutor-led online forum discussion. Self-directed learning 16hrs per wk. Corequisites: OPSC5026 Assessment: 3 x 2000 word written assignments (90%), online forum discussion (10%) Mode of delivery: Online
Note: Candidates must be overseas trained specialists from countries with established vocational ophthalmology training programs and have satisfactorily completed the requirements to practice as ophthalmologists in their countries of residency, or be eligible to undertake further fellowship training in their countries of residency.

This unit of study will provide candidates with the theoretical and practical knowledge of the treatment of glaucoma. The first part of the unit will cover classification and epidemiology, pathology and pathogenesis, clinical assessment, disease detection and monitoring progression. The second part of the course will include teaching on primary open angle glaucoma, primary and secondary angle closure glaucoma, secondary open angle glaucoma, neovascular glaucoma, paediatric glaucoma, congenital and developmental glaucoma. The final sections will look at medical therapy, laser therapy and surgical therapy.

Textbooks

OPSC5028 Practical International Ophthalmology 1
Credit points: 6 Teacher/Coordinator: Professor Peter McCluskey Session: Intensive February Classes: block (1x5days) Prerequisites: OPSC5026, OPSC5027 Corequisites: OPSC5029, OPSC5030 Assessment: 1hr observed practical exam (100%) Mode of delivery: Block mode
Note: Candidates must be overseas trained specialists from countries with established vocational ophthalmology training programs and have satisfactorily completed the requirements to practice as ophthalmologists in their countries of residency, or be eligible to undertake further fellowship training in their countries of residency.

This course covers interpretation and assessment of special investigation for glaucoma and anterior segment including microbiology, preparation of specimens, confocal imaging, corneal topography, ocular biometry, perimetry, and ultrasound biomicroscopy (UBM).

OPSC5029 Practical International Ophthalmology 2
Credit points: 6 Teacher/Coordinator: Professor Peter McCluskey Session: Intensive February Classes: block (1x5days) Prerequisites: OPSC5026, OPSC5027 Corequisites: OPSC5028, OPSC5030 Assessment: 1hr observed practical exam (100%) Mode of delivery: Block mode
Note: Candidates must be overseas trained specialists from countries with established vocational ophthalmology training programs and have satisfactorily completed the requirements to practice as ophthalmologists in their countries of residency, or be eligible to undertake further fellowship training in their countries of residency.

This course covers interpretation and assessment of OCT, fluorescein angiography, including green angiography, autofluorescence, electrophysiology, ocular motility assessment and research methodology.

OPSC5030 Medical Retina
Credit points: 6 Teacher/Coordinator: Professor Peter McCluskey Session: Semester 1 Classes: Online lectures plus tutor-led online forum discussion. Self-directed learning 16hrs per wk. Corequisites: OPSC5026, OPSC5027 Assessment: 3 x 2000 word written assignments (90%), online forum discussion (10%) Mode of delivery: Online
Note: Candidates must be overseas trained specialists from countries with established vocational ophthalmology training programs and have satisfactorily completed the requirements to practice as ophthalmologists in their countries of residency, or be eligible to undertake further fellowship training in their countries of residency.
This unit of study will provide candidates with the theoretical and practical foundations for the treatment of retinal disorders and diseases. The first part of the unit will cover clinical assessment and investigation, retinal arterial vascular disease, macroaneurysm, hypertensive and diabetic retinopathy. We will then cover age-related macular degeneration, other causes of CNV and the surgical management of retinal and vitreous disorders. The final sections of the unit will look at macular and retinal dystrophies, posterior segment inflammatory and infective eye disease, the management of PEIs and globe trauma and retinal and choroidal tumours.

Textbooks


OPSC5031

Paediatric Ophthalmology

Credit points: 6

Teacher/Coordinator: A/Prof John Grigg

Session: Semester 2

Classes: Online lectures plus tutor-led online forum discussion. Self-directed learning 16hrs per wk.

Prerequisites: OPSC5030

Assessment: 3x 2000 word written assignments (90%), online forum discussion (10%)

Mode of delivery: Online

Note: Candidates must be overseas trained specialists from countries with established vocational ophthalmology training programs and have satisfactorily completed the requirements to practice as ophthalmologists in their countries of residency, or be eligible to undertake further fellowship training in their countries of residency.

This unit of study will provide candidates with the theoretical and practical foundations necessary to assess and perform paediatric ophthalmology. The first part of the unit will cover retinopathy of prematurity, refractive error and amblyopia, strabismus I comitant, strabismus II incomitant and vertical deviation. Following this, we will look at media opacities, congenital cataracts, congenital glaucoma and developmental glaucoma, an introduction to genetic eye disease and paediatric ophthalmic infectious diseases. In the final part of the unit we will cover paediatric ocular oncology, orbital and lacrimal disease, the child who can't see approach to and investigations, phakomatoses and nystagmus.

Textbooks


OPSC5032

Treatise

Credit points: 12

Teacher/Coordinator: Professor Peter McCluskey

Session: Semester 1, Semester 2

Classes: Students will be required to have contact with their supervisor regarding their treatise at least every three weeks to discuss the progress and implementation of their project. Prerequisites: (OPSC5013 and OPSC5014 and OPSC5017) or (OPSC5026 and OPSC5027 and OPSC5028)

Assessment: Review by two independent assessors. Treatise may take one of two forms, either a written output on work performed during the candidature from a supervised student project that contains between 10,000-20,000 words or a scientific paper that arises from a supervised student’s project and has been accepted by a peer review journal for publication. The scientific paper however still needs to be embedded in a treatise with an expanded introduction and literature review as well as an expanded conclusion/discussion section. Additional methods and results not presented in the scientific paper should also be included.

Mode of delivery: Supervision

Note: Candidates must be overseas trained specialists from countries with established vocational ophthalmology training programs and have satisfactorily completed the requirements to practice as ophthalmologists in their countries of residency, or be eligible to undertake further fellowship training in their countries of residency.

OPSC5033

Acute and Emergency Eye Presentations

Credit points: 6

Teacher/Coordinator: A/Prof John Grigg

Session: Semester 1, Semester 2

Classes: Online lectures plus tutor-led online forum discussion. Self-directed learning 16hrs per wk.

Assessment: 3 x 2000 word written assignments (90%), online forum discussion (10%)

Mode of delivery: Online

Note: Candidates must be overseas trained medical practitioners without an established vocational ophthalmology training program and be working in a clinical ophthalmology unit.

This unit of study will provide candidates with the theoretical and practical knowledge of acute and emergency presentations in ophthalmology.

Wk 4 will cover blunt ocular trauma and intraocular foreign bodies and Wk 5 cranial nerve palsies. Wk 6 giant cell arteritis and Wk 7 CRAO/CRVO - retinal vascular occlusions. Wk 8 will cover acute glaucoma and Wk 9 acute uveitis. Wk 10 will cover neonatal conjunctivitis and Wk 11 leukemia in the infant. Wk 12 will cover recent onset nystagmus and Wk 13 neuro ophthalmic emergencies.

Textbooks

International Public Health

Master of International Public Health

<table>
<thead>
<tr>
<th>Course code</th>
<th>MA1NUHE2000</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRICOS code</td>
<td>054758G</td>
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<tr>
<td>Degree Abbreviation</td>
<td>MIntPH</td>
</tr>
<tr>
<td>Credit points required to complete</td>
<td>48</td>
</tr>
<tr>
<td>Time to complete full-time</td>
<td>1 year</td>
</tr>
<tr>
<td>Time to complete part-time</td>
<td>1.5 to 4 years</td>
</tr>
</tbody>
</table>

Overview

International Public Health emphasises a modern approach to public health in low- and middle-income countries. It aims to ensure students can work productively in public health in an international context, particularly in developing countries, through an understanding of the distribution and determinants of disease and health and the social and cultural contexts in which disease and health are embedded. Students will also learn about health systems and policies and interventions for effective disease prevention and control.

Course outcomes

The course focuses on themes such as: causes of ill-health and premature mortality; infectious diseases, non-communicable diseases and nutrition; maternal and child health; health policy and health system strengthening; project management; and research methods.

Further Information

The course comprises 30 credit points of core units of study and 18 credit points of electives. The core comprises two research methods units, two units covering the fundamentals of international health and a capstone unit, which usually involves developing a practical plan for implementing a health-related project in a developing country. Of the 18 credit points of electives, at least 6 credit points must be chosen from international health units. The remaining 12 credit points of electives can be chosen from international health units or from a wide range of units offered by other courses in the School of Public Health. With special permission, students may also choose electives from outside the School.

All core units of study and international health electives are available face-to-face. Several elective units are taught as intensive 2-day or 4-day workshops. Note that all core units and many (but not all) electives are also taught online, which means that students who wish to do so can complete the MIPH degree entirely online.

Further enquiries

Professor Robert Cumming
Phone: +61 2 9036 6407
Email: robert.cumming@sydney.edu.au

Associate Professor Mu Li
Phone: +61 2 9351 5996
Email: mu.li@sydney.edu.au

Website:
Admission requirements

Admission to the Master of International Public Health requires:

- a bachelor degree with honours, a graduate certificate or a graduate diploma; or
- a bachelor degree in medicine, nursing, physiotherapy, occupational therapy, optometry, pharmacy, dentistry, veterinary science, psychology, biological science, medical science, international relations, international development, education, social science, political science, communication and journalism, civil engineering, law, economics or mathematics; or
- a bachelor degree in an unrelated field, plus two years professional work experience in health or international development.

See the course Rules for further information.

Course structure

The Master of International Public Health requires the successful completion of 48 credit points of units of study including:

- 30 credit points of core units of study, and
- 18 credit points of elective units of study with a minimum of 12 credit points from Part 1 of the Table of Units of Study.

Sample pattern of enrolment

Students commencing enrolment in Semester 2 of a given year will need to do elective units before core units.

Core units of study

Students complete 30 credit points of core units of study, including a capstone unit of study.

Full-time students take 24 credit points of core units in Semester 1 of a given year.

Part-time students usually take 12 credit points in Semester 1 in each of two consecutive years.

Students must also complete a 6 crp capstone unit.

Elective units of study

Full-time students take 18 credit points of elective units in Semester 2 of a given year.

Part-time students usually take 12 credit points (including electives) in Semester 2 in each of two consecutive years.

Students must choose a minimum of 12 credit points from Elective units Part 1. (see the Unit of study table for choices)

Students who have not completed all core units must ensure they fulfil all essential prerequisites before enrolling in electives.

Students commencing mid-year should discuss their elective choices with the course coordinator before enrolling.
Degree resolutions
Sydney Medical School resolutions and the printed handbook are the official statement of faculty policy. The resolutions contained in the printed handbook are accurate as at November 2014. If a conflict is perceived between the content of the printed handbook and information available elsewhere, Sydney Medical School resolutions and the information available in the handbook online shall always take precedence.

See the Policy Online website: sydney.edu.au/policy, for copies of University policies.

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

Course resolutions
1 Course codes

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAINPUHE-02</td>
<td>Master of International Public Health</td>
</tr>
</tbody>
</table>

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

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

4 Admission to candidature
(1) Available places will be offered to qualified applicants according to the following admissions criteria. In exceptional circumstances the Dean may admit applicants without these qualifications who, in the opinion of the Faculty, have qualifications, evidence of experience and achievement sufficient to successfully undertake the award.
(2) Admission to the Master of International Public Health degree requires:
   (a) A bachelor's degree with honours, or a graduate certificate or a graduate diploma from the University of Sydney or an equivalent qualification;
   (b) A bachelor's degree in the field of medicine, nursing, physiotherapy, occupational therapy, optometry, pharmacy, dentistry, veterinary science, psychology, biological science, medical science, international relations, international development, education, social science, political science, communication and journalism, civil engineering, law, economics or mathematics from the University of Sydney or an equivalent qualification;
   (c) A bachelor's degree in an unrelated field, plus two years professional work experience in health or international development.

5 Requirements for award
(1) The units of study that may be taken for the courses are set out in the Tables of Units of Study: International Public Health.
(2) To qualify for the award of the Master of International Public Health, a candidate must successfully complete 48 credit points, comprising:
   (a) 30 credit points of core units of study; and
   (b) 18 credit points of elective units of study, with a minimum of 12 credit points from Part 1 of the International Public Health table of units of study.

6 Transitional provisions
(1) These resolutions apply to persons who commenced their candidature after 1 January, 2015 and persons who commenced their candidature prior to 1 January, 2015 who formally elect to proceed under these resolutions.
(2) Candidates who commenced prior to 1 January, 2015 complete the requirements in accordance with the resolutions in force at the time of their commencement.
International Public Health

Errata

<table>
<thead>
<tr>
<th>Item</th>
<th>Change</th>
<th>Section</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>MIPH5037 International Health Independent Study: Note should be: This unit is only available to students with substantial project management experience who do not wish to do MIPH5219 or MIPH5220. Students are required to fill in 2 copies of the International Health Independent Study Registration Form, signed by the student and the supervisor, to give one copy to IPH Office and take the other copy to the Postgraduate Student Administration Unit to enrol.</td>
<td>Core units</td>
<td>15/1/2015</td>
</tr>
</tbody>
</table>

Tables of units of study: International Public Health

Unit of study | Credit points | A: Assumed knowledge | P: Prerequisites | C: Corequisites | N: Prohibition | Session |
---|---|---|---|---|---|---|
**Core units**

Students complete 30 credit points of core units of study, including a capstone unit of study. Full-time students take 24 credit points of core units in Semester 1 of a given year; part-time students usually take 12 credit points in Semester 1 in each of two consecutive years. Students must also complete a 6 crp capstone unit. Note - students commencing enrolment in Semester 2 of a given year will need to do elective units before 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>
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<tbody>
<tr>
<td>MIPH5131 Foundations of International Health</td>
<td>6</td>
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<td>Semester 1</td>
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<tr>
<td>MIPH5132 Global Disease Burden &amp; Research Methods</td>
<td>6</td>
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<td>Semester 1</td>
</tr>
<tr>
<td>PUBH5010 Epidemiology Methods and Uses</td>
<td>6</td>
<td>N BSTA5011,CEPI5100</td>
<td></td>
<td></td>
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<td>Semester 1</td>
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<tr>
<td>PUBH5018 Introductory Biostatistics</td>
<td>6</td>
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<td></td>
<td>Semester 1</td>
</tr>
</tbody>
</table>

Master students must complete one of the following 6 crp units of study as a capstone 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>
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<tbody>
<tr>
<td>MIPH5037 International Health Independent Study</td>
<td>6</td>
<td>N MIPH5004, MIPH5005</td>
<td>Note: Department permission required for enrolment This unit is only available to students with substantial project management experience who do not wish to do MIPH5219. Students are required to fill in 2 copies of the International Health Independent Study Registration Form, signed by the student and the supervisor, to give one copy to IPH Office and take the other copy to the Postgraduate Student Administration Unit to enrol.</td>
<td></td>
<td></td>
<td>Semester 1</td>
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<td>Semester 2</td>
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<tr>
<td>MIPH5219 International Health Project Management</td>
<td>6</td>
<td>N : MIPH5220</td>
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<td>Semester 2</td>
</tr>
<tr>
<td>MIPH5220 Managing International Health Projects</td>
<td>6</td>
<td>N MIPH5219</td>
<td>International students studying onshore should choose MIPH5219 (face to face).</td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
</tbody>
</table>

**Elective units Part 1**

Full-time Master students take 18 credit points of elective units in Semester 2 of a given year; part-time students usually take 6 credit points in Semester 2 of their first year of enrolment and 6 credit points in Semester 2 of their second year, when they will also undertake a 6 credit point capstone unit. Candidates for the master's degree must choose a minimum of 12 credit points from Part 1. Students who have not completed all core units must ensure they fulfil all essential prerequisites before enrolling in electives.

<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>
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<tbody>
<tr>
<td>HPOL5007 Global Health Policy</td>
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<tr>
<td>MIPH5004 International Health Independent Study 1</td>
<td>2</td>
<td>N MIPH5005, MIPH5037</td>
<td>Note: Department permission required for enrolment The student is required to fill in 2 copies of the International Health Independent Study Registration Form, signed by the student and the supervisor, to give one copy to IPH Office and take the other copy to the Postgraduate Student Administration Unit to enrol. Students cannot enrol in both MIPH5004 and MIPH5005.</td>
<td></td>
<td></td>
<td>Semester 1</td>
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<td>Semester 2</td>
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<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>
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<tr>
<td>MIPH5005 International Health Independent Study 2</td>
<td>4</td>
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<td>Note: Department permission required for enrolment</td>
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<tr>
<td>MIPH5008 Travel and Tropical Medicine</td>
<td>2</td>
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<td>October</td>
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<tr>
<td>MIPH5014 International Promotion</td>
<td>4</td>
<td>N: PUBH5033</td>
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<td>Semester 2</td>
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<tr>
<td>This unit of study is not available in 2016</td>
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<td>Students who have enrolled in PUBH5033 should contact the unit co-ordinator to seek permission before enrolling in MIPH5014, as there is some overlap between the two units of study.</td>
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<td>MIPH5112 Global Communicable Disease Control</td>
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<tr>
<td>MIPH5115 Women’s and Children’s Health</td>
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<td>MIPH5116 Culture, Health, Illness and Medicine</td>
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<tr>
<td>MIPH5117 Global Non-Communicable Disease Control</td>
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<td>MIPH5118 Global Perspectives of HIV/AIDS</td>
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<tr>
<td>MIPH5124 Health Issues and Humanitarian Emergencies</td>
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<tr>
<td>MIPH5127 Mental Disorders in Global Context</td>
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<tr>
<td>MIPH5128 Dissertation A</td>
<td>6</td>
<td>P: A candidate must have obtained a minimum weighted average mark of 70% in the first 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. This unit is usually done after completion of 48 credit points.</td>
<td>Note: Department permission required for enrolment</td>
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<td>Semester 1</td>
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<td>This unit of study is not available in 2016</td>
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<td>This unit is usually done after completion of 48 credit points.</td>
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<td>MIPH5129 Dissertation B</td>
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<td>P: A candidate must have obtained a minimum weighted average mark of 70% in the first 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. This unit is usually done after completion of 48 credit points.</td>
<td>Note: Department permission required for enrolment</td>
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<td></td>
<td>Semester 1</td>
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<td>This unit of study is not available in 2016</td>
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<td>This unit is usually done after completion of 48 credit points.</td>
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<td>Semester 2</td>
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<tr>
<td>MIPH5130 Dissertation C</td>
<td>12</td>
<td>P: A candidate must have obtained a minimum weighted average mark of 70% in the first 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. This unit is usually done after completion of 48 credit points.</td>
<td>Note: Department permission required for enrolment</td>
<td></td>
<td></td>
<td>Semester 1</td>
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<tr>
<td>This unit of study is not available in 2016</td>
<td></td>
<td>This unit is usually done after completion of 48 credit points.</td>
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<tr>
<td>MIPH5134 Primary Care in Low Resource Settings</td>
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<td>Semester 2a</td>
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<td>This unit of study is not available in 2016</td>
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<tr>
<td>MIPH5135 Health Systems in Developing Countries</td>
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<tr>
<td>MIPH5136 Nutrition in International Settings</td>
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<td></td>
<td>August</td>
</tr>
</tbody>
</table>

**Elective units Part 2**

Candidates may complete either LAWS6881 (Semester 1) or LAWS6252 (Semester 2) but may not complete both, and must complete either LAWS6881 or LAWS6252 before undertaking LAWS6839. For information on UNSW elective units of study, please go to the following UNSW website http://www.sphcm.med.unsw.edu.au/.

**BETH5203** Ethics and Public Health
This unit of study is not available in 2016
6 | P: 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. | N: BETH5206 | Semester 2

**BETH5206** Introduction to Public Health Ethics
This unit of study is not available in 2016
2 | N: BETH5203 Students enrolled in the Graduate Diploma or Master of Public Health may choose to take BETH5203 (6CP) instead of BETH5206 (2CP). | | Semester 2a

**BETH5208** Introduction to Human Research Ethics
This unit of study is not available in 2016
2 | N: BETH5202 | | Semester 2a
<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>BETH5209 Medicines Policy, Economics and Ethics</td>
<td>6</td>
<td>A A degree in science, medicine, pharmacy, nursing, allied health, philosophy/ethics, sociology/anthropology, history, law, communications, public policy, business, economics, commerce, organisation studies, or other relevant field, or by special permission.</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>CHSC6906 Health in China</td>
<td>6</td>
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<td>Semester 2</td>
</tr>
<tr>
<td>DENT5013 Preventative Dentistry</td>
<td>6</td>
<td>P (PUBH5010 or CEPI5100) and PUBH5018 or DENT6000</td>
<td></td>
<td></td>
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<td>Semester 2</td>
</tr>
<tr>
<td>DENT5014 Dental Health Services</td>
<td>6</td>
<td>P PUBH5018 and (PUBH5010 or CEPI5100)</td>
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<td>Semester 2</td>
</tr>
<tr>
<td>DENT5015 Population Oral Health</td>
<td>6</td>
<td>P PUBH5010 or CEPI5100 or SUST5004</td>
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<td>Semester 2</td>
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<tr>
<td>HPOL5000 Introduction to Health Policy</td>
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<tr>
<td>HPOL5001 Economics and Finance for Health Policy</td>
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</tr>
<tr>
<td>HPOL5003 Analysing Health Policy</td>
<td>6</td>
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<td></td>
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<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>LAWS6252 Legal Reasoning &amp; the Common Law System</td>
<td>6</td>
<td>N LAWS6881 International students who are required to enrol in this unit must undertake classes during the first week of their study. Health Law and Public Health students should enrol in LAWS6881 Introduction to Law for Health Professionals in lieu of LAWS6252, if available. This unit is not available to MLawIntDev students who have been granted a reduced volume of learning. Students must attend all classes on the timetabled dates as prescribed for their enrolled session/group. An Absent Fail grade may be granted to students who fail to attend the correct session/group.</td>
<td></td>
<td></td>
<td></td>
<td>Intensive April September</td>
</tr>
<tr>
<td>PACS6921 Peace of Mind: The Psychology of Peace</td>
<td>6</td>
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<td>October</td>
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<tr>
<td>PSYC5011 Applying Models of Health Behaviour</td>
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<td>Semester 2</td>
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<tr>
<td>PUBH5017 Public Health Program Evaluation</td>
<td>6</td>
<td>P (PUBH5010 or CEPI5100) and PUBH5018 and PUBH5033</td>
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<td>Semester 2</td>
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<tr>
<td>PUBH5019 Cancer Prevention and Control</td>
<td>6</td>
<td>P PUBH5010 or CEPI5100 Note: Department permission required for enrolment</td>
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<tr>
<td>PUBH5020 Chronic Disease Prevention and Control</td>
<td>6</td>
<td>P PUBH5010 or CEPI5100 Note: Department permission required for enrolment</td>
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<tr>
<td>PUBH5024 Obesity and Health Promotion</td>
<td>2</td>
<td>P (PUBH5010 or CEPI5100), PUBH5033 and PUBH5020</td>
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<td>Intensive August</td>
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<tr>
<td>PUBH5025 Physical Activity and Public Health</td>
<td>2</td>
<td>P Content of Core MPH electives noted as prerequisites</td>
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<td>Intensive August</td>
</tr>
<tr>
<td>PUBH5026 Mass Media Campaigns &amp; Social Marketing</td>
<td>2</td>
<td>A Training in research methods epidemiology is advised but not essential. P PUBH5033</td>
<td></td>
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<td>Intensive August</td>
</tr>
<tr>
<td>PUBH5101 Special Project in Public Health</td>
<td>4</td>
<td>P (PUBH5010 or CEPI5100) and PUBH5018 Note: Department permission required for enrolment Students negotiate with a public health staff member to be their supervisor on an agreed project. The student informs the Unit co-ordinator, who emails the Postgraduate Student Administration Unit permission to allow the student to enrol.</td>
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<tr>
<td>PUBH5102 Special Project in Public Health</td>
<td>2</td>
<td>P (PUBH5010 or CEPI5100) and PUBH5018 Note: Department permission required for enrolment Students negotiate with a public health staff member to be their supervisor on an agreed project. The student informs the Unit co-ordinator, who emails the Postgraduate Student Administration Unit permission to allow the student to enrol.</td>
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<td>PUBH5110 Environmental Health</td>
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<tr>
<td>PUBH5114 Alcohol, Drug Use and Health</td>
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<td>N PUBH5115</td>
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<tr>
<td>PUBH5115 Alcohol, Drug Use and Health</td>
<td>2</td>
<td>N PUBH5114</td>
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<tr>
<td>PUBH5117 Communicable Disease Control</td>
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<td>Unit of study</td>
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<td>PUBH5105 Decision Analysis</td>
<td>2</td>
<td>A PUBH5302 Health Economic Evaluation</td>
<td>P PUBH5018 and (PUBH5010 or CEP5100)</td>
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<td>Semester 2b</td>
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<tr>
<td>PUBH5106 Controlled Trials</td>
<td>2</td>
<td>P PUBH5018</td>
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<td>Semester 2</td>
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<tr>
<td>PUBH5108 Screening and Diagnostic Test Evaluation</td>
<td>2</td>
<td>P PUBH5010 or CEP5100</td>
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<tr>
<td>PUBH5211 Multiple Regression and Stats Computing</td>
<td>4</td>
<td>P PUBH5018</td>
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<tr>
<td>PUBH5212 Categorical Data Analysis</td>
<td>2</td>
<td>P PUBH5018</td>
<td>C PUBH5211</td>
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<tr>
<td>PUBH5213 Survival Analysis</td>
<td>2</td>
<td>C PUBH5211</td>
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<td>Semester 2b</td>
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<tr>
<td>PUBH5221 Introductory Analysis of Linked Data</td>
<td>6</td>
<td>(PUBH5010 or BSTA5011 or CEP5100) and (PUBH5211 or BSTA5004)</td>
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<td>Intensive June</td>
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<tr>
<td>PUBH5222 Advanced Epidemiology</td>
<td>6</td>
<td>P PUBH5010 or CEP5100</td>
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<td>Semester 2</td>
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<tr>
<td>PUBH5302 Health Economic Evaluation</td>
<td>4</td>
<td>(PUBH5010 or CEP5100) and PUBH5018 or (HPOL5001 as a prerequisite and HPOL5003 as a co-requisite)</td>
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<tr>
<td>PUBH5307 Advanced Health Economic Evaluation</td>
<td>2</td>
<td>P PUBH5018 and (PUBH5010 or CEP5100)</td>
<td>C PUBH5205 and PUBH5032</td>
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<td>Intensive October</td>
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<tr>
<td>PUBH5308 Health Workforce Policy Analysis</td>
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<tr>
<td>PUBH5309 Translational Health</td>
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<tr>
<td>PUBH5415 Injury Prevention</td>
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<tr>
<td>PUBH5416 Vaccines in Public Health</td>
<td>2</td>
<td>P PUBH5010 or CEP5100 or PUBH5018</td>
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<tr>
<td>PUBH5417 Injury Epidemiology Prevention &amp; Control</td>
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<td>PUBH5418 Tobacco Control in the 21st Century</td>
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<td>PUBH5420 Public Health Advocacy Strategies</td>
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<tr>
<td>PUBH5421 Infection Prevention in Healthcare</td>
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<tr>
<td>PUBH5500 Advanced Qualitative Health Research</td>
<td>6</td>
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<td>QUAL5005 Introducing Qualitative Health Research</td>
<td>4</td>
<td>N PUBH5500</td>
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<tr>
<td>SEXH5008 Sex and Society</td>
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<tr>
<td>SEXH5101 Public Health Aspects of STIs</td>
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<tr>
<td>SEXH5102 Public Health Aspects of HIV/AIDS</td>
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<tr>
<td>SEXH5205 Advanced Adolescent Sexual Health</td>
<td>6</td>
<td>N SEXH5204</td>
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<td>Unit of study</td>
<td>Credit points</td>
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<tr>
<td>SEXH5414 Public Health: HIV, STIs and Sexual Health</td>
<td>6</td>
<td>N SEXH5008, SEXH5101, SEXH5102</td>
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This unit of study is not available in 2016.
BETH5203
Ethics and Public Health
Credit points: 6
Teacher/Coordinator: A/Professor Stacy Carter
Session: Semester 2
Classes: 5x8hr Intensives; or Distance Education (online).
Prerequisites: 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.
Prohibitions: BETH5206
Assessment: 5xOnline Quiz (50%); 1x2500wd essay (50%)
Mode of delivery: Online

This unit provides students with an overview of the ethical and political issues that underlie public health and public health research. The unit introduces key concepts in public health ethics including liberty, utility, justice, solidarity and reciprocity, and introduces students to different ways of reasoning about the ethics of public health. Most learning occurs in the context of two teaching intensives, which are highly interactive and focus on the development and application of reasoning skills.

Textbooks
Students are provided with a book of readings (in digital format). Most supplementary readings can be accessed through the library or online.

BETH5209
Medicines Policy, Economics and Ethics
Credit points: 6
Teacher/Coordinator: Dr Wendy Lipworth
Session: Semester 1
Classes: Block mode (2x2 days) and online
Assessment: Online exercises (15%); 1x1500 word essay (35%); 1x3000 word essay (50%)
Mode of delivery: Online

Medicines and medical devices save lives but they can be costly and can have serious adverse effects. Value-laden decisions are continuously being made at individual, institutional, national and international levels regarding the medicines and devices we need, want and can afford. In this unit of study, we will explore and critique global and national policies and processes related to medicines and medical devices, examining how research and development agendas are set; how medicines and other health technologies are assessed and evaluated; and how new technologies are translated into practice.

We will also explore broader trends such as globalisation, commercialisation and changing consumer expectations. By the end of the course, students will understand the forces shaping the development, regulation, funding and uptake of health technologies both nationally and internationally, and the political, ethical, legal and economic issues that are at stake. This course is designed to appeal to a wide range of student from ethics, law, public health, health care, policy, communications, economics, business, politics, administration, and other relevant fields.
and biomedical science. Students will be encouraged to focus on issues of most relevance to their own area of study or work.

Textbooks
Readings will be provided

CHSC6006
Health in China
Credit points: 6 Teacher/Coordinator: Dr Ying Zhang Session: Semester 2 Classes: 1x2-hr seminar/week Assessment: 2000wd essay (25%) and 1000wd individual presentation (25%) and seminar participation (10%) and 2000wd case study research paper (40%) Mode of delivery: Normal (lecture/lab/tutorial) day

This unit provides a critical overview of China's contemporary health system and health issues. It uses a multidisciplinary approach to examine the interaction between health and China's development process. Through the use of case studies this unit provides students with concrete examples of current and future issues faced by China's health system, including; health policy formation; health services financing, delivery and evaluation; ethical issues in health services delivery; health inequalities and biomedical science. Students will be encouraged to focus on issues of most relevance to their own area of study or work.

Textbooks

DENT5013
Preventative Dentistry
Credit points: 6 Teacher/Coordinator: Associate Professor Wendell Evans Session: Semester 2 Classes: 30hrs consisting of 10x1hr lecture/seminar and 2hr tutorial Prerequisites: (PUBHS5010 or CEPIS100) and PUBHS5018 or DENT6000 Assessment: individual written assignments (70%), tutorial discussion and group-work participation (30%) Mode of delivery: Normal (lecture/lab/tutorial) day

To provide students with sufficient background and appreciation of the importance of preventive dentistry and oral health promotion and to provide them with the opportunity to develop skills and acquire essential knowledge in this field for the effective practice of population oral health. The following topics will be covered: principles of prevention; oral diseases and conditions of public health concern - a review; the epidemiology of the common oral problems; prevention of dental caries; prevention of periodontal disease; prevention of other diseases of oral health concern; evidence-based preventive dental care; principles of health education, health protection, and oral health promotion; and analysis of health education and oral health promotion initiatives. On the completion of this unit of study, the student will be able to: understand the efficacy and effectiveness of risk reduction strategies in relation to the common oral problems and conditions; select interventions and strategies for the prevention and control of oral disease and the promotion of oral health; and understand the limitations of health education and the potential for oral health improvement through effective oral health promotion strategies.

Textbooks
Fejerskov O, Kidd E (Editors) with Nyvad B and Eklund V. Dental caries: the role and scope of dental health services within health care and to implement and evaluate population based oral health programs to improve oral health and reduce inequalities in oral health.

Recommended Reading:

HPOL5000
Introduction to Health Policy
Credit points: 6 Teacher/Coordinator: A/Prof James Gillespie Session: Semester 1 Classes: Distance Education with compulsory Intensive workshops on Campus. 2 x 2-day workshops, online lectures and discussions Assessment: 1 x 1500wd written assignment (30%); 1 x 3000wd written assignment (50%); Online learning quiz (5%); online problem based learning exercise (15%) Mode of delivery: Distance education/intensive on campus

DENT5015
Population Oral Health
Credit points: 6 Teacher/Coordinator: Dr Shanti Sivaneswaran Session: Semester 2 Classes: 30hrs consisting of 10x1hr lecture/seminar and 2hr tutorial Prerequisites: PUBHS5010 or CEPIS100 or SUST5004 Assessment: individual written assignments (80%), tutorial discussion and group-work participation (20%) Mode of delivery: Normal (lecture/lab/tutorial) day

To provide students with sufficient background and appreciation of the importance of preventive dentistry and oral health promotion and to provide them with the opportunity to develop skills and acquire essential knowledge in this field for the effective practice of population oral health. This unit focuses on the determinants of oral health and the importance of upstream measures to attack the root cause of oral diseases and the planning, implementing and evaluating of these approaches. The following topics will be covered: principles of population health approach, planning and policy framework for population oral health, the changing profile oral health and patterns of oral health care; water fluoridation (including legislation, benefits/risks, the politics of fluoridation, the arguments for and against water fluoridation, how to respond to antifluoridationists; how to promote and extend water fluoridation), overview of policies and initiatives regarding dental services - the example of New South Wales; and oral health workforce and emerging workforce issues. On the completion of this unit of study students should be able to demonstrate ability to design/develop, implement and evaluate population based oral health programs to improve oral health and reduce inequalities in oral health.

Textbooks
This unit develops skills for the effective critical appraisal of health policy. It familiarizes students with the principles, and limitations, of evidence-based health policy and how this is shaped by the health and political systems.

Learning objectives:
- to develop critical appraisal skills to critique the research that underpins policy
- to identify and analyse the main influences on policy development
- to evaluate existing policy frameworks and processes in relation to evidence, political context and broader community values

Content:
This unit builds policy analysis and analytical skills by exploring policy design, implementation and evaluation. It 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 workshops focus on the critical use of epidemiological and public policy analysis to build the evidence base for policy, taking into account political and social contexts.

Textbooks

HPOL5007
Global Health Policy
Credit points: 6
Teacher/Coordinator: Dr Carmen Huckel Schneider, Dr Anne Marido
Session: Semester 2
Classes: Distance Education with compulsory Intensive workshops on campus or online. 2 x 2 day workshops plus 4 tutorials (tutorials offered face-to-face or online). Assessment: 1 x 2000 word essay (35%), Tutorial discussion papers or online discussion (15%), 1 x 3000 word essay (50%) Mode of delivery: Online

This unit explores the impact of globalization the health of populations and policy making processes. It also investigates the potential to improve health outcomes globally through policy. The aim of this course is to equip students with the knowledge and skills to identify and articulate political and policy processes at the global level, become familiar with institutions and actors involved in global health policy and utilize strategies for influencing policy making at the global level. The unit will explore global health threats that transcend national boundaries; especially those whose causes or results transcend the capacity of individual states to influence. We analyse the influence and power of institutions and actors in the development and implementation of global health policy, including the World Health Organisation, UNICEF, the World Bank, the WTO, the Gates Foundation and NGOs. We will also investigate the governance of global health policy responses. Teaching will make extensive use of current case studies from recognised experts in the field.

Textbooks
Science and Law; Master of Global Law; Master of Health Law; Master of International Business and Law; Master of Labour Law and Relations; Master of Law & International Development as well as Graduate Diplomas offered in these programs. The unit has been designed to equip students with the necessary legal skills and legal knowledge to competently apply themselves in their chosen area of law. Instruction will cover the legislative process; the judiciary and specialist tribunals; precedent; court hierarchies; legal reasoning; constitutional law; administrative law; contracts; and torts. Some elements of the unit will be tailored in accordance with the requirements of the particular specialist programs.

MIPH5004 International Health Independent Study 1
Credit points: 2 Teacher/Coordinator: Professor Robert Cumming, Associate Professor Mu Li Session: Semester 1, Semester 2 Classes: student under individual supervision Prohibitions: MIPH5005, MIPH5037 Assessment: 1x 2000word written report (100%) Mode of delivery: Supervision Note: Department permission required for enrolment. Note: The student is required to fill in 2 copies of the International Health Independent Study Registration Form, signed by the student and the supervisor, to give one copy to the Postgraduate Student Administration Unit to enrol. Students cannot enrol in both MIPH5004 and MIPH5005.

This unit gives students the opportunity to undertake a special project (a research project or a field placement) in their area of interest in international public health. Students may research their chosen topic or analyse data already collected, then write a brief report. Alternatively, students may choose to undertake a placement with an international aid agency or with relevant sections of health services overseas or in Australia and then write a report about it. Students arrange with an international public health academic to be their supervisor on a project and agree to expected deliverables. The supervisor provides guidance and assesses the report.

MIPH5005 International Health Independent Study 2
Credit points: 4 Teacher/Coordinator: Professor Robert Cumming, Associate Professor Mu Li Session: Semester 1, Semester 2 Classes: student under individual supervision Prohibitions: MIPH5004, MIPH5037 Assessment: 1x 4000word written report (100%) Mode of delivery: Supervision Note: Department permission required for enrolment. Note: The student is required to fill in 2 copies of the International Health Independent Study Registration Form, signed by the student and the supervisor, to give one copy to the Postgraduate Student Administration Unit to enrol. Students cannot enrol in both MIPH5005 and MIPH5004.

This unit gives students the opportunity to undertake a special project (a research project or a field placement) in their area of interest in international public health. Students may research their chosen topic or analyse data already collected, then write a brief report. Alternatively, students may choose to undertake a placement with an international aid agency or with relevant sections of health services overseas or in Australia and then write a report about it. Students arrange with an international public health academic to be their supervisor on a project and agree to expected deliverables. The supervisor provides guidance and assesses the report.

MIPH5008 Travel and Tropical Medicine
Credit points: 2 Teacher/Coordinator: Dr Giselle Manalo, Dr Paula Fogarty Session: Intensive October Classes: 1x 2day intensive lectures Assessment: 1x 2000word individual essay (80%) and attendance (20%) Mode of delivery: Block mode

This unit aims to provide an overview of common health issues and emerging travel-related diseases, with a general look at prevention and control of these problems for travellers or those intending to work in tropical or resource-poor settings for a significant period of time. Travel/public health regulations associated with outbreaks and disasters are also addressed. During the short course, students will also explore issues such as pre-travel preparations, protection from vector-borne diseases and vaccinations. The teaching method is face-to-face teaching. Attendance is compulsory.

Textbooks are available on the unit’s eLearning site.

MIPH5014 International Health Promotion
Credit points: 4 Teacher/Coordinator: Dr Philyarth Phongsavan Session: Semester 2 Classes: 1x 2hr lecture per week for 11 weeks; 1x 1hr tutorial per week for 9 weeks Prohibitions: PUBH5033 Assessment: 1500 word essay (30%), 2500 word report (50%), tutorial participation and attendance (20%) Mode of delivery: Normal (lecture/lab/tutorial) day Note: Students who have enrolled in PUBH5033 should contact the unit co-ordinator to seek permission before enrolling in MIPH5014, as there is some overlap between the two units of study.

This unit of study aims to provide students with an understanding of the principles, theory and methods that are employed in health promotion and prevention. The unit will give attention to the full spectrum of health promotion and prevention programs, from the development of local level initiatives to global 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. 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 social and economic development at the national and global levels, prevention and control of non-communicable and communicable diseases, including cigarette smoking, hygiene practices, capacity building and workforce development for health promotion and prevention.

Textbooks are available on the unit’s eLearning site.

MIPH5037 International Health Independent Study
Credit points: 6 Teacher/Coordinator: Professor Robert Cumming, Associate Professor Mu Li Session: Semester 1, Semester 2 Classes: student under individual supervision Prohibitions: MIPH5004, MIPH5005 Assessment: 1x 6000 word assignment (60%), 1x 2000word written essay (35%), group project participation and attendance (5%) Mode of delivery: Supervision Note: Department permission required for enrolment. Note: This unit is only available to students with substantial project management experience who do not wish to do MIPH5219. Students are required to fill in 2 copies of the International Health Independent Study Registration Form, signed by the student and the supervisor, to give one copy to IPH Office and the other copy to the Postgraduate Student Administration Unit to enrol.

This unit gives students the opportunity to undertake a special project (a research project or a field placement) in their area of interest in international public health as part of the course. Students may research their chosen topic or analyse data already collected, then write a brief report. Alternatively, students may choose to undertake a placement with an international aid agency or with relevant sections of health services overseas or in Australia and then write a report about it. Students arrange with an international public health academic to be their supervisor on a project and agree to expected deliverables. The supervisor provides guidance and assesses the report.

MIPH5112 Global Communicable Disease Control
Credit points: 4 Teacher/Coordinator: Dr Grant Hill-Cawthorne, Dr Giselle Manalo Session: Semester 2 Classes: 1x 2hr lecture per week for 13 weeks; 1x 1hr tutorial per week for 9 weeks plus 1x 1 day peer-learning session through group presentations; also offered fully online. Assessment: 1x group presentation (25%), 1x 2500word written essay (50%), tutorial facilitation (20%) and peer evaluation (5%) Mode of delivery: Online

This unit gives candidates an insight into prevention and control of communicable diseases in developing countries using country-specific examples presented by professionals with field experience. The unit covers tropical diseases (including schistosomiasis and leprosy), as well as vector-borne conditions (including yellow fever and dengue), zoonoses and emerging infectious diseases such as pandemic influenza.

Textbooks are available on the unit’s eLearning site.
MIPH5115
Women’s and Children’s Health
Credit points: 4
Teacher/Coordinator: Dr Jane Hirst
Session: Semester 2
Classes: 1x2hr lecture per week for 10 weeks, 1x1hr tutorial per week for 9 weeks; also offered fully online
Assessment: 1x2000 word individual assignment (50%), 1x group report (30%), tutorial participation (20%)
Mode of delivery: Normal (lecture/lab/tutorial) day

This unit aims to give students an overview of the health status of women and children in international settings. It also aims to examine causes of major health problems and possible approaches to improving the health of women and children in resource-poor countries. The unit covers a variety of issues in women’s and children’s health, including approaches to prevention of maternal and fetal, neonatal and child mortality, poverty, mother to child HIV transmission, women and violence, family planning, diarrhoeal disease, pneumonia, and vaccine preventable diseases.

Textbooks
Readings are available on the unit’s eLearning site.

MIPH5116
Culture, Health, Illness and Medicine
Credit points: 4
Teacher/Coordinator: Dr Cynthia Hunter
Session: Semester 2
Classes: 1x 2 day workshop; 1x 2hr seminar per week for 7 weeks; also offered fully online
Assessment: 1x3000word essay (75%) and 1x1hr class facilitation (25%)
Mode of delivery: Normal (lecture/lab/tutorial) day

This unit aims to provide an integrated and interpretive approach to an understanding of health-related behaviours of populations in international settings, by synthesizing anthropological knowledge and methodology, and the interactions of culture, biology, psychology and environment. The teaching process is by student-led, lecturer-guided, discussion based review and critical analysis of relevant topics. During the unit, students will explore a range of issues in global and multicultural health from an anthropological perspective. Methodological approaches will encompass ethnography and other anthropological data collection methods. The issues covered will include cultural influences on health, illness and healing, such as indigenous and traditional beliefs and systems, gender and cultural change and the impact of modernization and development on illness and healing. The impact examines disease and illness patterns - their distribution and persistence, mental illness and culture and attitudes towards the use of medications; and the provision of culturally sensitive and appropriate services. The emphasis will be on covering a range of topics relevant to the students enrolled, and those of particular importance in contemporary international and multicultural health contexts.

Textbooks
Readings are available on the unit’s eLearning site.

MIPH5117
Global Non-Communicable Disease Control
Credit points: 2
Teacher/Coordinator: Dr Rohina Joshi
Session: Semester 2
Classes: 1x 2hr lecture per week for 7 weeks; also offered fully online
Assessment: 1x 2000 word written assignment (90%) and class participation (10%)
Mode of delivery: Online

This unit aims to provide candidates with an understanding of the causes and control of non-communicable diseases (NCDs) in developing countries. These diseases are associated with social and economic development and the demographic and health transitions. Topics covered in the unit include cardiovascular diseases, diabetes, cancer, primary health care in relation to NCDs, health promotion for NCDs and approaches to NCD research in developing countries. Lectures are given by health professionals with direct experience of NCD control in developing countries.

Textbooks
Readings are available on the unit’s eLearning site.

MIPH5118
Global Perspectives of HIV/AIDS
Credit points: 6
Teacher/Coordinator: Dr Joel Negin
Session: Semester 2
Classes: 4 days of intensive lectures spread over a 1 month period; also offered fully online
Assessment: 1x group report (20%), peer evaluation (10%), 1x2000 word individual assignment (60%), and participation in discussions (10%)
Mode of delivery: Normal (lecture/lab/tutorial) day

This unit offers a detailed and evidence-based assessment of the global HIV situation to equip students with the latest understanding of HIV distribution and trends globally, its social and economic implications, the measures being taken to prevent and treat HIV and AIDS, the gaps that need to be addressed in HIV control, and the politics around global HIV issues. Examples from different parts of the world, particularly less developed settings, are used to illustrate key issues influencing the HIV control agenda globally. Emphasis is placed on developing a critical and analytical approach to assessing the HIV situation and developing interventions for its control.

Textbooks
Readings are available on the unit’s eLearning site.

MIPH5124
Health Issues and Humanitarian Emergencies
Credit points: 4
Teacher/Coordinator: Ms Bronwen Blake, Associate Professor Michael Dibley, Associate Professor Lyndal Trevena
Session: Intensive November
Classes: 1x 4day workshop
Assessment: Workshop activities (40%), 1x 2500word written assignment (60%)
Mode of delivery: Block mode

This unit gives students an overview of public health aspects of humanitarian emergencies in developing country situations and the range of appropriate responses. This includes considering problems faced by government and non-government organisations in humanitarian emergency relief efforts. Topics covered in the unit include international and human rights law, the role of donor agencies, refugee health, nutritional emergencies, site planning for refugee camps, water and sanitation, sexual violence, protection of vulnerable groups, and communicable disease surveillance and control.

Textbooks
Readings are available on the unit’s eLearning site.

MIPH5127
Mental Disorders in Global Context
Credit points: 2
Teacher/Coordinator: Associate Professor Maree Hackett
Session: Intensive September
Classes: 1x 2day workshop
Assessment: 1x 2000 word essay (90%) plus class participation (10%)
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 disorders, their prevalence and population burden and their 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, with a focus on health policy.

Textbooks
Readings are available on the unit’s eLearning site.

MIPH5128
Dissertation A
Credit points: 6
Session: Semester 1, Semester 2
Prerequisites: A candidate must have obtained a minimum weighted average mark of 70% in the first 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. This unit is usually done after completion of 48 credit points.
Mode of delivery: Supervision
Note: Department permission required for enrolment. Note: This unit is usually done after completion of 48 credit points.

MIPH5129
Dissertation B
Credit points: 6
Session: Semester 1, Semester 2
Prerequisites: A candidate must have obtained a minimum weighted average mark of 70% in the first 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. This unit is usually done after completion of 48 credit points.
Mode of delivery: Supervision
In addition the following textbooks (available free on-line) are recommended for reference:


Disease Control Priorities in Developing Countries. Dean Jamison, Joel Breman, Anthony Measham et al (editors), New York: Oxford University Press, 2006. (co-published with World Bank)

This unit of study is designed for students who have completed or are working towards a health degree. It will assume some clinical background knowledge and aims to prepare students to a basic level for applying public health principles in low resource primary health care settings. The course will introduce and revise the fundamental aspects of effective primary health care, define different aspects of low-resource settings (health system, healthcare worker, patient factors etc) and their effect on knowledge translation. The key learning component will comprise a series of problems which will be solved in online groups and supported by guest lecturers, tutors and resources. Problems will include low-income country settings but also resource-challenged settings due to remoteness and/or socioeconomic and other disadvantage. Students will be expected to be self-directed adult learners during this unit. This unit of study can be combined with MIPH5004 International Health Independent Study 1 (2crp) for a total of 6 credit points.

Teacher/Coordinator:

Dr Joel Negin

Semester 2a

Session:

4

Classes:

1x1500 word research proposal (40%), 1x2000 word case study report (50%), and participation (10%) Mode of delivery: Normal (lecture/lab/tutorial) day

Health systems are complex and multi-faceted. Successful health systems require attention to political economy, governance, institutions, and local context. This unit will cover health systems in developing countries to equip students with a conceptual understanding and a set of tools to address major public health challenges from a health systems perspective. With a focus on evidence-based decision making, the unit will provide an understanding of health systems including specific topics such as health workforce, financing, service delivery, information systems and policy, and how these impact health interventions and health status in less developed countries. A multi-sectoral, integrated model will be used to understand the varied aspects of development challenges related to health systems. A case study approach will then provide students with concrete examples of health systems challenges and will strengthen students’ ability to view health problems in a holistic, multi-faceted manner. The unit will provide students with the tools needed to make a practical difference in health systems in less developed countries with emphasis on implementation of health projects and bringing interventions to scale.

Textbooks

Readings are available on the unit’s eLearning site.

Global Disease Burden & Research Methods

Credit points: 4 Teacher/Coordinator: Associate Professor Michael Dibey, Dr Giselle Manalo, Dr Ying Zhang Session: Semester 1 Clg Sessions: 1x1hr lecture per week for 12 weeks; 1x1hr tutorial per week for 9 weeks; plus 1x1 day short course on social research methods and 1x1 day short course on field research methods; also offered fully online. Assessment: 1x 1500 word assignment (20%), research methods exercise (10%), 1x 3000 word assignment 2 (50%), and tutorial discussion (20%) Mode of delivery: Online

This unit introduces candidates to the methods used to assess disease priorities and identify those diseases or risk factors that contribute most to the burden of disease in low- and middle-income countries. It provide candidates with an understanding of the major conditions responsible for illness, disability and premature mortality. The design and implementation of disease control and health promotion programs for developing country populations will be discussed based on an understanding of the biological, environmental, behavioral, social and cultural aspects of major health problems. Topics covered in the unit include the global burden of disease; methods for conducting both quantitative and qualitative applied field research; and the epidemiology, control and prevention strategies for communicable diseases - HIV/AIDS, malaria and tuberculosis; non-communicable diseases - cardiovascular diseases and mental health; injury; and malnutrition, childhood infectious diseases and reproductive and perinatal conditions.

Textbooks

Readings are available on the unit’s eLearning site.
areas include an overview of nutrition as a major determinant of health and disease; methods to assess community nutritional status; the impact of maternal and child under-nutrition on mortality and overall disease burden; design and evaluation of effective interventions; issues surrounding food security; agriculture and nutrition policies and resources. The unit is taught in two 2-day workshops, with the first workshop focusing on nutritional assessment and major nutrition-related public health problems in low- and middle-income countries, and the second workshop focusing on design and evaluation of interventions. On completion students should be able to recognise key nutritional problems facing low- and middle-income countries; have acquired knowledge and practical skills as to how these problems can be assessed; and gained insights into a number of different multi-sectoral approaches to address these problems.

Textbooks
Readings are available on the unit's eLearning site.

MIPH5219
International Health Project Management
Credit points: 6
Teacher/Coordinator: Associate Professor Mu Li
Session: Semester 2 Classes: 1x2hr lecture per week for 10 weeks; 1x1 day workshop; 1x1hr tutorial per week for 8 weeks; 1x1 day peer learning session through group presentations. Prohibitions: MIPH5220 Assessment: 1x 40 minutes (30 minute presentation plus 10 minutes questions and answers) group presentation (20%), peer evaluation on group participation (15%), 1x group written assignment (40%) and 1x short individual assignment (25%)
Mode of delivery: Normal (lecture/tut/online) day

Effective international health projects management contributes to the achievement of health and development in developing countries. The Unit aims to give students a good understanding of the concepts and key elements of project design and evaluation, and to demonstrate tools and techniques used in effective project management at different stages. A detailed step by step application of the Logical Framework Approach (LFA) in project design will be presented, including stakeholder analysis, problem and objective analysis, and the logframe matrix. The Unit also gives students an opportunity for hands-on practice through the design of a project in an international setting and allows them to consider the challenges and practical issues faced by people involved in international health project management. The key topic areas covered include: concepts and principles of international project management; context and situation analysis; the LFA for project design; project management functions including managing resources, risk, quality and change; and project monitoring and evaluation. At the end of the course, students should be able to: identify the key aspects of the LFA to project design; develop a project proposal in international settings; recognise challenges and practical issues faced by people involved in international health project management; and apply a systematic approach to project planning and management in international settings.

Textbooks
Readings are available on the unit's eLearning site.

MIPH5220
Managing International Health Projects
Credit points: 6
Teacher/Coordinator: Associate Professor Mu Li
Session: Semester 2 Classes: online lectures, case studies, discussion, collaborative project design and presentations Prohibitions: MIPH5219 Assessment: individual assignment 40%, presentation 10%, group assignment 35%, peer and self-evaluation 15%
Mode of delivery: Online
Note: International students studying onshore should choose MIPH5219 (face to face).

Managing international health projects effectively is critical to the achievement of health and development in resource-poor settings. This unit aims to give students an understanding of the tools and techniques used in effective project management at different stages in the project life cycle, including project planning, implementation, monitoring and evaluation. The concepts, key elements and application of the Logical Framework Approach (LFA) will be presented, including stakeholder analysis and cross-cutting issues analysis, problem and objective trees, and the logframe matrix. Students will apply these principles to the design of a project and development of a project proposal related to an international setting, allowing them to consider the challenges and practical issues faced by people involved in international health project management. The key topic areas include: concepts and principles of international project management; context and situation analysis; key stages of project development; the LFA for project design; project management functions including managing information, resources, risk, quality and change; post project issues of evaluation and sustainability. This unit, as a fully online unit, is intended for local and international offshore students.

Textbooks
Readings are available on the unit's eLearning site.

PACS6921
Peace of Mind: The Psychology of Peace
Credit points: 6
Session: Intensive October Classes: 6-day intensive seminar or equivalent (35hrs total) Assessment: 1x1000wd equivalent Oral Presentation (20%), 1x1000wd Reflective journal (15%)m 1x3000wd Essay (65%)
Mode of delivery: Block mode

This unit explores the psychological dimensions of cultivating peace, by assisting individuals and communities to evolve emotional resilience and empathic capacities to minimise aggression, violence and war. For those already trapped in cycles of violence, we examine the psychological mechanisms of trauma, addiction and violence and how they can be transformed into healing and well-being.

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: Tutorial participation (10%), presentation of intervention (40%), write up of intervention (50%) Mode of delivery: Normal (lecture/tut/online) day

The student will be given the opportunity to develop an intervention based on social cognitions models. The process can be followed from start to finish allowing the individual to utilise knowledge and skills gained in other units of study. It is an intended outcome for students enrolled in the MAppSc (HealthPsych) that students can demonstrate an understanding of the key models and theories in Health Psychology which are seen by many to be the foundations of the subject area. 

The aim of this unit of study is to allow students to identify an area of Health Psychology where an intervention would be appropriate, review existing literature on the topic, formulate the intervention, and evaluate the intervention on a pilot level.

PUBH5010
Epidemiology Methods and Uses
Credit points: 6
Teacher/Coordinator: Professor Tim Driscoll
Session: Semester 2 Classes: 1x 1hr lecture and 1x 2hr tutorial per week for 13 weeks - lectures and tutorials may be completed online Prohibitions: BSTA5011, EPI5100 Assessment: 1x 4page assignment (30%) and 1x 2.5hr supervised open-book exam (70%). For distance students, it may be possible to complete the exam externally with the approval of the course coordinator.
Mode of delivery: Online

This unit provides students with core skills in epidemiology, particularly the ability to critically appraise public health and clinical epidemiological research literature. This unit covers: study types; measures of frequency and association; measurement bias; confounding/effect modification; randomized trials; systematic reviews; screening and test evaluation; infectious disease outbreaks; measuring public health impact and use and interpretation of population health data.

PUBH5007
Public Health Program Evaluation
Credit points: 6
Teacher/Coordinator: Professor Adrian Bauman, Dr Philayrath Phongsavanh
Session: Semester 2 Classes: 2 hr lecture x 10 weeks Prerequisites: PUBH5010 or EPI5100 and PUBH5018 and PUBH5033 Corequisites: PUBH5032 Assessment: Two short assignments during the course (each around 1000 words) (2x17.5%) 1x2500-3000wd assignment (35%)

This unit covers: study designs; system and programme evaluation; monitoring and evaluation; evaluation of health promotion programs; evaluation of health service delivery; program impact assessment and evaluation; health promotion evaluation; evaluation of health programs.
and online discussion and participation (30%) Mode of delivery: Normal
(lecture/lab/tutorial) day

This unit of study is taught online and face to face in alternate years
[it is face to face in the odd numbered years eg. 2013, and online
format in the even numbered years]. The aims and content of the unit
are to develop skills in public health and health promotion program
planning, evaluation and research. There is an emphasis on programs
that address chronic disease prevention and health promotion, but
other broad public health content areas will also be used as examples.
The course goal is to understand program evaluation from a public
health practice and researchmethodological perspective. The course
will complement other courses in epidemiology or qualitative research
methods, in bringing these together around assessing population-level
program effects. The unit comprises five modules of work, including:
principles of public health program (PHP) evaluation; research designs
and methodological issues for complex PHP Evaluation; measurement
issues in assessing public health programs; analysis and interpretation
of PHP evaluation data, and research translation and dissemination.
The work in this unit is divided into modules, and will include weekly
student preparation and presentation of materials in both on-line and
face-to-face formats. Students must have uninterrupted access to the
internet [for on line] or be able to attend all interactive sessions [face
to face format] in order to undertake the unit, as the course uses a
sequential learning process to build evaluation skills and expertise.

Textbooks

PUBH5019
Cancer Prevention and Control
Credit points: 6 Teacher/Coordinator: Dr Monica Robolin Session: Semester
2 Classes: 24 hours online lectures, 15 hours online discussions Prerequisites:
PUBH5010 or CEP5100 Assessment: 2 assignments (85%), 5 online tutorials
(35%) Mode of delivery: Online
Note: Department permission required for enrolment.

This unit aims to provide students with an introduction to statistical
concepts, their use and relevance in public health. This unit covers
descriptive analyses to summarise and display data; concepts
underlying statistical inference; basic statistical methods for the
analysis of continuous and binary data; and statistical aspects of study
design. Specific topics include: sampling; probability distributions;
sampling distribution of the mean; confidence interval and significance
tests for one-sample, two paired samples and two independent
samples for continuous data and also binary data; correlation and
simple linearm regression; distribution-free methods for two paired
samples, two independent samples and correlation; power and sample
size estimation for simple studies; statistical aspects of study design
and analysis. Students will be required to perform analyses using a
calculator and will also be required to conduct analyses using statistical
software (SPSS). It is expected that students spend an additional 2
hours per week preparing for their tutorials. Computing tasks are
self-directed.

Textbooks
Course notes are provided.

PUBH5020
Chronic Disease Prevention and Control
Credit points: 6 Teacher/Coordinator: Dr Monica Robolin Session: Semester
1 Classes: 24 hrs online lectures; 12 hrs online discussions Prerequisites:
PUBH5010 or CEP5100 Assessment: assignments (70%), on-line discussions
(30%) Mode of delivery: Online
Note: Department permission required for enrolment.

This course offers a broad-based integrated perspective on chronic
disease prevention. The course reviews the epidemiology of selected
chronic diseases with the highest impact at population level in Australia
(cardiovascular diseases; cancer; chronic lung disease; diabetes and
chronic renal disease). The information will focus on Australian
settings, but presented within the context of a regional perspective
of chronic disease prevention.

Teaching will focus on the interrelationships between the biological
and epidemiological aspects of chronic diseases, the interpret between
determinants of health and chronic disease, and the balance between
high risk and population based strategies for reducing disease burden,
and exploring their applicability to disease prevention. Students will
be involved in evaluating the effectiveness of different prevention
strategies and will examine the role of health policy in developing
effective and sustainable chronic disease management programs in
different settings (in Australia and the region).

Textbooks
Readings for this unit will be available on the eLearning site

PUBH5024
Obesity and Health Promotion
Credit points: 2 Teacher/Coordinator: Dr Louise Hardy Session: Intensive
August Classes: compulsory attendance at 2.5 one-day workshops including
participation in small group work during the workshop. Prerequisites:
PUBH5020 or CEP5100, PUBH5033 and PUBH5020 Assessment: Workshop
participation and small group work presentation (30%) and 1x written assignment
(2000 words) (70%). Mode of delivery: Normal (lecture/lab/tutorial) day

This unit will build on introductory public health core units of study, and
apply them to consideration of global obesity as a public health
problem. The unit will develop students’ skills in approaches to obesity
monitoring, prevention programs and policies, extending research
methods, critical appraisal skills, introductory health promotion and
disease prevention in MPH. Students will develop an understanding
of surveillance systems to monitor obesity, and develop skills in
evidence based obesity prevention interventions in diverse social,
cultural and community contexts. The course will include discussions
of policies and international approaches to obesity prevention, as part
of non-communicable disease prevention and control.

Textbooks
Pre-readings will be provided

PUBH5025
Physical Activity and Public Health
Credit points: 2 Teacher/Coordinator: Professor Adrian Bauman Session:
Intensive August Classes: Compulsory attendance at 2 x 1 day workshops,
followed by two weeks on line discussion. In addition, in 2014, participants are
expected to register for the course 3-4 weeks in advance [with Catherine.Kienan@sydney.edu.au] so they can be directed to the website to
watch the compulsory pre-course videos [there are 6-8 10-15 minute videos on
physical activity and public health that we have created]. Prerequisites: Content
of Core MPH electives noted as prerequisites Assessment: Attendance and
participation at workshop (20%), 1x written assignment (1500-2000 words)
(80%). Mode of delivery: Distance education/intensive on campus
This course will build on introductory public health core units of study and apply them to an examination of physical activity and public health. The epidemiological and other evidence for health and social benefits and reasons for activity will be considered, as well as evidence-based strategies and settings for increasing physical activity at the population level. The course will consider the differences between local level ‘exercise programs’ and large scale public efforts, and develop an understanding of policy and advocacy as applied to physical activity promotion.

**Textbooks**


**PUBH5026**
Mass Media Campaigns & Social Marketing

**Credit points:** 2

**Teacher/Coordinator:** Dr Phylisayang Phongsavan; Professor Adrian Bauman (coordinators), Adjunct Prof Tom Carroll

**Session:** Intensive

**Aug Classes:** face-to-face/ on-campus 2-day residential workshop (lectures, workshops, small group sessions, and student participation and student presentation); Prequisites: PUBH5033; Assumed knowledge: Training in research methods epilomology is advised but not essential.

**Assessment:** 1x 1500 word assignment (70%); in class participation (30%)

**Mode of delivery:** Block mode

This unit focuses on mass-reach public health campaigns used to promote health and prevent disease. Building on introductory Masters of Public Health units of study in health promotion/disease prevention [or equivalent], this unit describes the rationale for mass-media led campaigns, their use, and how they fit into a comprehensive approach to population health promotion and chronic disease prevention. The major themes covered are the principles of mass-reach communications in public health; designing campaigns [iterative evaluation]; developing public health campaigns as part of comprehensive health promotion; understanding the messages, branding and marketing of campaigns; process and impact evaluation of campaigns; the differences between campaigns and social marketing initiatives; and the role of ancillary and supportive health promotion strategies, including media placement and advocacy. The Unit will equip students with skills to plan, design, implement and evaluate public health campaigns.

**Textbooks**
Course readings will be provided before the workshop. These are required readings, and there is some individual student preparation required for presentation at the workshop and for the on-line two weeks discussions.

**PUBH5102**
Special Project in Public Health

**Credit points:** 2

**Teacher/Coordinator:** Professor Tim Driscoll

**Session:** Semester 1, Semester 2

**Prerequisites:** (PUBH5010 or CEPI5100) and PUBH5018

**Assessment:** 1x 4000 word written report (100%) or as agreed with the supervisor and unit coordinator.

**Mode of delivery:** Supervision

**Note:** Department permission required for enrolment.

This unit is intended for students nearing the end of their MPH. The aim of this unit is to systematically complete a self-directed project in one of the main content areas of the course. Students should contact an academic staff member associated with the area of their project and negotiate the details of the project design and the method and frequency of contact with the supervisor during the project. The student would be expected to undertake approximately 40 to 100 hours of work for this unit.

**PUBH5111**
Environmental Health

**Credit points:** 4

**Teacher/Coordinator:** Associate Professor Geoff Morgan

**Session:** Semester 2

**Classes:** Mixed mode of 13 lectures (13 sessions of approximately 2 hours each) offered online, and 6 case studies (6 sessions of approximately 2 hours each) offered face-to-face and online (choice of one or the other). All the content for the unit can be completed online if required.

**Assessment:** 1x written assignment (50%), 1x quiz (20%) and 6 x case study quiz and participation (6 x 5% = 30%)

**Mode of delivery:** Distance education/intensive on campus

This unit will explore the major categories of environmental health hazards including air quality, water quality, chemical hazards (e.g., soils and contaminated sites), physical hazards (e.g., noise and radiation), microbiological hazards (e.g., Legionnaires’ disease) and food safety. Regional and global issues of sustainability, climate change and land use planning will also be covered. The unit aims to develop an understanding of environmental health hazard identification and risk assessment, as well as the principles of hazard control. The disciplines of epidemiology, toxicology and ecology will be applied within a risk assessment framework to characterise health risks associated with environmental hazards and determine risk management options and risk communication strategies. Students completing this unit will appreciate the multi-disciplinary nature of environmental health issues, the application of a risk assessment framework, and the need to work closely with a broad range of stakeholders including commonwealth and state health and environment agencies, local government, industry and the community.

**Textbooks**


**PUBH5114**
Alcohol, Drug Use and Health

**Credit points:** 4

**Teacher/Coordinator:** Associate Professor Carolyn Day

**Session:** Semester 2

**Classes:** 13 weeks of 2hr teaching sessions and associated readings and online activities. The teaching sessions are a combination of a one day face-to-face workshop and online seminars. Students unable to attend face-to-face sessions can do the entire course online.

**Prohibitions:** PUBH5115

**Assessment:** 2 x 1500 word assignments (60%); compulsory discussion participation (30%); online quizzes (10%)

**Mode of delivery:** Distance education/intensive on campus

This unit aims to assist students in developing an evidence-based understanding of the epidemiology of alcohol and drug use and its impact on health, and the effectiveness of methods for prevention and management of related problems. This fuller drug and alcohol elective covers all the content of PUBH5115 and goes on to assist the student to develop more advanced skills in research and in management of clinical services in relation to alcohol and drug use disorders, and to examine the needs of special populations.

**Textbooks**
Readings are available on the unit’s eLearning site.
PUBH5115
Alcohol, Drug Use and Health
Credit points: 2
Teacher/Coordinator: Associate Professor Carolyn Day
Session: Semester 2a
Classes: 7 weeks of 2hr teaching sessions and associated online activities. The teaching sessions are a combination of face-to-face and online seminars. Students unable to attend face to face sessions can do the entire course online.
Prohibitions: PUBH5114
Assessment: 1x 1500 word assignment (60%); compulsory discussion participation (30%); online quizzes (10%)
Mode of delivery: Online

This unit aims to assist students in developing an evidence-based understanding of the epidemiology of alcohol and drug use and its impact on health, and the effectiveness of methods for the prevention and management of related problems.

Textbooks
Readings are available on the unit’s eLearning site.

PUBH5117
Communicable Disease Control
Credit points: 6
Teacher/Coordinator: Dr Grant Hill-Cawthorne
Session: Semester 2
Classes: 1 x 2hr online lecture and 2hrs online group discussion per week for 12 weeks
Assessment: online discussion and other online activities (20%), online quiz (10%), and 2 x 2000 word written assignments (70%)
Mode of delivery: Online

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

PUBH5205
Decision Analysis
Credit points: 2
Teacher/Coordinator: Dr Andrew Martin, Professor John Simes, Ms Hanna Carter, Dr Deme Karikios
Session: Semester 2b
Classes: 6 x 2 hour sessions (comprising lectures and computer pracitcals)
Prerequisites: PUBH5018 and (PUBH5010 or CEPI5100)
Assumed knowledge: PUBH5302 Health Economic Evaluation
Assessment: 1 x quiz (20%) and 1 written assignment (80%)
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; and application of decision analysis to economic evaluation. Students gain practical skills using decision analysis software via computer practicals undertaken within Sessions 4 and 5. The assessment quiz (20%) is conducted in the first part of Session 5. 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.

PUBH5206
Controlled Trials
Credit points: 2
Teacher/Coordinator: Dr Andrew Martin, Ms Liz Barnes, Dr Chee Lee
Session: Semester 2
Classes: 2x 1day workshops
Prerequisites: PUBH5018
Assessment: a 2hr short answer/multiple choice in-class exam (40%), and a take-home exam (60%)
Mode of delivery: Block mode

This unit introduces the principles underpinning the design and conduct of high quality clinical trials to generate good evidence for health care decision making. The topics include clinical trial design, randomization, sample size, measures of treatment effect, methodological issues, trial protocols, and ethical principles. The unit is delivered over 2 full days via formal lectures followed by practical sessions. Lecture notes will be provided.

Textbooks
A list of suggested readings associated with the course will be provided to students for their interest in the course notes.

PUBH5208
Screening and Diagnostic Test Evaluation
Credit points: 2
Teacher/Coordinator: Gemma Jacklyn
Session: Semester 2a
Classes: 1 x 2hr seminar or 2hr of online discussion per week for 7 weeks
Prerequisites: PUBH5010 or CEPI5100
Assessment: 1x 1000 word critical appraisal (30%) and 1x 1500 word final assignment (70%)
Mode of delivery: Normal (lecture/lab/tutorial) day

This unit is designed to further develop concepts covered in the Epidemiological Methods and Uses Unit for those students seeking more detail on screening and diagnostic tests. It will cover a wider range of topics than clinical medicine alone. At the end of this unit, participants should be able to: 1. Understand the basic concepts of screening and diagnostic tests 2. Understand the sources of biases in diagnostic test evaluations 3. Critically appraise relevant articles on screening and diagnostic tests 4. Understand the principles and current approaches to population-based screening 5.Understand translation of current evidence of screening in clinical practice. The unit is based on weekly discussion of material provided in the unit workbook, session outlines and pre-reading. Students will be encouraged to contribute examples for discussion. This unit is offered in online/distance mode primarily. Face-to-face tutorials may also be offered.

Textbooks
Course notes are provided.

PUBH5211
Multiple Regression and Stats Computing
Credit points: 4
Teacher/Coordinator: Dr Patrick Kelly and Dr Tim Schlub
Session: Semester 2a
Classes: 1 x quiz
Assessment: 1x 1000 word critical appraisal (30%) and 1x 1500 word written assignment (70%)
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 Kevin McGeechan
Session: Semester 2b
Classes: 1 x 2hr lecture, 5 x 1hr lectures, and 5 x 1hr tutorials over 6 weeks. Also available online - such students must have access to a computer running a version of Microsoft Windows compatible with the latest version of SAS.
Prerequisites: PUBH5018
Corequisites: PUBH5211
Assessment: 1x 3 page report (30%) and 1x 8 page report (70%)
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 trends in a 2 x r contingency table; the Mantel-Haenszel test for the combination of several 2 x 2 tables, with estimation of the combined odds ratio and confidence limits; multiple logistic regression; Poisson regression; modelling strategy. The assignments will involve practical
analysis and interpretation of categorical data. Data analyses will be conducted using statistical software (SAS).

**Textbooks**

Course notes are provided.

**PUBH5213 Survival Analysis**

**Credit points:** 2  
**Teacher/Coordinator:** Dr Tim Schlub  
**Session:** Semester 2  
**Classes:** 1 x 1hr lecture and 1 x 1hr tutorial per week for six weeks both face to face and distance mode. Students studying in distance mode must have access to a computer running a version of Microsoft Windows compatible with the latest version of SAS.  
**Corequisites:** PUBH5211  
**Assessment:** 1 x 3 page assignment (20%) and 1x 10 page assignment (80%)  
**Mode of delivery:** Online

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; and sample size calculations for survival studies. For each topic participants are given some material to read beforehand. This is followed by a lecture, then participants are given one or two exercises to do for the following week. These exercises are discussed in the tutorial at the next session before moving on to the next topic. That is, in most weeks the first hour is a tutorial and the lecture is given in the second hour. Participants are expected to run SAS programs in their own time. Preparation time for each session is 2-3 hours. The assignments both involve use of SAS to analyse a set of survival data.

**Textbooks**

Course notes are provided.

**PUBH5215 Introductory Analysis of Linked Data**

**Credit points:** 6  
**Teacher/Coordinator:** Professor Judy Simpson  
**Session:** Intensive June, Intensive November  
**Classes:** block/intensive mode 5 days 9am-5pm  
**Prerequisites:** PUBH5010 or BSTA5011 or CEP5100 and PUBH5211 or BSTA5004  
**Assessment:** Workbooks exercises (30%) and 1x assignment (70%)  
**Mode of delivery:** Block mode

This unit introduces the topic of linked health data analysis. It will usually run in late June and late November. The topic is a very specialised one and will not be relevant to most MPH students. The modular structure of the unit provides students with a theoretical grounding in the classroom on each topic, followed by hands-on practical exercises in the computing lab using de-identified linked NSW data files. The computing component assumes a basic familiarity with SAS computing syntax and methods of basic statistical analysis of fixed-format data files. Contents include: an overview of the theory of data linkage methods and features of comprehensive data linkage systems, sufficient to know the sources and limitations of linked health data sets; design of linked data studies using epidemiological principles; construction of numerators and denominators used for the analysis of disease trends and health care utilisation and outcomes; assessment of the accuracy and reliability of data sources; data linkage checking and quality assurance of the study process; basic statistical analyses of linked longitudinal health data; manipulation of large linked data files; writing syntax to prepare linked data files for analysis, derive exposure and outcome variables, relate numerators and denominators and produce results from statistical procedures at an introductory to intermediate level. The main assignment involves the analysis of NSW linked data, which can be done only in the School of Public Health Computer Lab, and is due 10 days after the end of the unit.

**Textbooks**

Notes will be distributed in class.

**PUBH5224 Advanced Epidemiology**

**Credit points:** 6  
**Teacher/Coordinator:** Professor Tim Driscoll  
**Session:** Semester 2  
**Classes:** Weekly classes (combined lectures and tutorials) for 13 weeks.  
**Prerequisites:** PUBH5010 or CEP5100  
**Assessment:** 1x 4000 word assignment (or equivalent answers to specific methodological questions) (70%), 1x 1500 word assignment or equivalent class presentation (30%)  
**Mode of delivery:** Normal (lecture/lab/tutorial) day

This unit is intended for students who have completed Epidemiology Methods and Uses (or an equivalent unit of study) at a credit or higher level. It is designed to provide students with an opportunity to consolidate critical appraisal skills, to acquire the practical knowledge and skills needed to design epidemiological research, and to extend students’ theoretical knowledge of epidemiology beyond basic principles.

**PUBH5302 Health Economic Evaluation**

**Credit points:** 4  
**Teacher/Coordinator:** TBC  
**Session:** Intensive September  
**Classes:** 2x 2day compulsory workshops  
**Prerequisites:** PUBH5018 and PUBH5010 or CEP50100 or (HPOL5001 as a prerequisite and HPOL5003 as a co-requisite)  
**Corequisites:** PUBH5025 and PUBH5302  
**Assessment:** 1x written assignment (100%)  
**Mode of delivery:** Block mode

This unit aims to develop students’ knowledge and skills of economic evaluation as an aid to priority setting in health care. This unit covers: principles of economic evaluation; critical appraisal guidelines; measuring and valuing benefits; methods of costing; modeling in economic evaluation. The workshops consist of interactive lectures and class exercises.

**Textbooks**

A course manual will be provided to each student.

**PUBH5307 Advanced Health Economic Evaluation**

**Credit points:** 2  
**Teacher/Coordinator:** Professor Kirsten Howard  
**Session:** Intensive October  
**Classes:** 1x 2day compulsory workshop  
**Prerequisites:** PUBH5018 and PUBH5010 or CEP5100  
**Corequisites:** PUBH5025 and PUBH5302  
**Assessment:** 1x written assignment (100%)  
**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, including 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 modeling, including conduct of sensitivity analyses (one way, multi-way and probabilistic sensitivity analysis) and 4) presenting and interpreting results of cost effectiveness analyses.

**PUBH5308 Health Workforce Policy Analysis**

**Credit points:** 2  
**Teacher/Coordinator:** Professor Deborah Schofield, Michelle Cunich  
**Session:** Intensive October  
**Classes:** Weekly on-line plus compulsory attendance at one day workshop.  
**Assessment:** Assignment on a selected health workforce policy analysis topic (100%)  
**Mode of delivery:** Block mode

This unit will examine the major components of health workforce planning in Australia. The Australian health workforce context will be considered (including total workforce size, payment mechanisms and employment arrangements) and the processes by which health workforce planning is influenced through government policy and workforce data translated and integrated with policy and planning explored. The framework for future labour force planning will be discussed. Current health workforce issues such as adequacy of the workforce, ageing of the workforce, the distribution of the workforce, professional registration, and special needs communities will be addressed. Approaches to planning for an adequate workforce and evaluating the quality of evidence on models of care will be examined including practical examples.

