Faculty of Health Sciences
Postgraduate
Handbook 2002
<table>
<thead>
<tr>
<th>Semester  and vacation dates 2002</th>
<th>Last dates for withdrawal or discontinuation 2002</th>
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</thead>
<tbody>
<tr>
<td><strong>Summer School</strong></td>
<td><strong>Semester 1 units of study</strong></td>
</tr>
<tr>
<td>Lectures begin</td>
<td>Last day to add a unit</td>
</tr>
<tr>
<td>Summer School ends</td>
<td>Friday 15 March</td>
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<tr>
<td></td>
<td>Last day for withdrawal</td>
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<td></td>
<td>Thursday 28 March</td>
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<tr>
<td></td>
<td>Last day to discontinue without failure (DNF)</td>
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<td>Friday 19 April</td>
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<td></td>
<td>Last day to discontinue (Discontinued - Fail)</td>
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<td></td>
<td>Friday 7 June</td>
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<tr>
<td><strong>Semester 1</strong></td>
<td><strong>Semester 2 units of study</strong></td>
</tr>
<tr>
<td>Lectures begin</td>
<td>Last day to add a unit</td>
</tr>
<tr>
<td>Easter recess:</td>
<td>Friday 23 August</td>
</tr>
<tr>
<td>Last day of lectures</td>
<td>Last day for withdrawal</td>
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<tr>
<td>Lectures' resume</td>
<td>Friday 30 August</td>
</tr>
<tr>
<td>Study vacation: 1 week beginning</td>
<td>Last day to discontinue without failure (DNF)</td>
</tr>
<tr>
<td>Examinations commence</td>
<td>Friday 27 September</td>
</tr>
<tr>
<td>Semester 1 ends</td>
<td>Last day to discontinue (Discontinued - Fail)</td>
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<tr>
<td></td>
<td>Friday 15 November</td>
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<tr>
<td><strong>Semester 2</strong></td>
<td><strong>Full Year units of study</strong></td>
</tr>
<tr>
<td>Lectures begin</td>
<td>Last day for withdrawal</td>
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<tr>
<td>Mid-semester recess:</td>
<td>Thursday 28 March</td>
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<tr>
<td>Last day of lectures</td>
<td>Last day to discontinue without failure (DNF)</td>
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Email: uginfo@cchs.usyd.edu.au (undergraduate courses)  
pginfo@cchs.usyd.edu.au (postgraduate courses)  
intl-info@cchs.usyd.edu.au (international students)  
The information in this handbook is subject to approval and/or change by the appropriate faculty of the University. Students should always check the accuracy of the information with faculty staff.  
Produced by the Publications Office, The University of Sydney.  
Design, layout and database publishing by Neologica Print & Promotions, Surry Hills NSW, neologica@mac.com  
Printed by Printing Headquarters, Chippendale NSW.
### 14. School of Medical Radiation Sciences

- Master of Health Science (Medical Radiation Sciences)
- Graduate Diploma of Health Science (Medical Radiation Sciences)
- Master of Health Science (Medical Sonography)
- Graduate Diploma of Health Science (Medical Sonography)
- Master of Health Science (Medical Radiation Sciences) by coursework
- Master of Applied Science (Medical Radiation Sciences) by research

### 15. School of Occupation and Leisure Sciences

- Master of Health Science (Occupational Therapy)
- Master of Health Science (Occupational Therapy) by coursework
- Master of Health Science (Occupational Therapy) Honours
- Master of Health Science (Occupational Therapy) electives
- Master of Occupational Therapy
- Master of Applied Science (Occupational Therapy) by research

### 16. School of Physiotherapy

- Master of Physiotherapy (Graduate Physiotherapy Program)
- Master of Health Science (Cardiopulmonary Physiotherapy)
- Master of Health Science (Manipulative Physiotherapy)
- Master of Health Science (Neurological Physiotherapy)
- Master of Health Science (Paediatric Physiotherapy)
- Master of Health Science (Physiotherapy)
- Master of Health Science (Sports Physiotherapy)
- Combined degree: Master of Health Science (Sports Physiotherapy) and Master of Health Science (Manipulative Physiotherapy)
- Master of Applied Science (Physiotherapy) by research

### 17. Yooroang Garang: School of Indigenous Health Studies

- Graduate Studies in Indigenous Community Health
- Graduate Certificate of Health Science (Indigenous Community Health)
- Graduate Diploma of Health Science (Indigenous Community Health)
- Master of Health Science (Indigenous Community Health) by coursework
- Master of Health Science (Indigenous Community Health) Honours
- Master of Applied Science (Indigenous Community Health) by research

### 18. Research centres

- Master of Applied Science (Child and Adolescent Health)
- Master of Health Science (Education)
- Master of Health Science (Education) Honours
- Master of Health Science (Gerontology)
- Master of Health Science (Management)
- Master of Health Science (Management) Honours

### 19. Singapore courses

- Master of Health Science (Child and Adolescent Health) by coursework
- Master of Health Science (Education) by research

### 20. Electives

- Faculty electives
- Research electives

### 21. Clinical education

- School of Applied Vision Sciences
- School of Behavioural and Community Health Sciences
- School of Communication Sciences and Disorders
- School of Exercise and Sport Science
- School of Health Information Management
- School of Medical Radiation Sciences
- School of Occupation and Leisure Sciences
- School of Physiotherapy

### 22. Facilities and services

- Bookshop
- Childcare: Ngallia Child Care Centre
- Counselling service
- Credit Union facilities
- Cumberland Student Guild
- Disability services
- English language tuition
- Equity issues
- Graduates Association and alumni
- Health Sciences Library
- International student advisory service
- Language and Learning unit
- Lockers
- Lost property
- Parking
- Peer tutoring service
- Sporting facilities (multi-purpose courts and oval)
- Student accommodation
- Student Welfare Services (SWS)
- Summer School
- Travel concessions
- Equal employment opportunity and affirmative action

### 23. Resolutions of the Senate

- Constitution of the Faculty of Health Sciences
- Degrees, diplomas and certificates in the Faculty of Health Sciences
- Bachelor of Applied Science
- Bachelor of Health Science
- Bachelor of Behavioural Health Science
- Bachelor of Health Sciences
- Master's degrees
- Doctor of Philosophy (PhD)
- Doctor of Health Science
- Diploma of Health Science
- Graduate diplomas and graduate certificates

### 24. General University information

- Student organisations
- Glossary
- Index to old codes
- Map of Camperdown campus
- Map of Cumberland campus
Welcome to the Faculty of Health Sciences!

The year 2002 will mark a new and special beginning for you and I hope it will be an important milestone in your postgraduate development.

If you are a new student, I welcome you to a particularly exciting phase in the development of our postgraduate programs. You may in fact be enrolling in one of our newer programs such as the Doctor of Health Science, our graduate studies in Developmental Disability or one of our specialised streams in Physiotherapy.

If you are a returning student, I congratulate you on your previous success and welcome you back. You may be returning to complete your current course or choosing to move forward to the next stage in one of our articulated coursework programs.

The Faculty of Health Sciences aims to provide a stimulating and progressive postgraduate environment. Students in coursework programs will have the opportunity to enhance their professional expertise and move towards more satisfaction and advancement in the workplace. Research postgraduates will be assisted in making a worthwhile contribution to the knowledge-base of their field with the support of dedicated researchers at the forefront of research activity in the health sciences. We have invested significantly in research infrastructure in recent years including dedicated research facilities.

We also recognize that in today’s busy world it is not possible for everyone to come to our campus for full-time, or even part-time, study. You will find that many units of study are being offered in a more flexible way to help you manage your schedule and find time for your studies. Whether you live in the next suburb, the next state, or overseas, we are developing approaches to enable you to achieve the benefits of graduate study in the Faculty of Health Sciences.

I hope you will also take advantage of the opportunity to make lifelong friendships with the people you meet during your time with us. Your time in the Faculty will be much richer if you are able to fit some of the social, cultural and sporting activities made available into your busy schedule. These complement the more structured activities associated with your program of study.

Faculty of Health Sciences staff are committed to assisting you through your academic program. If you are facing a particular difficulty that is affecting your progress, we would encourage you to take advantage of the wealth of support available to all beginning and established students. This includes the professional advice of academic staff in your school or centre, the Student Welfare Division, Student Administration Division and the Student Guild. Additionally, for Aboriginal and Torres Strait Islander students, a range of dedicated support services is provided by the staff of Yooroang Garang, our School of Indigenous Health Studies.

Best wishes in your academic, professional and personal journey through 2002.

Professor Hal Kendig, Dean
This handbook is the official guide to the postgraduate courses offered in the Faculty of Health Sciences located at the Cumberland campus of The University of Sydney. The handbook was prepared in advance of the 2002 academic year to maximise its usefulness as a reference to students, staff, and to the many associates of the Faculty, particularly those who contribute to the clinical education of students.

The charter of the Faculty is to provide competent practitioners in the health professions. The aims are for excellence in clinical and academic teaching and in research.

The fields encompassed by the Faculty at the undergraduate and/or postgraduate level are:

- Aboriginal Health and Community Development
- Behavioural Health Science
- Behavioural Sciences
- Biomedical Sciences
- Cardiopulmonary Physiotherapy
- Casemix
- Child and Adolescent Health
- Clinical Data Management
- Communication Disorders
- Communication Sciences and Disorders
- Developmental Disability
- Diagnostic Radiography
- Exercise and Sport Science
- Gerontology
- Health Informatics
- Health Information Management
- Health Sciences
- Health Science Education
- Hearing and Speech
- Indigenous Community Health
- Leisure and Health
- Manipulative Physiotherapy
- Medical Radiation Sciences
- Medical Sonography
- Neurological Physiotherapy
- Nuclear Medicine
- Occupational Therapy
- Orthoptics
- Paediatric Physiotherapy
- Physiotherapy
- Radiation Therapy
- Rehabilitation
- Rehabilitation Counselling
- Speech-Language Pathology
- Speech Pathology
- Sports Physiotherapy
- Stuttering
- Vision Impairment
- Voice.
1 Staff

Student-related enquiries (eg, course information) should be directed to:
Student Administration (Cumberland)
Phone: (02) 9351 9161
Fax: (02) 9351 9412
Email: uginfo@cchs.usyd.edu.au (undergraduate courses),
  pginfo@cchs.usyd.edu.au (postgraduate courses),
  intl-info@cchs.usyd.edu.au (international students)

Note
Unless otherwise specified, the qualifications listed are from The University of Sydney.

Schools and centres

School of Applied Vision Sciences
Phone: (02) 9351 9250
Fax: (02) 9351 9592
Email: avsinfo@cchs.usyd.edu.au
Web: www.usyd.edu.au/avs
Head of School: Ms Neryla Jolly

School of Behavioural and Community Health Sciences
Phone: (02) 9351 9258
Fax: (02) 9351 9540
Email: p.harrington@cchs.usyd.edu.au
Web: www.cchs.usyd.edu.au/bach
Head of School: Associate Professor Ross G Menzies

School of Biomedical Sciences
Phone: (02) 9351 9454
Fax: (02) 9351 9520
Email: b.turman@cchs.usyd.edu.au
Web: www.cchs.usyd.edu.au/bio
Head of School: Dr A Bulent Turman

School of Communication Sciences and Disorders
Phone: (02) 9351 9450
Fax: (02) 9351 9173
Email: csd.hos.secretary@cchs.usyd.edu.au
Web: www.cchs.usyd.edu.au/csd
Head of School: Dr Jan van Doom