**Textbooks**
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; vaccine scares; risk communication; immunisation in the developing country context; assessing disease burden and new vaccines. Learning activities include short online preparatory lectures and a workshop with interactive lectures and small group case studies.

PUBH5417 Injury Epidemiology Prevention & Control
Credit points: 4 Teacher/Coordinator: Dr Lisa Keay Session: Semester 2 Classes: Online lectures and moderated discussions over 13 weeks (workload 6-8hr/week) Assessment: 1x 4000 word assignment (60%) and participation in two moderated online discussions (40%) Mode of delivery: Online

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 processes and decision making 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: Dr Becky Freeman Session: Intensive August Classes: 1x3 day workshop of lectures and problem-focused discussions, followed by 4 weeks of problem-based online discussions Assessment: 2x 2000 word essays (60%), 1x 100 item online quiz (10%) and online discussion and participation (30%) Mode of delivery: Distance education/intensive on campus

The unit consists of learning topics, each of which is supported by extensive Web based resources, and 4 moderated online discussion forums, each focusing on a problem related to tobacco use and control. Lecture topics include: history of tobacco use and control; the burden of illness from tobacco use; secondhand smoke: the research evidence; measuring tobacco use, uptake and cessation in communities; international trends in tobacco consumption; the tobacco industry; the WHO’s Framework Convention on Tobacco Control and new forms of tobacco advertising and promotion. Problem focused discussion forums include: Harm reduction and tobacco control, regulation of tobacco, improving and implementing pack warnings; promoting smoking cessation, prevention of uptake (youth programs); denormalisation of the tobacco industry; controlling advertising; and controlling exposure to tobacco smoke, making news on tobacco and influencing political policy on tobacco.

Textbooks
(recommended only)

PUBH5420 Public Health Advocacy Strategies
Credit points: 4 Teacher/Coordinator: Dr Becky Freeman Session: Semester 2b Classes: 2 full days followed by 3 weeks of online Assessment: 2500 word essay (70%), online participation (30%) Mode of delivery: Block mode

Students will have the opportunity to critique and analyse case studies from a variety of both successful and unsuccessful public health...
advocacy examples. There will be an emphasis on how online environments and social media tools are contributing to public health advocacy debates and campaigns. Recent examples of how online media have influenced health policy and programming will be presented. Students will examine and prepare writing for online media such as news, blogs, and social media. The lectures will include guest speakers from non-government organisations, government and other experienced stakeholders from across the public health sector.

Textbooks

PUBH5421
Infection Prevention in Healthcare
Credit points: 6
Teacher/Coordinator: Clinical Professor Lyn Gilbert
Session: Semester 2
Classes: block mode (2 x 3days) plus on-line tuts/discussion
Assessment: 2x2000 word essays/assignments (2x30%) 2x short answer question exams - ~150 word answers for each of 5 questions (2x15%)(participation in on-line discussions (10%) Mode of delivery: Distance education/intensive on campus

This unit will provide students with an understanding of the individual and societal risks of healthcare-associated infections (HAI) and the rationale for, and barriers to, their prevention and control (PC). A basic understanding of medical microbiology and communicable disease epidemiology will be assumed. The unit will cover such important concepts as: ethical and economic implications; psychological, behavioural, cultural and professional influences; the varying roles, responsibilities and perspectives of clinicians, health support staff, administrators, patients and the community; potential uses and implications of new technology (such as information and decision support systems, electronic medical records and highly discriminatory microbial strain typing, including whole genome sequencing) in HAI surveillance. The course will also address the rationales and strategies for implementation of HAI-related policies, such as hand hygiene, aseptic technique and antimicrobial stewardship, and some reasons for and consequences of failure to implement them, for individual patients, the health system and the community.

PUBH5500
Advanced Quantitative Health Research
Credit points: 6
Teacher/Coordinator: Dr Julie Mooney-Somers
Session: Semester 1
Classes: 2x3 full day workshop in March/April Prohibitions: QUAL5005
Assessment: interviewing activity with 600wd reflection (35%); 2500wd essay (35%); multiple choice quizzes (2x10%); in-class participation (10%) Mode of delivery: Block mode

This unit of study provides a comprehensive introduction to qualitative inquiry in health. It is designed for beginners and people who want an advanced-level introduction. Workshop One addresses: What is qualitative research? How is it different from quantitative research? What is its history? What research questions can it answer? How can I search for qualitative literature? How do I design a qualitative study? What are the different (and best) ways to generate data? How do you analyse qualitative data? How are theories used in qualitative research? What is good quality qualitative research? Can I generalise ethical issues? How are methodologies and theories used in qualitative research? Two addresses: How do you analyse qualitative data? Is methodology important for and consequences of failure to implement them, for individual patients, the health system and the community.

SEXH5008
Sex and Society
Credit points: 2
Teacher/Coordinator: Associate Professor Richard Hillman
Session: Semester 2a
Classes: 2 hours of lectures per week, half semester, which can be taken either face-to-face or online. Australia Awards Scholarship students must enrol into the face-to-face version. Assessment: written assignment (50%), online quiz (30%), online discussions (20%) Mode of delivery: Online

This unit will explore determinants of sexuality from a societal perspective, with particular reference to their potential impacts on public health. It is available in both online and face-to-face modes. Social science theories of sexuality will be considered, and cross-cultural and historical accounts of sexual practices will be reviewed. Particular emphasis will be placed on the impact of diversity, culture, society, environment, life experiences, personal beliefs and perspectives, with particular reference to their potential impacts on public health. The lectures will include guest discussions (20%)

SEXH5101
Public Health Aspects of STIs
Credit points: 2
Teacher/Coordinator: Associate Professor Richard Hillman, Dr Shailendra Sawleshwarkar
Session: Semester 2b
Classes: 2 hours of lectures per week, half semester, which can be taken either face-to-face or online. Australia Awards Scholarship students must enrol into the face-to-face version. Assessment: written assignment (50%), online quiz (30%), online discussions (20%) 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, impact of vulnerable at-risk populations; health promotion for STIs; policy approaches and ethical & legal issues.

SEXH5102
Public Health Aspects of HIV/AIDS
Credit points: 2
Teacher/Coordinator: Associate Professor Richard Hillman, Dr Shailendra Sawleshwarkar
Session: Semester 2b
Classes: 2 hours of lectures per week, half semester, which can be taken either face-to-face or online. Australia Awards Scholarship students must enrol in the face-to-face lectures and activities for 10 weeks (distance) Prohibitions: PUBH5500 Assessment: interviewing activity with 600wd reflection (45%); 1500-word essay (40%); online or in class participation (15%) Mode of delivery: Block mode

Note: This Unit is primarily aimed at Master of Public Health (MPH) students. Other students are encouraged to consider PUBH5500 instead of this Unit. MPH students who complete PUBH5500 can apply for a waiver for QUAL5005

Introducing Qualitative Health Research is perfect if you’re a beginner and want to gain an overview of this research approach. Over the course of the unit we will address: What is qualitative research? How is it different from quantitative research? What is its history? What research questions can it answer? How do I design a qualitative study? What are the different (and best) ways to generate data? How do you analyse qualitative data? How are theories used in qualitative research? What is good quality qualitative research? Can I generalise ethical issues? How are methodologies and theories used in qualitative research? Two addresses: How do you analyse qualitative data? Is methodology important for and consequences of failure to implement them, for individual patients, the health system and the community.

QUAL5005
Introducing Qualitative Health Research
Credit points: 4
Teacher/Coordinator: Dr Julie Mooney-Somers
Session: Semester 1
Classes: 2x2 full day workshop (block mode) OR weekly online
This unit aims to provide a public health perspective of the impact of HIV infection. It is available in both online and face to face modes. At the end of this unit, students will be able to understand the underlying principles of the surveillance systems used to monitor HIV infection; the core risk activity groups involved in the transmission of HIV; how the epidemiology of HIV infection varies within and between societies; the public health impacts of HIV infection; and effective prevention strategies. Course content will include an introduction to the basic science of HIV infection; epidemiology and surveillance; sexual blood borne and mother to child transmission; STI/HIV interactions; other methods of transmission; health promotion for HIV; government perspectives and ethical and legal issues.

**SEXH5205**  
**Advanced Adolescent Sexual Health**

**Credit points:** 6  
**Teacher/Coordinator:** Dr Melissa Kang  
**Session:** Semester 2  
**Classes:** fully online  
**Prohibitions:** SEXH5004  
**Assessment:** continuous assessment including participation in group discussion (30%), in-depth case discussion (30%) and 1500 word essay (40%).  
**Mode of delivery:** Online

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.

**SEXH5414**  
**Public Health: HIV, STIs and Sexual Health**

**Credit points:** 6  
**Teacher/Coordinator:** Associate Professor Richard Hillman, Dr Shailendra Sawleshwarkar  
**Session:** Semester 2  
**Classes:** 2-4 hours lec/wk (or podcast) and min 84 hr self-directed learning  
**Prohibitions:** SEXH5008, SEXH5101, SEXH5102  
**Assessment:** written assignments (50%), online quizzes (30%) and online discussions (20%).  
**Mode of delivery:** Distance education

This unit of study explores the epidemiological, behavioural and societal aspects of HIV, STIs and Sexual Health, with emphasis on the delivery of effective prevention and management strategies. Surveillance strategies, policy development and legislative responses will be discussed, with regards to the potential public health consequences. Areas covered include, the impact of culture, tradition, society, environment, life experiences, personal beliefs and health on sexual and other potential risk activities. Using case studies, students will have opportunities to contextualise the materials within a range of professional, geographical and cultural contexts.
Graduate Certificate in Medicine (Metabolic Health)
Graduate Diploma in Medicine (Metabolic Health)
Master of Medicine (Metabolic Health) (open for admission in 2016)
Master of Medicine (Advanced) (Metabolic Health) (open for admission in 2016)

Graduate Certificate in Science in Medicine (Metabolic Health)
Graduate Diploma in Science in Medicine (Metabolic Health)
Master of Science in Medicine (Metabolic Health) (open for admission in 2016)
Master of Science in Medicine (Advanced) (Metabolic Health) (open for admission in 2016)

<table>
<thead>
<tr>
<th>Course code (degree in Medicine)</th>
<th>Graduate Certificate*</th>
<th>Graduate Diploma*</th>
<th>Master</th>
<th>Master (Advanced)</th>
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<tbody>
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<td>CRICOS code</td>
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<td>Science in Medicine: 083646G</td>
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<tr>
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<td>GradDipMed(MetabHlth)</td>
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<td>Degree Abbreviation</td>
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<tr>
<td>Degree Abbreviation</td>
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<td>MMed(Adv)(MetabHlth)</td>
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<td>Degree Abbreviation</td>
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<td>MScMed(Adv)(MetabHlth)</td>
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<tr>
<td>Credit points required to complete</td>
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<td>36</td>
<td>48</td>
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<td>Time to complete full-time</td>
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<td>1 year</td>
<td>1.5 years</td>
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<td>Time to complete part-time</td>
<td>1 - 2 years</td>
<td>1.5 - 3 years</td>
<td>2 - 4 years</td>
<td>2 - 5 years</td>
</tr>
</tbody>
</table>

* available part-time only in 2015

Overview
The metabolic health programs have been developed to provide students with a comprehensive understanding of the aetiology, diagnosis and multidisciplinary treatment of metabolic diseases. Students will gain essential applied knowledge to manage diabetes, obesity and associated cardiovascular complications in the general population as well as in special groups, such as pregnant women.

The programs are suitable for medical practitioners working in primary care, emergency medicine, paediatrics and those planning to train in endocrinology and general medicine. They are also suited to pharmacists and nurses with an interest in the field.

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

Course outcomes
The program has been designed to ensure that the theory learned by participants can be applied to patient care and readily integrated into their day-to-day work.

Course information
The program is designed and delivered by international leaders in the field of diabetes, endocrinology and metabolic health.

Unit of study materials are delivered online, incorporating case-based interactive learning with online tutorials to facilitate discussion and analysis. The face-to-face workshop will be highly practical.

The wide-ranging experience and knowledge of teaching staff ensures an up-to-date coverage of topics and issues related to clinical practice and evidence-based medicine.

Further enquiries
Dr Kathryn Williams
Phone: +61 2 8627 1710
Email: kath.williams@sydney.edu.au
Admission requirements

Admission to the:
- Graduate Certificate in Medicine (Metabolic Health)
- Graduate Diploma in Medicine (Metabolic Health)
- Master of Medicine (Metabolic Health)
requires a medical degree.

Admission to the:
- Graduate Certificate in Science in Medicine (Metabolic Health)
- Graduate Diploma in Science in Medicine (Metabolic Health)
requires a bachelor degree in a health related discipline; or a minimum of 5 years professional work experience in a health related field.

Admission to:
- Master of Medicine (Advanced) (Metabolic Health), and
- Master of Science in Medicine (Advanced) (Metabolic Health)
requires the student to be enrolled in the Master program and have an average mark of at least 75% in 24 credit points of compulsory or stream specific units of study.

Course structure

The Graduate Certificate requires the successful completion of 24 credit points of stream specific units of study.

The Graduate Diploma requires the successful completion of 36 credit points of units of study including:
- 6 credit points of compulsory units of study;
- 24 credit points of stream specific core units of study; and
- 6 credit points of stream specific or general elective units of study.

The Master requires the successful completion of 48 credit points of units of study including:
- 12 credit points of compulsory units of study;
- 18 credit points of stream-specific core units of study; and
- 18 credit points of stream specific or general elective units of study.

The Master (Advanced) requires the successful completion of 60 credit points of units of study including:
- 48 credit points of study as required for the Master; and
- 12 credit points of project units of study.

Pattern of enrolment

### Compulsory Units of Study

<table>
<thead>
<tr>
<th>Unit of Study code and name</th>
<th>Credit point</th>
<th>Delivery mode</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compulsory unit of study for Graduate Diploma students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate Diploma students must complete 6 credit points of compulsory units of study</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CEPIS100 Introduction to Clinical Epidemiology</td>
<td>6 (available semester 1 and 2)</td>
<td>online/compulsory face to face tutorials for international students</td>
</tr>
</tbody>
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### Stream Specific Units of Study

<table>
<thead>
<tr>
<th>Unit of Study code and name</th>
<th>Credit point</th>
<th>Delivery mode</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate Certificate students must complete 24 credit points of stream specific units of study</td>
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<td></td>
</tr>
<tr>
<td>Graduate Diploma students must complete 24 credit points of stream specific units of study</td>
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<td></td>
</tr>
<tr>
<td>Master students must complete 18 credit points of stream specific units of study</td>
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<tr>
<td>Offered Semester 1 and Semester 2</td>
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<tr>
<td>MBHT5001 Diabetes Management</td>
<td>6</td>
<td>online/intensive</td>
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<tr>
<td>MBHT5003 Cardiovascular Metabolic Disease Management (available 2016)</td>
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<td>online/intensive</td>
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<tr>
<td>Offered Semester 1 (2016)</td>
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<tr>
<td>MBHT5002 Advanced Diabetes Management</td>
<td>6</td>
<td>online/intensive</td>
</tr>
<tr>
<td>MBHT5004 Obesity and Pre-Diabetes; Prevention and Care (available 2016)</td>
<td>6</td>
<td>online/intensive</td>
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</tbody>
</table>

### General Elective Units of Study

<table>
<thead>
<tr>
<th>Units of Study code and name</th>
<th>Credit point</th>
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<tbody>
<tr>
<td>Masters students complete 18 credit points of stream specific or general elective units of study</td>
<td></td>
<td></td>
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<tr>
<td>Offered Semester 1 and Semester 2</td>
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<tr>
<td>PAIN5002 Pain mechanisms and contributors</td>
<td>6</td>
<td>online</td>
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<tr>
<td>PAIN 5003 Pain Treatment and Management</td>
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<td>online</td>
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<tr>
<td>Offered Semester 1</td>
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<tr>
<td>BETH5104 Bioethics, Law and Society</td>
<td>6</td>
<td>online/intensive</td>
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<tr>
<td>BETH5204 Clinical Ethics</td>
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<tr>
<td>BETH5209 Medicines Policy, Economics and Ethics</td>
<td>6</td>
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<tr>
<td>CEPIS5200 Quality and Safety in Health Care</td>
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<tr>
<td>Units of Study code and name</td>
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<tr>
<td>CEPI5300 Research Grants: Theory and Practice</td>
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<tr>
<td>PUBH5033 Disease Prevention and Health Promotion</td>
<td>6</td>
<td>block mode: online</td>
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<tr>
<td><strong>Offered Semester 2</strong></td>
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<tr>
<td>PMED5051 Leadership in Medicine</td>
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</tr>
<tr>
<td>PMED5102 Paediatric Nutrition and Obesity</td>
<td>6</td>
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</tr>
<tr>
<td>MEDF5002 Best practice in healthcare education</td>
<td>6</td>
<td>online/intensive</td>
</tr>
<tr>
<td>PUBH5422 Health and Risk Communication</td>
<td>6</td>
<td>online/intensive</td>
</tr>
<tr>
<td>NTDT5608 Public Health and Community Nutrition</td>
<td>6</td>
<td>face to face (Students are encouraged to undertake this unit by applying for special permission.)</td>
</tr>
</tbody>
</table>

**Project Units of Study - Master (Advanced)**

Students accepted into the Master (Advanced) program must complete 12 credit points of project units of study.

Students must re-enrol every semester, with the associated financial cost, until they submit their project report or dissertation.

<table>
<thead>
<tr>
<th>Unit of Study code and name</th>
<th>Credit point</th>
<th>Delivery mode</th>
</tr>
</thead>
<tbody>
<tr>
<td>MEDF5301 Project (Advanced Masters)</td>
<td>12 (available semester 1 and 2)</td>
<td>supervision</td>
</tr>
<tr>
<td>MEDF5302 Project (Advanced Masters) (Part A)</td>
<td>6 (available semester 1 and 2)</td>
<td>supervision</td>
</tr>
<tr>
<td>MEDF5303 Project (Advanced Masters) (Part B)</td>
<td>6 (available semester 1 and 2)</td>
<td>supervision</td>
</tr>
</tbody>
</table>
Metabolic Health

Degree resolutions
Sydney Medical School resolutions and the printed handbook are the official statement of faculty policy. The resolutions contained in the printed handbook are accurate as at November 2014. If a conflict is perceived between the content of the printed handbook and information available elsewhere, Sydney Medical School resolutions and the information available in the handbook online shall always take precedence.

See the Policy Online website: sydney.edu.au/policy, for copies of University policies.

Graduate Certificate in Medicine
Graduate Diploma in Medicine
Master of Medicine
Master of Medicine (Advanced)
Graduate Certificate in Science in Medicine
Graduate Diploma in Science in Medicine
Master of Science in Medicine
Master of Science in Medicine (Advanced)

These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to) the University of Sydney (Coursework) Rule 2010 (the 'Coursework Rule'), the Resolutions of the Faculty, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended) and the Academic Board policies on Academic Dishonesty and Plagiarism.

Course Resolutions
1 Course codes

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title</th>
</tr>
</thead>
<tbody>
<tr>
<td>GCMEDICI-02</td>
<td>Graduate Certificate in Medicine</td>
</tr>
<tr>
<td>GNMEDICI-02</td>
<td>Graduate Diploma in Medicine</td>
</tr>
<tr>
<td>MAMEDICI-04</td>
<td>Master of Medicine</td>
</tr>
<tr>
<td>MAMEDADV-01</td>
<td>Master of Medicine (Advanced)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title</th>
</tr>
</thead>
<tbody>
<tr>
<td>GCSCMEDI-01</td>
<td>Graduate Certificate in Science in Medicine</td>
</tr>
<tr>
<td>GNSCMEDI-01</td>
<td>Graduate Diploma in Science in Medicine</td>
</tr>
<tr>
<td>MASCMEVI-01</td>
<td>Master of Science in Medicine</td>
</tr>
<tr>
<td>MASCMEAD-01</td>
<td>Master of Science in Medicine (Advanced)</td>
</tr>
</tbody>
</table>

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

3 Master's type
The master’s degree in these resolutions is a professional master's course, as defined by the Coursework Policy.

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

5 Streams
(1) All Courses are available in the following streams:
   (a) Critical Care Medicine
   (b) HIV, STIs and Sexual health
   (c) Metabolic Health
   (d) Paediatric Medicine
   (e) Psychiatry
(2) Candidates may transfer between streams with approval from stream Head of Discipline.
(3) All of the degrees within this course shall be awarded in the stream in which the candidate enrols. The testamur for the degree shall specify the stream.

6 Admission to candidature
(1) Available places will be offered to qualified applicants based on merit, according to the following admissions criteria. In exceptional circumstances the Dean may admit applicants without these qualifications who, in the opinion of the faculty, have qualifications and evidence of experience and achievement sufficient to successfully undertake the award.
(2) Admission to the Graduate Certificate in Medicine requires:
   (a) a medical degree from the University of Sydney or equivalent qualification;
(3) Admission to the Graduate Diploma in Medicine requires:
   (a) a medical degree from the University of Sydney or equivalent qualification.
(4) Admission to the Master of Medicine requires:
   (a) a medical degree from the University of Sydney or an equivalent qualification.
(5) Admission to the Psychiatry stream requires:
   (a) a medical degree from the University of Sydney or an equivalent qualification; and
   (b) employment in an accredited psychiatry training position or equivalent experience.
(6) Admission to the Graduate Certificate in Science in Medicine requires:
   (a) a bachelor's degree in a health-related discipline from the University of Sydney or equivalent qualification; or
   (b) a minimum of 5 years professional work experience in a health related field or pass a preliminary examination(s) as prescribed by the Faculty.
(7) Admission to the Graduate Diploma in Science in Medicine will require:
   (a) successful completion of the embedded Graduate Certificate in Science in Medicine; or
   (b) a bachelor's degree in a health-related discipline from the University of Sydney or equivalent qualification; or
   (c) a minimum of 5 years professional work experience in a health related field or pass a preliminary examination(s) as prescribed by the Faculty.
(8) Admission to the Master of Science in Medicine requires:
(a) successful completion of the requirements of the embedded graduate Certificate in Science in Medicine or equivalent qualification; or
(b) a bachelor's degree in a health-related discipline with first or second class honours from the University of Sydney or an equivalent qualification; or
(c) A pass bachelor's degree in a health discipline or an equivalent qualification. Applicants must have completed work equivalent to a first or second class honours bachelor's degree or pass a preliminary examination(s) as prescribed by the Faculty.

(9) Admission to the Master of Medicine (Advanced) or the Master of Science in Medicine (Advanced) requires:
(a) The candidate to be enrolled in the Master of Medicine or the Master of Science in Medicine, as applicable;
(b) The candidate to have an average mark of at least 75 per cent in 24 credit points of compulsory and/or stream specific units of study; and
(c) Any other requirements as stated by the Faculty at the time of application.

7 Requirements for award

(1) The units of study that may be taken for the courses are set out in stream specific Table of Units of Study.
(2) To qualify for the award of the Graduate Certificate a candidate must complete 24 credit points, including:
(a) 24 credit points of stream specific units of study;
(3) To qualify for the award of the Graduate Diploma in Medicine or the Graduate Diploma in Science in Medicine a candidate must complete 36 credit points, including:
(a) 6 credit points of compulsory units of study, and
(b) 24 credit points of stream specific units of study, and
(c) 6 credit points of stream specific or general elective units of study;
(4) To qualify for the award of the Master of Medicine or the Master of Science in Medicine a candidate must complete 48 credit points, including:
(a) 12 credit points of compulsory units of study, and
(b) 18 credit points of stream specific units of study, and
(c) 18 credit points of stream specific or general elective units of study.
(5) To qualify for the award of the Master of Medicine (Advanced) or Master of Science in Medicine (Advanced) a candidate must complete 60 credit points, including:
(a) 48 credit points of study as required for the Master of Medicine or the Master of Science in Medicine, and
(b) 12 credit points of project, dissertation or stream specific units of study.

8 Transitional Provisions

(1) These resolutions apply to persons who commenced their candidature after 1 January, 2015 and persons who commenced their candidature prior to 1 January, 2015 who formally elect to proceed under these resolutions.
(2) Candidates who commenced prior to 1 January, 2015 will complete the requirements for their candidature in accordance with the resolutions and course rules in force at the time of their commencement, provided that those requirements are completed by 1 January 2017. The Faculty may specify a later date for completion or specify alternative requirements for completion of candidatures that extend beyond this time.
Errata

<table>
<thead>
<tr>
<th>Item</th>
<th>Change</th>
<th>Section</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>CEPI5300 Research Grants: theory and practice</td>
<td>General elective units</td>
<td>13/1/2015</td>
</tr>
<tr>
<td>2.</td>
<td>MBHT5001 Diabetes Management</td>
<td>General elective units</td>
<td>14/1/2015</td>
</tr>
<tr>
<td>3.</td>
<td>MBHT5002 Advanced Diabetes Management</td>
<td>General elective units</td>
<td>14/1/2015</td>
</tr>
</tbody>
</table>

Tables of units of study: Metabolic Health

<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><strong>Compulsory units</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate Diploma students</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate Diploma students must complete 6 credit points of compulsory units of study</td>
<td></td>
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</tr>
<tr>
<td>CEPI5100 Introduction to Clinical Epidemiology</td>
<td>6</td>
<td>N PUBH5010</td>
<td></td>
<td></td>
<td>Semester 1 Semester 2</td>
<td></td>
</tr>
<tr>
<td>MBHT5001 Diabetes Management</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1 Semester 2</td>
<td></td>
</tr>
<tr>
<td>MBHT5002 Advanced Diabetes Management</td>
<td>6</td>
<td>P MBHT5001</td>
<td></td>
<td></td>
<td>Semester 2</td>
<td></td>
</tr>
<tr>
<td><strong>Stream specific units</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Graduate Certificate students must complete 24 credit points of stream specific units of study</td>
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<td></td>
</tr>
<tr>
<td>MBHT5001 Diabetes Management</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1 Semester 2</td>
<td></td>
</tr>
<tr>
<td>MBHT5002 Advanced Diabetes Management</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
<td></td>
</tr>
<tr>
<td><strong>General elective units</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Graduate Diploma students complete 6 credit points of general elective units of study.</td>
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</tr>
<tr>
<td>BETH5104 Bioethics, Law and Society</td>
<td>6</td>
<td>A three-year undergraduate degree in science, medicine, nursing, allied health sciences, philosophy/ethics, sociology/anthropology, law, history, or other relevant field, or by special permission</td>
<td></td>
<td></td>
<td>Semester 1</td>
<td></td>
</tr>
<tr>
<td>BETH5204 Clinical Ethics</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
<td></td>
</tr>
<tr>
<td>BETH5209 Medicines Policy, Economics and Ethics</td>
<td>6</td>
<td>A degree in science, medicine, pharmacy, nursing, allied health, philosophy/ethics, sociology/anthropology, history, law, communications, public policy, business, economics, commerce, organisation studies, or other relevant field, or by special permission.</td>
<td></td>
<td></td>
<td>Semester 1</td>
<td></td>
</tr>
<tr>
<td>CEPI5200 Quality and Safety in Health Care</td>
<td>6</td>
<td>A clinical experience strongly recommended</td>
<td></td>
<td></td>
<td>Semester 1</td>
<td></td>
</tr>
<tr>
<td>CEPI5300 Research Grants: theory and practice</td>
<td>6</td>
<td>C Corequisites: (PUBH5010 OR CEPI5100) AND (PUBH5018)</td>
<td></td>
<td></td>
<td>Semester 1</td>
<td></td>
</tr>
<tr>
<td>MEDF5002 Best Practice in Healthcare Education</td>
<td>6</td>
<td>Workforce Education and Development Group</td>
<td></td>
<td></td>
<td>Semester 2</td>
<td></td>
</tr>
<tr>
<td>NTDT5608 Community and Public Health Nutrition</td>
<td>6</td>
<td>C NTDT5305 and NTDT5307 NTDT5608 is available as an elective to students in the Graduate Certificate, Graduate Diploma and Master of Medicine as well as the Master of Science in Medicine (Metabolic Health). For these students, there are no prerequisites for entry into NTDT5608. However, these students must apply for Special Permission from the unit of study coordinator in order to be enrolled.</td>
<td></td>
<td></td>
<td>Semester 2</td>
<td></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>
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</tr>
<tr>
<td>PAIN5002  Pain Mechanisms and Contributors</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1b</td>
</tr>
<tr>
<td>This unit of study is not available in 2016</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 2b</td>
</tr>
<tr>
<td>PAIN5003  Pain Treatment and Management Principles</td>
<td>6</td>
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<td></td>
<td>Semester 1b</td>
</tr>
<tr>
<td>This unit of study is not available in 2016</td>
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<td></td>
<td></td>
<td>Semester 2a</td>
</tr>
<tr>
<td>PMED5051  Leadership in Medicine</td>
<td>6</td>
<td></td>
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<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>This unit of study is not available in 2016</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>PMED5102  Paediatric Nutrition and Obesity</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td>This unit of study is only offered in odd numbered years</td>
<td>Semester 2</td>
</tr>
<tr>
<td>This unit of study is not available in 2016</td>
<td></td>
<td></td>
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<tr>
<td>PUBH5033  Disease Prevention and Health Promotion</td>
<td>6</td>
<td></td>
<td>N MIPH5014</td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>This unit of study is not available in 2016</td>
<td></td>
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</tr>
<tr>
<td>PUBH5422  Health and Risk Communication</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>This unit of study is not available in 2016</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>
Metabolic Health

Errata

<table>
<thead>
<tr>
<th>Item</th>
<th>Change</th>
<th>Section</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>CEPIS500 Research Grants: ethical practice The rule should include the Prohibition: CEPIS500 Clinical Epidemiology Project 1</td>
<td>General elective units</td>
<td>13/1/2015</td>
</tr>
<tr>
<td>2.</td>
<td>MBHT5001 Diabetes Management The Assessment work load is: 3 clinical case study work tasks x 500 words (10%, 10%, 10%) 1 x 2,000 word assignment (30%) online SBA/EMQ exam (25%) participation in online discussion of case work tasks /webinars (15%)</td>
<td>General elective units</td>
<td>14/1/2015</td>
</tr>
<tr>
<td>3.</td>
<td>MBHT5002 Advanced Diabetes Management The Assessment work load is: 3 clinical case study work tasks x 500 words (10%, 10%, 10%) 1 x 2,000 word assignment (30%) online SBA/EMQ exam (25%) participation in online discussion of case work tasks /webinars (15%)</td>
<td>General elective units</td>
<td>14/1/2015</td>
</tr>
</tbody>
</table>

Unit of study descriptions for 2015

BETH5104 Bioethics, Law and Society
Credit points: 6 Teacher/Coordinator: Dr Sascha Callaghan Session: Semester 1 Classes: 4x8hr intensives or online. Attendance is compulsory if enrolled in face-to-face block mode. Assessment: 1x2000wd problem (40%); 1x3500 word essay (60%) Mode of delivery: Online

This unit of study begins by introducing students to intersections amongst health care, ethics, and the law. In particular, this unit will explore the moral basis of law and the means by which law influences moral norms, clinical practice, and health policy. Students learn 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 consent, tort law, competence, advance directives, maternal-foetal conflicts, abortion, reproduction, end-of-life-decision-making, genetics and infectious disease.

All assessments must be completed to pass this Unit.

Textbooks
Required: Kerridge, Lowe and Stewart (2013), Ethics and law for the health profession, 4th Edition (Federation Press). All other compulsory readings are provided to students in digital format. Most supplementary readings can be accessed through the library collection.

BETH5204 Clinical Ethics
Credit points: 6 Teacher/Coordinator: Dr Ainsley Newson Session: Semester 1 Classes: 4x8hr Intensives or Distance Education (online). Attendance is compulsory if enrolled in face-to-face mode. Assessment: 1x1500wd case study (30%); 1x2500wd essay (50%); continuous assessment (short weekly tasks) (10%); Best 3 examination (10%). Mode of delivery: Online

This unit will provide students with an overview of the ethical issues that underlie the delivery of healthcare. Students will explore major conceptual models for ethical reasoning in the clinical context; key ethical concepts in the clinical encounter (such as consent, professionalism and confidentiality); major contexts in which ethical issues arise in clinical practice; and the design and delivery of clinical ethics consultation. The unit will also consider specific issues and populations within clinical practice, such as the care of vulnerable populations. Learning activities will include lectures (in an intensive format), facilitated discussion, case study activities, readings and weekly discussions.

All assessments must be completed to pass this Unit.

Textbooks
All readings are accessed online via elearning.

BETH5209 Medicines Policy, Economics and Ethics
Credit points: 6 Teacher/Coordinator: Dr Wendy Lipworth Session: Semester 1 Classes: Block mode (2x2 days) and online or fully online. Assumed knowledge: A degree in science, medicine, pharmacy, nursing, allied health, philosophy/ethics, sociology/anthropology, history, law, communications, public policy, business, economics, commerce, organisation studies, or other relevant field, or by special permission. Assessment: Online exercises (15%) 1x1500 word essay (35%) 1x3000 word essay (50%) Mode of delivery: Distance education/intensive on campus

Medicines and medical devices save lives but they can be costly and can have serious adverse effects. Value-laden decisions are continuously being made at individual, institutional, national and international levels regarding the medicines and devices we need, want and can afford. In this unit of study, we will explore and critique global and national policies and processes related to medicines and medical devices, examining how research and development agendas are set; how medicines and other health technologies are assessed and evaluated; and how new technologies are translated into practice. We will also explore broader trends such as globalisation, commercialisation and changing consumer expectations. By the end of the course, students will understand the forces shaping the development, regulation, funding and uptake of health technologies both nationally and internationally, and the political, ethical, legal and economic issues that are at stake. This course is designed to appeal to a wide range of student from ethics, law, public health, health care, policy, communications, economics, business, politics, administration, and biomedical science. Students will be encouraged to focus on issues of most relevance to their own area of study or work.

Textbooks
Readings will be provided

CEPI5100 Introduction to Clinical Epidemiology
Credit points: 6 Teacher/Coordinator: Dr Fiona Stanaway, Dr Sharon Reid Session: Semester 1, Semester 2 Classes: Offered online and face-to-face (daytime tutorials). Prohibitions: PUBH5010 Assessment: Completion of online quizzes (30%), 1x 2500wd assignment (70%) Mode of delivery: Online

This unit introduces the concept of clinical epidemiology and provides students with core skills in clinical epidemiology at an introductory level. Topics covered include asking and answering clinical questions;
basic and accessible literature searching techniques; study designs used in clinical epidemiological research; confounding and effect modification; sources of bias; interpretation of results including odds ratios, relative risks, confidence intervals and p values; applicability of results to individual patients; critical appraisal of clinical epidemiological research literature used to answer questions of therapy (RCTs and systematic reviews), harm, prognosis, diagnosis, screening and clinical guidelines; and translating research into practice.

Textbooks
Online readings and resources to be provided on the eLearning website.

CEPIS5200 Quality and Safety in Health Care
Credit points: 6  
Teacher/Coordinator: Professor Merrilln Walton and Dr Reema Harrison  
Session: Semester 1  
Classes: offered online  
Assumed knowledge: clinical experience strongly recommended  
Assessment: online participation (20%) and 4 x 1500 word assignment tasks (80%)  
Mode of delivery: Online
The unit has six major content areas delivered as modules covering:-  
An understanding Q&S in Healthcare: Professional and the ethical practice; Understanding systems and the effect of complexity on patient care; Improving Healthcare. At the end of this unit students will: understand the background to quality and safety in health care, from Australian and international perspectives; understand the nature of health care error including the methods of error detection and monitoring, and quality indicators; understand the role of good communication and other professional responsibilities in quality and safety in healthcare; have developed an understanding of governing, accountability and systems management; have considered methods for improving healthcare such as getting research into practice, clinical practice guidelines and clinical practice improvement. This unit consists of online discussions and activities based around key provided readings and other resources.

Textbooks
Online readings and other learning resources will be provided.

CEPIS5300 Research Grants: theory and practice
Credit points: 6  
Teacher/Coordinator: Dr Clement Loy  
Session: Semester 1  
Classes: Blended: 12 online sessions and 1 face-to-face workshop (June)  
Corequisites: Corequisites: (PUBH5010 OR CEPIS5100) AND (PUBH5018)  
Assessment: 1 x written research proposal (40%); online case presentations (30%); peer assessment (30%)  
Mode of delivery: Distance education/intensive on campus
In this unit of study, the student will develop his/her own research proposal, to a standard suitable for a peer-reviewed granting body. Each section of a grant proposal (Aims, Background/Significance, Methods, Analysis) will be discussed, with the student presenting & refining the corresponding section of his/her own proposal in a synchronous online workshop setting. This will then be complemented by online presentations from experienced researchers on the practical aspects of clinical research, followed by synchronous online class discussion. Topics include: observational studies, randomized controlled trials, diagnostic test evaluation, qualitative studies, funding application, ethical approval, publication strategies and grant administration. The unit will conclude with a one-day, face-to-face, mandatory workshop - where students will learn about budgeting, peer review of research grants, and present their completed research proposal.

MBHT5001 Diabetes Management
Credit points: 6  
Teacher/Coordinator: Dr Kathryn Williams  
Session: Semester 1, Semester 2  
Classes: Block/intensive mode 1 or 2 days 9am-5pm and online (1x1hr lec and 1x1hr tut)/wk  
Prerequisites: MBHT5001  
Assessment: 3 clinical case study work tasks (15%, 15%, 15%) 2 x 1500 word assignments on key topics (15%, 15%) online SBA/EMQ exam (15%)  
Participation in online discussion boards/webinars (10%)  
Mode of delivery: Distance education/intensive on campus
This unit of study aims to develop an understanding and confidence in how to effectively manage diabetes mellitus. Initially, current data and concepts in epidemiology and classification, pathogenesis, and screening for diabetes and its complications will be addressed. This will be followed by an intensive focus on patient centred management of diabetes, including patient engagement, lifestyle interventions, bariatric surgery, medication options and regimens, new technology and monitoring. Type 1 and Type 2 diabetes as well as prediabetes and diabetes in pregnancy will each be explored with a personalised, case-based approach. Differing health care delivery methods in diabetes and team based approaches to care will be discussed. Learning will be enhanced by individual and group online methods plus an episode of onsite interactive education.

Textbooks

MBHT5002 Advanced Diabetes Management
Credit points: 6  
Teacher/Coordinator: Dr Kathryn Williams  
Session: Semester 2  
Classes: Block/intensive mode 1 or 2 days 9am-5pm and online (1x1hr lec and 1x1hr tut)/wk  
Prerequisites: MBHT5001  
Assessment: 3 clinical case study work tasks (15%, 15%, 15%) 2 x 1500 word assignments on key topics (15%, 15%) online SBA/EMQ exam (15%)  
Participation in online discussion boards/webinars (10%)  
Mode of delivery: Distance education/intensive on campus
This unit of study will develop an advanced understanding in effective management of diabetes mellitus. It will build upon the Diabetes Management unit of study, enabling confidence in care of the more complex cases of diabetes. Topics addressed will include atypical, unusual and difficult to classify diabetes, intensive therapy in diabetes including complex insulin regimens, and managing diabetes related complications such as heart failure, painful neuropathy, diabetic foot disease, advanced retinopathy, non-alcoholic fatty liver disease and end-stage renal disease. New technologies including state of the art insulin pump therapy and real time continuous blood glucose monitoring will be exemplified using deidentified real life cases. The role of pancreas transplant and closed loop systems in diabetes will also be addressed in cases based approaches. Diabetes translational research across the bench, clinic and bedside, will be examined. Learning will be enhanced by individual and group online methods plus an episode of onsite interactive education.

Textbooks

MEDF5002 Best Practice in Healthcare Education
Credit points: 6  
Teacher/Coordinator: Assoc Prof Tim Shaw  
Session: Semester 2  
Classes: Block/intensive mode 2 days 9am-5pm and online learning  
Assessment: 40% written assignment; 60% practical project  
Mode of delivery: Distance education/intensive on campus  
Note: Workforce Education and Development Group
Almost all healthcare professionals are involved in education and training throughout their careers. This Unit of Study provides a practical introduction to the theory and practice of teaching and learning in the health professions. The program will cover 4 main areas: teaching at the bedside and in small groups; assessing performance (including workplace-based assessment methods); evaluating educational programs; and the use of new technologies in teaching and learning including the use of online learning tools such as Massive Open Online Courses (MOOCS), webinars, forums, social media, games, videos and podcasts. This program is not aimed at technologists or educational experts but rather those who want their students to get the most out of their learning experience.

NTDT5608 Community and Public Health Nutrition
Credit points: 6  
Teacher/Coordinator: Dr Jimmy Louie  
Session: Semester 2  
Classes: 4 hours lectures and 2 tutorials per week  
Corequisites: NTDT5305
This unit of study aims to develop an understanding and confidence in how to effectively manage diabetes mellitus. Initially, current data and concepts in epidemiology and classification, pathogenesis, and
This unit of study introduces students to the concepts and principles underlying the influence of health promotion and education. It focuses on the importance of health promotion in enhancing public health and well-being. This unit is divided into three modules: (i) principles underlying disease prevention and health promotion, (ii) implementing and evaluating health promotion programs, and (iii) implementing and evaluating health promotion programs in Aboriginal and Torres Strait Islander and non-Aboriginal populations.

Textbooks

PAIN5002 Pain Mechanisms and Contributors
Credit points: 6
Teacher/Coordinator: Professor Michael Nicholas and Dr Christopher Vaughan
Session: Semester 1b, Semester 2b
Classes: Online, approximately 20 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%)
Mode of delivery: Online

To introduce and develop participants understanding about the basic neurophysiology of pain and the interrelationships between the psychological and environmental processes in pain. Neuro-anatomical, physiological, pharmacological, and biochemical mechanisms involved in nociception, including peripheral and central sensitisation are discussed. Theoretical bases are introduced and the ways in which psychological and environmental factors modify or maintain pain perception and behaviour are explored.

PAIN5003 Pain Treatment and Management Principles
Credit points: 6
Teacher/Coordinator: Dr Charles Brooker
Session: Semester 1b, Semester 2a
Classes: Online, approximately 10 hours of study per week (equals 140 hours in total)
Assessment: participation in online discussion (20%), 4000-5000 word written assignment(s) or equivalent (80%)
Mode of delivery: Online

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.

PMD5015 Leadership in Medicine
Credit points: 6
Teacher/Coordinator: Mike Jenner and Hudson Birden
Session: Semester 2 Classes: Block intensive up to 3 days and students will spend approx 8 hours/week (x 13 weeks) engaging in online discussions, self-directed learning activities and literature appraisal.
Assessment: 5 x 1000 word page assignments (10% per, 50%), weekly online participation (30%), face-to-face participation (20%)
Mode of delivery: Online

A successful leader is influential and their effectiveness is determined by the behaviours they consistently manifest. This practical leadership unit focuses on leadership and will explore best practice in medical leadership and guide the learner in how to improve their leadership skills. The course is tailored to health professionals and is based on a similar unit in the University of Sydney Business School’s MBA.

This unit leads participants to an understanding of the concepts that underpin influencing processes and will develop skills in the individual components of influencing. Topics covered will include: building self-awareness, the development process, self-management, managing difference, best practice communication (setting expectations, listening, motivating, giving and receiving feedback, confronting, conflict resolution), effective networking, building productive relationships and driving engagement.

Textbooks
- Nil. Required readings will be provided

PMD5102 Paediatric Nutrition and Obesity
Credit points: 6
Teacher/Coordinator: Professor Louise Baur, Dr Shirley Alexander, Dr Anne Morris
Session: Semester 2 Classes: Online. Students will spend approx 10 hours/week (x 13 weeks) engaging in case-based learning, incl. online discussion of case scenarios, self-directed case reviews and literature appraisal. Regular access to an internet connected computer is vital.
Assessment: 2 x 1000 word essay (40%), MCQ exam (10%), and participation in online forum (50%)
Mode of delivery: Online

Note: This unit of study is only offered in odd numbered years

This unit examines the worldwide status and trends in child and adolescent obesity, incorporating a focus on paediatric nutrition. It explores the determinants, clinical assessment, medical complications, management and prevention of this important public health problem. There is a close integration of epidemiology, basic science and best available evidence in management and prevention into clinically based scenarios. Our aim is to provide you with a broad knowledge base and ability to apply scientific theory and clinical evidence to the diagnosis and management of obesity in childhood. This will include grounding in the complex social, cultural and environmental factors contributing to the emergence of childhood obesity throughout the world.

PUBH5003 Disease Prevention and Health Promotion
Credit points: 6
Teacher/Coordinator: Dr Philayrath Phongsavan
Session: Semester 1 Classes: 3 workshops, face-to-face tutorials and online discussion; fully online version available
Prohibitions: MIPH5014 Assessment: 1x1500 word assignment (25%); 1x2500 word assignment (45%); 9-week tutorial discussion/participation (30%)
Mode of delivery: Block mode

This core unit of study will provide students with an introduction to and critical overview of evidence-based prevention and health promotion as a fundamental component of efforts to address chronic disease prevention and reduce health inequalities in populations. The unit is divided into three modules: (i) principles underlying disease prevention and health promotion, (ii) evidence-based planning for disease prevention and health promotion, and (iii) implementing and evaluating health promotion for disease prevention. The unit will illustrate the principles of prevention and health promotion programs in Aboriginal and Torres Strait Islander and non-Aboriginal populations. It will develop students’ skills in: identifying problems and setting prevention priorities; planning and implementing programs, and; evaluating the impact of programs on population health. The unit will discuss diverse disease prevention and health promotion programs, including individual change programs, interpersonal (family, social environments), organisational (worksites, primary care), and community-wide programs. Students will develop an understanding of approaches used to enhance inter-sectoral action, community participation and consultation, the development of partnerships and the use of policy and advocacy. These approaches will be particularly applied to Aboriginal and Torres Strait Islander health promotion settings.

Textbooks
- Course Readings Provided

PUBH5422 Health and Risk Communication
Credit points: 6
Teacher/Coordinator: Associate Professor Julie Leask, Professor Phyllis Butow, Dr Claire Hooker
Session: Semester 2 Classes: Block / intensive - 5 days Monday - Friday
Assessment: Assignment 1 x 3000 word (35%), Assignment 2 x 2000 words (35%), Pre-block online activities (10%)
Mode of delivery: Block mode

In this unit, students will develop a critical awareness of the determinants of effective communication, particularly in relation to health risks to the individual and to society.
The first half covers individual health risk communication in clinical settings, including: theories of health communication, patient centred care and shared decision making; evidence-based communication skills; research paradigms including interaction analysis; cross-cultural communication in health care; discussing prognosis and informed consent. The second half explores risk communication for public health. We teach theories of risk perception and communication with particular application to public health incident responses. We give practical guides to media messages, risk message framing, public engagement using traditional and social media, and the ethical aspects of public communication. The unit offers students the opportunity to learn from outstanding guest lecturers who work in these areas and interactive opportunities for students to try their skills in risk communication and decision making.

Textbooks
Readings will be provided
Ophthalmic Science

Graduate Diploma in Ophthalmic Science
Master of Medicine (Ophthalmic Science)
Master of Science in Medicine (Ophthalmic Science)

<table>
<thead>
<tr>
<th>Course code</th>
<th>Graduate Diploma in Ophthalmic Science</th>
<th>Master of Medicine (Ophthalmic Science)</th>
<th>Master of Science in Medicine (Ophthalmic Science)</th>
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<td>2 to 6 years</td>
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</table>

Overview

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

The degree teaches ocular anatomy, physiology, optics, genetics, pathology, practical ophthalmic science and is completed with a treatise in the field of ophthalmology.

Units of study are delivered online, with the exception of the practical units of study, which are delivered face-to-face in block mode.

The Master of Medicine (Ophthalmic Science) and the Master of Science in Medicine (Ophthalmic Science) are essentially the same program but with different admission requirements.

Only medical graduates (ie those with an MBBS) may be admitted to the Master of Medicine while non-medical graduates may be admitted to the Master of Science in Medicine.

Students enrolled in the Master of Medicine and Master of Science in Medicine follow the same program of study, with the only difference being the title of the degree they are awarded on completion.

Medical graduates who are eligible to undertake a sub-specialty fellowship or are registered to practice ophthalmology in their state or country, may apply for admission to a stream.

Streams

In addition to the basic ophthalmic science degree a subspeciality stream is also offered:

- Oculoplastic surgery

The specialist stream in Oculoplastic Surgery aims to provide a theoretical and practical qualification for the practise of oculoplastic surgery. It is open to local and international students who wish to gain a comprehensive and balanced perspective in the evolving field of oculoplastic surgery. The course covers basic sciences, evidence-based medicine and surgery as it applies to oculoplastic surgery. The course aims to equip postgraduate students with the foundations for lifelong clinical development.

Course outcomes

Graduate Diploma of Ophthalmic Science graduates will be able to:

- Understand the detailed anatomy, embryology and histology of the eye and visual system
- Understand the physiology of vision and visual processing
- Understand advanced optical principles and their relevance to the eye and optical instruments
- Apply the above basic sciences to ophthalmic, neuro-ophthalmic and developmental conditions
- Become competent in conducting and interpreting all tests of visual function including use of ophthalmic instruments
- Understand and critically evaluate the latest research literature and synthesise novel ideas.

In addition to the above, Master of Medicine (Ophthalmic Science) and Master of Science in Medicine (Ophthalmic Science) students will be able to:

- Collaborate and conduct clinical or ophthalmic basic science research.

The oculoplastic surgery stream aims to enhance clinical and theoretical knowledge in oculoplastic surgery to complement a candidate’s clinical or fellowship experience.

Further information

Ophthalmic Science

The majority of the degree is in the form of distance learning. Practical Ophthalmic Science is a three-week block/intensive mode (3x5 days) to be taken at either the Save Sight Institute, Sydney, NSW or at the University of Otago, Dunedin, New Zealand. The unit of study will be held during the semester break.

The Graduate Diploma in Ophthalmic Science involves three core units of study taught via distance learning. These are Ophthalmic Anatomy, Ophthalmic Physiology, and Ophthalmic Optics. The coursework is completed by the Practical Ophthalmic Science unit which involves a three-week, full-time program with a combination of theoretical and practical learning to ensure students gain detailed and comprehensive knowledge of the practical aspects of ophthalmic science. Each candidate needs to achieve a total of 36 credit points to successfully complete the Graduate Diploma in Ophthalmic Science.
Candidates wishing to progress to the Master of Medicine (Ophthalmic Science) degree are able to do this by completing a treatise of 8000 to 40,000 words comprising one semester’s work under the guidance of a suitable supervisor.

**Oculoplastic Surgery Stream**

The coursework component of the Oculoplastic Surgery stream is taught mainly via the internet through four core units of study. Students are also expected to undertake a three-week full-time practicum in Sydney. Internationally renowned lecturers will be involved in the teaching of all the units of study.

The Graduate Diploma in Ophthalmic Science (Oculoplastic Surgery) involves four units of study taught via distance learning. These are Ophthalmic Anatomy, Ophthalmic Physiology, Oculoplastic Surgery 1 and Oculoplastic Surgery 2. The coursework is completed by the Practical Oculoplastic Surgery unit which involves a three-week, full-time clinical and wet lab placement to ensure the skills required for performing oculoplastic surgery are gained. The practical unit also assesses the candidates’ skills in patient selection, test interpretation, intra and post-operative complication management. Each candidate must achieve a total of 36 credit points including Oculoplastic Surgery 1 & 2 and Practical Oculoplastic Surgery to successfully complete the Graduate Diploma in Ophthalmic Science (Oculoplastic Surgery).

Candidates wishing to progress to the Master of Medicine (Ophthalmic Science – Oculoplastic Surgery) degree are able to do this by completing a treatise of 8000 to 40,000 words comprising one semester's work under the guidance of a suitable supervisor.

**Further enquiries**

Christine Brickenstein  
Phone: +61 2 9382 7284  
Fax: +61 2 9382 7318  
Email: christine.brickenstein@sydney.edu.au  
Website: sydney.edu.au/medicine/eye
Admission requirements

Admission to the Graduate Diploma in Ophthalmic Science requires:

• a medical degree; or
• an undergraduate degree with first or second class honours; or
• an undergraduate degree with a minimum of 12 months work or research experience.

Admission to the Master of Medicine (Ophthalmic Science) requires:

• a medical degree.

Admission to the Master of Science in Medicine (Ophthalmic Science) requires:

• an undergraduate degree with first or second class honours; or
• an undergraduate degree with a minimum of 12 months work or research experience.

See the course Rules for further details.

Course structure

The Graduate Diploma in Ophthalmic Science requires the successful completion of 36 credit points of core units of study.

The Master of Medicine (Ophthalmic Science) and Master of Science in Medicine (Ophthalmic Science) require the successful completion of 48 credit points of core units of study.

Pattern of enrolment

Ophthalmic Science (part-time and full-time)

It is recommended that students enrol in units in the following order if studying part time. The same patterns apply whether commencing in Semester 1 or Semester 2:

Master’s (part-time)

Year 1

<table>
<thead>
<tr>
<th>UoS code and name</th>
<th>Credit points</th>
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<tbody>
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Year 2

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</tr>
<tr>
<td>OPSC5005 Treatise</td>
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</table>

If studying full time, the following pattern is recommended:

Masters (full-time)

Year 1

<table>
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</thead>
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Year 2

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</tr>
<tr>
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Graduate Diploma (part-time)

Year 1

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Year 2

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Graduate Diploma (full-time)

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<tr>
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</table>

Ophthalmic Physiology

Practical Ophthalmic Science
(intensive block mode over 3 weeks – offered in Jun/Jul and Nov/Dec each year)
Admission requirements
Admission to the Graduate Diploma in Ophthalmic Science (Oculoplastic Surgery) or the Master of Medicine (Ophthalmic Science - Oculoplastic Surgery) requires:

- a medical degree; and
- appropriate medical indemnity insurance cover; and
- eligibility to undertake a subspecialty fellowship with the Royal Australian and New Zealand College of Ophthalmologists OR registration to practice ophthalmology in their state, territory or country

Course structure
The Graduate Diploma in Ophthalmic Science (Oculoplastic Surgery) requires the successful completion of 36 credit points of core units of study including stream core units.

The Master of Medicine (Ophthalmic Science - Oculoplastic Surgery) require the successful completion of 48 credit points of core units of study including stream core units.

Pattern of enrolment
Oculoplastic Surgery Stream
The following pattern of enrolment has been designed to ensure that content is covered in a logical progression. If you are studying part-time, the following program is suggested:

Masters (stream part-time)

<table>
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<th>Year 1</th>
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<tbody>
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<td>OPSC5003 Ophthalmic Optics</td>
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If studying full time, the following pattern is recommended:

Masters (stream full-time)

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Graduate Diploma (stream part-time)

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Graduate Diploma (stream full-time)

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</table>
Ophthalmic Science

Degree resolutions

Sydney Medical School resolutions and the printed handbook are the official statement of faculty policy. The resolutions contained in the printed handbook are accurate as at November 2014. If a conflict is perceived between the content of the printed handbook and information available elsewhere, Sydney Medical School resolutions and the information available in the handbook online shall always take precedence.

See the Policy Online website: sydney.edu.au/policy, for copies of University policies.

Graduate Diploma in Ophthalmic Science

Master of Medicine (Ophthalmic Science)

Master of Science in Medicine (Ophthalmic Science)

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

Course resolutions

1 Course codes

<table>
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<th>Code</th>
<th>Course and stream title</th>
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<tr>
<td>MAMEOPSC-01</td>
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</tr>
<tr>
<td>MASMOPSC-01</td>
<td>Master of Science in Medicine (Ophthalmic Science)</td>
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</tbody>
</table>

2 Attendance pattern

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

3 Master's type

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

4 Embedded courses in this sequence

(1) The embedded courses in this sequence are:

(a) the Graduate Diploma in Ophthalmic Science

(b) the Master of Medicine (Ophthalmic Science) or the Master of Science in Medicine (Ophthalmic Science).

(2) Providing candidates satisfy the admission requirements for each stage, a candidate may progress to the award of any of the courses in this sequence. Only the longest award completed will be conferred.

5 Streams

(1) The Graduate Diploma in Ophthalmic Science and Master of Medicine (Ophthalmic Science) are available in the following streams:

Oculoplastic Surgery

(2) Candidates may transfer between streams with approval from Head of Discipline.

(3) The degree of Graduate Diploma in Ophthalmic Science and Master of Medicine (Ophthalmic Science) shall be awarded in the stream in which the candidate enrolls. The testamur for the degree shall specify the stream.

6 Admission to candidature

(1) Available places will be offered to qualified applicants based on merit, according to the following admissions criteria. In exceptional circumstances the Dean may admit applicants without these qualifications who, in the opinion of the Faculty, have qualifications, evidence of experience and achievement sufficient to successfully undertake the award.

(2) Admission to the Graduate Diploma in Ophthalmic Science requires:

(a) a medical degree from the University of Sydney or an equivalent qualification;

or

(b) a bachelor's degree in a health related discipline with first or second class honours from the University of Sydney or an equivalent qualification;

or

(c) a bachelor's degree in a non-health related discipline without first or second class honours from the University of Sydney or equivalent qualification.

Applicants must have completed professional work experience equivalent to a first or second class honours bachelor's degree in a health related field or pass a preliminary examination(s) as prescribed by the Faculty;

or

a minimum of 5 years professional work experience in a health-related field or pass a preliminary examination(s) as prescribed by the Faculty.

(3) Admission to the Master of Medicine (Ophthalmic Science) requires:

(a) a medical degree from the University of Sydney or an equivalent qualification.

(4) Admission to the Master of Science in Medicine (Ophthalmic Science) requires:

(a) completion of the requirements of the embedded graduate diploma, or equivalent qualification

or

(b) a bachelor's degree in a health related discipline with first or second class honours from the University of Sydney or equivalent qualification;

or

(c) a bachelor's degree in a health related discipline without first or second class honours from the University of Sydney or equivalent qualification, plus professional work experience in a health-related field or pass a preliminary examination(s) as prescribed by the Faculty. Applicants must have completed work equivalent to a first or second class honours bachelor's degree or pass a preliminary examination(s) as prescribed by the Faculty.

Applicants who have:

(a) a medical degree from the University of Sydney or an equivalent qualification;

(b) appropriate medical indemnity insurance cover;

and

(c) completed the requirements of the Royal Australian and New Zealand College of Ophthalmologists, and be eligible to undertake a subspecialty fellowship in the final year of accredited training;

or

are registered to practice ophthalmology in their state, territory or country;

are eligible for admission to a stream.
7 Requirements for award

(1) The units of study that may be taken for the course are set out in the Table of Units of Study: Ophthalmic Science.

(2) To qualify for the award of the Graduate Diploma in Ophthalmic Science a candidate must successfully complete 36 credit points of core units of study.

(3) To qualify for the award of the Master of Medicine (Ophthalmic Science) or Master of Science in Medicine (Ophthalmic Science) a candidate must successfully complete 48 credit points of core units of study.
# Ophthalmic Science

## Table of units of study: Ophthalmic Science

<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>
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<tr>
<td><strong>Core units</strong></td>
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</tr>
<tr>
<td>Students eligible for admission to a stream must complete OPSC5001, OPSC5002 and the stream core units.</td>
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<tr>
<td>OPSC5001 Ophthalmic Anatomy</td>
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<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>OPSC5002 Ophthalmic Physiology</td>
<td>9</td>
<td>P Assumed Knowledge: Undergraduate knowledge of basic human cell and organ physiology</td>
<td>C OPSC5001</td>
<td></td>
<td></td>
<td>Semester 1, Semester 2</td>
</tr>
<tr>
<td>OPSC5003 Ophthalmic Optics</td>
<td>9</td>
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<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>OPSC5004 Practical Ophthalmic Science</td>
<td>9</td>
<td>P Assumed Knowledge: Undergraduate knowledge of physics relating to light and optics.</td>
<td>C OPSC5002 or OPSC5003</td>
<td>Note: Department permission required for enrolment</td>
<td>Students will have to successfully complete OPSC5002 or OPSC5003 before being permitted to commence OPSC5004.</td>
<td>Intensive December</td>
</tr>
<tr>
<td><strong>Stream core units</strong></td>
<td></td>
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<tr>
<td>OPSC5034 Oculoplastic Surgery 1</td>
<td>6</td>
<td>P Assumed Knowledge: Students undertaking this unit of study must have advanced specialty training with RANZCO qualifications or equivalent. Consideration will be given to RACS and dermatology advance trainees. Student should contact the discipline directly for permission to enrol. The PG Coordinator will email Student Services to notify them of students who have permission.</td>
<td></td>
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<td>Semester 1</td>
</tr>
<tr>
<td>OPSC5035 Oculoplastic Surgery 2</td>
<td>6</td>
<td>P Assumed Knowledge: Students undertaking this unit of study must have advanced specialty training with RANZCO qualifications or equivalent. Consideration will be given to RACS and dermatology advance trainees. Student should contact the discipline directly for permission to enrol. The PG Coordinator will email Student Services to notify them of students who have permission.</td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>OPSC5036 Practical Oculoplastic Surgery</td>
<td>6</td>
<td>P Assumed Knowledge: Students undertaking this unit of study must have advanced specialty training with RANZCO qualifications or equivalent. Consideration will be given to RACS and dermatology advance trainees.</td>
<td>C OPSC5035</td>
<td>Students should contact the discipline directly for permission to enrol. The PG Coordinator will email Student Services to notify them of students who have permission.</td>
<td></td>
<td>Intensive November</td>
</tr>
<tr>
<td><strong>Additional core unit for master's degree students</strong></td>
<td></td>
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</tr>
<tr>
<td>Master's degree students must enrol in OPSC5005. A student must be enrolled in order to submit the treatise. If a student is not able to submit his/her treatise after enrolling in OPSC5005 for one semester, he/she must enrol in OPSC5005, with the concomitant financial liability, every semester until he/she submits.</td>
<td></td>
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<tr>
<td>OPSC5005 Treatise</td>
<td>12</td>
<td>P OPSC5001 and OPSC5002</td>
<td></td>
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<td></td>
<td>Semester 1, Semester 2</td>
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<tr>
<td><strong>Alternative core units</strong></td>
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<tr>
<td>These units of study are only available to candidates with an exemption for a core unit of study.</td>
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<tr>
<td>OPSC5011 Ocular Genetics</td>
<td>9</td>
<td>P OPSC5001</td>
<td>C OPSC5002</td>
<td>N OPSC5012</td>
<td>Note: Department permission required for enrolment Students must request permission from the unit of study coordinator to enrol in this unit of study. The coordinator will email the Postgraduate Student Administration Unit to advise that the student has permission to enrol.</td>
<td>Semester 1, Semester 2</td>
</tr>
<tr>
<td>OPSC5012 Ocular Pathology</td>
<td>9</td>
<td>P OPSC5001</td>
<td>C OPSC5002</td>
<td>N OPSC5011</td>
<td>Note: Department permission required for enrolment Students must request permission from the unit of study coordinator to enrol in this unit of study. The coordinator will email the Postgraduate Student Administration Unit to advise that the student has permission to enrol.</td>
<td>Semester 1, Semester 2</td>
</tr>
</tbody>
</table>
Unit of study descriptions for 2015

OPSC5001
Ophthalmic Anatomy

Credit points: 9
Teacher/Coordinator: Dr Yves Kerdeacon
Session: Semester 1, Semester 2
Classes: online/distance learning environment (total of 20hrs/wk) for 13 wks comprising: lectures delivered online (3 hrs/wk), online tutorials (1hr/wk), self directed learning and assignments (16hrs/wk) wk 14 for revision.

In addition to time spent on assignments it is expected that the student will spend approximately 120 hours of private study over the course of the fourteen weeks. It is suggested that also 25 hours of study will be necessary to prepare for the 3 hour examination at the end of the semester.

Assessment: 1x3000word assignment every 3wks (45%), online interaction (10%), and 1x3hr exam (45%)
Mode of delivery: Distance education

Successful candidates will demonstrate to the examiners that they have a detailed and comprehensive knowledge of anatomy relevant to the practice of ophthalmology, in particular the eye, the visual pathways, the orbit and its contents including peri-orbital structures.

They are also expected to have an understanding of the embryology, maturation and normal ageing changes of the human eye. They should also be familiar with the anatomy of the head and neck including neuro-anatomy, histology and the use of diagnostic imaging as it pertains to the visual system. On completion of this unit of study the successful student will be able to (1) describe the normal anatomical organisation of the human eye, orbit and contents and head and neck in terms of cells, tissues, organs and systems, (2) describe the principal components of the human visual system and their function in detail and (3) describe how diagnostic imaging may be used in ophthalmic practice.

Textbooks
Prescribed:
- The Eye Basic Sciences in Practice (2nd ed), J. Forrester et al, Edinburgh : New York : W.B. Saunders, 2002 (Chapters 1 and 2)

OPSC5002
Ophthalmic Physiology

Credit points: 9
Teacher/Coordinator: A/Prof John Grigg, Dr Clare Fraser, Dr Simon Skalicky
Session: Semester 1, Semester 2
Classes: online/distance learning environment (total of 20hrs/wk) for 13 wks comprising: lectures delivered online (3 hrs/wk), online tutorials (1hr/wk), self directed learning and assignments (16hrs/wk) wk 14 for revision.

In addition to time spent on assignments it is expected that the student will spend approximately 120 hours of private study over the course of the fourteen weeks. It is suggested that also 25 hours of study will be necessary to prepare for the 3 hour examination at the end of the semester.

Prerequisites: Assumed Knowledge: Undergraduate knowledge of basic human cell and organ physiology

Assessment: 1x3000word assignment every 3wks (45%) online interaction (10%) 1x3hr exam (45%)
Mode of delivery: Distance education

Successful candidates will demonstrate to the examiners that they have a detailed and comprehensive knowledge of physiology relevant to the practice of ophthalmology. Particular emphasis will be placed on the organisation, function, mechanism of action, regulation and adaptation of relevant structures and their component parts. They are also expected to have an understanding of the maturation and normal ageing changes of the human eye. Candidates must have a thorough understanding of the methods used to measure the activity of relevant physiological processes e.g. intraocular pressure, retinal electrical activity, visual acuity etc On completion of this unit of study the successful student will be able to (1) describe the normal physiological functioning of the human eye and nervous system, (2) describe the principal physiological laws and phenomena that apply to these systems and (3) describe how these physiological processes are measured and the limitations of such tests.

Textbooks
Prescribed:

OPSC5003
Ophthalmic Optics

Credit points: 9
Teacher/Coordinator: Dr Con Petsoglou
Session: Semester 1, Semester 2
Classes: online/distance learning environment (total of 20hrs/wk) for 13 wks comprising: lectures delivered online (3 hrs/wk), online tutorials (1hr/wk), self directed learning and assignments (16hrs/wk) wk 14 for revision.

In addition to time spent on assignments it is expected that the student will spend approximately 120 hours of private study over the course of the fourteen weeks. It is suggested that also 25 hours of study will be necessary to prepare for the 3hour examination at the end of the semester.

Assessment: 1x3000word assignment every 3wks (45%), online interaction (10%), and 1x3hr exam (45%)
Mode of delivery: Distance education

Successful candidates will demonstrate to the examiners that they have a detailed and comprehensive knowledge of optics relevant to the practice of ophthalmology. Particular emphasis will be placed on the topics of Physical, Geometrical, Physiological and Instrument Optics. On completion of this unit of study the successful student will be able to (1) describe the physical properties of light and lasers, (2) describe the geometrical principles of light and the laws governing lights interaction with materials and (3) describe the physiological optics of the human eye and how to test this.

Textbooks
Prescribed:
- Optics, Refraction and Contact Lenses, Basic and Clinical Science Course, American Academy Ophthalmology, 2011 - 2012
- The Fine Art of Prescribing Glasses Without Making a Spectacle of Yourself (3rd ed), B Milder and M Rubin, Gainesville, Fla. : Triad, 2004
- Last-minute optics : a concise review of optics, refraction, and contact lenses (2nd ed), David G. Hunter, Constance E. West Thorofare, NJ : SLACK, c2010

OPSC5004
Practical Ophthalmic Science

Credit points: 9
Teacher/Coordinator: A/Prof Samantha Fraser-Bell, Dr Con Petsoglou, Prof Peter McCluskey and A/Prof John Grigg
Session: Intensive
Classes: Face-to-face.

The unit of study will be offered as a 2.5 - 3 wk block/intensive mode to be taken at either the Save Sight Institute in Nov/Dec or at the University of Otago in Jun/Jul. The unit will cover practical aspects of the distance learning units and consists of a series of lectures and practicum.

Prerequisites: Assumed Knowledge: Undergraduate knowledge of physics relating to light and optics. Corequisites: OPSC5002 or OPSC5003

Assessment: 2x1.5 hour 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
Ophthalmic Science

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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 exams for
candidates to be passed. Supplementary in vivo exams may be offered for those
candidates who are borderline pass or have failed one section of the unit of
study. Mode of delivery: Block mode

Note: Department permission required for enrolment. Note: Students will have
to successfully complete OPSC5002 or OPSC5003 before being permitted to
commence OPSC5004.

Successful candidates will demonstrate to the examiners that they
have a detailed and comprehensive knowledge of the practical aspects
of the basic 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 identity structures of the above on
prosections, 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: A/Prof John Grigg, Dr Raf Ghabrial,
A/Prof Samantha Fraser-Bell, Dr Con Petsoglou and Prof Peter McCluskey
Session: Semester 1, Semester 2 Classes: Students will be required to have
contact with their supervisor regarding their treatise 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 is a written output on work performed during
the candidature from a supervised student project that contains between 10,000-20,000 words. Mode of delivery: Supervision

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 a course supervisor. It is essential where there is the
use of patient information or patient enrolment onto the study that
appropriate ethics approval is gained from the governing body where the
project will take place. Students need to be mindful of the time
ethics approval takes and incorporate it into the project time allocation.
On completion of this unit of study the successful student will be able to
(1) undertake a medical/scientific project and follow it to its
completion, (2) work constructively under the supervision of a
supervisor, (3) display scientific thinking and apply this to
ophthalmology and (4) attempt to出版 their treatise or learn how
to publish their work.

Textbooks
Your Practical Guide to Writing a Thesis, Treatise or Dissertation at the University of

OPSC5011
Ocular Genetics

Credit points: 9 Teacher/Coordinator: A/Prof Robyn Jamieson Session:
Semester 1, Semester 2 Classes: online/distance learning environment (total
of 20hrs/wk) for 13 wks comprising: lectures delivered online (3 hrs/wk), online
tutorials (1hr/wk), self directed learning and assignments (16hrs/wk), wk 14 for
revision. In addition to time spent on assignments it is expected that the student
will spend approximately 120 hours of private study over the course of
the fourteen weeks. It is also suggested that 25 hours of study will be necessary to
prepare for the 3 hour examination at the end of the semester. Prerequisites:
OPSC5012 Assessment: 1x3000word assignment every 3wks (45%), online
interaction (10%), 1x3hr exam (45%) Mode of delivery: Distance education

Note: Department permission required for enrolment. Note: Students must
request permission from the unit of study coordinator to enrol in this unit of
study. The coordinator will email the Postgraduate Student Administration Unit
to advise 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 and Dr Con Petsoglou
Session: Semester 1, Semester 2 Classes: online/distance learning environment
(total of 20hrs/wk) for 13 wks comprising: lectures delivered online (3 hrs/wk) online
tutorials (1hr/wk) self directed learning and assignments (16hrs/wk) wk 14 for revision. In addition to time spent on assignments it is expected that
the student will spend approximately 120 hours of private study over the course of
the fourteen weeks. It is also suggested that 25 hours of study will be necessary to
prepare for the 3 hour examination at the end of the semester. Prerequisites:
OPSC5001 Corequisites: OPSC5002 Prohibitions: OPSC5011 Assessment: 1x3000wd assignment every 3wks (45%), online
interaction (10%), 1x3hr exam (45%) Mode of delivery: Distance education

Note: Department permission required for enrolment. Note: Students must
request permission from the unit of study coordinator to enrol in this unit of
study. The coordinator will email the Postgraduate Student Administration Unit
to advise 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 to study ophthalmic pathology is 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
Prescribed: Ophthalmic Pathology: An Illustrated Guide for Clinicians, Sehu K.W. & Lee
W.R., Blackwell Pub/BU Mu Books 2005. Recommended:
Eye Pathology: an Atlas and Text (2nd ed), Ralph C Eagle, Philadelphia : Wolters
Kluwer Health/Lippincott Williams & Wilkins, 2011

OPSC5034
Oculoplastic Surgery 1

Credit points: 6 Teacher/Coordinator: Dr Raf Ghabrial Session: Semester 1
Classes: Online lectures and online oculoplastic surgery forum discussion.
Prerequisites: Assumed Knowledge: Students undertaking this unit of study
must have advanced specialty training with RANZCO qualifications or equivalent.
Consideration will be given to RACS and dermatology advance trainees.
Assessment: 3 x 2000 word written assignments (90%), online discussion
(10%). Mode of delivery: Online

Note: Student should contact the discipline directly for permission to enrol. The PG Coordinator will email Student Services to notify them of students who have
permission.

This unit of study aims to provide candidates with theoretical and
practical foundations of the practice of Oculoplastic surgery. Over 14 weeks the candidates will learn skin and tissue techniques. This will
include methods of tissue regeneration and repair including local
anaesthesia and basic principles of wound healing. Further study will
be undertaken for a system of repair of full thickness eyelid
reconstruction and differing ways of repair of small, medium and large
defects. Medial and lateral canthus defects will be discussed as well
as the diagnosis and management of multiple eyelid tumors. Further
discussion will be undertaken regarding plosis of the upper lid as well
entropion and distichiasis. The principals of ectropion repair will be
taught as well as surgical intervention for involutional and cicatricial
types of ectropion. Seventh nerve palsy and its causes and treatment
will be discussed in depth as well as a brief module on blepharoplasty
surgery of the upper and lower lids. Surgery to correct facial palsy will be briefly discussed.

Textbooks

OPSC5035
Oculoplastic Surgery 2
Credit points: 6
Teacher/Coordinator: Dr Raf Ghabrial
Session: Semester 2
Classes: Online lectures and online oculoplastic surgery forum discussion.
Prerequisites: Assumed Knowledge: Students undertaking this unit of study must have advanced specialty training with RANZCO qualifications or equivalent. Consideration will be given to RACS and dermatology advance trainees.
Assessment: 3 x 2000 word written assignments (90%), online discussion (10%). Mode of delivery: Online
Note: Student should contact the discipline directly for permission to enrol. The PG Coordinator will email Student Services to notify them of students who have permission.

This unit of study aims to provide candidates with a deeper understanding of the theoretical and practical formations of Oculoplastic surgery. In order to study Oculoplastic Surgery 2, students must have successfully completed Oculoplastic Surgery 1. Over the 14 weeks students will study all lacrimal and orbital disease. Lacrimal draining system disorders will be discussed as well as their treatment and diagnosis. External lacrimal as well as endoscopic techniques will be discussed with their advantages and disadvantages. Techniques of investigating lacrimal disorders will be further discussed. Orbital disease will be next discussed. Graves’ orbitopathy will be the primary prototype in this module. The symptoms, treatment, and surgery of this disorder will be discussed in depth. After Graves’ orbitopathy is thoroughly present, further orbital diseases will be presented. These will include neoplasia, inflammation and infections of the orbits. Finally this module will end with surgical approaches to the orbit.

Orbital trauma will be discussed including management of the early and late phases.

The last portion of this module will involve enucleation, evisceration and exenteration as well as evaluation and management of the anophthalmic socket.

Textbooks

OPSC5036
Practical Oculoplastic Surgery
Credit points: 6
Teacher/Coordinator: Dr Raf Ghabrial
Session: Intensive November
Classes: Block - 5 days per week for 2 weeks
Prerequisites: Assumed Knowledge: Students undertaking this unit of study must have advanced specialty training with RANZCO qualifications or equivalent.
Corequisites: OPSC5035
Assessment: Online surgical logbook (40%) and observed structured clinical exam (60%). Mode of delivery: Block mode
Note: Students should contact the discipline directly for permission to enrol. The PG Coordinator will email Student Services to notify them of students who have permission.

This unit of study aims to provide candidates with the practical experience and knowledge necessary to assess and perform oculoplastic surgery. This is a mentor-based programme with candidates supervised in a number of clinical and laboratory environments. Emphasis is on pre-operative investigation, surgical skill and post-operative management. Candidates will be required to observe and perform extra-ocular surgical techniques relevant to oculoplastic surgery.

Candidates will rotate through a number of oculoplastic surgical practices and observe oculoplastic surgery taking place utilizing a number of oculoplastic surgical systems. Further candidates will have to attend a number of wet lab sessions designed for the performing of oculoplastic surgical techniques on artificial, animal or human eyes.

A logbook of observed and performed surgeries will be kept and used for assessment.

Surgical mentors will be allocated and provide the appropriate training in specific oculoplastic operations.

Textbooks
Unfavourable Results in Eyelid and Lacrimal Surgery by Joseph A. Mauriello, Jr. (2000).
Paediatric Medicine

Graduate Certificate in Medicine (Paediatric Medicine)
Graduate Diploma in Medicine (Paediatric Medicine)
Master of Medicine (Paediatric Medicine)
Master of Medicine (Advanced)(Paediatric Medicine)

<table>
<thead>
<tr>
<th>Course code</th>
<th>CRICOS code</th>
<th>Degree Abbreviation</th>
<th>Time to complete full-time</th>
<th>Time to complete part-time</th>
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<tr>
<td>GCMEDICI2PAM</td>
<td>083643M</td>
<td>GradCertMed(Paed)</td>
<td>1 year</td>
<td>1.5 to 3 years</td>
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<td>GNMEDICI2PAM</td>
<td>083647G</td>
<td>GradDipMed(Paed)</td>
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<td>2 to 4 years</td>
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<td>083644K</td>
<td>MMed(Paed)</td>
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<td>2 - 5 years</td>
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<td>083649E</td>
<td>MMed(Adv)(Paed)</td>
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</tbody>
</table>

Overview

The Master of Medicine (Paediatric Medicine) is designed for practitioners who wish to advance their knowledge and application of paediatric medicine.