School of Exercise and Sport Science
Phone: (02) 9351 9612
Fax: (02) 9351 9204
Email: l.burke@cchs.usyd.edu.au
Web: www.cchs.usyd.edu.au/ESS
Head of School: Dr Margaret Torode

School of Health Information Management
Phone: (02) 9351 9494
Fax: (02) 9351 9672
Email: himinfo@cchs.usyd.edu.au
Web: www.cchs.usyd.edu.au/him
Head of School: Ms Joanne Callen

School of Medical Radiation Sciences
Phone: (02) 9351 9640
Fax: (02) 9351 9146
Email: mrsinfo@cchs.usyd.edu.au
Web: www.cchs.usyd.edu.au/mrs
Head of School: Ms Jennifer Cox

School of Occupation and Leisure Sciences
Phone: (02) 9351 9386
Fax: (02) 9351 9197
Email: otinfo@cchs.usyd.edu.au
Web: www.ot.cchs.usyd.edu.au
Head of School: Ms Jane Gamble

School of Physiotherapy
Phone: (02) 9351 9630
Fax: (02) 9351 9601
Email: ptinfo@cchs.usyd.edu.au
Web: www.cchs.usyd.edu.au/Academic/PT
Head of School: Associate Professor Jack Crosbie

Yooroang Garang: School of Indigenous Health Studies
Phone: (02) 9351 9393
Fax: (02) 9351 9400
Email: yginfo@cchs.usyd.edu.au
Web: www.cchs.usyd.edu.au/yg
Head of School: Dr Kathleen Clapham

Australian Stuttering Research Centre
Phone: (02) 9351 9061
Fax: (02) 9351 9392
Email: m.onslow@cchs.usyd.edu.au
Web: www.cchs.usyd.edu.au/ASRC
Director: Associate Professor Mark Onslow

National Centre for Classification in Health
Phone: (02) 9351 9461
Fax: (02) 9351 9603
Email: ncchadmin@cchs.usyd.edu.au
Web: www.cchs.usyd.edu.au/ncch
Director: Associate Professor Rosemary Roberts AM

National Voice Centre
Phone: (02) 9351 5352
Fax: (02) 9351 5351
Email: p.davis@cchs.usyd.edu.au
Web: www.cchs.usyd.edu.au/nvc
Director: Associate Professor Pam Davis

Education Connections - Continuing Professional Education
Phone: (02) 9351 9343
Fax: (02) 9351 9663
Email: cpeu@cchs.usyd.edu.au
Web: www.cchs.usyd.edu.au/cpeu
Executive Officer: Ms Carol James

Faculty of Health Sciences

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Merrilyn Morris, BAppSci(HIM)
Julie Rust, BAppSci(HIM)
Patricia Saad, BAppSci(HIM)
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Quality and Education Manager
Karen Pearsley, AssocDip(MRA) Cumb
Quality and Education Coordinator
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Senior Quality Officer
Irene Kearsey, MA(Arch&Rec) Monash BAppSci(MRA)
GradDip(HlthAdmin) Lincoln
PICQ Project Manager
Gay Lysenko, AssocDip(MRA) Cumb

Publications Division
Publications Manager
Rod Bernard, GradDip(Design Studies) UTS
Desktop Publisher
Elizabeth Azel, DipComm Natal
Publications Officer
Chantel Garrett
Sales and Distribution Coordinator
Catherine Stanhope

Administration
Office Manager
Tina Stanhope
Administrative Assistants
Dana Merrin
Imelda Noti

National Voice Centre
Director
Associate Professor Pamela J Davis, LACST PhD UNSW
Associate Professor Dianna T Kenny, MA PhD Macq DipEd
SydTeachCol/BA

Financial Services
Financial Supervisor
Margaret Frost
Finance Assistant
Margaret Roach
Debtors/Student Fees
Cashier
Vic Nageshwar

Information Technology Services Division
Acting Manager
Janusz Tydda, MA Warsaw
Project Manager
Graeme Martin
User Support Officers
Michael Chang, BSc(Civil Eng) Taiwan Dip of CompTech STC
Bala Muraleetharan, BSc(Comp) WSyd
Operations Supervisor
Glenn Russell

Property Services Division
Manager
Sharon Vaughan
Assets Management/Room Bookings
Rhonda Facer
Security Manager
vacant
Records Manager
vacant
Campus Services Coordinator
Linda Thompson

Purchasing and Production Services Division
Head
Ian McAulay
Purchasing Officer
Greg Gaal
Printery Manager
Dianne Gillespie

Student Administration Services Division
Head
Bharati Jayachandran
Undergraduate Officer
Linda Dewar, BA NE
Postgraduate Officer
Nancy Leong
Examinations Officer
Eileen Logan
International Admissions Coordinator
vacant

Student Welfare Services Division
Head
Andrea Chan, MA NZMA ANU PhD RSA CertTEFLA GradDip MLTLTCL
Academic and Communication Skills Tutors
Rosalie Thomson, BA NE LicDip S&D GradDipSC WSyd MA GradCertTESOL
Marie Clugston, BA MLitt MA DipContEd NE PhD RSA CertTEFL
Tutor/International Student Advisor
May Thet Tun, BA Mandalay MA(TEM) GradDipMac?
Student Counsellors
Angela Griffith, BA Melb TSTC Vic MPhil HK, MAPS
Kathryn Richardson, BA UNSW, MAPS Disability Services Officer
vacant

Student Services
Finance

Health Sciences Library
Health Sciences Librarian
Helen Mary Knight, DipLib UNSW BA
Senior Librarian
Stephen T K Chan, BSoSc HK MBA UTS DipLib UNSW, AALIA
Librarians
John Paul Cenzato, BA UNSW GradDipLibSc KCAE
Garry Hamilton, BA DipMLib UNSWAALIA
Kushum L. Karan, BA(LIS) CCAE, AALIA
Dorothy Kass, BA DipLib UNSW DipEd, AALIA
Dawn Payoe, BSc(Econ) Lond GradDipLibSc KCAE, ACIS
KCAE, AALIA
Elaine Y L Tam, BEd Nott MLib DipMLib UNSW TeachCert
TeachCollHK

Personnel
Personnel Manager
Melody Newman
Senior Personnel Officer
Ramen Chetty
Personnel Officers
Marilyn Croft
Alan Frost
Jan McGregor

Cumberland Student Guild
General Manager
Andrew Ashwin, BBus GradCert in Sport Mgt UTS
Food & Beverage Supervisor
Marilou Bendian, BSc(Accounting), PhilippinesSchBusAdmin
Resource Officer
vacant
Executive Support Officer
Diane Carrig
Retail Officer
Garrett Fountain
Administrative Assistant
Kerry Lewis
Activities Coordinator
Irene Toynbee, BA UTS MA(Sport Mgt) Ohio State
Student Liaison Officer
Premjeet Singh, MA GradDip(Development Studies) S Pacific
Executive Chef
Steven Ung
Sports Officer
Mark Zundans, BSportsSc(ExSc) UNSW
Business Manager
Jack Zweig, DipTech&Comm UTS, CPA
History
In 1970, a report of the then New South Wales Advanced Education Board recommended that a corporate College of Advanced Education be established specifically to:
• foster the development of paramedical education in New South Wales having regard to the needs of the community;
• provide courses and to grant awards to students reaching the standards set by the College;
• encourage the effective teaching and provide opportunities for the professional development of the teaching staff; and
• provide and maintain physical facilities for this teaching and research.
On 1 July 1973, the College formally commenced operation when its establishment was gazetted by the State Government. Incorporation within the Higher Education Act was constituted on and from 1 October 1974.
The College assumed the responsibility for three-year full time courses in physiotherapy, occupational therapy, and speech therapy and a two-year full time course in orthoptics. Post-registration nursing courses previously conducted by the NSW College of Nursing were included from 1975.
The College was initially named 'New South Wales College of Paramedical Studies' however, early in 1974, the Interim Council recommended that the name be changed. When the Colleges of Advanced Education Act was passed in 1975, the name was changed to 'Cumberland College of Health Sciences'.
From its earliest days, Cumberland College aimed for excellence and adopted a leadership role. The College pioneered the development of basic nursing studies in an academic setting and it convened the first National Health Sciences Education Conference.
After the beginning years of operation in five inner city campuses with rented premises, a site at East Street, Lidcombe was ready for occupancy from 1st July, 1978.
It was on 26 October, 1979, that His Excellency Sir Zelman Cowen AK GCMG KSU QC, the then Governor-General of the Commonwealth of Australia, officially opened the College. Since that time, Cumberland College has grown rapidly. Course development and course reviews have enhanced the College's academic profile. The first Master's degree have been awarded, and additional specialty courses commenced in Diversional Therapy, Medical Radiation Technology and Community Health. In 1984, the College commenced teaching the Aboriginal Health and Community Development course, and in 1985, it introduced the first interdisciplinary graduate diploma program.
In many respects the attainment of institutional accreditation status at the end of 1986 was the culmination of the College's first decade of endeavour for academic excellence. This is now recognised internationally. The fifteenth anniversary of the establishment of the College was commemorated by hosting an International Conference on Health Sciences Education.
In 1989, State government legislation, in response to the Federal Government's introduction of a Unified National System of Higher Education, dissolved the corporate college and re-established it as an Academic College of The University of Sydney, with the associated appointment of a Dean. The involvement in PhD programs from 1990 is a highlight of the amalgamation with The University of Sydney. As from 1 January 1994, the School of Nursing, Faculty of Health Sciences was integrated into the Faculty of Nursing.
Objectives
The primary objectives of the Faculty are:
• Teaching in the clinical and academic aspects of the health sciences at both undergraduate and graduate levels; and
• Research in the clinical and related aspects of the health sciences.
The supporting objectives are:
• Facilitation of interdisciplinary study, research and discussion with academic and clinical colleagues through continuing education programs, symposia, workshops, conferences and staff and student exchange activity.
• Provision of specialised services and advice to disabled and disadvantaged people and agencies (both voluntary and government) within the context of the Faculty's academic, teaching and research expertise and purpose.
• Provision of advice, consultancies and applied research programs to government, commercial and business organisations which share the Faculty's common interest in health and health sciences.
• Development of relationships with international agencies and governments which seek to utilise the expert service and advice of the Faculty, within the context of the Faculty's teaching mission and purpose.
Academic Governance
On 2 September 1991 Senate resolved to approve the establishment of the Faculty of Health Sciences and approve the title of Dean and College Principal, to take effect from 28 October 1991. In 1998, the title was changed to Dean of the Faculty of Health Sciences.
Constitution of the Faculty of Health Sciences
1. The Faculty of Health Sciences shall comprise the following persons:
   a) the professors, associate professors, heads of schools/departments, readers, principal lecturers, senior lecturers, lecturers and associate lecturers who are full-time or fractional (50% or greater) permanent or temporary (contract) members of the teaching staff of the schools and departments placed under the supervision of the Faculty of Health Sciences;
   b) the Deans of the Faculties of Arts, Medicine, Nursing and Science or their nominees and the Head of the Department of Social Work and Social Policy or nominee;
   c) not more than five students enrolled as candidates for undergraduate degrees or diplomas offered by the Faculty, and one student enrolled as a candidate for a postgraduate degree or diploma offered by the Faculty elected in a manner prescribed by resolution of the Senate;
   d) full-time and fractional (50% or greater) permanent or temporary (contract) members of the research staff of the Schools and Centres of the Faculty who are appointed as Research Fellows and above;
   e) not more than three persons who are distinguished in a field of Health Science appointed by the Faculty on the nomination of the Chair of the Faculty;
   f) the Health Sciences Librarian and the Head of Student Administration;
   g) four persons, being members of the staff of the Cumberland campus who in the opinion of the Faculty, have a close and appropriate association with its work of teaching and research.
2. The Faculty shall encourage teaching, scholarship and research in the Schools and Centres that the Vice-Chancellor has determined shall be placed under the supervision of the Faculty of Health Sciences and shall have the same powers and functions as are specified for faculties by resolution of the Senate.