Each unit of study stands alone with no prerequisites, offering maximum flexibility in an adult learning environment. The units are designed to update students’ core knowledge in the relevant subject area and to enhance clinical practice with case-based scenarios that focus on current evidence-based best practice.

A series of carefully chosen practical, relevant topics, presented in a case-based interactive online format taught by expert clinicians, will challenge and stimulate participants.

Active discussion among students and course conveners is key to the learning process, with a focus on recent advances and controversial topics. Each unit consists of a combination of case-based interactive clinical scenarios, weekly discussion forums and self-directed learning and is designed to provide the latest practical and theoretical knowledge.

Stream specific units of study offered in this course are:

**Group A**
- PAED5001 Paediatric Immunisation
- PAED5004 Independent Studies
- PMED5100 Paediatric Infectious Diseases
- PMED5102 Paediatric Nutrition and Obesity
- PMED5103 Paediatric Gastroenterology

AND

**Group B**
- PAED5000 Neonatal Medicine
- PAED5002 Adolescent Medicine
- PAED5003 General & Developmental Paediatrics
- PAED5004 Independent Studies
- PMED5101 Asthma & Allergy

Group A and Group B units of study are generally offered in alternating years.

Course outcomes

As a result of completing this course, graduates will have:

- an enhanced knowledge of the basic science and recent literature in the specialty areas covered
- a best-available evidence approach to the management of important clinical problems in a range of sub-specialty paediatric medicine
- an understanding of new and emerging clinical problems in paediatric medicine.

Further information

The program is offered in the form of online distance education via a website that provides the interactive platform for both the clinical scenarios and the facilitated discussion forums.

Assessment is by performance and participation in discussion forums and by written assignment.

All six-credit-point units of study offered by the Sydney Medical School are suitable for elective units. Approved elective units of study are listed below. Other units of study, including those offered by other faculties, require the approval of both the paediatric medicine course coordinator and the coordinator of the units of study.

Further enquiries

Postgraduate Administrative Officer
Ph: +61 2 9845 3370
Fax: +61 2 9845 3389
Email: paediatrics@med.usyd.edu.au
Website: sydney.edu.au/medicine/chw/index.php
Admission requirements
A medical degree is required for admission to the:
• Graduate Certificate in Medicine (Paediatric Medicine)
• Graduate Diploma in Medicine (Paediatric Medicine)
• Master of Medicine (Paediatric Medicine)

Course structure
The Graduate Certificate requires the successful completion of 24 credit points of stream specific units of study.

The Graduate Diploma requires the successful completion of 36 credit points of units of study including:
• 6 credit points of compulsory units of study;
• 24 credit points of stream specific core units of study; and
• 6 credit points of stream specific or general elective units of study.

The Master requires the successful completion of 48 credit points of units of study including:
• 12 credit points of compulsory units of study;
• 18 credit points of stream-specific core units of study; and
• 18 credit points of stream specific or general elective units of study.

The Master (Advanced) requires the successful completion of 60 credit points of units of study including:
• 48 credit points of study as required for the Master; and
• 12 credit points of project units of study.

Pattern of enrolment

Compulsory Units of Study

<table>
<thead>
<tr>
<th>Unit of Study code and name</th>
<th>Credit point</th>
<th>Delivery mode</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compulsory unit of study for Graduate Diploma students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CEP5100 Introductory Clinical Epidemiology</td>
<td>6 (available semester 1)</td>
<td>online</td>
</tr>
<tr>
<td>Compulsory units of study for Master students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CEP5100 Introductory Clinical Epidemiology</td>
<td>6 (available semester 1)</td>
<td>online</td>
</tr>
<tr>
<td>PAED5005 Evidence and Ethics in Paediatric Medicine</td>
<td>6 (available semester 2)</td>
<td>online/intensive</td>
</tr>
</tbody>
</table>

Stream Specific Units of Study

<table>
<thead>
<tr>
<th>Unit of Study code and name</th>
<th>Credit point</th>
<th>Delivery mode</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate Certificate students must complete 24 credit points of stream specific units of study</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate Diploma students must complete 24 credit points of stream specific units of study</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Master students must complete 18 credit points of stream specific units of study</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group A - offered in odd numbered years (2015)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Offered Semester 1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

General Elective Units of Study

<table>
<thead>
<tr>
<th>Unit of Study code and name</th>
<th>Credit point</th>
<th>Delivery mode</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate Diploma students complete 6 credit points of stream specific or general elective units of study</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Masters students are required to complete an additional 6 credit points from the stream specific units of study, plus 12 credit points selected from the stream specific or general elective units of study.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Offered Semester 1 and Semester 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PAEN5001 Introduction to Pain Management</td>
<td>6</td>
<td>online</td>
</tr>
<tr>
<td>PAEN5002 Pain mechanisms and contributors</td>
<td>6</td>
<td>online</td>
</tr>
<tr>
<td>PAEN5003 Pain Treatment and Management</td>
<td>6</td>
<td>online</td>
</tr>
<tr>
<td>Offered Semester 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BETH5104 Biostatics, Law and Society</td>
<td>6</td>
<td>online/intensive</td>
</tr>
<tr>
<td>BETH5204 Clinical Ethics</td>
<td>6</td>
<td>online/intensive</td>
</tr>
<tr>
<td>BMRI5003 Clinical Psychiatry 1</td>
<td>6</td>
<td>face to face</td>
</tr>
</tbody>
</table>
### Units of Study code and name

<table>
<thead>
<tr>
<th>Units of Study code and name</th>
<th>Credit point</th>
<th>Delivery mode</th>
</tr>
</thead>
<tbody>
<tr>
<td>BMRIS052</td>
<td>Child and Youth Mental Health (available even years only)</td>
<td>6</td>
</tr>
<tr>
<td>CEPIS200</td>
<td>Quality and Safety in Health Care</td>
<td>6</td>
</tr>
<tr>
<td>CEPIS300</td>
<td>Research Grants: Theory and Practice</td>
<td>6</td>
</tr>
<tr>
<td>PUBH5018</td>
<td>Introductory Biostatistics</td>
<td>6</td>
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</tbody>
</table>

### Offered Semester 2

<table>
<thead>
<tr>
<th>Units of Study code and name</th>
<th>Credit point</th>
<th>Delivery mode</th>
</tr>
</thead>
<tbody>
<tr>
<td>PAINT518</td>
<td>Pain in Children</td>
<td>6</td>
</tr>
<tr>
<td>BMRIS006</td>
<td>Cognitive Behaviour Therapy</td>
<td>6</td>
</tr>
<tr>
<td>BMRIS053</td>
<td>Bodies, Brains and Mind in Connection (students are encouraged to undertake this unit of study by applying for special permission. Clinical experience in the field is required)</td>
<td>6</td>
</tr>
<tr>
<td>PMED5051</td>
<td>Leadership in Medicine</td>
<td>6</td>
</tr>
<tr>
<td>MEDF5002</td>
<td>Best practice in healthcare education</td>
<td>6</td>
</tr>
<tr>
<td>SEXH5414</td>
<td>Public Health aspects of HIV, STIs and Sexual Health</td>
<td>6</td>
</tr>
</tbody>
</table>

### Project Units of Study - Master (Advanced)

Students accepted into the Master (Advanced) program must complete 12 credit points of project units of study.

Students must re-enrol every semester, with the associated financial cost, until they submit their project report or dissertation.

### Unit of Study code and name

<table>
<thead>
<tr>
<th>Unit of Study code and name</th>
<th>Credit point</th>
<th>Delivery mode</th>
</tr>
</thead>
<tbody>
<tr>
<td>MEDF5301</td>
<td>Project (Advanced Masters) (not on offer in 2015)</td>
<td>12 (available semester 1 and 2)</td>
</tr>
<tr>
<td>MEDF5302</td>
<td>Project (Advanced Masters) (Part A)</td>
<td>6 (available semester 1 and 2)</td>
</tr>
<tr>
<td>MEDF5303</td>
<td>Project (Advanced Masters) (Part B)</td>
<td>6 (available semester 1 and 2)</td>
</tr>
</tbody>
</table>
Degree resolutions
Sydney Medical School resolutions and the printed handbook are the official statement of faculty policy. The resolutions contained in the printed handbook are accurate as at November 2014. If a conflict is perceived between the content of the printed handbook and information available elsewhere, Sydney Medical School resolutions and the information available in the handbook online shall always take precedence.

See the Policy Online website: sydney.edu.au/policy, for copies of University policies.

Graduate Certificate in Medicine
Graduate Diploma in Medicine
Master of Medicine
Master of Medicine (Advanced)

Graduate Certificate in Science in Medicine
Graduate Diploma in Science in Medicine
Master of Science in Medicine
Master of Science in Medicine (Advanced)

These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to) the University of Sydney (Coursework) Rule 2010 (the "Coursework Rule"), the Resolutions of the Faculty, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended) and the Academic Board policies on Academic Dishonesty and Plagiarism.

Course Resolutions

1 Course codes

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title</th>
</tr>
</thead>
<tbody>
<tr>
<td>GCMEDICI-02</td>
<td>Graduate Certificate in Medicine</td>
</tr>
<tr>
<td>GNMEDICI-02</td>
<td>Graduate Diploma in Medicine</td>
</tr>
<tr>
<td>MAMEDICI-04</td>
<td>Master of Medicine</td>
</tr>
<tr>
<td>MAMEADV-01</td>
<td>Master of Medicine (Advanced)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate Certificate in Science in Medicine</td>
</tr>
<tr>
<td>Graduate Diploma in Science in Medicine</td>
</tr>
<tr>
<td>Master of Science in Medicine</td>
</tr>
<tr>
<td>Master of Science in Medicine (Advanced)</td>
</tr>
</tbody>
</table>

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

3 Master's type
The master's degree in these resolutions is a professional master's course, as defined by the Coursework Policy.

4 Embedded courses in this sequence

1 The embedded courses in this sequence are:
(a) Graduate certificate
(b) Graduate Diploma
(c) Master
(d) Master (Advanced)

2 Providing candidates satisfy the admission requirements for each stage, a candidate may progress to the award of any of the courses in this sequence. Only the highest award completed will be conferred.

5 Streams

1 All Courses are available in the following streams:
(a) Critical Care Medicine
(b) HIV, STIs and Sexual health
(c) Metabolic Health
(d) Paediatric Medicine
(e) Psychiatry

2 Candidates may transfer between streams with approval from stream Head of Discipline.

3 All of the degrees within this course shall be awarded in the stream in which the candidate enrols. The testamur for the degree shall specify the stream.

6 Admission to candidature

1 Available places will be offered to qualified applicants based on merit, according to the following admissions criteria. In exceptional circumstances the Dean may admit applicants without these qualifications who, in the opinion of the faculty, have qualifications and evidence of experience and achievement sufficient to successfully undertake the award.

2 Admission to the Graduate Certificate in Medicine requires:
(a) a medical degree from the University of Sydney or equivalent qualification;

3 Admission to the Graduate Diploma in Medicine requires:
(a) a medical degree from the University of Sydney or equivalent qualification.

4 Admission to the Master of Medicine requires:
(a) a medical degree from the University of Sydney or equivalent qualification.

5 Admission to the Psychiatry stream requires:
(a) a medical degree from the University of Sydney or equivalent qualification; and
(b) employment in an accredited psychiatry training position or equivalent experience.

6 Admission to the Graduate Certificate in Science in Medicine requires:
(a) a bachelor's degree in a health-related discipline from the University of Sydney or equivalent qualification; or
(b) a minimum of 5 years professional work experience in a health related field or pass a preliminary examination(s) as prescribed by the Faculty.

7 Admission to the Graduate Diploma in Science in Medicine will require:
(a) successful completion of the embedded Graduate Certificate in Science in Medicine; or
(b) a bachelor's degree in a health-related discipline from the University of Sydney or equivalent qualification; or
(c) a minimum of 5 years professional work experience in a health related field or pass a preliminary examination(s) as prescribed by the Faculty.

8 Admission to the Master of Science in Medicine requires:
(a) a medical degree from the University of Sydney or equivalent qualification; and
(b) a minimum of 5 years professional work experience in a health related field or pass a preliminary examination(s) as prescribed by the Faculty.
(a) successful completion of the requirements of the embedded graduate Certificate in Science in Medicine or equivalent qualification; or

(b) a bachelor's degree in a health-related discipline with first or second class honours from the University of Sydney or an equivalent qualification; or

(c) A pass bachelor's degree in a health discipline or an equivalent qualification. Applicants must have completed work equivalent to a first or second class honours bachelor's degree or pass a preliminary examination(s) as prescribed by the Faculty.

(9) Admission to the Master of Medicine (Advanced) or the Master of Science in Medicine (Advanced) requires:

(a) The candidate to be enrolled in the Master of Medicine or the Master of Science in Medicine, as applicable;

(b) The candidate to have an average mark of at least 75 per cent in 24 credit points of compulsory and/or stream specific units of study; and

(c) Any other requirements as stated by the Faculty at the time of application.

7 Requirements for award

(1) The units of study that may be taken for the courses are set out in stream specific Table of Units of Study.

(2) To qualify for the award of the Graduate Certificate a candidate must complete 24 credit points, including:

(a) 24 credit points of stream specific units of study;

(3) To qualify for the award of the Graduate Diploma in Medicine or the Graduate Diploma in Science in Medicine a candidate must complete 36 credit points, including:

(a) 6 credit points of compulsory units of study, and

(b) 24 credit points of stream specific units of study, and

(c) 6 credit points of stream specific or general elective units of study;

(4) To qualify for the award of the Master of Medicine or the Master of Science in Medicine a candidate must complete 48 credit points, including:

(a) 12 credit points of compulsory units of study, and

(b) 18 credit points of stream specific units of study, and

(c) 18 credit points of stream specific or general elective units of study.

(5) To qualify for the award of the Master of Medicine (Advanced) or Master of Science in Medicine (Advanced) a candidate must complete 60 credit points, including:

(a) 48 credit points of study as required for the Master of Medicine or the Master of Science in Medicine, and

(b) 12 credit points of project, dissertation or stream specific units of study.

8 Transitional Provisions

(1) These resolutions apply to persons who commenced their candidature after 1 January, 2015 and persons who commenced their candidature prior to 1 January, 2015 who formally elect to proceed under these resolutions.

(2) Candidates who commenced prior to 1 January, 2015 will complete the requirements for their candidature in accordance with the resolutions and course rules in force at the time of their commencement, provided that those requirements are completed by 1 January 2017. The Faculty may specify a later date for completion or specify alternative requirements for completion of candidatures that extend beyond this time.
Paediatric Medicine

Errata

<table>
<thead>
<tr>
<th>Item</th>
<th>Change</th>
<th>Section</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>CEPI5300 Research Grants: theory and practice The rule should include the Prohibition: CEPI5505 Clinical Epidemiology Project 1</td>
<td>General elective units</td>
<td>13/1/2015</td>
</tr>
<tr>
<td>2.</td>
<td>MBHT5001 Diabetes Management The Assessment work load is: 3 clinical case study work tasks x 500 words (10%, 10%, 10%) 1 x 2,000 word assignment (30%) online SBA/EMQ exam (25%) participation in online discussion of case work tasks /webinars (15%)</td>
<td>General elective units</td>
<td>14/1/2015</td>
</tr>
</tbody>
</table>

Table of units of study: Paediatric Medicine

<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><strong>Compulsory units</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>Graduate Diploma students</strong></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Graduate Diploma students must complete 6 credit points of compulsory units of study</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>CEPI5100 Introduction to Clinical Epidemiology</td>
<td>6</td>
<td>N PUBH5010</td>
<td>Semester 1</td>
<td>Semester 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>This unit of study is not available in 2016</td>
<td></td>
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<tr>
<td><strong>Master students</strong></td>
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</tr>
<tr>
<td>Master students must complete 12 credit points of compulsory units of study</td>
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<td></td>
</tr>
<tr>
<td>CEPI5100 Introduction to Clinical Epidemiology</td>
<td>6</td>
<td>N PUBH5010</td>
<td>Semester 1</td>
<td>Semester 2</td>
<td></td>
<td></td>
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<tr>
<td>This unit of study is not available in 2016</td>
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</tr>
<tr>
<td>PAED5005 Evidence and Ethics in Paediatric Medicine</td>
<td>6</td>
<td>P CEPI5100 and 18 credit points of stream specific units of study N BETH5208, CRIT5008 Staff from the Centre for Values, Ethics and the Law in Medicine will be involved in the ethics components of this Unit of Study</td>
<td>Semester 2</td>
<td></td>
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<tr>
<td>This unit of study is not available in 2016</td>
<td></td>
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<tr>
<td><strong>Stream Specific units</strong></td>
<td></td>
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<td></td>
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<tr>
<td><strong>Graduate Certificate students must complete 24 credit points of stream specific units of study.</strong></td>
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<tr>
<td>Graduate Diploma students must complete 24 credit points of stream specific units of study.</td>
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<tr>
<td>Master students must complete 24 credit points of stream specific units of study.</td>
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</tr>
<tr>
<td><strong>Group A - units of study are offered in odd years</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>PAED5001 Paediatric Immunisation</td>
<td>6</td>
<td>This unit of study is only offered in odd numbered years</td>
<td>Semester 2</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>This unit of study is not available in 2016</td>
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<tr>
<td>PAED5004 Independent Studies</td>
<td>6</td>
<td>Note: Department permission required for enrolment. A candidate must have obtained approval from the Course Coordinator to enrol in this unit of study.</td>
<td>Semester 1</td>
<td>Semester 2</td>
<td></td>
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<tr>
<td>This unit of study is not available in 2016</td>
<td></td>
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</tr>
<tr>
<td>PMED5100 Paediatric Infectious Diseases</td>
<td>6</td>
<td>This unit of study is only offered in odd numbered years</td>
<td>Semester 1</td>
<td></td>
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<tr>
<td>This unit of study is not available in 2016</td>
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<tr>
<td>PMED5102 Paediatric Nutrition and Obesity</td>
<td>6</td>
<td>This unit of study is only offered in odd numbered years</td>
<td>Semester 2</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>This unit of study is not available in 2016</td>
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</tr>
<tr>
<td>PMED5102 Paediatric Nutrition and Obesity</td>
<td>6</td>
<td>This unit of study is only offered in odd numbered years</td>
<td>Semester 2</td>
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<td>This unit of study is not available in 2016</td>
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<tr>
<td><strong>Group B - units of study are offered in even years</strong></td>
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<tr>
<td>PAED5000 Neonatal Medicine</td>
<td>6</td>
<td>This unit of study is only offered in even numbered years</td>
<td>Semester 1</td>
<td></td>
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<tr>
<td>This unit of study is not available in 2016</td>
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</tr>
<tr>
<td>PAED5002 Adolescent Medicine</td>
<td>6</td>
<td>This unit of study is only offered in even numbered years</td>
<td>Semester 2</td>
<td></td>
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<tr>
<td>This unit of study is not available in 2016</td>
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</tr>
<tr>
<td>PAED5003 General and Developmental Paediatrics</td>
<td>6</td>
<td>The unit of study is on offer in even numbered years</td>
<td>Semester 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>This unit of study is not available in 2016</td>
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</tr>
</tbody>
</table>
## General elective units

Graduate Diploma students complete 6 credit points of stream specific or general elective units of study. Master students complete 12 credit points of units of study selected from the stream specific or general 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>PAED5104 Paediatric Medicine</td>
<td>6</td>
<td>Note: Department permission required for enrolment</td>
<td>A candidate must have obtained approval from the Course Coordinator to enrol in this unit of study.</td>
<td></td>
<td></td>
<td>Semester 1 (Semester 2)</td>
</tr>
<tr>
<td>PMED5101 Paediatric Asthma and Allergy</td>
<td>6</td>
<td>This unit of study is only offered in even numbered years</td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
</tbody>
</table>

## Project units of study

Students accepted into the Master (Advanced) program must complete 12 credit points of project units of study. Students must re-enrol every semester, with the associated financial cost, until they submit their project report or dissertation.

<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>MEDF5301 Project (Advanced Masters)</td>
<td>12</td>
<td>Note: Department permission required for enrolment</td>
<td>Approval to enrol is conditional upon the submission of a brief project outline and identification of an appropriate project supervisor, as negotiated with the discipline coordinator.</td>
<td></td>
<td></td>
<td>Semester 1 (Semester 2)</td>
</tr>
<tr>
<td>MEDF5302 Project (Advanced Masters) (Part A)</td>
<td>6</td>
<td>Note: Department permission required for enrolment</td>
<td>Approval to enrol is conditional upon the submission of a brief project outline and identification of an appropriate project supervisor, as negotiated with the discipline coordinator.</td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>MEDF5303 Project (Advanced Masters) (Part B)</td>
<td>6</td>
<td>Note: Department permission required for enrolment</td>
<td>Approval to enrol is conditional upon the submission of a brief project outline and identification of an appropriate project supervisor, as negotiated with the discipline coordinator.</td>
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<td>Semester 2</td>
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**Unit of study**
- **Course Number:**
- **Credit points:**
- **A: Assumed knowledge:**
- **P: Prerequisites:**
- **C: Corequisites:**
- **N: Prohibition:**
- **Session:**
- **Semester:**
- **Notes:** Department permission required for enrolment.
** Paediatric Medicine **

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<th>Unit of study</th>
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** Note that MEDF5302 is not on offer in 2015 **
Paediatric Medicine

Errata

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<td>1.</td>
<td>CEPI5300 Research Grants: theory and practice</td>
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Units of study descriptions for 2015

Compulsory units of study

**CEPI5100**
Introduction to Clinical Epidemiology

- **Credit points:** 6
- **Teacher/Coordinator:** Dr Fiona Stanaway, Dr Sharon Reid
- **Session:** Semester 1, Semester 2 Classes: Offered online and face-to-face (daytime tutorials).
- **Prohibitions:** PUBH5010
- **Assessment:** Completion of online quizzes (30%), 1x2500 word assignment (70%)
- **Mode of delivery:** Online

This unit introduces the concept of clinical epidemiology and provides students with core skills in clinical epidemiology at an introductory level. Topics covered include asking and answering clinical questions; basic and accessible literature searching techniques; study designs used in clinical epidemiological research; confounding and effect modification; sources of bias; interpretation of results including odds ratios, relative risks, confidence intervals and p values; applicability of results to individual patients; critical appraisal of clinical epidemiological research literature used to answer questions of therapy (RCTs and systematic reviews), harm, prognosis, diagnosis, screening and clinical guidelines; and translating research into practice.

- **Textbooks**
- Online readings and resources to be provided on the eLearning website.

**PAED5001**
Paediatric Immunisation

- **Credit points:** 6
- **Teacher/Coordinator:** Dr Nick Wood, Dr Dianne Campbell,
- **Session:** Semester 1, Semester 2 Classes: Face to face meetings with supervisor Assessment: mid semester progress report with final report submission online Mode of delivery: Supervision
- **Prohibitions:** CEPI5100 and 18 credit points of stream specific units of study
- **Assessment:** BETH5208, CRIT5008 Assessment: 1 x 1,500-2,000 word ethics assignment (20%); 4 x ethics discussion board posts (10%) and 1 x 3-4,000 word critical appraisal written work (70%)
- **Mode of delivery:** Distance education/intensive on campus

- **Note:** Staff from the Centre for Values, Ethics and the Law in Medicine will be involved in the ethics components of this Unit of Study

This capstone unit aims to develop the ethical and critical thinking needed to inform best clinical practice and is divided into 3 parts: starting with an introduction to key ethical concepts and methods of ethical analysis relevant to health care practice and research; followed by learning about the key research and major milestones that informs the practice of paediatric medicine. Students will then critically appraise either an area of practice in their workplace, or a clinical guideline. This will require a literature review (an optional online instructional module regarding carrying out a literature review will be provided).

- **Textbooks**
- Online readings

Stream specific units of study

**Group A - offered in odd years**

**PAED5001**
Paediatric Immunisation

**Credit points:** 6
- **Teacher/Coordinator:** Dr Nick Wood, Dr Dianne Campbell,
- **Session:** Semester 1, Semester 2 Classes: Face to face meetings with supervisor Assessment: mid semester progress report with final report submission online Mode of delivery: Supervision
- **Note:** Department permission required for enrolment. Note: A candidate must have obtained approval from the Course Coordinator to enrol in this unit of study

Candidates may contract to undertake independent studies or research in a particular field of interest in paediatrics. Students undertaking a research project will be required to nominate an appropriate supervisor relevant to their field of research. The project is negotiated with your supervisor and based on a written Learning Contract which you will provide to the unit coordinator. Your supervisor will help you select a topic and define the research questions. You are encouraged to select a project that is directly relevant to your own work setting. As part of the Independent Study you will develop your own learning outcomes. The project can be undertaken in either Semester One or Two (6 credit points). You will produce a scholarly piece of work that is suitable for submission to a peer-reviewed journal.

**PME5100**
Paediatric Infectious Diseases

- **Credit points:** 6
- **Teacher/Coordinator:** Professor Cheryl Jones, Professor Dianne Campbell, Dr Anne Morris
- **Session:** Semester 1 Classes: Online
- **Assessment:** 2 clinical case study work tasks x 500 words (10%), 1 x 2,000 word assignment (30%) online SBA/EMQ exam (25%) participation in online discussion of case work tasks /webinars (15%)
- **Prohibitions:** CEPI5505 Clinical Epidemiology Project 1

This capstone unit aims to develop the ethical and critical thinking needed to inform best clinical practice and is divided into 3 parts:

- **Textbooks**
- Online readings and resources to be provided on the eLearning website.

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learning, incl. online discussion of case scenarios, self-directed case reviews and literature appraisal. Regular access to an internet connected computer is vital. **Assessment:** 2x2000-3000 word project (or its equivalent) (40%), MCQ exam (10%), and participation in online discussion forum (50%) **Mode of delivery:** Online

Note: This unit of study is only offered in odd numbered years

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.

**PME5102**

**Paediatric Nutrition and Obesity**

**Credit points:** 6 **Teacher/Coordinator:** Professor Louise Baur, Dr Shirley Alexander, Dr Anne Morris **Session:** Semester 2 **Classes:** Online. Students will spend approx 10 hours/week (x 13 weeks) engaging in case-based learning, incl. online discussion of case scenarios, self-directed case reviews and literature appraisal. Regular access to an internet connected computer is vital. **Assessment:** 2x1000word essay (40%), MCQ exam (10%), and participation in online forum (50%) **Mode of delivery:** Online

Note: This unit of study is only offered in odd numbered years

This unit examines the worldwide status and trends in child and adolescent obesity, incorporating a focus on paediatric nutrition. It explores the determinants, clinical assessment, medical complications, management and prevention of this important public health problem. There is a close integration of epidemiology, basic science and best available evidence in management and prevention into clinically based scenarios. Our aim is to provide you with a broad knowledge base and ability to apply scientific theory and clinical evidence to the diagnosis and management of obesity in childhood. This will include grounding in the complex social, cultural and environmental factors contributing to the continuance of childhood obesity throughout the world.

**PME5103**

**Paediatric Gastroenterology**

**Credit points:** 6 **Teacher/Coordinator:** Dr Shoma Dutt **Session:** Semester 1 **Classes:** Online. Students will spend approx 10 hours/week (x 13 weeks) engaging in case-based learning, incl. online discussion of case scenarios, self-directed case reviews and literature appraisal. Regular access to an internet connected computer is vital. **Assessment:** 2x2000word project (or its equivalent) (40%), MCQ exam (10%), and participation in online discussion forum (50%) **Mode of delivery:** Online

Note: This unit of study is only offered in odd numbered years

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.

**Group B - offered in even years**

**PAED5000**

**Neonatal Medicine**

**Credit points:** 6 **Teacher/Coordinator:** Dr John Sinn, Dr Anne Morris **Session:** Semester 1 **Classes:** Online. Students will spend approx 10 hours/week (x 13 weeks) engaging in case-based learning, incl. online discussion of case scenarios, self-directed case reviews and literature appraisal. Regular access to an internet connected computer is vital. **Assessment:** 2x1000word essay (50%) and participation in online forum (50%) **Mode of delivery:** Online

Note: This unit of study is only offered in even numbered years

This unit will cover the latest advances in critical care of the newborn. Modules of study will include perinatal medicine, neonatal resuscitation and newborn transport. The unit will explore the clinical manifestations of important respiratory, cardiac, metabolic and neurological disorders presenting in the newborn. Changing patterns of neuro-developmental outcome in preterm and critically unwell neonates will be examined. The latest neonatal resuscitation guidelines will be critically appraised and current evidence for best practice in critical care of the newborn will be applied to a series of clinical scenarios involving neonatal common and life-threatening conditions. This unit is designed to encompass a range of likely neonatal clinical scenarios and disorders which clinicians may face in rural, remote, primary and tertiary level settings.
weekly discussions. Populations within clinical practice, such as the care of vulnerable ethics consultation. The unit will also consider specific issues and issues arise in clinical practice; and the design and delivery of clinical conceptual models for ethical reasoning in the clinical context; key that underlie the delivery of healthcare. Students will explore major issues of most relevance to their own area of study or work.

General elective units of study

**Note that MEDF5301 Project (Advanced Masters) is not on offer in 2015**

BETH5104
Bioethics, Law and Society

Credit points: 6  
Teacher/Coordinator: Dr Sascha Callaghan  
Session: Semester 1  
Classes: 4x8hr intensives or online. Attendance is compulsory if enrolled in face-to-face block mode. Assessment: 1x2000wd problem (40%); 1x3500 word essay (60%)  
Mode of delivery: Online  

This unit of study begins by introducing students to intersections amongst 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 learn 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 consent, tort law, competence, advance directives, maternal-foetal conflicts, abortion, reproduction, end-of-life-decision-making, genetics and infectious disease.

All assessments must be completed to pass this Unit.

Textbooks

Required: Kerridge, Lowe and Stewart (2013), Ethics and law for the health profession, 4th Edition (Federation Press). All other compulsory readings are provided to students in digital format. Most supplementary readings can be accessed through the library collection.

BETH5204
Clinical Ethics

Credit points: 6  
Teacher/Coordinator: Dr Ainsley Newson  
Session: Semester 1  
Classes: 4x8hr intensives or Distance Education (online). Attendance is compulsory if enrolled in face-to-face mode. Assessment: 1x1500wd case study (30%); 1x2500wd essay (50%); continuous assessment (short weekly tasks) (10%); Best 3A1 short weekly tasks (10%)  
Mode of delivery: Online

This unit will provide students with an overview of the ethical issues that underlie the delivery of healthcare. Students will explore major conceptual models for ethical reasoning in the clinical context; key ethical concepts in the clinical encounter (such as consent, professionalism and confidentiality); major contexts in which ethical issues arise in clinical practice; and the design and delivery of clinical ethics consultation. The unit will also consider specific issues and populations within clinical practice, such as the care of vulnerable populations. Learning activities will include lectures (in an intensive format), facilitated discussion, case study activities, readings and weekly discussions.

All assessments must be completed to pass this Unit.

Textbooks

All readings are accessed online via elearning.

BETH5209
Medicines Policy, Economics and Ethics

Credit points: 6  
Teacher/Coordinator: Dr Wendy Lipworth  
Session: Semester 1  
Classes: Block mode (2x2 days) and online or fully online

Assumed knowledge: A degree in science, medicine, pharmacy, nursing, allied health, philosophy/ethics, sociology/anthropology, history, law, communications, public policy, business, economics, commerce, organisation studies, or other relevant field, or by special permission. Assessment: Online exercises (15%) 1x1500 word essay (35%) 1x3000 word essay (50%)  
Mode of delivery: Online

Medicines and medical devices save lives but they can be costly and can have serious adverse effects. Value-laden decisions are continuously being made at individual, institutional, national and international levels regarding the medicines and devices we need, want and can afford. In this unit of study, we will explore and critique global and national policies and processes related to medicines and medical devices, examining how research and development agendas are set; how medicines and other health technologies are assessed and evaluated; and how new technologies are translated into practice. We will also explore broader trends such as globalisation, commercialisation and changing consumer expectations. By the end of the course, students will understand the forces shaping the development, regulation, funding and uptake of health technologies both nationally and internationally, and the political, ethical, legal and economic issues that are at stake. This course is designed to appeal to a wide range of student from ethics, law, public health, health care, policy, communications, economics, business, politics, administration, and biomedical science. Students will be encouraged to focus on issues of most relevance to their own area of study or work.

Textbooks

Readings will be provided.

BMRI5003
Clinical Psychiatry I

Credit points: 6  
Teacher/Coordinator: Dr Sonia Kumar  
Session: Semester 1  
Classes: 1x1hr exam (40%) online assessments (20%) Case history (40%)  
Pre-requisites: BMRI5002 Assessment: e-activities and participation (10%), 1x case studies written assignment (20%), 2x online questionnaires (40%), participant conference (30%)  
Mode of delivery: Normal (lecture/lab/tutorial) evening

This unit of study provides psychiatry trainees with an opportunity to develop effective clinical skills including the psychiatric interview, mental state examination and biosocial-psychosocial formulation. The relevance of diagnostic neuroimaging is explored as well as management of psychiatric emergencies, risk assessment and the use of mental health legislation. Students will acquire a deeper understanding of how genetic and environmental risk factors affect the developing individual to generate the clinical symptoms of psychiatric disorders. This unit will cover all aspects of psychotic and mood disorders including aetiology, phenomenology and epidemiology. Students learn to develop management plans for these disorders according to a biosocial-psychosocial framework incorporating psychosocial care and recovery principles. The principles of neuropsychopharmacology as applied to these disorders are covered in depth.

Textbooks

Specific reference material listed on eLearning.

BMRI5006
Cognitive Behaviour Therapy

Credit points: 6  
Teacher/Coordinator: Assoc Prof Adam Guastella  
Session: Semester 2  
Classes: 12pm-2pm Monday week 2, 9am-5pm Wednesday weeks 4, 8 and 11

Assessment: online test (20%), case study analysis (40%), extended response questions (40%)  
Mode of delivery: Block mode

Cognitive Behaviour Therapy (CBT) is an evidence-based psychotherapy for a range of psychological disorders, with strong foundations in cognitive science and now increasingly in neuroscience. This unit provides a solid foundation in the theoretical and clinical underpinnings of the therapy, with a specific focus on the neuroscience.
of CBT as applied to various conditions. It demonstrates techniques of CBT, including case assessment, formulation, and therapy components. Students will develop a neurobiological understanding of CBT interventions and examine practice through case examination and group exercises.

**BMR5052 Child and Youth Mental Health**

**Credit points:** 6  
**Teacher/Coordinator:** Dr Raphael Chan  
**Session:** Semester 1  
**Classes:** 1x2hr seminar/week  
**Prerequisites:** BMR5003, BMR5050, BMR5002  
**Prohibitions:** BMR5011, BMR5010  
**Assumed knowledge:** BMR5003, BMR5050  
**Assessment:** Research analysis (35%) oral presentation (30%) essay (35%)  
**Mode of delivery:** Normal (lecture/lab/tutorial) day  
**Note:** Students are encouraged to undertake this unit by applying for special permission. Clinical experience in the field is required.

This unit of study focuses on the subspecialty of child and adolescent psychiatry. The key approach will be in developing the capacity to understand child and family psychopathology from the molecular level to the societal. This unit provides an understanding of child development from conception through adolescence, looking at key genetic and environmental factors that contribute to clinical disorder, particularly the role of the family environment. The different phases of brain development will be studied, from the formation of new connections in childhood to the pruning of connections in adolescence and changes to the frontal and temporal lobes. Major psychopathologies such as mood and anxiety disorders, attention deficit hyperactivity disorder (ADHD) learning disorders and autism spectrum disorders will be examined. The effects of puberty and gene-environment interactions will be explored with respect to the development of emerging adolescent psychiatric disorders, such as early psychosis. Students will learn about psychological and pharmacological management of mental disorders in children and adolescents, as well as the importance of working with families, carers and wider systems including multidisciplinary teams, education and welfare sectors.

**Textbooks**  
Readings and other resources will be available online

**BMR5053 Bodies, Brains and Minds in Connection**

**Credit points:** 6  
**Teacher/Coordinator:** Assoc Prof Loyola McLean  
**Session:** Semester 2  
**Classes:** 2hr seminar/week and on-line activities  
**Prerequisites:** Additional Information: Knowledge and skills at the level of completion of Stage 1 Psychiatry training  
**Assessment:** Case study oral presentation (30%); professional oral presentation (30%); essay 3000 words (40%)  
**Mode of delivery:** Normal (lecture/lab/tutorial) day  
**Note:** Relevant clinical experience and current clinical placement necessary

This unit of study provides Stage 2 psychiatry trainees and other select clinicians with an opportunity to develop knowledge, skills and attitudes in biopsychosocialcultural approaches, Consultation-Liaison (C-L) Psychiatry and integrative medicine, by exploring psychiatry at the interface with medicine and society. The unit aims to address the interconnectedness of body, brain and mind in individuals and surrounding systems. What’s different about C-L psychiatry is that C-L psychiatry will be explored in this unit, grounded in an understanding of the normal and dysregulated responses to stress, trauma and medical illness, including pain, expanding Stage 1 concepts of formulation, multimodal and tailor-made management. Principles of containment, stigma and models of care in medical settings will be studied as well disorders of basic regulation: sleep, eating and sexual disorders. We will examine psychiatry in particular settings: the Perinatal period; Intellectual and Developmental Disability; Pain; Oncology; Spinal; Burns; Neuropsychiatry. This unit will also develop knowledge of ECT and introduce the newer biological treatments such as TMS. This unit aims to enrich the trainee psychiatrist’s approaches to working collaboratively with consumers, families, treatment teams and care systems in multidisciplinary hospital and community settings. Seminars will emphasise an enquiring approach, based on evidence and engagement with the background medical and general communities.

**Textbooks**  
Readings and other resources will be available online

**CEP5200 Quality and Safety in Health Care**

**Credit points:** 6  
**Teacher/Coordinator:** Professor Merrilyn Walton and Dr Reema Harrison  
**Session:** Semester 1  
**Classes:** offered online  
**Assumed knowledge:** clinical experience strongly recommended  
**Assessment:** online participation (20%) and 4 x1500 word assignment tasks (80%)  
**Mode of delivery:** Online

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

**Textbooks**  
Online readings and other learning resources will be provided.

**CEP5300 Research Grants: theory and practice**

**Credit points:** 6  
**Teacher/Coordinator:** Dr Clement Loy  
**Session:** Semester 1  
**Classes:** Blended: 12 online sessions and 1 face-to-face workshop (June)  
**Corequisites:** Corequisites: (PUBH5010 OR CEP5100) AND (PUBH5018)  
**Assessment:** 1 x written research proposal (40%); online class presentations (30%); peer assessment (30%)  
**Mode of delivery:** Distance education/intensive on campus

In this unit of study, the student will develop his/her own research proposal, for a standard suitable for a peer-reviewed granting body. Each section of a grant proposal (Aims, Background/Significance, Methods, Analysis) will be discussed, with the student presenting & refining the corresponding section of his/her own proposal in a synchronous online workshop setting. This will then be complemented by online presentations from experienced researchers on the practical aspects of clinical research, followed by synchronous online class discussion. Topics include: observational studies, randomized controlled trials, diagnostic test evaluation, qualitative studies, funding application, ethical approval, publication strategies and grant administration. The unit will conclude with a one-day, face-to-face, mandatory workshop, where students will learn about budgeting, peer review of research grants, and present their completed research proposal.

**MEDF5301 Project (Advanced Masters)**

**Credit points:** 12  
**Session:** Semester 1, Semester 2  
**Classes:** Students will be required to have regular contact with their supervisor to discuss the progress and implementation of their project  
**Assessment:** 2,000 wd written project proposal (30%) and written final work of up to 10,000 wds, or a publication (as negotiated) (70%)  
**Mode of delivery:** Supervision  
**Note:** Department permission required for enrolment. Note: Approval to enrol is conditional upon the submission of a brief project outline and identification of an appropriate project supervisor, as negotiated with the discipline coordinator.

Candidates will work on an independent research project in an area of specific interest relevant to their master degree. The project may take the form of a systematic review of the literature, a case series, survey or other project acceptable to the project supervisor. Candidates in some disciplines may be able to undertake a work placement and will be required to negotiate the form of scholarly written work, related to their placement, to be submitted for assessment,. It is essential where there is the use of patient information or patient enrolment onto a study that appropriate ethics approval is gained from the governing body where the project will take place. On completion of the project/work placement the successful candidate will be able to plan and execute a substantial research project or scholarly work. Where appropriate students will prepare a work suitable for
publication. A candidate must be enrolled in order to submit their project report/dissertation/publication. If the candidate cannot submit their work erolling once in MEDF5001 or once in both Part A and Part B then they must re-enrol in a minimum of six credit points of project units of study, with the concomitant financial liability, every semester until they submit.

MEDF5002
Best Practice in Healthcare Education
Credit points: 6 Teacher/Coordinator: Assoc Prof Tim Shaw Session: Semester 2 Classes: Block/intensive mode 2 days 9am-5pm and online learning Assessment: 40% written assignment; 60% practical project Mode of delivery: Distance education/intensive on campus
Note: Workforce Education and Development Group

Almost all healthcare professionals are involved in education and training throughout their careers. This Unit of Study provides a practical introduction to the theory and practice of teaching and learning in the health professions. The program will cover 4 main areas: teaching at the bedside and in small groups; assessing performance (including workplace-based assessment methods); evaluating educational programs; and the use of new technologies in teaching and learning including the use of online learning tools such as Massive Open Online Courses (MOOCS), webinars, forums, social media, games, videos and podcasts. This program is not aimed at technologists or educational experts but rather those who want their students to get the most out of their learning experience.

PAIN5001
Introduction to Pain Management
Credit points: 6 Teacher/Coordinator: Professor Michael Nicholas Session: Semester 1a, Semester 2a Classes: Online, approximately 10 hours of study per week (equals 140 hours in total) Assessment: participation in online discussion (20%), 4000-5000 word written assignment/s or equivalent (80%) Mode of delivery: Online

To introduce participants to the problem of pain within a multidisciplinary team framework and to highlight the extent of the problem in the community. The unit provides an overview of historical and philosophical models of pain and its management methods over time. Current classifications of pain are examined and the interrelationship between various paradigms of health and illness are outlined. Participants also begin to consider the principles of research design and biostatistics, and explore professional and ethical issues.

PAIN5002
Pain Mechanisms and Contributors
Credit points: 6 Teacher/Coordinator: Professor Michael Nicholas and Dr Christopher Vaughan Session: Semester 1b, Semester 2b Classes: Online, approximately 20 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%) Mode of delivery: Online

To introduce and develop participants understanding about the basic neuroscience of pain and the interrelationship between psychological, physiological and environmental processes in pain. Neuro-anatomical, physiological, pharmacological, and biochemical mechanisms involved in nociception, including peripheral and central sensitisation are discussed. Theoretical bases are introduced and the ways in which psychological and environmental factors modify or maintain pain perception and behaviour are explored.

PAIN5003
Pain Treatment and Management Principles
Credit points: 6 Teacher/Coordinator: Dr Charles Brooker Session: Semester 1a, Semester 2a Classes: Online, approximately 10 hours of study per week (equals 140 hours in total) Assessment: participation in online discussion (20%), 4000-5000 word written assignment/s or equivalent (80%) Mode of delivery: Online

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.

PAIN5018
Pain in Children
Credit points: 6 Teacher/Coordinator: Dr Jane Thomas Session: Semester 2 Classes: Online, approximately 10 hours of study per week (equals 140 hours in total) Assessment: participation in online discussion (20%), 4000-5000 word written assignments or equivalent (80%) Mode of delivery: Online

This unit provides an opportunity for students to understand the developmental psychology 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.

PME5051
Leadership in Medicine
Credit points: 6 Teacher/Coordinator: Mike Jennier and Hudson Birden Session: Semester 2 Classes: Block intensive up to 3 days and students will spend approx 8 hours/week (x 13 weeks) engaging in online discussions, self-directed learning activities and literature appraisal. Assessment: 5 x 1 page assignments (10% per = 50%), weekly online participation (30%), face-to-face participation (20%) Mode of delivery: Online

A successful leader is influential and their effectiveness is determined by the behaviours they consistently manifest. This practical leadership unit is focussed on behaviours and will explore best practice in medical leadership and guide the learner in how to improve their leadership skills. The course is tailored to health professionals and is based on a similar unit in the University of Sydney Business School\textsuperscript{2}s MBA. Students will gain an understanding of the concepts that underpin the influencing processes and will develop skills in the individual components of influencing. Topics covered will include: building self-awareness, the development process, self-management, managing difference, best practice communication (setting expectations, listening, motivating, giving and receiving feedback, confronting, conflict resolution), effective networking, building productive relationships and driving engagement.

Textbooks
Nil. Required readings will be provided.

PUBH5018
Introductory Biostatistics
Credit points: 6 Teacher/Coordinator: Dr Kevin McGeechan and Dr Patrick Kelly Session: Semester 1 Classes: 2 x 2hr lecture, 10 x 1hr lectures, 11 x 2hr tutorials, 2 x 1hr and 8 x 0.5hr statistical computing self directed learning tasks over 12 weeks - lectures and tutorials may be completed online. Assessment: 1x4 page assignment (30%) and 1x2.5hr open-book exam (70%). For distance students it may be possible to complete the exam externally with the approval of the course coordinator. Mode of delivery: Normal (lecture/lab/tutorial) evening

This unit aims to provide students with an introduction to statistical concepts, their use and relevance in public health. This unit covers descriptive analyses to summarise and display data; concepts underlying statistical inference; basic statistical methods for the analysis of continuous and binary data; and statistical aspects of study design. Specific topics include: sampling; probability distributions; sampling distribution of the mean; confidence interval and significance tests for one-sample, two paired samples and two independent samples for continuous data and also binary data; correlation and simple linear regression; distribution-free methods for two paired samples, two independent samples and correlation; power and sample size estimation for simple studies; statistical aspects of study design and analysis. Students will be required to perform analyses using a calculator and will also be required to conduct analyses using statistical software (SPSS). It is expected that students spend an additional 2 hours per week preparing for their tutorials. Computing tasks are self-directed.

Textbooks
Nil. Required readings will be provided.
SEXH5414

Public Health: HIV, STIs and Sexual Health

Credit points: 6  
Teacher/Coordinator: Associate Professor Richard Hillman, Dr Shailendra Sawleshwarkar  
Session: Semester 2  
Classes: 2-4 hours lec/wk (or podcast) and min 84 hr self-directed learning  
Prohibitions: SEXH5008, SEXH5101, SEXH5102  
Assessment: written assignments (50%), online quizzes (30%) and online discussions (20%)  
Mode of delivery: Distance education

This unit of study explores the epidemiological, behavioural and societal aspects of HIV, STIs and Sexual Health, with emphasis on the delivery of effective prevention and management strategies. Surveillance strategies, policy development and legislative responses will be discussed, with regards to the potential public health consequences. Areas covered include, the impact of culture, tradition, society, environment, life experiences, personal beliefs and health on sexual and other potential risk activities. Using case studies, students will have opportunities to contextualise the materials within a range of professional, geographical and cultural contexts.
Pain Management

Overview
The Pain Management program explores the problem of pain within a multidisciplinary team framework to investigate the extent of the problem in the community. The courses aim to provide advanced education in pain management by providing clinically relevant teaching that helps students expand their knowledge of the basic sciences, concepts and procedures of pain assessment and management.

The Master of Medicine (Pain Management) and the Master of Science in Medicine (Pain Management) are essentially the same program with different admission requirements.

Only medical graduates (ie those with an MBBS) may be admitted to the Master of Medicine while non-medical graduates may be admitted to the Master of Science in Medicine. Students follow the same program of study, with the only difference being the title of the award they are granted on completion.

Course outcomes
The specific teaching and learning outcomes of the Pain Management degree program are to:

- develop graduates with knowledge of the principles and practices which underpin the biopsychosocial approach to the management of pain
- develop graduates who can make a strong contribution towards improved outcomes for patients with pain problems
- develop graduates who adopt an evidence-based approach to practice in clinical and non-clinical contexts
- provide an avenue for graduates to focus on a specific discipline area or field of interest in pain management practice.

Further information
The program is offered in distance education mode. Enrolled students are provided with a username and password that allows them to access a protected course website. The website provides study guides with lecture notes and links to journal articles.

Interactive multimedia tutorials and additional Support materials are also provided in some units. Computer conferencing allows students and staff to maintain regular contact. Assessment is by essays, case studies and online activities. Marks are also given for the contribution students make to online discussion.

Students may also attend an optional two-week course held in February each year at the Royal North Shore Hospital in Sydney.

Further enquiries
Ms Leigh-Anne Funnell
Phone: +61 2 9463 1516
Fax: +61 2 9463 1002
Email: paineducation.admin@sydney.edu.au
Website: sydney.edu.au/medicine/pmri/education/index.php
Pain Management

Admission requirements

Admission to the Graduate Certificate in Pain Management requires:

• a medical degree; or
• a bachelor's degree in a health-related discipline; or
• a minimum of 5 years professional work experience in a health-related field or pass a preliminary examination(s) as prescribed by the Faculty.

Admission to the Graduate Diploma in Pain Management requires:

• completion of the requirements of the embedded graduate certificate; or
• a medical degree; or
• a bachelor's degree in a health-related discipline.

Admission to the Master of Medicine (Pain Management) requires:

• a medical degree.

Admission to the Master of Science in Medicine (Pain Management) requires:

• completion of the requirements of the embedded graduate certificate or graduate diploma; or
• a bachelor's degree in a health-related discipline with first or second class honours; or
• a bachelor's degree in a health-related discipline. Applicants must have completed work equivalent to a first or second class honours bachelor's degree in a health-related field.

See the course Rules for further details.

Course structure

The Graduate Certificate in Pain Management requires the successful completion of 24 credit points of core units of study.

The Graduate Diploma in Pain Management requires the successful completion of 36 credit points of units of study including:

• 24 credit points of core units of study; and
• 12 credit points of elective units of study of study.

The Master of Medicine (Pain Management) and Master of Science in Medicine (Pain Management) require the successful completion of 48 credit points of units of study including:

• 30 credit points of core units of study; and
• 18 credit points of elective units of study of study.

Pattern of enrolment

Core units of study

<table>
<thead>
<tr>
<th>UoS code and name</th>
<th>Credit points</th>
<th>Delivery mode</th>
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<tbody>
<tr>
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<td>PAIN5002</td>
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<td>online</td>
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<td>PAIN5003</td>
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Elective units of study

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Available in Semester 1

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Available in Semester 2

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Pattern of enrolment for international students commencing in March

For students commencing in March (semester 1) the standard pattern of enrolment is as follows:

Year 1

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Semester 1

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Semester 2

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### Year 2

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#### Semester 1

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### Pattern of enrolment for international students commencing in July

For students commencing in July (Semester 2) the standard pattern of enrolment is as follows:

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<td>PAIN5001 Introduction to Pain Management</td>
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<td>PAIN5002 Pain Mechanisms and Contributors</td>
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<td>PAIN5004 Pain Conditions</td>
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#### Year 2

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Pain Management

Degree resolutions
Sydney Medical School resolutions and the printed handbook are the official statement of Faculty policy. The resolutions contained in the printed handbook are accurate as at November 2014. If a conflict is perceived between the content of the printed handbook and information available elsewhere, Sydney Medical School resolutions and the information available in the handbook online shall always take precedence.

See the Policy Online website: sydney.edu.au/policy, for copies of University policies.

Graduate Certificate in Pain Management
Graduate Diploma in Pain Management
Master of Medicine (Pain Management)
Master of Science in Medicine (Pain Management)

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

Course resolutions
1 Course resolutions

<table>
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<th>Code</th>
<th>Course and stream title</th>
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<td>GCPAIMGT-02</td>
<td>Graduate Certificate in Pain Management</td>
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<tr>
<td>GNPAIMGT-01</td>
<td>Graduate Diploma in Pain Management</td>
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<tr>
<td>MAMERAMA-02</td>
<td>Master of Medicine (Pain Management)</td>
</tr>
<tr>
<td>MASMPAMA-02</td>
<td>Master of Science in Medicine (Pain Management)</td>
</tr>
</tbody>
</table>

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

3 Master's type
The master’s degree in these resolutions is a professional master’s course, as defined by the Coursework Rule.

4 Embedded courses in this sequence
(1) The embedded courses in this sequence are:
(a) the Graduate Certificate in Pain Management
(b) the Graduate Diploma in Pain Management
(c) the Master of Medicine (Pain Management) or Master of Science in Medicine (Pain Management).
(2) Providing candidates satisfy the admission requirements for each stage, a candidate may progress to the award of any of the courses in this sequence. Only the longest award completed will be conferred.
(3) A candidate for the Master of Medicine (Pain Management) or Master of Science in Medicine (Pain Management) may elect to discontinue study and graduate with a shorter award from the embedded sequence, provided the requirements for the shorter award have been met. Only the highest award completed will be conferred.

5 Admission to candidature
(1) Available places will be offered to qualified applicants according to the following admissions criteria. In exceptional circumstances the Dean may admit applicants without these qualifications who, in the opinion of the faculty, have qualifications and evidence of experience and achievement sufficient to successfully undertake the award.
(2) Admission to the Graduate Certificate in Pain Management requires:
(a) a medical degree from the University of Sydney or an equivalent qualification;
(b) or a bachelor’s degree in a health-related discipline from the University of Sydney or equivalent qualification;
(c) or a minimum of 5 years professional work experience in a health-related field or pass a preliminary examination(s) as prescribed by the Faculty.
(3) Admission to the Graduate Diploma in Pain Management requires:
(a) completion of the requirements of the embedded graduate certificate, or equivalent qualification;
(b) or a medical degree from the University of Sydney or an equivalent qualification;
(c) or a bachelor’s degree in a health-related discipline from the University of Sydney or an equivalent qualification.
(4) Admission to the Master of Medicine (Pain Management) requires:
(a) a medical degree from the University of Sydney or an equivalent qualification;
(b) or a bachelor’s degree in a health-related discipline without first or second class honours from the University of Sydney or an equivalent qualification.
(5) Admission to the Master of Science in Medicine (Pain Management) requires:
(a) completion of the requirements of the embedded graduate certificate or graduate diploma, or equivalent qualification;
(b) a bachelor’s degree in a health-related discipline with first or second class honours from the University of Sydney or an equivalent qualification;
(c) or a bachelor’s degree in a health-related discipline without first or second class honours bachelor’s degree or pass a preliminary examination(s) as prescribed by the Faculty.

6 Requirements for award
(1) The units of study that may be taken for the course are set out in the Table of Units of Study: Pain Management.
(2) To qualify for the award of the Graduate Certificate in Pain Management a candidate must successfully complete 24 credit points of core units of study.
(3) To qualify for the award of the Graduate Diploma in Pain Management a candidate must successfully complete 36 credit points, including:
(a) 24 credit points of core units of study; and
(b) 12 credit points of elective units of study.
(4) To qualify for the award of the Master of Medicine (Pain Management) or Master of Science in Medicine (Pain Management) a candidate must successfully complete 48 credit points, including:
(a) 30 credit points of core units of study; and
(b) 18 credit points of elective units of study.
7 Transitional provisions

(1) These resolutions apply to persons who commenced their candidature after 1 January, 2015 and persons who commenced their candidature prior to 1 January, 2015 who formally elect to proceed under these resolutions.

(2) Candidates who commenced prior to 1 January, 2015 will complete the requirements for their candidature in accordance with the resolutions and course rules in force at the time of their commencement, provided that those requirements are completed by 1 January 2017. The Faculty may specify a later date for completion or specify alternative requirements for completion of candidatures that extend beyond this time.
# Pain Management

## Table of units of study: Pain Management

<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>
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<tr>
<td><strong>Core units</strong></td>
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<td>PAIN5003 Pain Treatment and Management Principles</td>
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<td>Semester 2a</td>
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<td>BETH5209 Medicines Policy, Economics and Ethics</td>
<td>6</td>
<td>A degree in science, medicine, pharmacy, nursing, allied health, philosophy/ethics, sociology/anthropology, history, law, communications, public policy, business, economics, commerce, organisation studies, or other relevant field, or by special permission.</td>
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Unit of study descriptions for 2015

**BETH5209**
*Medicines Policy, Economics and Ethics*

**Credit points:** 6  
**Teacher/Coordinator:** Dr Wendy Lipworth  
**Session:** Semester 1  
**Classes:** Block mode (2x2 days) and online or fully online  
**Assumed knowledge:** A degree in science, medicine, pharmacy, nursing, allied health, philosophy, ethics, sociology/anthropology, history, law, communications, public policy, business, economics, commerce, organisation studies, or other relevant field, or by special permission.  
**Assessment:** Online exercises (15%) 1x1500 word essay (35%) 1x3000 word essay (50%)  
**Mode of delivery:** Online

Medicines and medical devices save lives but they can be costly and can have serious adverse effects. Value-laden decisions are continuously being made at individual, institutional, national and international levels regarding the medicines and devices we need, want and can afford. In this unit of study, we will explore and critique global and national policies and processes related to medicines and medical devices, examining how research and development agendas are set; how medicines and other health technologies are assessed and evaluated; and how new technologies are translated into practice. We will also explore broader trends such as globalisation, commercialisation and changing consumer expectations. By the end of the course, students will understand the forces shaping the development, regulation, funding and uptake of health technologies both nationally and internationally, and the political, ethical, legal and economic issues that are at stake. This course is designed to appeal to a wide range of student from ethics, law, public health, health care, policy, communications, economics, business, politics, administration, and biomedical science. Students will be encouraged to focus on issues of most relevance to their own area of study or work.

**Textbooks**
Readings will be provided

**PAIN5001**
*Introduction to Pain Management*

**Credit points:** 6  
**Teacher/Coordinator:** Professor Michael Nicholas  
**Session:** Semester 1a, Semester 2a  
**Classes:** Online, approximately 10 hours of study per week (equals 140 hours in total)  
**Assessment:** participation in online discussion (20%), 4000-5000 word written assignment(s) or equivalent (80%)  
**Mode of delivery:** Online

To introduce participants to the problem of pain within a multidisciplinary team framework and to highlight the extent of the problem in the community. The unit provides an overview of historical and philosophical models of pain and its management methods over time. Current classifications of pain are examined and the interrelationship between various paradigms of health and illness are outlined. Participants also begin to consider the principles of research design and biostatistics, and explore professional and ethical issues.

**PAIN5002**
*Pain Mechanisms and Contributors*

**Credit points:** 6  
**Teacher/Coordinator:** Professor Michael Nicholas and Dr Christopher Vaughan  
**Session:** Semester 1b, Semester 2b  
**Classes:** Online, approximately 20 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%)  
**Mode of delivery:** Online

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 noception, including peripheral and central sensitisation are discussed. Theoretical bases are introduced and the ways in which psychological and environmental factors modify or maintain pain perception and behaviour are explored.

**PAIN5003**
*Pain Treatment and Management Principles*

**Credit points:** 6  
**Teacher/Coordinator:** Dr Charles Brooker  
**Session:** Semester 1a, Semester 2a  
**Classes:** Online, approximately 10 hours of study per week (equals 140 hours in total)  
**Assessment:** participation in online discussion (20%), 4000-5000 word written assignment(s) or equivalent (80%)  
**Mode of delivery:** Online

To introduce participants to the core principles of pain assessment, treatment and management. Participants consider the biopsychosocial model and the scientific basis for assessment, diagnosis and treatment. They explore principles of pharmacokinetics and pharmacodynamics, together with routes of drug administration. The role of physiotherapy and rehabilitation management, and the use of procedures such as neural blockade, simulation techniques and surgery are also considered.

**PAIN5004**
*Pain Conditions*

**Credit points:** 6  
**Teacher/Coordinator:** Professor Philip Siddall  
**Session:** Semester 1a, Semester 2b  
**Classes:** Online, approximately 20 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%)  
**Mode of delivery:** Online

The unit provides an introduction to a range of pain conditions. Participants are encouraged to integrate and apply previous learning to specific pain problems, acute, chronic and cancer pain. Recent advances in pain relief techniques are introduced and specific issues in the management of pain in children and older people are considered.

**PAIN5005**
*Orofacial Pain*

**Credit points:** 6  
**Teacher/Coordinator:** Dr Russell Vickers  
**Session:** Semester 1, Semester 2  
**Classes:** Online, approximately 10 hours of study per week (equals 140 hours in total)  
**Assessment:** participation in online discussion (20%), 4000-5000 word written assignments or equivalent (80%)  
**Mode of delivery:** Online

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, Dr Elizabeth Devonshire and Mr Duncan Sanders  
**Session:** Semester 1, Semester 2  
**Classes:** Online, approximately 10 hours of study per week (equals 140 hours in total)  
**Prerequisites:** PAIN5001, PAIN5002, PAIN5003, PAIN5004  
**Assessment:** participation in online discussion (20%), 4000-5000 word written assignment(s) (or equivalent) (80%)  
**Mode of delivery:** Online

This is the capstone unit in the Masters of Medicine (Pain Management) and the Master of Science in Medicine (Pain Management). The unit provides participants with an opportunity to draw together their learning that has taken place during the award, synthesise this with their prior learning and experience, and draw conclusions that will form the basis for further investigation, and intellectual and/or professional growth.
PAIN5010 Clinical Aspects of Neurobiology
Credit points: 6 Teacher/Coordinator: Duncan Sanders Session: Semester 1 Classes: Online, approximately 10 hours of study per week (equals 140 hours in total) Assessment: participation in online discussion (20%), 4000-5000 word written assignments or equivalent (80%) Mode of delivery: Online

This unit aims to build on information acquired from previous units, exploring the neurobiological contributors to pain, how they are influenced by the mind and their implications for assessment and management of different pain conditions. It examines nociceptive, neuropathic and neuroplastic mechanisms and their contribution to pain; the link between mind and body and how psychological processes contribute to and modify the experience of pain through modulation of the neurobiological components.

PAIN5011 Psychology of Pain
Credit points: 6 Teacher/Coordinator: Dr Sarah Overton Session: Semester 1 Classes: Online, approximately 10 hours of study per week (equals 140 hours in total) Assessment: participation in online discussion (20%), 4000-5000 word written assignments or equivalent (80%) Mode of delivery: Online

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.

PAIN5013 Musculoskeletal Pain
Credit points: 6 Teacher/Coordinator: Damien Finniss Session: Semester 1 Classes: Online, approximately 10 hours of study per week (equals 140 hours in total) Assessment: participation in online discussion (20%), 4000-5000 word written assignments or equivalent (80%) Mode of delivery: Online

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 Ghauri Agarwal Session: Semester 2 Classes: Online, approximately 10 hours of study per week (equals 140 hours in total) Assessment: participation in online discussion (20%), 4000-5000 word written assignments or equivalent (80%) Mode of delivery: Online

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: Olly Zekry Session: Semester 1 Classes: Online, approximately 10 hours of study per week (equals 140 hours in total) Assessment: participation in online discussion (20%), 4000-5000 word written assignments or equivalent (80%) Mode of delivery: Online

This unit explores the pharmacology of analgesic drugs and their application in the clinical context. Using a case based approach a range of pain conditions and the pharmacological implications will be explored.

PAIN5016 Psychological Approaches in Pain Mgmt
Credit points: 6 Teacher/Coordinator: Dr Sarah Overton Session: Semester 2 Classes: Online, approximately 10 hours of study per week (equals 140 hours in total) Assessment: participation in online discussion (20%), 4000-5000 word written assignments or equivalent (80%) Mode of delivery: Online

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: Mr Matthew Forster Session: Semester 2 Classes: Online, approximately 10 hours of study per week (equals 140 hours in total) Assessment: participation in online discussion (20%), 4000-5000 word written assignments or equivalent (80%) Mode of delivery: Online

The interface between pain assessment and treatment and the system of compensation for workplace-related injury and disability is the focus of this subject. Accordingly the role of pain management in rehabilitation following occupational injury or illness is addressed, together with the medical, legal, insurer, employer, trade union and rehabilitation provider perspectives and roles in providing protection, advocacy, compensation and treatment. Legislative and attitudinal changes in the social environment relating to occupational injury and treatment are considered together with challenges for pain management arising from dysfunction in the system of rehabilitation following injury.

PAIN5018 Pain in Children
Credit points: 6 Teacher/Coordinator: Dr Jane Thomas Session: Semester 2 Classes: Online, approximately 10 hours of study per week (equals 140 hours in total) Assessment: participation in online discussion (20%), 4000-5000 word written assignments or equivalent (80%) Mode of delivery: Online

This unit provides an opportunity for students to understand the developmental and psychological problems 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: Dr Brad Wood Session: Semester 2 Classes: Online, approximately 10 hours of study per week (equals 140 hours in total) Assessment: participation in online discussion (20%), 4000-5000 word written assignments or equivalent (80%) Mode of delivery: Online

Readings and case studies will highlight the unique difficulties of elderly people who suffer from degenerative, painful conditions, often exacerbated by multiple losses, role changes, limited mobility and mood disorder. The emphasis will be on assessment and management of pain when complicated by these conditions.

PAIN5020 Complementary Therapies: Pain Management
Credit points: 6 Teacher/Coordinator: Dr Russell Vickers Session: Semester 1 Classes: Online, approximately 10 hours of study per week (equals 140 hours in total) Assessment: participation in online discussion (20%), 4000-5000 word written assignments or equivalent (80%) Mode of delivery: Online

This unit explores complementary therapies that may accompany conventional medical approaches in the management of pain. The evidence base is discussed, as well as the implications, costs and side effects of these therapies. The historical basis of each therapy is considered, together with current knowledge about their application.
and potential interactions with conventional medicines and treatments. Topics include: acupuncture, herbalism, homeopathy, hypnosis and relaxation techniques, yoga and meditation, osteopathy and chiropractic.

PAIN 5021
Acute Pain
Credit points: 6
Teacher/Coordinator: Dr Philip Corke
Session: Semester 1
Classes: Approximately 10 hours of study per week (equals 140 hours in total)
Assessment: Participation in online discussion and completion of multiple choice questions (20%) 3000-4000 written assignments of equivalent (80%)
Mode of delivery: Online

The aims of this unit are to provide a theoretical framework for the management of acute pain, to examine the specific contributors that are important in the development of acute pain conditions and to examine pharmacological and other approaches used in the management of acute pain. Topics that will be covered will include the principles of pre-emptive analgesia and evidence of effectiveness in preventing pain, pharmacological management of acute pain including approaches such as patient controlled analgesia, adjunctive approaches in managing acute pain and the transition from acute to chronic pain.
Overview

The Master of Medicine (Advanced) (Psychiatry) has been developed specifically as a Formal Education Course (FEC) for Basic Trainees in Psychiatry and is aligned with the new Competency-Based Fellowship Program (CBFP) of the Royal Australian and New Zealand College of Psychiatrists (RANZCP). It enhances neuroscience and research training in psychiatry and facilitates collaboration between clinicians and researchers thus optimising the translation of research findings into improved healthcare practice. Critical appraisal of psychiatric literature is developed, as is the ability to use this to inform further research or clinical applications.

Psychiatrists and advanced trainees in psychiatry enrolled in the program may select from a broader range of units of study than students who are undertaking their formal education course as accredited by the RANZCP.

Capstone units of study require students to produce a work of scholarship that builds on the learning of the course. The research activity capstone provides an opportunity to work in the student’s own clinical setting or with a research group at the BMRI. The other capstone electives are Genetics of Brain and Mind Disorders, Neuropsychology, Leadership and Policy in Mental Health, Suicide and Suicide Prevention, History, Philosophy and Ethics of Brain and Mind Science.

The postgraduate program in Medicine (Psychiatry) brings together lecturers from the cutting edge of their respective fields. Students will emerge with an understanding of the latest in interdisciplinary research and the skills to use this in professional settings. The MMed (Psychiatry) offers a number of shared units with the Master of Brain and Mind Sciences which will provide the opportunity for vital interdisciplinary collaboration in mental health research and clinical practice.

Course outcomes

Graduates of the Master of Medicine (Advanced) (Psychiatry) will be able to demonstrate the following outcomes:

- Demonstrate the knowledge and skills required in the Learning Outcomes for Basic Training (Stage 1 and 2) as outlined in the Royal Australian and New Zealand College Psychiatrists Competency-Based Fellowship Program.
- Demonstrate the relevant competencies at the level of an Advanced Trainee Psychiatry in the seven key CanMeds roles of Medical Expert, Communicator, Collaborator, Health Advocate, Manager, Scholar and Professional.
- To understand and apply the biopsychosocial model in psychiatry.
- Demonstrate specific skills in the use of relevant procedures, technologies and techniques in relation to clinical assessment, diagnosis, management and research investigation of brain and mind disorders and related general medical disorders.
- Demonstrate initiative and self-reliance in critically evaluating and synthesising ideas and information related to ongoing scholarship.
- Make evidence based decisions and recommendations in clinical practice and research.

Accreditation

The Master has been accredited by the Royal Australian and New Zealand College of Psychiatrists (RANZCP) as a Formal Education Course aligned with its new competency-based fellowship program.

Further enquiries

Student and Academic Coordinator
Phone: +61 2 9114 4048
Fax: +61 2 9114 4055
Email: medicine.postgradbmri@sydney.edu.au
Website: http://sydney.edu.au/bmri/courses/index.php

<table>
<thead>
<tr>
<th>Course code</th>
<th>Graduate Certificate in Medicine (Psychiatry)</th>
<th>Graduate Diploma in Medicine (Psychiatry)</th>
<th>Master of Medicine (Psychiatry)</th>
<th>Master of Medicine (Advanced) (Psychiatry)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRICOS code</td>
<td>083649E</td>
<td>083647G</td>
<td>083643M</td>
<td>083644K</td>
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<tr>
<td>Degree Abbreviation</td>
<td>GradCertMed(Psychiatry)</td>
<td>GradDipMed(Psychiatry)</td>
<td>MMed(Psychiatry)</td>
<td>MMed(Adv)(Psychiatry)</td>
</tr>
<tr>
<td>Credit points required to complete</td>
<td>24</td>
<td>36</td>
<td>48</td>
<td>60</td>
</tr>
<tr>
<td>Time to complete part-time</td>
<td>1 to 2 years</td>
<td>1.5 to 3 years</td>
<td>2 to 6 years</td>
<td>3 to 6 years</td>
</tr>
</tbody>
</table>
Admission requirements

Admission to the:

- Graduate Certificate in Medicine (Psychiatry)
- Graduate Diploma in Medicine (Psychiatry)
- Master of Medicine (Psychiatry)

requires:

- a medical degree
- current employment in a RANZCP-accredited training position in psychiatry or equivalent position
- current medical registration in Australia

See the course Rules for further details.

Course structure

The Graduate Certificate in Medicine (Psychiatry) requires the successful completion of 24 credit points of stream specific units of study.

The Graduate Diploma in Medicine (Psychiatry) requires the successful completion of 36 credit points of units of study including:

- 6 credit points of compulsory units of study; and
- 30 credit points of stream specific units of study; OR 24 credit points of stream specific units of study and 6 credit points of stream specific elective units of study.

The Master of Medicine (Psychiatry) requires the successful completion of 48 credit points of units of study including:

- 12 credit points of compulsory units of study
- 36 credit points of stream specific units of study; OR, minimum of 18 credit points of stream specific units of study and up to 18 credit points of stream specific elective units of study to make up 36 credit points.

The Master of Medicine (Advanced) (Psychiatry) requires the successful completion of 60 credit points of units of study including:

- 48 credit points of the Master course; and
- 12 credit points of stream specific units of study.

Selecting units of study

Compulsory Units of Study

<table>
<thead>
<tr>
<th>Unit of Study code and name</th>
<th>Credit point</th>
<th>Delivery mode</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compulsory units of study for Graduate Diploma students</td>
<td>6 (available semester 1)</td>
<td>face to face/evening</td>
</tr>
<tr>
<td>BMRRI5020 Research Enquiry</td>
<td>6 (available semester 1)</td>
<td>face to face/evening</td>
</tr>
<tr>
<td>CEPI5100 Introduction to Clinical Epidemiology</td>
<td>6 (available semester 1 and 2)</td>
<td>online</td>
</tr>
</tbody>
</table>

Compulsory units of study for Master students

<table>
<thead>
<tr>
<th>Unit of Study code and name</th>
<th>Credit point</th>
<th>Delivery mode</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master students must select 6 credit points from the units listed below</td>
<td>6 (available semester 1 and 2)</td>
<td>face to face/evening</td>
</tr>
<tr>
<td>BMRRI5020 Research Enquiry</td>
<td>6 (available semester 1 and 2)</td>
<td>face to face/evening</td>
</tr>
<tr>
<td>CEPI5100 Introduction to Clinical Epidemiology</td>
<td>6 (available semester 1 and 2)</td>
<td>online</td>
</tr>
</tbody>
</table>

Stream Specific Units of Study

<table>
<thead>
<tr>
<th>Unit of Study code and name</th>
<th>Credit point</th>
<th>Delivery mode</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate Certificate students must complete 24 credit points of stream specific units of study</td>
<td>6</td>
<td>face to face/online</td>
</tr>
<tr>
<td>BMRRI5003 Clinical Psychiatry I</td>
<td>6</td>
<td>face to face/online</td>
</tr>
<tr>
<td>BMRRI5002 Fundamental Neuroscience</td>
<td>6</td>
<td>face to face/online</td>
</tr>
<tr>
<td>BMRRI5020 Research Enquiry</td>
<td>6</td>
<td>face to face/online</td>
</tr>
<tr>
<td>BMRRI5052 Child and Youth Mental Health</td>
<td>6</td>
<td>face to face/online</td>
</tr>
</tbody>
</table>

Stream Specific Elective Units of Study

<table>
<thead>
<tr>
<th>Unit of Study code and name</th>
<th>Credit point</th>
<th>Delivery mode</th>
</tr>
</thead>
<tbody>
<tr>
<td>Masters students complete 18 credit points of stream specific units of study (listed above) or stream specific elective units of study, as listed below.</td>
<td>6</td>
<td>block mode</td>
</tr>
<tr>
<td>BMRRI5026 Suicide and Suicide Prevention</td>
<td>6</td>
<td>block mode</td>
</tr>
<tr>
<td>BMRRI5001 History, Philosophy and Ethics in Brain &amp; Mind Science</td>
<td>6</td>
<td>face to face/online</td>
</tr>
<tr>
<td>BMRRI5007 Neuropsychology</td>
<td>6</td>
<td>block mode</td>
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</table>
Sample Pattern of Enrolment

The Master of Medicine (Advanced) (Psychiatry) and embedded degrees can only be undertaken on a part-time basis.

**Year 1**

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>UoS code and name</strong></td>
<td><strong>UoS code and name</strong></td>
</tr>
<tr>
<td>BMRI5003 Clinical Psychiatry I</td>
<td>BMRI5000 Clinical Psychiatry II</td>
</tr>
<tr>
<td>BMRI5002 Fundamental Neuroscience</td>
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**Year 2**

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>UoS code and name</strong></td>
<td><strong>UoS code and name</strong></td>
</tr>
<tr>
<td>BMRI5052 Child and Youth Mental Health</td>
<td>BMRI5053 Bodies Brains and Minds in Connection</td>
</tr>
<tr>
<td>BMRI5020 Research Inquiry OR CEP15100 Introduction to Clinical Epidemiology</td>
<td>BMRI5012 Brain Ageing</td>
</tr>
</tbody>
</table>

**Year 3**

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>UoS code and name</strong></td>
<td><strong>UoS code and name</strong></td>
</tr>
<tr>
<td>BMRI5018 Addictions &amp; Forensic Psychiatry</td>
<td>BMRI5054 Psychotherapy and Psychosocial Care</td>
</tr>
<tr>
<td><em>(capstone)</em></td>
<td><em>(capstone)</em></td>
</tr>
</tbody>
</table>

* Students should aim to undertake a capstone in their final year of study. The capstone can be one of the following:

- BMRI5055 Research Project in Psychiatry
- BMRI5001 History, Philosophy and Ethics in Brain & Mind Science
- BMRI5017 Genetics of Brain and Mind Disorders
- BMRI5027 Leadership & Policy in Mental Health

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<table>
<thead>
<tr>
<th>Units of Study code and name</th>
<th>Credit point</th>
<th>Delivery mode</th>
</tr>
</thead>
<tbody>
<tr>
<td>BMRI5017 Genetics of Brain and Mind Disorders</td>
<td>6</td>
<td>block mode</td>
</tr>
<tr>
<td>BMRI5027 Leadership &amp; Policy in Mental Health</td>
<td>6</td>
<td>block mode</td>
</tr>
</tbody>
</table>
Degree resolutions
Sydney Medical School resolutions and the printed handbook are the official statement of faculty policy. The resolutions contained in the printed handbook are accurate as at November 2014. If a conflict is perceived between the content of the printed handbook and information available elsewhere, Sydney Medical School resolutions and the information available in the handbook online shall always take precedence.

See the Policy Online website: sydney.edu.au/policy, for copies of University policies.

Graduate Certificate in Medicine
Graduate Diploma in Medicine
Master of Medicine
Master of Medicine (Advanced)
Graduate Certificate in Science in Medicine
Graduate Diploma in Science in Medicine
Master of Science in Medicine
Master of Science in Medicine (Advanced)

These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to) the University of Sydney (Coursework) Rule 2010 (the ‘Coursework Rule’), the Resolutions of the Faculty, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended)and the Academic Board policies on Academic Dishonesty and Plagiarism.