Structure
The Faculty's academic structure comprises ten professional schools:
• Applied Vision Sciences
• Behavioural and Community Health Sciences
• Biomedical Sciences
• Communication Sciences and Disorders
• Exercise and Sport Science
• Health Information Management
The Health Sciences Library provides facilities and information on
- Building and Grounds
- Faculty Office
- Financial Services
- Information Technology Services
- Personnel
- Property Services
- Student Administration
- Student Welfare Services

The Health Sciences Library provides facilities and information services to support all academic programs run on this campus and is networked to other research libraries.

Education Connections

Education Connections was established in 2001 to support educational development, outreach and continuing professional education in the Faculty of Health Sciences. It provides academic and administrative leadership, coordination and support to current and future Faculty educational initiatives. Education Connections' continuing professional development program creates a network of educational opportunities for professionals and institutions, and promotes continuing education and development needs in the health sector.

Australian Stuttering Research Centre

This Centre was established in January 1996, and is supported partly by Faculty funds and partly by external, Commonwealth Research Grants. Staff of the Centre work closely with speech pathologists in the Stuttering unit, Bankstown Health Service. The purposes of the Centre are to:
- Conduct world class stuttering research
- Establish national and international collaborative research links
- Provide mentorship for Australian stuttering treatment researchers
- Disseminate to Australian and international speech pathologists information about how stuttering treatment research informs clinical practice
- Provide professional continuing education to Australian and international speech pathologists
- Provide postgraduate research programs in stuttering research
- Disseminate to the Australian community information about stuttering treatment.

Staff research interests draw on several disciplines that are applied to stuttering research, including acoustics, linguistics, physiology and psychology.

National Centre for Classification in Health (NCCH) Sydney

The NCCH is a centre of health classification theory. The NCCH creates, maintains and publishes the International Statistical Classification of Diseases and Related Health Problems, Tenth Revision, Australian Modification, which is adapted from one of the World Health Organization’s core classification, ICD-10. The Centre creates Australian Coding Standards through a consultative process with clinicians and clinical coders to create best practice guidelines to apply the classification. ICD-10-AM Third Edition will be published in 2002.

The Centre has expertise in clinical vocabularies, health data quality systems, education for segments of the health data and information sector, and publication of large and complex documents.
- The Centre's activities include:
  - development and publication of ICD-10-AM
  - development and publication of ICD-10-AM Community Mental Health Manual
  - development and production of ICD-10-AM Third Edition in electronic media including ASCII list, browser, MS Access database
  - convening development and publication of Australian Coding Standards
  - convening the Coding Standards Advisory Committee

Centres

Centre for Rehabilitation

The Centre for Rehabilitation provides a range of services to support the rehabilitation of patients with a wide range of physical and mental health conditions. Staff of the Centre work closely with other rehabilitation professionals, and provide services in areas such as physiotherapy, occupational therapy, and speech pathology. The Centre's activities include:
- Providing rehabilitation services to patients
- Conducting research on rehabilitation and related topics
- Offering professional development opportunities for rehabilitation professionals

WHO Regional Collaborating Centre for Rehabilitation

The WHO Regional Collaborating Centre for Rehabilitation is a key partner in the global effort to improve health outcomes and well-being. The Centre works closely with other organizations, including WHO, UNICEF and other international agencies, to support rehabilitation efforts around the world.

- Developing and delivering education resources and events for clinical coders and users of coded data
- Planning and delivering biennial conferences
- Creating and distributing quality improvement tools and programs for use in coded data collections
- Conducting research and producing a chronicle of the developments and enhancements made to the ICD-10-AM classification since its inception
- Creating and publishing of ICD-10-AM mapping tables
- Producing a quarterly newsletter - "Coding Matters" - for clinical coders and users of coded data
- Providing secretariat services for the World Health Organization's ICD-10 Update Reference Committee
- Providing consultations on behalf of the World Health Organization
- Providing consultations for the Singapore Ministry of Health
- Providing consultations and education activities for the New Zealand Ministry of Health
- Conducting and developing a General Practice term set
- Researching and developing a community health codeset
- Working with the US National Library of Medicine to contribute to the Unified Medical Language System (UMLS)
- Working with the College of American Pathologists to assist in producing and implementing the SNOMED CT (Systematized Nomenclature of Human Medicine Clinical Terms)
- Contributing to the Commonwealth Department of Health and Aged Care's Australian Refinement Diagnosis Related Groups (AR-DRGs)
- Assisting the Casemix Clinical Committee of Australia and the Clinical Classification and Coding Group

The NCCH also has sites at the Queensland University of Technology (Brisbane) and La Trobe University (Melbourne).

National Voice Centre

The National Voice Centre is a University Centre involving principally the Faculty of Health Sciences with support from the Sydney Conservatorium of Music and other faculties of the University as well as community groups. It is dedicated to excellence in the art, care and science of voice.

The research mission is to perform state of the art research in all aspects of voice and to provide postgraduate supervision for students enrolled in the National Voice Centre.

The community access program aims to bridge the gap between voice research and professional voice users. Leading academics and voice practitioners from around the world are invited to present workshops, masterclasses and lectures to the wider voice community, providing professional development to speech pathologists, singers, actors, voice teachers and the business world.

Postgraduate research programs offered include Master of Applied Science and Doctor of Philosophy.

Current research projects include breathing in singing and speech, emotional expression in speech and song, neural mechanisms in vocal control, performance anxiety in speaking, physiology and acoustics of singing, speech pathology and acting, the development of physiological based models of singing voice production, therapeutic effects of singing and ultrasonography of respiratory muscle activity.

WHO Regional Collaborating Centre for Rehabilitation

The WHO Regional Collaborating Centre for Rehabilitation is a key partner in the global effort to improve health outcomes and well-being. The Centre works closely with other organizations, including WHO, UNICEF and other international agencies, to support rehabilitation efforts around the world.

- Providing expert advice on rehabilitation training to WHO and countries as required
- Make available training resources for selected personnel
- Prepare appropriate materials and aids
- Conduct relevant studies of education methodology

Faculty staff contribute to activities for the WHO through the Centre and through other international programs. They also contribute to the work of other international agencies such as UNICEF.
Inter-institutional agreements

The Faculty has developed links with the following institutions:

- Chiangmai University, Thailand
- College of Higher Education, Solomon Islands
- Hong Kong Polytechnic University, Hong Kong
- Mahidol University, Thailand
- Singapore Institute of Management
- Southern Illinois University, Carbondale, USA
- Sun Yat-sen University of Medical Sciences, Guangzhou, Peoples Republic of China
- The Chinese Academy of Medical Sciences, Beijing, Peoples Republic of China
- The Queens College, Glasgow, Scotland
- The University of Indonesia, Jakarta, Indonesia
- The University of Hawaii

The inter-institutional links are designed to strengthen the bonds between academic communities and, in the process, contribute to greater understanding and communication between cultures. Programs of cooperation involve exchange of information, faculty and where appropriate students, in a variety of educational development and research initiatives.
3 Summary of graduate courses

Doctor of Philosophy (PhD) (generic award)
FT: minimum 3 yrs - maximum 4 yrs
PT: minimum 3 yrs - maximum 8 yrs

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Doctor of Health Science (HScD) (generic award)
FT: minimum 3 yrs - maximum 4 yrs
PT: minimum 6 yrs - maximum 8 yrs

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Master of Applied Science (MAppSc) by research
FT: minimum 1.5 yrs - maximum 2 yrs
PT: minimum 3 yrs - maximum 4 yrs

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Master of Applied Science (MAppSc) generic award
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PT: minimum 3 yrs - maximum 4 yrs

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<td>2404</td>
</tr>
<tr>
<td>National Voice Centre (generic award)</td>
<td>FT</td>
<td>2103</td>
</tr>
<tr>
<td></td>
<td>PT</td>
<td>2104</td>
</tr>
<tr>
<td></td>
<td>PTOC</td>
<td>2107</td>
</tr>
</tbody>
</table>
### Master of Communication Disorders (MCommDis) by research
- **FT**: minimum 1.5 yrs - maximum 2 yrs
- **PT**: minimum 3 yrs - maximum 4 yrs

<table>
<thead>
<tr>
<th>Mode</th>
<th>Course duration code</th>
</tr>
</thead>
<tbody>
<tr>
<td>FT</td>
<td>1215</td>
</tr>
<tr>
<td>PT</td>
<td>1216</td>
</tr>
<tr>
<td>PTOC</td>
<td>1219</td>
</tr>
</tbody>
</table>

### Master of Health Science (MHlthSc) by coursework

<table>
<thead>
<tr>
<th>Area of study</th>
<th>Mode</th>
<th>Min. Course duration code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behavioural Science (BehSc)</td>
<td>FT</td>
<td>1 yr 2540</td>
</tr>
<tr>
<td></td>
<td>PT</td>
<td>2 yrs 2541</td>
</tr>
<tr>
<td>Cardiopulmonary Physiotherapy (CardPulPhy)</td>
<td>FT</td>
<td>1 yr 1661</td>
</tr>
<tr>
<td></td>
<td>PT</td>
<td>2 yrs 1662</td>
</tr>
<tr>
<td>Child and Adolescent Health (ChildAdolHlth)</td>
<td>FT</td>
<td>1 yr 2546</td>
</tr>
<tr>
<td></td>
<td>PT</td>
<td>2 yrs 2547</td>
</tr>
<tr>
<td>Clinical Data Management (CDM)</td>
<td>PTOC</td>
<td>1 yr 0926</td>
</tr>
<tr>
<td></td>
<td>PTOC2 yrs</td>
<td>0927</td>
</tr>
<tr>
<td>Developmental Disability (DD)</td>
<td>FT</td>
<td>1 yr 2701</td>
</tr>
<tr>
<td></td>
<td>PTOC2 yrs</td>
<td>2702</td>
</tr>
<tr>
<td>Education (Ed)</td>
<td>FT</td>
<td>1 yr 2523</td>
</tr>
<tr>
<td></td>
<td>PT</td>
<td>2 yrs 2526</td>
</tr>
<tr>
<td></td>
<td>OC</td>
<td>2 yrs 2524</td>
</tr>
<tr>
<td>Exercise and Sport Science (Ex&amp;SpSc)</td>
<td>FT</td>
<td>1 yr 2217</td>
</tr>
<tr>
<td></td>
<td>PT</td>
<td>2 yrs 2218</td>
</tr>
<tr>
<td>Gerontology (Geront)</td>
<td>FT</td>
<td>1 yr 2520</td>
</tr>
<tr>
<td></td>
<td>PT</td>
<td>2 yrs 2521</td>
</tr>
<tr>
<td></td>
<td>OC</td>
<td>2 yrs 2533</td>
</tr>
<tr>
<td>Health Informatics (HlthInformatics)</td>
<td>FT</td>
<td>1 yr 0919</td>
</tr>
<tr>
<td></td>
<td>PT</td>
<td>2 yrs 0920</td>
</tr>
<tr>
<td>Indigenous Community Health (IndigCommHlth)</td>
<td>PTOC</td>
<td>1 yr 0719</td>
</tr>
<tr>
<td></td>
<td>PTOC2 yrs</td>
<td>0720</td>
</tr>
<tr>
<td>Manipulative Physiotherapy (ManipPhty)</td>
<td>FT</td>
<td>1 yr 1657</td>
</tr>
<tr>
<td></td>
<td>PT</td>
<td>2 yrs 1658</td>
</tr>
<tr>
<td>Medical Radiation Sciences (MRS)</td>
<td>OC</td>
<td>2 yrs 1845</td>
</tr>
<tr>
<td>Medical Sonography (Med Sono)</td>
<td>OC</td>
<td>3 yrs 1842</td>
</tr>
<tr>
<td>Neurological Physiotherapy (NeuroPhty)</td>
<td>FT</td>
<td>1 yr 1669</td>
</tr>
<tr>
<td></td>
<td>PT</td>
<td>2 yrs 1670</td>
</tr>
<tr>
<td>Occupational Therapy (OT)</td>
<td>FT</td>
<td>1 yr 1547</td>
</tr>
<tr>
<td></td>
<td>PT</td>
<td>2 yrs 1548</td>
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<tr>
<td></td>
<td>OC</td>
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</tr>
<tr>
<td>Paediatric Physiotherapy (PaedPhty)</td>
<td>FT</td>
<td>1 yr 1665</td>
</tr>
<tr>
<td></td>
<td>PT</td>
<td>2 yrs 1666</td>
</tr>
<tr>
<td>Physiotherapy (Phty)</td>
<td>FT</td>
<td>1 yr 1677</td>
</tr>
<tr>
<td></td>
<td>PT</td>
<td>2 yrs 1678</td>
</tr>
<tr>
<td>Speech and Language Pathology (SLP)</td>
<td>FT</td>
<td>1 yr 1223</td>
</tr>
<tr>
<td></td>
<td>PTOC2 yrs</td>
<td>1224</td>
</tr>
<tr>
<td>Sports Physiotherapy (Sports Phty)</td>
<td>FT</td>
<td>1 yr 1673</td>
</tr>
<tr>
<td></td>
<td>PT</td>
<td>2 yrs 1674</td>
</tr>
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</table>