Course Resolutions

1 Course codes

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title</th>
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<tbody>
<tr>
<td>GCMECICI-02</td>
<td>Graduate Certificate in Medicine</td>
</tr>
<tr>
<td>GNMECICI-02</td>
<td>Graduate Diploma in Medicine</td>
</tr>
<tr>
<td>MAMECICI-04</td>
<td>Master of Medicine</td>
</tr>
<tr>
<td>MAMEADV-01</td>
<td>Master of Medicine (Advanced)</td>
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</table>

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title</th>
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</thead>
<tbody>
<tr>
<td>GCSCMED-01</td>
<td>Graduate Certificate in Science in Medicine</td>
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<tr>
<td>GNSCMED-01</td>
<td>Graduate Diploma in Science in Medicine</td>
</tr>
<tr>
<td>MASCMED-01</td>
<td>Master of Science in Medicine</td>
</tr>
<tr>
<td>MASCMEAD-01</td>
<td>Master of Science in Medicine (Advanced)</td>
</tr>
</tbody>
</table>

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

3 Master's type
The master's degree in these resolutions is a professional master's course, as defined by the Coursework Policy.

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

5 Streams
(1) All Courses are available in the following streams:
   (a) Critical Care Medicine
   (b) HIV, STIs and Sexual health
   (c) Metabolic Health
   (d) Paediatric Medicine
   (e) Psychiatry
(2) Candidates may transfer between streams with approval from stream Head of Discipline.
(3) All of the degrees within this course shall be awarded in the stream in which the candidate enrols. The testamur for the degree shall specify the stream.

6 Admission to candidature
(1) Available places will be offered to qualified applicants based on merit, according to the following admissions criteria. In exceptional circumstances the Dean may admit applicants without these qualifications who, in the opinion of the faculty, have qualifications and evidence of experience and achievement sufficient to successfully undertake the award.
(2) Admission to the Graduate Certificate in Medicine requires:
   (a) a medical degree from the University of Sydney or equivalent qualification;
(3) Admission to the Graduate Diploma in Medicine requires:
   (a) a medical degree from the University of Sydney or equivalent qualification.
(4) Admission to the Master of Medicine requires:
   (a) a medical degree from the University of Sydney or an equivalent qualification.
(5) Admission to the Psychiatry stream requires:
   (a) a medical degree from the University of Sydney or an equivalent qualification; and
   (b) employment in an accredited psychiatry training position or equivalent experience.
(6) Admission to the Graduate Certificate in Science in Medicine requires:
   (a) a bachelor's degree in a health-related discipline from the University of Sydney or equivalent qualification; or
   (b) a minimum of 5 years professional work experience in a health related field or pass a preliminary examination(s) as prescribed by the Faculty.
(7) Admission to the Graduate Diploma in Science in Medicine will require:
   (a) successful completion of the embedded Graduate Certificate in Science in Medicine; or
   (b) a bachelor's degree in a health-related discipline from the University of Sydney or equivalent qualification; or
   (c) a minimum of 5 years professional work experience in a health related field or pass a preliminary examination(s) as prescribed by the Faculty.
(8) Admission to the Master of Science in Medicine requires:
(a) successful completion of the requirements of the embedded graduate Certificate in Science in Medicine or equivalent qualification; or
(b) a bachelor's degree in a health-related discipline with first or second class honours from the University of Sydney or an equivalent qualification; or
(c) A pass bachelor's degree in a health discipline or an equivalent qualification. Applicants must have completed work equivalent to a first or second class honours bachelor's degree or pass a preliminary examination(s) as prescribed by the Faculty.

(9) Admission to the Master of Medicine (Advanced) or the Master of Science in Medicine (Advanced) requires:
(a) The candidate to be enrolled in the Master of Medicine or the Master of Science in Medicine, as applicable;
(b) The candidate to have an average mark of at least 75 per cent in 24 credit points of compulsory and/or stream specific units of study; and
(c) Any other requirements as stated by the Faculty at the time of application.

7 Requirements for award

(1) The units of study that may be taken for the courses are set out in stream specific Table of Units of Study.
(2) To qualify for the award of the Graduate Certificate a candidate must complete 24 credit points, including:
(a) 24 credit points of stream specific units of study;
(3) To qualify for the award of the Graduate Diploma in Medicine or the Graduate Diploma in Science in Medicine a candidate must complete 36 credit points, including:
(a) 6 credit points of compulsory units of study, and
(b) 24 credit points of stream specific units of study, and
(c) 6 credit points of stream specific or general elective units of study;
(4) To qualify for the award of the Master of Medicine or the Master of Science in Medicine a candidate must complete 48 credit points, including:
(a) 12 credit points of compulsory units of study, and
(b) 18 credit points of stream specific units of study, and
(c) 18 credit points of stream specific or general elective units of study.
(5) To qualify for the award of the Master of Medicine (Advanced) or Master of Science in Medicine (Advanced) a candidate must complete 60 credit points, including:
(a) 48 credit points of study as required for the Master of Medicine or the Master of Science in Medicine, and
(b) 12 credit points of project, dissertation or stream specific units of study.

8 Transitional Provisions

(1) These resolutions apply to persons who commenced their candidature after 1 January, 2015 and persons who commenced their candidature prior to 1 January, 2015 who formally elect to proceed under these resolutions.
(2) Candidates who commenced prior to 1 January, 2015 will complete the requirements for their candidature in accordance with the resolutions and course rules in force at the time of their commencement, provided that those requirements are completed by 1 January 2017. The Faculty may specify a later date for completion or specify alternative requirements for completion of candidatures that extend beyond this time.
# Table of units of study: Psychiatry

## Graduate Certificate Students

### Stream specific units of study

Graduate Certificate students must complete 24 credit points of stream specific 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>BMRI5002 Fundamental Neuroscience</td>
<td>6</td>
<td>A Cell biology up to first year level</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>BMRI5003 Clinical Psychiatry I</td>
<td>6</td>
<td>P BMRI5002</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>BMRI5020 Research Inquiry</td>
<td>6</td>
<td>A Basic understanding of statistics</td>
<td>This is a core unit of study for the Masters degree only.</td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>BMRI5012 Brain Ageing</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>BMRI5050 Clinical Psychiatry II</td>
<td>6</td>
<td></td>
<td></td>
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<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>BMRI5052 Child and Youth Mental Health</td>
<td>6</td>
<td>A BMRI5003, BMRI5050</td>
<td>P BMRI5003, BMRI5050, BMRI5002</td>
<td>N BMRI5011; BMRI5010</td>
<td>Students are encouraged to undertake this unit by applying for special permission. Clinical experience in the field is required.</td>
<td>Semester 1</td>
</tr>
<tr>
<td>BMRI5053 Bodies, Brains and Minds in Connection</td>
<td>6</td>
<td>P Additional Information: Knowledge and skills at the level of completion of Stage 1 Psychiatry training Relevant clinical experience and current clinical placement necessary</td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
</tbody>
</table>

## Graduate Diploma Students

### Compulsory units of study

Graduate Diploma students must complete 6 credit points of compulsory 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>BMRI5020 Research Inquiry</td>
<td>6</td>
<td>A Basic understanding of statistics</td>
<td>This is a core unit of study for the Masters degree only.</td>
<td></td>
<td></td>
<td>Semester 1</td>
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<tr>
<td>CEP5100 Introduction to Clinical Epidemiology</td>
<td>6</td>
<td>N PUBH5010</td>
<td></td>
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<td>Semester 1</td>
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<td>Semester 2</td>
</tr>
</tbody>
</table>

### Stream specific units of study

Graduate Diploma students must complete 24 credit points of stream specific units of study.

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
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<tbody>
<tr>
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<td>BMRI5003 Clinical Psychiatry I</td>
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<tr>
<td>BMRI5020 Research Inquiry</td>
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<td></td>
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</tr>
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<td>BMRI5050 Clinical Psychiatry II</td>
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<td></td>
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<td>P BMRI5003, BMRI5050, BMRI5002</td>
<td>N BMRI5011; BMRI5010</td>
<td>Students are encouraged to undertake this unit by applying for special permission. Clinical experience in the field is required.</td>
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</tr>
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<td>BMRI5053 Bodies, Brains and Minds in Connection</td>
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<td>Semester 2</td>
</tr>
</tbody>
</table>

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For internal use by University of Sydney staff only.
### Master students

#### Compulsory units of study

Master students must select 6 credit points from the units of study listed below:

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>Assumed knowledge</th>
<th>Prerequisites</th>
<th>Corequisites</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>BMRI5020 Research Inquiry</td>
<td>6</td>
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<td>This is a core unit of study for the Masters degree only.</td>
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<td></td>
</tr>
<tr>
<td>CEP5100 Introduction to Clinical Epidemiology</td>
<td>6</td>
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<td>N PUBH5010</td>
<td>Semester 1</td>
<td></td>
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</tbody>
</table>

Master students must also select 6 credit points from units of study listed below as a capstone unit of study:

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>Assumed knowledge</th>
<th>Prerequisites</th>
<th>Corequisites</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>BMRI5001 Hist, Phil &amp; Ethics of Brain &amp; Mind Sci</td>
<td>6</td>
<td>This is a capstone unit of study.</td>
<td>Semester 2</td>
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<tr>
<td>BMRI5017 Genetics of Brain and Mind Disorders</td>
<td>6</td>
<td>This is a capstone unit of study.</td>
<td>Semester 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BMRI5027 Leadership and Policy in Mental Health 1</td>
<td>6</td>
<td>Note: Department permission required for enrolment</td>
<td>Semester 2</td>
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</table>

#### Stream specific units of study

Master students must complete 18 credit points of stream specific units of study

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>Assumed knowledge</th>
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<tbody>
<tr>
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</tr>
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<td>P BMRI5002</td>
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<tr>
<td>BMRI5053 Bodies, Brains and Minds in Connection</td>
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<td>P Additional Information: Knowledge and skills at the level of completion of Stage 1 Psychiatry</td>
<td>Semester 2</td>
<td></td>
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<tr>
<td>BMRI5056 Suicide and Suicide Prevention</td>
<td>6</td>
<td></td>
<td>Semester 1</td>
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<td></td>
</tr>
<tr>
<td>BMRI5001 Hist, Phil &amp; Ethics of Brain &amp; Mind Sci</td>
<td>6</td>
<td>This is a capstone unit of study.</td>
<td>Semester 2</td>
<td></td>
<td></td>
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<tr>
<td>BMRI5007 Neuropsychology</td>
<td>6</td>
<td></td>
<td>Semester 2</td>
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<td></td>
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<tr>
<td>BMRI5017 Genetics of Brain and Mind Disorders</td>
<td>6</td>
<td>This is a capstone unit of study.</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>BMRI5027 Leadership and Policy in Mental Health 1</td>
<td>6</td>
<td>Note: Department permission required for enrolment</td>
<td>Semester 2</td>
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</table>

#### Stream Specific Elective Units of Study

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>Assumed knowledge</th>
<th>Prerequisites</th>
<th>Corequisites</th>
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</tr>
</thead>
<tbody>
<tr>
<td>BMRI5003 BMRI5006 Suicide and Suicide Prevention</td>
<td>6</td>
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<tr>
<td>BMRI5007 Neuropsychology</td>
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</tbody>
</table>

### Master (Advanced)

Master (Advanced) students must complete 48 credit points of the Master program and an additional 12 credit points of stream specific units of study.
Unit of study descriptions for 2015

BMRI5001  Hist, Phil & Ethics of Brain & Mind Sci
Credit points: 6  Teacher/Coordinator: Prof Max Bennett, Dr Claire: Hooker  Session: Semester 2  Classes: 1x 2-hr lecture/week  Assessment: online discussions (30%), essay introduction (10%), final essay (60%)  Mode of delivery: Normal (lecture/lab/tutorial) evening  Note: This is a capstone unit of study.

The history and philosophy section of this unit examines the conceptual foundations of cognitive neuroscience from ancient times to the enlightenment to the 20th Century, how concepts of brain, mind and self have changed over time and by culture. This understanding will give students the ability to critically assess modern issues of mental health in a cultural context. The ethics section of the unit focuses on areas of brain research and clinical practice that remain ethically problematic and attempts to grapple with this from a legal perspective. Amongst the issues dealt with will be mental capacity for consent, definitions of personhood and death, and the ethics of healthcare delivery. The scope of these questions is enormous and the majority of cultural and legal standards have not kept up with the pace of scientific and philosophical understanding of these issues of brain and mind. This is capstone unit of study that will require students to develop over the semester an original piece of scholarship on one of the issues raised by the lectures. The student will first need to identify an area of interest and justify in a brief introductory submission the rationale for investigating it. This will receive academic feedback and serve as the basis for the final essay, which will require significant research and critique of the relevant literature.

BMRI5002  Fundamental Neuroscience
Credit points: 6  Teacher/Coordinator: Dr Daniel Brown  Session: Semester 1  Classes: 1x 2-hr lecture/week  Prerequisites: Assumed knowledge: Cell biology up to first year level  Assessed knowledge: Cell biology up to first year level  Assessment: test (30%), extended response questions (30%), short answer questions (40%)  Mode of delivery: Normal (lecture/lab/tutorial) evening

This core unit of study will introduce the main concepts of neurobiology starting with neural cell structure and physiology, neurodevelopment and synaptic plasticity. The modularity of the brain and connective pathways will then be examined with a focus of the functional anatomy of sensory processing, the basal ganglia and the limbic system. Immunology and neuropathology will also be studied with insights into how genetics and interaction with glial cells underlie these processes. Examples will be given of how brain disorders emerge from disruption to these fundamental processes.

Textbooks
Recommend either

BMRI5007  Neuropsychology
Credit points: 6  Teacher/Coordinator: Assoc Prof Sharon Naismith  Session: Semester 2  Classes: 1x 2-hr lecture/week  Assessment: essay (40%), case study analysis (40%), group presentation (20%)  Mode of delivery: Normal (lecture/lab/tutorial) evening

This unit of study will enable students to understand the basic principles of brain behaviour relationships that underpin assessment of brain disorders across the age span. A wide range of neuropsychological syndromes, neuropsychiatric and neurological disorders will be examined. The unit of study will outline procedures for integrating medical, psychological and social information into neuropsychological assessment through case based learning. At the end of the unit of study you will have an awareness of the ‘state of the art’ in neuropsychological intervention/rehabilitation strategies for people with acquired brain impairment.

BMRI5012  Brain Ageing
Credit points: 6  Teacher/Coordinator: Assoc Prof Michael Valenzuela  Session: Semester 2  Classes: 1x2-hr lecture/week  Assessment: extended response questions (40%), case study analysis (40%), group presentation (20%)  Mode of delivery: Normal (lecture/lab/tutorial) evening

This unit of study provides an introduction to two important aspects of brain and mind ageing Aβ neurodegenerative disorders and opportunities for neuroplasticity and human flourishing. Students will learn about the clinical presentation and pathophysiology of neurodegenerative disorders such as Alzheimer’s disease, Parkinson’s disease, vascular dementia and frontotemporal dementia. Psychogeriatrics and late-life depression will also be covered, and counterbalanced with new insights about what determines successful ageing and how we can use lifestyle interventions to keep people’s brains and minds fit and well throughout late life. This unit will use case studies to reinforce learning, focusing on common neuropsychological assessment methods and research methods. Students will also be introduced to the social and ethical aspects of brain and mind ageing.

BMRI5017  Genetics of Brain and Mind Disorders
Credit points: 6  Teacher/Coordinator: Prof Thomas Becker  Session: Semester 2  Classes: 2hr seminar week 1, one day workshop week 4, 8 and 12  Assessment: research report part 1 (30%), research report part 2 (40%), extended response questions (30%)  Mode of delivery: Block mode  Note: This is a capstone unit of study.

This unit of study provides a comprehensive introduction to the research methods involved in identification and characterisation of genetic variants underlying neuropsychiatric disorders. The first part of the unit will focus on the statistical methods to quantify the contribution of genetic factors to disorders in the population. Heredity and epidemiology of neuropsychiatric and neurodevelopmental disorders will be discussed. The course will then discuss concepts of genetic architecture and linkage and students will learn to use bioinformatics tools. Methods used to examine and control gene expression in animal models will also be explored. This is capstone unit of study that will require students to develop over the semester an original piece of scholarship on one of the issues raised by the lectures. Through the course students use bioinformatics tools to study gene regions inherited with a disorder of interest and validate candidate gene. The research report will be carried out in two parts over semester and will require significant research and critique of the relevant literature.

Textbooks

BMRI5020  Research Inquiry
Credit points: 6  Teacher/Coordinator: Associate Professor Loyola Mclean  Session: Semester 1  Classes: 1x2-hr lecture/week  Prerequisites: Assumed Knowledge: Basic understanding of statistics  Assessment: journal club (10%),
Doctors and researchers depend on the latest scientific literature published week by week in countless different journals, but not every study can be trusted. Scientific studies are fraught with complications that can threaten their reliability, or the extent to which their results can be applied very widely. This unit will help you develop the skills necessary to critically appraise the research literature and identify sources of bias and confounding. You will learn how cross-sectional studies, case-control studies, cohort studies and clinical trials are more or less vulnerable to these problems. Similarly, you will look at the basic design of laboratory research, and what are the different types of questions that can be asked from studies on humans, rats or brain tissue. All classes will be based on published examples of research literature and you will learn how to navigate different methods and data types. This unit will give you the confidence to read widely across the mental health field, and judge for yourself which findings can be relied upon to inform future research or medical practice.

Textbooks

BMR5026 Suicide and Suicide Prevention
Credit points: 6 Teacher/Coordinator: Adj Assoc Prof John Mendoza
Session: Semester 1 Classes: 9am-5pm Saturday and Sunday 9am-12.30pm weeks 2 and 7, 9am-5pm Friday week 13 Assessment: opinion piece (30%), needs assessment (20%), implementation plan (40%), participation (10%) Mode of delivery: Block mode

This unit is designed to provide students with an introduction to the topics of self-harm, suicide and suicide prevention in Australia. It will specifically provide students with a sound knowledge and understanding of suicide, suicidal behavior and self-harm and the relationships and differences between these three areas. Students will examine prevalence, risk factors and sub-populations, and evidence on what works to reduce suicide and suicidal risk. Students will also have the opportunity to develop communications skills for effectively responding to someone at risk of suicide. They will be given the opportunity to demonstrate and apply their learning through developing an intervention or ‘pathway to care’ for their particular work settings contexts.

BMR5027 Leadership and Policy in Mental Health 1
Credit points: 6 Teacher/Coordinator: Adj Assoc Prof John Mendoza
Session: Semester 2 Classes: 9am-5pm Friday and Saturday 9am-12.30pm weeks 2 and 7, 9am-5pm Friday week 13 Assessment: leadership assessment and self development plan (25%), scenario analysis (25%), change management and implementation plan (40%), participation (10%) Mode of delivery: Block mode

Note: Department permission required for enrolment. Note: This is a capstone unit of study and requires departmental permission.

This capstone unit examines the key constructs of leadership, leadership development and change management with specific reference to mental health reform in Australia. Students will gain an understanding of leadership, leadership development, their own leadership attributes and developmental needs. Students will also gain an insight into the development of strategy, organizational level policy and governance for achieving change. These elements will provide the foundations for self-development as a leader and the development of service level change/reform initiatives. Under supervision, students are assessed on the application of theoretical constructs and models, and will produce a significant scholarly project of change management and implementation in their own work setting or context.
Psychotherapy

Master of Medicine (Psychotherapy)
Master of Science in Medicine (Psychotherapy)

<table>
<thead>
<tr>
<th>Course code</th>
<th>Master of Medicine (Psychotherapy)</th>
<th>Master of Science in Medicine (Psychotherapy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRICOS code</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Degree Abbreviation</td>
<td>MMed(Psychotherapy)</td>
<td>MScMed(Psychotherapy)</td>
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<tr>
<td>Credit points required to complete</td>
<td>72</td>
<td>72</td>
</tr>
<tr>
<td>Time to complete part-time</td>
<td>3 to 6 years</td>
<td>3 to 6 years</td>
</tr>
</tbody>
</table>

Overview
Psychotherapy covers a range of techniques employed to improve mental health. Mental illness is very common - an estimated 800,000 Australians are affected by depression each year. Mental illnesses are often unrecognised and remain untreated.

The aim of this program is to train clinicians to deal effectively with people with a range of psychological disorders that are frequently resistant to other forms of mental health care.

The therapeutic approach taught by this program is based on the Conversational Model (Hobson, 1985; Meares, 2000, 2005), but also incorporates concepts from other schools, including Self Psychology, Intersubjectivity Theory, Trauma Theory and Memory Systems Theory. These ideas are centred around concepts of the self, notions of boundary formation, the empathic mode of listening, a focus on subjective experience, and unconscious traumatic memory systems.

To qualify for the degree, candidates must complete 72 credit points comprising coursework, supervised clinical work and a research treatise. The program is taken part time, normally over three years.

Course outcomes
Successful candidates will have learnt to apply psychodynamic principles to a variety of clinical settings. Successful candidates will also have gained competency in psychodynamic concepts to the point of being capable of publishing in the field and participating in relevant scientific meetings.

Accreditation
Upon successful completion of the program candidates will have achieved proficiency as psychotherapists to the point of gaining professional recognition with the Australian and New Zealand Association of Psychotherapy (ANZAP) and the Psychotherapy and Counselling Federation of Australia (PACFA).

Further information
The program has six strands:

1. Grand rounds: Designed to encourage open and free discussion and to help in the formulation of new and emerging ideas, with participation by the faculty and candidates alike. These will be of one hour duration and will be attended by all the candidates and all the supervisors. An area of interest or controversy in the current psychotherapeutic field will be presented by a supervisor, candidate or invited guest, followed by discussion.

2. Seminars: These will be approximately one and a half hours duration and will be held every week of the academic year. One member of the faculty will lead the seminar group for a whole semester.

3. Practical work: Candidates will be expected to undertake psychotherapy with assigned patients during the three years of the course. They will be expected to begin with their first assigned patient early in their first year and to begin with their second patient early in their second year. By the middle of the second year all candidates will be seeing two patients, each for at least two sessions per week. The course requirement is that one patient be seen for a minimum of 100 sessions and a second patient be seen for a minimum of 200 sessions prior to the completion of the course.

4. Clinical supervision: The clinical supervision will be conducted weekly for the whole of the academic year. All candidates will be expected to present sessions for weekly supervision. In addition, candidates may be required to present, from time to time, sessions in the form of process notes or by means of video tape. During the first year supervision will be conducted either individually or in small groups of two candidates for one and a half hours per week. During the second and third years, there will be weekly group supervision as well as individual supervision each week with a second supervisor.

5. Reading: Candidates will be given some reading material and a reading list at the beginning of the year and may be asked to prepare a seminar periodically.

6. Assessment: Assessment is an ongoing process during the whole year with a clinical viva and an essay paper at the end of the year. 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 2000 to 3000 words, either from a list of selected topics or a subject of their own psychotherapeutic interest. Assessment in the second year will be ongoing and conclude at the end of the year with an essay paper and a clinical viva as in Year 1. Candidates are encouraged to write essays in Years 1 and 2 on a theme that can be further developed in Year 3 as a treatise. There will be a two-part assessment at the end of the third year subject to satisfactory progress in clinical work. The first part is a clinical presentation to the members of the faculty which may be based on the material of the treatise. The second part requires completion of a research or theoretical treatise of 7000 to 10,000 words.

Further enquiries
Dr Anthony Korner
Phone: +61 2 9840 3335
Fax: +61 2 9840 3572
Email: anthony.korner@health.nsw.gov.au
Psychotherapy

Admission requirements
Admission to the Master of Science in Medicine (Psychotherapy) requires:

- a bachelor degree, at honours level, in a health related field.

Admission to the Master of Medicine (Psychotherapy) requires:

- a medical degree.

See the course Rules for further details.

Course structure
The Master of Medicine (Psychotherapy) and Master of Science in Medicine (Psychotherapy) require the successful completion of 72 credit points of core units of study.

Pattern of enrolment
The following tables provide an enrolment structure for the program of study.

Year 1

<table>
<thead>
<tr>
<th>UoS code and name</th>
<th>Credit points</th>
<th>Delivery mode</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester 1</td>
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</tr>
<tr>
<td>PSTY5101</td>
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<tr>
<td>Psychotherapy 1A</td>
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<tr>
<td>Semester 2</td>
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<tr>
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Year 2

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<tr>
<td>PSTY5103</td>
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<td>face to face</td>
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<td>Psychotherapy 2A</td>
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<td>Semester 2</td>
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<td></td>
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<tr>
<td>PSTY5104</td>
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<td>face to face</td>
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Year 3

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<td>Psychotherapy 3A</td>
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<tr>
<td>Semester 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSTY5107</td>
<td>6</td>
<td>face to face</td>
</tr>
<tr>
<td>Psychotherapy Coursework</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSTY5108</td>
<td>6</td>
<td>supervision</td>
</tr>
<tr>
<td>Psychotherapy Treatise</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Psychotherapy
Degree resolutions
Sydney Medical School resolutions and the printed handbook are the official statement of faculty policy. The resolutions contained in the printed handbook are accurate as at November 2014. If a conflict is perceived between the content of the printed handbook and information available elsewhere, Sydney Medical School resolutions and the information available in the handbook online shall always take precedence.

See the Policy Online website: sydney.edu.au/policy, for copies of University policies.

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

Course resolutions
1 Course codes

<table>
<thead>
<tr>
<th>Code</th>
<th>Course and stream title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAMEPSYC-03</td>
<td>Master of Medicine (Psychotherapy)</td>
</tr>
<tr>
<td>MASMPSYC-01</td>
<td>Master of Science in Medicine (Psychotherapy)</td>
</tr>
</tbody>
</table>

2 Attendance pattern
The attendance pattern for this course is part time only.

3 Master’s type
The master’s degree in these resolutions is a professional master’s course, as defined by the Coursework Rule.

4 Admission to candidature
(1) Available places will be offered to qualified applicants according to the following admissions criteria. In exceptional circumstances the Dean may admit applicants without these qualifications who, in the opinion of the Faculty, have qualifications and evidence of experience and achievement sufficient to successfully undertake the award.

(2) Admission to the Master of Medicine (Psychotherapy) requires:
(a) a medical degree from the University of Sydney or an equivalent qualification;
(b) experience in a clinical area related to mental health;
(c) current professional indemnity insurance to practice psychotherapy in NSW; and
(d) satisfactory performance at an interview as required.

(3) Admission to the Master of Science in Medicine (Psychotherapy) requires:
(a) a bachelor’s degree or pass a preliminary examinations(s) as prescribed by the faculty;
(b) experience in a clinical area related to mental health;
(c) current professional indemnity insurance to practice psychotherapy in NSW; and
(d) satisfactory performance at an interview as required.

5 Requirements for award
(1) The units of study that may be taken for the course are set out in the Table of Units of Study: Psychotherapy.
(2) To qualify for the award of the master a candidate must successfully complete 72 credit points of core units of study.

6 Transitional provisions
(1) These resolutions apply to persons who commenced their candidature after 1 January, 2011 and persons who commenced their candidature prior to 1 January, 2011 who formally elect to proceed under these resolutions.
(2) Candidates who commenced prior to 1 January, 2011 complete the requirements in accordance with the resolutions in force at the time of their commencement.
# Table of units of study: Psychotherapy

<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><strong>Core units</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A student must be enrolled in order to submit the treatise. If a student is not able to submit his/her treatise by the end of his/her 6th semester, he/she must re-enrol in PSTY5108 Psychotherapy Treatise, with the concomitant financial liability, every semester until he/she submits.</td>
<td>12</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>PSTY5101 Psychotherapy 1A</td>
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<td></td>
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<td>Semester 1</td>
</tr>
<tr>
<td>PSTY5102 Psychotherapy 1B</td>
<td>12</td>
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<td>Semester 2</td>
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<tr>
<td>PSTY5103 Psychotherapy 2A</td>
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<td>Semester 1</td>
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<tr>
<td>PSTY5104 Psychotherapy 2B</td>
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<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>PSTY5105 Psychotherapy 3A</td>
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<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>PSTY5107 Psychotherapy Coursework</td>
<td>6</td>
<td>P PSTY5105</td>
<td>C PSTY5108</td>
<td>N PSTY5106</td>
<td>Theoretical grounding in the Conversational Model and related approaches to psychodynamic psychotherapy.</td>
<td>Semester 2</td>
</tr>
<tr>
<td>PSTY5108 Psychotherapy Treatise</td>
<td>6</td>
<td>P PSTY5105</td>
<td>C PSTY5107</td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
</tbody>
</table>
Psychotherapy

Unit of study descriptions for 2015

PSTY5101
Psychotherapy 1A
Credit points: 12
Session: Semester 1
Classes: Grand rounds; seminars (1.5 hours every week for whole semester); practical work; clinical supervision (45 minutes) every week for whole semester). Assessment: Assessment undertaken on completion of PSTY5102 (i.e. at end of first year); clinical viva plus essay assignment. Mode of delivery: Normal (lecture/lab/tutorial) day

Grand rounds: One hour duration and attended by all candidates and supervisors. An area of interest or controversy in the current psychotherapeutic field will be presented by a supervisor, candidate or invited guest, followed by discussion. Seminars: One member of the Faculty will lead the seminar group for a whole semester. Practical work: Candidates will be expected to undertake psychotherapy with assigned patients during the three years of the course. They will be expected to begin with their first assigned patient early in their first year. Clinical supervision: The clinical supervision will be conducted weekly for the whole of the academic year. All candidates will be expected to present sessions for weekly supervision. In addition, candidates may be required to present, from time to time, sessions in the form of process notes or by means of audiotape. During the first year supervision will be conducted either individually or in small groups of two candidates for one and a half hours per week. Reading: Candidates will be given some reading material and a reading list at the beginning of the year and may be asked to prepare a seminar periodically.

Textbooks
The Metaphor of Play.
Intimacy and Alienation.
Forms of Feeling.
The Dissociation Model of Borderline Personality Disorder.

PSTY5102
Psychotherapy 1B
Credit points: 12
Session: Semester 2
Classes: Grand rounds; seminars (1.5 hours every week for whole semester); practical work; clinical supervision (45 minutes every week for whole semester). Assessment: Assessment for both PSTY5101 and PSTY5102; clinical viva plus essay assignment. Mode of delivery: Normal (lecture/lab/tutorial) day

Grand rounds: One hour duration and attended by all candidates and supervisors. An area of interest or controversy in the current psychotherapeutic field will be presented by a supervisor, candidate or invited guest, followed by discussion. Seminars: One member of the Faculty will lead the seminar group for a whole semester. Practical work: Candidates will be expected to undertake psychotherapy with assigned patients during the three years of the course. They will be expected to begin with their first assigned patient early in their first year. Clinical supervision: The clinical supervision will be conducted weekly for the whole of the academic year. All candidates will be expected to present sessions for weekly supervision. In addition, candidates may be required to present, from time to time, sessions in the form of process notes or by means of audiotape. During the first year supervision will be conducted either individually or in small groups of two candidates for one and a half hours per week. 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.

Textbooks
The Metaphor of Play.
Intimacy and Alienation.
Forms of Feeling.
The Dissociation Model of Borderline Personality Disorder.

PSTY5103
Psychotherapy 2A
Credit points: 12
Session: Semester 1
Classes: Grand rounds; seminars (1.5 hours every week for whole semester); practical work; clinical supervision. Assessment: Assessment undertaken on completion of PSTY5104 (i.e. at end of second year); clinical viva plus essay assignment. Mode of delivery: Normal (lecture/lab/tutorial) day

Grand rounds: One hour duration and attended by all candidates and supervisors. An area of interest or controversy in the current psychotherapeutic field will be presented by a supervisor, candidate or invited guest, followed by discussion. Seminars: One member of the Faculty will lead the seminar group for a whole semester. Practical work: Candidates will be expected to undertake psychotherapy with assigned patients during the three years of the course. They will be expected to begin with their first assigned patient early in their first year and to begin with their second patient early in their second year. By the middle of the second year all candidates will be seeing two patients, each for at least 2 sessions a week. Clinical supervision: The clinical supervision will be conducted weekly for the whole of the academic year. All candidates will be expected to present sessions for weekly supervision. In addition, candidates may be required to present, from time to time, sessions in the form of process notes or by means of audiotape. During the first year supervision will be conducted either individually or in small groups of two candidates for one and a half hours per week. Additionally, during the second and third years, there will be individual supervision every week with a second supervisor. Reading: Candidates will be given some reading material and a reading list at the beginning of the year and may be asked to prepare a seminar periodically.

Textbooks
The Metaphor of Play.
Intimacy and Alienation.
Forms of Feeling.
The Dissociation Model of Borderline Personality Disorder.

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. Mode of delivery: Normal (lecture/lab/tutorial) day

Grand rounds: One hour duration and attended by all candidates and supervisors. An area of interest or controversy in the current psychotherapeutic field will be presented by a supervisor, candidate or invited guest, followed by discussion. Seminars: One member of the Faculty will lead the seminar group for a whole semester. Practical work: Candidates will be expected to undertake psychotherapy with assigned patients during the three years of the course. They will be expected to begin with their first assigned patient early in their first year and to begin with their second patient early in their second year. By the middle of the second year all candidates will be seeing two patients, each for at least 2 sessions a week. Clinical supervision: The clinical supervision will be conducted weekly for the whole of the academic year. All candidates will be expected to present sessions for weekly supervision. In addition, candidates may be required to present, from time to time, sessions in the form of process notes or by means of audiotape. During the first year supervision will be conducted either individually or in small groups of two candidates for
one and a half hours per week. Additionally, during the second and third years, there will be individual supervision every week with a second supervisor. Reading: Candidates will be given some reading material and a reading list at the beginning of the year and may be asked to prepare a seminar periodically.

Textbooks
The Metaphor of Play.
Intimacy and Alienation.
Forms of Feeling.
The Dissociation Model of Borderline Personality Disorder.

PSTY5105
Psychotherapy 3A
Credit points: 12
Session: Semester 1
Classes: Grand rounds; seminars (1.5 hours every week for whole semester); practical work; clinical supervision.
Assessment: Assessment undertaken on completion of PSTY5107 (i.e. at end of third year); clinical case presentation to the members of the Faculty. Mode of delivery: Normal (lecture/lab/tutorial) day

Grand rounds: One hour duration and attended by all candidates and supervisors. An area of interest or controversy in the current psychotherapeutic field will be presented by a supervisor, candidate or invited guest, followed by discussion. Seminars: One member of the Faculty will lead the seminar group for a whole semester. Practical work: Candidates will be expected to undertake psychotherapy with assigned patients during the three years of the course. They will be expected to begin with their first assigned patient early in their first year and to begin with their second patient early in their second year. By the middle of the second year all candidates will be seeing two patients, each for at least 2 sessions a week. Clinical supervision: The clinical supervision will be conducted weekly for the whole of the academic year. All candidates will be expected to present sessions for weekly supervision. In addition, candidates may be required to present, from time to time, sessions in the form of process notes or by means of audio-tape. During the first year supervision will be conducted either individually or in small groups of two candidates for one and a half hours per week. Additionally, during the second and third years, there will be individual supervision every week with a second supervisor. Reading: Candidates will be given some reading material and a reading list at the beginning of the year and may be asked to prepare a seminar periodically.

Textbooks
The Metaphor of Play.
Intimacy and Alienation.
Forms of Feeling.
The Dissociation Model of Borderline Personality Disorder.

PSTY5107
Psychotherapy Coursework
Credit points: 6
Teacher/Coordinator: Dr Anthony Korner
Session: Semester 2
Classes: Self-directed research with weekly meetings with the supervisor.
Prerequisites: PSTY5105
Corequisites: PSTY5108
Assessment: Assessment is by review of clinical work by supervisors and assessment of knowledge and participation by the teaching faculty. Mode of delivery: Normal (lecture/lab/tutorial) day

Note: Theoretical grounding in the Conversational Model and related approaches to psychodynamic psychotherapy.

Coursework involves attendance at grand rounds, seminars, individual and group supervision at the Mental Health Sciences Centre, Cumberland Hospital. Candidates need to attend and participate in these activities and also need to conduct clinically supervised psychotherapy at a standard appropriate to the advanced stage of training in the discipline.

Textbooks
The Metaphor of Play.
Intimacy and Alienation.
Forms of Feeling.
The Dissociation Model of Borderline Personality Disorder.

PSTY5108
Psychotherapy Treatise
Credit points: 6
Teacher/Coordinator: Dr Anthony Korner
Session: Semester 2
Classes: Self-directed research with weekly meetings with the supervisor.
Prerequisites: PSTY5105
Corequisites: PSTY5107
Assessment: Treatise of 7-10,000 words. There is an oral examination that involves presentation of the treatise to the teaching faculty who will then question the candidate with respect to the theoretical and evidential base for the treatise. Mode of delivery: Supervision

Research and treatise of up to 10,000 words.

Textbooks
The Metaphor of Play.
Intimacy and Alienation.
Forms of Feeling.
The Dissociation Model of Borderline Personality Disorder.
Public Health

Graduate Diploma in Public Health
Master of Public Health

Extended Public Health programs (available to enrolled students):

Master of Public Health (Professional Practice)
Master of Public Health (Chronic Disease Prevention)

<table>
<thead>
<tr>
<th>Course code</th>
<th>Graduate Diploma in Public Health</th>
<th>Master of Public Health</th>
<th>Master of Public Health (Professional Practice)</th>
<th>Master of Public Health (Chronic Disease Prevention)</th>
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</thead>
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<tr>
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<td>GNPUEAL3000</td>
<td>MAPUHEAL5000</td>
<td>MAPUHEPP1000</td>
<td>MAPUHCDP1000</td>
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<td>054757G</td>
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<td>Degree Abbreviation</td>
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<td>MPH</td>
<td>MPH(Professional Practice)</td>
<td>MPH(Chronic Disease Prevention)</td>
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<tr>
<td>Credit points required to complete</td>
<td>36</td>
<td>48</td>
<td>60</td>
<td>60</td>
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<tr>
<td>Time to complete full-time</td>
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<td>1 year</td>
<td>1.5 years (or 0.5 year following the MPH)</td>
<td>1.5 years (or 0.5 year following the MPH)</td>
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<tr>
<td>Time to complete part-time</td>
<td>1 to 3 years</td>
<td>1 to 4 years</td>
<td>1.5 years</td>
<td>1.5 to 6 years</td>
</tr>
</tbody>
</table>

Overview
The Public Health program focuses on the prevention of illness and the promotion of health, with practitioners playing a proactive rather than a reactive role, especially with regard to the coordination of relevant community resources. These courses provide the opportunity to develop skills and acquire knowledge essential for the effective practice of public health, including the effective management of community health problems.

The Master of Public Health (Professional Practice) program allows high-performing students to extend their MPH coursework degree with a workplace practicum. Students will undertake 12 additional credit points of study/training in a supervised professional placement.

The Master of Public Health (Chronic Disease Prevention) extends the MPH program by the addition of advanced and specialised study in prevention. The program will suit high quality students who wish to pursue a career in public health with an emphasis on chronic disease prevention. Students will have the opportunity to undertake 12 additional credit points of study in Prevention, as well as undertaking a structured program of study from a range of electives in prevention related areas within their MPH program.

Eligibility for the two extended programs will be restricted to students who attain a weighted average mark of at least 75% in their first 24 core credit points within the MPH. Selection will be based on a competitive process. Applicants to the Chronic Disease Prevention extended program are also required to describe the relevance of prevention to their public health training.

Successful applicants will transfer from MPH to MPH (Professional Placement) or MPH (Chronic Disease Prevention) and enrol for an additional semester (12 credit points).

Course outcomes
The skills and knowledge you will acquire are in the areas of:

- Research Methods - such as assessing the quality of research studies; using basic mortality and other data for descriptive purposes; and evaluating public health interventions and programs
- Health Services - such as developing an understanding of public and private sector health care delivery; using various sources of information for forming health policy; and interpreting the role of governments in the delivery of health services
- Public Health Practice - such as analysing social and cultural factors relating to public health problems; describing the principles of disease prevention and control across a population; and examining major public health strategies and their application.

Further information
The majority of core units of study are scheduled in Semester 1. The core units provide basic health knowledge and skills in epidemiology, biostatistics, public health, qualitative research, health promotion and public health ethics. Most electives are in Semester 2 of each year.

Many units of study are available in distance mode. Please consult the School of Public Health website for more information. Assessment methods vary from unit to unit and include assignments, class exercises and, for some core units of study, examinations.

Expressions of interest for the Master of Public Health (Professional Practice) and the Master of Public Health (Chronic Disease Prevention) must be submitted by 31 August.

Further enquiries
MPH Program Administrator
Phone: +61 2 9114 1228
Fax: +61 2 9036 6247
Email: sph.mph@sydney.edu.au
Website: http://sydney.edu.au/medicine/public-health/
Public Health

Admission requirements

Admission to the Graduate Diploma in Public Health requires:

- a bachelor degree.

Admission to the Master of Public Health requires:

- completion of the requirements of the embedded graduate diploma; or
- a bachelor degree in public health, medicine, medical science, nursing, allied health (including physiotherapy, occupational therapy, optometry), dentistry, veterinary science, education, communication and journalism, science, arts, psychology, social science, political science, policy analysis, government, international relations, engineering, architecture, mathematics, law, economics, commerce, business, accounting or marketing.

Applicants who have successfully completed an undergraduate degree in a field not listed above, plus have other professional or non-professional qualifications and/or substantial relevant experience or other qualifications, may also be eligible for admission.

To be considered for admission to the Master of Public Health (Professional Practice) and Master of Public Health (Chronic Disease Prevention) extended programs, students require:

- current enrolment in the Master of Public Health; and
- a weighted average mark of at least 75% in the first 24 credit points of core units of study.

See the course Rules for further details.

Course structure

The Graduate Diploma in Public Health requires the successful completion of 36 credit points of units of study including:

- 24 credit points of core units of study; and
- 12 credit points of elective units of study, with a minimum of 6 credit points from Part 1 of the Table of units of study.

The Master of Public Health requires the successful completion of 48 credit points of units of study including:

- 32 credit points of core units of study; and
- 16 credit points of elective units of study, with a minimum of 8 credit points from Part 1 of the Table of units of study.

Extended Master of Public Health programs:

The Master of Public Health (Professional Placement) requires the successful completion of 60 credit points of units of study including:

- 48 credit points of units of study as required for the Master of Public Health; and
- 12 credit points of practice placement units of study.

The Master of Public Health (Chronic Disease Prevention) requires the successful completion of a selected program of study of 60 credit points of units of study (see the extended program section for further details) including:

- 48 credit points of units of study as required for the Master of Public Health; and
- 12 credit points of prevention units of study.

Pattern of enrolment and pathways

There are five pathways to gain specialised training, or to undertake study in a general degree program that offers a large number of elective options. Examples for structuring programs of study directed towards specific interests or future employment can be found under the specific pathway sections. Please note these are suggestions only and you may choose units of study according to your interest, with consideration for your study load and prerequisites.

All students must complete the required credit point value of core units of study within their selected pathway.

The pathways are:

- Disease Prevention and Health Promotion (Chronic Disease)
- Disease Prevention and Health Promotion (Communicable Disease)
- Health Economics/Health Policy
- Disease Prevention and Health Promotion (Injury)
- Public Health Research

A Population Oral Health Pathway is also available for Dentistry students or graduates.

If you are thinking of undertaking training in the Australian Faculty of Public Health Medicine (AFPHM), you should note that the AFPHM have requirements for the content of the MPH you undertake. You should contact the AFPHM to confirm the exact requirements, as these may change over time.

Students considering the Master of Public Health (Chronic Disease Prevention) option should look at the structured program of study outlined on the extended master's program page.

Core units of study

<table>
<thead>
<tr>
<th>Core Units of Study</th>
<th>Credit point</th>
<th>Delivery mode</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate Diploma students must complete 24 credit points of core units of study, Master students must complete 32 credit points of core units of study</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Available Semester 1</strong></td>
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</tr>
<tr>
<td>PUBH5010 Epidemiology Methods and Uses</td>
<td>6</td>
<td>face to face (evening or day); online</td>
</tr>
<tr>
<td>PUBH5018 Introductory Biostatistics</td>
<td>6</td>
<td>face to face (evening or day); online</td>
</tr>
<tr>
<td>PUBH5033 Disease Prevention and Health Promotion</td>
<td>6</td>
<td>block mode; online</td>
</tr>
<tr>
<td>PUBH5030 Public Health: Achievements &amp; Challenges</td>
<td>2</td>
<td>block mode; online</td>
</tr>
<tr>
<td>QUAL5005 Introducing Qualitative Health Research</td>
<td>4</td>
<td>block mode; online</td>
</tr>
<tr>
<td><strong>Total Core credit points for Graduate Diploma students</strong></td>
<td>24</td>
<td></td>
</tr>
</tbody>
</table>

Additional core units of study for Master's students (Graduate Diploma students may enrol in these units of study as electives from part 1 of the Table of Units of Study: Public Health)

| **Available Semester 2** |
| BETH5206 Introduction to Public Health Ethics | 2 | block mode; online |
| PUBH5032 Making Decisions in Public Health | 2 | block mode; online |
### Core Units of Study

<table>
<thead>
<tr>
<th>Core Units of Study</th>
<th>Credit point</th>
<th>Delivery mode</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>PUBH5034 Public Health Capstone</em></td>
<td>4</td>
<td>distance</td>
</tr>
</tbody>
</table>

#### Total Core credit points for Masters students

32

*Students who commenced in 2013 and 2014 are not required to complete PUBH5034.*
**Disease Prevention and Health Promotion (Chronic Disease) Pathway**

Chronic disease is the major cause of health burden in developed countries and is increasingly becoming a major issue in developing countries. The Chronic Disease Pathway is designed for students with an interest in learning the principles and practicalities of developing programs to prevent disease and promote good health. Note that your transcript will not explicitly identify that you undertook this pathway and you are not restricted to the listed units – they are provided only as a guide.

In addition to completing the required credit points of core units of study, Graduate Diploma students must complete 12 credit points of electives, and Masters students must complete 16 credit points of electives. A minimum of 6 (Grad Dip) or 8 (Masters) credit points of electives must come from Part 1 of the Table of Units of Study: Public Health.

### Elective Units of Study

<table>
<thead>
<tr>
<th>Elective Units of Study</th>
<th>Credit points</th>
<th>Delivery mode</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PART 1 ELECTIVES</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Available Semester 1</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PUBH5020 Chronic Disease Prevention and Control</td>
<td>6</td>
<td>online</td>
</tr>
<tr>
<td><strong>Available Semester 2</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PUBH5019 Cancer Prevention and Control</td>
<td>6</td>
<td>online</td>
</tr>
<tr>
<td>PUBH5024 Obesity and Health Promotion</td>
<td>2</td>
<td>face to face (day)</td>
</tr>
<tr>
<td>PUBH5025 Physical Activity and Public Health</td>
<td>2</td>
<td>online/intensive on campus</td>
</tr>
<tr>
<td>PUBH5026 Mass Media Campaigns &amp; Social Marketing</td>
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<tr>
<td>PUBH5111 Environmental Health</td>
<td>4</td>
<td>online; online/intensive on campus</td>
</tr>
<tr>
<td>PUBH5114 Alcohol, Drug Use and Health</td>
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<td>online; online/intensive on campus</td>
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<tr>
<td>PUBH5115 Alcohol, Drug Use and Health</td>
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<td>online; online/intensive on campus</td>
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<tr>
<td>PUBH5116 Genetics and Public Health</td>
<td>4</td>
<td>block mode</td>
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<tr>
<td>PUBH5118 Indigenous Health Promotion</td>
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</tr>
<tr>
<td>PUBH5418 Tobacco Control in the 21st Century</td>
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<td>online/intensive on campus</td>
</tr>
<tr>
<td>PUBH5420 Public Health Advocacy Strategies</td>
<td>4</td>
<td>block mode</td>
</tr>
<tr>
<td><strong>PART 2 ELECTIVES</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Available Semester 2</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BETH5203 Ethics and Public Health</td>
<td>6</td>
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<tr>
<td>BETH5207 Arts in Health</td>
<td>6</td>
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<table>
<thead>
<tr>
<th>Elective Units of Study</th>
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<th>Delivery mode</th>
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<tbody>
<tr>
<td>MIPH5117 Global Non-Communicable Disease Control</td>
<td>2</td>
<td>face to face; online</td>
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<tr>
<td>MIPH5127 Mental Disorders in Global Context</td>
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</table>
Disease Prevention and Health Promotion (Communicable Disease) Pathway

Communicable disease has always been an important focus of public health. The patterns have changed over time and differ between developed and developing countries. The Communicable Disease Pathway is designed for students with an interest in learning about patterns of communicable disease and the principles and practicalities of developing programs to control and prevent this. Note that your transcript will not explicitly identify that you undertook this pathway and you are not restricted to the listed units – they are provided only as a guide.

In addition to completing the required credit points of core units of study, Graduate Diploma students must complete 12 credit points of electives, and Masters students must complete 16 credit points of electives. A minimum of 6 (Grad Dip) or 8 (Masters) credit points of electives must come from Part 1 of the Table of Units of Study; Public Health.

<table>
<thead>
<tr>
<th>Elective Units of Study</th>
<th>Credit points</th>
<th>Delivery mode</th>
</tr>
</thead>
<tbody>
<tr>
<td>PART 1 ELECTIVES</td>
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<tr>
<td>Available Semester 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PUBH5111</td>
<td>4</td>
<td>online; online/intensive on campus</td>
</tr>
<tr>
<td>PUBH5117</td>
<td>6</td>
<td>online</td>
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<tr>
<td>PUBH5416</td>
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<td>PUBH5420</td>
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<tr>
<td>PUBH5421</td>
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<tr>
<td>PUBH5422</td>
<td>6</td>
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<tr>
<td>Available Semester 1</td>
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<td></td>
</tr>
<tr>
<td>MECO6919</td>
<td>6</td>
<td>face to face</td>
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<tr>
<td>Available Semester 2</td>
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<td></td>
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<tr>
<td>BETH5203</td>
<td>6</td>
<td>online; block mode</td>
</tr>
<tr>
<td>MIPH5008</td>
<td>2</td>
<td>block mode</td>
</tr>
<tr>
<td>MIPH5112</td>
<td>4</td>
<td>face to face; online</td>
</tr>
<tr>
<td>MIPH5118</td>
<td>4</td>
<td>face to face; online</td>
</tr>
<tr>
<td>MIPH5124</td>
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<td>SEXH5008</td>
<td>2</td>
<td>face to face; online</td>
</tr>
<tr>
<td>SEXH5101</td>
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<td>face to face; online</td>
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<th>Delivery mode</th>
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<tr>
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<tr>
<td>PUBH5111</td>
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<td>online</td>
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<tr>
<td>SEXH5405</td>
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<td>online</td>
</tr>
<tr>
<td>SEXH5407</td>
<td>6</td>
<td>online</td>
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</tbody>
</table>
Health Economics/Health Policy Pathway

Health economics and health policy underpin many aspects of public health. The Health Economics/Health Policy Pathway is designed for students who want to understand the key principles and practices in health economics and health policy and to learn how health economics and health policy can be used to improve the health of communities. Note that your transcript will not explicitly identify that you undertook this pathway and you are not restricted to the listed units – they are provided only as a guide.

In addition to completing the required credit points of core units of study, Graduate Diploma students must complete 12 credit points of electives, and Masters students must complete 16 credit points of electives. A minimum of 6 (Grad Dip) or 8 (Masters) credit points of electives must come from Part 1 of the Table of Units of Study: Public Health.

<table>
<thead>
<tr>
<th>Elective Units of Study</th>
<th>Credit points</th>
<th>Delivery mode</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PART 1 ELECTIVES</strong></td>
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<td></td>
</tr>
<tr>
<td><strong>Available Semester 2</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PUBH5205 Decision Analysis</td>
<td>2</td>
<td>face to face</td>
</tr>
<tr>
<td>PUBH5302 Health Economic Evaluation</td>
<td>4</td>
<td>block mode</td>
</tr>
<tr>
<td>PUBH5307 Advanced Health Economic Evaluation</td>
<td>2</td>
<td>block mode</td>
</tr>
<tr>
<td>PUBH5308 Health Workforce Policy Analysis</td>
<td>2</td>
<td>block mode</td>
</tr>
<tr>
<td>PUBH5309 Translational Health</td>
<td>2</td>
<td>online/intensive on campus</td>
</tr>
<tr>
<td><strong>PART 2 ELECTIVES</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Available Semester 1 and Semester 2</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>s1/2-LAWS6252 Legal Reasoning &amp; the Common Law System</td>
<td>6</td>
<td>block mode</td>
</tr>
<tr>
<td><strong>Available Semester 1</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HPOL5000 Introduction to Health Policy</td>
<td>6</td>
<td>block mode</td>
</tr>
<tr>
<td>HPOL5001 Economics and Finance for Health Policy</td>
<td>6</td>
<td>block mode</td>
</tr>
<tr>
<td>LAWS6848 Law and Healthy Lifestyles</td>
<td>6</td>
<td>block mode</td>
</tr>
<tr>
<td><strong>Available Semester 2</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BETHS203 Ethics and Public Health</td>
<td>6</td>
<td>online; block mode</td>
</tr>
<tr>
<td>HPOL5003 Analysing Health Policy</td>
<td>6</td>
<td>block mode</td>
</tr>
<tr>
<td>HPOL5007 Global Health Policy</td>
<td>6</td>
<td>online; block mode</td>
</tr>
<tr>
<td>LAWS6839 Critical Issues in Public Health Law</td>
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</tr>
<tr>
<td>MPH5135 Health Systems in Developing Countries</td>
<td>4</td>
<td>face to face</td>
</tr>
</tbody>
</table>
Disease Prevention and Health Promotion (Injury) Pathway

Injury is an important but often under-recognized contributor to the health burden in the community at all ages, although the patterns differ across ages and between developed and developing countries. The Injury Pathway is designed for students with an interest in learning about patterns of injury and the principles and practicalities of developing programs to control and prevent injuries. Note that your transcript will not explicitly identify that you undertook this pathway and you are not restricted to the listed units – they are provided only as a guide.

In addition to completing the required credit points of core units of study, Graduate Diploma students must complete 12 credit points of electives, and Masters students must complete 16 credit points of electives. A minimum of 6 (Grad Dip) or 8 (Masters) credit points of electives must come from Part 1 of the Table of Units of Study: Public Health.

<table>
<thead>
<tr>
<th>Elective Units of Study</th>
<th>Credit points</th>
<th>Delivery mode</th>
</tr>
</thead>
<tbody>
<tr>
<td>PART 1 ELECTIVES</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Available Semester 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PUBH5027 Public Health Program Evaluation Methods</td>
<td>2</td>
<td>block mode</td>
</tr>
<tr>
<td>PUBH5415 Injury Prevention</td>
<td>2</td>
<td>block mode</td>
</tr>
<tr>
<td>PUBH5417 Injury Epidemiology Prevention &amp; Control</td>
<td>4</td>
<td>online</td>
</tr>
<tr>
<td>PUBH5419 Falls Prevention in Older People</td>
<td>4</td>
<td>online</td>
</tr>
<tr>
<td>PUBH5420 Public Health Advocacy Strategies</td>
<td>4</td>
<td>block mode</td>
</tr>
<tr>
<td>PART 2 ELECTIVES</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Available Semester 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BETHS203 Ethics and Public Health</td>
<td>6</td>
<td>block mode; online</td>
</tr>
</tbody>
</table>
Public Health Research Pathway

Good quality research makes an important contribution to public health. The Public Health Research Pathway is designed for students who want to gain a good understanding of the key research methods relevant to public health and to gain some experience in applying these methods. Note that your transcript will not explicitly identify that you undertook this pathway and you are not restricted to the listed units – they are provided only as a guide.

In addition to completing the required credit points of core units of study, Graduate Diploma students must complete 12 credit points of electives, and Masters students must complete 16 credit points of electives. A minimum of 6 (Grad Dip) or 8 (Masters) credit points of electives must come from Part 1 of the Table of Units of Study: Public Health.

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<thead>
<tr>
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<th>Delivery mode</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PART 1 ELECTIVES</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Available Semester 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PUBH5215 Introductory Analysis of Linked Data</td>
<td>6</td>
<td>block mode</td>
</tr>
<tr>
<td>PUBH5500 Advanced Qualitative Health Research</td>
<td>6</td>
<td>block mode</td>
</tr>
<tr>
<td>Available Semester 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PUBH5027 Public Health Program Evaluation Methods</td>
<td>2</td>
<td>block mode</td>
</tr>
<tr>
<td>PUBH5034 Public Health Capstone</td>
<td>4</td>
<td>online</td>
</tr>
<tr>
<td>PUBH5205 Decision Analysis</td>
<td>2</td>
<td>face to face</td>
</tr>
<tr>
<td>PUBH5206 Controlled Trials</td>
<td>2</td>
<td>block mode</td>
</tr>
<tr>
<td>PUBH5208 Screening and Diagnostic Test Evaluation</td>
<td>2</td>
<td>online; face to face</td>
</tr>
<tr>
<td>PUBH5211 Multiple Regression and Stats Computing</td>
<td>4</td>
<td>online; face to face</td>
</tr>
<tr>
<td>PUBH5212 Categorical Data Analysis</td>
<td>2</td>
<td>online; face to face</td>
</tr>
<tr>
<td>PUBH5213 Survival Analysis</td>
<td>2</td>
<td>online; face to face</td>
</tr>
<tr>
<td>PUBH5215 Introductory Analysis of Linked Data</td>
<td>6</td>
<td>block mode</td>
</tr>
<tr>
<td>PUBH5224 Advanced Epidemiology</td>
<td>6</td>
<td>face to face</td>
</tr>
<tr>
<td>PUBH5309 Translational Health</td>
<td>2</td>
<td>online; face to face</td>
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<tr>
<td><strong>PART 2 ELECTIVES</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Available Semester 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CEP5310 Advanced Statistical Modelling</td>
<td>4</td>
<td>online; face to face (evening)</td>
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</tbody>
</table>
Population Oral Health Public Health Pathway

A Population Oral Health Pathway is offered in conjunction with the Faculty of Dentistry. This is designed for students who wish to learn about public health aspects of oral health. Note that your transcript will not explicitly identify that you undertook this pathway and you are not restricted to the listed units – they are provided only as a guide.

Dentistry students wishing to pursue a program in Population Oral Health begin by completing the Master of Public Health (MPH) or the Master of International Public Health (MIPH) degree through the School of Public Health, Faculty of Medicine.

Students must include in their degree the three dental elective units of study listed. Upon successful completion of the MPH or MIPH, students may then be able to proceed to study a research degree that will fulfil the requirement of specialisation by the Australian Dental Board.

Please note that to undertake these electives you need to have passed PUBH5010 Epidemiology Methods and Uses and PUBH5018 Introductory Biostatistics, which means that you must enrol in Semester 1 and cannot start in Semester 2.

In addition to completing the required credit points of core units of study, Graduate Diploma students must complete 12 credit points of electives, and Masters students must complete 16 credit points of electives.

Students must seek permission from the Public Health Program Administrator prior to enrolling in this pathway.

<table>
<thead>
<tr>
<th>Elective Units of Study</th>
<th>Credit points</th>
<th>Delivery mode</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PART 1 ELECTIVES</strong></td>
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<td></td>
</tr>
<tr>
<td>Available Semester 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PUBH5027</td>
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</tr>
<tr>
<td>Public Health Program Evaluation Methods</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>PART 2 ELECTIVES</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Available Semester 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DENT5013</td>
<td>6</td>
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</tr>
<tr>
<td>Preventative Dentistry</td>
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<tr>
<td>DENT5014</td>
<td>6</td>
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<tr>
<td>Dental Health Services</td>
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<td>DENT5015</td>
<td>6</td>
<td>face to face</td>
</tr>
<tr>
<td>Population Oral Health</td>
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</tbody>
</table>
Extended master's programs

High performing students are encouraged to extend their Master's program through a professional placement or undertaking specialised study in the area of chronic disease prevention.

Further information about the extended programs can be found below:

- Master of Public Health (Professional Practice)
- Master of Public Health (Chronic Disease Prevention)

Master of Public Health (Professional Practice)

The Master of Public Health (Professional Practice) extends the Master of Public Health course by allowing high performing students to undertake a professional practice placement. This course will suit students who wish to pursue a career in public health and are looking for professional opportunities to further develop their skills in the practice of public health.

The professional placement provides an opportunity for students to apply their learning in a range of public health disciplines such as epidemiology, biostatistics, health promotion, health economics.

To apply for the MPH(Professional Practice) students need to be enrolled in the MPH degree, and have achieved a weighted average mark (WAM) of at least 75% in the first 24 core credit points of coursework. Expressions of interest must be submitted by 31 August.

Successful applicants will enrol for an additional semester (12 credit points of placement units of study) while completing a placement (approximately equivalent to 6 weeks full time work).

MPH(Professional Practice) is not available to international students.

Placement units of study

On completing the requirements of the Master of Public Health (48 credit points), Master of Public Health (Professional Practice) candidates enrol in a further 12 credit points of professional practice units, comprising either PUBH5041 and PUBH5042 or PUBH5040.

If a candidate is not able to submit his/her professional practice report after enrolling once in both PUBH5041 and PUBH5042 or once in PUBH5040, then he/she must re-enrol in a minimum of six credit points of professional practice units of study, with the concomitant financial liability, every semester until he/she submits the report.

<table>
<thead>
<tr>
<th>Professional Practice Units of Study</th>
<th>Credit points</th>
</tr>
</thead>
<tbody>
<tr>
<td>PUBH5041 Practice Placement in Public Health 1</td>
<td>6</td>
</tr>
<tr>
<td>PUBH5042 Practice Placement in Public Health 2</td>
<td>6</td>
</tr>
<tr>
<td>PUBH5040 Practice Placement in Public Health</td>
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</tr>
<tr>
<td><strong>Total required Professional Placement credit points</strong></td>
<td><strong>12</strong></td>
</tr>
</tbody>
</table>

Master of Public Health (Chronic Disease Prevention)

This degree extends the Master of Public Health program by the addition of advanced and specialised study in Prevention, at the end of their 48 Credit point MPH program. The program will suit high quality students who wish to pursue a career in public health with an emphasis on chronic disease prevention.

Students considering the Chronic Disease Prevention extension should look at the structured Master of Public Health program outlined below.

Students will have the opportunity to undertake 12 additional credit points of study in prevention, as well as undertaking a structured program of study from a range of electives in prevention related areas within their MPH program.

Eligibility will be restricted to students who attain a weighted average mark of at least 75% in their first 24 core credit points within the MPH.

Selection will be based on a competitive process which will include describing the relevance of prevention to their public health training. Successful applicants will transfer from MPH to MPH (Chronic Disease Prevention) and enrol for an additional semester (12 credit points).

Prevention structured program of study for the Master of Public Health

Students complete 48 credit points of unit study in a structured Master of Public Health program prior to applying for the Chronic Disease Prevention extension program.

### Table: Prescribed Units of Study

| Master's units must complete 32 credit points of core units of study. |
|---|---|---|---|
| **Prescribed Units of Study** | **Credit point** | **Delivery mode** |
| Core units of study | | |
| **Available Semester 1** | | |
| PUBH5010 Epidemiology Methods and Uses | 6 | face to face (evening or day); online |
| PUBH5018 Introductory Biostatistics | 6 | face to face (evening or day); online |
| PUBH5033 Disease Prevention and Health Promotion | 6 | block mode; online |
| PUBH5030 Public Health Achievements & Challenges | 2 | block mode; online |
| QUAL5005 Introducing Qualitative Health Research | 4 | block mode; online |
| **Available Semester 2** | | |
| BETH5206 Introduction to Public Health Ethics | 2 | block mode; online |
| PUBH5032 Making Decisions in Public Health | 2 | block mode; online |
| PUBH5034 Public Health Capstone | 4 | distance |
| **Total prescribed credit points** | **32** | |

### Table: Elective Units of Study

| Master of Public Health (MPH) students seeking admission to the Chronic Disease Prevention extension program must complete 16 credit points of electives. It is suggested that at least half of all MPH elective units should come from the prevention related electives below. These are prevention related units of study in the MPH and relevant units in other degrees that are related to the Chronic disease prevention theme. |
|---|---|---|---|
| **Elective Units of Study** | **Credit points** | **Delivery mode** |
| **PART 1 ELECTIVES** | | |
| **Available Semester 1** | | |
### Elective Units of Study

<table>
<thead>
<tr>
<th>Elective Units of Study</th>
<th>Credit points</th>
<th>Delivery mode</th>
</tr>
</thead>
<tbody>
<tr>
<td>PUBH5020 Chronic Disease Prevention and Control</td>
<td>6</td>
<td>online</td>
</tr>
<tr>
<td><strong>Available Semester 2</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PUBH5024 Obesity and Health Promotion</td>
<td>2</td>
<td>face to face</td>
</tr>
<tr>
<td>PUBH5025 Physical Activity and Public Health</td>
<td>2</td>
<td>online</td>
</tr>
<tr>
<td>PUBH5115 Alcohol, Drug Use and Health</td>
<td>2</td>
<td>online; online/face to face on campus</td>
</tr>
<tr>
<td>PUBH5418 Tobacco Control in the 21st Century</td>
<td>6</td>
<td>online/block mode</td>
</tr>
<tr>
<td>PUBH5026 Mass Media Campaigns &amp; Social Marketing</td>
<td>2</td>
<td>block mode</td>
</tr>
<tr>
<td>PUBH5019 Cancer Prevention and Control</td>
<td>6</td>
<td>online</td>
</tr>
</tbody>
</table>

**PART 2 ELECTIVES**

| Available Semester 1                                             |               |                          |
| HPOL5000 Introduction to Health Policy                           | 6             | online/block mode        |

| Available Semester 2                                             |               |                          |
| MIPH5136 Nutrition in International Settings                     | 4             | block mode               |
| NTDT5608 Public Health Nutrition (students are encouraged to seek permission to enrol) | 6 | face to face |
| BACH5343 Individual and Societal Ageing                          | 6             | face to face              |
| NURS5094 Principles of Chronic Disease Management               | 6             | online/block mode        |

### Chronic Disease Prevention extension program

<table>
<thead>
<tr>
<th>Chronic Disease Prevention Units of Study</th>
<th>Credit points</th>
<th>Delivery mode</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master of Public Health (Chronic Disease Prevention) candidates must enrol in 12 credit points of prevention units.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MIPH5117 Global Non-Communicable Disease Control</td>
<td>2</td>
<td>online; face to face</td>
</tr>
<tr>
<td>PUBH5028 Seminars in NCD Prevention and Control</td>
<td>6</td>
<td>face to face</td>
</tr>
<tr>
<td><strong>Total prescribed prevention-related credit points</strong></td>
<td>8</td>
<td></td>
</tr>
</tbody>
</table>

Students are required to select additional 4 credit points of prevention-related elective units of study from:

| PUBH5101 Special Project in Public Health                       | 4             | supervision              |
| PUBH5102 Special Project in Public Health                       | 2             | supervision              |

Additional prevention related units of study from Part 1 or Part 2 of the prevention related electives from the table above: 2 or 4

| **Total prevention-related elective credit points**             | 4             |                          |

| **Total required Chronic Disease Prevention credit points**     | 12            |                          |
Degree resolutions
Sydney Medical School resolutions and the printed handbook are the official statement of faculty policy. The resolutions contained in the printed handbook are accurate as at November 2014. If a conflict is perceived between the content of the printed handbook and information available elsewhere, Sydney Medical School resolutions and the information available in the handbook online shall always take precedence.

See the Policy Online website: sydney.edu.au/policy, for copies of University policies.

Graduate Diploma in Public Health

Master of Public Health

Master of Public Health (Professional Practice)

Master of Public Health (Chronic Disease Prevention)

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

Course resolutions

1 Course codes

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ONPUHEAL-02</td>
<td>Graduate Diploma in Public Health</td>
</tr>
<tr>
<td>MAPUHEAL-05</td>
<td>Master of Public Health</td>
</tr>
<tr>
<td>MAPUHEPP-01</td>
<td>Master of Public Health (Professional Practice)</td>
</tr>
<tr>
<td>MAPUHCDP-01</td>
<td>Master of Public Health (Chronic Disease Prevention)</td>
</tr>
</tbody>
</table>

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

3 Master’s type
The master’s degrees in these resolutions are professional master’s courses, as defined by the Coursework Rule.

4 Embedded courses in this sequence
(1) The embedded courses in this sequence are:
(a) the Graduate Diploma in Public Health
(b) the Master of Public Health
(c) the Master of Public Health (Professional Practice) or the Master of Public Health (Chronic Disease Prevention).
(2) Providing candidates satisfy the admission requirements for each stage, a candidate may progress to the award of any of the courses in this sequence. Only the longest award completed will be conferred.

5 Admission to candidature
(1) Available places in the Graduate Diploma in Public Health and Master of Public Health will be offered to qualified applicants according to the following admissions criteria. In exceptional circumstances the Dean may admit applicants without these qualifications who, in the opinion of the Faculty, have qualifications, evidence of experience and achievement sufficient to successfully undertake the award.
(2) Admission to the Graduate Diploma of Public Health requires:
(a) a bachelor’s degree from the University of Sydney or equivalent qualification
(3) Admission to the degree of Master of Public Health requires:
(a) completion of the requirements for the embedded Graduate Diploma with at least a credit average in the core units of study;
(b) a bachelor’s degree in public health, medicine, medical science, nursing, allied health (including physiotherapy, occupational therapy, optometry), dentistry, veterinary science, education, communication and journalism, science, arts, psychology, social science, political science, policy analysis, government, international relations, engineering, architecture, mathematics, law, economics, commerce, business, accounting and marketing from the University of Sydney or an equivalent qualification
(4) Available places in the Master of Public Health (Professional Practice) and the Master of Public Health (Chronic Disease Prevention) will be offered to applicants based on merit, according to the following admissions criteria:
(a) the applicant to be enrolled in Master of Public Health;
(b) the applicant to have a weighted average mark of at least 75 per cent in the first 24 credit points of core coursework; and
(c) any other requirements as stated by the faculty at the time of application.

6 Requirements for award
(1) The units of study that may be taken for the courses are set out in the Table of Units of Study: Public Health.
(2) To qualify for the award of the Graduate Diploma in Public Health a candidate must successfully complete 36 credit points, including:
(a) 24 credit points of core units of study; and
(b) 12 credit points of elective units of study, with a minimum of 6 credit points from Part 1 of the Table.
(3) To qualify for the award of the Master of Public Health a candidate must successfully complete 48 credit points, including:
(a) 32 credit points of core units of study; and
(b) 16 credit points of elective units of study, with a minimum of 8 credit points from Part 1 of the Table.
(4) To qualify for the award of the Master of Public Health (Professional Practice) or the Master of Public Health (Chronic Disease Prevention) a candidate must successfully complete 60 credit points, including:
(a) 48 credit points as required for the Master of Public Health; and
(b) 12 credit points of practice placement or 12 credit points of prevention units of study.

7 Progression rules
A candidate for the Master of Public Health (Professional Practice) or the Master of Public Health (Chronic Disease Prevention) will not be allowed to suspend candidature apart from in exceptional circumstances and then only with the prior approval of the workplace supervisor before applying to the faculty for suspension.
Transitional provisions

(1) These resolutions apply to persons who commenced their candidature after 1 January, 2015 and persons who commenced their candidature prior to 1 January, 2015 who formally elect to proceed under these resolutions.

(2) Candidates who commenced prior to 1 January, 2015 complete the requirements in accordance with the resolutions in force at the time of their commencement.
Errata

<table>
<thead>
<tr>
<th>Item</th>
<th>Change</th>
<th>Section</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>PUBHS307 Advanced Health Economic Evaluation This unit is not on offer in 2015</td>
<td>Part 1</td>
<td>19/1/2015</td>
</tr>
</tbody>
</table>

Table of units of study: Public Health

<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><strong>Core units</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Part-time students generally take 12 credit points of core units of study in each of their 1st and 3rd semesters.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>PUBH5010 Epidemiology Methods and Uses This unit of study is not available in 2016</td>
<td>6</td>
<td>N BSTA5011,CEPI5100</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>PUBH5018 Introductory Biostatistics This unit of study is not available in 2016</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>PUBH5030 Public Health: Achievements &amp; Challenges This unit of study is not available in 2016</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Intensive March</td>
</tr>
<tr>
<td>PUBH5033 Disease Prevention and Health Promotion This unit of study is not available in 2016</td>
<td>6</td>
<td>N MPH5014</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>QUAL5005 Introducing Qualitative Health Research This unit of study is not available in 2016</td>
<td>4</td>
<td>N PUBH5500</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>This Unit is primarily aimed at Master of Public Health (MPH) students. Other students are encouraged to consider PUBH5500 instead of this Unit. MPH students who complete PUBH5500 can apply for a waiver for QUAL5005</td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>Additional core units of study for Masters students</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate Diploma students may enrol in these units of study as Part 1 electives.</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>PUBH5032 Making Decisions in Public Health This unit of study is not available in 2016</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>BETH5206 Introduction to Public Health Ethics This unit of study is not available in 2016</td>
<td>2</td>
<td>N BETH5203</td>
<td>Students enrolled in the Graduate Diploma or Master of Public Health may choose to take BETH5203 (6CP) instead of BETH5206 (2CP).</td>
<td></td>
<td></td>
<td>Semester 2a</td>
</tr>
<tr>
<td>PUBH5034 Public Health Capstone This unit of study is not available in 2016</td>
<td>4</td>
<td>P (PUBH5010 or CEPI5100) and PUBH5018 and PUBH5030 and PUBH5033 and (PUBH5500 or QUAL5005 or PUBH5031)</td>
<td>C PUBH5032</td>
<td>This unit of study is an elective for students who commenced in 2013 and 2014</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Part 1</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BETH5206 Introduction to Public Health Ethics This unit of study is not available in 2016</td>
<td>2</td>
<td>N BETH5203</td>
<td>Students enrolled in the Graduate Diploma or Master of Public Health may choose to take BETH5203 (6CP) instead of BETH5206 (2CP).</td>
<td></td>
<td></td>
<td>Semester 2a</td>
</tr>
<tr>
<td>PUBH5019 Cancer Prevention and Control This unit of study is not available in 2016</td>
<td>6</td>
<td>P PUBH5010 or CEPI5100</td>
<td>Note: Department permission required for enrolment</td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>PUBH5020 Chronic Disease Prevention and Control This unit of study is not available in 2016</td>
<td>6</td>
<td>P PUBH5010 or CEPI5100</td>
<td>Note: Department permission required for enrolment</td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>PUBH5024 Obesity and Health Promotion This unit of study is not available in 2016</td>
<td>2</td>
<td>P (PUBH5010 or CEPI5100), PUBH5033 and PUBH5020</td>
<td></td>
<td></td>
<td></td>
<td>Intensive August</td>
</tr>
<tr>
<td>PUBH5025 Physical Activity and Public Health This unit of study is not available in 2016</td>
<td>2</td>
<td>P Content of Core MPH electives noted as prerequisites</td>
<td></td>
<td></td>
<td></td>
<td>Intensive August</td>
</tr>
<tr>
<td>PUBH5026 Mass Media Campaigns &amp; Social Marketing This unit of study is not available in 2016</td>
<td>2</td>
<td>A Training in research methods epidemiology is advised but not essential.</td>
<td>P PUBH5033</td>
<td></td>
<td></td>
<td>Intensive August</td>
</tr>
<tr>
<td>PUBH5027 Public Health Program Evaluation Methods This unit of study is not available in 2016</td>
<td>2</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>
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</tr>
<tr>
<td>PUBH5028 Seminars in NCD Prevention and Control</td>
<td>6</td>
<td>A Completion of 48 credit points of MPH</td>
<td></td>
<td></td>
<td>Note: Department permission required for enrolment</td>
<td>Semester 1</td>
</tr>
<tr>
<td>PUBH5032 Making Decisions in Public Health</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>PUBH5034 Public Health Capstone</td>
<td>4</td>
<td>P (PUBH5010 or CEPI5100) and PUBH5018 and PUBH5030 and PUBH5033 and (PUBH5500 or QUAL5005 or PUBH5031)</td>
<td>C PUBH5032</td>
<td>This unit of study is an elective for students who commenced in 2013 and 2014</td>
<td>Semester 1</td>
<td></td>
</tr>
<tr>
<td>PUBH5101 Special Project in Public Health</td>
<td>4</td>
<td>P (PUBH5010 or CEPI5100) and PUBH5018</td>
<td></td>
<td></td>
<td>Note: Department permission required for enrolment</td>
<td>Semester 2</td>
</tr>
<tr>
<td>PUBH5102 Special Project in Public Health</td>
<td>2</td>
<td>P (PUBH5010 or CEPI5100) and PUBH5018</td>
<td></td>
<td></td>
<td>Note: Department permission required for enrolment</td>
<td>Semester 1</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>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>Semester 2b</td>
</tr>
<tr>
<td>PUBH5117 Communicable Disease Control</td>
<td>6</td>
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<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>PUBH5118 Indigenous Health Promotion</td>
<td>4</td>
<td>Note: Department permission required for enrolment</td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>PUBH5205 Decision Analysis</td>
<td>2</td>
<td>A PUBH5028 Health Economic Evaluation</td>
<td>P PUBH5018 and (PUBH5010 or CEPI5100)</td>
<td></td>
<td></td>
<td>Semester 2b</td>
</tr>
<tr>
<td>PUBH5206 Controlled Trials</td>
<td>2</td>
<td>P PUBH5018</td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>PUBH5208 Screening and Diagnostic Test Evaluation</td>
<td>2</td>
<td>P PUBH5010 and CEPI5100</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 C PUBH5211</td>
<td></td>
<td></td>
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<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>PUBH5215 Introductory Analysis of Linked Data</td>
<td>6</td>
<td>P (PUBH5010 or BSTA5011 or CEPI5100) and (PUBH5211 or BSTA5004)</td>
<td></td>
<td></td>
<td></td>
<td>Intensive June</td>
</tr>
<tr>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td>November 2015</td>
</tr>
<tr>
<td>PUBH5224 Advanced Epidemiology</td>
<td>6</td>
<td>P PUBH5010 and CEPI5100</td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>PUBH5302 Health Economic Evaluation</td>
<td>4</td>
<td>P (PUBH5010 or CEPI5100) and PUBH5018 or (HPOL5001 as a prerequisite and HPOL5003 as a co-requisite)</td>
<td>C Prerequisites: (PUBH5010 or CEPI5100) and PUBH5018 or (HPOL5001 as a prerequisite and HPOL5003 as a co-requisite)</td>
<td></td>
<td></td>
<td>Intensive September</td>
</tr>
<tr>
<td>PUBH5308 Health Workforce Policy Analysis</td>
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<td></td>
<td></td>
<td></td>
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<tr>
<td>PUBH5309 Translational Health</td>
<td>2</td>
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<td>Semester 2b</td>
</tr>
<tr>
<td>PUBH5415 Injury Prevention</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
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<td>Intensive October</td>
</tr>
<tr>
<td>PUBH5416 Emergency Preparedness</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Intensive October</td>
</tr>
</tbody>
</table>
### Public Health

#### Unit of study | Credit points | A: Assumed knowledge | P: Prerequisites | C: Corequisites | N: Prohibition | Session
---|---|---|---|---|---|---
**PUBH5416** Vaccines in Public Health  
This unit of study is not available in 2016 | 2 | | PUBH5010 or CEPI5100 or PUBH5018 | | | Semester 2

Students who have not done the core units of study in epidemiology (PUBH5010 or CEPI5100) or biostatistics (PUBH5018) but have previous demonstrable experience in these study areas will be required to request permission from the unit of study coordinator to enrol in this unit of study. Permission is required to ensure that students have a basic grounding in epidemiology and biostatistics. The coordinator emails the Postgraduate Student Administration Unit to advise whether or not the student has permission to enrol.