### Master of Health Information Management (MHIM)

<table>
<thead>
<tr>
<th>Mode</th>
<th>Min. Course duration code</th>
</tr>
</thead>
<tbody>
<tr>
<td>FT</td>
<td>1 yr 0923</td>
</tr>
<tr>
<td>PT</td>
<td>2 yrs 0924</td>
</tr>
</tbody>
</table>

### Master of Occupational Therapy (MOT)

<table>
<thead>
<tr>
<th>Mode</th>
<th>Min. Course duration code</th>
</tr>
</thead>
<tbody>
<tr>
<td>FT</td>
<td>2 yrs 1534</td>
</tr>
</tbody>
</table>

### Master of Physiotherapy (MPhty)

<table>
<thead>
<tr>
<th>Mode</th>
<th>Min. Course duration code</th>
</tr>
</thead>
<tbody>
<tr>
<td>FT</td>
<td>2 yrs 1684</td>
</tr>
</tbody>
</table>

### Master of Rehabilitation Counselling (MRehabCling)

<table>
<thead>
<tr>
<th>Mode</th>
<th>Min. Course duration code</th>
</tr>
</thead>
<tbody>
<tr>
<td>FT</td>
<td>1.5 yrs 2573</td>
</tr>
<tr>
<td>PTOC</td>
<td>3 yrs 2574</td>
</tr>
</tbody>
</table>

### Combined Master of Health Science (Sports Physiotherapy) and Master of Health Science (Manipulative Physiotherapy)

<table>
<thead>
<tr>
<th>Mode</th>
<th>Min. Course duration code</th>
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<tbody>
<tr>
<td>FT</td>
<td>1.5 yrs 1685</td>
</tr>
<tr>
<td>PT</td>
<td>3 yrs 1686</td>
</tr>
</tbody>
</table>

### Graduate Diploma of Health Science (GradDiplHlthSc)

<table>
<thead>
<tr>
<th>Area of study</th>
<th>Mode</th>
<th>Min. Course duration code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education (Ed)</td>
<td>FT</td>
<td>0.5 yr 2544</td>
</tr>
<tr>
<td></td>
<td>OC</td>
<td>1 yr 2545</td>
</tr>
<tr>
<td>Casemix (Casem)</td>
<td>FT</td>
<td>1 yr 0914</td>
</tr>
<tr>
<td></td>
<td>PTOC</td>
<td>1 yr 0930</td>
</tr>
<tr>
<td>Medical Radiation Sciences (MRS)</td>
<td>OC</td>
<td>0.5 yr 2550</td>
</tr>
<tr>
<td>Medical Sonography (Med Sono)</td>
<td>OC</td>
<td>1 yr 2551</td>
</tr>
<tr>
<td>Neurological Physiotherapy (NeuroPhty)</td>
<td>FT</td>
<td>0.5 yr 2703</td>
</tr>
<tr>
<td></td>
<td>PTOC</td>
<td>1 yr 2704</td>
</tr>
<tr>
<td>Occupational Therapy (OT)</td>
<td>FT</td>
<td>0.5 yr 2529</td>
</tr>
<tr>
<td></td>
<td>OC</td>
<td>1 yr 2530</td>
</tr>
<tr>
<td>Paediatric Physiotherapy (PaedPhty)</td>
<td>FT</td>
<td>0.5 yr 2522</td>
</tr>
<tr>
<td></td>
<td>OC</td>
<td>1 yr 2522</td>
</tr>
<tr>
<td>Physiotherapy (Phty)</td>
<td>FT</td>
<td>0.5 yr 2213</td>
</tr>
<tr>
<td></td>
<td>OC</td>
<td>1 yr 2214</td>
</tr>
<tr>
<td>Speech and Language Pathology (SLP)</td>
<td>FT</td>
<td>0.5 yr 0715</td>
</tr>
<tr>
<td></td>
<td>PTOC</td>
<td>1 yr 0716</td>
</tr>
<tr>
<td>Sports Physiotherapy (Sports Phty)</td>
<td>FT</td>
<td>1 yr 1843</td>
</tr>
<tr>
<td></td>
<td>OC</td>
<td>1 yr 1840</td>
</tr>
<tr>
<td>Occupational Therapy (OT)</td>
<td>FT</td>
<td>1 yr 1545</td>
</tr>
<tr>
<td></td>
<td>OC</td>
<td>0.5 yr 1544</td>
</tr>
<tr>
<td>Vision Impairment (Vislmp)*</td>
<td>PT</td>
<td>1 yr 1414</td>
</tr>
<tr>
<td></td>
<td>PTOC</td>
<td>1 yr 1414</td>
</tr>
</tbody>
</table>