**PUBH5417** Injury Epidemiology Prevention & Control  
This unit of study is not available in 2016 | 4 | | | | | Semester 2

**PUBH5418** Tobacco Control in the 21st Century  
This unit of study is not available in 2016 | 6 | | | | Intensive August |

**PUBH5419** Falls Prevention in Older People  
This unit of study is not available in 2016 | 4 | | | | | Semester 2

**PUBH5420** Public Health Advocacy Strategies  
This unit of study is not available in 2016 | 4 | | | | | Semester 2b

**PUBH5421** Infection Prevention in Healthcare  
This unit of study is not available in 2016 | 6 | | | | | Semester 2

**PUBH5422** Health and Risk Communication  
This unit of study is not available in 2016 | 6 | | | | | Semester 2

**PUBH5423** Adv Concepts: Vaccines in Public Health  
This unit of study is not available in 2016 | 4 | | PUBH5416 | | Note: Department permission required for enrolment | Semester 2

**PUBH5500** Advanced Qualitative Health Research  
This unit of study is not available in 2016 | 6 | QUAL5005 | | | | Semester 1

### Part 2

**BACH5343** Individual and Societal Ageing  
This unit of study is not available in 2016 | 6 | | | BACH5041 | | Semester 2

**BETH5203** Ethics and Public Health  
This unit of study is not available in 2016 | 6 | | | PUBH5010 or CEPI5100 or SUST5004 | | Semester 2

**BETH5207** Arts in Health  
This unit of study is not available in 2016 | 6 | | | | | Semester 2

**BETH5209** Medicines Policy, Economics and Ethics  
This unit of study is not available in 2016 | 6 | | | | A degree in science, medicine, pharmacy, nursing, allied health, philosophy/ethics, sociology/anthropology, history, law, communications, public policy, business, economics, commerce, organisation studies, or other relevant field, or by special permission. | Semester 1

**CEPI5200** Quality and Safety in Health Care  
This unit of study is not available in 2016 | 6 | | | | A clinical experience strongly recommended | Semester 1

**CEPI5214** Writing and Reviewing Medical Papers  
This unit of study is not available in 2016 | 4 | | | PUBH5018 and (CEPI5100 or PUBH5010). Please speak to the Unit Coordinator if you have not successfully completed these units prior to enrolling in CEPI5214. | | Semester 1

**CEPI5310** Advanced Statistical Modelling  
This unit of study is not available in 2016 | 4 | | | PUBH5212 | | Semester 1

**CHSC6906** Health in China  
This unit of study is not available in 2016 | 6 | | | | | Semester 2

**COMP5424** Information Technology in Biomedicine  
This unit of study is not available in 2016 | 6 | | | | | Semester 1

**COMP5456** Introduction to Bioinformatics  
This unit of study is not available in 2016 | 6 | | | | A Some experience with basic programming (coding) in Java, C, C++ or Perl; Some proven ability in mathematical or information sciences (as evinced in the prerequisites); Some knowledge of molecular biology either through first year BIOL papers or MBLG1001. | Summer Main

**DENT5013** Preventative Dentistry  
This unit of study is not available in 2016 | 6 | | | | PUBH5010 or CEPI5100 and PUBH5018 or DENT6000 | Semester 2

**DENT5014** Dental Health Services  
This unit of study is not available in 2016 | 6 | | | | PUBH5018 and (PUBH5010 or CEPI5100) | Semester 2

**DENT5015** Population Oral Health  
This unit of study is not available in 2016 | 6 | | | | PUBH5010 or CEPI5100 or SUST5004 | Semester 2

**HPOL5000** Introduction to Health Policy  
This unit of study is not available in 2016 | 6 | | | | | Semester 1
<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>HPOL5001 Economics and Finance for Health Policy</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>This unit of study is not available in 2016</td>
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</tr>
<tr>
<td>HPOL5003 Analysing Health Policy</td>
<td>6</td>
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<td></td>
<td></td>
<td>Semester 2</td>
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<td>HPOL5007 Global Health Policy</td>
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<td>INFO5306 Enterprise Healthcare Info Systems</td>
<td>6</td>
<td>A The unit is expected to be taken after introductory courses in related units such as COMP5206 - Introduction to IS (or COMP5138 Relational DBMS),</td>
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<td>INFO9003 IT for Health Professionals</td>
<td>6</td>
<td>N INFO5003 Note: Department permission required for enrolment</td>
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<tr>
<td>LAWS6252 Legal Reasoning &amp; the Common Law System</td>
<td>6</td>
<td>N LAWS6881 International students who are required to enrol in this unit must undertake classes during the first week of their study. Health Law and Public Health students should enrol in LAWS6881 Introduction to Law for Health Professionals in lieu of LAWS6252, if available. This unit is not available to MLawIndDev students who have been granted a reduced volume of learning. Students must attend all classes on the timetabled dates as prescribed for their enrolled session/group. An Absent Fail grade may be granted to students who fail to attend the correct session/group.</td>
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<td>Intensive September</td>
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<tr>
<td>LAWS6839 Critical Issues in Public Health Law</td>
<td>6</td>
<td>Core unit for GradDipPubHL students. MHL students may select this unit as one of the three core units required in addition to LAWS6252 or LAWS6881.</td>
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<tr>
<td>LAWS6848 Law and Healthy Lifestyles</td>
<td>6</td>
<td>Core unit for GradDipPubHL students. This unit replaced LAWS6848 New Directions in Public Health Law and Policy and may be substituted for LAWS6839 Critical Issues in Public Health Law as a core unit in the MHL.</td>
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<td>MECO6919 Health Communication</td>
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<td>MIPH5008 Travel and Tropical Medicine</td>
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<td>MIPH5112 Global Communicable Disease Control</td>
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<tr>
<td>MIPH5115 Women’s and Children’s Health</td>
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<tr>
<td>MIPH5116 Culture, Health, Illness and Medicine</td>
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<tr>
<td>MIPH5117 Global Non-Communicable Disease Control</td>
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<tr>
<td>MIPH5118 Global Perspectives of HIV/AIDS</td>
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<td>MIPH5124 Health Issues and Humanitarian Emergencies</td>
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<td>MIPH5127 Mental Disorders in Global Context</td>
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<tr>
<td>MIPH5134 Primary Care in Low Resource Settings</td>
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<td>MIPH5135 Health Systems in Developing Countries</td>
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<tr>
<td>MIPH5136 Nutrition in International Settings</td>
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<td>MIPH5219 International Health Project Management</td>
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<tr>
<td>NTDT5608 Community and Public Health Nutrition</td>
<td>6</td>
<td>C NTDT5305 and NTDT5307 NTDT5608 is available as an elective to students in the Graduate Certificate, Graduate Diploma and Master of Medicine as well as the Master of Science in Medicine (Metabolic Health). For these students, there are no prerequisites for entry into NTDT5608. However, these students must apply for Special Permission from the unit of study coordinator in order to be enrolled.</td>
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<tr>
<td>NURS5094 Principles of Chronic Disease Management</td>
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</table>
### Master of Public Health (Professional Practice)

Master of Public Health (Professional Practice) candidates must enrol in 12 credit points of professional practice units, comprising either PUBH5041 and PUBH5042 or PUBH5040. If a candidate is not able to submit his/her professional practice report after enrolling once in both PUBH5041 and PUBH5042 or once in PUBH5040, then he/she must re-enrol in a minimum of six credit points of professional practice units of study, with the concomitant financial liability, every semester until he/she submits the report.

**PUBH5041** Practice Placement in Public Health 1
- **Credit points:** 6
- **Assumed knowledge:** Department permission required for enrolment
- **Description:** This unit of study is only available to students who commenced their Public Health studies from 2010 onwards. It is available only to students with a weighted average mark of 75% or more in the first 24 credit points completed, and satisfactory placement project proposal. If you wish to undertake a placement, this should be discussed with the unit coordinator well before the start of the Semester in which the placement is to be undertaken.
- **Session:** Semester 1

**PUBH5042** Practice Placement in Public Health 2
- **Credit points:** 6
- **Prerequisites:** Department permission required for enrolment
- **Description:** This unit of study is only available to students who commenced their Public Health studies from 2010 onwards. It is available only to students with a weighted average mark of 75% or more in the first 24 credit points completed, and satisfactory placement project proposal. If you wish to undertake a placement, this should be discussed with the unit coordinator well before the start of the Semester in which the placement is to be undertaken.
- **Session:** Semester 2

**PUBH5040** Practice Placement in Public Health
- **Credit points:** 12
- **Assumed knowledge:** Department permission required for enrolment
- **Description:** This unit of study is only available to students who commenced their Public Health studies from 2010 onwards. It is available only to students with a weighted average mark of 75% or more in the first 24 credit points completed, and satisfactory placement project proposal. If you wish to undertake a placement, this should be discussed with the unit coordinator well before the start of the Semester in which the placement is to be undertaken.
- **Session:** Semester 1

### Master of Public Health (Chronic Disease Prevention)

Master of Public Health (Chronic Disease Prevention) candidates must enrol in 12 credit points of prevention units of study including the following:

**MIPH5117** Global Non-Communicable Disease Control
- **Credit points:** 2
- **Session:** Semester 2

**PUBH5028** Seminars in NCD Prevention and Control
- **Credit points:** 6
- **Assumed knowledge:** Completion of 48 credit points of MPH
- **Session:** Semester 1

Candidates select an additional 4 credit points of units of study from the following:

**PUBH5010** Special Project in Public Health
- **Credit points:** 4
- **Prerequisites:** Department permission required for enrolment
- **Description:** Students negotiate with a public health staff member to be their supervisor on an agreed project. The student informs the Unit co-ordinator, who enrolls the Postgraduate Student Administration Unit permission to allow the student to enrol.
- **Session:** Semester 1

**PUBH5012** Special Project in Public Health
- **Credit points:** 2
- **Prerequisites:** Department permission required for enrolment
- **Description:** Students negotiate with a public health staff member to be their supervisor on an agreed project. The student informs the Unit co-ordinator, who enrolls the Postgraduate Student Administration Unit permission to allow the student to enrol.
- **Session:** Semester 1

or other prevention related units of study from Part 1 or Part 2 of the Table.

### Dissertation units of study

The following units of study are only available to master's students who commenced their candidature prior to 2011.
<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>
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<tr>
<td>PUBH5906</td>
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<td>Note: Department permission required for enrolment</td>
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<tr>
<td>Dissertation A</td>
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<td>PUBH5908</td>
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<td>Dissertation C</td>
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Unit of study descriptions for 2015

BACH5343
Individual and Societal Ageing
Credit points: 6
Teacher/Coordinator: A/Prof Kate O’Loughlin
Session: Semester 2
Classes: 2x1hr lecture/wk, 1x1hr tutorial/wk
Prohibitions: BACH5041
Assessment: 2000 word essay (40%), tutorial presentation (30%), online activities (30%)
Mode of delivery: Normal (lecture/lab/tutorial) day

This unit offers students an insight into the challenges and opportunities associated with population ageing and what is required to meet the needs of the increasing numbers of older people and those who will interact with them. It addresses the social and individual dimensions of ageing, health and well-being and the transitions that occur in later life. There will be an emphasis on the policy and practice implications of an ageing society and the role of various public and private providers (government, health care practitioners, family, voluntary) in providing services and care to older people. Students will be expected to develop a critical understanding of the issues related to ageing and the life course in three specific study areas: 1) Population and social issues; 2) Policies and services; 3) Health promotion and quality of life for older people, their families and carers.

BETH5203
Ethics and Public Health
Credit points: 6
Teacher/Coordinator: A/Professor Stacy Carter
Session: Semester 2
Classes: 5x8hr Intensives; or Distance Education (online).
Prerequisites: 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.
Prohibitions: BETH5206
Assessment: 5xOnline Quiz (50%); 1x2500wd essay (50%)
Mode of delivery: Online

This unit provides students with an overview of the ethical and political issues that underlie public health and public health research. The unit introduces key concepts in public health ethics including liberty, utility, justice, solidarity and reciprocity, and introduces students to different ways of reasoning about the ethics of public health. A critical history of public health and an examination of public health law provide important context. Students also explore the ethical dimensions of central public health problems, including modifying lifestyles, managing communicable diseases, researching communities, responding to global health challenges and using evidence. Throughout, the emphasis is on learning to make sound arguments about the ethical aspects of public health policy, practice and research. Most learning occurs in the context of five teaching intensives, which are highly interactive and focus on the development and application of reasoning skills.

Textbooks
Students are provided with a book of readings (in digital format). Most supplementary readings can be accessed through the library or online.

BETH5207
Arts in Health
Credit points: 6
Teacher/Coordinator: Dr Claire Hooker
Session: Semester 2
Classes: 2x2 days (4 hour combined lectures/tutorials)
Assessment: 2x300-400wd online tasks (25%), 1x1500wd essay (25%), 1x2500wd essay (50%)
Mode of delivery: Block mode

The ‘art of health’ is more than an historic catchphrase; it is a literal phenomenon. Arts based approaches to health promotion, social determinants of health and to a range of health issues (including mental health, dementia and aging, disability, childhood development and cancer) can have stunningly powerful effects. In the past century the visual, literary and performing arts have emerged as vital components of a community based approach to human health and wellbeing. This unit gives students practical examples of how to incorporate the arts into public health and health care. The course offers a rich and detailed exploration of varying debates in the scholarly and practice-based fields of arts-and-health, which include but are not limited to: status and uses of art therapy; music and medicine; narrative, literature and the ‘narrative medicine’ movement; hospital art, design and architecture; and the role of art in health research and social marketing campaigns. Students will learn design thinking as a crucial skill in creative problem solving and social innovation, the new approaches taken up to meet the demands of difficult and rapidly shifting social circumstances. In addition to refining skills, this unit requires that students come to grips with the affective and experiential elements of health. This course will appeal to students of public health; literary, visual and performing arts; social work; psychology; and related disciplines, who want to understand more about the interconnectedness of the arts with human health.

All assessments must be completed to pass this Unit.

Textbooks
None specified

BETH5209
Medicines Policy, Economics and Ethics
Credit points: 6
Teacher/Coordinator: Dr Wendy Lipworth
Session: Semester 1
Classes: Block mode (2x2 days) and online or fully online

This unit provides students with an introduction to the ethical and political issues that underlie public health and public health research. The unit introduces key concepts in public health ethics including liberty, utility, justice, solidarity and reciprocity, and introduces students to different ways of reasoning about the ethics of public health. Most learning occurs in the context of two teaching intensives, which are highly interactive and focus on the development and application of reasoning skills.

By the end of the Unit you will be able to identify the values and ideas upon which public health rests and ready to start thinking proactively about the ethical issues raised by public health interventions and health policy. This is a Core Unit for Graduate Diploma and Master in Public Health students.

Textbooks
Students are provided with a book of readings (in digital format). Most supplementary readings can be accessed through the library or online.
CPEI5300
Quality and Safety in Health Care
Credit points: 6  
Teacher/Coordinator: Professor Merrilyn Walton and Dr Reema Harrison  
Session: Semester 1  
Classes: offered online  
Prerequisites: PUBH5010. Please speak to the Unit Coordinator if you have not successfully completed these units prior to enrolling in CPEI5214.

This unit provides a critical overview of China's contemporary health system and health issues. It uses a multidisciplinary approach to examine the interaction between health and China's development process. Through the use of case studies this unit provides students with concrete examples of current and future issues faced by China's health system, including: health policy formation; health services financing, delivery and evaluation; ethical issues in health services delivery; health inequalities; and, China's epidemiological and demographic transitions.

Textbooks
No mandatory text books. Course notes are provided.

CHSC6906
Health in China
Credit points: 6  
Teacher/Coordinator: Dr Ying Zhang  
Session: Semester 2  
Classes: 1x2-hr seminar/week  
Assessment: 2000wd essay (25%) and 1000wd case study research paper (40%)  
Mode of delivery: Normal (lecture/lab/tutorial) day

This unit covers statistical analysis techniques that are commonly required for analysing data that arise from clinical or epidemiological studies. Students will gain hands on experience applying model-building strategies and fitting advanced statistical models. In particular, students will learn a statistical software package called Stata, how to handle non-linear continuous variables, and how to analyse correlated data. Correlated data arise from clustered or longitudinal study designs, such as, cross-over studies, matched case-control studies, cluster randomised trials and studies involving repeated measurements. Statistical models that will be covered include fixed effects models, marginal models using Generalised Estimating Equations (GEE), and mixed effects models (also known as hierarchical or multilevel models). This unit of study focuses on data analyses using Stata and the interpretation of results.

Textbooks
No mandatory text books. Course notes are provided.

CPEI5214
Writing and Reviewing Medical Papers
Credit points: 4  
Teacher/Coordinator: A/Prof Angela Webster  
Session: Semester 1  
Classes: offered online  
Prerequisites: PUBH5018 and (CPEI5100 or PUBH5610). Please speak to the Unit Coordinator if you have not successfully completed these units prior to enrolling in CPEI5214.

This unit aims to teach students the principles of research integrity in writing for medical journals, to guide them to resources to improve their conference abstract and manuscript writing and submission to a peer reviewed journal. Students will learn about reporting guidelines, common pitfalls in writing and presenting research, improving tables and figures for manuscripts, writing cover letters and responding to reviewer's comments. Students will learn skills needed to act as a peer-reviewer.

Textbooks
No mandatory text books - readings available online.
statistics and computer science, to the 'soft' subjects in the biological / health sciences and pharmacology. The unit covers the essentials of bioinformatics data gathering, manipulation, mining and storage that underpin bioinformatics research. It further provides additional practical training in the application of knowledge in the field. The unit provides opportunities for the effective practice of population oral health. This unit focuses on the determinants of oral health and the importance of upstream measures to attack the root cause of oral diseases and the planning, implementing and evaluating of these approaches. The following topics will be covered: principles of population health approach, planning and policy framework for population oral health, the changing profile oral health and patterns of oral health care; water fluoridation (including legislation, benefits/risks, the politics of fluoridation, the arguments for and against water fluoridation), overview of policies and initiatives regarding dental services - the example of New South Wales; and oral health workforce and emerging workforce issues. On the completion of this unit of study students should be able to demonstrate ability to design/develop, implement and evaluate population based oral health programs to improve overall oral health and reduce inequalities in oral health.

Textbooks


What options do we have for organising, providing and funding better public dental care?

Australian Health Policy Institute. Commissioned Paper Series 2001/02. Available at


dental care?

Introduction to Health Policy

Credit points: 6 Teacher/Coordinator: A/Prof James Gillespie Session: Semester 1 Classes: Distance Education with compulsory Intensive workshops on Campus. 2 x 2-day workshops, online lectures and discussions Assessment: 1 x 1500wd written assignment (30%); 1 x 3000wd written assignment (50%); Online learning quiz (5%); online problem based learning exercise (15%) Mode of delivery: Distance education/intensive on campus

To develop a critical and comparative understanding of the history, theory and practice of health policy. To give an overview of the political choices and frameworks - national and global - that shape policymaking.

Learning objectives:
- acquire a critical understanding of the basic history and features of the Australian health system
- understand the main frameworks used to analyse and make policy
- understand the main issues in the translation of policy into practice
- demonstrate the capacity to apply these understandings in particular settings through case studies.

Content:
This unit explores the main structures and institutions that make health policy. The unit examines debates over policy frameworks, and the evidence and advocacy in setting priorities. Conflicts over health policy will be placed in broader contexts - comparing different health systems and assessing global influences. Case studies will be used to examine the relationships between policy and practice.

Textbooks

**HPOL5001 Economics and Finance for Health Policy**

**Credit points:** 6  
**Teacher/Coordinator:** A/Prof James Gillespie, A/Prof Stephen Jan  
**Session:** Semester 1  
**Classes:** Distance Education with compulsory Intensive workshops on Campus. 2 x two day workshops plus online discussion  
**Assessment:** Health Economics Exercise (50%), Health finance assignment (50%)  
**Mode of delivery:** Distance education/intensive on campus

This unit aims to provide students with an understanding of the financial and economic aspects of health policy. It introduces the main concepts and analytical methods of health economics, political economy and finance. Learning objectives:

- understand the main models and debates regarding health funding in developed OECD countries and the implications for equity, delivery and governance of health services.  
- apply this knowledge to current Australian and global health systems and debates over reform.  
- understand the role of economic analysis in evaluating health policy change  
- be familiar with theoretical frameworks underlying health economics and analysis.

**Content:**

This unit introduces the main concepts and analytical methods of health economics, political economy and finance to examine the workings of health systems in Australia and comparable countries. It looks at the main models of health system funding and their implications for the structure, planning and delivery of services. The first module focuses on the basic concepts and methodologies of health economics and political economy and their contribution to policy analysis. The second module places funding structures in a broader political and policy context. Topics include the debates over the public-private mix and governance and accountability - who makes decisions about funding priorities? To whom should decision makers be held accountable and for what aspects of their work? How does health finance shape broader policy reform?

**Textbooks**

**HPOL5003 Analysing Health Policy**

**Credit points:** 6  
**Teacher/Coordinator:** Professor Andrew Wilson and A/Prof James Gillespie  
**Session:** Semester 2  
**Classes:** Distance Education with compulsory Intensive workshops on Campus. 2 x two day workshops plus online discussion  
**Assessment:** 1x2500 word assignment (50%), 1x3000 word assignment (50%)  
**Mode of delivery:** Distance education/intensive on campus

This unit develops skills for the effective critical appraisal of health policy. It familiarizes students with the principles, and limitations, of evidence-based health policy and how this is shaped by the health and political systems. Learning objectives:

- to develop critical appraisal skills to critique the research that underpins policy  
- to identify and analyse the main influences on policy development  
- to evaluate existing policy frameworks and processes in relation to evidence, political context and broader community values

**Content:**

This unit builds policy analysis and analytical skills by exploring policy design, implementation and evaluation. It 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 workshops focus on the critical use of epidemiological and public policy analysis to build the evidence base for policy, taking into account political and social contexts.

**Textbooks**

**HPOL5007 Global Health Policy**

**Credit points:** 6  
**Teacher/Coordinator:** Dr Carmen Huckel Schneider, Dr Anne Marie Thor  
**Session:** Semester 2  
**Classes:** Distance Education with compulsory Intensive workshops on Campus or online. 2 x 2 day workshops plus 4 tutorials (tutorials offered face-to-face or online)  
**Assessment:** 1 x 2000 word essay (35%), Tutorial discussion papers or online discussion (15%), 1 x 3000 word essay (50%)  
**Mode of delivery:** Online

This unit explores the impact of globalization the health of populations and policy making processes. It also investigates the potential to improve health outcomes globally through policy. The aim of this course is to equip students with the knowledge and skills to identify and articulate political and policy processes at the global level, become familiar with institutions and actors involved in global health policy and utilize strategies for influencing policy making at the global level. The unit will explore global health threats that transcend national boundaries; especially those whose causes or results transcend the capacity of individual states to influence. We analyse the influence and power of institutions and actors in the development and implementation of global health policy, including the World Health Organisation, UNICEF, the World Bank, the WTO, the Gates Foundation and NGOs. We will also investigate the governance of global health policy responses. Teaching will make extensive use of current case studies from recognised experts in the field.

**Textbooks**

**INFO5306 Enterprise Healthcare Info Systems**

**Credit points:** 6  
**Session:** Semester 2  
**Classes:** Lecture 2 hrs/week; Tutorial 1 hr/week; Laboratory 1 hr/week  
**Assumed knowledge:** The unit is expected to be taken after introductory courses in related units such as COMP5206 - Introduction to IS (or COMP5138 Relational DBMS).  
**Assessment:** Through semester assessment (50%) Final Exam (50%)  
**Mode of delivery:** Normal (lecture/tut/tutorial) day

Healthcare systems intimately coupled to ICT have been at the forefront of many of the medical advances in modern society in the past decade. As is already the case in many other service-driven sectors, it is widely recognised that a key approach to solve some of the healthcare challenges is to harness and further ICT innovations. This unit is designed to help fill a massive technology talent gap where one of the biggest IT challenges in history is in the technology transformation of healthcare.

The unit will consist of weekly lectures, a set of group discussions (tutorials) and practical lab sessions. The contents will offer students the opportunity to develop IT knowledge and skills related to all aspects of Enterprise Healthcare Information Systems. Key Topics covered include:

* Health Information System e.g., Picture Archiving and Communication Systems (PACS) and Radiology IS  
* Electronic Health Records / Personal Health Records  
* Health data management  
* Healthcare Transactions  
* Health Statistics and Research  
* Decision Support Systems including Image-based systems  
* Cost Assessments and Ethics / Privacy
Specialist Tribunals; precedent; court hierarchies; legal reasoning; law. Instruction will cover the legislative process; the judiciary and knowledge to competently apply themselves in their chosen area of designed to equip students with the necessary legal skills and legal
Graduate Diplomas offered in these programs. The unit has been
entering the: Master of Administrative Law and Policy; Master of
This is a compulsory unit for all postgraduate students who do not
attend all classes on the timetabled dates as prescribed for their enrolled
students who have been granted a reduced volume of learning. Students must
in lieu of LAWS6252, if available. This unit is not available to MLaw/IntDev
students should enrol in LAWS6881 Introduction to Law for Health Professionals
Note: International students who are required to enrol in this unit must undertake
exam (75%)
Prohibitions: LAWS8861 Assessment: in-class test (25%) and take-home exam (75%)
Mode of delivery: Block mode
Note: International students who are required to enrol in this unit must undertake
Laboratory: 6 hours per week
6 Credit points:
LAWS6252 Legal Reasoning & the Common Law System
Credit points: 6 Teacher/Coordinator: S1CMR (Group A) & S1CIAP (Group B): Assoc Prof Belinda Smith and S2CIUA (Group C) & S2CISE (Group D): Mr Michael Skinner Session: Intensive April, Intensive August, Intensive March, Intensive September Classes: Group A: Mar 3 to 6 (9-5) Group B: Mar 20, 21 & Apr 10, 11 (9-5) Group C: Jul 28 to 31 (9-5) Group D: Sep 4, 5 & 18, 19 (9-5) Prohibitions: LAWS8861 Assessment: in-class test (25%) and take-home exam (75%)
Mode of delivery: Block mode
Note: International students who are required to enrol in this unit must undertake classes during the first week of their study; Health Law and Public Health students should enrol in LAWS8861 Introduction to Law for Health Professionals in lieu of LAWS6252, if available. This unit is not available to MLaw/IntDev students who have been granted a reduced volume of learning. Students must attend all classes on the timetabled dates as prescribed for their enrolled session/group. An absent Fail grade may be granted to students who fail to attend the correct session/group.
This is a compulsory unit for all postgraduate students who do not hold a law degree or equivalent from a common law jurisdiction entering the: Master of Administrative Law and Policy; Master of Business Law; Master of Environmental Law; Master of Environmental Science and Law; Master of Global Law; Master of Health Law; Master of International Business and Law; Master of Labour Law and Relations; Master of Law & International Development as well as Graduate Diplomas offered in these programs. The unit has been designed to equip students with the necessary legal skills and legal knowledge to competently apply themselves in their chosen area of law. Instruction will cover the legislative process; the judiciary and specialist tribunals; precedent; court hierarchies; legal reasoning; constitutional law; administrative law; contracts; and torts. Some elements of the unit will be tailored in accordance with the requirements of the particular specialist programs.
LAWS639 Critical Issues in Public Health Law
Credit points: 6 Teacher/Coordinator: Prof Roger Magnusson Session: Intro Class: Mar 9 (6-8) then Mar 12, 13 & Apr 16, 17 (9-4.30) Assessment: short response question (20%) and 6000wd essay (80%) or short response question (20%), 3000-3500wd essay (40%) and take-home exam (40%) or short response question (20%) and two 3000-3500wd essays (80%)
Mode of delivery: Block mode
Note: Core unit for Grad Dip Pub HL students. MH students may select this unit as one of the three core units required in addition to LAWS6252 or LAWS6881.
This unit provides an introduction to key topics in public health law, and a foundation for further study in this field. It begins by exploring the use of law - both historically and conceptually - as a tool for protecting the public's health, for responding to health risks and implementing strategies designed to promote public health. It reviews the sources of public health law, considers the strategies that law can deploy to protect and promote health, as well as debates about the appropriate limits for law in the protection of public health in a liberal democracy.
The unit also provides a review of the law's role within several critical areas, including: acute public health threats (with a focus on SARS, pandemic influenza, and bioterrorism); sexual health and STIs; and tobacco control.
Key topics include: The definition and role of public health law; Case studies illustrating the sources of public health law; The legal framework for managing pandemic influenza and other acute public health threats; An introduction to tobacco control law; and Law's role in promoting sexual health.
Throughout the unit, students will be trained to identify legal issues and to explore their health significance, or impact on population health. Students will be encouraged and expected to critically evaluate the success of public health laws and their underlying strategies for protecting and promoting health. Students will also explore the tension between the public health interest, and competing public and private interests.
Students wishing to extend their knowledge of public health law can enrol in the companion unit, LAWS6848 Law & Healthy Lifestyles. These units comprise a core program in public health law.
Textbooks
LAWS6848 Law and Healthy Lifestyles
Credit points: 6 Teacher/Coordinator: Prof Roger Magnusson Session: Intensive March Assessment: one short response question (20%) and 6000wd essay (80%) or one short response question (20%), 3000-3500wd essay (40%) and one take-home exam question (40%) or one short response question (20%) and two 3000-3500wd essays (80%)
Mode of delivery: Block mode
Note: Core unit for Grad Dip Pub HL students. This unit replaced LAWS6848 New Directions in Public Health Law and Policy and may be substituted for LAWS6839 Critical Issues in Public Health Law as a core unit in the MHL.
This unit responds to growing interest in the law’s response to tobacco use, obesity, poor diet, alcohol abuse and sedentary lifestyle - the leading causes of preventable disease in Australia, the United States, and increasingly, in developing economies. Cancer, heart disease, stroke, diabetes and tobacco-related diseases are society’s greatest killers, but what can law do - and what should it be doing - to prevent and control them?
Although law’s relationship with the behavioural risk factors for these non-communicable diseases (or NCDs) is complex and contested, governments are experimenting with a wide range of legal strategies to encourage healthier lifestyles. This unit focuses on developments in Australia and the United States, and places legal developments in these countries within an international context.
The aim of this course is to equip students with conceptual skills to think powerfully about law’s role in the prevention of NCDs and their risk factors, and to participate effectively in debates about appropriate, workable, legal and regulatory interventions. Through a comparative
approach that draws on legal responses to NCDs in both Australia and the United States, students will explore the tension between personal responsibility and freedom, and the broader public interest in a healthy population and a productive economy.

Key topics include: Frameworks for thinking about law, and environments that support healthier lifestyles; Global health governance and the prevention of non-communicable diseases; Tobacco control: where to from here? Personal responsibility for health, and law’s role; Regulating alcohol; Obesity prevention; and Law’s role in improving diet and nutrition, and encouraging active living.

Throughout the unit, students will be encouraged to critically evaluate the success of the strategies law adopts to protect and promote public health, to explore new strategies that law might adopt, and to reflect on the tension between the public interest in protecting health, and competing interests.

Textbooks


MECO6919 Health Communication

Credit points: 6 Session: Semester 1 Classes: 1x2hr seminar/week Assessment: 1x1000wd commentary and critique (20%), 1x500wd discussion leadership (15%), 1x1500wd research project on health issue (25%), 1x3000wd research paper (40%) Mode of delivery: Normal (lecture/lab/tutorial) day

This unit introduces key concepts in health communication. Students will explore micro- and macro-level theories of health (behaviour) communication that inform the design and implementation of health communication campaigns, planned and unplanned effects of communication campaigns, and the evaluation of such campaigns. It aims to give students a critical and practical understanding of theory and research concerning the role of communication in health promotion efforts.

MIPH5008 Travel and Tropical Medicine

Credit points: 2 Teacher/Coordinator: Dr Giselle Manalo, Dr Paula Fogarty Session: Intensive October Classes: 1x 2day intensive lectures Assessment: 1x 2000word individual essay (80%) and attendance (20%) Mode of delivery: Block mode

This unit aims to provide an overview of common health issues and emerging travel-related diseases, with a general look at prevention and control of these problems for travellers or those intending to work in tropical or resource-poor settings for a significant period of time. Travel/public health regulations associated with outbreaks and disasters are also addressed. During the short course, students will also explore issues such as pre-travel preparations, protection from vector-borne diseases and vaccinations. The teaching method is face-to-face teaching. Attendance is compulsory.

Textbooks

Readings are available on the unit's eLearning site

MIPH5112 Global Communicable Disease Control

Credit points: 4 Teacher/Coordinator: Dr Grant Hill-Cawthorne, Dr Giselle Manalo Session: Semester 2 Classes: 1x 2 hr lecture per week for 13 weeks; 1x 1hr tutorial per week for 9 weeks plus 1 x 1 day peer learning session through group presentations; also offered fully online. Assessment: 1x group presentation (25%), 1x2500 word written essay (50%), tutorial facilitation (20%) and peer evaluation (5%) Mode of delivery: Online

This unit gives candidates an insight into prevention and control of communicable diseases in developing countries using country-specific examples presented by professionals with field experience. The unit covers tropical diseases (including schistosomiasis and leprosy), as well as vector-borne conditions (including yellow fever and dengue), zoonoses and emerging infectious diseases such as pandemic influenza.

Textbooks

Readings are available on the unit's eLearning site

MIPH5115 Women's and Children's Health

Credit points: 4 Teacher/Coordinator: Dr Jane Hirst Session: Semester 2 Classes: 1x2hr lecture per week for 10 weeks, 1x1hr tutorial per week for 9 weeks; also offered fully online. Assessment: 1x2000 word individual assignment (50%), 1x group report (30%), tutorial participation (20%) Mode of delivery: Normal (lecture/lab/tutorial) day

This unit aims to give students an overview of the health status of women and children in international settings. It also aims to examine causes of major health problems and possible approaches to improving the health of women and children in resource-poor countries. The unit covers a variety of issues in women's and children's health, including approaches to prevention of maternal and fetal, neonatal and child mortality, poverty, mother to child HIV transmission, women and violence, family planning, diarrhoeal disease, pneumonia, and vaccine preventable diseases.

Textbooks

Readings are available on the unit's eLearning site

MIPH5116 Culture, Health, Illness and Medicine

Credit points: 4 Teacher/Coordinator: Dr Cynthia Hunter Session: Semester 2 Classes: 1 x 2 day workshop; 1 x 2hr seminar per week for 7 weeks; also offered fully online. Assessment: 1x3000word essay (75%) and 1x1hr class facilitation (25%) Mode of delivery: Normal (lecture/lab/tutorial) day

This unit aims to provide an integrated and interpretive approach to an understanding of health-related behaviours of populations in international settings, by synthesizing anthropological knowledge and methodology, and the interactions of culture, biology, psychology and environment. The teaching process is by student-led, lecturer-guided, discussion based review and critical analysis of relevant topics. During the unit, students will explore a range of issues in global and multicultural health from an anthropological perspective. Methodological approaches will encompass ethnography and other anthropological data collection methods. The issues covered will include cultural influences on health, illness and healing, such as indigenous and traditional beliefs and systems, gender and cultural change and the impact of modernization and development on illness and healing. The impact examines disease and illness patterns - their distribution and persistence, mental illness and culture and attitudes towards the use of medications; and the provision of culturally sensitive and appropriate services. The emphasis will be on covering a range of topic areas relevant to the students enrolled, and those of particular importance in contemporary international and multicultural health contexts.

Textbooks

Readings are available on the unit's eLearning site

MIPH5117 Global Non-Communicable Disease Control

Credit points: 2 Teacher/Coordinator: Dr Rohina Joshi Session: Semester 2 Classes: 1x 2hr lecture per week for 7 weeks; also offered fully online Assessment: 1x 2000word written assignment (90%) and class participation (10%) Mode of delivery: Online

This unit aims to provide candidates with an understanding of the causes and control of non-communicable diseases (NCDs) in developing countries. These diseases are associated with social and economic development and the demographic and health transitions. Topics covered in the unit include cardiovascular diseases, diabetes, cancer, primary health care in relation to NCDs, health promotion for NCDs and approaches to NCD research in developing countries. Lectures are given by health professionals with direct experience of NCD control in developing countries.

Textbooks

Readings are available on the unit's eLearning site
MIPH5118
Global Perspectives of HIV/AIDS
Credit points: 4 Teacher/Coordinator: Dr Joel Negin Session: Semester 2a Classes: 4 days of intensive lectures spread over a 1 month period; also offered fully online. Assessment: 1x group report (20%), peer evaluation (10%), 1x2000 word individual assignment (60%), and participation in discussions (10%). Mode of delivery: Normal (lecture/lab/tutorial) day

This unit offers a detailed and evidence-based assessment of the global HIV situation to equip students with the latest understanding of HIV distribution and trends globally, its social and economic implications, the measures being taken to prevent and treat HIV and AIDS, the gaps that need to be addressed in HIV control, and the politics around global HIV issues. Examples from different parts of the world, particularly less developed settings, are used to illustrate key issues influencing the HIV control agenda globally. Emphasis is placed on developing a critical and analytical approach to assessing the HIV situation and developing interventions for its control.

Textbooks
Readings are available on the unit's eLearning site.

MIPH5124
Health Issues and Humanitarian Emergencies
Credit points: 4 Teacher/Coordinator: Ms Bronwen Blake, Associate Professor Michael Dibbey, Associate Professor Lyndal Trevena Session: Intensive November Classes: 1x4 day workshop Assessment: Workshop activities (40%), 1x2500 word written assignment (60%). Mode of delivery: Block mode

This unit gives students an overview of public health aspects of humanitarian emergencies in developing country situations and the range of appropriate responses. This includes considering problems faced by government and non-government organisations in humanitarian emergency relief efforts. Topics covered in the unit include international and human rights law, the role of donor agencies, refugee health, nutritional emergencies, site planning for refugee camps, water and sanitation, sexual violence, protection of vulnerable groups, and communicable disease surveillance and control.

Textbooks
Readings are available on the unit's eLearning site.

MIPH5127
Mental Disorders in Global Context
Credit points: 2 Teacher/Coordinator: Associate Professor Maree Hackett Session: Intensive September Classes: 1x2 day workshop Assessment: 1x2000 word essay (50%) plus class participation (10%). 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 disorders, their prevalence and population burden and their 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, with a focus on health policy.

Textbooks
Readings are available on the unit's eLearning site.

MIPH5134
Primary Care in Low Resource Settings
Credit points: 4 Teacher/Coordinator: Associate Professor Lyndal Trevena Session: Semester 2a Classes: On-line over 7 weeks or 4x1 day face to face workshop plus online sessions. Online mini-lectures and readings available for 1-2 hours per week; Group work online 2 hours per week. Assessment: Formative assessment: Abstract of 250 words (10%); Contribution to group learning (20%), 2000 word case submission (70%). Mode of delivery: Distance education/intensive on campus

This unit of study is designed for students who have completed or are working towards a health degree. It will assume some clinical background knowledge and aims to prepare students to a basic level for applying public health principles in low resource primary health care settings. The course will introduce and revise the fundamental aspects of effective primary health care, define different aspects of low-resource settings (health system, healthcare worker, patient factors etc) and their effect on knowledge translation. The key learning component will comprise a series of problems which will be solved in online groups and supported by guest lecturers, tutors and resources. Problems will include low-income country settings but also resource-challenged settings due to remoteness and/or socioeconomic and other disadvantage. Students will be expected to be self-directed adult learners during this unit. This unit of study can be combined with MIPH5004 International Health Independent Study 1 (2crp) for a total of 6 credit points.

MIPH5135
Health Systems in Developing Countries
Credit points: 4 Teacher/Coordinator: Dr Joel Negin, Associate Professor Alexandra Martlinuk Session: Semester 2 Classes: 1x2hr lecture per week for 10 weeks; plus 2x0.5 day workshops Assessment: 1x1500 word research proposal (40%), 1x2000 word case study report (50%), and participation (10%). Mode of delivery: Normal (lecture/lab/tutorial) day

Health systems are complex and multi-faceted. Successful health systems require attention to political economy, governance, institutions, and local context. This unit will cover health systems in developing countries to equip students with a conceptual understanding and a set of tools to address major public health challenges from a health systems perspective. With a focus on evidence-based decision making, the unit will provide an understanding of health systems including specific topics such as health workforce, financing, service delivery, information systems and policy, and how these impact health interventions and health status in less developed countries. A multi-sectoral, integrated model will be used to understand the varied aspects of development challenges related to health systems. A case study approach will then provide students with concrete examples of health systems challenges and will strengthen students' ability to view health problems in a holistic, multi-faceted manner. The unit will provide students with the tools needed to make a practical difference in health systems in less developed countries with emphasis on implementation of health projects and bringing interventions to scale.

Textbooks
Readings are available on the unit's eLearning site.

MIPH5136
Nutrition in International Settings
Credit points: 4 Teacher/Coordinator: Associate Professor Michael Dibbey Session: Intensive August Classes: 2x2 day workshops Assessment: 1x1000 word exercise on nutritional assessment (30%), 1x2500 word assignment (60%), workshop attendance and participation (10%). Mode of delivery: Block mode

The aim of this unit is to provide students with insights into the major nutrition-related public health problems in low- and middle-income countries; knowledge and practical skills about nutritional assessment; and the design and evaluation of nutritional interventions. The content areas include an overview of nutrition as a major determinant of health and disease; methods to assess community nutritional status; the impact of maternal and child under-nutrition on mortality and overall disease burden; design and evaluation of effective interventions; issues surrounding food security; agriculture and nutrition; and nutrition policies and resources. The unit is taught in two 2-day workshops, with the first workshop focusing on nutritional assessment and major nutrition-related public health problems in low- and middle-income countries, and the second workshop focusing on design and evaluation of interventions. On completion students should be able to recognise key nutritional problems facing low- and middle-income countries; have acquired knowledge and practical skills as to how these problems can be assessed; and gained insights into a number of different multi-sectoral approaches to address these problems.

Textbooks
Readings are available on the unit's eLearning site.
will explore the principles of chronic disease prevention and disease models and programs that have been developed. Students
This unit of study will evaluate the burden and impact of chronic diseases on Australian society, and the local and international chronic disease models and programs that have been developed. Students
will explore the principles of chronic disease prevention and management, including relevant evidence-based decision-making processes and practices, the concepts of self-management, and coordinated, quality care. The National Health Priority Areas of arthritis and musculoskeletal conditions, asthma, cancer control, cardiovascular health, diabetes mellitus, injury prevention and control, mental health, and obesity will be examined from both both population and personal illness prevention perspectives. Unit content will be informed by person-centred, interdisciplinary approaches to care and service delivery as these relate to the management of chronic conditions.

Effective international health projects management contributes to the achievement of health and development in developing countries. The Unit aims to give students a good understanding of the concepts and key elements of project design and evaluation, and to demonstrate tools and techniques used in effective project management at different stages. A detailed step by step application of the Logical Framework Approach (LFA) in project design will be presented, including stakeholder analysis, problem and objective analysis, and the logframe matrix. The Unit also gives students an opportunity for hands-on practice through the design of a project in an international setting and allows them to consider the challenges and practical issues faced by people involved in international health project management. The key topic areas covered include: concepts and principles of international project management; context and situation analysis; the LFA for project design; project management functions including managing information, resources, risk, quality and change; and project monitoring and evaluation. At the end of the course, students should be able to: identify the key aspects of the LFA to project design; develop a project proposal in international settings; recognise challenges and practical issues faced by people involved in international health project management; and apply a systematic approach to project planning and management in international settings.

Textbooks
Readings are available on the unit's eLearning site

NTDT5608
Community and Public Health Nutrition
Credit points: 6 Teacher/Coordinator: Dr Jimmy Louie Session: Semester 2 Classes: 4 hours lectures and 2 tutorials per week Corequisites: NTDT5305 and NTDT5307 Assessment: 2 hour exam (45%); 4 assignments (55%) Mode of delivery: Normal (lecture/lab/tutorial) day
Note: NTDT5608 is available as an elective to students in the Graduate Certificate, Graduate Diploma and Master of Medicine as well as the Master of Science in Medicine (Metabolic Health). For these students, there are no prerequisites for entry into NTDT5608. However, these students must apply for Special Permission from the unit of study coordinator in order to be enrolled.

This unit of study introduces students to the concepts and principles underlying, and issues associated with, nutrition in community and public health contexts. It covers the principles of health promotion and teaches the students how to plan, implement and evaluate nutrition promotion strategies. The scope and distribution of chronic diseases and the role of nutrition in the etiology of diseases such as cancer, heart disease, diabetes and obesity is examined. This unit of study also investigates the food habits of culturally and linguistically diverse groups, nutritional intakes and requirements of people across the lifespan, and the current nutrition policies and guidelines aimed at preventing chronic diseases.

Textbooks

NURS5094
Principles of Chronic Disease Management
Credit points: 6 Session: Semester 2 Classes: distance education/intensive on campus, up to 4 study days Assessment: online activities and project and assignment (100%) Mode of delivery: Distance education/intensive on campus

This unit of study will evaluate the burden and impact of chronic diseases on Australian society, and the local and international chronic disease models and programs that have been developed. Students
will explore the principles of chronic disease prevention and management, including relevant evidence-based decision-making processes and practices, the concepts of self-management, and coordinated, quality care. The National Health Priority Areas of arthritis and musculoskeletal conditions, asthma, cancer control, cardiovascular health, diabetes mellitus, injury prevention and control, mental health, and obesity will be examined from both both population and personal illness prevention perspectives. Unit content will be informed by person-centred, interdisciplinary approaches to care and service delivery as these relate to the management of chronic conditions.

PMED5051
Leadership in Medicine
Credit points: 6 Teacher/Coordinator: Mike Jenner and Hudson Birden Session: Semester 2 Classes: Block intensive up to 3 days and students will spend approx 8 hours/week (x 13 weeks) engaging in online discussions, self-directed learning activities and literature appraisal. Assessment: 5 x 1 page assignments (10% each - 50%), weekly online participation (30%), face-to-face participation (20%) Mode of delivery: Online

A successful leader is influential and their effectiveness is determined by the behaviours they consistently manifest. This practical leadership unit is focussed on behaviours and will explore best practice in medical leadership and guide the learner in how to improve their leadership skills. The course is tailored to health professionals and is based on a similar unit in the University of Sydney Business School and MBAs. Students will gain an understanding of the concepts that underpin the influencing process and will develop skills in the individual components of influencing. Topics covered will include: building self-awareness, the development process, self-management, managing difference, best practice communication (setting expectations, listening, meeting, giving and receiving feedback, confronting, conflict resolution), effective networking, building productive relationships and driving engagement.

Textbooks
Nil. Required readings will be provided

PUBH5010
Epidemiology Methods and Uses
Credit points: 6 Teacher/Coordinator: Professor Tim Driscoll Session: Semester 1 Classes: 1 x 1hr lecture and 1 x 2hr tutorial per week for 13 weeks - lectures and tutorials may be completed online Prohibitions: BSTA5011, CEPI5100 Assessment: 1 x 4page assignment (30%) and 1 x 2.5hr supervised open-book exam (70%). For distance students, it may be possible to complete the exam externally with the approval of the course coordinator. Mode of delivery: Online

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

Textbooks

PUBH5018
Introductory Biostatistics
Credit points: 6 Teacher/Coordinator: Dr Kevin McGeever and Dr Patrick Kelly Session: Semester 1 Classes: 2 x 2hr lectures, 10 x 1hr lectures, 11 x 2hr tutorials, 2 x 1hr and 8 x 0.5hr statistical computing self directed learning tasks over 12 weeks - lectures and tutorials may be completed online Assessment: 1 x 4 page assignment (30%) and 1 x 2.5hr open-book exam (70%). For distance students it may be possible to complete the exam externally with the approval of the course coordinator. Mode of delivery: Normal (lecture/lab/tutorial) evening

This unit aims to provide students with an introduction to statistical concepts, their use and relevance in public health. This unit covers descriptive analyses to summarise and display data; concepts underlying statistical inference; basic statistical methods for the analysis of continuous and binary data; and statistical aspects of study design. Specific topics include: sampling; probability distributions; sampling distribution of the mean; confidence interval and significance
tests for one-sample, two paired samples and two independent samples for continuous data and also binary data; correlation and simple linear regression; distribution-free methods for two paired samples, two independent samples and correlation; power and sample size estimation for simple studies; statistical aspects of study design and analysis. Students will be required to perform analyses using a calculator and will also be required to conduct analyses using statistical software (SPSS). It is expected that students spend an additional 2 hours per week preparing for their tutorials. Computing tasks are self-directed.

Textbooks
Course notes are provided.

PUBH5019 Cancer Prevention and Control
Credit points: 6 Teacher/Coordinator: Dr Monica Robotin Session: Semester 2 Classes: 24 hours online lectures, 15 hours online discussions Prerequisites: PUBH5010 or CEP5100 Assessment: 2 assignments (65%), 5 online tutorials (35%). Mode of delivery: Online
Note: Department permission required for enrolment.

This unit aims to provide students with specific information on the concepts, methods and applications underpinning cancer prevention and control at population level. It is designed to address specific educational needs of students in various programs within the School of Public Health and to offer a broad-based perspective on cancer control, ranging from primary prevention, screening and early intervention, tertiary prevention and palliative care. Emphasis will be given to cancers with the greatest impact at population level and where evidence demonstrates that policies and interventions are capable of reducing cancer incidence, mortality, prolonging survival and improving quality of life. Although focusing on specific Australian conditions, the information will be presented in the context of regional and global 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 other countries.

Textbooks
Readings for this unit will be available on the eLearning site

PUBH5020 Chronic Disease Prevention and Control
Credit points: 6 Teacher/Coordinator: Dr Monica Robotin Session: Semester 1 Classes: 24 hrs online lectures; 12 hrs online discussions Prerequisites: PUBH5010 or CEP5100 Assessment: assignments (70%), online discussions (30%). Mode of delivery: Online
Note: Department permission required for enrolment.

This course offers a broad-based integrated perspective on chronic disease prevention. The course reviews the epidemiology of selected chronic diseases with the highest impact at population level in Australia (cardiovascular diseases; cancer; chronic lung disease; diabetes and chronic renal disease). The information will focus on Australian settings, but presented within the context of a regional perspective of chronic disease prevention.

Teaching will focus on the interrelationships between the biological and epidemiological aspects of chronic diseases, the interplay between determinants of health and chronic disease, and the balance between high risk and population based strategies for reducing disease burden, and exploring their applicability to disease prevention. Students will be involved in evaluating the effectiveness of different prevention strategies and will examine the role of health policy in developing effective and sustainable chronic disease management programs in different settings (in Australia and the region).

Textbooks
Readings for this unit will be available on the eLearning site

PUBH5024 Obesity and Health Promotion
Credit points: 2 Teacher/Coordinator: Dr Louise Hardy Session: Intensive August Classes: compulsory attendance at 2.5 one-day workshops including participation in small group work during the workshop. Prerequisites: PUBH5010 or CEP5100, PUBH5033 and PUBH5020 Assessment: Workshop participation and small group work presentation (30%) and 1x written assignment (2000 words) (70%). Mode of delivery: Normal (lecture/lab/tutorial) day

This unit will build on introductory public health core units of study, and apply them to consideration of global obesity as a public health problem. The unit will develop students' skills in approaches to obesity monitoring, prevention programs and policies, extending research methods, critical appraisal skills, introductory health promotion and disease prevention in MPH. Students will develop an understanding of surveillance systems to monitor obesity, and develop skills in evidence based obesity prevention interventions in diverse social, cultural and community contexts. The course will include discussions of policies and international approaches to obesity prevention, as part of non-communicable disease prevention and control.

Textbooks
Pre-readings will be provided.

PUBH5025 Physical Activity and Public Health
Credit points: 2 Teacher/Coordinator: Professor Adrian Bauman Session: Intensive August Classes: Compulsory attendance at 2 x 1 day workshops, followed by two weeks on line discussion. In addition, in 2014, participants are expected to register for the course 3-4 weeks in advance [with Catherine.Kiernan@sydney.edu.au] so they can be directed to the website to watch the compulsory pre-course video on evidence for physical activity and public health that we have created. Prerequisites: Content of Core MPH electives noted as prerequisites Assessment: Attendance and participation at workshop (20%), 1x written assignment (1500-2000 words) (80%). Mode of delivery: Distance education/intensive on campus

This course will build on introductory public health core units of study and apply them to an examination of physical activity and public health. The epidemiological and other evidence for health and social benefits and reasons for activity will be considered, as well as evidence-based strategies and settings for increasing physical activity at the population level. The course will consider the differences between local level 'exercise programs' and large scale public efforts, and develop an understanding of policy and advocacy as applied to physical activity promotion.

Textbooks

PUBH5026 Mass Media Campaigns & Social Marketing
Credit points: 2 Teacher/Coordinator: Dr Phylaray Phongsavan; Professor Adrian Bauman (coordinators), Adjunct Prof Tom Carroll Session: Intensive August Classes: face-to-face/on-campus 2-day residential workshop (lectures, workshops, small group sessions, and student participation and student presentations) Prerequisites: PUBH5033 Assumed knowledge: Training in research methods epidemiology is advised but not essential. Assessment: 1x 1500 word assignment (70%); in class participation (30%). Mode of delivery: Block mode

This unit focuses on mass-reach public health campaigns used to promote health and prevent disease. Building on introductory Masters of Public Health units of study in health promotion/disease prevention [or equivalent], this unit describes the rationale for mass-media led campaigns, social marketing interventions, and how they fit into a comprehensive approach to population health promotion and chronic disease prevention. The major themes covered are the principles of mass-reach communications in public health; designing campaigns [formative evaluation]; developing public health campaigns as part of comprehensive health promotion; understanding the messages, branding and marketing of campaigns; process and impact evaluation of campaigns; the differences between campaigns and social marketing initiatives; and the role of ancillary and supportive health promotion strategies, including media placement and advocacy. The Unit will equip students with skills to plan, design, implement and evaluate public health campaigns.

Textbooks

This unit of study is taught over two days of residential workshop and is an introduction to Public health program evaluation principles. It builds on core MPH methods subjects, but extends learning objectives to develop skills in practical and applied public health and health promotion program planning, evaluation and research methods. Both qualitative and quantitative methods will be used in program evaluation discussions, but the major focus will be on measuring the implementation of programs, and assessing program impact. There is an emphasis on evaluating ‘real world’ programs that address chronic disease prevention and health promotion, but other broad public health content areas will also be used as examples. The unit comprises four areas of discussion, including the [i] principles of evaluation; [ii] research designs and methodological issues for community and applied public health settings; [iii] methods for measuring program impact and outcomes; and [iv] the principles of research translation and dissemination. Attendance at the two days of residential teaching is compulsory for participants.

Textbooks

PUBH5027
Public Health Program Evaluation Methods
Credit points: 2
Teacher/Coordinator: Professor Adrian Bauman, Dr Phlaysavaph 
Phongsavan
Session: Semester 2
Classes: 2 day residential workshop in semester 2
Assessment: in-class participation (20%) and one 1500 word assignments at the end of the unit (80%)
Mode of delivery: Block mode

This unit introduces students to the methods by which evidence is translated, used and abused when governments make decisions affecting public health. Students will become familiar with the main tools used by health economists and policy analysts. The unit will emphasize the role of different forms of evidence and values for priority-setting and policy-making.

Unit technical content is unified by common themes and case studies. Students will apply methods and principles of health economics e.g. resource scarcity, opportunity cost, efficiency and equity to practical real-life examples (including specific indigenous health issues) to critically consider the role of economic evidence in health decision-making in Australia.

Students will then use policy analysis methods to critically examine the Australian health care system and decision-making in public health. The unit will pay particular attention to questions of power and equity, including the position of indigenous peoples. Finally, it will look at how evidence is framed and used in decision-making.

Teaching will make use of contemporary case studies so students learn how technical analytical tools are used in practical examples of policy development, decision-making and public debate.

The unit gives public health students an essential basic knowledge of both disciplines (health economics and health policy) and lays the groundwork for more advanced studies.

PUBH5028
Seminars in NCD Prevention and Control
Credit points: 6
Teacher/Coordinator: Professor Adrian Bauman
Session: Semester 1
Classes: (1 x 3hr meeting)/wk x 10
Assumed knowledge: Completion of 48 credit points of MPH Assessment: Class presentations and discussion (70%); 1x1250 word assignment (30%)
Mode of delivery: Normal (lecture/lab/tutorial) day
Note: Department permission required for enrolment.

The unit of study comprises five main areas for discussion. These are
[i] descriptive, behavioural and policy focused epidemiology: the evidence for risk factors causing NCDs and the global Burden of Disease; upstream determinants of NCD risk factors; [ii] principles of planning and implementing NCD prevention and control in high and in middle/lower-middle income countries; [iii] the role of NCD prevention in global public health; [iv] evidence for effective population NCD prevention, and [v] surveillance systems and population measurement to monitor NCDs and NCD risk factors. The format of the weekly seminars will be 3 hour seminars / tutorials, with an expert facilitator followed or preceded by a student-led presentation of specific areas of NCD prevention and control. Students will prepare up to two in-class presentations during the semester. Attendance at sessions is essential.

Pre-workshop readings and activities are expected to be completed before each session.

Textbooks
Detailed readings will be provided.

PUBH5030
Public Health: Achievements & Challenges
Credit points: 2
Teacher/Coordinator: Dr Hudson Birden
Session: Intensive March
Classes: Available in block mode (2 day workshop) or online
Assessment: 1500 word assignment (70%), online discussions (30%)
Mode of delivery: Block mode

This unit provides a critical overview of foundational aspects of public health, introducing fundamental concepts and conceptual and historical contexts through which to view contemporary issues in public health. The unit begins with a review of human health status through history and the changing roles and major challenges that drove development of modern public health theory and practice. It then provides an overview of contemporary challenges in public health policy and program development through exposure to leading commentators, activists and theoreticians on public health. It culminates with an anticipation of major problems that public health practitioners will be challenged with over the near future (5-20 years). The particular problems of societal inequities as drivers of health status, and the importance of multi-disciplinary approaches to contemporary health problems are emphasised.

PUBH5032
Making Decisions in Public Health
Credit points: 2
Teacher/Coordinator: Dr James Gillespie
Session: Semester 2
Classes: 2-day workshop; fully online version available
Assessment: Written assignment of 2000 words (100%)
Mode of delivery: Block mode

This course unit will provide students with an introduction to and critical overview of evidence-based prevention and health promotion as a fundamental component of efforts to address chronic disease prevention and reduce health inequalities in populations. The unit is divided into three modules: (i) principles underlying disease prevention and health promotion, (ii) evidence-based planning for disease prevention and health promotion, and (iii) implementing and evaluating health promotion for disease prevention. The unit will illustrate the principles of prevention and health promotion programs in Aboriginal and Torres Strait Islander and non-Aboriginal populations. It will develop students’ skills in: identifying problems and setting prevention priorities; planning and implementing programs, and; evaluating the impact of programs on population health. The unit will discuss diverse disease prevention and health promotion programs, including individual change programs, interpersonal (family, social environments), organisational (worksites, primary care), and community-wide programs. Students will develop an understanding of approaches used to enhance inter-sectoral action, community participation and consultation, the development of partnerships and the use of policy and advocacy. These approaches will be particularly applied to Aboriginal and Torres Strait Islander health promotion settings.

Textbooks
Course Readings Provided
This unit provides students with an opportunity to draw together and integrate their learning in the four aspects of Public Health - knowledge, values, action and outcomes - and apply these to a practical project. A one-day workshop and a study guide will prepare students for this task. Students will be expected to complete a task which illustrates how a public health problem can be analysed and an appropriate response formulated. Students may design a simple study and complete an ethics application or develop a health promotion evaluation plan. Students will also complete an assessable literature review and an online reflective journal.

Practice Placement in Public Health

Credit points: 6 Teacher/Coordinator: Professor Tim Driscoll, Dr Jo Lander Session: Semester 1, Semester 2 Credit points: 6 Teacher/Coordinator: Professor Tim Driscoll, Dr Jo Lander Mode of delivery: Distance education/intensive on campus

This unit gives high-achieving students who have completed their MPH and have an average weighted mark of 75% or more in their first 24 units of coursework the opportunity to undertake a supervised work placement in a Public Health institution. Places are limited and selection of candidates will be based on academic merit. During this placement you will undertake a project which will make a useful contribution to the workplace. Your project proposal, the project or portfolio itself and your reflection on your progress towards it will form part of your assessment for the unit.

The placement will consist of a minimum of 216 hours’ work in a practice placement, that is approximately 6 weeks’ full-time work (or equivalent part-time work). Initially placements will only be possible in Australia, although this may change in the future. The Public Health institutions would normally be located outside university environments. Examples include NSW Department of Health Public Health Units or Health Promotion Units, government supported agencies such as the Sax Institute and Family Planning NSW, and non-government organisations such as NSW Cancer Council or advocacy groups.

Special Project in Public Health

Credit points: 4 Teacher/Coordinator: Professor Tim Driscoll Session: Semester 1, Semester 2 Prerequisites: (PUBH5010 or CEPI5100) and PUBH5018 and PUBH5032 and PUBH5033 and (PUBH5050 or QUAL5005 or PUBH5031) Corequisites: PUBH5032 Assessment: project product (70%), literature review (20%), reflective journal (10%). All assessments are compulsory.

Mode of delivery: Distance education/intensive on campus

Note: This unit of study is an elective for students who commenced in 2013 and 2014

This unit is intended for students nearing the end of their MPH. The aim of this unit is to systematically complete a self-directed project in one of the main content areas of the course. This project may be developed by the student or the student could develop a project in consultation with an intended supervisor. Students should contact an academic staff member associated with the area of their project and consult with an intended supervisor. Students should contact an academic staff member associated with the area of their project and consult with an intended supervisor.

This unit is intended for students nearing the end of their MPH. The aim of this unit is to systematically complete a self-directed project in one of the main content areas of the course. This project may be developed by the student or the student could develop a project in consultation with an intended supervisor. Students should contact an academic staff member associated with the area of their project and consult with an intended supervisor. Students should contact an academic staff member associated with the area of their project and consult with an intended supervisor.
This unit is intended for students nearing the end of their MPH. The aim of this unit is to systematically complete a self-directed project in one of the main content areas of the course. Students should contact an academic staff member associated with the area of their project and negotiate the details of the project design and the method and frequency of contact with the supervisor during the project. The student would be expected to undertake approximately 40 to 50 hours of work for this unit.

PUBH5111 Environmental Health

Credit points: 4 Teacher/Coordinator: Associate Professor Geoff Morgan Session: Semester 2 Classes: Mixed mode of 13 lectures (13 sessions of approximately 2 hours each) offered online, and 8 case studies (6 sessions of 2 hours each) offered face-to-face and online (choice of one or the other). All the content for the unit can be completed online if required. Assessment: 1x written assignment (50%), 1x quiz (20%) and 6 x case study quiz and participation (6 x 5% = 30%) Mode of delivery: Distance education/intensive on campus

The unit will explore the major categories of environmental health hazards including air quality, water quality, chemical hazards (eg soils and contaminated sites), physical hazards (eg noise and radiation), microbiological hazards (eg Legionnaires' disease) and food safety. Regional and global issues of sustainability, climate change and land use planning will also be covered. The unit aims to develop an understanding of environmental health hazard identification and risk assessment, as well as the principles of hazard control. The disciplines of epidemiology, toxicology and ecology will applied within a risk assessment framework to characterise health risks associated with environmental hazards and determine risk management options and risk communication strategies. Students completing this unit will appreciate the multi-disciplinary nature of environmental health issues, the application of a risk assessment framework, and the need to work closely with a broad range of stakeholders including commonwealth and state health and environment agencies, local government, industry and the community.

Textbooks


PUBH5114 Alcohol, Drug Use and Health

Credit points: 4 Teacher/Coordinator: Associate Professor Carolyn Day Session: Semester 2 Classes: 13 weeks of 2hr teaching sessions and/or associated readings and online activities. The teaching sessions are a combination of a one day face-to-face workshop and online seminars. Students unable to attend face-to-face sessions can do the entire course online. Prohibitions: PUBH5115 Assessment: 2 x 1500 word assignments (60%); compulsory discussion participation (30%); online quizzes (10%) Mode of delivery: Distance education/intensive on campus

This unit aims to assist students in developing an evidence-based understanding of the epidemiology of alcohol and drug use and its impact on health, and the effectiveness of methods for prevention and management of related problems. This fuller drug and alcohol elective covers all the content of PUBH5115 and goes on to assist the student to develop more advanced skills in research and in management of clinical services in relation to alcohol and drug use disorders, and to examine the needs of special populations.

Textbooks

Readings are available on the unit’s eLearning site.

PUBH5115 Alcohol, Drug Use and Health

Credit points: 2 Teacher/Coordinator: Associate Professor Carolyn Day Session: Semester 2a Classes: 7 weeks of 2hr teaching sessions and associated online activities. The teaching sessions are a combination of face-to-face and online seminars. Students unable to attend face to face sessions can do the entire course online. Prohibitions: PUBH5114 Assessment: 1x 1500 word assignment (60%); compulsory discussion participation (30%); online quizzes (10%) Mode of delivery: Online

This unit aims to assist students in developing an evidence-based understanding of the epidemiology of alcohol and drug use and its impact on health, and the effectiveness of methods for the prevention and management of related problems.

Textbooks

Readings are available on the unit’s eLearning site.

PUBH5116 Genetics and Public Health

Credit points: 4 Teacher/Coordinator: Dr Anne Cust, Dr Gabrielle Williams Session: Semester 2b Classes: 1x 3 day workshop Assessment: 3x 30min online quiz (20%), small group assignment (30%) and take home exam of 6 questions (250 words each) (50%) Mode of delivery: Block mode

This unit caters for practitioners, policy and decision-makers, students and researchers in public health, public policy, journalism, law, epidemiology, medicine, science, industry, ethics, philosophy, communication and advocacy. It gives a basic introduction to genetics and genetic epidemiology and covers issues like genetic determinants of disease, genetic testing and screening, psychosocial, legal and ethical aspects of genetics and genetic testing, genetic education and genetics and public policy.

Textbooks

Readings are available on the unit’s eLearning site.

PUBH5117 Communicable Disease Control

Credit points: 6 Teacher/Coordinator: Dr Grant Hill-Cawthorne Session: Semester 2 Classes: 1 x 2hr online lecture and 2hrs online group discussion per week for 12 weeks Assessment: online discussion and other online activities (20%), online quiz (10%), and 2 x 2000 word written assignments (70%) Mode of delivery: Online

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


PUBH5118 Indigenous Health Promotion

Credit points: 4 Teacher/Coordinator: Suzanne Plater Session: Semester 2 Classes: 1 x 2 day compulsory workshop and preparatory online activities. Assessment: 1 x 3000 word essay (70%), reflective journal (10%), online quizzes (20%) Mode of delivery: Distance education/intensive on campus

Note: Department permission required for enrolment.

Health promotion in an Aboriginal and Torres Strait Islander context requires investment in building the human capital and capabilities of the population within a paradigm of hope. You will first acquire an understanding of the distal, medial and proximal determinants of Aboriginal and Torres Strait Islander health and the subsequent risk factors that have resulted in high rates of morbidity and mortality. You will also learn how to ethically engage with and consult Aboriginal and Torres Strait Islander people, and understand how the often unintentional misuse of power can deny disadvantaged people the right to take control of their health and wellbeing. You will then apply these skills and understanding in a compulsory workshop to draft a
health promotion plan that addresses a priority health issue in an urban, regional or remote Aboriginal and Torres Strait Islander community. The conceptual and technical tools learned may then be built upon and applied to any health issue in any setting and with any population.

Textbooks
Course materials will be provided.

PUBH5205 Decision Analysis
Credit points: 2
Teacher/Coordinator: Dr Andrew Martin, Professor John Simes, Ms Hanna Carter, Dr Deme Karikios
Session: Semester 2b
Classes: Six 2 hour sessions (comprising lectures and computer practicals)
Prerequisites: PUBH5018 and (PUBH5010 or CEPH5010)
Assumed knowledge: PUBH5302 Health Economic Evaluation
Assessment: 1 x quiz (20%) and 1 written assignment (80%)
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; and application of decision analysis to economic evaluation. Students gain practical skills using decision analysis software via computer practicals undertaken within Sessions 4 and 5. The assessment quiz (20%) is conducted in the first part of Session 5. 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.

PUBH5206 Controlled Trials
Credit points: 2
Teacher/Coordinator: Dr Andrew Martin, Ms Liz Barnes, Dr Chee Lee
Session: Semester 2
Classes: 2x 1day workshops
Prerequisites: PUBH5018
Assessment: 2hr short answer/multiple choice in-class exam (40%), and a take-home exam (60%)
Mode of delivery: Block mode

This unit introduces the principles underpinning the design and conduct of high quality clinical trials to generate good evidence for health care decision making. The topics include trial design, randomization, sample size, measures of treatment effect, methodological issues, trial protocols, and ethical principles. The unit is delivered over 2 full days via formal lectures followed by practical sessions. Lecture notes will be provided.

Textbooks
A list of suggested readings associated with the course will be provided to students for their interest in the course notes.

PUBH5208 Screening and Diagnostic Test Evaluation
Credit points: 2
Teacher/Coordinator: Gemma Jacklyn
Session: Semester 2a
Classes: 1 x 2hr seminar or 2hr of online discussion per week for 7 weeks
Prerequisites: PUBH5010 or CEPH5010
Assessment: 1x 1000 word critical appraisal (30%) and 1x 1500 word final assignment (70%)
Mode of delivery: Normal (lecture/lab/tutorial) day

This unit is designed to further develop concepts covered in the Epidemiological Methods and Uses Unit for those students seeking more detail on screening and diagnostic tests. It will cover a wider range of topics than clinical medicine alone. At the end of this unit, participants should be able to: 1. Understand the basic concepts of screening and diagnostic tests 2. Understand the sources of biases in diagnostic test evaluations 3. Critically appraise relevant articles on screening and diagnostic tests 4. Understand the principles and current approaches to population-based screening 5.Understand translation of current evidence of screening in clinical practice. The unit is based on weekly discussion of material provided in the unit workbook, session outlines and pre-reading. Students will be encouraged to contribute examples for discussion. This unit is offered in online/distance mode primarily. Face-to-face tutorials may also be offered.

Textbooks
Course notes are provided.

PUBH5211 Multiple Regression and Stats Computing
Credit points: 4
Teacher/Coordinator: Dr Patrick Kelly and Dr Tim Schlub
Session: Semester 2
Classes: 2hr per week for 13 weeks. This unit may be undertaken in face to face or online/distance mode. Students studying in distance mode must have access to a computer running a version of Microsoft Windows compatible with the latest version of SAS.
Prerequisites: PUBH5018
Assessment: 1x 4 page assignment (30%) and 1x 10 page assignment (70%)
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 Kevin McGeechan
Session: Semester 2b
Classes: 1x 2hr lecture, 5 x 1hr lectures, and 5 x 1hr tutorials over 6 weeks. Also available online - such students must have access to a computer running a version of Microsoft Windows compatible with the latest version of SAS.
Prerequisites: PUBH5018
Corequisites: PUBH5211
Assessment: 1x 3 page report (30%) and 1x 8 page report (70%)
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. Data analyses will be conducted using statistical software (SAS).

Textbooks
Course notes are provided.

PUBH5213 Survival Analysis
Credit points: 2
Teacher/Coordinator: Dr Tim Schlub
Session: Semester 2b
Classes: 1 x 1hr lecture and 1 x 1hr tutorial per week for six weeks both face to face and distance mode. Students studying in distance mode must have access to a computer running a version of Microsoft Windows compatible with the latest version of SAS.
Prerequisites: PUBH5211
Assessment: 1x 3 page assignment (20%) and 1x 10 page assignment (80%)
Mode of delivery: Online

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; and 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

Course notes are provided.
A course manual will be provided to each student.

**PUBH5215 Introductory Analysis of Linked Data**

**Credit points:** 6
**Teacher/Coordinator:** Professor Judy Simpson
**Session:** Intensive June, Intensive November
**Classes:** block/intensive mode 5 days

**Prerequisites:** (PUBH5010 or BSTA5011 or CEP5100) and (PUBH5211 or BSTA5004)
**Assessment:** Workbook exercises (30%) and 1x assignment (70%)
**Mode of delivery:** Block mode

This unit introduces the topic of linked health data analysis. It will usually run in late June and late November. The topic is a very specialised one and will not be relevant to most MPH students. The modular structure of the unit provides students with a theoretical grounding in the classroom on each topic, followed by hands-on practical exercises in the computing lab using de-identified linked NSW data files. The computing component assumes a basic familiarity with SAS computing syntax and methods of basic statistical analysis of fixed-format data files. Contents include: an overview of the theory of data linkage methods and features of comprehensive data linkage systems, sufficient to know the sources and limitations of linked health data sets; design of linked data studies using epidemiological principles; construction of numerators and denominators used for the analysis of disease trends and health care utilisation and outcomes; assessment of the accuracy and reliability of data sources; data linkage checking and quality assurance of the study process; basic statistical analyses of linked longitudinal health data; manipulation of large linked data files; writing syntax to prepare linked data files for analysis, derive exposure and outcome variables, relate numerators and denominators and produce results from statistical procedures at an introductory to intermediate level. The main assignment involves the analysis of NSW linked data, which can be done only in the School of Public Health Computer Lab, and is due 10 days after the end of the unit.

**Textbooks**
Notes will be distributed in class.

**PUBH5224 Advanced Epidemiology**

**Credit points:** 6
**Teacher/Coordinator:** Professor Tim Driscoll
**Session:** Semester 1
**Classes:** 3x weekly compulsory workshops (1x 4000 word assignment (or equivalent answers to specific methodological questions) (70%), 1x 1500 word assignment or equivalent class presentation (30%)
**Mode of delivery:** Normal (lecture/lab/tutorial) day

This unit of study is intended for students who have completed Epidemiology Methods and Uses (or an equivalent unit of study) at a credit or higher level. It is designed to provide students with an opportunity to consolidate critical appraisal skills, to acquire the practical knowledge and skills needed to design epidemiological research, and to extend students’ theoretical knowledge of epidemiology beyond basic principles.

**PUBH5302 Health Economic Evaluation**

**Credit points:** 4
**Teacher/Coordinator:** TBC
**Session:** Intensive September
**Classes:** 2x 2 day compulsory workshops

**Prerequisites:** PUBH5010 or CEP5100 and PUBH5018 or (HPOL5001 as a prerequisite and HPOL5003 as a co-requisite)

**Corequisites:** Prerequisites: (PUBH5010 or CEP5100) and PUBH5018 or (HPOL5001 as a prerequisite and HPOL5003 as a co-requisite)
**Assessment:** assignment 1 (40%), assignment 2 (60%)
**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 and class exercises.

**Textbooks**
A course manual will be provided to each student.

**PUBH5308 Health Workforce Policy Analysis**

**Credit points:** 2
**Teacher/Coordinator:** Professor Deborah Schofield, Michelle Currie
**Session:** Intensive October
**Classes:** Weekly on-line plus compulsory attendance at one day workshop.

**Assessment:** Assignment on a selected health workforce policy analysis topic (100%)
**Mode of delivery:** Block mode

This unit will examine the major components of health workforce planning in Australia. The Australian health workforce context will be considered (including total workforce size, payment mechanisms and employment arrangements) and the processes by which health workforce planning is influenced through government policy and workforce data translated and integrated with policy and planning explored. The framework for future labour force planning will be discussed. Current health workforce issues such as the age and gender of the workforce, ageing of the workforce, the distribution of the workforce, professional registration, and special needs communities will be addressed. Approaches to planning for an adequate workforce and evaluating the quality of evidence on models of care will be examined including practical examples.

**Textbooks**

**PUBH5309 Translational Health**

**Credit points:** 2
**Teacher/Coordinator:** Emeritus Professor Jack Dowie, Professor Glenn Selkirk
**Session:** Semester 2b
**Classes:** Weekly on-line plus one compulsory day workshop

**Assessment:** Multiple Choice Questions [MCQ] and creation of an original Annalisa Decision Aid construct (30%), 1500-2000 word Report (70%)
**Mode of delivery:** Distance education/intensive on campus

Translational Health introduces the main existing translational methods and models in healthcare, most of which focus on ‘knowledge translation’ and ‘bringing evidence into practice’, i.e. on moving results from the basic sciences through clinical and public health science and guidelines into clinical and public health decision and policy making. Most of these models diagnose the problem of ‘loss in translation’ in the terms of institutional and professional barriers and blocks along the translation pathways. While acknowledging these, Translational Health focuses on the modelling method - the ‘language’ and ‘vocabulary’ - most likely to perform the translation task effectively in relation to patient-centered practice. The technique underlying the method is Multi-Criteria Decision Analysis (in contrast to conventional Decision Analysis) and the template for its practical implementation is the Annalisa 2.0+ software. It is shown how high quality clinical and public health decision making needs to be based on ‘values translation’ as well as ‘knowledge translation’. And how the approach can facilitate the desirable ‘backwards translation’ to ensure research is practice-relevant in both context and format. Students choose from a set of topics within which to pursue the principles, follow empirical examples and develop their own analyses in a practicum.

**PUBH5415 Injury Prevention**

**Credit points:** 2
**Teacher/Coordinator:** Professor Rebecca Ivers
**Session:** Intensive October
**Classes:** 1 x 2 day workshop

**Assessment:** 1 x 2000 word essay (90%) and participation in small group work during the workshop (10%)
**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**
Vaccines in Public Health
Credit points: 2
Teacher/Coordinator: Dr Rob Menzies, Dr Aditi Dey
Session: Semester 2
Classes: Preparatory online lectures and 1x 2day workshop at the Children’s Hospital Westmead. Prerequisites: PUBH5010 or CEPH5100 or PUBH5018
Assessment: 2x short online quizzes (10%) plus 1x 2000 word assignment (90%)
Mode of delivery: Distance education/intensive on campus

Note: Students who have not done the core units of study in epidemiology (PUBH5010 or CEPH5100) or biostatistics (PUBH5018) but have previous demonstrable experience in these study areas will be required to request permission from the unit of study coordinator to enrol in this unit of study. Permission is required to ensure that students have a basic grounding in epidemiology and biostatistics. The coordinator emails the Postgraduate Student Administration Unit to advise whether or not 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; vaccine scares; risk communication; immunisation in the developing country context; assessing disease burden and new vaccines. Learning activities include short online preparatory lectures and a workshop with interactive lectures and small group case studies.

Injury Epidemiology Prevention & Control
Credit points: 4
Teacher/Coordinator: Dr Lisa Keay
Session: Semester 2
Classes: Online lectures and moderated discussions over 13 weeks (workload 6-8hrs/week)
Assessment: 1x 4000 word assignment (60%) and participation in two moderated online discussions (40%)
Mode of delivery: Online

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; 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

Tobacco Control in the 21st Century
Credit points: 6
Teacher/Coordinator: Dr Becky Freeman
Session: Intensive August
Classes: 1x3 day workshop of lectures and problem-focused discussions, followed by 4 weeks of problem-based online discussions. Assessment: 2x 2000 word essays (50%), 1x 100 item online quiz (10%) and online discussion and participation (30%)
Mode of delivery: Distance education/intensive on campus

The unit consists of learning topics, each of which is supported by extensive Web based resources, and 4 moderated online discussion forums, each focusing on a problem related to tobacco use and control. Lecture topics include: history of tobacco use and control; the burden of illness from tobacco use; secondhand smoke: the research evidence; measuring tobacco use, uptake and cessation in communities; international trends in tobacco consumption; the tobacco industry; the WHO’s Framework Convention on Tobacco Control and new forms of tobacco advertising and promotion. Problem focused discussion forums include: Harm reduction and tobacco control, regulation of tobacco, improving and implementing pack warnings; promoting smoking cessation, prevention of uptake (youth programs); denormalisation of the tobacco industry; controlling advertising; and controlling exposure to tobacco smoke, making news on tobacco and influencing political policy on tobacco.

Public Health Advocacy Strategies
Credit points: 4
Teacher/Coordinator: Clinical Professor Lyn Gilbert
Session: Semester 2
Classes: block mode (2 x 3days) plus on-line tutorials/discussion. Assessment: 2x2000 word essays/assignments (2x30%) 2x short answer question exams ~150 word answers for each of 5 questions (2x15%) participation in on-line discussions (10%)
Mode of delivery: Distance education/intensive on campus

This unit will provide students with an understanding of the individual and societal risks of healthcare-associated infections (HAI) and the rationale for, and barriers to, their prevention and control (PC). A basic understanding of medical microbiology and communicable disease epidemiology will be assumed. The unit will cover such important concepts as: ethical and economic implications; psychological, behavioural, cultural and professional influences; the varying roles, responsibilities and perspectives of clinicians, health support staff, administrators, patients and the community; potential uses and implications of new technology (such as information and decision support systems, electronic medical records and highly discriminatory microbial strain typing, including whole genome sequencing) in HAI.
surveillance. The course will also address the rationales and strategies for implementation of HAI-related policies, such as hand hygiene, aseptic technique and antimicrobial stewardship, and some reasons for and consequences of failure to implement them, for individual patients, the health system and the community.

PUBH5422
Health and Risk Communication
Credit points: 6 Teacher/Coordinator: Associate Professor Julie Leask, Professor Phyllis Butow, Dr Claire Hooker  Session: Semester 2 Classes: Block / intensive - 5 days Monday - Friday  Assessment: Assignment 1 x 3000 word (55%), Assignment 2 x 2000 words (35%), Pre-block online activities (10%)  Mode of delivery: Block mode

In this unit, students will develop a critical awareness of the determinants of effective communication, particularly in relation to health risks to the individual and to society. The first half covers individual health risk communication in clinical settings, including: theories of health communication, patient centred care and shared decision making; evidence-based communication skills; research paradigms including interaction analysis; cross-cultural communication in health care; discussing prognosis and informed consent. The second half explores risk communication for public health. We teach theories of risk perception and communication with particular application to public health incident responses. We give practical guides to media messages, risk message framing, public engagement using traditional and social media, and the ethical aspects of public communication. The unit offers students the opportunity to learn from outstanding guest lecturers who work in these areas and innovative opportunities for students to try their skills in risk communication and decision making.

Textbooks
Readings will be provided

PUBH5423
Adv Concepts: Vaccines in Public Health
Credit points: 4 Teacher/Coordinator: Dr Aditi Day, Dr Nicholas Wood, Professor Peter McIntyre  Session: Semester 2 Classes: Student project under face-to-face supervision; online lectures, readings and quizzes  Prerequisites: PUBH5416  Assessment: 1 x 3500 word project report (90%); Online quizzes (10%)  Mode of delivery: Normal (lecture/lab/tutorial) day  Note: Department permission required for enrolment

This extension unit of study involves a student project under face-to-face supervision with concurrent online learning. Online content covers advanced concepts on immunisation for children, adolescents and adults. Students will have access to online learning resources such as readings and lectures and will be required to complete compulsory online quizzes over the 12 week semester. Students will also choose a project from a range of project-based activities offered by the NCIRS. Project topics include vaccine policy development; vaccine safety; vaccine effectiveness; evaluation of immunisation programs; immunisation in special populations; implementation of new vaccination programs; social research and latest developments in vaccinology. Students will be jointly supervised by the unit coordinator and other senior researchers associated with the NCIRS. They will work on their project at the NCIRS and have at least 4 compulsory face-to-face meetings with their supervisors across the semester. This includes an initial planning meeting followed by at least two meetings to discuss project progress and a final meeting to give feedback on the draft project report, before submission of the final project report (marked by an independent assessor). Students will spend approximately 6-8 hours/week (x 12 weeks) on the project.

Textbooks
Readings, reference list and other resources will be available on the eLearning site.

PUBH5500
Advanced Qualitative Health Research
Credit points: 6 Teacher/Coordinator: Dr Julie Mooney-Somers  Session: Semester 1 Classes: 2x3 full day workshop in March/April  Prohibitions: QJAL5005  Assessment: interviewing activity with 600wd reflection (35%); 2500wd essay (35%); multiple choice quizzes (2x10%); in-class participation (10%)  Mode of delivery: Block mode

This unit of study provides a comprehensive introduction to qualitative inquiry in health. It is designed for beginners and people who want an advanced-level introduction. Workshop One addresses: What is qualitative research? How is it different from quantitative research? What is its history? What research questions can it answer? How can I search for qualitative literature? How do I design a qualitative study? What are the different (and best) ways to generate data? You will get practical experience and skills through carrying out an observation, participating in a focus group and conducting an interview. Workshop Two addresses: How do you analyse qualitative data? Is methodology different to method? What are ontology and epistemology? What is reflexivity (and aren't qualitative researchers biased)? What are the ethical issues? How are methodologies and theories used in qualitative research? What is good quality qualitative research? Can I generalise qualitative findings? You will get practical experience and skills through analysing your own interview data, arguing for qualitative research in health, and appraising the quality of published literature. In both workshops you will meet working qualitative researchers and hear about their projects. This advanced unit will show you a new way of thinking critically about research and researching, and give you the skills and confidence to begin evaluating and doing qualitative research for yourself.

PUBH5906
Dissertation A
Credit points: 6  Session: Semester 1, Semester 2  Assessment: Research treatise  Mode of delivery: Supervision  Note: Department permission required for enrolment

The treatise gives the student an opportunity to produce a written piece of research work that is supervised by an academic member of staff. The aim is for the student to apply the knowledge and skills developed in their coursework to a particular topic or problem in public health. The student will produce a scholarly piece of written work that is suitable for submission to a peer-reviewed journal. As a general guide, the treatise would be completed in three months (or six months part time). The supervisor will help you select a topic and define the research questions so that the treatise can be completed in this time.

PUBH5907
Dissertation B
Credit points: 6  Session: Semester 1, Semester 2  Assessment: Research treatise  Mode of delivery: Supervision  Note: Department permission required for enrolment

The treatise gives the student an opportunity to produce a written piece of research work that is supervised by an academic member of staff. The aim is for the student to apply the knowledge and skills developed in their coursework to a particular topic or problem in public health. The student will produce a scholarly piece of written work that is suitable for submission to a peer-reviewed journal. As a general guide, the treatise would be completed in three months (or six months part time). The supervisor will help you select a topic and define the research questions so that the treatise can be completed in this time.

PUBH5908
Dissertation C
Credit points: 12  Session: Semester 1, Semester 2  Assessment: Research treatise  Mode of delivery: Normal (lecture/lab/tutorial) day  Note: Department permission required for enrolment

The treatise gives the student an opportunity to produce a written piece of research work that is supervised by an academic member of staff. The aim is for the student to apply the knowledge and skills developed in their coursework to a particular topic or problem in public health. The student will produce a scholarly piece of written work that is suitable for submission to a peer-reviewed journal. As a general guide, the treatise would be completed in three months (or six months part time). The supervisor will help you select a topic and define the research questions so that the treatise can be completed in this time.
QUAL5005
Introducing Qualitative Health Research
Credit points: 4 Teacher/Coordinator: Dr Julie Mooney-Somers Session: Semester 1 Classes: 2x2 full day workshop (block mode) OR weekly online lectures and activities for 10 weeks (distance) Prohibitions: PUBH5500 Assessment: interview activity with 600wd reflection (45%); 1500-word essay (40%); online or in-class participation (15%) Mode of delivery: Block mode
Note: This Unit is primarily aimed at Master of Public Health (MPH) students. Other students are encouraged to consider PUBH5500 instead of this Unit. MPH students who complete PUBH5500 can apply for a waiver for QUAL5005
Introducing Qualitative Health Research is perfect if you're a beginner and want to gain an overview of this research approach. Over the course of the unit we will address: What is qualitative research? How is it different from quantitative research? What is its history? What research questions can it answer? How do I design a qualitative study? What are the different (and best) ways to generate data? How do you analyse qualitative data? How are theories used in qualitative research? What is good quality qualitative research? Can I generalise qualitative findings? You will get practical experience and skills through carrying out an observation, participating in a focus group, conducting an interview, analysing your own interview data, arguing for qualitative research in health, and appraising the quality of published literature. You will also meet working qualitative researchers and hear about their projects. This introductory Unit will give you the skills and confidence to begin evaluating qualitative literature and doing qualitative research for yourself.
SEXH5008
Sex and Society
Credit points: 2 Teacher/Coordinator: Associate Professor Richard Hillman Session: Semester 2a Classes: 2 hours of lectures per week, half semester, which can be taken either face-to-face or online. Australia Awards Scholarship students must enrol into the face-to-face version Assessment: written assignment (50%), online quiz (30%), online discussions (20%) Mode of delivery: Online
This unit will explore determinants of sexuality from a societal perspective, with particular reference to their potential impacts on public health. It is available in both online and face-to-face modes. Social science theories of sexuality will be considered, and cross-cultural and historical accounts of sexual practices will be reviewed. Particular emphasis will be placed on the impact of diversity, culture, society, environment, life experiences, personal beliefs and health on sexual activity and potential Public Health impacts such as the spread of STIs & HIV. Course content will include diversity; adolescent sexual development; sex education; sexual assault, gender; sexual orientation and sexual behaviour.
SEXH5101
Public Health Aspects of STIs
Credit points: 2 Teacher/Coordinator: Associate Professor Richard Hillman, Dr Shailendr Sawleshwarkar Session: Semester 2b Classes: 2 hours of lectures per week, half semester, which can be taken either face-to-face or online. Australia Awards Scholarship students must enrol into the face-to-face version Assessment: written assignment (50%), online quiz (30%), online discussions (20%) 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; impact of vulnerable at-risk populations; health promotion for STIs; policy approaches and ethical & legal issues.
SEXH5102
Public Health Aspects of HIV/AIDS
Credit points: 2 Teacher/Coordinator: Associate Professor Richard Hillman, Dr Shailendr Sawleshwarkar Session: Semester 2b Classes: 2 hours of lectures per week, half semester, which can be taken either face-to-face or online. Australia Awards Scholarship students must enrol in the face-to-face version. Assessment: written assignment (50%), online quiz (30%), online discussions (20%) 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 prevention strategies. Course content will include an introduction to the basic science of HIV infection; epidemiology and surveillance; sexual blood borne and mother to child transmission; STI/HIV interactions; other methods of transmission; health promotion for HIV; government perspectives and ethical and legal issues.
SEXH5205
Advanced Adolescent Sexual Health
Credit points: 6 Teacher/Coordinator: Dr Melissa Kang Session: Semester 2 Classes: fully online. Prerequisites: PUBH5500 Assessment: continuous assessment including participation in group discussion(30%), in-depth case discussion (30%) and 1500 word essay (40%). Mode of delivery: Online
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.
SEXH5405
Contraception and Reproductive Health
Credit points: 4 Teacher/Coordinator: Dr Ellie Freedman, Dr Shailendr Sawleshwarkar Session: Semester 2 Classes: Online plus block/intensive mode: 3 days, (9am-5pm) at Family Planning NSW, Ashfield. Assessment: on-line posts to demonstrate participation (20%); online quiz (20%); group case study presented at block/intensive workshop (30%); assignment essay (30%) Mode of delivery: Distance education/intensive on campus
This course aims to provide students with an understanding of fertility, including hormonal and non-hormonal reversible contraceptive methods, emergency contraception and permanent methods of contraception. At the end of the unit students will be able to:
(i) Discuss the available options for controlling fertility, including hormonal and non-hormonal reversible contraceptive methods, emergency contraception and permanent methods of contraception.
(ii) Understand the reproductive health needs of women from adolescence through to menopause.
(iii) Understand the consequences of unintended pregnancy and describe the options available to women; discuss the impact of unsafe abortion in an international context.
(iv) Demonstrate an understanding of the impact of age, culture, tradition, society, personal beliefs, disability and health on contraceptive choices.
(v) Understand the effect of sexual violence on reproductive health.

Textbooks


**SEXH5407**

Sex Gender and Sexuality

Credit points: 6  Teacher/Coordinator: Dr Christopher Fox  Session: Semester 2  Classes: On-line (1x2hr lecture and 2x1hr group disc and 1x1hr tutorial)/week plus block/intensive mode: 4 days, 9am-5pm  Assessment: 2x Group work tasks (15%, 15%); Quiz (20%); 2x 1500 word Assignments (20%, 20%); Discussion board involvement (10%).  Mode of delivery: Distance education/intensive on campus

This unit will provide the student with an understanding of the biological basis of sexual development from foetus to adulthood and the socio-cultural factors that determine their expression; sensitise the student to the terminology of gender discourse and an overview of the range of gender and sexual differences and practices in the community and associated psychosocial issues.

At the end of this unit students will be able to:

(i) Demonstrate an understanding of the terminology used in gender discourse.

(ii) Describe the biology of sexual development from fetus to adolescence and an understanding of the psychological and social factors that influence the process.

(iii) Describe syndromes of atypical sexual development and demonstrate an understanding of the medical, psychosocial and ethical concerns in the management.

(iv) Demonstrate an understanding of the biological, social and psychological factors that influence the expression of gender identity and sexual orientation in the community.

(v) Explore the Social and Psychological issues surrounding gender minorities in the community.

(vi) Discuss the social support systems and needs of gender minorities and their importance to wellbeing and quality of life.

(vii) Evaluate the legal and ethical concerns and problems faced by gender minorities in a global context.

(viii) Identify and prioritise research issues in the area of sex and gender.

Textbooks


**SEXH5412**

Sexual Health & Relationships Education

Credit points: 6  Teacher/Coordinator: Dr Patricia Weerakoon  Session: Semester 2  Classes: On-line (2x1hr group discussion)/week plus block/intensive mode: 3 days, 9am-5pm  Assessment: online discussion (30%); online quiz (20%); lesson plan project (20%); policy paper (30%)  Mode of delivery: Distance education/intensive on campus

This unit of study will explore the evidence base, implications and considerations when delivering sexual health and relationships education in school and community settings from both Australian and global perspectives.

**SEXH5414**

Public Health: HIV, STIs and Sexual Health

Credit points: 6  Teacher/Coordinator: Associate Professor Richard Hillman, Dr Shailendra Sawleshwarkar  Session: Semester 2  Classes: 2-4 hours lec/wk (or podcast) and min 84 hr self-directed learning  Prohibitions: SEXH5008, SEXH5101, SEXH5102  Assessment: written assignments (50%), online quizzes (30%) and online discussions (20%)  Mode of delivery: Distance education

This unit of study explores the epidemiological, behavioural and societal aspects of HIV, STIs and Sexual Health, with emphasis on the delivery of effective prevention and management strategies. Surveillance strategies, policy development and legislative responses will be discussed, with regards to the potential public health consequences. Areas covered include, the impact of culture, tradition, society, environment, life experiences, personal beliefs and health on sexual and other potential risk activities. Using case studies, students will have opportunities to contextualise the materials within a range of professional, geographical and cultural contexts.
Qualitative Health Research

Graduate Certificate in Qualitative Health Research
Master of Qualitative Health Research

<table>
<thead>
<tr>
<th></th>
<th>Graduate Certificate in Qualitative Health Research</th>
<th>Master of Qualitative Health Research</th>
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</thead>
<tbody>
<tr>
<td>Course code</td>
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<td>MAQUAHER2000</td>
</tr>
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<td>CRICOS code</td>
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<td>068819F</td>
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<td>Degree Abbrevation</td>
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<tr>
<td>Credit points required to complete</td>
<td>24</td>
<td>60</td>
</tr>
<tr>
<td>Time to complete full-time</td>
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<td>1.5 year</td>
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<tr>
<td>Time to complete part-time</td>
<td>1 to 3 years</td>
<td>2 to 6 years</td>
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</tbody>
</table>

Overview

Qualitative research is becoming increasingly popular in health-related fields including medicine, public health, nursing, allied health, dentistry and health policy. Qualitative health research provides evidence to policymakers, clinicians, health promotion professionals and consumers to understand the perspectives people bring to their health, the values people hold, and the actions people take.

Qualitative research aims to provide a deeper knowledge of how health fits into people’s everyday lives and how health and medical organisations work. Qualitative researchers observe people as they go about their usual activities, interview people, conduct focus groups and examine documents and images. They systematically analyse the resulting data to gain a better understanding of issues as they arise in the ordinary social world.

Qualitative research offers a demanding but extremely rewarding career for proficient communicators who love language and ideas, and are interested in textual rather than statistical analysis. Early career researchers and those considering a PhD will gain the experience, skills and knowledge required for future endeavours. Experienced researchers interested in advancing their career or moving into new areas will broaden their skills and develop new and deeper understandings of qualitative methodology.

Course outcomes

The Sydney Qualitative Health Research Program is Australia’s only purpose-designed postgraduate program providing qualitative research skills and knowledge in this growing area of research inquiry. Both programs offer you:

- an intense and rigorous training in the core skills and conceptual foundations in commonly-used methodologies, study design strategies, data creation, and analysis and writing;
- opportunities for hands-on experience of important aspects of qualitative research practice, including data collection, analysis and dissemination; and
- mentoring to develop a sound proposal and ethics application for a future research project.

In addition, the Master’s program offers you:

- access to elective units to gain content knowledge in the areas of health and illness that interest you, or advanced theoretical training in philosophy, sociology, bioethics or history; and
- mentoring by expert qualitative researchers to conduct a substantial final research project.

Further information

Both programs in qualitative research include four core units (PUBH500, QUAL5002, QUAL5003, QUAL5004) that provide skills training and conceptual foundations. They cover essential ideas, commonly-used methodologies, study design strategies and skills for data creation, analysis and writing. Master’s students undertake additional core units in research practice and elective units of study.

Further enquiries

Dr Julie Mooney-Somers
Phone: +61 2 9036 3412
Fax: +61 2 9036 3436
Email: sphe.enquiries@sydney.edu.au
Admission requirements
Admission to the **Graduate Certificate in Qualitative Health Research** requires:
- a bachelor degree

Admission to the **Master of Qualitative Health Research** requires:
- a bachelor degree in a related discipline including health sciences, allied health, medicine, nursing, pharmacy, psychology, humanities, arts, law, social sciences, political sciences, policy analysis, international development, social work, marketing, communication, journalism or education

Course structure
The **Graduate Certificate in Qualitative Health Research** requires the successful completion of **24 credit points of core units of study**.

The **Master of Qualitative Health Research** requires the successful completion of **60 credit points of units of study** including:
- 24 credit points of core units of study;
- 18 credit points of elective units of study from Part 1 and/or Part 2 of the Table of units of study; and
- 18 credit points of research practice units of study.
Degree resolutions
Sydney Medical School resolutions and the printed handbook are the official statement of faculty policy. The resolutions contained in the printed handbook are accurate as at November 2014. If a conflict is perceived between the content of the printed handbook and information available elsewhere, Sydney Medical School resolutions and the information available in the handbook online shall always take precedence.

See the Policy Online website: sydney.edu.au/policy, for copies of University policies.

Graduate Certificate in Qualitative Health Research

Master of Qualitative Health Research

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

Course resolutions

1 Course codes

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title</th>
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<tbody>
<tr>
<td>GCQUAHER-01</td>
<td>Graduate Certificate in Qualitative Health Research</td>
</tr>
<tr>
<td>MAQUAHER-01</td>
<td>Master of Qualitative Health Research</td>
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</tbody>
</table>

2 Attendance pattern
The attendance pattern for these courses is full time or part time according to candidate choice, except for the Graduate Certificate in Qualitative Health Research, which is part time only.

3 Master's type
The master’s degree in these resolutions is a professional master's course, as defined by the Coursework Rule.

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

5 Admission to candidature
(1) Available places will be offered to qualified applicants according to the following admissions criteria. In exceptional circumstances the Dean may admit applicants without these qualifications who, in the opinion of the Faculty, have qualifications and evidence of experience and achievement sufficient to successfully undertake the award.
(2) Admission to the Graduate Certificate in Qualitative Health Research requires:
a bachelor degree from the University of Sydney or equivalent qualification.
(3) Admission to the degree of Master of Qualitative Health Research requires:

6 Requirements for award
(1) The units of study that may be taken for the courses are set out in the Table of Units of Study: Qualitative Health Research.
(2) To qualify for the award of the Graduate Certificate in Qualitative Health Research a candidate must successfully complete 24 credit points of core units of study.
(3) To qualify for the award of the Master of Qualitative Health Research a candidate must successfully complete 60 credit points, including:
   (a) 24 credit points of core units of study;
   (b) 18 credit points of elective units of study from Part 1 and/or Part 2 of the Table; and
   (c) 18 credit points of research practice units of study.

7 Transitional provisions
(1) These resolutions apply to persons who commenced their candidature after 1 January, 2015 and persons who commenced their candidature prior to 1 January, 2015 who formally elect to proceed under these resolutions.
(2) Candidates who commenced prior to 1 January, 2015 will complete the requirements for their candidature in accordance with the resolutions and course rules in force at the time of their commencement, provided that those requirements are completed by 1 January 2017. The Faculty may specify a later date for completion or specify alternative requirements for completion of candidatures that extend beyond this time.
# Qualitative Health Research

## Table of units of study: Qualitative Health Research

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<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>
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<tr>
<td><strong>Core units</strong></td>
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<tr>
<td>PUBH5500 Advanced Qualitative Health Research</td>
<td>6</td>
<td>N QUAL5005</td>
<td></td>
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<td>Semester 1</td>
</tr>
<tr>
<td>QUAL5002 Qualitative Methodologies &amp; Study Design</td>
<td>6</td>
<td>P Assumed Knowledge: Basic understanding of the nature of qualitative knowledge and the processes of qualitative research.</td>
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<td>Intensive May</td>
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<tr>
<td>QUAL5003 Qualitative Research Analysis &amp; Writing</td>
<td>6</td>
<td>P Assumed Knowledge: Basic understanding of the nature of qualitative knowledge and types of qualitative data.</td>
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<td>Semester 2</td>
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<tr>
<td>QUAL5004 Designing a Qualitative Research Project</td>
<td>6</td>
<td>P Assumed Knowledge: Good understanding of the nature of qualitative knowledge and of qualitative research processes.</td>
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<td>Semester 2</td>
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<tr>
<td><strong>Part 1</strong></td>
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<tr>
<td>BETH5000 Critical Concepts in Bioethics</td>
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<tr>
<td>BETH5011 Introduction to Ethical Reasoning</td>
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<tr>
<td>BETH5012 Philosophy of Medicine</td>
<td>6</td>
<td>If an insufficient number of students opt to attend seminars on campus, the co-ordinator may choose to teach this Unit of Study in online mode only. Students will be contacted if this occurs.</td>
<td></td>
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<tr>
<td>BETH5013 Biomedicine and Society</td>
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<td>If an insufficient number of students opt to attend seminars on campus, the co-ordinator may choose to teach this Unit of Study in online mode only. Students will be contacted if this occurs.</td>
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<tr>
<td>BETH5014 Bioethics, Law and Society</td>
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<td>A three-year undergraduate degree in science, medicine, nursing, allied health sciences, philosophy/ethics, sociology/anthropology, law, history, or other relevant field, or by special permission</td>
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<td>BETH5022 Human and Animal Research Ethics</td>
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<td>BETH5023 Ethics and Public Health</td>
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<td>HPOL5000 Introduction to Health Policy</td>
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<td>MIPH5008 Travel and Tropical Medicine</td>
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<td>MIPH5014 International Health Promotion</td>
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<td>N PUBH5033 Students who have enrolled in PUBH5033 should contact the unit co-ordinator to seek permission before enrolling in MIPH5014, as there is some overlap between the two units of study.</td>
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<td>MIPH5115 Women’s and Children’s Health</td>
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<tr>
<td>MIPH5116 Culture, Health, Illness and Medicine</td>
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<tr>
<td>MIPH5117 Global Non-Communicable Disease Control</td>
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<td>MIPH5118 Global Perspectives of HIV/AIDS</td>
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<td>MIPH5135 Health Systems in Developing Countries</td>
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<td>MMHU6910 Ethics, Narrative Competence and Health</td>
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<td>PSYC5012 Health and Risk Communication</td>
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<td>PUBH5114 Alcohol, Drug Use and Health</td>
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<td>PUBH5118 Indigenous Health Promotion</td>
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<td>PUBH5418 Tobacco Control in the 21st Century</td>
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<td>PUBH5420 Public Health Advocacy Strategies</td>
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<td>SEXH5102 Public Health Aspects of HIV/AIDS</td>
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**Part 2**

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<td>HPSC4102 History of Science</td>
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<td>LNGS7002 Language, Society and Power</td>
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<td>LNGS7006 Cross-Cultural Communication</td>
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<td>SCLG6903 New Debates in Social Theory</td>
<td>6</td>
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**Research Practice units**

18 credit points of research practice units will be available from 2016.
**BETH5000**

**Critical Concepts in Bioethics**

**Credit points:** 6  
**Teacher/Coordinator:** Dr Robert Irvine  
**Session:** Semester 2  
**Classes:** 13x2hr seminars or Distance Education (online). Attendance is compulsory if enrolled in face-to-face mode.  
**Assessment:** 1x 750wd review (15%) and 1x 1500wd essay (30%) and 1x 2000-2500wd essay (45%) and 1x online work/class participation (10%)  
**Mode of delivery:** Normal (lecture/lab/tutorial) evening

This unit of study offers a critical review of the field of bioethics. The course canvases different ways that bioethics is ‘made-up’ in discourse, thought and practice, and the meaning of ‘bioethics’ historically and in contemporary society. Mapping some of the key literature on current on-going debates and contentions, the seminars explore different perspectives that people have of bioethics from points within and outside of the discipline and why bioethics and bioethical dilemmas have become important objects of popular and professional concern. Topics include the moral and ethical dimensions of advances in biomedical science and biotechnology, the virtuous bioethicist, narrative in bioethics, going public in bioethics, bioethics across cultures, feminist bioethics, bioethics and non-human animals, and, environmental bioethics in the clinic and public. Learning activities will include seminars and small group discussion.  

All assessments must be completed to pass this Unit.  

**Textbooks**  
Students are provided with a book of readings (in digital format); Supplementary readings can be accessed through the library or online.

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**BETH5101**

**Introduction to Ethical Reasoning**

**Credit points:** 6  
**Teacher/Coordinator:** A/Prof Ian Keridge  
**Session:** Semester 1  
**Classes:** 13x2hr seminars or Distance Education (online). Attendance is compulsory if enrolled in face-to-face mode.  
**Assessment:** 1x 2000wd essay (35%); 1x 4000wd essay (55%); participation in seminars or online (10%)  
**Mode of delivery:** Normal (lecture/lab/tutorial) evening

In this unit of study students gain the background in ethical philosophy necessary to engage in advanced analyses of issues in bioethics. Introduction to Ethical Reasoning familiarises students with classical theoretical frameworks such as virtue ethics, Kantian deontology, and utilitarianism that have been influential in the history of Western philosophy. The unit also examines more contemporary approaches to ethics, such as the capabilities approach, feminist ethics, human rights doctrines, and poststructuralist approaches. Across these different theoretical frameworks, discussions will focus on topics such as cultural relativism, universalism in ethics, difference and power.  

All assessments must be completed to pass this Unit.  

**Textbooks**  
Students are provided with a book of readings (in digital format); Supplementary readings can be accessed through the library or online.

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**BETH5102**

**Philosophy of Medicine**

**Credit points:** 6  
**Teacher/Coordinator:** A/Prof Christopher Jordens  
**Session:** Semester 1  
**Classes:** 12x2hr seminars or online.  
**Assessment:** 1x1200wd short written exercise (30%); 1x3000-4000wd major essay (60%); participation in seminars or online (10%)  
**Mode of delivery:** Normal (lecture/lab/tutorial) evening

Note: If an insufficient number of students opt to attend seminars on campus, the co-ordinator may choose to teach this Unit of Study in online mode only. Students will be contacted if this occurs.

This unit of study introduces some key philosophical questions and debates concerning medicine and the biomedical sciences. It is divided into three sections. The first explores key concepts and distinctions such as health, disease, mental illness and disability. The second section deals with topics that lie at the heart of a scientific approach to medicine, namely, causation, experimentation, evidence and clinical reasoning. The final section of the course invites students to reflect critically on the preceding section by exploring the rationality claims of non-orthodox approaches, by inquiring closely into the meaning of medical terms, and by taking a broad view of the notion of risk.

All assessments must be completed to pass this Unit.  

**Textbooks**  
Required readings are available through the unit of study website. Supplementary readings can be accessed through the university library.

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**BETH5103**

**Biomedicine and Society**

**Credit points:** 6  
**Teacher/Coordinator:** A/Prof Christopher Jordens  
**Session:** Semester 2  
**Classes:** 13x2hr seminars or online.  
**Assessment:** 1x1200wd exercise (30%); 1x3000-4000wd essay (60%); Participation in seminars or online (10%)  
**Mode of delivery:** Online

Note: If an insufficient number of students opt to attend seminars on campus, the co-ordinator may choose to teach this Unit of Study in online mode only. Students will be contacted if this occurs.

How does biomedicine both influence and reflect the broader society of which it is a part? This unit of study addresses this general question by examining a set of issues relating to sex and drugs. A key theme in the course is the “medicalisation” of human experience in the domains of gender, reproduction and sexual behaviour. The course aims to widen the scope of bioethical inquiry through readings that explore the issues from a range of different perspectives including history, sociology, politics, health policy, philosophy, religion, feminism, public health, and personal experience. Each topic introduces specific concepts which students are encouraged to apply. Students are also encouraged to draw on their own disciplinary and/or professional background. Seminars, online discussions and coursework will provide opportunities to learn from other students, and apply learning from other units of study in bioethics.

All assessments must be completed to pass this Unit.  

**Textbooks**  
Required readings are available through the unit of study website. Supplementary readings can be accessed through the university library.

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**BETH5104**

**Bioethics, Law and Society**

**Credit points:** 6  
**Teacher/Coordinator:** Dr Sascha Callaghan  
**Session:** Semester 1  
**Classes:** 4x8hr intensives or online. Attendance is compulsory if enrolled in face-to-face block mode.  
**Assessment:** 1x2000wd problem (40%); 1x3500 word essay (60%)  
**Mode of delivery:** Online

Note: A three-year undergraduate degree in science, medicine, nursing, allied health sciences, philosophy/ethics, sociology/anthropology, law, history, or other relevant field, or by special permission

This unit of study begins by introducing students to intersections amongst 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 learn 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 consent, tort law, competence, advance directives, maternal-fetal conflicts, abortion, reproduction, end-of-life-decision-making, genetics and infectious disease.
All assessments must be completed to pass this Unit.

Textbooks
Required: Kerridge, Lowe and Steward (2013), Ethics and law for the health profession, 4th Edition (Federation Press). All other compulsory readings are provided to students in digital format. Most supplementary readings can be accessed through the library collection.

BETH5201 Ethics and Biotechnology
Credit points: 6 Teacher/Coordinator: Dr Ainsley Newson Session: Semester 1 Classes: 6x2hr seminars & 1x8hr intensive; or Distance Education (online). Attendance is compulsory if enrolled in face-to-face mode. Assessment: 2x400wd tasks (2x10%); 1x1500wd essay (30%); 1x2500wd essay (40%); participation in seminars or online (10%). Mode of delivery: Online
Note: If an insufficient number of students opt to attend seminars on campus, the co-ordinator may choose to teach this Unit of Study in online mode only.

This unit of study introduces students to the ethical, social and legal issues that underlie a wide range of biotechnologies, including: genetics, genomics, human reproduction, stem cell research, nanotechnology and emerging biotechnologies. Key concepts influencing debates in this area are covered, such as ‘procreative beneficience’, personhood, risk, consent, public engagement, and property in the body (including gene patenting). Topical case studies are included to keep up with recent developments in the field. Students will explore the ethical limits to research and knowledge. All assessments must be completed to pass this Unit.

Textbooks
All readings are made available via elearning.

BETH5202 Human and Animal Research Ethics
Credit points: 6 Teacher/Coordinator: Dr Ainsley Newson Session: Semester 2 Classes: 4x8hr intensive or Distance Education (online). Attendance is compulsory if enrolled in face-to-face mode. Prerequisites: Prohibition: BETH5208 Assessment: Continuous assessment (short weekly tasks) (10%); ‘Best 3’ of 4x8hr Intensives; or Distance Education (online). Attendance is compulsory if enrolled in face-to-face mode. Assessment: 1x1500wd essay (50%); 1x2500wd essay (50%). Mode of delivery: Block mode

This unit of study critically examines research ethics in its wider context, from structuring research to its dissemination. It explores the ethical underpinnings of research in humans and non-human animals including the justifications for engaging in research, key concepts in research ethics and research integrity. The unit also reviews the history of research and the impact of research abuse on participants, both human and animal. Participants are also encouraged to develop practical skills in relation to their own research.

Textbooks
All readings are made available via elearning.

BETH5203 Ethics and Public Health
Credit points: 6 Teacher/Coordinator: A/Professor Stacy Carter Session: Semester 2 Classes: 5x8hr Intensives; or Distance Education (online). Prerequisites: 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. Prohibitions: BETH5206 Assessment: 5xOnline Quiz (50%); 1x2500wd essay (50%). Mode of delivery: Online

This unit provides students with an overview of the ethical and political issues that underlie public health and public health research. The unit introduces key concepts in public health ethics including liberty, utility, justice, solidarity and reciprocity, and introduces students to different ways of reasoning about the ethics of public health. A critical history of public health and an examination of public health law provide important context. Students also explore the ethical dimensions of central public health problems, including modifying lifestyles, managing communicable diseases, researching communities, responding to global health challenges and using evidence. Throughout, the emphasis is on learning to make sound arguments about the ethical aspects of public health policy, practice and research. Most learning occurs in the context of five teaching intensives, which are highly interactive and focus on the development and application of reasoning skills.

Textbooks
Students are provided with a book of readings (in digital format).

BETH5204 Clinical Ethics
Credit points: 6 Teacher/Coordinator: Dr Ainsley Newson Session: Semester 1 Classes: 4x8hr Intensives or Distance Education (online). Attendance is compulsory if enrolled in face-to-face mode. Assessment: 1x1500wd case study (30%); 1x2500wd essay (50%); continuous assessment (short weekly tasks) (10%); ‘Best 3’ of 4x8hr Intensives; or Distance Education (online). Attendance is compulsory if enrolled in face-to-face mode. Assessment: 1x1500wd essay (30%); 1x4000wd essay (50%); participation in seminars or online (20%). Mode of delivery: Block mode

This unit will provide students with an overview of the ethical issues that underlie the delivery of healthcare. Students will explore major conceptual models for ethical reasoning in the clinical context; key ethical concepts in the clinical encounter (such as consent, professionalism and confidentiality); major contexts in which ethical issues arise in clinical practice; and the design and delivery of clinical ethics consultation. The unit will also consider specific issues and populations within clinical practice, such as the care of vulnerable populations. Learning activities will include lectures (in an intensive format), facilitated discussion, case study activities, readings and weekly discussions.

All assessments must be completed to pass this Unit.

Textbooks
All readings are accessed online via elearning.

BETH5205 Ethics and Mental Health
Credit points: 6 Teacher/Coordinator: A/Professor Michael Robertson Session: Semester 2 Classes: 3x8hr Intensives or Distance Education (online). Attendance is compulsory if enrolled in face-to-face mode. Assessment: 1x1500wd essay (30%); 1x4000wd essay (50%); participation in seminars or online (20%). Mode of delivery: Block mode

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

All assessments must be completed to pass this Unit.

Textbooks
Robertson M and Walter G Ethics and Mental Health: The Patient, Profession and Community (2013) London CRC Press Students are provided with a book of readings (in digital format). Most supplementary readings can be accessed through the library or online.

GCT5902 Natures and Cultures of Bodies
Credit points: 6 Session: Semester 2 Classes: 1x2hr seminar/week Assessment: 3x 2000 Case study (90%); 1x Seminar participation (10%). Mode of delivery: Normal (lecture/lab/tutorial) day

The nature/culture distinction is under pressure today as relations to our bodies, the world and each other are transformed by technology, ecological crisis, gender practices and new forms of consumption. Thinking beyond this distinction by examining the practices of bodies, this unit combines theoretical reflection with case studies to give students new tools for cultural analysis.
HPOL5000
Introduction to Health Policy
Credit points: 6 Teacher/Coordinator: Dr Anne Marie Thow Session: Semester 1 Classes: Distance Education with compulsory Intensive workshops on Campus. 2 x 2-day workshops, online lectures and discussions Assessment: 1 x 1500wd written assignment (30%); 1 x 3000wd written assignment (50%); Online learning quiz (5%); online problem based learning exercise (15%) Mode of delivery: Distance education/intensive on campus

To develop a critical and comparative understanding of the history, theory and practice of health policy. To give an overview of the political choices and frameworks - national and global - that shape policymaking.

Learning objectives:
- acquire a critical understanding of the basic history and features of the Australian health system
- understand the main frameworks used to analyse and make policy
- understand the main issues in the translation of policy into practice
- demonstrate the capacity to apply these understandings in particular settings through case studies.

Content:
This unit explores the main structures and institutions that make health policy. The unit examines debates over policy frameworks, and the evidence and advocacy in setting priorities. Conflicts over health policy will be placed in broader contexts - comparing different health systems and assessing global influences. Case studies will be used to examine the relationships between policy and practice.

Textbooks

HPOL5003
Analysing Health Policy
Credit points: 6 Teacher/Coordinator: A/Prof James Gillespie, Professor Stephen Leeder Session: Semester 2 Classes: Distance Education with compulsory Intensive workshops on Campus. 2 x two day workshops plus online discussion Assessment: 1x2500 word assignment (50%), 1x3000 word assignment (50%) Mode of delivery: Distance education/intensive on campus

This unit develops skills for the effective critical appraisal of health policy. It familiarizes students with the principles, and limitations, of evidence-based health policy and how this is shaped by the health and political systems.

Learning objectives:
- to develop critical appraisal skills to critique the research that underpins policy
- to identify and analyse the main influences on policy development
- to evaluate existing policy frameworks and processes in relation to evidence, political context and broader community values

Content:
This unit builds policy analysis and analytical skills by exploring policy design, implementation and evaluation. It 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 workshops focus on the critical use of epidemiological and public policy analysis to build the evidence base for policy, taking into account political and social contexts.

Textbooks

HPSC4102
History of Science
Credit points: 6 Teacher/Coordinator: Prof Stephen Gaukroger. Taught by HPS staff and guest lecturers. Session: Semester 2 Classes: One 2 hour seminar per week. Assessment: 10xquestions (50%) and 1x5000 wd essay (50%) Mode of delivery: Normal (lecture/lab/tutorial) day
Note: Department permission required for enrolment.

This unit explores major episodes in the history of science from the 18th century until the present as well as introducing students to historiographic methods. Special attention is paid to developing practical skills in the history and philosophy of science.

Textbooks
Weekly Readings

HSTY6987
Presenting the Past
Credit points: 6 Teacher/Coordinator: Assoc Prof Penny Russell Session: Semester 2 Classes: 1x2-hr seminar/week Assessment: 1x4000wd Research project (80%), 1x1000wd Online discussion (10%), 1x1000wd Quiz (10%), Mode of delivery: Normal (lecture/lab/tutorial) day

A work of history may range in scope from a single life to the forces of internationalism, from a single moment to the span of human history, from a single locality to the globe. Why, and how, do historians tell such different stories? In this unit we explore the ideologies and social perspectives that underpin the historian's craft. Examining trends in historical scholarship, we consider how engagement with different methodologies has contributed to the social, cultural, intellectual and political 'turns'.

LNGS7002
Language, Society and Power
Credit points: 6 Session: Semester 1 Classes: 1x2hr seminar/week Assessment: 1x4000wd Research project (80%), 1x1000wd Online discussion (10%), 1x1000wd Quiz (10%), Mode of delivery: Normal (lecture/lab/tutorial) day

Language is a symbolic currency; mastery of the standard language can buy institutional power, mastery of urban teenage slang can buy street cred. This course introduces students to key issues in sociolinguistics and language sociology such as the political economy of language, language variation and change, and critical discourse analysis. Members of the class will undertake empirical research.

LNGS7004
Register and Genre in English
Credit points: 6 Session: Semester 2 Classes: 1x2hr seminar/week Assessment: 1x2000wd each Text analysis (100%), Mode of delivery: Normal (lecture/lab/tutorial) day

This unit of study introduces students to current research in the theory of genre and register with a focus on English. It will explore how choices in grammar and discourse (e.g. speech function, conjunction, cohesive devices, methods of development and argumentation, schematic structure) impact on the ways in which people engage with different types (genres, registers) of texts. The framework for the unit derives from a variety of linguistic approaches, including corpus linguistics and functional linguistics.

LNGS7006
Cross-Cultural Communication
Credit points: 6 Session: Semester 2 Classes: 1x2hr seminar/week Assessment: 1x1000wd Linguistic Relativity (20%), 1x2000wd Mid-semester exam (30%), 1x3000wd Final paper (50%), Mode of delivery: Normal (lecture/lab/tutorial) day

In today's globalised and multicultural societies, cross-cultural communication is common enough. Even so, it continues to be a challenge, both for people who engage in cross-cultural communication on a daily basis, and for researchers trying to describe and understand it. In this unit of study we will consider a variety of discourse- analytic approaches to studying cross-cultural communication, including conversation analysis, speech act theory, interactional sociolinguistics, the ethnography of communication, and critical discourse analysis. In our analyses of actual samples of cross-cultural communication we will pay particular attention to the social positioning of participants in an interaction, and the ways in which these positionings (particularly of power and intimacy) between participants are reflected in their linguistic practices. The unit will end with exploring applied perspectives, particularly on cross-cultural communication in educational, courtroom and workplace interactions.
Qualitative Health Research

LNGS7274
Media Discourse
Credit points: 6 Session: Semester 2 Classes: 1x2hr seminar/week Assessment: 1x500wd Summary (5%), 1x2500wd Image analysis/interpretation (35%), 1x3000wd Text Analysis (60%), Mode of delivery: Normal (lecture/lab/tutorial) day

"Sexy, healthy and 100% Australian-owned!" This unit examines linguistics approaches to media discourse. The language of news texts and television series will form a special focus of the unit, along with how images are used to construe meaning. We will explore general aspects of media institutions (news and television), the ways in which social identities are constructed in the media, differences between the language of various types of media texts, the rhetoric of persuasion and the discourses of popular culture.

LNGS7301
Functional Grammar
Credit points: 6 Session: Semester 1 Classes: 1x2hr seminar/week Assessment: 1x3000wd equivalent Grammar assignment (50%), 1x3000wd equivalent Final assignment (50%), Mode of delivery: Normal (lecture/lab/tutorial) day

This unit will focus on Halliday's functional grammar, including coverage of transitivity, mood, theme, clause-complexing and nominal group and verbal group structure (including functional structures and introductory accounts of the systems from which they derive). The unit will focus on English but include exemplification from other languages where appropriate. In addition the place of grammar in functional models of language will be considered, and critical aspects of system/structure theory introduced.

MIPH5008
Travel and Tropical Medicine
Credit points: 2 Teacher/Coordinator: Dr Giselle Manalo, Dr Paula Fogarty Session: Intensive October Classes: 1x 2day intensive lectures Assessment: 1x 2000wd individual essay (80%) and attendance (20%) Mode of delivery: Block mode

This unit aims to provide an overview of common health issues and emerging travel-related diseases, with a general look at prevention and control of these problems for travellers or those intending to work in tropical or resource-poor settings for a significant period of time. Travel/public health regulations associated with outbreaks and disasters are also addressed. During the short course, students will also explore issues such as pre-travel preparations, protection from vector-borne diseases and vaccinations. The teaching method is face-to-face teaching. Attendance is compulsory.

Textbooks
Readings are available on the unit's eLearning site

MIPH5014
International Health Promotion
Credit points: 4 Teacher/Coordinator: Dr Philaray Phongsavan Session: Semester 2 Classes: 1x 2hr lecture per week for 11 weeks; 1x 1hr tutorial per week for 9 weeks Prohibitions: PUBH5033 Assessment: 1500 word essay (30%), 2500 word report (50%), tutorial participation and attendance (20%) Mode of delivery: Normal (lecture/lab/tutorial) day Note: Students who have enrolled in PUBH5033 should contact the unit co-ordinator to seek permission before enrolling in MIPH5014, as there is some overlap between the two units of study.

This unit of study aims to provide students with an understanding of the principles, theory and methods that are employed in health promotion and prevention. The unit will give attention to the full spectrum of health promotion and prevention programs, from the development of local level initiatives to global 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. 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 social and economic development at the national and global levels, prevention and control of non-communicable and communicable diseases, including cigarette smoking, hygiene practices, capacity building and workforce development for health promotion and prevention.

Textbooks
Readings are available on the unit's eLearning site.

MIPH5115
Women's and Children's Health
Credit points: 4 Teacher/Coordinator: Dr Jane Hirst Session: Semester 2 Classes: 1x2hr lecture per week for 10 weeks, 1x1hr tutorial per week for 9 weeks; also offered fully online Assessment: 1x2000 word individual assignment (50%), 1x group report (30%), tutorial participation (20%) Mode of delivery: Normal (lecture/lab/tutorial) day

This unit aims to give students an overview of the health status of women and children in international settings. It also aims to examine causes of major health problems and possible approaches to improving the health of women and children in resource-poor countries. The unit covers a variety of issues in women's and children's health, including approaches to prevention of maternal and fetal, neonatal and child mortality, poverty, mother to child HIV transmission, women and violence, family planning, diarrhoeal disease, pneumonia, and vaccine preventable diseases.

Textbooks
Readings are available on the unit's eLearning site.

MIPH5116
Culture, Health, Illness and Medicine
Credit points: 4 Teacher/Coordinator: Dr Cynthia Hunter Session: Semester 2 Classes: 1 x 2 day workshop; 1 x 2hr seminar per week for 7 weeks; also offered fully online Assessment: 1x3000word essay (75%) and 1x1hr class facilitation (25%) Mode of delivery: Normal (lecture/lab/tutorial) day

This unit aims to provide an integrated and interpretive approach to an understanding of health-related behaviours of populations in international settings, by synthesizing anthropological knowledge and methodology, and the interactions of culture, biology, psychology and environment. The teaching process is by student-led, lecturer-guided, discussion based review and critical analysis of relevant topics. During the unit, students will explore a range of issues in global and multicultural health from an anthropological perspective. Methodological approaches will encompass ethnography and other anthropological data collection methods. The issues covered will include cultural influences on health, illness and healing, such as indigenous and traditional beliefs and systems, gender and cultural change and the impact of modernization and development on illness and healing. The impact examines disease and illness patterns - their distribution and persistence, mental illness and culture and attitudes towards the use of medications; and the provision of culturally sensitive and appropriate services. The emphasis will be on covering a range of topics relevant to the students enrolled, and those of particular importance in contemporary international and multicultural health contexts.

Textbooks
Readings are available on the unit's eLearning site.

MIPH5117
Global Non-Communicable Disease Control
Credit points: 2 Teacher/Coordinator: Dr Rohina Joshi Session: Semester 2a Classes: 1x 2hr lecture per week for 7 weeks; also offered fully online Assessment: 1x 2000word written assignment (90%) and class participation (10%) Mode of delivery: Online

This unit aims to provide candidates with an understanding of the causes and control of non-communicable diseases (NCDs) in developing countries. These diseases are associated with social and economic development and the demographic and health transitions. Topics covered in the unit include cardiovascular diseases, diabetes, cancer, primary health care in relation to NCDs, health promotion for NCDs and approaches to NCD research in developing countries. Lectures are given by health professionals with direct experience of NCD control in developing countries.

Textbooks
Readings are available on the unit's eLearning site.

442
Credit points: 4 Teacher/Coordinator: Dr Joel Negin  Session: Semester 2 Classes: 4 days of intensive lectures spread over a 1 month period; also offered fully online Assessment: 1xgroup report (20%), peer evaluation (10%), 1x2000 word individual assignment (60%), and participation in discussions (10%)  Mode of delivery: Normal (lecture/lab/tutorial) day

This unit offers a detailed and evidence-based assessment of the global HIV situation to equip students with the latest understanding of HIV distribution and trends globally, its social and economic implications, the measures being taken to prevent and treat HIV and AIDS, the gaps that need to be addressed in HIV control, and the politics around global HIV issues. Examples from different parts of the world, particularly less developed settings, are used to illustrate key issues influencing the HIV control agenda globally. Emphasis is placed on developing a critical and analytical approach to assessing the HIV situation and developing interventions for its control.

Textbooks
Readings are available on the unit’s eLearning site.

Credit points: 4 Teacher/Coordinator: Dr Joel Negin, Associate Professor Alexandra Martinuk  Session: Semester 2 Classes: 1x2hr lecture per week for 10 weeks; plus 2x 0.5 day workshops Assessment: 1x1500 word research proposal (40%), 1x2000 word case study report (50%), and participation (10%)  Mode of delivery: Normal (lecture/lab/tutorial) day

Health systems are complex and multi-faceted. Successful health systems require attention to political economy, governance, institutions, and local context. This unit will cover health systems in developing countries to equip students with a conceptual understanding and a set of tools to address major public health challenges from a health systems perspective. With a focus on evidence-based decision making, the unit will provide an understanding of health systems including specific topics such as health workforce, financing, service delivery, information systems and policy, and how these impact health interventions and health status in less developed countries. A multi-sectoral, integrated model will be used to understand the varied aspects of development challenges related to health systems. A case study approach will then provide students with concrete examples of health systems challenges and will strengthen students’ ability to view health problems in a holistic, multi-faceted manner. The unit will provide students with the tools needed to make a practical difference in health systems in less developed countries with emphasis on implementation of health projects and bringing interventions to scale.

Textbooks
Readings are available on the unit’s eLearning site.

Credit points: 6 Teacher/Coordinator: Dr Claire Hooker  Session: Semester 2 Classes: 13 x 2hr seminar or Distance Education (online).  Attendance is compulsory if enrolled in face-to-face mode.  Assessment: 1x500-1000wd online written assignment (30%); online quizzes (10%)

This unit of study explores the connections between narrative, literature, ethics and health and medicine. Students will be introduced to the fundamental importance of narrative competence for health professionals and to tools for developing narrative competence. We will consider a range of ethical issues arising from narrative and literature in health and medicine, including differences between how patients/ the public and health professionals/ clinicians understand and value health and illness, and how to incorporate issues around identity, existence and values into public health and medicine. Students will also be given new analytic tools from the humanities for use in health-related settings. It will introduce students to influential theories of narrative and modes of cultural, literary and linguistic analysis that can further enrich our understandings of these texts. Students will encounter and analyse a wide range of literary and non-literary narratives concerned with illness, embodied and healing. Topics or themes covered during the course include: narrative theory (narratology); narrative competence; literary/cultural representations of health practitioners; rhetoric (semiotics) of health; literary/cultural constructions of disability and femininity; narrative ethics; language and embodiment; medico-literary ‘genres’; narrating death and dying; and the limits of narrative.

All assessments must be completed to pass this Unit.

Credit points: 6 Teacher/Coordinator: Associate Professor Geoff Morgan  Session: Semester 2 Classes: Mixed mode of 13 lectures (13 sessions of approximately 2 hours each) offered online, and 6 case studies (6 sessions of 2 hours each) offered face-to-face and online (choice of one or the other). All the content for the unit can be completed online if required. Assessment: 1x written assignment (50%), 1x quiz (20%) and 6 x case study quiz and participation (6 x 5% = 30%)  Mode of delivery: Distance education/intensive on campus

The unit will explore the major categories of environmental health hazards including air quality, water quality, chemical hazards (eg soils and contaminated sites), physical hazards (eg noise and radiation), microbiological hazards (eg Legionnaires’ disease) and food safety. Regional and global issues of sustainability, climate change and land use planning will also be covered. The unit aims to develop an understanding of environmental health hazard identification and risk assessment, as well as the principles of hazard control. The disciplines of epidemiology, toxicology and ecology will be applied within a risk assessment framework to characterise health risks associated with environmental hazards and determine risk management options and risk communication strategies. Students completing this unit will appreciate the multi-disciplinary nature of environmental health issues, the application of a risk assessment framework, and the need to work closely with a broad range of stakeholders including commonwealth and state health and environment agencies, local government, industry and the community.

Textbooks
This unit aims to assist students in developing an evidence-based understanding of the epidemiology of alcohol and drug use and its impact on health, and the effectiveness of methods for prevention and management of related problems. This fuller drug and alcohol elective covers all the content of PUBH5115 and goes on to assist the student to develop more advanced skills in research and in management of clinical services in relation to alcohol and drug use disorders, and to examine the needs of special populations.

Textbooks
Readings are available on the unit's eLearning site.

PUBH5115
Alcohol, Drug Use and Health
Credit points: 2
Teacher/Coordinator: Associate Professor Carolyn Day
Session: Semester 2a
Classes: 7 weeks of 2hr teaching sessions and associated online activities. The teaching sessions are a combination of face-to-face and online seminars. Students unable to attend face to face sessions can do the entire course online.
Prohibitions: PUBH5114
Assessment: 1 x 1500 word assignment (60%); compulsory discussion participation (30%); online quizzes (10%)
Mode of delivery: Online

This unit aims to assist students in developing an evidence-based understanding of the epidemiology of alcohol and drug use and its impact on health, and the effectiveness of methods for the prevention and management of related problems.

Textbooks
Readings are available on the unit's eLearning site.

PUBH5118
Indigenous Health Promotion
Credit points: 4
Teacher/Coordinator: Suzanne Plater
Session: Semester 2
Classes: 1 x 2-day compulsory workshop and preparatory online activities.
Assessment: 1 x 3000 word essay (70%), reflective journal (10%), online quizzes (20%)
Mode of delivery: Distance education/intensive on campus
Note: Department permission required for enrolment.

Health promotion in an Aboriginal and Torres Strait Islander context requires investment in building the human capital and capabilities of the population within a paradigm of hope. You will first acquire an understanding of the distal, medial and proximal determinants of Aboriginal and Torres Strait Islander health and the subsequent risk factors that have resulted in high rates of morbidity and mortality. You will also learn how to ethically engage with and consult Aboriginal and Torres Strait Islander people, and understand how the often unintentional misuse of power can disadvantage people the right to take control of their health and wellbeing. You will then apply these skills and understanding in a compulsory workshop to draft a health promotion plan that addresses a priority health issue in an urban, regional or remote Aboriginal and Torres Strait Islander community. The conceptual and technical tools learned may then be built upon and applied to any health issue in any setting and with any population.

Textbooks
Course materials will be provided.

PUBH5415
Injury Prevention
Credit points: 2
Teacher/Coordinator: Professor Rebecca Ivers
Session: Intensive October
Classes: 1 x 2day workshop
Assessment: 1 x 2000 word essay (90%) and participation in small group work during the workshop (10%)
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


PUBH5418
Tobacco Control in the 21st Century
Credit points: 6
Teacher/Coordinator: Dr Becky Freeman
Session: Intensive August
Classes: 1x3 day workshop of lectures and problem-focused discussions, followed by 4 weeks of problem-based online discussions
Assessment: 2x 2000 word essays (60%), 1x 100 item online quiz (10%) and online discussion and participation (30%)
Mode of delivery: Distance education/intensive on campus

The unit consists of learning topics, each of which is supported by extensive Web based resources, and 4 moderated online discussion forums, each focusing on a problem related to tobacco use and control. Lecture topics include: history of tobacco use and control; the burden of illness from tobacco use; secondhand smoke; the research evidence; measuring tobacco use, uptake and cessation in communities; international trends in tobacco consumption; the tobacco industry; the WHO's Framework Convention on Tobacco Control and new forms of tobacco advertising and promotion. Problem focused discussion forums include: Harm reduction and tobacco control, regulation of tobacco, improving and implementing pack warnings; promoting smoking cessation, prevention of uptake (youth programs); denormalisation of the tobacco industry; controlling advertising; and controlling exposure to tobacco smoke, making news on tobacco and influencing political policy on tobacco.

Textbooks
(recommended only)

PUBH5419
Falls Prevention in Older People
Credit points: 4
Teacher/Coordinator: Professor Cathie Sherrington and Dr Anne Tiedemann
Session: Semester 2
Classes: 6-8 hours of online lectures and tutorials per week for 13 weeks
Assessment: 1 x 2000 word written assignment (60%), 1 x assignment with "short answer" questions (20%), participation in moderated online discussions (20%)
Mode of delivery: Online

This fully online unit aims to teach students about the principles of falls prevention in the older person with an emphasis on the application of these principles in the field. This unit will focus on risk factors for falls and the development, implementation and evaluation of fall prevention programs. Students will learn about and discuss research methods for the understanding of, prediction of, and prevention of falls, critically evaluate journal articles, and discuss the development of fall prevention programs using case studies.

Textbooks
Recorded lectures, lecture notes, case studies and journal articles will be provided online from a password-protected site

PUBH5420
Public Health Advocacy Strategies
Credit points: 4
Teacher/Coordinator: Dr Becky Freeman
Session: Semester 2b
Classes: 2 full days followed by 3 weeks of online
Assessment: 2500 word essay (70%), online participation (30%)
Mode of delivery: Block mode

Students will have the opportunity to critique and analyse case studies from a variety of both successful and unsuccessful public health advocacy examples. There will be an emphasis on how online environments and social media tools are contributing to public health advocacy debates and campaigns. Recent examples of how online media have influenced health policy and programming will be presented. Students will examine and prepare writing for online media such as news, blogs, and social media. The lectures will include guest speakers from non-government organisations, government and other experienced stakeholders from across the public health sector.

Textbooks
Qualitative Health Research

PUBH5500
Advanced Qualitative Health Research

Credit points: 6 Teacher/Coordinator: Dr Julie Mooney-Somers Session: Semester 1 Classes: 2x3 full day workshop in March/April Prohibitions: QUAL5005 Assessment: interview activity with 600wd reflection (35%); 2500wd essay (35%); multiple choice quizzes (2x10%); in-class participation (10%) Mode of delivery: Block mode

This unit of study provides a comprehensive introduction to qualitative inquiry in health. It is designed for beginners and people who want an advanced-level introduction. Workshop One addresses: What is qualitative research? How is it different from quantitative research? What is its history? What research questions can it answer? How can I search for qualitative literature? How do I design a qualitative study? What are the different (and best) ways to generate data? You will get practical experience and skills through carrying out an observation, participating in a focus group and conducting an interview. Workshop Two addresses: How do you analyse qualitative data? Is methodology different to method? What are ontology and epistemology? What is reflexivity (and aren’t qualitative researchers biased)? What are the ethical issues? How are methodologies and theories used in qualitative research? What is good quality qualitative research? Can I generalise qualitative findings? You will get practical experience and skills through analysing your own interview data, arguing for qualitative research in health, and appraising the quality of published literature. In both workshops you will meet working qualitative researchers and hear about their projects. This advanced unit will show you a new way of thinking critically about research and researching, and give you the skills and confidence to begin evaluating and doing qualitative research for yourself.

QUAL5002
Qualitative Methodologies & Study Design

Credit points: 6 Teacher/Coordinator: Dr Julie Mooney-Somers Session: Intensive May Classes: 2x3 full day workshop Prerequisites: Assumed Knowledge: Basic understanding of the nature of qualitative knowledge and the processes of qualitative research. Corequisites: PUBH5500 Assessment: group presentation (2x15%); peer review (2x10%); 4000wd assignment (50%) Mode of delivery: Block mode

Note: Departmental permission is required for students who have not completed PUBH5500.

Qualitative methodologies are historical traditions and systems for planning and justifying research methods. This intermediate unit assumes a basic understanding of qualitative research and focuses on qualitative methodologies. Qualitative methodologies are informed by theories from sociology, anthropology, philosophy and other disciplines. They shape the research questions, objectives, design and outcome of a qualitative study. This course begins with general principles of qualitative methodology and study design. We examine several qualitative methodologies in detail, including: narrative inquiry, community based participatory research, ethnography, grounded theory, arts-based, and qualitative synthesis. We consider their historical and theoretical roots, the research practices they encourage, and their current status. The final session considers how we can use methodologies as resources rather than recipes, maintaining both flexibility and coherence in our study designs.

QUAL5003
Qualitative Research Analysis & Writing

Credit points: 6 Teacher/Coordinator: Dr Julie Mooney-Somers Session: Semester 2 Classes: 2x2 full day workshop plus optional tutorials Prerequisites: Assumed Knowledge: Basic understanding of the nature of qualitative knowledge and types of qualitative data. Assessment: practical analysis activities (20%, 20%, 20%), 2000/5000wd draft journal article (40%) Mode of delivery: Block mode

In this Unit you will analyse and write about qualitative data. This intermediate unit assumes a basic understanding of qualitative research and focuses on qualitative analysis and writing. Workshop one will introduce advanced analytic strategies, including: conversation analysis, content analysis, discourse analysis and Grounded Theory analysis. Between workshops, you will work to analyse a portfolio of qualitative data. Workshop Two will concentrate on writing: we will practice tricks and tips for starting writing, structuring articles, and editing your own work. Most importantly, we will practice thinking in genres, asking the question: who is going to read this, and how should I write for them? After completing this Unit you will have a wider range of analytic techniques at your disposal, and will have experience in shaping your writing to make it appropriate for its intended audience.

QUAL5004
Designing a Qualitative Research Project

Credit points: 6 Teacher/Coordinator: Dr Julie Mooney-Somers Session: Semester 2 Classes: 2 full day workshop plus optional tutorials Prerequisites: Assumed Knowledge: Good understanding of the nature of qualitative knowledge and of qualitative research processes. Corequisites: QUAL5003 Assessment: Research proposal (30%, 20%), Human Research Ethics Committee Application (30%, 20%) Mode of delivery: Block mode

This is the capstone Unit of Study for students in the Qualitative Health Research program. It will draw together what you have learned over the course of your studies, and culminate in the production of a research plan, and a Human Research Ethics Committee application. You should come to the first workshop day with a problem that is appropriate to research qualitatively. Ideally the problem you work on will be either an intended PhD project, workplace project or a project for which you will be seeking grant funding. Day one of the Workshop will be spent learning about the research funding process, developing aims and formal research questions, exploring methods and methodology, and reviewing successful qualitative grant applications. Day two will be spent working through a funding proposal and learning about ethical issues. Across the semester, you will refine and document your research plans and ethical reasoning and receive support from peers and the unit coordinator through regular meetings. The Unit of Study aims to ensure that as a graduate of the QHR program you are well-prepared to commence a qualitative PhD or qualitative research project.

SCLG6903
New Debates in Social Theory

Credit points: 6 Session: Semester 2 Classes: 1x2hr seminar/week Assessment: 1x2400wd Research essay (40%), 1x2400wd Research essay (40%), 1x1200wd equivalent online presentations and discussion (20%) Mode of delivery: Normal (lecture/lab/tutorial) day

This unit explores a series of issues of controversy and debate in social theory. These include debates over: the information age; new information and communication technologies; the new capitalism and changing work practices; the cultural sphere; new forms of power and surveillance; shifting claims to insight in knowledge societies; the role of education in social inequality; the bases of making knowledge claims; and globalisation. The unit involves both face-to-face seminars and online discussions.

SEXH5008
Sexual Society

Credit points: 2 Teacher/Coordinator: Associate Professor Richard Hillman Session: Semester 2a Classes: 2 hours of lectures per week, half semester, which can be taken either face-to-face or online. Australia Awards Scholarship students must enrol into the face-to-face version Assessment: written assignment (50%), online quiz (30%), online discussions (20%) Mode of delivery: Online

This unit will explore determinants of sexuality from a societal perspective, with particular reference to their potential impacts on public health. It is available in both online and face-to-face modes. Social science theories of sexuality will be considered, and cross-cultural and historical accounts of sexual practices will be reviewed. Particular emphasis will be placed on the impact of diversity, culture, society, environment, life experiences, personal beliefs and health on sexual activity and potential Public Health impacts such as the spread of STIs & HIV. Course content will include diversity; adolescence sexual development; sex education; sexual assault, gender; sexual orientation and sexual behaviour.

SEXH5101
Public Health Aspects of STIs

Credit points: 2 Teacher/Coordinator: Associate Professor Richard Hillman, Dr Shailendra Sawleshwarkar Session: Semester 2b Classes: 2 hours of
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; impact of vulnerable at-risk populations; health promotion for STIs; policy approaches and ethical & legal issues.

SEXH5102
Public Health Aspects of HIV/AIDS
Credit points: 2
Teacher/Coordinator: Associate Professor Richard Hillman, Dr Shalendrav Sawleshwarkar
Session: Semester 2b
Classes: 2 hours of lectures per week, half semester, which can be taken either face-to-face or online. Australia Awards Scholarship students must enrol in the face-to-face version.
Assessment: written assignment (50%), online quiz (30%), online discussions (20%) 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 prevention strategies. Course content will include an introduction to the basic science of HIV infection; epidemiology and surveillance; sexual blood borne and mother to child transmission; STI/HIV interactions; other methods of transmission; health promotion for HIV; government perspectives and ethical and legal issues.

SEXH5205
Advanced Adolescent Sexual Health
Credit points: 6
Teacher/Coordinator: Dr Melissa Kang
Session: Semester 2
Classes: fully online
Prohibitions: SEXH5204
Assessment: continuous assessment including participation in group discussion (30%), in-depth case discussion (30%) and 1500 word essay (40%). Mode of delivery: Online

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.
These courses are not open for new admission in 2015. The following information is provided for currently enrolled students only.

Master of Medicine (Reproductive Health Sciences and Human Genetics) (not open for new admissions in 2015)

Master of Science in Medicine (Reproductive Health Sciences and Human Genetics) (not open for new admissions in 2015)

Double degree programs for International students:

Master of Medicine (Reproductive Health Sciences and Human Genetics) and Master of Philosophy (not open for new admissions in 2015)

Master of Science in Medicine (Reproductive Health Sciences and Human Genetics) and Master of Philosophy (not open for new admissions in 2015)

<table>
<thead>
<tr>
<th>Course code</th>
<th>CRICOS code</th>
<th>Degree Abbreviation</th>
<th>Credit points required to complete</th>
<th>Time to complete full-time</th>
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<td></td>
<td>MMEd(RH&amp;HG)/MPhil</td>
<td>48 + research thesis (48crp)</td>
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Overview

The main aim of the program is to provide up-to-date knowledge of the clinical and laboratory science and technological developments in reproduction and human genetics.

Areas of study include reproductive physiology, biochemistry, immunology, microbiology and pathology. The course is ideally suited to graduates in medicine seeking a career in reproductive science and medicine, laboratory science, public health or genetic counselling, as well as professionals already working in these disciplines who are seeking to gain a deeper insight into the rapidly expanding disciplines of reproductive health sciences, reproductive medicine and human genetics.

Course outcomes

Graduates will:

- have an up-to-date knowledge of the clinical and laboratory science and technological developments in reproduction and human genetics
- have an insight into the social, ethical and public health aspects of these fields
- have developed a firm basis for vocational training in these disciplines
- be able to contribute to and promote dialogue and understanding between those working in disparate areas within reproductive health and genetics.

Further information

The program is offered as either a coursework-only master's degree or as a double degree combining the coursework-only master's degree with a research master's degree. The coursework-only master's degree is only available part time.

In order to study full-time, international students must enrol in one of the combined Master/MPhil programs.

Information on the Master of Philosophy is available under the Research tab.

The Master of Medicine (Reproductive Health Sciences and Human Genetics) and the Master of Science in Medicine (Reproductive Health Sciences and Human Genetics) are essentially the same program with different admission requirements.

Only medical graduates (ie those with an MBBS) may be admitted to the Master of Medicine while non-medical graduates may be admitted to the Master of Science in Medicine. Students follow the same program of study (with the exception, in some cases, of practical work), with the only difference being the title of the course they are awarded on completion.

To qualify for the coursework-only degree candidates must complete coursework and clinical or laboratory assignments equivalent to 48 credit points. The coursework and clinical or laboratory assignments are undertaken part time over two years.
Students are required to attend lectures and tutorials and undertake field visits to laboratory and clinical areas. Lectures and tutorials are held on two evenings per week and some Saturdays.

Assessment is by written examination, oral presentations, written assignments, placement reports and a research thesis for those enrolled in the double degree.

Double degree students
Domestic students who wish to complete two degrees enrol into a Masters degree (KC077 or KC078) and a Master of Philosophy (MPhil)(KC083), either at the same time or sequentially. Domestic students may enrol on a part time basis.

International students must enrol in a double degree program (KC085 or KC086) so they are enrolled for two years full time. Further information about enrolment for international students in the double degree is provided below.

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

To qualify for the double degree, candidates must complete the requirements for the coursework-only degree as described above, and to fulfil the requirements of the Master of Philosophy candidates must enrol in at least the equivalent of one year full time research and submit a thesis that passes examination.

International students who are not able to submit their research thesis after completing the equivalent of two years of full time enrolment must enrol for further semesters, with the associated financial cost of enrolment, until they are able to submit their thesis.

Further enquiries
Dr Robert Markham
Phone: +61 2 9351 2722
Fax: +61 2 9351 4560
Email: robert.markham@sydney.edu.au
Website: sydney.edu.au/medicine/obs-gyn-neo/
Admission requirements
Admission to the Master of Medicine (Reproductive Health Sciences and Human Genetics) requires a medical degree.

In general, admission to the Master of Science in Medicine (Reproductive Health Sciences and Human Genetics) requires a bachelor's degree with a first or second class honours, or a bachelor's degree with 12 months work or research experience.

Admission into the double degree programs:
- Master of Medicine (Reproductive Health Sciences and Human Genetics)/Master of Philosophy requires a medical degree plus the submission of a research topic for advanced study.
- Master of Science in Medicine (Reproductive Health Sciences and Human Genetics)/Master of Philosophy requires a bachelor's degree with a first or second class honours, or a bachelor's degree with 12 months work or research experience plus the submission of a research topic for advanced study.

Admission into the double degree programs is conditional upon the appointment of an appropriate supervisor.

Course structure
The Master of Medicine (Reproductive Health Sciences and Human Genetics) and the Master of Science in Medicine (Reproductive Health Sciences and Human Genetics) require the successful completion of 48 credit points of units of study including:
- 44 credit points of core units of study; and
- 4 credit points of elective units of study.

The Master of Medicine (Reproductive Health Sciences and Human Genetics)/Master of Philosophy and the Master of Science in Medicine (Reproductive Health Sciences and Human Genetics)/Master of Philosophy require the successful completion of 96 credit points of units of study including:
- 44 credit points of core units of study;
- 4 credit points of elective units of study; and
- 48 credit points of research units of study.

Pattern of enrolment for domestic students
The following tables provide examples for structuring programs of study.

Students must complete the required credit point value of core units of study and elective units of study.

Core units of study

<table>
<thead>
<tr>
<th>Core Units of Study</th>
<th>Credit point</th>
</tr>
</thead>
<tbody>
<tr>
<td>PUBH5010 Epidemiology Methods and Uses</td>
<td>6</td>
</tr>
<tr>
<td>PUBH5018 Introductory Biostatistics</td>
<td>6</td>
</tr>
<tr>
<td>RHHG5010 Reproductive Sciences</td>
<td>4</td>
</tr>
<tr>
<td>RHHG5007 Clinical Reproductive Medicine (semester 1a)</td>
<td>4</td>
</tr>
<tr>
<td>RHHG5008 Counselling 1 (semester 1b)</td>
<td>2</td>
</tr>
</tbody>
</table>

Elective units of study

<table>
<thead>
<tr>
<th>Elective Units of Study</th>
<th>Credit point</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students must complete 4 credit points of elective units of study</td>
<td></td>
</tr>
</tbody>
</table>

Pattern of enrolment for double degree international students
In order to comply with their visa requirements and to fulfil the requirements of the double degree, international students must enrol in an additional 48 credit points of research units of study.

Research Units of study

<table>
<thead>
<tr>
<th>Research Units of Study</th>
<th>Credit point</th>
</tr>
</thead>
<tbody>
<tr>
<td>International double degree students must complete 48 credit points of research units of study</td>
<td></td>
</tr>
<tr>
<td>MEDF4001 Medicine Research A</td>
<td>12</td>
</tr>
<tr>
<td>MEDF4002 Medicine Research B</td>
<td>12</td>
</tr>
<tr>
<td>MEDF4003 Medicine Research C</td>
<td>12</td>
</tr>
<tr>
<td>MEDF4004 Medicine Research D</td>
<td>12</td>
</tr>
</tbody>
</table>

The recommended pattern of enrolment is indicated below and provides a program for either a first semester (March) start or second semester (July) start.
### Pattern of enrolment for international students commencing in March

#### Year 1

<table>
<thead>
<tr>
<th>UoS code and name</th>
<th>Credit points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester 1</td>
<td></td>
</tr>
<tr>
<td>PUBH5010 Epidemiology Methods and Uses</td>
<td>6</td>
</tr>
<tr>
<td>PUBH5018 Introductory Biostatistics</td>
<td>6</td>
</tr>
<tr>
<td>MEDF4001 Medicine Research A</td>
<td>12</td>
</tr>
<tr>
<td>Semester 2</td>
<td></td>
</tr>
<tr>
<td>RHHG5005 Reproductive Sciences and Medicine(semester 2a)</td>
<td>4</td>
</tr>
<tr>
<td>RHHG5006 Reproductive, Maternal and Child Health(semester 2b)</td>
<td>4</td>
</tr>
<tr>
<td>RHHG5026 Introductory Medical Genetics (semester 2b)</td>
<td>4</td>
</tr>
<tr>
<td>MEDF4002 Medicine Research B</td>
<td>12</td>
</tr>
</tbody>
</table>

#### Year 2

<table>
<thead>
<tr>
<th>UoS code and name</th>
<th>Credit points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester 1</td>
<td></td>
</tr>
<tr>
<td>RHHG5007 Clinical Reproductive Medicine (semester 1a)</td>
<td>4</td>
</tr>
<tr>
<td>RHHG5008 Counselling 1 (semester 1b)</td>
<td>2</td>
</tr>
<tr>
<td>RHHG5010 Reproductive Sciences</td>
<td>4</td>
</tr>
<tr>
<td>RHHG5028 Medical Genetics</td>
<td>2</td>
</tr>
<tr>
<td>MEDF4003 Medicine Research C</td>
<td>12</td>
</tr>
<tr>
<td>Semester 2</td>
<td></td>
</tr>
<tr>
<td>RHHG5013 Ethical, Social, Legal &amp; Privacy Issues(semester 2a)</td>
<td>4</td>
</tr>
<tr>
<td>RHHG5014 Fertility Control(semester 2b)</td>
<td>2</td>
</tr>
<tr>
<td>RHHG5021 Reproduction and Cancer (semester 2b)</td>
<td>2</td>
</tr>
<tr>
<td>MEDF4004 Medicine Research D</td>
<td>12</td>
</tr>
<tr>
<td>plus 2 electives from the Elective list</td>
<td>4</td>
</tr>
</tbody>
</table>

### Pattern of enrolment for international students commencing in July

<table>
<thead>
<tr>
<th>UoS code and name</th>
<th>Credit points</th>
</tr>
</thead>
<tbody>
<tr>
<td>First semester of study</td>
<td></td>
</tr>
<tr>
<td>RHHG5005 Reproductive Sciences and Medicine(semester 2a)</td>
<td>4</td>
</tr>
<tr>
<td>RHHG5006 Reproductive, Maternal and Child Health(semester 2b)</td>
<td>4</td>
</tr>
<tr>
<td>RHHG5026 Introductory Medical Genetics (semester 2b)</td>
<td>4</td>
</tr>
<tr>
<td>MEDF4001 Medicine Research A</td>
<td>12</td>
</tr>
<tr>
<td>Second semester of study</td>
<td></td>
</tr>
<tr>
<td>PUBH5010 Epidemiology Methods and Uses</td>
<td>6</td>
</tr>
<tr>
<td>PUBH5018 Introductory Biostatistics</td>
<td>6</td>
</tr>
<tr>
<td>RHHG5007 Clinical Reproductive Medicine (semester 1a)</td>
<td>4</td>
</tr>
</tbody>
</table>

If a student is not able to submit the thesis for the Master of Philosophy after these two years of enrolment, they must enrol in both MEDF4003 and MEDF4004 for further semesters, with the associated cost of enrolment, until they are able to submit.
Sydney Medical School resolutions and the printed handbook are the official statement of faculty policy. The resolutions contained in the printed handbook are accurate as at November 2013. If a conflict is perceived between the content of the printed handbook and information available elsewhere, Sydney Medical School resolutions and the information available in the handbook online shall always take precedence.

See the Policy Online website: sydney.edu.au/policy, for copies of University policies.

- Master of Medicine and Master of Science in Medicine (Reproductive Health Sciences and Human Genetics)
- Master of Medicine and Master of Science in Medicine (Reproductive Health Sciences and Human Genetics)/Master of Philosophy

Master of Medicine (Reproductive Health Sciences and Human Genetics) (not open for new admissions in 2015)

Master of Science in Medicine (Reproductive Health Sciences and Human Genetics) (not open for new admissions in 2015)

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

Course resolutions

1 Course codes

<table>
<thead>
<tr>
<th>Code</th>
<th>Course and stream title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAMERHHG-02</td>
<td>Master of Medicine (Reproductive Health Sciences and Human Genetics)</td>
</tr>
<tr>
<td>MASMRRHHG-02</td>
<td>Master of Science in Medicine (Reproductive Health Sciences and Human Genetics)</td>
</tr>
</tbody>
</table>

2 Attendance pattern

The attendance pattern for this course is part time only.

3 Master's type

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

4 Admission to candidature

(1) Available places will be offered to qualified applicants according to the following admissions criteria. In exceptional circumstances the Dean may admit applicants without these qualifications who, in the opinion of the Faculty, have qualifications, evidence of experience and achievement sufficient to successfully undertake the award.

(2) Admission to the Master of Medicine (Reproductive Health Sciences and Human Genetics) requires:

a medical degree from the University of Sydney or an equivalent qualification;

(3) Admission to the Master of Science in Medicine (Reproductive Health Sciences and Human Genetics) requires:

a bachelor's degree with first or second class honours from the University of Sydney or equivalent qualification;

or

a bachelor's degree from the University of Sydney or equivalent qualification and a minimum of 12 months research or work experience in the field or successful completion of the preliminary examination(s) as prescribed by the Faculty.

5 Requirements for award

(1) The units of study that may be taken for the course are set out in the Table of Units of Study: Reproductive Health Sciences and Human Genetics.

(2) To qualify for the award of the Master of Medicine (Reproductive Health Sciences and Human Genetics) or Master of Science in Medicine (Reproductive Health Sciences and Human Genetics) a candidate must successfully complete 48 credit points, including:

(a) 44 credit points of core units of study; and

(b) 4 credit points of elective units of study.

6 Transitional provisions

(1) These resolutions apply to persons who commenced their candidature after 1 January, 2011 and persons who commenced their candidature prior to 1 January, 2011 who formally elect to proceed under these resolutions.

(2) Candidates who commenced prior to 1 January, 2011 complete the requirements in accordance with the resolutions in force at the time of their commencement.
Master of Medicine (Reproductive Health Sciences and Human Genetics)/Master of Philosophy

Master of Science in Medicine (Reproductive Health Sciences and Human Genetics)/Master of Philosophy

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

Course resolutions

1 Course codes

<table>
<thead>
<tr>
<th>Code</th>
<th>Course and stream title</th>
</tr>
</thead>
<tbody>
<tr>
<td>KC085</td>
<td>Master of Medicine (Reproductive Health Sciences and Human Genetics)/Master of Philosophy (For international candidates only)</td>
</tr>
<tr>
<td>KC086</td>
<td>Master of Science in Medicine (Reproductive Health Sciences and Human Genetics)/Master of Philosophy (For international candidates only)</td>
</tr>
</tbody>
</table>

2 Attendance pattern

The attendance pattern for these courses is full time only.

3 Master's type

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

4 Admission to candidature

(1) These double degrees are only available to international students and places will be offered to qualified applicants according to the following admissions criteria. In exceptional circumstances the Dean may admit applicants without these qualifications who, in the opinion of the Faculty, have qualifications, evidence of experience and achievement sufficient to successfully undertake the award. Domestic applicants should apply for admission to KC077 Master of Medicine (Reproductive Health Sciences and Human Genetics) or KC078 Master of Science in Medicine (Reproductive Health Sciences and Human Genetics) and/or KC083 Master of Philosophy.

(2) Admission to the Master of Medicine (Reproductive Health Sciences and Human Genetics)/Master of Philosophy requires:

(a) a medical degree from the University of Sydney or an equivalent qualification; and

(b) submission of a research topic of interest for advanced study and research.

(3) Admission to the Master of Science in Medicine (Reproductive Health Sciences and Human Genetics)/Master of Philosophy requires:

(a) a bachelor's degree with first or second class honours from the University of Sydney or equivalent qualification; or

(b) a bachelor's degree from the University of Sydney or an equivalent qualification. Applicants normally must have completed a minimum of 12 months research or work experience in the field, or pass a preliminary examination(s) as prescribed by the Faculty; this requirement may be waived if the applicant has obtained at least a credit in the highest course available in the subject(s) relevant to the proposed course of advanced study and research.

(b) submission of a research topic of interest for advanced study and research.

(4) Admission to candidature will be conditional upon the appointment of an appropriate supervisor and associate supervisor.

5 Requirements for award

(1) The units of study that may be taken for the course are set out in the Table of Units of Study: Reproductive Health Sciences and Human Genetics.

(2) To qualify for the award of the double degree candidates must:

(a) fulfil the requirements for award of the Master of Science in Medicine (Reproductive Health Sciences and Human Genetics) or the Master of Medicine (Reproductive Health Sciences and Human Genetics); and

(b) fulfil the requirements for award of the Master of Philosophy and enrol in a minimum of 48 credit points of research units of study. The requirement to undertake a 6 credit point Research Methods unit of study in the Master of Philosophy will be waived for candidates in the double degree.

6 Course transfer

(1) Once a candidate of the Master of Science in Medicine (Reproductive Health Sciences and Human Genetics)/Master of Philosophy has successfully completed the coursework requirements the candidate may abandon the double degree and elect to be awarded the single degree of Master of Medicine (Reproductive Health Sciences and Human Genetics). Any work completed in the double degree course may count towards the single degree course work. A candidate may abandon the double degree and elect to be awarded the single degree of Master of Philosophy and enrol in a minimum of 48 credit points of research units of study. The requirement to undertake a 6 credit point Research Methods unit of study in the Master of Philosophy will be waived for candidates in the double degree.

(2) Once a candidate of the Master of Medicine (Reproductive Health Sciences and Human Genetics)/Master of Philosophy has successfully completed the coursework requirements the candidate may abandon the double degree and elect to be awarded the single degree of Master of Medicine (Reproductive Health Sciences and Human Genetics) in accordance with the resolutions governing that degree.

(3) Once a candidate of the Master of Science in Medicine (Reproductive Health Sciences and Human Genetics)/Master of Philosophy has successfully completed the coursework requirements the candidate may abandon the double degree and elect to be awarded the single degree of Master of Medicine (Reproductive Health Sciences and Human Genetics) in accordance with the resolutions governing that degree.

7 Transitional provisions

(1) These resolutions apply to persons who commenced their candidature after 1 January, 2011 and persons who commenced their candidature prior to 1 January, 2011 who formally elect to proceed under these resolutions.

(2) Candidates who commenced prior to 1 January, 2011 complete the requirements in accordance with the resolutions in force at the time of their commencement.
## Table of units of study: Reproductive Health Sciences and Human Genetics

<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</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PUBH5010 Epidemiology Methods and Uses</td>
<td>6</td>
<td>N BSTA5011</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>RHHG5005 Reproductive Sciences and Medicine</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 2a</td>
</tr>
<tr>
<td>RHHG5006 Reproductive, Maternal and Child Health</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 2b</td>
</tr>
<tr>
<td>RHHG5007 Clinical Reproductive Medicine</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1a</td>
</tr>
<tr>
<td>RHHG5008 Counselling 1</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1b</td>
</tr>
<tr>
<td>RHHG5010 Reproductive Sciences</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>RHHG5013 Ethical, Social, Legal &amp; Privacy Issues</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 2a</td>
</tr>
<tr>
<td>RHHG5014 Fertility Control</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 2b</td>
</tr>
<tr>
<td>RHHG5021 Reproduction and Cancer</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 2b</td>
</tr>
<tr>
<td>RHHG5026 Introductory Medical Genetics</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td>Only for students commencing in 2004 or later.</td>
<td>Semester 2b</td>
</tr>
<tr>
<td>RHHG5028 Medical Genetics</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1b</td>
</tr>
<tr>
<td>RHHG5019 Treatise A</td>
<td>6</td>
<td>Note: Department permission required for enrolment</td>
<td></td>
<td></td>
<td>Not available to students enrolling after 2010</td>
<td>Semester 1, Semester 2</td>
</tr>
<tr>
<td>RHHG5020 Treatise B</td>
<td>6</td>
<td>Note: Department permission required for enrolment</td>
<td></td>
<td></td>
<td>Not available to students enrolling after 2010</td>
<td>Semester 1, Semester 2</td>
</tr>
<tr>
<td>Elective units</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>RHHG5011 Clinical or Laboratory Attachments</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 2b</td>
</tr>
<tr>
<td>RHHG5012 Counselling 2</td>
<td>2</td>
<td></td>
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<td></td>
<td></td>
<td>Semester 2b</td>
</tr>
<tr>
<td>RHHG5015 Lab Assessment of Reproductive Function</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 2b</td>
</tr>
<tr>
<td>RHHG5016 Medical and Molecular Genetics</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 2b</td>
</tr>
</tbody>
</table>

### Additional core units for international candidates enrolled in the double degree

Candidates must complete the following four units over the two years. Specific enrolment patterns based on the semester of commencement are shown below. If the candidates is not able to submit the thesis for the Master of Philosophy after two years of enrolment, they must enrol in both MEDF4003 and MEDF4004 for further semesters, with the associated cost of enrolment, until they are able to submit.

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>Note: Department permission required for enrolment</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>MEDF4001 Medicine Research A</td>
<td>12</td>
<td></td>
<td>Semester 1, Semester 2</td>
</tr>
<tr>
<td>MEDF4002 Medicine Research B</td>
<td>12</td>
<td>C MEDF4001</td>
<td>Semester 1, Semester 2</td>
</tr>
<tr>
<td>MEDF4003 Medicine Research C</td>
<td>12</td>
<td>C MEDF4002</td>
<td>Semester 1, Semester 2</td>
</tr>
<tr>
<td>MEDF4004 Medicine Research C</td>
<td>12</td>
<td>C MEDF4003</td>
<td>Semester 1, Semester 2</td>
</tr>
</tbody>
</table>
Reproductive Health Sciences and Human Genetics

Unit of study descriptions for 2014

MEDF4001
Medicine Research A
Credit points: 12 Session: Semester 1, Semester 2 Mode of delivery: Supervision
Note: Department permission required for enrolment.

This unit and the associated units, MEDF4002, MEDF4003, MEDF4004, and MEDF4005, are research units of study. The contents and assessments are determined according to each individual student's needs.

MEDF4002
Medicine Research B
Credit points: 12 Session: Semester 1, Semester 2 Corequisites: MEDF4001 Mode of delivery: Supervision
See MEDF4001.

MEDF4003
Medicine Research C
Credit points: 12 Session: Semester 1, Semester 2 Corequisites: MEDF4002 Mode of delivery: Supervision
See MEDF4001.

MEDF4004
Medicine Research D
Credit points: 12 Session: Semester 1, Semester 2 Corequisites: MEDF4003 Mode of delivery: Supervision
See MEDF4001.

PUBH5010
Epidemiology Methods and Uses
Credit points: 6 Teacher/Coordinator: Professor Tim Driscoll Session: Semester 1 Classes: 1x 1hr lecture and 1x 2hr tutorial per week for 13 weeks
- lectures and tutorials may be completed online Prohibitions: CSTA5011 Assessment: 1x 4page assignment (30%) and 1x 2.5hr supervised open-book exam (70%). For distance students, it may be possible to complete the exam externally with the approval of the course coordinator. Mode of delivery: Online

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

Textbooks

PUBH5018
Introductory Biostatistics
Credit points: 6 Teacher/Coordinator: Dr Kevin McGeechan and Dr Patrick Kelly Session: Semester 1 Classes: 2x 2hr lecture, 10 x 1hr lectures, 11 x 2hr tutorials, 2 x 1hr and 8 x 0.5hr statistical computing self directed learning tasks over 12 weeks - lectures and tutorials may be completed online Assessment: 1x4 page assignment (30%) and 1x2.5hr open-book exam (70%). For distance students it may be possible to complete the exam externally with the approval of the course coordinator. Mode of delivery: Normal (lecture/lab/tutorial) evening

This unit aims to provide students with an introduction to statistical concepts, their use and relevance in public health. This unit covers descriptive analyses to summarise and display data; concepts underlying statistical inference; basic statistical methods for the analysis of continuous and binary data; and statistical aspects of study design. Specific topics include: sampling; probability distributions; sampling distribution of the mean; confidence interval and significance tests for one-sample, two paired samples and two independent samples for continuous data and also binary data; correlation and simple linear regression; distribution-free methods for two paired samples, two independent samples and correlation; power and sample size estimation for simple studies; statistical aspects of study design and analysis. Students will be required to perform analyses using a calculator and will also be required to conduct analyses using statistical software (SPSS). It is expected that students spend an additional 2 hours per week preparing for their tutorials. Computing tasks are self-directed.

Textbooks
Course notes are provided.

RHHG5005
Reproductive Sciences and Medicine
Credit points: 4 Teacher/Coordinator: Professor Robert Jansen Session: Semester 2a Classes: 7x4hr lectures Assessment: essay assignment (100%)
Mode of delivery: Normal (lecture/lab/tutorial) day

This unit covers the following topics: reproductive cycle 1 (hypothalamus and pituitary); gamete approximation and fertilisation biology; ovarian function, oogenesis and ovulation; testicular function, spermatogenesis, male accessory organs; sexual physiology; reproductive cycle 2 (ovary and genital tract); implantation, embryogenesis; placentation; fetal development - ultrasound perspective; endocrinology of pregnancy and parturition; lactation; puberty and menstruation; menopause; effects of reproductive steroids on metabolism and other body systems; gonadal differentiation and genital development.

RHHG5006
Reproductive, Maternal and Child Health
Credit points: 4 Teacher/Coordinator: Professor Ian Fraser Session: Semester 2b Classes: 5x4hr lectures Assessment: essay assignment (100%)
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 1a Classes: 7x4hr lectures Assessment: Essay assignment (100%) Mode of delivery: Normal (lecture/lab/tutorial) day

This unit covers the following areas of reproductive medicine: puberty, virility and male infertility, menstrual cycle and menstrual symptoms, premenstrual syndrome, dysfunctional uterine bleeding, dysmenorrhea, menopause, amenorrhoea, ovulation induction, endometriosis, spontaneous abortion and recurrent abortion, contraception, psychosexual disorders, venereal diseases, subfertility and infertility, reproductive technology, assisted conception. This course is based on pre-reading provided prior to each lecture and
followed by a two-hour tutorial, during which case studies provide material for investigation and management discussions. This will enable participants to develop a problem-solving approach to clinical management. Participants are required to present a case on at least one occasion during the semester.

RHHG5008
Counselling 1
Credit points: 2 Teacher/Coordinator: Ms Agi O'Hara Session: Semester 1b Classes: 2x3hr and 3x3 hr lectures Assessment: group oral presentation (50%), individual written report (50%) Mode of delivery: Normal (lecture/lab/tutorial) day

This unit concentrates on listening skills, principles of communication, group dynamics, competing theoretical perspectives, crisis management and an examination of values and ideology. The candidate will develop basic counselling skills for future application to reproduction counselling. The course is interactive, with the expectation that participants will present orally as well as be assessed through written work.

RHHG5010
Reproductive Sciences
Credit points: 4 Teacher/Coordinator: Professor Michael Sinosich Session: Semester 1 Classes: 9x4hr lectures Assessment: Essay assignment (100%) Mode of delivery: Normal (lecture/lab/tutorial) day

This unit covers the following topics: cell structure and function; intracellular signalling and intercellular communication; cytobiology; 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 2b Classes: Clinical/laboratory experience of at least 12 hours Assessment: Experience report Mode of delivery: Clinical experience

Organised individually for small groups, students keep log books of work undertaken and observed and include presentation of clinical cases or laboratory problems.

RHHG5012
Counselling 2
Credit points: 2 Teacher/Coordinator: Ms Agi O'Hara Session: Semester 2b Classes: 3x4hr lectures Assessment: presentation (60%), and essay assignment (40%) 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 between microskills and building an 'intentional interviewing' style.

RHHG5013
Ethical, Social, Legal & Privacy Issues
Credit points: 4 Teacher/Coordinator: Professor Douglas Saunders AM Session: Semester 2a Classes: 6x4hr lectures Assessment: oral presentation (100%) Mode of delivery: Normal (lecture/lab/tutorial) day

The objective is for the student to know relevant legal principles and their application to reproductive health sciences and genetics. To understand the concept of ethical reasoning and apply to issues in reproductive medicine. To research an issue in reproductive medicine and genetics and discuss in terms of ethical, social and legal perspectives.

Case studies are used to initiate discussion of these issues. Topics include active and passive euthanasia; artificial insemination; assisted conception and embryo experimentation; abortion; legal rights of parents, fetuses and infants; relationships between parents, doctors and other health care providers; informed consent; errors in diagnosis; peer review; hospital and clinical records; population-based data systems.

RHHG5014
Fertility Control
Credit points: 2 Teacher/Coordinator: Dr Edith Weisberg Session: Semester 2b Classes: 4x3hr lectures Assessment: essay assignment (100%) 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, steroidoidal contraceptives, contra contraception and abortion, immunological methods, and status of male contraception. Lectures build on pre-reading provided. Tutorials require student presentation and discussion of issues. A written assignment is required during the semester. Assessment is based on presentations during tutorials and on the written assignment.

RHHG5015
Lab Assessment of Reproductive Function
Credit points: 2 Teacher/Coordinator: Ms Kath Peters Session: Semester 2b Classes: 3x4hr lectures Assessment: essay assignment (100%) 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: Ms Louise Carey Session: Semester 2b Classes: 3x4hr lectures Assessment: essay assignment (100%) Mode of delivery: Normal (lecture/lab/tutorial) day

Provides a comprehensive coverage of the principles of molecular pathology and progress with diagnosis and gene mapping. Diseases relevant to specific body systems are examined to give a state of the art picture of the molecular genetics of human disease. Included are: clinical genetics, molecular genetics, disease-specific counselling; molecular genetic techniques (Southern, northern, hybridisation); molecular genetic techniques (PCR, pulse-field gel); clinical and molecular genetics of systemic disorders and haematological disorders; skeletal disorders; cystic fibrosis and transport disorders; neurological disorders; renal disorders; immunological disorders and HLA association; connective tissue disorders; phakomatoses (neurofibromatosis, Tay-Sachs disease); dermatological disorders; gene mapping techniques, status of human map, comparative gene mapping.

RHHG5019
Treatise A
Credit points: 6 Session: Semester 1, Semester 2 Classes: The treatise is undertaken by full-time candidates during the two-year course and by part-time candidates in the third year, after completion of the coursework. Assessment: research treatise Mode of delivery: Supervision

Note: Department permission required for enrolment. Note: Not available to students enrolling after 2010
Candidates must complete a research project in an area of interest and submit their results in the form of a minor thesis or treatise. During the course, candidates are assisted in choosing a suitable topic and designing their study, both by their supervisor and by a formal component of the coursework called 'treatise development'.

RHHG5020
Treatise B
Credit points: 6
Session: Semester 1, Semester 2
Classes: The treatise is undertaken by full-time candidates during the two-year course and by part-time candidates in the third year, after completion of the coursework.
Assessment: research treatise
Mode of delivery: Supervision
Note: Department permission required for enrolment. Note: Not available to students enrolling after 2010

Candidates must complete a research project in an area of interest and submit their results in the form of a minor thesis or treatise. During the course, candidates are assisted in choosing a suitable topic and designing their study, both by their supervisor and by a formal component of the coursework called 'treatise development'.

RHHG5021
Reproduction and Cancer
Credit points: 2
Session: Semester 2b
Classes: 3x4hr lectures
Assessment: essay assignment (100%)
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
Session: Semester 2b
Classes: 4hr/week; total 36 hours of lectures
Assessment: class participation plus major assignment (100%)
Mode of delivery: Normal (lecture/lab/tutorial) day
Note: Only for students commencing in 2004 or later.

The aim of this unit is to provide students with a broad introduction to the principles and practice of medical genetics. The content covered includes: history and philosophy of medical genetics, genetic informatics, molecular basis of human inheritance, Mendelian inheritance, biochemical genetics, mitochondrial inheritance, cytogenetics, neurogenetics and cancer genetics. At the end of this unit of study the student should have a basic understanding of the topics above and be able to apply this knowledge to further study in this area.

RHHG5028
Medical Genetics
Credit points: 2
Session: Semester 1b
Classes: 7x2hr lectures
Assessment: multiple examination questions; essay assignments (100%)
Mode of delivery: Normal (lecture/lab/tutorial) day

This unit follows on from 'Introductory Medical Genetics' but deals with clinical genetics and diagnosis, clinical cytogenetics and clinical molecular genetics in more depth. Strategies for genetic health education and promotion, including evaluation, are introduced. The organisation and management of genetic health services is examined from a state, national and international perspective.
Graduate Diploma in Sleep Medicine
Master of Medicine (Sleep Medicine)
Master of Science in Medicine (Sleep Medicine)

<table>
<thead>
<tr>
<th>Course code</th>
<th>Graduate Diploma in Sleep Medicine</th>
<th>Master of Medicine (Sleep Medicine)</th>
<th>Master of Science in Medicine (Sleep Medicine)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRICOS code</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Degree Abbreviation</td>
<td>GradDipSleep</td>
<td>MMed(Sleep Medicine)</td>
<td>MScMed(Sleep Medicine)</td>
</tr>
<tr>
<td>Credit points required to complete</td>
<td>36</td>
<td>48</td>
<td>48</td>
</tr>
<tr>
<td>Time to complete</td>
<td>2 - 4 years</td>
<td>2 - 6 years</td>
<td>2 - 6 years</td>
</tr>
</tbody>
</table>

Overview
Sleep medicine has evolved into a new specialty with relevance across a number of fields, including respiratory medicine, cardiology, neurology, surgery, dentistry, paediatrics, psychology, psychiatry, and nursing, with wider implications for health sciences and public health.

The program aims to provide comprehensive information on the theory and practice of sleep medicine through distance education; the courses provide training in clinical, theoretical and research techniques in sleep medicine and help to establish criteria for best practice in the field. These courses are suitable for those already working in the area of sleep medicine, or for those wishing to undertake a career change. The courses provide a firm basis for vocational training in this discipline.

The Master of Medicine (Sleep Medicine) and the Master of Science in Medicine (Sleep Medicine) are essentially the same program with different admission requirements. Only medical graduates (ie those with an MBBS or equivalent) may be admitted to the Master of Medicine while non-medical graduates may be admitted to the Master of Science in Medicine. Students follow the same program of study, with the only difference being the title of the degree they are awarded on completion. Students enrolled in the Graduate Diploma in Sleep Medicine or either of the master's programs complete the same 17 core units of study and an elective unit of study where students choose an adult or paediatric focus. Master's students will complete an additional three units of study (12 credit points) which focus on research skills and the practical components of sleep medicine.

Course outcomes
These courses provide students with the opportunity to gain an excellent understanding of the theoretical and practical aspects of sleep medicine. As sleep medicine is relevant to so many areas of medicine and health care, it enables students to competently incorporate the new skills into their current practice. The courses also equip students with the skills to undertake research in this growing area of medicine.

Further information
The program is taught predominantly via the internet. Enrolled students are provided with a user name and password that allows them to access a protected course website. Coursework units of study are delivered as online tutorials and self-directed learning tasks. In some units of study, candidates are required to make formal presentations and analyse case studies.

Internet conferencing technology ensures that students maintain regular contact with staff.

Students have the option of attending a one-week residential program in late November to early December of each of the first two years of enrolment. The practicum introduces candidates to the technical aspects of sleep medicine and is an excellent opportunity for students not involved in sleep medicine on a day-to-day basis, to gain valuable practical experience. The residential school is recommended but is no longer an essential component of the course.

Assessment is by formal examination (which is administered via the internet), assignments and presentations.

Further enquiries
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Fax: +61 2 9550 3851
Email: mark.norman@sydney.edu.au
website: http://sydney.edu.au/medicine/sleep/
Sleep Medicine

Admission requirements
In general, the Graduate Diploma in Sleep Medicine requires a medical degree; or undergraduate degree in a health related field plus a minimum of 12 months research or work experience in a related field, for admission.

The Master of Medicine (Sleep Medicine) requires a medical degree for admission.

The Master of Science in Medicine (Sleep Medicine) requires the successful completion of the Graduate Diploma or an undergraduate degree with first or second class honours in a health related field plus a minimum of 12 months research or work experience in a related field, for admission.

See the course rules for further details.

Admission to the Graduate Diploma in Sleep Medicine requires:
- a medical degree; or
- a bachelor’s degree in a health-related discipline; or
- a minimum of 5 years professional work experience in a health-related field or pass a preliminary examination(s) as prescribed by the Faculty

and
- a minimum of 12 months work experience in the field of sleep medicine.

Admission to the Master of Medicine (Sleep Medicine) requires:
- a medical degree.

Admission to the Master of Science in Medicine (Sleep Medicine) requires:
- completion of the requirements of the embedded graduate diploma; or
- a bachelor’s degree in a health-related discipline with first or second class honours; or
- a bachelor’s degree in a health-related discipline with work equivalent to a first or second class honours bachelor’s degree in a health-related field.

and
- a minimum of 12 months work experience in the field of sleep medicine.

Course structure
The Graduate Diploma in Sleep Medicine requires the successful completion of 36 credit points of core units of study.

The Master of Medicine (Sleep Medicine) and Master of Science in Medicine (Sleep Medicine) require the successful completion of 48 credit points of units of study including:
- 46 credit points of core units of study; and
- 2 credit points of elective units of study of study.

Pattern of enrolment
Students must complete the required credit point value of core units of study and elective units of study. Please refer to the Table of Units of Study: Sleep Medicine for any prerequisites.

An equivalent full-time load is 24 credit points per semester.

Core units of study

<table>
<thead>
<tr>
<th>Core Units of Study</th>
<th>Credit point</th>
<th>Delivery mode</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLEE5001 Introductory Sleep Science</td>
<td>1</td>
<td>online</td>
</tr>
<tr>
<td>SLEE5002 History of Sleep Research</td>
<td>1</td>
<td>online</td>
</tr>
<tr>
<td>SLEE5003 Introduction to Sleep Disorders</td>
<td>4</td>
<td>online</td>
</tr>
<tr>
<td>SLEE5005 Research &amp; Literature Searching in Sleep</td>
<td>2</td>
<td>online</td>
</tr>
<tr>
<td>SLEE5006 Physiology of Sleep</td>
<td>4</td>
<td>online</td>
</tr>
<tr>
<td>SLEE5007 Chronobiology</td>
<td>2</td>
<td>online</td>
</tr>
<tr>
<td>SLEE5009 Sleep and the Endocrine System</td>
<td>2</td>
<td>online</td>
</tr>
<tr>
<td>SLEE5013 Non-Respiratory Sleep Disorders</td>
<td>2</td>
<td>online</td>
</tr>
<tr>
<td>SLEE5017 Sleep and Body Function</td>
<td>2</td>
<td>online</td>
</tr>
<tr>
<td>SLEE5008 Sleep and Breathing I</td>
<td>2</td>
<td>online</td>
</tr>
<tr>
<td>SLEE5014 Sleep and Breathing II</td>
<td>4</td>
<td>online</td>
</tr>
<tr>
<td>SLEE5020 Sleep and Breathing III</td>
<td>2</td>
<td>online</td>
</tr>
<tr>
<td>SLEE5011 Sleep and the Mind I</td>
<td>2</td>
<td>online</td>
</tr>
<tr>
<td>SLEE5016 Sleep and the Mind II</td>
<td>1</td>
<td>online</td>
</tr>
<tr>
<td>SLEE5010 Neuropharmacology of Sleep I</td>
<td>1</td>
<td>online</td>
</tr>
<tr>
<td>SLEE5015 Neuropharmacology of Sleep II</td>
<td>2</td>
<td>online</td>
</tr>
<tr>
<td>SLEE5021 Neuropharmacology of Sleep III</td>
<td>2</td>
<td>online</td>
</tr>
</tbody>
</table>

Total core units of study for the Graduate Diploma: 36

Additional core units of study for Masters students
- SLEE5012 Practicum I: 5 online
- SLEE5024 Practicum II: 5 online

Total core units of study for the Masters: 46

Elective units of study

<table>
<thead>
<tr>
<th>Elective Units of Study</th>
<th>Credit point</th>
<th>Delivery mode</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master students must complete 2 credit points of elective units of study</td>
<td></td>
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</tr>
<tr>
<td>Elective Units of Study</td>
<td>Credit point</td>
<td>Delivery mode</td>
</tr>
<tr>
<td>------------------------</td>
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</tr>
<tr>
<td>Available in Semester 1 and 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SLEE5019 Sleep in Development (Child)</td>
<td>2</td>
<td>online</td>
</tr>
<tr>
<td>SLEE5023 Sleep in Development (Adult)</td>
<td>2</td>
<td>online</td>
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</tbody>
</table>
Degree resolutions

Sydney Medical School resolutions and the printed handbook are the official statement of faculty policy. The resolutions contained in the printed handbook are accurate as at November 2014. If a conflict is perceived between the content of the printed handbook and information available elsewhere, Sydney Medical School resolutions and the information available in the handbook online shall always take precedence.

See the Policy Online website: sydney.edu.au/policy, for copies of University policies.

Graduate Diploma in Sleep Medicine

Master of Medicine (Sleep Medicine)

Master of Science in Medicine (Sleep Medicine)

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

Course resolutions

1 Course codes

<table>
<thead>
<tr>
<th>Code</th>
<th>Course and stream title</th>
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<tbody>
<tr>
<td>GNSLEEPM-01</td>
<td>Graduate Diploma in Sleep Medicine</td>
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<tr>
<td>GNSLEEPM-01</td>
<td>Master of Medicine (Sleep Medicine)</td>
</tr>
<tr>
<td>MASMSLME-01</td>
<td>Master of Science in Medicine (Sleep Medicine)</td>
</tr>
</tbody>
</table>

2 Attendance pattern

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

3 Master's type

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

4 Embedded courses in this sequence

(1) The embedded courses in this sequence are:
   (a) the Graduate Diploma in Sleep Medicine
   (b) the Master of Medicine (Sleep Medicine) or the Master of Science in Medicine (Sleep Medicine).

(2) Providing candidates satisfy the admission requirements for each stage, a candidate may progress to the award of any of the courses in this sequence. Only the longest award completed will be conferred.

5 Admission to candidature

(1) Available places will be offered to qualified applicants according to the following admissions criteria. In exceptional circumstances the Dean may admit applicants without these qualifications but whose evidence of experience and achievement is deemed by the Dean to be equivalent.

(2) Admission to the Graduate Diploma in Sleep Medicine requires:

   (a) a medical degree from the University of Sydney or an equivalent;
   or a bachelor's degree in a health related discipline from the University of Sydney or equivalent qualification;
   or a minimum 5 years professional work experience in a health-related field, or pass a preliminary examination(s) as prescribed by the Faculty;
   and

   (b) a minimum of 12 months work experience in the field of sleep medicine.

(3) Admission to the Master of Medicine (Sleep Medicine) requires:

   (a) a medical degree from the University of Sydney or an equivalent qualification.

(4) Admission to the Master of Science in Medicine (Sleep Medicine) requires:

   (a) completion of the requirements of the embedded Graduate Diploma in Sleep Medicine with a credit average;
   or a bachelor's degree in a health related discipline with first or second class honours from the University of Sydney or equivalent qualification;
   or a bachelor's degree in a health-related discipline with work experience equivalent to first or second class honours from the University of Sydney;
   and

   (b) a minimum of 12 months work experience in the field of sleep medicine, in an appropriate discipline such as biology or health sciences and a minimum of 12 months research or work experience in the field or pass a preliminary examination(s) as prescribed by the Faculty.

6 Requirements for award

(1) The units of study that may be taken for the course are set out in the Table of Units of Study: Sleep Medicine.

(2) To qualify for the award of the Graduate Diploma in Sleep Medicine a candidate must successfully complete 36 credit points or core units of study.

(3) To qualify for the award of the Master of Medicine (Sleep Medicine) or Master of Science in Medicine (Sleep Medicine) a candidate must successfully complete 48 credit points, including:

   (a) 46 credit points of core units of study; and
   (b) 2 credit points of elective units of study.

7 Transitional provisions

(1) These resolutions apply to persons who commenced their candidature after 1 January, 2015 and persons who commenced their candidature prior to 1 January, 2015 who formally elect to proceed under these resolutions.

(2) Candidates who commenced prior to 1 January, 2015 will complete the requirements for their candidature in accordance with the resolutions and course rules in force at the time of their commencement, provided that those requirements are completed by 1 January 2017. The Faculty may specify a later date for completion or specify alternative requirements for completion of candidatures that extend beyond this time.
## Table of units of study: Sleep Medicine

<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><strong>Core units</strong></td>
<td></td>
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<td></td>
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<tr>
<td>SLEE5001 Introductory Sleep Science</td>
<td>1</td>
<td></td>
<td></td>
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<td>Semester 1</td>
</tr>
<tr>
<td>SLEE5002 History of Sleep Research</td>
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<td>Semester 2</td>
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<tr>
<td>SLEE5003 Introduction to Sleep Disorders</td>
<td>4</td>
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<td>Semester 1</td>
</tr>
<tr>
<td>SLEE5005 Research &amp; Literature Searching in Sleep</td>
<td>2</td>
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<td>Semester 1</td>
</tr>
<tr>
<td>SLEE5006 Physiology of Sleep</td>
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<tr>
<td>SLEE5007 Chronobiology</td>
<td>2</td>
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<tr>
<td>SLEE5008 Sleep and Breathing I</td>
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<td>SLEE5009 Sleep and the Endocrine System</td>
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<tr>
<td>SLEE5010 Neuropharmacology of Sleep I</td>
<td>1</td>
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<td>SLEE5011 Sleep and the Mind I</td>
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<tr>
<td>SLEE5013 Non-Respiratory Sleep Disorders</td>
<td>2 P SLEE5003</td>
<td></td>
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<td>Semester 1</td>
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<tr>
<td>SLEE5014 Sleep and Breathing II</td>
<td>4 P SLEE5003 and SLEE5008</td>
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<tr>
<td>SLEE5015 Neuropharmacology of Sleep II</td>
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<tr>
<td>SLEE5016 Sleep and the Mind II</td>
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<td>SLEE5017 Sleep and Body Function</td>
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<tr>
<td>SLEE5020 Sleep and Breathing III</td>
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<tr>
<td>SLEE5021 Neuropharmacology of Sleep III</td>
<td>2 P SLEE5015</td>
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<tr>
<td><strong>Additional core units of study for the master's degree</strong></td>
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Unit of study descriptions for 2015

SLEE5001
Introductory Sleep Science
Credit points: 1 Teacher/Coordinator: Professor Colin Sullivan Session: Semester 1, Semester 2 Classes: ~3.5 hours online lectures over 1 semester plus directed reading and independent study Assessment: 1x online quiz (50%), 1x exam (50%) Mode of delivery: Online

Aims: To become conversant with terminology and basic concepts within the field of sleep medicine and sleep science. Content: Sleep as an Active Process: In contradistinction to common perception, sleep does not involve so much the switching off of neural systems, but the activation of certain areas within the brain, situated in structures such as the medulla, thalamus and basal forebrain. This module introduces basic neural anatomy and physiology necessary for the understanding of the process of sleep. Basic Respiratory Physiology: Understanding mechanisms underlying the maintenance of adequate gas exchange is essential to the study of sleep science and medicine. This module is a short introductory review of respiratory physiology as it relates to sleep medicine.

SLEE5002
History of Sleep Research
Credit points: 1 Teacher/Coordinator: Professor Colin Sullivan Session: Semester 1, Semester 2 Classes: ~3 hours online lectures over 1 semester plus directed reading and independent study Assessment: 1x online quiz (50%), 1x exam (50%) Mode of delivery: Online

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. Polysonmography and the meaning of the biophysical measurements made during full sleep studies will be introduced. In addition, the concepts of sleep stages and the normal changes of cardiorespiratory control and EEG will be introduced.

SLEE5003
Introduction to Sleep Disorders
Credit points: 4 Teacher/Coordinator: Professor Colin Sullivan Session: Semester 1, Semester 2 Classes: ~5 hours online lectures over 1 semester plus directed reading and independent study Assessment: 1x online quiz (40%), 1x exam (60%) Mode of delivery: Online

Aims: To understand the nature of sleep and gain an overview of normal sleep; to appreciate the changes in sleep associated with aging; to recognize various stages of sleep on a polysomnograph (this will be introduced in this unit, but extended significantly later in the course); to understand the range of sleep disorders, their presentation and diagnosis, including respiratory disturbances (OSA, central apnoea, pulmonary disease), sleep deprivation and fragmentation and general medical disorders which impact on sleep; to understand the epidemiology of sleep disorders and their impact on public health. Content: Normal Sleep: This module will explain the definitions of sleep states and describe the progression of sleep through the night. The cyclic nature of sleep in humans and animals will be examined with some discussion of factors that affect sleep architecture, including age and drugs. Introduction to Sleep Stage Scoring: This module will define the various stages of sleep from a practical standpoint, based on polysomnograph records. Candidates will be introduced to the standard methods of scoring sleep states which will be expanded during the practicum. Normal sleep and its variations will be the primary focus, with some discussion on the effects of drugs. Respiratory Disturbances and Sleep: Respiratory sleep disturbance has a long history of comment in the literature generally, whereas, understanding of the medical significance of this has been a relatively recent phenomenon. This module will present an overview of the types of respiratory disturbances associated with sleep and the clinical presentation and evaluation of these. The natural history of sleep disordered breathing changes during the human lifestyle and the concept of a developmental path for sleep apnoea will be discussed. Obstructive Sleep Apnoea: OSA has arguably been the most obvious type of sleep disordered breathing throughout history. Severe OSA is a major impediment to quality of life and is potentially life-threatening, not only as cause of impairment of day-time function, but as a predisposing factor to cardiovascular disease and stroke. OSA will be discussed in terms of its occurrence and polysomnographic identification. Reference will be made to OSA throughout life and treatments, however, these will dealt with in more detail in the Sleep and Breathing Units I,II & III. Central Apnoea: The occurrence and identification of central apnoea will be introduced. This module will give an overview of the range of this phenomenon from apnoea of infancy to Cheyne-Stokes respiration. Introduction to Respiratory Scoring: This module will introduce respiratory scoring, which is very often a major part of scoring a polysomnographic study. It will define the guidelines used to identify and mark respiratory events throughout a polysomnographic study using the recommendations taken from the Report of The Academy of Sleep Medicine Task Force. The types of devices used to measure respiratory variables will also be discussed. The Importance of Sleep: The importance of sleep in the maintenance of physical and psychological wellbeing will be covered.

SLEE5005
Research & Literature Searching in Sleep
Credit points: 2 Teacher/Coordinator: Professor Colin Sullivan Session: Semester 1, Semester 2 Classes: ~3.5 hours online lectures over 1 semester plus directed reading and independent study Assessment: 1x short answer question assignment (30%), 1x online quiz (30%), 1x exam (40%) Mode of delivery: Online

Aims: To be familiar with the resources of the Medical Library; to be able to conduct an online literature searches and download the results into bibliographic software; to be able to develop a research plan, including hypothesis development and the choice of appropriate methods; to be able to choose the appropriate statistical methods for analysis and read research literature critically. Content: The Medical Library: In this module the online resources of the Medical Library of the University of Sydney will be utilised and candidates will be able to use their UniKey account to access on-line tutorials, journal articles, catalogues, Medline and other databases for retrieval of information.
Sleep Medicine

Applied Literature Searching: Candidates will be required to choose a topic for a short review (2,000 words), and demonstrate the ability to search for references and utilize bibliographic software for the management of those references. Instruction in the use of suitable bibliographic software integrated with a word processor, will be included in this module.

Study Design: In this module you will learn about different types of basic, clinical and epidemiological study designs, which may be implemented to answer a research question relating to sleep and/or sleep disorders. You will be introduced to the concept of blinding of subjects and/or researchers, crossover study designs, and the use of placebo controlled studies.

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.

Seminar Presentation Skills: In this module you will learn how to prepare a seminar presentation, including the order of presentation, suggested software packages, and suggested colour schemes. You will learn how to effectively present data to a group of peers, including strategies to maximize audience interest. Effectively answering questions at the conclusion of your presentation will also be discussed.

SLEE5006
Physiology of Sleep
Credit points: 4 Teacher/Coordinator: Professor Colin Sullivan Session: Semester 1, Semester 2 Classes: ~2 hours online lectures over 1 semester plus directed reading and independent study Assessment: 1x1500 word essay (30%), 1xonline quiz (20%), 1xexam (50%) Mode of delivery: Online

Aims: To understand cardiorespiratory control as it relates to sleep; to recognize the physiological mechanisms underlying the characteristic EEG of different sleep stages; to understand how motor control changes during the sleep cycle and the importance of this in regulation of sleep; to understand the regulation of homeostasis during sleep.

Content: Respiratory Control I: Review of respiratory control mechanisms and neuroanatomy. Central circuits involved in respiratory control and changes in the modulation of these central control mechanisms during the sleep cycle. Respiratory Control II: Control of ventilation alters during sleep. Responses to hypoxia and hypercapnia will be discussed. In addition, the pattern of respiration during the sleep cycle and the influence of altered arousal and muscle tone on this system will be included in this module. Cardiovascular Control I: Central and autonomic regulation of cardiovascular function during the sleep cycle. Sleep-dependent changes in cerebral and peripheral circulation. Cardiovascular Control II: Integration of cardiovascular and respiratory control mechanisms. The peripheral chemoreceptor and baroreceptor mechanisms. Brain Electrical Activity: Characteristics of EEG and EOG in REM and NREM sleep and wakefulness. Cellular origins of EEG signals. Low frequency oscillations of corticothalamic origin during NREM - spindle, delta and slow waves. Brainstem and thalamic circuits involved in arousal and REM. The Brainstem and REM Sleep: This module describes the ontogeny of REM sleep and the brainstem sites of generation.

Motor Control During Sleep: During the sleep cycle, somatic muscle activity is reduced during NREM and centrally inhibited during REM. The process underlining these changes are complex and will be introduced in this module.

Physiological Function During Sleep: Homeostatic mechanisms during sleep including control of temperature regulation and metabolism.

SLEE5007
Chronobiology
Credit points: 2 Teacher/Coordinator: Professor Colin Sullivan Session: Semester 1, Semester 2 Classes: ~3 hours online lectures over 1 semester plus directed reading and independent study Assessment: 1xonline quiz (40%), 1xexam (60%) Mode of delivery: Online

Aims: To understand the presence and physiological basis of biological rhythms and the ramifications for the sleep-wake cycle; to understand the normal modulation of circadian cycles and the effects when these are disrupted. Content: Chronobiology: The circadian rhythm and its relationship to the sleep cycle is examined along with the concepts of photic and nonphotic zeitgebers. Neural basis of Circadian Rhythm. The neurophysiology of the pacemaker in the suprachiasmatic nucleus and the neural circuits modulating its function. The genetic basis of circadian rhythm generation will also be discussed. Effects of Circadian Rhythms on Physiology I: The internal sleep structure is governed by circadian rhythms and these rhythms also impact upon levels of alertness and cognitive performance. This module deals with this topic and the ramifications for general day-time performance and quality of life if these rhythms are disrupted such as with sleep fragmentation or jet lag. Effects of Circadian Rhythms on Physiology II: This module continues the themes of 2.1.3 and considers the effects of such things as sleep deprivation and shift work on homeostasis and sleep regulation. In addition, the physiological effects and role of chronobiotic agent such as melatonin will be introduced. Circadian Rhythms and Ageing: The timing of sleep wake cycles is controlled by at least two neural clocks in the brain. Throughout the animal world there are numerous examples of cellular clocks, with the sleep wake cycle being the most visible example. Sleep wake patterns and rhythms change with age with alterations in both timing and content of sleep. This module introduces the area of chronobiology and the changes in sleep wake patterns with ageing. Importance of Sleep: Sleep occupies about one third of life and there is clear evidence of its importance for the wellbeing and proper function of many animals. This module provides an introduction to the evidence for the key role of sleep in growth, development and brain function.

SLEE5008
Sleep and Breathing I
Credit points: 2 Teacher/Coordinator: Professor Colin Sullivan Session: Semester 1, Semester 2 Classes: ~2 hours online lectures over 1 semester plus directed reading and independent study Assessment: 1xonline quiz (40%), 1xexam (60%) Mode of delivery: Online

Aims: To understand the way the control of ventilation is affected by the normal sleep cycle; to understand the relationship between the anatomy and physiology of the airways and the mechanics of ventilation during sleep; to introduce the physiological basis for pathologies of ventilation during sleep, especially OSA and central apnoeas. Content: Breathing During Sleep: The changes in spontaneous breathing during sleep and how this differs between REM and NREM sleep are reviewed. The mechanisms underlying these changes are also discussed. Anatomy and Physiology of the Upper Airway During Sleep: The upper airway and in particular the pharynx is particularly involved in the pathogenesis of OSA. The anatomy of the area and the control of muscles that are important for maintenance of airway patency are reviewed in this module. Snoring & Obstructive Sleep Apnoea-Hypopnoea: In this section, the physiology of snoring and OSA will be discussed in terms of its physiological determinants, occurrence and polysomnographic identification. The treatment of these conditions will be introduced. Central Apnoea: The physiology, occurrence and identification of central apnoea will be discussed with the clinical significance.

SLEE5009
Sleep and the Endocrine System
Credit points: 2 Teacher/Coordinator: Professor Colin Sullivan Session: Semester 1, Semester 2 Classes: ~0.5 hours online lectures over 1 semester plus directed reading and independent study Assessment: 1x2000word essay (40%), 1xonline quiz (30%), 1xexam (30%) Mode of delivery: Online

Aims: To understand the specific role of hormones in modulating circadian rhythms and sleep architecture; to appreciate the direct and indirect effects of disorders in hormone systems on sleep. Content: Melatonin & the Pineal: The anatomy and physiology of the pineal and its role in sensing photoperiod. Melatonin as a chronobiotic and
its role in normal function and possible therapeutics. Sleep and the Menstrual Cycle: The influence of female sex hormone levels on sleep architecture during the menstrual cycle. Some reference to menopause will be made; however, this will be dealt with in future modules. Sex Hormones & Corticosteroid Disorders: The influence of male sex hormones and imbalances of steroids such as in Cushing's disease which may have direct or indirect effects on sleep. Management of such conditions is discussed in relation to sleep. Acromegaly, Hypothyroidism and Diabetes: These hormonal imbalances lead to pathophysiological changes that adversely affect sleep. This module examines these changes and management of such patients.

SLEE5010 Neuropharmacology of Sleep I
Credit points: 1 Teacher/Coordinator: Professor Colin Sullivan Session: Semester 1, Semester 2 Classes: ~1 hour online lectures over 1 semester plus directed reading and independent study Assessment: 1x online quiz (60%), 1x exam (40%) Mode of delivery: Online
Aims: To gain knowledge of the neurotransmitter systems and pharmacology involved in control of sleep and circadian rhythms. Content: Neurotransmitter Systems in Sleep: In order to understand the conditions and treatments for a range of sleep disorders and parasomnias, the neuropharmacology must be understood. These sections discuss sleep mechanisms from the perspective of neurotransmitters and neuromodulators. Some basic physiology will be included for background. Neurotransmitter Systems in Arousal.

SLEE5011 Sleep and the Mind I
Credit points: 2 Teacher/Coordinator: Professor Colin Sullivan Session: Semester 1, Semester 2 Classes: ~2 hours online lectures over 1 semester plus directed reading and independent study Assessment: 1x online quiz (30%), 1x exam (70%) Mode of delivery: Online
Aims: To understand the importance of psychological factors in sleep medicine; to examine the specific interaction between the physiological and psychic factors that produce some sleep disorders, using insomnia as an example; to understand the cognitive processes that occur in sleep. Content: Insomnia: The occurrence and origins of this disorder will be discussed in the context of psychological and behavioural problems. The occurrence, clinical presentation and treatment of insomnia. Dreaming & Perception in Sleep: Theories on the origins and function of dreams will be discussed along with methods for study of dreams. Psychophysiology of Dreams: The relationship to dreaming and biophysical state will be examined along with the effect on dreams of various substances such as alcohol and psychiatric disorders. Dreaming Disorders: Nightmares and other phenomena that have a disturbing effect on patients will be discussed.

SLEE5012 Practicum I
Credit points: 5 Teacher/Coordinator: Professor Colin Sullivan Session: Semester 1, Semester 2 Classes: Self-directed learning and application of previous theory. Expected student effort 6 hours per week. Also, an optional 1x1 week residential school consisting of a series of lectures and practical classes is offered. Prerequisites: SLEE5003 and SLEE5005 Assessment: Presentation on a topic chosen by the student (50%), 1x sleep stage scoring assignment (50%) Mode of delivery: Distance education/intensive on campus
The practicum component involves application of the theory presented during the previous two semesters work. A presentation will be recorded electronically by the student who is expected to use the knowledge gained to present a well-structured, well referenced coherent presentation on a topic of their choice. Nocturnal recordings, with the software required to analyse it will be provided. The student will score and comment on these studies.

SLEE5013 Non-Respiratory Sleep Disorders
Credit points: 2 Teacher/Coordinator: Professor Colin Sullivan Session: Semester 1, Semester 2 Classes: ~3.5 hours online lectures over 1 semester plus directed reading and independent study Prerequisites: SLEE5003 Assessment: 1x online quiz (30%), 1x exam (70%) Mode of delivery: Online
Aims: To understand the range of parasomnias and their classification; to understand the way in which neurological disorders in a range of systems can influence sleep. Content: Parasomnias I: Parasomnias are disorders of arousal, partial arousal and sleep transition. This module will discuss arousal disorders and sleep-wake transition disorders, such as sleep walking and rhythmic movement disorder. Parasomnias II: This module continues the discussion of the range of parasomnias including those associated with REM sleep such as REM behaviour disorder and other parasomnias such as bruxism. Degenerative Disorders: This section discusses the sleep effects of degenerative diseases such as Parkinson's disease and dementia, which also relates to the REM sleep disorders introduced in the Parasomnias II module. Restless Legs Syndrome & Other Disorders: This module discusses the sleep disturbances that involve the control of movement during sleep and include abnormalities in the amount of movement, loss of control of movement and abnormal forms of movement.

SLEE5014 Sleep and Breathing II
Credit points: 4 Teacher/Coordinator: Professor Colin Sullivan Session: Semester 1, Semester 2 Classes: ~1.5 hours online lectures over 1 semester plus directed reading and independent study Prerequisites: SLEE5003 and SLEE5005 Assessment: 1x online quiz (20%), 1x 1500 word essay (40%), 1x exam (40%) Mode of delivery: Online
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 snoring and 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 role of oral appliances for treatment of OSA. Medical Therapy: This module discusses the options such as treatment of obesity and nasal appliances that are used to treat OSA and hypopnoea. Cardiovascular Disease and OSA, The epidemiological and medical evidence for the links between OSA and cardiovascular disease. Bilevel Pressure Support & Automatic Devices. Sophisticated appliances for the treatment of OSA and central apnoeas such as Cheyne-Stokes ventilation.

SLEE5015 Neuropharmacology of Sleep II
Credit points: 2 Teacher/Coordinator: Professor Colin Sullivan Session: Semester 1, Semester 2 Classes: ~2.5 hours online lectures over 1 semester plus directed reading and independent study Prerequisites: SLEE5003 Assessment: 1x online quiz (50%), 1x exam (50%) Mode of delivery: Online
Aims: To understand the pharmacological basis of effects of different classes of drugs on sleep; to become familiar with drugs used therapeutically in various aspects in sleep medicine. Content: Drugs That Alter Sleep: This module introduces the types of prescription drugs that disturb sleep or waking function and may affect sleep disordered breathing. Hypnotics: This module looks at drugs with hypnotic-sedative effects, their effects on sleep and uses in sleep medicine. Stimulants: Drugs that increase arousal, motor activity and alertness will be examined in terms of their physiological action and uses in sleep medicine. Drugs of Addiction: A number of drugs of abuse and addiction, including nicotine and alcohol will be examined in relation to their effects on the sleep cycle and relevance to sleep medicine.

SLEE5016 Sleep and the Mind II
Credit points: 1 Teacher/Coordinator: Professor Colin Sullivan Session: Semester 1, Semester 2 Classes: ~2 hours online lectures over 1 semester plus directed reading and independent study Prerequisites: SLEE5011 Assessment: 1x online quiz (40%), 1x exam (60%) Mode of delivery: Online
Aims: To gain knowledge of the effects of psychiatric disorders on sleep and some appreciation of the management of such patients; to understand the concept of sleep hygiene and the importance of behavioural modification as therapy. Content: Psychiatric Disorders and Sleep; Anxiety disorders mood disorders & schizophrenia all have a significant impact upon sleep and are examined in the context of patient management. Behavioural Therapies and Sleep Hygiene: Behavioural modification is very important in the management of a range of sleep disorders and such treatments are examined in this module.

SLEE5017 Sleep and Body Function
Credit points: 2 Teacher/Coordinator: Professor Colin Sullivan Session: Semester 1, Semester 2 Classes: online Assessment: 1x online quiz (50%), 1x exam (50%) Mode of delivery: Online
Aims: To understand the changes in function of other organ systems in relation to sleep; to understand the effect of sleep on other organ systems and particular the effect of sleep disorders on the function of the body generally; to understand the changes that occur in sleep when the body is challenged by other diseases. Content: Hypertension, Stroke and Cardiovascular Function; Sleep and the problems associated with it in relation to cardiovascular problems will be discussed in this module. In addition, the association with sleep-disordered breathing will be discussed. Disruption of Rhythm: Shift work, jet lag and sleep disruption lead to generalized physiological and immunological problems. Gastrointestinal Physiology: The alterations in autonomic function during sleep have effects on gastrointestinal motility and function. As well as the normal gastrointestinal function during sleep, pathological conditions such as gastroesophageal reflux will be discussed. Immunological Responses: Sleep is affected by bacterial challenge and other alterations of immunological state. These considerations are examined.

SLEE5019 Sleep in Development (Child)
Credit points: 2 Teacher/Coordinator: Professor Colin Sullivan Session: Semester 1, Semester 2 Classes: -2 hours online lectures over 1 semester plus directed reading and independent study Assessment: 1x 2400 word literature review (50%), 1x exam (50%) Mode of delivery: Online
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. Medical Management of Paediatric Sleep Disorders: The diagnosis and treatment of sleep disorders in children. Dental Management of Paediatric Sleep Disorders: Identification of the role of Dentistry in sleep disorders in children, and exploration of dental treatment options.

SLEE5021 Neuropharmacology of Sleep III
Credit points: 2 Teacher/Coordinator: Professor Colin Sullivan Session: Semester 1, Semester 2 Classes: online Prerequisites: SLEE5015 Assessment: 1x online quiz (50%), 1x exam (50%) Mode of delivery: Online
Aims: To understand how knowledge of the neuropharmacology of a sleep disorder is gained and how this is used to develop therapeutic strategies; to gain an appreciation of the direction of current research into drug therapies for sleep disorders and the problems associated with this; to understand methods used to assess the efficacy of drugs and how to critically appraise trials of therapies generally. Content: Narcolepsy: This condition has been studied extensively in humans and animal models and the neuropharmacology is reasonably well understood. This module examines the study of this condition and drug therapies. Possible Drug Therapies for OSA: The pharmacology of systems involved in OSA is examined and ways in which these might be targeted by drug therapy and the problems that are encountered. Pharmacology and Chronobiology: Drugs that alter the circadian clock (chronotropes) are discussed and their efficacy in treating sleep disorders. Assessment of Drug Therapy: This module deals with the critical analysis of drug effect. The methods of assessment and the ways in which the data is presented are discussed.

SLEE5023 Sleep in Development (Adult)
Credit points: 2 Teacher/Coordinator: Professor Colin Sullivan Session: Semester 1, Semester 2 Classes: online Assessment: 1x 2400 word literature review (50%), 1x exam (50%) Mode of delivery: Online
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. Medical 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. Dental Management of Adult Sleep Disorders: Students will explore the role of craniofacial factors in the development of sleep disorders, and discuss the management implications.

SLEE5024 Practicum II
Credit points: 5 Teacher/Coordinator: Professor Colin Sullivan Session: Semester 1, Semester 2 Classes: Self-directed learning and application of previous theory. Expected student effort 6-8 hours per week. Also, an optional 1x1week residential school consisting of a series of lectures and practical classes is offered if not undertaken in SLEE5012. Prerequisites: SLEE5003 and SLEE5005 and SLEE5012 Assessment: 1x presentation (50%), sleep study scoring sessions (50%) Mode of delivery: Distance education/intensive on campus
In this unit the theory presented during the previous four semesters will be used in practice. Students will prepare and electronically record a presentation on a topic of their choice using the knowledge gained throughout the course. The student will be given case studies (including sleep studies) to analyse, and investigate, then discuss treatment options.
Surgery

Graduate Certificate in Surgical Sciences
Master of Surgery

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<th>Master of Surgery</th>
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For information about the Master of Surgery (by research) see the Postgraduate Research section.

Overview
Sydney Medical School is home to the largest academic surgical discipline in Australasia. Its courses aim to provide an understanding of the principle of applying the best available research evidence to patient care, as well as the skills required for clinical research.

The Master of Surgery combines research and coursework, with some streams available as coursework only. Students enrol in one of the following streams:

- breast surgery - MASURGER1BSU
- cardiothoracic surgery - MASURGER1CTS
- colorectal surgery - MASURGER1CLT
- endocrine surgery - MASURGER1EDS
- hand surgery - MASURGER1HSU
- head and neck - MASURGER1HNE
- neurosurgery - MASURGER1NEU
- orthopaedic - MASURGER1ORP
- otorhinolaryngology - MASURGER1OTO
- paediatric surgery - MASURGER1PAS
- plastic/reconstructive surgery - MASURGER1PRS
- surgical anatomy - MASURGER1SUN
- surgical oncology - MASURGER1SUO
- surgical outcomes - MASURGER1SOU
- surgical sciences - MASURGER1SUS
- surgical skills - MASURGER1SSK
- transplant surgery - MASURGER1TRS
- trauma surgery - MASURGER1TSU
- upper gastrointestinal surgery - MASURGER1UGS
- urology - MASURGER1URO
- vascular surgery and endovascular surgery - MASURGER1VES.

Course outcomes
The knowledge that graduates obtain will complement the practical experience that advanced trainees receive in teaching hospitals through the Royal Australasian College of Surgeons training program.

Further enquiries
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Fax: +61 2 9351 2401
Email: jayne.seward@sydney.edu.au
Website: http://sydney.edu.au/medicine/surgery/

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Surgery
Admission requirements
Admission into the Graduate Certificate in Surgical Sciences requires a medical degree or enrolment, and successful completion of all preclinical studies, in a graduate-entry medical program.

In general, admission into the Master of Surgery requires a medical degree, plus, a traineeship with the relevant surgical training program or employment as a resident medical officer in an Australian hospital, or a Fellowship of the Royal Australasian College of Surgeons.

See the course rules for further details.

Admission to the Graduate Certificate in Surgical Sciences requires:
- a medical degree; or
- enrolment, and successful completion of all preclinical studies, in a graduate-entry medical program.

Admission to the Master of Surgery requires:

Course structure
The Graduate Certificate in Surgical Sciences requires the successful completion of 24 credit points of graduate certificate core units of study.

The Master of Surgery requires the successful completion of 48 credit points of units of study including:
- 6 credit points of Master of Surgery core units of study; and
- 18 credit points of dissertation units of study or 24 credit points of stream specific core units of study; and
- a minimum of 18 and a maximum of 24 credit points of elective units of study.

Pattern of enrolment
The following tables provide examples for structuring programs of study.

Graduate Certificate in Surgical Sciences
Graduate Certificate in Surgical Sciences students must complete the required credit point value of graduate certificate core units of study.

Graduate certificate core units of study

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Available Semester 1 and Semester 2

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<th>face to face (evening)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Surg Skills and Pract Professionalism</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SURG5032</th>
<th>6</th>
<th>face to face (evening)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physiology and Pharmacology for Surgeons</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Core Units of Study Credit point Delivery mode

Total stream specific core credit points 24

Master of Surgery - all streams
Master's students must complete the required credit point value of core units of study, and elective units of study.

Master's students must additionally complete the required credit point value of dissertation or stream specific core units of study.

The Surgical Skills stream requires students to complete 24 credit points of stream-specific core units of study.

The Surgical Sciences stream can be studied in either an online/distance or face-to-face mode. Students must complete 24 credit points of stream specific core units of study. If enrolling in the online mode, students must select electives from the online elective selection.

Students who wish to complete the Surgical Anatomy stream must successfully complete the requirements of the Graduate Certificate in Advanced Surgical Skills (Surgical Anatomy), without graduating, to fulfill the stream specific core units of study requirements.

Masters core units of study

<table>
<thead>
<tr>
<th>Core Units of Study</th>
<th>Credit point</th>
<th>Delivery mode</th>
</tr>
</thead>
<tbody>
<tr>
<td>All students must complete 6 credit points of</td>
<td></td>
<td></td>
</tr>
<tr>
<td>core units of study</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Available Semester 1

<table>
<thead>
<tr>
<th>PUBH5018</th>
<th>6</th>
<th>online; face to face (day or evening)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introductory Biostatistics</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Available Semester 1 and Semester 2

<table>
<thead>
<tr>
<th>CEPI5100</th>
<th>6</th>
<th>online; online/face to face (day)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Clinical Epidemiology</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total Core credit points required 6

Masters Elective units of study

<table>
<thead>
<tr>
<th>Elective Units of Study</th>
<th>Credit point</th>
<th>Delivery mode</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master students completing a stream through</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dissertation must complete 24 credit points</td>
<td></td>
<td></td>
</tr>
<tr>
<td>of elective units of study. Master's students completing a stream with stream specific core units of study must complete 18 credit points of elective units of study.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Available Semester 1

<table>
<thead>
<tr>
<th>SURG5001</th>
<th>6</th>
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<tbody>
<tr>
<td>Practical Research Methods for Surgeons I</td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>SURG5013</th>
<th>6</th>
<th>face to face (evening)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Safety in Surgery</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SURG5017</th>
<th>6</th>
<th>face to face (evening)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Microsurgery</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>SURG5020</th>
<th>6</th>
<th>face to face (evening)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Laparoscopic Abdominal Anatomy</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SURG5034</th>
<th>6</th>
<th>face to face (day)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Surgical Anatomy based on RACS Part 1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SURG5035</th>
<th>6</th>
<th>online</th>
</tr>
</thead>
<tbody>
<tr>
<td>Surgical Research and Evaluation</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PATH5000</th>
<th>6</th>
<th>online</th>
</tr>
</thead>
<tbody>
<tr>
<td>Surgical Pathology</td>
<td></td>
<td></td>
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### Elective Units of Study

<table>
<thead>
<tr>
<th>Available Semester 2</th>
<th>Credit point</th>
<th>Delivery mode</th>
</tr>
</thead>
<tbody>
<tr>
<td>SURG5003 Practical Research Methods for Surgeons II</td>
<td>6</td>
<td>face to face (day)</td>
</tr>
<tr>
<td>SURG5011 Imaging Surgical Patients</td>
<td>6</td>
<td>face to face (evening)</td>
</tr>
<tr>
<td>SURG5012 Surgical Metabolism</td>
<td>6</td>
<td>online</td>
</tr>
<tr>
<td>SURG5016 Vascular and Endovascular Surgery</td>
<td>6</td>
<td>face to face (evening)</td>
</tr>
<tr>
<td>SURG5017 Microsurgery</td>
<td>6</td>
<td>face to face (evening)</td>
</tr>
<tr>
<td>SURG5022 Principles &amp; Practice of Transplantation</td>
<td>6</td>
<td>online</td>
</tr>
<tr>
<td>SURG5025 Adv. Hepatobiliary &amp; Pancreatic Surgery</td>
<td>6</td>
<td>block mode</td>
</tr>
<tr>
<td>SURG5031 Surgical Skills and Practical Professionalism</td>
<td>6</td>
<td>face to face (evening)</td>
</tr>
<tr>
<td>SURG5032 Physiology and Pharmacology for Surgeons</td>
<td>6</td>
<td>face to face (evening)</td>
</tr>
<tr>
<td>SURG5034 Surgical Anatomy based on RACS Part 1</td>
<td>6</td>
<td>face to face (day)</td>
</tr>
<tr>
<td>SURG5036 Surgical Research: Translation &amp; Innovation</td>
<td>6</td>
<td>online</td>
</tr>
<tr>
<td>PATH5000 Surgical Pathology</td>
<td>6</td>
<td>online</td>
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</tbody>
</table>

### Dissertation units of study

<table>
<thead>
<tr>
<th>Dissertation Units of Study</th>
<th>Credit point</th>
<th>Delivery mode</th>
</tr>
</thead>
<tbody>
<tr>
<td>Masters students must complete 18 credit points of dissertation units of study or 24 credit points of stream specific core units of study</td>
<td>supervision</td>
<td></td>
</tr>
<tr>
<td>Available Semester 1 and Semester 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SURG5007 Dissertation A</td>
<td>9</td>
<td>supervision</td>
</tr>
<tr>
<td>SURG5008 Dissertation B</td>
<td>9</td>
<td>supervision</td>
</tr>
<tr>
<td><strong>Total Dissertation credit points</strong></td>
<td><strong>18</strong></td>
<td></td>
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</tbody>
</table>

### Surgical Sciences - stream specific core units of study

<table>
<thead>
<tr>
<th>Stream specific Core Units of Study</th>
<th>Credit point</th>
<th>Delivery mode</th>
</tr>
</thead>
<tbody>
<tr>
<td>Masters students must complete 24 credit points of stream specific core units of study</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Available Semester 1 and Semester 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SURG5034 Surgical Anatomy based on RACS Part 1</td>
<td>6</td>
<td>face to face (day)</td>
</tr>
<tr>
<td>PATH5000 Surgical Pathology</td>
<td>6</td>
<td>online</td>
</tr>
<tr>
<td><strong>Available Semester 2</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SURG5032 Surgical Skills and Practical Professionalism</td>
<td>6</td>
<td>face to face (evening)</td>
</tr>
</tbody>
</table>

### Surgical Sciences - online only elective units of study

<table>
<thead>
<tr>
<th>Online Elective Units of Study</th>
<th>Credit point</th>
<th>Delivery mode</th>
</tr>
</thead>
<tbody>
<tr>
<td>Masters students taking the Surgical Sciences stream in an online mode must complete 18 credit points of online elective units of study from the list below</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester 1</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>SURG5035 Surgical Research and Evaluation</td>
<td>6</td>
<td>online</td>
</tr>
<tr>
<td>PATH5000 Surgical Pathology</td>
<td>6</td>
<td>online</td>
</tr>
<tr>
<td><strong>Semester 2</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SURG5036 Surgical Research: Translation &amp; Innovation</td>
<td>6</td>
<td>online</td>
</tr>
<tr>
<td>SURG5012 Surgical Metabolism</td>
<td>6</td>
<td>online</td>
</tr>
<tr>
<td>PATH5000 Surgical Pathology</td>
<td>6</td>
<td>online</td>
</tr>
</tbody>
</table>
Degree resolutions
Sydney Medical School resolutions and the printed handbook are the official statement of faculty policy. The resolutions contained in the printed handbook are accurate as at November 2014. If a conflict is perceived between the content of the printed handbook and information available elsewhere, Sydney Medical School resolutions and the information available in the handbook online shall always take precedence.

See the Policy Online website: sydney.edu.au/policy, for copies of University policies.

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

Course resolutions
1 Course codes

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title</th>
</tr>
</thead>
<tbody>
<tr>
<td>GCSURGSC-01</td>
<td>Graduate Certificate in Surgical Sciences</td>
</tr>
<tr>
<td>MASURGER-02</td>
<td>Master of Surgery</td>
</tr>
</tbody>
</table>

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

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

4 Embedded courses in this sequence
(1) The embedded courses in this sequence are:
   (a) the Graduate Certificate in Surgical Sciences or the Graduate Certificate in Advanced Clinical Skills;
   (b) the Master of Surgery.
(2) Providing candidates satisfy the admission requirements for each stage, a candidate may progress to the award of any of the courses in this sequence. Only the longest award completed will be conferred.

5 Admission to candidature
(1) Available places will be offered to qualified applicants according to the following admissions criteria. In exceptional circumstances the Dean may admit applicants without these qualifications who, in the opinion of the faculty, have qualifications and evidence of experience and achievement sufficient to successfully undertake the award.
(2) Admission to the Graduate Certificate in Advanced Clinical Skills is outlined in the resolutions for that course.
(3) Admission to the Graduate Certificate in Surgical Sciences requires:
   (a) a medical degree from the University of Sydney or an equivalent qualification; or enrolment in, and successful completion of all pre-clinical studies, in a graduate-entry medical degree program offered by an Australian university; and satisfactory interview, satisfactory references, and approval by Head of Discipline or his nominee.
(4) Admission to the Master of Surgery requires:
   (a) a medical degree from the University of Sydney or an equivalent qualification; or completion of the embedded graduate certificate; and
   (b) a traineeship with the relevant surgical training program of the Royal Australasian College of Surgeons or equivalent; or employment as resident medical officer in an Australian hospital, satisfactory interview, satisfactory references, and approval by Head of Discipline or his nominee; or a Fellowship of the Royal Australasian College of Surgeons.

6 Requirements for award
(1) Requirements for the award of the Graduate Certificate of Advanced Clinical Skills are outlined in the resolutions for that course.
(2) The units of study that may be taken for the courses are set out in the Table of Units of Study: Surgery.
(3) To qualify for the award of the Graduate Certificate in Surgical Sciences a candidate must successfully complete 24 credit points, including:
   (a) 24 credit points of Graduate Certificate core units of study.
(4) To qualify for the award of the Master of Surgery a candidate must successfully complete 48 credit points, including:
   (a) 6 credit points of Master of Surgery core units of study; and
   (b) 18 credit points of dissertation units of study or 24 credit points of stream specific core units of study; and
   (c) a minimum of 18 and a maximum of 24 credit points of elective units of study.

7 Stream
(1) The Master of Surgery is available in the following streams:
   (a) Breast Surgery
   (b) Cardiothoracic Surgery
   (c) Colorectal
   (d) Endocrine Surgery
   (e) Hand Surgery
   (f) Head and Neck
   (g) Neurosurgery
   (h) Orthopaedic
   (i) Otorhinolaryngology
   (j) Paediatric Surgery
   (k) Plastic/Reconstructive Surgery
   (l) Surgical Anatomy
   (m) Surgical Oncology
   (n) Surgical Outcomes
   (o) Surgical Sciences
   (p) Surgical Skills
   (q) Transplant Surgery
   (r) Trauma Surgery
   (s) Upper Gastrointestinal Surgery
   (t) Urology
   (u) Vascular Surgery and Endovascular Surgery.
(2) Candidates may transfer between streams with approval from Head of Discipline.

(3) The degree of Master of Surgery shall be awarded in the stream in which the candidate enrolls. The testamur for the degree shall specify the stream.

8 Credit for previous study
Credit from prior studies (other than from embedded courses) towards the Master of Surgery is limited to eight credit points.

9 Transitional provisions
(1) These resolutions apply to persons who commenced their candidature after 1 January, 2015 and persons who commenced their candidature prior to 1 January, 2015 who formally elect to proceed under these resolutions.

(2) Candidates who commenced prior to 1 January, 2015 and elect not to proceed under these resolutions complete the requirements in accordance with the resolutions in force at the time of their commencement.
Table of units of study: Surgery

Errata

<table>
<thead>
<tr>
<th>Item</th>
<th>Change</th>
<th>Section</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The following unit is available in 2015: SURG5032 Physiology and Pharmacology for Surgeons</td>
<td>Graduate Certificate in Surgical Sciences</td>
<td>3/2/2015</td>
</tr>
</tbody>
</table>

Unit of study

<table>
<thead>
<tr>
<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>

Graduate Certificate in Surgical Sciences

Core units of study

- SURG5031 Surg Skills and Pract Professionalism
- SURG5032 Physiology and Pharmacology for Surgeons
- SURG5034 Surgical Anatomy based on RACS Part 1
- PATH5000 Surgical Pathology

Master of Surgery

Core unit

Students select one of the following core units:

- PUBH5018 Introductory Biostatistics
- CEPI5100 Introduction to Clinical Epidemiology

Dissertation units of study

Students pursuing a research path must enrol in 18 credit points of dissertation units, which may be in one semester or split over two semesters. Students must be enrolled in order to submit their dissertation. If a student is not able to submit his/her dissertation after enrolling in 18 credit points of dissertation units of study, he/she must re-enrol in a minimum of 9 credit points of dissertation units of study, with the concomitant financial liability, every semester until he/she submits.

- PUBH5010
- SURG5007 Dissertation A
- SURG5008 Dissertation B

Stream-specific core units

Surgical Anatomy Stream

Students must successfully complete the requirements of the Graduate Certificate in Advanced Clinical Skills (Surgical Anatomy), without graduating, to meet the stream specific core unit requirements of the Surgical Anatomy stream.

Surgical Skills Stream

SURG5031 Surg Skills and Pract Professionalism

For internal use by University of Sydney staff only.
<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>
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<tbody>
<tr>
<td>SURG5032 Physiology and Pharmacology for Surgeons</td>
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<td></td>
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<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>This unit of study is not available in 2016</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SURG5034 Surgical Anatomy based on RACS Part 1</td>
<td>6</td>
<td>Note: Department permission required for enrolment</td>
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<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>This unit of study is not available in 2016</td>
<td></td>
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<td></td>
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<td>Semester 2</td>
</tr>
<tr>
<td>PATH5000 Surgical Pathology</td>
<td>6</td>
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<td>Semester 1</td>
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<td>Semester 2</td>
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<tr>
<td>Surgical Sciences Stream</td>
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<td>SURG5012 Surgical Metabolism</td>
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<td>SURG5035 Surgical Research and Evaluation</td>
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<tr>
<td>SURG5036 Surg Research: Translation &amp; Innovation</td>
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<tr>
<td>PATH5000 Surgical Pathology</td>
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<td>Semester 2</td>
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<tr>
<td>Elective units</td>
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<td>SURG5001 Pract. Research Methods for Surgeons I</td>
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<td>SURG5003 Pract. Research Methods for Surgeons II</td>
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<td>Semester 2</td>
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<td>SURG5011 Imaging Surgical Patients</td>
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<td>Semester 2</td>
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<tr>
<td>SURG5012 Surgical Metabolism</td>
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<td>Semester 2</td>
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<td>This unit of study is not available in 2016</td>
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<tr>
<td>SURG5013 Safety in Surgery</td>
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<td>Semester 1</td>
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<td>This unit of study is not available in 2016</td>
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<tr>
<td>SURG5016 Vascular and Endovascular Surgery</td>
<td>6</td>
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<td>Semester 2</td>
</tr>
<tr>
<td>This unit of study is not available in 2016</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>SURG5017 Microsurgery</td>
<td>6</td>
<td>Note: Department permission required for enrolment</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>Students request permission from the postgraduate coordinator (<a href="mailto:pierre.chapuis@sydney.edu.au">pierre.chapuis@sydney.edu.au</a>) to enrol in this unit. 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>
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<td>Semester 2</td>
</tr>
<tr>
<td>SURG5020 Advanced Laparoscopic Abdominal Anatomy</td>
<td>6</td>
<td>Students must contact unit of study coordinator as early as possible to receive pre-reading material</td>
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<td>Semester 1</td>
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<tr>
<td>This unit of study is not available in 2016</td>
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<td>SURG5022 Principles &amp; Practice of Transplantation</td>
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<td>SURG5025 Adv. Hepatobiliary &amp; Pancreatic Surgery</td>
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<td>SURG5031 Surg Skills and Pract Professionalism</td>
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<td>SURG5032 Physiology and Pharmacology for Surgeons</td>
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<td>SURG5035 Surgical Research and Evaluation</td>
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<td>SURG5036 Surg Research: Translation &amp; Innovation</td>
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<td>PATH5000 Surgical Pathology</td>
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The following Elective Units are ONLY available for students undertaking the Surgical Sciences stream in an online/distance mode.

<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>
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<tbody>
<tr>
<td>CEPI5102 Literature Searching</td>
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<td>CEPI5203 Introduction to Systematic Reviews</td>
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<tr>
<td>PUBH5010 Epidemiology Methods and Uses</td>
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<td>N BSTA5011, CEPI5100</td>
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<td>PUBH5211 Multiple Regression and Stats Computing</td>
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<td>PUBH5212 Categorical Data Analysis</td>
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<tr>
<td>PUBH5213 Survival Analysis</td>
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<td>PUBH5019 Cancer Prevention and Control</td>
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<tr>
<td>PUBH5020 Chronic Disease Prevention and Control</td>
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In exceptional circumstances, on application to and with written approval from the Head of Discipline or course coordinator, a student may enrol in an elective unit of study not listed above.
controlled trials; consideration of the applicability of the evidence and what additional information is required to better inform decision making.

Textbooks
Online readings and other learning resources will be provided.

PATH5000
Surgical Pathology
Credit points: 6 Teacher/Coordinator: Assoc Prof Brett Hambly Session: Semester 1, Semester 2 Classes: 2x1hr video streamed tutorials/week Assessment: 1. participation weekly tutorials (20%) 2. 1x3000wd essay (30%) 3. 13x15min weekly quizzes (20%) 4. 1x1hr final exam (30%) Mode of delivery: Online

The Surgical Pathology Unit of Study course in an online course available in Semester 1 or 2. It is based on examination of macroscopic pathology specimens (bottles) located in the Pathology Museum collection and examination of microscopic slides of relevant pathological processes. The course runs over 13 weeks and covers 12 topics. Each week several streamed videos, corresponding Powerpoint presentations and additional reading, are provided to students. This material will take approximately 2-3 hours to complete. Following viewing of the teaching media, students complete an online quiz, which contributes to the final assessment. Additionally, students will prepare an in-dept, semi structured assignment on a pathological process, where possible of relevant to their particular interests. An optional weekend in-house practical session at the University of Sydney will be offered to students late in the semester (May or October), where students will be provided with practical tutorials covering many of the topics within the course. The practicals will involve viewing relevant bottles and slides. Participation is not compulsory. Topics that will be covered in the course will include basic pathological processes (eg immunology, inflammation, neoplasia etc) and systems pathology (eg cardiovascular, respiratory, gastroenterology, neurology, genitourinary, orthopaedic etc).

Textbooks
Robbins & Cotran Pathologic Basis of Disease 8th Ed (Kumar, Abbas, Fausto, Aster) Saunders Elsevier, online version available from University Library following enrolment, plus course materials.

PUBH5010 Epidemiology Methods and Uses
Credit points: 6 Teacher/Coordinator: Professor Tim Driscoll Session: Semester 1 Classes: 1x 1hr lecture and 1x 2hr tutorial per week for 13 weeks - lectures and tutorials may be completed online Prohibitions: BSTAS5011,CEPI5100 Assessment: 1x 4page assignment (30%) and 1x 2.5hr supervised open-book exam (70%). For distance students, it may be possible to complete the exam externally with the approval of the course coordinator.

Mode of delivery: Online

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

Textbooks
This unit aims to provide students with an introduction to statistical concepts, their use and relevance in public health. This unit covers descriptive analyses to summarise and display data; concepts underlying statistical inference; basic statistical methods for the analysis of continuous and binary data; and statistical aspects of study design. Specific topics include: sampling; probability distributions; sampling distribution of the mean; confidence interval and significance tests for one-sample, two paired samples and two independent samples for continuous data and also binary data; correlation and simple linear regression; distribution-free methods for two paired samples, two independent samples and correlation; power and sample size estimation for simple studies; statistical aspects of study design and analysis. Students will be required to perform analyses using a calculator and will also be required to conduct analyses using statistical software (SPSS). It is expected that students spend an additional 2 hours per week preparing for their tutorials. Computing tasks are self-directed.

Textbooks
Course notes are provided.

**PUBH5019**  
**Cancer Prevention and Control**

**Credit points:** 6  
**Teacher/Coordinator:** Dr Monica Robotin  
**Session:** Semester 2  
**Classes:** 24 hours online lectures, 15 hours online discussions  
**Prerequisites:** PUBH5100 or CEP5100  
**Assessment:** 2 assignments (65%), 5 online tutorials (35%)  
**Mode of delivery:** Online

Note: Department permission required for enrolment.

This unit aims to provide students with specific information on the concepts, methods and applications underpinning cancer prevention and control at population level. It is designed to address specific educational needs of students in various programs within the School of Public Health and to offer a broad-based perspective on cancer control, ranging from primary prevention, screening and early intervention, tertiary prevention and palliative care. Emphasis will be given to cancers with the greatest impact at population level and where evidence demonstrates that policies and interventions are capable of reducing cancer incidence, mortality, prolonging survival and improving quality of life. Although focusing on specific Australian conditions, the information will be presented in the context of regional and global 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 other countries.

Textbooks
Readings for this unit will be available on the eLearning site

**PUBH5020**  
**Chronic Disease Prevention and Control**

**Credit points:** 6  
**Teacher/Coordinator:** Dr Monica Robotin  
**Session:** Semester 1  
**Classes:** 24 hrs online lectures; 12 hrs online discussions  
**Prerequisites:** PUBH5100 or CEP5100  
**Assessment:** assignments (70%), on-line discussions (30%)  
**Mode of delivery:** Online

Note: Department permission required for enrolment.

This course offers a broad-based integrated perspective on chronic disease prevention. The course reviews the epidemiology of selected chronic diseases with the highest impact at population level in Australia (cardiovascular diseases; cancer; chronic lung disease; diabetes and chronic renal disease). The information will focus on Australian settings, but presented within the context of a regional perspective of chronic disease prevention. Teaching will focus on the interrelationships between the biological and epidemiological aspects of chronic diseases, the interplay between determinants of health and chronic disease, and the balance between high risk and population based strategies for reducing disease burden, and exploring their applicability to disease prevention. Students will be involved in evaluating the effectiveness of different prevention strategies and will examine the role of health policy in developing effective and sustainable chronic disease management programs in different settings (in Australia and the region).

Textbooks
Readings for this unit will be available on the eLearning site

**PUBH5211**  
**Multiple Regression and Stats Computing**

**Credit points:** 4  
**Teacher/Coordinator:** Dr Patrick Kelly and Dr Tim Schlub  
**Session:** Semester 2  
**Classes:** 2hr per week for 13 weeks. This unit may be undertaken in face to face or online/distance mode. Students studying in distance mode must have access to a computer running a version of Microsoft Windows compatible with the latest version of SAS.  
**Prerequisites:** PUBH5018  
**Assessment:** 1x 4 page assignment (30%) and 1x 10 page assignment (70%)  
**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 Kevin McGeechan  
**Session:** Semester 2  
**Classes:** 1 x 2hr lecture, 5 x 1hr lectures, and 5 x 1hr tutorials over 6 weeks. Also available online - such students must have access to a computer running a version of Microsoft Windows compatible with the latest version of SAS.  
**Prerequisites:** PUBH5018  
**Corequisites:** PUBH5211  
**Assessment:** 1x 3 page report (30%) and 1x 6 page report (70%)  
**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. Data analyses will be conducted using statistical software (SAS).

Textbooks
Course notes are provided.

**PUBH5213**  
**Survival Analysis**

**Credit points:** 2  
**Teacher/Coordinator:** Dr Tim Schlub  
**Session:** Semester 2  
**Classes:** 1 x 1hr lecture and 1 x 1hr tutorial per week for six weeks both face to face and distance mode. Students studying in distance mode must have access to a computer running a version of Microsoft Windows compatible with the latest version of SAS.  
**Corequisites:** PUBH5211  
**Assessment:** 1x 3 page assignment (20%) and 1x 10 page assignment (80%)  
**Mode of delivery:** Online

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; and sample size calculations for survival studies. For
each topic participants are given some material to read beforehand. This is followed by a lecture, then participants are given one or two exercises to do for the following week. These exercises are discussed in the tutorial at the next session before moving on to the next topic. That is, in most weeks the first hour is a tutorial and the lecture is given in the second hour. Participants are expected to run SAS programs in their own time. Preparation time for each session is 2-3 hours. The assignments both involve use of SAS to analyse a set of survival data.

**Textbooks**

Course notes are provided.

**SURG5001**

**Prac. Research Methods for Surgeons I**

**Credit points:** 6

**Teacher/Coordinator:** Professor Marc Gladman, Professor of Colorectal Surgery; Associate Professor Natasha Nassar, Epidemiologist/Senior Research Fellow

Session: Semester 1

Classes: 4x 5 hr workshops. 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 workshops. For each module, additional reading and resources will be provided for those who wish to pursue the topic in more detail.

**Assessment:** Participation (40%). Participation marks are awarded for the submission of set exercises and attendance at workshops. Written assignment (60%).

**Mode of delivery:** Normal (lecture/lab/tutorial) day

**Evidence-based Surgery:** How to find, assess, interpret and PRODUCE the evidence

Evidence-based Medicine involves the application of current best evidence when making decisions about the care of patients, but where is the evidence in Surgery and how strong is it? Should patients receive prophylactic antibiotics when undergoing hernia repair? How does laparoscopic compare to open surgery? Stent or surgery in vascular disease? Which patients need adjuvant therapy after oncological surgery? This course will provide direct instruction on how to read, understand and fully evaluate surgical publications to enable you to apply the findings to your own clinical practice.

As every surgeon knows, there is no better way of learning a procedure than doing it yourself. Similarly, the best way to understand surgical research is to perform it. Therefore, the course will provide students with a step-by-step guide that will demystify and guide students through the process of surgical research. The focus is to provide students with the knowledge, tools and skills to undertake their own research study both within the Masters of Surgery and beyond. It will cover key aspects from identifying study question, searching and appraising the literature, selecting appropriate study design, to designing a study, outcome measures and methods for data collection. It will also cover issues affecting study quality, such as bias and confounding.

By the end of the course you will be able to (i) read, understand and fully evaluate surgical publications and (ii) develop a research protocol of your own and undertake a comprehensive literature review in your selected clinical area of interest with a view to subsequent peer-review publication. The course will involve interactive lectures and practical exercises and opportunities to interact with key experts in the field.

Assessment will be based on attendance and participation in workshops and submission of a written assignment.

**SURG5003**

**Prac. Research Methods for Surgeons II**

**Credit points:** 6

**Teacher/Coordinator:** Professor Marc Gladman, Professor of Colorectal Surgery; Associate Professor Natasha Nassar, Epidemiologist/Senior Research Fellow

Session: Semester 2

Classes: 10x2hr lectures/tutorials; the course will involve interactive lectures and practical exercises

**Prerequisites:** SURG5001

**Assessment:** Assessment will be based on attendance, completion of weekly exercises and participation in weekly classes (30%); and presentation and submission of a written assignment (70%).

**Mode of delivery:** Normal (lecture/lab/tutorial) day

Get Ahead in Surgery: Research Output - Produce or Perish

A competitive edge facilitates rapid career progression and success in Surgery. Increasingly, emphasis is being placed on non-technical skills to differentiate surgeons. In particular, surgeons are expected to present at scientific meetings and publish in peer-reviewed journals, but what tuition or guidance is provided to enable these goals to be achieved?

This course will ensure that students are confident writing and revising papers for peer-review publication and are able to deliver professional presentations at scientific meetings. The key focus is on achieving key research output with the explicit aim of enhancing your CV. There is particular emphasis on providing an insider's guide to successful abstract and paper writing, using a standardized and highly successful approach. Presentation at national and international scientific meetings demands can be daunting, regardless of seniority. Take your presentation skills to the next level. Learn an approach used in media skills training to prepare and deliver powerful presentations like the experts. Understand how to handle your audience and give them what they want.

By the end of the course you will be confident (i) writing and revising papers for peer-review publication and (ii) preparing effective abstracts and delivering powerful, professional presentations at scientific meetings. The course will involve interactive lectures and practical exercises and opportunities to interact with key experts in the field.

Assessment will be based on attendance and active participation in weekly tutorials and a written assignment, involving preparation of an abstract and paper for publication.

**Textbooks**

Current evidence-based medicine and surgical literature- references supplied

**SURG5007**

**Dissertation A**

**Credit points:** 9

**Teacher/Coordinator:** Professor Pierre Chapuis

Session: Semester 1, Semester 2

Classes: 8hr/week independent supervised research

**Assessment:** Candidates will be required to submit the dissertation in the form of a paper dealing with research on a specific topic. It should be the equivalent of one paper which would be acceptable for publication in a peer reviewed scientific, academic or professional journal. In keeping with Academic Board policy there is an option to submit published work based on research undertaken while enrolled for this degree.

**Mode of delivery:** Supervision

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

**Teacher/Coordinator:** Professor Pierre Chapuis

Session: Semester 1, Semester 2

Classes: 8hr/week independent supervised research

**Assessment:** Candidates will be required to submit the dissertation in the form of a paper dealing with research on a specific topic. It should be the equivalent of one paper which would be acceptable for publication in a peer reviewed scientific, academic or professional journal. In keeping with Academic Board policy there is an option to submit published work based on research undertaken while enrolled for this degree.

**Mode of delivery:** Supervision

The dissertation is a formal piece of writing relevant to the subject area of the masters degree. Candidates will work on a specified research project under appropriate supervision. At least one of the project supervisors must be an academic staff member of the University. The dissertation is in Parts A and B, both of which will be completed in a minimum of one year of full time study or two years of part time study.

**SURG5011**

**Imaging Surgical Patients**

**Credit points:** 6

**Teacher/Coordinator:** Dr Raffi Qasabian, Dr Kevin Ho Shon

Session: Semester 2

Classes: 8 x 2 hr lectures

**Assessment:** practical assignment involving case studies requiring investigation leading to diagnosis (100%)

**Mode of delivery:** Normal (lecture/lab/tutorial) evening

The unit of study aims to introduce all types of imaging relevant to the practice of surgery, to understand the underlying physical and technological principles upon which imaging relies and to know the indications for use and complications of imaging. By the end of the unit students will understand the scientific basis of the various imaging
modalities and the indications for their use and appreciate the importance of protection of patients and personnel from the harmful effects of imaging.

The contents of the unit are: B mode, spectral analysis and duplex ultrasound; computerised tomography; magnetic resonance; positron emission tomorography; radio iso tape 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: Assoc Prof Vincent Lam Session: Semester 2 Classes: Online (limit 35 students) Mode of delivery: Online

The aims of the unit are for the student to acquire knowledge of nutrition in surgery 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 Nutrition assessment, Surgical Complications in Malnourished, Enteral and Parenteral Nutrition, Complications in Obesity, Obesity and Surgery, Short Bowel Syndrome and Enterocutaneous fistula.

Reading materials will be posted online prior to the sessions.

Textbooks

Reading materials will be posted online prior to the sessions

SURG5013
Safety in Surgery
Credit points: 6 Teacher/Coordinator: Associate Professor John Andrew Cartmill Session: Semester 1 Classes: 8 x 2 hr lectures Assessment: attendance and practical assignments involving case studies Mode of delivery: Normal (lecture/lab/tutorial) evening

This unit of study aims to gain insight into safety in surgery from dual perspectives; that of the individual surgeon ‘on the spot’ as well as the broader social, technological and political context. At the end of the unit, students will have learned to appreciate performance limitations of individuals and teams, develop personal safety skills and behaviours and develop skills in debriefing, incident analysis and disclosure.

Content includes generic industrial accidents, mishaps and near misses; human factors, psychology and surgical decision making, team theory and critical incident debriefing, incident analysis and disclosure.

Textbooks

Current surgical literature - references supplied.

SURG5016
Vascular and Endovascular Surgery
Credit points: 6 Teacher/Coordinator: Dr Rafi Qasabian and Dr Steven Dubenec Session: Semester 2 Classes: 9 x 2hr evening seminars. Participants will be provided with instruction for home study in preparation for each session. Assessment: learning summary (70%) Each week participants will be required to submit a 1 to 2 page written summary of the key issues from the previous week; 1 written assignment (30%) Participants will complete a written assignment on a topic of relevance to their own surgical specialty by the completion of the course. Mode of delivery: Normal (lecture/lab/tutorial) evening

The objective of this unit of study is for participants to develop a greater understanding of the anatomy, pathophysiology and treatment options for peripheral vascular disorders by open or endovascular means. This unit of study will introduce students to key areas of vascular anatomy and pathology at an advanced level. Where appropriate, vascular imaging will be incorporated. Course participants will also be exposed to other relevant disciplines, including cardiology, radiology and endocrinology. By the end of the course, participants will have developed a critical knowledge of the academic basis for contemporary vascular surgery.

Textbooks


SURG5017
Microsurgery
Credit points: 6 Teacher/Coordinator: Associate Professor Graham J. Gumley, Dr Bernard Schick Session: Semester 1, Semester 2 Classes: 6 x 2 hour labs/tutorials, plus 3 x 2.5hr (Saturday) labs (limit 10 students) Assessment: Presentation of logbook and attendance at each tutorial/lab session (40%), technical competence (40%), assignment (20%) Mode of delivery: Normal (lecture/lab/tutorial) evening Note: Department permission required for enrolment. Note: Students request permission from the postgraduate coordinator (pierre.chapuis@sydney.edu.au) to enrol in this unit. The coordinator emails the Postgraduate Student Administration Unit advice that the student has permission to enrol.

The course will deliver focused sessions on applied Microsurgical anatomy, and practical training in Microsurgery - Micro vascular and micro neural techniques. Real time demonstrations, Video, other visual and printed material will be used to aid teaching and to supplement the “eyes on scope” sessions. Sessions will comprise of brief lecture, demonstration of techniques to be developed in the class, followed by supervised Microsurgical practice with set objectives and standards. Students will keep a detailed log book and present a discussion paper on an element of Microsurgery they find challenging or stimulating.

Textbooks

Notes will be distributed prior to the course commencing.

SURG5020
Advanced Laparoscopic Abdominal Anatomy
Credit points: 6 Teacher/Coordinator: Assoc Prof Vincent Lam Session: Semester 1 Classes: 10x2hr tutorials; Laparoscopic Workshop Department of Anatomy, Anderson Stewart Building, date to be confirmed. Assessment: Presentation of quiz answer and attendance at each tutorial (10 x 4%), assignment (60%) Mode of delivery: Normal (lecture/lab/tutorial) evening Note: Students must contact Unit of Study coordinator as early as possible to receive pre-reading material

The course will deliver focused sessions on applied laparoscopic anatomy, pertinent to specific procedures in colorectal, upper gastrointestinal, general and urological surgery. Video, other visual and others material will be used to aid teaching of the abdominal, pelvic and retroperitoneal laparoscopic anatomy involved in these procedures. Printed material and worksheets will be read and completed prior to each session. Sessions will comprise five 2-hour sessions and one weekend half-day anatomy workshop.

Textbooks

Reading materials will be posted online prior to the sessions.

SURG5022
Principles & Practice of Transplantation
Credit points: 6 Teacher/Coordinator: Dr Alexandra Sharland, Professor Richard Allen Session: Semester 2 Classes: The unit is delivered online and will require approximately 10 hours study per week. Prerequisites: SURG5021 Prohibitions: SURG5014 Assessment: Formal mcq assessment of prior knowledge in clinical transplantation, 6 structured clinical cases: individual answers (80%), contribution to online discussion (20%), major case commentary in final 2 weeks (20%), Mode of delivery: Online Note: Department permission required for enrolment.

Over 15,000 Australians have or will develop end-stage organ failure this year, and this number is expected to grow exponentially with the rise in underlying conditions such as diabetes and hepatitis C. Organ transplantation is thus becoming increasingly important as a therapeutic modality. This unit of study will provide an overview of the surgical and medical management of solid organ transplant donors and recipients. Course participants will also explore the demographics, underlying conditions and co-morbidities of transplant recipients, the role of randomised clinical trials in the management of transplant immunosuppression, and the ethical aspects of transplantation. The major learning activities of this unit will be based around six cases in clinical transplantation.

Textbooks

Current transplantation literature - linked to online teaching materials.

SURG5025
Adv. Hepatobiliary & Pancreatic Surgery
Credit points: 6 Teacher/Coordinator: Assoc Prof Vincent Lam, Associate Professor Arthur Richardson Session: Semester 2 Classes: four full
The objective of this unit of study is for participants to develop greater understanding of the operative anatomy, pathophysiology and treatment options for complex hepatobiliary and pancreatic diseases by laparoscopic or open means. This unit of study will introduce participants to key areas of operative anatomy, pathology, imaging and surgical techniques at an advanced level. By the end of the course, participants will have developed the ability to critically appraised contemporary hepatobiliary and pancreatic surgical practice.

Textbooks
Reading Materials will be posted online prior to the sessions.

SURG5031
Surg Skills and Pract Professionalism
Credit points: 6 Teacher/Coordinator: Professor Marc Gladman, Dr Michael Suen Session: Semester 2 Classes: 4 full consecutive days, limit 15 students per semester: Introductory presentations for each topic, including step by step demonstrations of practical skills; Small group workstations to focus on basic skills and techniques; Hands-on practice with review sessions to consolidate skills; Continuous formative feedback and close work with faculty. Assessment: 2 x online exam for non clinical comps, 1.25 hr lab based assessment for technical skills. Submission of 1 x A4 edition and annotated skills training video. Mode of delivery: Normal (lecture/lab/tutorial) evening

Two sets of competencies that are essential for a career in surgery will be taught: firstly, the non clinical competencies of leadership, communication, collaboration, health advocacy, scholar and teacher plus the essentials of ethics and health law, and secondly the essential technical skills involved with open and endoscopic/laparoscopic surgery. Textbooks


SURG5032
Physiology and Pharmacology for Surgeons
Credit points: 6 Teacher/Coordinator: Professor Peter Kam Session: Semester 2 Classes: 2 x 1 hr lecture each week Assessment: 2 x exams Mode of delivery: Normal (lecture/lab/tutorial) evening

This Unit of Study teaches the Physiology required for surgeons, and examined in the RACS Surgical Science Examination. The content will be based on Ganong’s Review of Medical Physiology plus Respiratory Physiology - The Essentials JB West. The Unit of Study also teaches the Pharmacology required for surgeons condensed into a single 1.5 hr lecture. Textbooks

Ganong’s Review of Medical Physiology Barrett K, Brooks W Boliano S, Barman S plus Respiratory Physiology - The Essentials JB West

SURG5034
Surgical Anatomy based on RACS Part 1
Credit points: 6 Teacher/Coordinator: Dr Lindsay Wing and Professor Pierre Chapuis Session: Semester 1, Semester 2 Classes: 8 weeksends x 3.5 hrs Sat/Sun tutorials and practical classes with exercises. Assessment: Assessment is compulsory without a medical certificate. There is a required pass mark for the MCQ and Spot Questions. Mode of delivery: Normal (lecture/lab/tutorial) day

Note: Department permission required for enrolment. Note: This unit is limited to 12 places per semester. Candidates should apply to the Postgraduate Coordinator (pierre.chapuis@sydney.edu.au) to be placed on the waitlist.

The aim of this course is to prepare the student for the Anatomy component of the Part 1 examination of the Royal Australasian College of Surgeons. Each of the 8 modules has three components:

i) Identification of tagged anatomical structures in wet projections of the anatomical area for the session
ii) Multiple choice question (MCQ) exercises
iii) "Spot" questions on anatomical projection photographs

The methodology used in the latter two components is similar to that used by RACS in the Part 1 examination. The 8 modules comprise: upper limb (2), lower limb (2), head and neck (4), thorax (1), abdomen (3), and pelvis (1). Self directed study is required before each of the sessions. Textbooks

SURG5035
Surgical Research and Evaluation
Credit points: 6 Teacher/Coordinator: Dr Kerry Hlitos Session: Semester 1 Classes: 1 x 1 hr lec and 1 x 1 hr tut/wk over 10 weeks (The unit will be delivered on line) Corequisites: PUBH5018 Assessment: On-line short answer questions cover the knowledge acquired. Each set of questions must be completed and submitted by the due date and before students proceed to the next module. Answers to each module will contribute (30%) to the final score of the unit. A written assignment will also contribute (70%). Mode of delivery: Online

The objective of this unit is to provide candidates with an understanding of key methodological concepts of level one evidence based studies needed to conduct high quality surgical research. It will cover basic concepts on how to identify when is surgery research, principles of good clinical research practice and provide the necessary skills on how to measure the quality of care. Key topics focus on how to identify, appraise, select and synthesise a systematic review and meta-analysis. The use of databases and registries and how to test present statistical analysis and summarise data. This unit will provide candidates with the skills to measure the quality of surgical care as well as evaluate surgical performance and measures of effects. Candidates will be able to critically appraise published statistics and learn to identify publication bias before applying the findings to their own clinical practice. Introductory Biostatistics (PUBH5018) is not a pre-requisite, however it is recommended. Textbooks

Notes will be linked to online teaching material.

SURG5036
Surg Research: Translation & Innovation
Credit points: 6 Teacher/Coordinator: Dr Kerry Hlitos Session: Semester 2 Classes: 1 x 1 hr lec and 1 x 1 hr tut/wk over 10 weeks (The unit will be delivered on line) Assessment: On-line short answer questions cover the knowledge acquired. Each set of questions must be completed and submitted by the due date and before students proceed to the next module. Answers to each module will contribute (40%) to the final score of the unit. A written assignment will also contribute (60%). Mode of delivery: Online

The objective of this unit is to introduce candidates to the basic concepts of innovation. Participants will be able to identify and evaluate surgical innovation as well as focus on the methodological and practical challenges to rigorous surgical research. Candidates will be have the skills to design and complete level one evidence based research in surgery with a key focus on randomised and non-randomised controlled trials. The course will evaluate the complexity of surgical innovation and how to identify related factors influencing outcome. Candidates should be able to identify challenges facing the surgical research community when performing an evaluation of a therapeutic, procedure-based intervention. How to pinpoint the issues and deconstruct these into constituent methodological parts such that several important areas will be targeted for developing a systematic process that would guide appropriate, evidence based surgical practice. Ethical aspects in research and innovation will be addressed and the process of translational research will be reviewed. Other broad topics will focus on surgical oncology and survival analysis; evaluating performance when measuring the value of surgical research and the key concepts in diagnostic tests and accuracy in surgery. Textbooks

Notes will be linked to online teaching material.
Graduate Certificate in Advanced Clinical skills (Surgical Anatomy)

<table>
<thead>
<tr>
<th>Course code</th>
<th>Surgical Anatomy</th>
</tr>
</thead>
<tbody>
<tr>
<td>KG023B or GCADCLSK1SUN</td>
<td></td>
</tr>
<tr>
<td>CRICOS code</td>
<td>N/A</td>
</tr>
<tr>
<td>Degree Abbreviation</td>
<td>GradCertAdvClinSkills(SurgAnat)</td>
</tr>
<tr>
<td>Credit points required to complete</td>
<td>24</td>
</tr>
<tr>
<td>Time to complete full-time</td>
<td>0.5 years</td>
</tr>
</tbody>
</table>

**Overview**

Sydney Medical School is home to the largest academic surgical discipline in Australasia. Its courses aim to provide an understanding of the principle of applying the best available research evidence to patient care, as well as the skills required for clinical research.

The surgical anatomy stream in the Graduate Certificate in Advanced Clinical Skills provides a sound knowledge and understanding of human anatomy that underpins successful surgical practice through a series of whole-body cadaveric dissections taught in small groups by subspecialist surgeons. It is regarded as the gold standard in anatomy tuition and places are strictly limited. The course also provides a pathway for registrars or registered medical officers to prepare for the human anatomy knowledge requirement of the Part 1 Surgical Primary examination delivered by the Royal Australasian College of Surgeons.

**Course outcomes**

The objective of the course is to provide a sound understanding of human anatomy that underpins successful surgical/interventional practice.

**Further information**

The Graduate Certificate in Advanced Clinical Skills (Surgical Anatomy) acts as an embedded course within the Master of Surgery, specifically the Master of Surgery (Surgical Anatomy).

Units of study completed for the Graduate Certificate in Advanced Clinical Skills (Surgical Anatomy) can be recognised for credit towards the Master of Surgery (Surgical Anatomy).

**Further enquiries**

Jayne Seward  
Phone: +61 2 9351 2400  
Fax: +61 2 9351 2401  
Email: jayne.seward@sydney.edu.au  
Website: http://sydney.edu.au/medicine/surgery/
Admission requirements
Admission to the Graduate Certificate in Advanced Clinical Skills (Surgical Anatomy) requires:

- a medical degree; and
- a traineeship with the relevant surgical training program, or
  employment as a resident medical officer in an Australian hospital, or
  a Fellowship of the Royal Australasian College of Surgeons.

See the course rules for further details.

Course structure
The Graduate Certificate in Advanced Clinical Skills (Surgical Anatomy) requires the successful completion of 24 credit points of stream specific units of study.

Pattern of enrolment
The following table provides an example for structuring a program of study.

Surgical Anatomy - stream specific units of study

<table>
<thead>
<tr>
<th>Stream specific Units of Study</th>
<th>Credit point</th>
<th>Delivery mode</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students must complete 24 credit points of stream specific units of study</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Semester 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SURG5027 Whole Body Dissection 1</td>
<td>6</td>
<td>face to face</td>
</tr>
<tr>
<td>SURG5028 Whole Body Dissection 2</td>
<td>6</td>
<td>face to face</td>
</tr>
<tr>
<td>SURG5029 Whole Body Dissection 3</td>
<td>6</td>
<td>face to face</td>
</tr>
<tr>
<td>SURG5030 Whole Body Dissection 4</td>
<td>6</td>
<td>face to face</td>
</tr>
<tr>
<td>Total stream specific credit points</td>
<td>24</td>
<td></td>
</tr>
</tbody>
</table>
Degree resolutions
Sydney Medical School resolutions and the printed handbook are the official statement of faculty policy. The resolutions contained in the printed handbook are accurate as at November 2014. If a conflict is perceived between the content of the printed handbook and information available elsewhere, Sydney Medical School resolutions and the information available in the handbook online shall always take precedence.

See the Policy Online website: sydney.edu.au/policy, for copies of University policies.

Graduate Certificate in Advanced Clinical Skills
These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to) the University of Sydney (Coursework) Rule 2010 (the ‘Coursework Rule’), the Resolutions of the Faculty, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended) and the Academic Board policies on Academic Dishonesty and Plagiarism.

Course Resolutions

1 Course codes

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title</th>
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</thead>
<tbody>
<tr>
<td>GCADCLS-K-01</td>
<td>Graduate Certificate in Advanced Clinical Skills</td>
</tr>
</tbody>
</table>

2 Attendance pattern
The attendance pattern for this course is full time.

3 Streams
(1) This course is available in the following streams:
(a) Surgical Anatomy
(2) Candidates may transfer between streams with approval from stream Head of Discipline.
(3) This course shall be awarded in the stream in which the candidate enrols. The testamur for the degree shall specify the stream.

4 Embedded courses in this sequence
The Graduate Certificate in Advanced Clinical Skills (Surgical Anatomy) acts as an embedded course within the Master of Surgery, specifically the Master of Surgery (Surgical Anatomy). Units completed for the Graduate Certificate in Advanced Clinical Skills (Surgical Anatomy) can be recognised for credit towards the Master of Surgery (Surgical Anatomy).

5 Admission to candidature
(1) Available places will be offered to qualified applicants based on merit, according to the following admissions criteria. In exceptional circumstances the Dean may admit applicants without these qualifications who, in the opinion of the faculty, have qualifications and evidence of experience and achievement sufficient to successfully undertake the award.
(2) Admission to the Graduate Certificate in Advanced Clinical Skills requires:
(a) a medical degree from the University of Sydney or equivalent qualification;
(3) Applicants who have:
(b) a traineeship with the relevant surgical training program of the Royal Australasian College of Surgeons or equivalent;
(2) employment as resident medical officer in an Australian hospital, satisfactory interview, satisfactory references, and approval by Head of Discipline or his nominee;
(3) a Fellowship of the Royal Australasian College of Surgeons;
may be eligible for admission to the Surgical Anatomy stream.

6 Requirements for award
(1) The units of study that may be taken for the courses are set out in stream specific Table of Units of Study.
(2) To qualify for the award of the Graduate Certificate a candidate must complete 24 credit points, including:
(a) 24 credit points of stream specific units of study.
# Table of units of study: Surgical Anatomy

<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>SURG5027 Whole Body Dissection 1</td>
<td>6</td>
<td>C SURG5027 and SURG5028 and SURG5030</td>
<td>Note: Department permission required for enrolment</td>
<td>The Whole Body Dissection is limited to 12 places. Candidates should email the Postgraduate Coordinator Surgery (<a href="mailto:pierre.chapuis@sydney.edu.au">pierre.chapuis@sydney.edu.au</a>) to be waitlisted for enrolment. A successful interview is required with the Course Co-ordinator, Professor George Ramsay-Stewart prior to enrolment. This course is not compatible with full time work.</td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>SURG5028 Whole Body Dissection 2</td>
<td>6</td>
<td>C SURG5027 and SURG5028 and SURG5030</td>
<td>Note: Department permission required for enrolment</td>
<td>The Whole Body Dissection is limited to 12 places. Candidates should email the Postgraduate Coordinator Surgery (<a href="mailto:pierre.chapuis@sydney.edu.au">pierre.chapuis@sydney.edu.au</a>) to be waitlisted for enrolment. A successful interview is required with the Course Co-ordinator, Professor George Ramsay-Stewart prior to enrolment. This course is not compatible with full time work.</td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>SURG5029 Whole Body Dissection 3</td>
<td>6</td>
<td>C SURG5027 and SURG5028 and SURG5030</td>
<td>Note: Department permission required for enrolment</td>
<td>The Whole Body Dissection is limited to 12 places. Candidates should email the Postgraduate Coordinator Surgery (<a href="mailto:pierre.chapuis@sydney.edu.au">pierre.chapuis@sydney.edu.au</a>) to be waitlisted for enrolment. A successful interview is required with the Course Co-ordinator, Professor George Ramsay-Stewart prior to enrolment. This course is not compatible with full time work.</td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>SURG5030 Whole Body Dissection 4</td>
<td>6</td>
<td>C SURG5027 and SURG5028 and SURG5029</td>
<td>Note: Department permission required for enrolment</td>
<td>The Whole Body Dissection is limited to 12 places. Candidates should email the Postgraduate Coordinator Surgery (<a href="mailto:pierre.chapuis@sydney.edu.au">pierre.chapuis@sydney.edu.au</a>) to be waitlisted for enrolment. A successful interview is required with the Course Co-ordinator, Professor George Ramsay-Stewart prior to enrolment. This course is not compatible with full time work.</td>
<td></td>
<td>Semester 2</td>
</tr>
</tbody>
</table>
anatomy to surgical trainees. Throughout this course there is a strong daily dissection schedule, so utilising team based learning (TBL) candidates dissect in supervised groups of 6, according to a strict dissection methods of Cunningham’s Manuals of Practical Anatomy.

A whole embalmed cadaver, over 12 weeks, according to the classical methods. This is a proven technique for teaching clinical topographical anatomy to surgical trainees. Throughout this course there is a strong emphasis on applied clinical and surgical anatomy. Supervision is by surgeons.

There are 34 daily dissection sessions (three per week Mon, Tues, Wed) over the 12 weeks of the course. This will provide a total of 204 hours of dissection experience (6 hours per day). All candidates are required to complete the prescribed pre-reading tasks according to the schedule and are submitted to a weekly formative wet-specimen viva voce examination. There is a final written summative wet specimen practical examination at the end of the course. This course provides a comprehensive whole body dissection experience, which when completed provides a detailed three-dimensional “mind map” of the various regions of the human body, so essential to surgical practice.

Textbooks

SURG5028
Whole Body Dissection 2
Credit points: 6 Teacher/Coordinator: Professor George Ramsey-Stewart Session: Semester 2 Classes: 3x6 hour laboratory sessions 9am - 3pm per week. Monday, Tuesday, Wednesday Corequisites: SURG5027 and SURG5029 and SURG5030 Assessment: Weekly formative viva voce on wet specimens. Summative formal written practical at end of course. Mode of delivery: Normal (lecture/lab/tutorial) day
Note: Department permission required for enrolment. Note: The Whole Body Dissection is limited to 12 places. Candidates should email the Postgraduate Coordinator Surgery (pierre.chapuis@sydney.edu.au) to be waitlisted for enrolment. A successful interview is required with the Course Co-ordinator, Professor George Ramsay-Stewart prior to enrolment. This course is not compatible with full time work.

Candidates in this whole body dissection course are required to dissect a whole embalmed cadaver, over 12 weeks, according to the classical dissection methods of Cunningham’s Manuals of Practical Anatomy. Candidates dissect in supervised groups of 6, according to a strict daily dissection schedule, so utilising team based learning (TBL) methods. This is a proven technique for teaching clinical topographical anatomy to surgical trainees. Throughout this course there is a strong emphasis on applied clinical and surgical anatomy. Supervision is by surgeons.

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Textbooks
specimens. Summative formal written practical at end of course. **Mode of delivery**: Normal (lecture/lab/tutorial) day

*Note: Department permission required for enrolment. Note: The Whole Body Dissection is limited to 12 places. Candidates should email the Postgraduate Coordinator Surgery (pierre.chapuis@sydney.edu.au) to be waitlisted for enrolment. A successful interview is required with the Course Co-ordinator, Professor George Ramsay-Stewart prior to enrolment. This course is not compatible with full time work.*

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**Textbooks**


*Cunningham's Practical Anatomy Vol 1 - 3. Editor Romanes. 15th Edition (Oxford)*
## Postgraduate research

### Master of Philosophy
### Master of Surgery (by Research)
### Doctor of Philosophy
### Doctor of Medical Science

<table>
<thead>
<tr>
<th></th>
<th>Master of Philosophy</th>
<th>Master of Surgery (by Research)</th>
<th>Doctor of Philosophy</th>
<th>Doctor of Medical Science</th>
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<tbody>
<tr>
<td>Course code</td>
<td>KC083 or RMPHLMED1000</td>
<td>KC000 or RMSURGER2000</td>
<td>KB000 or RPPHDMED1000</td>
<td>KA003 or DHRMEDSCI1000</td>
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<td>CRICOS code</td>
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<td>012841D</td>
<td>006455J</td>
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<td>Degree Abbreviation</td>
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<td>MS</td>
<td>PhD</td>
<td>DMedSc</td>
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<tr>
<td>Time to complete full-time</td>
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<td>2 years</td>
<td>3 years</td>
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<tr>
<td>Time to complete part-time</td>
<td>2 - 4 years</td>
<td>2 - 4 years</td>
<td>3.5 to 7 years</td>
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</table>

### What is a research degree?

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

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

The four research degrees currently offered by the Sydney Medical School are the Master of Philosophy, the Master of Surgery (Research), the Doctor of Philosophy and the Doctor of Medical Science.

### Financial information about research degrees

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

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

International students are required to pay fees for each year they are enrolled for the duration of the degree. See the postgraduate course database for information on the fees for 2014 at [http://sydney.edu.au/future-students/international/postgraduate/research/costs/](http://sydney.edu.au/future-students/international/postgraduate/research/costs/).


The scholarships database at [www.jason.edu.au](http://www.jason.edu.au) provides information on scholarships for both domestic and international students.

### Theses: production and examination

Before commencing writing up their thesis, students are strongly urged to read *The Thesis Guide* published by the Sydney University Postgraduate Representative Association (SUPRA). A copy can be requested from SUPRA by:

- email: admin@supra.usyd.edu.au
- phone: +61 2 9351 3715 or 1800 249 950


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

(MPhil) KC083 or RMPHLMED1000

<table>
<thead>
<tr>
<th>Course</th>
<th>Duration full-time</th>
<th>Duration part-time</th>
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</thead>
<tbody>
<tr>
<td>MPhil</td>
<td>1 to 2 years</td>
<td>2 to 4 years</td>
</tr>
</tbody>
</table>

Overview

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

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

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

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

Degree resolutions

Sydney Medical School resolutions and the printed handbook are the official statement of faculty policy. The resolutions contained in the printed handbook are accurate as at November 2014. If a conflict is perceived between the content of the printed handbook and information available elsewhere, Sydney Medical School resolutions and the information available in the handbook online shall always take precedence. See the handbook online website: sydney.edu.au/handbooks/medicine/

See the Policy Online website: sydney.edu.au/policy, for copies of University policies.

Master of Philosophy

These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to) the University of Sydney (Higher Degree by Research) Rule 2011 (the ‘HDR Rule’), the Academic Board resolutions relating to the Degree of Doctor of Philosophy and the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended).

Course resolutions

Part 1: Preliminary

1 Course codes

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title</th>
</tr>
</thead>
<tbody>
<tr>
<td>RMPHLMED-01</td>
<td>Master of Philosophy</td>
</tr>
</tbody>
</table>

Part 2: Admission requirements

2 Eligibility for admission to candidature

(1) To be eligible to be admitted to candidature by the Dean or Associate Dean, an applicant must hold or have completed the requirements for a bachelor's degree from the University of Sydney, in a subject area related to the proposed course of advanced study and research, with -

(a) first or second class honours; or

(b) a result of at least a Credit grade in the highest, relevant unit of study.

(2) The Dean or Associate Dean may admit to candidature an applicant who does not meet the requirements of sub-clause (1), provided that the applicant holds a qualification or qualifications that, in the opinion of the Combined Board of Postgraduate Studies, are equivalent to those prescribed in sub-clause (1).

3 Application for admission to candidature

(1) An applicant for admission to candidature must submit to the Faculty:

(a) satisfactory evidence of the applicant’s eligibility for admission;

(b) a proposed course of research and advanced study, approved by the Head of the Discipline in which the work is to be undertaken; and

(c) a statement certifying the applicant’s understanding that, subject to the HDR Rule, if the candidature is successful, his or her thesis will be lodged with the University Librarian and made available for immediate public use.

(2) In addition, an applicant for admission to part-time candidature must submit a statement that he or she will have sufficient time available to complete the requirements of the degree in accordance with these resolutions.

4 Credit transfer

The HDR Rule specifies the conditions for the granting of credit for previous studies, including the effect on completion times.

Part 3: Candidature

5 Appointment of supervisor

The Head of Discipline will appoint a supervisor and associate supervisor for each candidate in accordance with the HDR Rule and Academic Board policies for postgraduate research higher degree supervision.

6 Control of candidature

The HDR Rule specifies the conditions for the control of candidature by the University.

7 Location of candidature and attendance

The HDR Rule specifies the conditions for the location of candidature and attendance by candidates at the University.
Part 4: Requirements

8 Degree requirements

(1) To satisfy the requirements of the degree candidates must:

(a) successfully complete any specified probationary requirements and conditions of candidature;
(b) successfully complete a 6 credit point research methods unit of study as set out in the Table of Units of Study: Master of Philosophy, and any other units of study prescribed by the Head of Discipline;
(c) conduct research on the approved topic; and
(d) write a thesis embodying the results of the research that passes the examination.

9 The thesis

(1) A candidate shall produce a thesis that meets the requirements specified in the HDR Rule.
(2) The thesis will be no more than 60,000 words, except with permission of the postgraduate coordinator.

Part 5: Enrolment and progression

10 Probation

(1) A candidate is normally accepted for candidature on a probationary basis for a period not exceeding one year according to the provisions of the HDR Rule.
(2) In the probationary period each candidate must:

(a) Successfully complete a specified research methods unit of study;
(b) develop and present a refined research proposal to the satisfaction of the Supervisor and Head of Discipline;
(c) meet any conditions set by the Combined Board of Postgraduate Studies, School and Discipline; and
(d) demonstrate adequate English language competency for the completion of the degree.

11 Time limits, earliest and latest submission dates

The HDR Rule specifies the allowable completion times and submission dates available for full- and part-time candidates in this course.

12 Mode of attendance

The attendance pattern for this course is full-time or part-time according to candidate choice but is subject to approval by the Combined Board of Postgraduate Studies.

13 Discontinuation of candidature

A candidate may discontinue enrolment in a unit of study or the degree subject to the conditions specified by the HDR Rule.

14 Suspension of candidature

A candidate may suspend enrolment from the degree subject to the conditions specified by the HDR Rule.

15 Leave of absence

A candidate may take leave of absence from the degree subject to the conditions specified by the HDR Rule.

16 Progress

A candidate is required to maintain satisfactory progress towards the timely completion of the degree. Progress will be reviewed annually according to the provisions of the HDR Rule.

Part 6: Examination

17 Form and lodgement of thesis

The thesis must be typewritten and bound as prescribed by the Academic Board resolutions of the Degree of Doctor of Philosophy.

18 Examination of the thesis

(1) Examination of the thesis will be conducted in general accordance with process prescribed by Academic Board for the Doctor of Philosophy, except that:

(a) three copies of the thesis shall be submitted by the candidate;
(b) two examiners will be appointed by the Head of Discipline, at least one of whom shall be external to the University; and
(c) the Combined Board of Postgraduate Studies will act in place of the PhD Award Sub-Committee.

19 Award of the degree

The degree is awarded at the Pass level only.

Part 7: Other

20 Transitional provisions

(1) These course resolutions apply to students who commenced their candidature after 1 January, 2012.
(2) Candidates who commenced prior to 1 January, 2012 shall complete the requirements in accordance with the resolutions in force at the time of their commencement, provided that requirements are completed within the time limits specified in those resolutions. The Dean or Associate Dean may specify a later date for completion or specify alternative requirements for completion of candidatures that extend beyond this time.

Table of units of study: Master of Philosophy

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>MEDF5005 Health Research Methods and Ethics</td>
<td>6</td>
<td>Semester 1</td>
</tr>
</tbody>
</table>

Units of study descriptions

MEDF5005
Health Research Methods and Ethics

Credit points: 6
Teacher/Coordinator: Dr Timothy Schlub
Session: Semester 1
Classes: 2x compulsory in person interactive full day workshops, 4x optional in person 3hr tutorials, 5x online lectures and discussions, 2x online elective module readings
Assessment: Study design and ethics assignment (40%), statistics assignment (50%), online self-study elective task (10%)
Mode of delivery: Distance education/intensive on campus

This unit of study introduces students to the fundamental skills that are required for postgraduate research in medicine and health. Students will learn how to conduct research that is scientifically and ethically sound, and be able to critically appraise and review literature. Students will understand the strengths and limitations of common study designs and develop simple but important statistical analysis skills, including how to present and interpret data, basic data management skills, and how to determine the required sample size for a study. Obtaining ethics approval is necessary for any study involving the collection or analysis of data involving humans, animals or their tissues. Hence, this unit will also cover ethics in research and when and how to apply for ethics approval. These fundamental skills promote a scholarly attitude towards knowledge and understanding, and are essential for engagement with the research community.
Overview
The Master of Surgery (MS) by research is aimed at those who intend to pursue careers in surgical research. The major research areas include: melanoma, neurosurgery, rheumatology and orthopaedic surgery, urology and vascular surgery.

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

Degree resolutions
Sydney Medical School resolutions and the printed handbook are the official statement of faculty policy. The resolutions contained in the handbook are accurate as at August 2012. If a conflict is perceived between the content of the printed handbook and information available elsewhere, Sydney Medical School resolutions and the information available in the handbook online shall always take precedence. See the handbook online website: sydney.edu.au/handbooks/medicine/
See the Policy Online website: sydney.edu.au/policy, for copies of University policies.

Master of Surgery
These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to) the University of Sydney (Higher Degree by Research) Rule 2011 (the ‘HDR Rule’), the Academic Board resolutions relating to the Degree of Doctor of Philosophy and the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended).

Course resolutions
Part 1: Preliminary
1 Course codes

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title</th>
</tr>
</thead>
<tbody>
<tr>
<td>RMSURGER-02</td>
<td>Master of Surgery</td>
</tr>
</tbody>
</table>

Part 2: Admission requirements
2 Eligibility for admission to candidature
(1) To be eligible to be admitted to candidature by the Dean or Associate Dean, an applicant must:
   (a) hold or have completed the requirements for a medical degree from the University of Sydney or an equivalent qualification; and
   (b) either -
      (I) have a traineeship with the relevant surgical training program of the Royal Australasian College of Surgeons, or
      (II) have a Fellowship of the Royal Australasian College of Surgeons, or
      (III) pass a clinical examination in surgery as determined by the Combined Board of Postgraduate Studies.
   (2) The Dean or Associate Dean may admit to candidature an applicant who does not meet the requirements of sub-clause (1), provided that the applicant holds a qualification or qualifications that, in the opinion of the Combined Board of Postgraduate Studies, are equivalent to those prescribed in sub-clause (1).

3 Application for admission to candidature
(1) An applicant for admission to candidature must submit to the Faculty:
   (a) satisfactory evidence of the applicant's eligibility for admission;
   (b) a proposed course of research and advanced study, approved by the Head of the Discipline in which the work is to be undertaken; and
   (c) a statement certifying the applicant's understanding that, subject to the HDR Rule, if the candidature is successful, his or her thesis will be lodged with the University Librarian and made available for immediate public use.
   (2) In addition, an applicant for admission to part-time candidature must submit a statement that he or she will have sufficient time available to complete the requirements of the degree in accordance with these resolutions.

4 Credit transfer
The HDR Rule specifies the conditions for the granting of credit for previous studies, including the effect on completion times.

Part 3: Candidature
5 Appointment of supervisor
The Head of Discipline will appoint a supervisor and associate supervisor for each candidate in accordance with the HDR Rule and Academic Board policies for postgraduate research higher degree supervision.

6 Control of candidature
The HDR Rule specifies the conditions for the control of candidature by the University.

7 Location of candidature and attendance
The HDR Rule specifies the conditions for the location of candidature and attendance by candidates at the University.

Part 4: Requirements
8 Degree requirements
(1) To satisfy the requirements of the degree candidates must:
   (a) successfully complete any specified probationary requirements and conditions of candidature;
   (b) successfully complete any units of study prescribed by the Head of Discipline;
   (c) conduct research on the approved topic; and
   (d) write a thesis embodying the results of the research that passes the examination.

9 The thesis
(1) A candidate shall produce a thesis that meets the requirements specified in the HDR Rule.
(2) The thesis will be no more than 60,000 words, except with permission of the postgraduate coordinator.
Part 5: Enrolment and progression

10 Probation
(1) A candidate is normally accepted for candidature on a probationary basis for a period not exceeding one year according to the provisions of the HDR Rule.
(2) In the probationary period each candidate must:
   (a) develop a refined research proposal to the satisfaction of the Supervisor and Head of Discipline; and
   (b) meet any conditions set by the Board of Postgraduate Studies, School and Discipline; and
   (c) demonstrate adequate English language competency for the completion of the degree.

11 Time limits, earliest and latest submission dates
The HDR Rule specifies the allowable completion times and submission dates available for full- and part-time candidates in this course.

12 Mode of attendance
The attendance pattern for this course is full-time or part-time according to candidate choice but is subject to approval by the Combined Board of Postgraduate Studies.

13 Discontinuation of candidature
A candidate may discontinue enrolment in a unit of study or the degree subject to the conditions specified by the HDR Rule.

14 Suspension of candidature
A candidate may suspend enrolment from the degree subject to the conditions specified by the HDR Rule.

15 Leave of absence
A candidate may take leave of absence from the degree subject to the conditions specified by the HDR Rule.

16 Progress
A candidate is required to maintain satisfactory progress towards the timely completion of the degree. Progress will be reviewed annually according to the provisions of the HDR Rule.

Part 6: Examination

17 Form of thesis
The thesis must be typewritten and bound as prescribed by the Academic Board resolutions of the Degree of Doctor of Philosophy.

18 Examination of the thesis
(1) Examination of the thesis will be conducted in general accordance with process prescribed by Academic Board for the Doctor of Philosophy, except that:
   (a) four copies of the thesis shall be submitted by the candidate;
   (b) three examiners will be appointed by the Head of Discipline, at least one of whom shall be external to the University; and
   (c) the Combined Board of Postgraduate Studies will act in place of the PhD Award Sub-Committee.

19 Award of the degree
The degree is awarded at the Pass level only.

Part 7: Other

20 Transitional provisions
(1) These course resolutions apply to students who commenced their candidature after 1 January, 2012.
(2) Candidates who commenced prior to 1 January, 2012 shall complete the requirements in accordance with the resolutions in force at the time of their commencement, provided that requirements are completed within the time limits specified in those resolutions. The Dean or Associate Dean may specify a later date for completion or specify alternative requirements for completion of candidatures that extend beyond this time.
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. The same regulations govern a PhD student whether the student is in fine arts, medicine or architecture.

The Rules governing the degree of Doctor of Philosophy are the University of Sydney (Higher Degree by Research) Rule 2011 and the Thesis and Examination of Higher Degree by Research Policy 2015. The most recent versions of these rules can be found on the Policy Register sydney.edu.au/policies.

The Higher Degree by Research Rule must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to), the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended) and the Academic Dishonesty and Plagiarism in Coursework Policy 2012.

These rules are found in the Policy Register at sydney.edu.au/policies.

Major research areas include:

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

Information about research options can be found on the Sydney Medical School website at: http://sydney.edu.au/medicine/future-students/research/index.php
Course information and application details can be found at: http://sydney.edu.au/courses/Doctor-of-Philosophy-Medicine
Overview
The Doctor of Medical Science (DMedSc) is a higher doctorate.

The DMedSc is awarded by published works which, in the opinion of examiners and the Sydney Medical School, have been generally recognised by scholars in the particular field of expertise as a distinguished contribution to knowledge.

The DMedSc, unlike the Doctor of Philosophy (PhD), is not a research training degree. It may be described as an award that one would receive when their career is well established, rather than at the beginning, for an outstanding contribution to knowledge through a substantial body of research.

Distinguished contribution to knowledge
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.

How many publications for a DMedSc?
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 above, rather than on the quantity of the papers. As a guide, it would be unusual for the Prima Facie Committee to find that a case for examination exists where there were less than 20 peer-reviewed publications in ERA-eligible journals. Furthermore, the applicant should be able to demonstrate that the body of research has contributed to a chosen field in the way(s) described above. Most commonly this would be through measures of impact including citations by scholars in the field. As the contribution of a body of research may not become fully apparent until many years after publication, the DMedSc is usually awarded to researchers with an established career. No work that has previously been submitted by the applicant for award of a degree at this, or any other university, can be included in a DMedSc.

People considering applying for a DMedSc are strongly encouraged to discuss their intention to apply with either the head of the relevant discipline or the Associate Dean (Postgraduate Studies) of Sydney Medical School.

Eligibility for admission
To be eligible for admission, an applicant must:

• hold a medical degree from the University of Sydney of at least ten years’ standing.

An applicant may also be eligible for admission to candidature if they:

• hold a degree from the University of Sydney that was conferred ten or more years prior to the application date; or
• hold a degree from another university or institution that was conferred ten or more years prior to the application date; or
• have qualifications that were conferred ten or more years prior to the application date and standing that are determined by the faculty and by the Graduate Studies Committee of the Academic Board to be equivalent to holding a degree from the University;

and

• have been a full-time member of the academic staff of the University for at least five years (or pro-rata part-time), or
• be recognised by the Academic Board, on the recommendation of the Dean, to have been involved in the teaching and research of the University to an equivalent level.

How to apply
Email: Ria Deamer for an application form.

Applications close January 7 for Semester 1 of the current year and June 7 for semester 2 of the current year. If one of these dates fall on a weekend, then the closing date is the last working day prior to that date.

Generally the following will need to be submitted as part of the application:

• a completed application form;
• a list of the published work that will be submitted for examination;
• an overview of the theme of the published work, a statement of how the publications are related to each other and the overall theme, and a self-appraisal of the published work highlighting its significance in relation to research in the field on the world stage including evidence of the impact of the research;
• where there are a large number of publications whose dates range over a period of time and cover a range of subjects, a statement of how these publications are related to one another and to the theme; and
• where jointly authored publications are to be submitted, a statement of the applicant’s role in the initiation, conduct or direction of such joint research should be included.

Preliminary assessment of application for admission
Applications will be assessed by the Prima Facie Committee of Sydney Medical School which is comprised of Associate Dean (Postgraduate Studies) (or nominee), as chair, and three to four Professors of faculty, nominated by the Dean. In addition, the head of discipline (or his/her nominee) will be asked to review the application and provide an assessment of the contribution to the chosen field.

See the Rules for further details.

If the Committee finds that a prima facie case exists, it shall ask the Board of Postgraduate Studies that it recommend to the Academic Board:

• the admission to candidature; and
• the appointment of at least three examiners of whom at least two shall be external examiners. Examiners recommended should be known to be familiar with the examination of research theses, should normally still be active in research and/or scholarship and be free from conflict of interest. The Academic Board may appoint examiners in addition to those recommended by Sydney Medical School.

Enrolment and submission of published work
After the Academic Board has admitted the applicant to candidature and appointed examiners, the applicant must enroll as a candidate for the DMedSc in the first enrolment period following receipt of his
Doctor of Medical Science

These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to) the University of Sydney (Higher Degree by Research) Rule 2011 (the ‘HDR Rule’), the Academic Board resolutions relating to the Degree of Doctor of Philosophy and the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended).

Course resolutions

Part 1: Preliminary

1 Course codes

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title</th>
</tr>
</thead>
<tbody>
<tr>
<td>RHMEDSCI-01</td>
<td>Doctor of Medical Science</td>
</tr>
</tbody>
</table>


2 Award of the Higher Doctorate

(1) The higher doctorate is awarded for published work, that in the opinion of examiners:

(a) constitutes a distinguished contribution to knowledge or creative achievement; and
(b) is recognised by scholars in the relevant field as constituting a distinguished contribution to knowledge or achievement in that field.

(2) Without limiting subclause (1) a published work may be regarded as a distinguished contribution to knowledge if:

(a) it represents a significant body of research that advances knowledge in a chosen field; or
(b) it has given rise to, or is a major part of, a significant debate in scholarly books and journals among recognised scholars in a chosen field; or
(c) it has directly given rise to significant changes in the direction of research, or of practice, of a newer generation of recognised scholars in a chosen field.

(3) The higher doctorate is generally awarded to mature candidates with well developed careers.

Part 2: Admission requirements

3 Eligibility for admission to candidature

(1) To be eligible to be admitted to candidature an applicant must:

(a) hold a medical degree from the University of Sydney that was conferred ten or more years prior to the application date; or
(b) hold a degree from another university or institution that was conferred ten or more years prior to the application date; or
(c) have qualifications that were conferred ten or more years prior to the application date and standing that are determined by the Faculty and by the Graduate Studies Committee of the Academic Board to be equivalent to holding a degree from the University.

(2) To be eligible to be admitted to candidature an applicant who does not meet the requirements of clause 3(1) must:

(a) hold another degree from the University that was conferred ten or more years prior to the application date; or
(b) hold a degree from another university or institution that was conferred ten or more years prior to the application date; or
(c) have qualifications that were conferred ten or more years prior to the application date and standing that are determined by the Faculty and by the Graduate Studies Committee of the Academic Board to be equivalent to holding a degree from the University.

(3) To be eligible for candidature, an applicant who does not meet the requirements of subclause 3(1) or 3(2), must be recognised by the Academic Board, on the recommendation of the Dean, to have equivalent academic standing.

4 Application for admission to candidature

(1) An applicant for admission to candidature must:

(a) state the name of the higher doctorate;
(b) specify the applicant’s academic qualifications; and
Preliminary assessment of application for admission

1. The Dean will appoint a Prima Facie Committee (Assessment Committee) to assess applications for admission to candidature.
2. The Prima Facie Committee will be comprised of Associate Dean (Postgraduate Studies) (or his/her nominee), as chair, and three to four Professors of Faculty, nominated by the Dean. In addition, the head of discipline (or his/her nominee) will be asked to review the application and provide an assessment of the contribution to the chosen field.
3. The Prima Facie Committee will consider, in each application for admission, whether:
   a. the applicant is eligible for admission to candidature;
   b. the published work is in a field appropriate for the nominated degree;
   c. the Faculty is competent to examine the work at the required level; and
   d. whether the applicant should be admitted to candidature.

Admission to candidature

If a prima facie case exists, the Academic Board may on the recommendation of the Dean, on advice from the Prima Facie Committee, admit the applicant to candidature.

Enrolment

A successful applicant must enrol as a candidate for the higher doctorate in the first enrolment period for one part-time semester following receipt of his or her offer of admission.

Part 3 Thesis and examination

Submission of work for examination

The candidate must submit to the Dean five copies of the published work (thesis) that meets the requirements of higher doctorates specified in the HDR Rule.

Form of the thesis

1. The thesis shall be submitted for examination in permanent form as set out below. Provision for electronic submission of theses for the purpose of examination may occur where both the candidate wishes to submit in this form and examiners are prepared to examine in this way. Candidates wishing to submit electronically are required to advise of their intent at the time of enrolment so that arrangements may be made with prospective examiners.
2. Permanent form thesis
   a. The thesis shall be on international standard A4 size paper sewn and bound in boards covered with bookcloth, buckram or other binding fabric.
   b. The title of the thesis, the candidate's initials and surname, the title of the degree, the year of submission and the name of the University of Sydney should appear in lettering on the front cover and on the title page.
   c. The lettering on the spine, reading from top to bottom, should conform as far as possible to the above except that the name of the University of Sydney may be omitted and the thesis title abbreviated. Supporting material should be bound in the back of the thesis as an appendix or in a separate set of covers.
3. Electronic form thesis
   a. A thesis submitted in electronic form must normally be submitted on disk and must be in a format that the faculty determines as acceptable to both the candidate and the examiner(s), with the same structure as the ultimate printed version, and each chapter must be in a separate document.
   b. The title of the thesis, the candidate's initials and surname, the title of the degree, the year of submission and the name of the University of Sydney should appear on the title page and on a label affixed to the disk.
   c. A hard copy of the thesis should normally be submitted for retention by the faculty office, and further copies for any examiner(s) unwilling or unable to examine the thesis electronically. A copy for retention in the faculty office may also be submitted in electronic form.

Appointment of examiners

1. The Academic Board may, on recommendation of the Dean, on advice from the Prima Facie Committee, appoint at least three examiners, of whom at least two will be external examiners. Recommended examiners should be known to be familiar with the examination of research theses, be active in research and/or scholarship and be free from conflict of interest.
2. The Academic Board may appoint examiners in addition to those recommended by the Dean.

Examination

Examination of the thesis shall be conducted in accordance with the HDR Rule.

Lodging the published work

If the Academic Board decides to award a higher doctorate to the candidate, the candidate must lodge one bound copy of the published work printed on acid-free archival paper with the faculty for lodgment with the University Library.

Part 4: Other

Transitional provisions

1. These course resolutions apply to students who commenced their candidature after 1 January 2014 and persons who commenced their candidature prior to 1 January 2014 who formally elect to proceed under these resolutions.
2. Candidates who commenced prior to 1 January, 2014 and elect not to proceed under these resolutions complete the requirements in accordance with the resolutions in force at the time of their commencement, provided that requirements are completed by 31 December 2014. The Dean or Associate Dean may specify a later date for completion or specify alternative requirements for completion of candidatures that extend beyond this time.

Further information

Prospective students can contact: Ria Deamer
Doctor of Medical Science
Sydney Medical School resolutions and the printed handbook are the official statement of faculty policy. The resolutions contained in the printed handbook are accurate as at August 2011. If a conflict is perceived between the content of the printed handbook and information available elsewhere, Sydney Medical School resolutions and the information available in the handbook online shall always take precedence. See the handbook online website: sydney.edu.au/handbooks/medicine/
See the Policy Online website: sydney.edu.au/policy, for copies of University policies.

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

Resolutions of the Senate

1 Degrees, diplomas and certificates of the Faculty of Medicine

(1) With the exception of the Doctor of Medical Science and the Doctor of Philosophy, the Senate, by authority of the University of Sydney Act 1989 (as amended), provides and confers the following degrees, diplomas and certificates, according to the rules specified by the Faculty of Medicine. The Doctor of Medical Science and the Doctor of Philosophy are provided and conferred according to the rules specified by Senate and the Academic Board.

(2) This list is amended with effect from 1 January, 2015. Degrees, diplomas and certificates no longer open for admission will be conferred by the Senate according to the rules specified by the Faculty at the time.

2 Degrees

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title</th>
<th>Abbreviation</th>
<th>Credit points</th>
</tr>
</thead>
<tbody>
<tr>
<td>RHMEDSCI-01</td>
<td>Doctor of Medical Science</td>
<td>DMedSc</td>
<td>Published work</td>
</tr>
<tr>
<td>RPPHDMD-01</td>
<td>Doctor of Philosophy</td>
<td>PhD</td>
<td>Research</td>
</tr>
<tr>
<td>RMYPHDMD-01</td>
<td>Master of Philosophy</td>
<td>MPhD</td>
<td>Research</td>
</tr>
<tr>
<td>RMSURGER-02</td>
<td>Master of Surgery</td>
<td>MS</td>
<td>Research</td>
</tr>
<tr>
<td>TCCLUSUR-01</td>
<td>Doctor of Clinical Surgery</td>
<td>DClinSurg</td>
<td>144</td>
</tr>
<tr>
<td>MAMEDICI-03</td>
<td>Doctor of Medicine</td>
<td>MD</td>
<td>192</td>
</tr>
<tr>
<td>MABICETI-02</td>
<td>Master of Bioethics</td>
<td>MBioeth</td>
<td>48</td>
</tr>
<tr>
<td>MABIOSTATA-01</td>
<td>Master of Biostatistics</td>
<td>MBiostat</td>
<td>72</td>
</tr>
<tr>
<td>MABRMISC-01</td>
<td>Master of Brain and Mind Sciences</td>
<td>MBMSc</td>
<td>48</td>
</tr>
<tr>
<td>MACLITRR-01</td>
<td>Master of Clinical Trials Research</td>
<td>MClitRes</td>
<td>48</td>
</tr>
<tr>
<td>MAGENCOL-01</td>
<td>Master of Genetic Counselling</td>
<td>MGC</td>
<td>96</td>
</tr>
<tr>
<td>MAHEAPOL-01</td>
<td>Master of Health Policy</td>
<td>MHeapol</td>
<td>48</td>
</tr>
<tr>
<td>MAINHESU-01</td>
<td>Master of Indigenous Health (Substance Use)</td>
<td>MBInd(AnthSubUse)</td>
<td>48</td>
</tr>
<tr>
<td>MAINTOPH-01</td>
<td>Master of International Ophthalmology</td>
<td>MTopH</td>
<td>48</td>
</tr>
<tr>
<td>- Community Ophthalmology</td>
<td>MOpth(CommOphth)</td>
<td>48</td>
<td></td>
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<tr>
<td>- Post Vocational Ophthalmology</td>
<td>MOpth(PostVocOphth)</td>
<td>48</td>
<td></td>
</tr>
<tr>
<td>MAINPUHE-02</td>
<td>Master of International Public Health</td>
<td>MIntPH</td>
<td>48</td>
</tr>
<tr>
<td>MAMECARS-01</td>
<td>Master of Medicine (Cataract and Refractive Surgery)</td>
<td>MMMed(RefCatSurg)</td>
<td>48</td>
</tr>
<tr>
<td>MAMECLEP-03</td>
<td>Master of Medicine (Clinical Epidemiology)</td>
<td>MMMed(ClinEpi)</td>
<td>48</td>
</tr>
<tr>
<td>MAMEINIM-01</td>
<td>Master of Medicine (Infection and Immunity)</td>
<td>MMMed(InftImm)</td>
<td>48</td>
</tr>
<tr>
<td>MAMEOPSC-01</td>
<td>Master of Medicine (Ophthalmic Science)</td>
<td>MMMed(OphthSc)</td>
<td>48</td>
</tr>
<tr>
<td>- Oculoplastic Surgery</td>
<td>MMMed(OphthSc-OcPlasSurg)</td>
<td>48</td>
<td></td>
</tr>
<tr>
<td>MAMEPAMA-02</td>
<td>Master of Medicine (Pain Management)</td>
<td>MMMed(PainMgt)</td>
<td>48</td>
</tr>
<tr>
<td>MAMEPSY03</td>
<td>Master of Medicine (Psychotherapy)</td>
<td>MMMed(Psychotherapy)</td>
<td>72</td>
</tr>
<tr>
<td>MAMERHHG-02</td>
<td>Master of Medicine (Reproductive Health Sciences and Human Genetics) (admission suspended for 2015)</td>
<td>MMMed(RHHG)</td>
<td>48</td>
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<tr>
<td>MAMESLME-01</td>
<td>Master of Medicine (Sleep Medicine)</td>
<td>MMMed(Sleep Medicine)</td>
<td>48</td>
</tr>
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<td>MAMEDICI-04</td>
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<td>BGMEDSUR-01</td>
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</table>

Note: Italicised items below degree names are streams within that degree. ^ May be awarded with honours in an integrated program.
### Double degrees

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<tbody>
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<td>Master of Science in Medicine / Master of Philosophy</td>
<td>MScMed(CritCare)/MPhil</td>
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<tr>
<td>BPECNMED-01</td>
<td>Bachelor of Economics*/Doctor of Medicine</td>
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<td>BMedSc/MD</td>
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<tr>
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<td>BPSCAMED-01</td>
<td>Bachelor of Science (Advanced)/Doctor of Medicine</td>
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<tr>
<td>BHAADMES-01</td>
<td>Bachelor of Arts (Advanced)(Honours)/ Bachelor of Medicine and Bachelor of Surgery (Admission suspended) ^</td>
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^ May be awarded with honours in an integrated program.
* May be awarded with honours following a further year of study.

### Graduate diplomas

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<td>GNBIOCTI-02</td>
<td>Graduate Diploma in Bioethics</td>
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<td>GNBIOSTA-01</td>
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<td>GNBRMISC-01</td>
<td>Graduate Diploma in Brain and Mind Sciences</td>
<td>GradDiplBMSc</td>
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<tr>
<td>GNCAREFS-01</td>
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<td>GNCLIEPI-01</td>
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<td>GNCLITRR-01</td>
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<td>GNINHESU-01</td>
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<td>GNINHEPR-02</td>
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<td>GNINTOPH-01</td>
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<td>GNSLEEPM-01</td>
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Note: Italicised items below degree names are streams within that degree.

### 5 Graduate certificates

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<td>GCBIOETI-02</td>
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<td>GCBRMISC-01</td>
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<td>GCSURGSC-01</td>
<td>Graduate Certificate in Surgical Sciences</td>
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</tbody>
</table>
Resolutions of the Faculty

Sydney Medical School resolutions and the printed handbook are the official statement of faculty policy. The resolutions contained in the printed handbook are accurate as at August 2011. If a conflict is perceived between the content of the printed handbook and information available elsewhere, Sydney Medical School resolutions and the information available in the handbook online shall always take precedence. See the handbook online website: sydney.edu.au/handbooks/medicine/
See the Policy Online website: sydney.edu.au/policy, for copies of University policies.

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

Resolutions of the Faculty of Medicine for coursework courses

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

Part 1: Course enrolment

1 Admission to candidature

(1) Applicants must meet admission criteria for the relevant course and submit applications following the relevant application process including submission by advertised deadline. Late applications may be considered in special circumstances.

(2) Where postgraduate courses in this Faculty (other than the Doctor of Medicine) have limited numbers of Commonwealth Supported Places (CSPs), available, places will be offered to qualified applicants based on merit, for applications received by the advertised deadline. For applications received after the advertised deadline and before the commencement of semester, any remaining places will be offered to qualified applicants based on merit.

(3) Students who have completed an embedded Graduate Certificate may be eligible for admission to the associated Graduate Diploma or Masters degree with Head of Discipline approval.

(4) Students who have completed an embedded Graduate Diploma may be eligible for admission to the associated Masters degree with Head of Discipline approval.

2 Enrolment restrictions

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

3 Time limits

(1) A student must complete all the requirements for a coursework doctorate within ten calendar years.

(2) A student must complete all the requirements for a double master's degree within ten calendar years.

(3) A student must complete all the requirements for a coursework master's degree (other than the Doctor of Medicine) within six calendar years.

(4) A student must complete all the requirements for a graduate diploma within four calendar years.

(5) A student must complete all the requirements for a graduate certificate within three calendar years.

(6) For postgraduate coursework students other than those enrolled in the Doctor of Medicine, periods of suspension, exclusion or lapsed candidature will be added to maximum completion times except that no completion time will exceed ten years.

(7) Subject to sub-clause (8), a candidate for the Doctor of Medicine must complete the requirements for the degree within five calendar years. The five year limit also applies to students entering the course through the degree program commencing on the date of their first enrolment in the Doctor of Medicine following completion of their undergraduate degree.

(8) The Dean may, in exceptional circumstances, extend the time limit for completing the requirements for the Doctor of Medicine to a maximum of 10 years.

(9) Periods of suspension, exclusion or lapsed candidature will not be added to the maximum completion time for the Doctor of Medicine.

4 Enrolment, suspension, discontinuation and lapse of candidature

(1) The Coursework Rule specifies the general conditions for suspending or discontinuing candidature, and return to candidature after these events. The Rule also defines the circumstances when candidature is deemed to have lapsed.

(2) Students should pay careful attention to the significant dates in these processes and their effect on results and financial liability.

(3) The Faculty will grant approval for a suspension from candidature only after a student has completed at least one semester of enrolment. A Postgraduate student (other than a student enrolled in the Doctor of Medicine) may apply to the Faculty for a maximum period of suspension of one semester at any one time. Suspension from candidature of two consecutive semesters will only be granted in special circumstances.

(4) The candidature of a student who has not re-enrolled and who has not obtained approval from the Faculty for a suspension of candidature for the relevant semester will be deemed to have lapsed.

(5) A student whose candidature has lapsed must apply for re-admission in accordance with procedures determined by the Faculty.
Part 2: Unit of study enrolment

Credit

(1) Credit for postgraduate study will be applied according to the Academic Board policy on Admission: Advanced Standing, Credit, and Exemption.
(2) Credit, where applicable, will not be granted for recognised prior learning undertaken more than five years prior to a student's first enrolment in the current degree unless otherwise specified in the course resolutions.

Cross institutional study

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

Part 3: Studying and Assessment

Attendance

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

Late submission policy

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

Special consideration for illness, injury or misadventure

Special consideration is a process that affords equal opportunity to coursework students who have experienced circumstances that adversely impact their ability to adequately complete an assessment task in a unit of study. The University of Sydney (Coursework) Rule 2000 provides full details of the University policy and the procedures for applying for special consideration.

Concessional pass

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

Re-assessment

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

Part 4: Progression, Results and Graduation

Satisfactory progress

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

Weighted average mark (WAM)

(1) The University WAM is calculated using the following formula:
where $W_c$ is the unit of study credit points x the unit weighting and $M_c$ is the mark achieved for the unit. The mark used for units with a grade AF is zero. Pass/ fail units and credited units from other institutions are not counted.

14 Course transfer

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

Part 5: Other

15 Transitional provisions

(1) These resolutions apply to all students who commenced their candidature after 1 January 2014.

(2) These resolutions also apply to double degree students who:

(a) commenced their candidature prior to 1 January 2014;

(b) did not commence the Bachelor of Medicine and Bachelor of Surgery prior to 1 January 2014; and

(c) have formally elected to proceed under these resolutions.

(3) All other double degree students who commenced prior to 1 January, 2014 will complete the requirements for their candidature in accordance with the resolutions and course rules in force at the time of their commencement, provided that those requirements are completed by 1 January 2019. The Faculty may specify a later date for completion or specify alternative requirements for completion of candidatures that extend beyond this time.
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