* Last intake 1999.
* Not offered in 2002.

### Graduate Certificate of Health Science (GradCertHlthSc)

<table>
<thead>
<tr>
<th>Area of study</th>
<th>Mode</th>
<th>Min. Course duration code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behavioural Science (BehSc)</td>
<td>FT</td>
<td>0.5 yr 2544</td>
</tr>
<tr>
<td></td>
<td>OC</td>
<td>1 yr 2545</td>
</tr>
<tr>
<td>Casemix (Casem)</td>
<td>FT</td>
<td>1 yr 0914</td>
</tr>
<tr>
<td></td>
<td>PTOC</td>
<td>1 yr 0930</td>
</tr>
<tr>
<td>Medical Radiation Sciences (MRS)</td>
<td>OC</td>
<td>0.5 yr 2550</td>
</tr>
<tr>
<td>Medical Sonography (Med Sono)</td>
<td>OC</td>
<td>1 yr 2551</td>
</tr>
<tr>
<td>Neurological Physiotherapy (NeuroPhty)</td>
<td>FT</td>
<td>0.5 yr 2703</td>
</tr>
<tr>
<td></td>
<td>PTOC</td>
<td>1 yr 2704</td>
</tr>
<tr>
<td>Occupational Therapy (OT)</td>
<td>FT</td>
<td>0.5 yr 2529</td>
</tr>
<tr>
<td></td>
<td>OC</td>
<td>1 yr 2530</td>
</tr>
<tr>
<td>Paediatric Physiotherapy (PaedPhty)</td>
<td>FT</td>
<td>0.5 yr 2522</td>
</tr>
<tr>
<td></td>
<td>OC</td>
<td>1 yr 2522</td>
</tr>
<tr>
<td>Physiotherapy (Phty)</td>
<td>FT</td>
<td>0.5 yr 2213</td>
</tr>
<tr>
<td></td>
<td>OC</td>
<td>1 yr 2214</td>
</tr>
<tr>
<td>Speech and Language Pathology (SLP)</td>
<td>FT</td>
<td>0.5 yr 0715</td>
</tr>
<tr>
<td></td>
<td>PTOC</td>
<td>1 yr 0716</td>
</tr>
<tr>
<td>Sports Physiotherapy (Sports Phty)</td>
<td>FT</td>
<td>1 yr 1843</td>
</tr>
<tr>
<td></td>
<td>OC</td>
<td>1 yr 1840</td>
</tr>
<tr>
<td>Occupational Therapy (OT)</td>
<td>FT</td>
<td>1 yr 1545</td>
</tr>
<tr>
<td></td>
<td>OC</td>
<td>0.5 yr 1544</td>
</tr>
<tr>
<td>Vision Impairment (Vislmp)*</td>
<td>PT</td>
<td>1 yr 1414</td>
</tr>
<tr>
<td></td>
<td>PTOC</td>
<td>1 yr 1414</td>
</tr>
</tbody>
</table>

* Not offered in 2002.

### Singapore courses

Offered off-shore in Singapore in conjunction with Singapore Institute of Management

<table>
<thead>
<tr>
<th>Course</th>
<th>Mode</th>
<th>Min. Course duration code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master of Health Science (Management)</td>
<td>off-shore</td>
<td>2 yrs 2013</td>
</tr>
<tr>
<td>Master of Health Science (Child and Adolescent Health)*</td>
<td>off-shore</td>
<td>2 yrs 2020</td>
</tr>
<tr>
<td>Master of Health Science (Education)*</td>
<td>off-shore</td>
<td>2 yrs 2019</td>
</tr>
<tr>
<td>Master of Health Science (Gerontology)*</td>
<td>off-shore</td>
<td>2 yrs 2018</td>
</tr>
</tbody>
</table>

* Subject to approval
## Units of study numbering system

The units of study numbering system is comprised of four letters and four digits. The letters of the alphabet identify the school, or centre responsible for the unit of study. The first of the four digits corresponds as far as possible to the level of the unit, and the remaining three digits are sequentially allocated as required. The identifying alphabet codes of the Faculty's schools and centres are:

<table>
<thead>
<tr>
<th>Alpha code</th>
<th>School/Centre</th>
</tr>
</thead>
<tbody>
<tr>
<td>STUT</td>
<td>Australian Stuttering Research Centre</td>
</tr>
<tr>
<td>BHSC</td>
<td>Bachelor of Health Sciences</td>
</tr>
<tr>
<td>GSDD</td>
<td>Developmental Disability</td>
</tr>
<tr>
<td>DHSC</td>
<td>Doctor of Health Science</td>
</tr>
<tr>
<td>MASC</td>
<td>Master of Applied Science</td>
</tr>
<tr>
<td>VOIC</td>
<td>National Voice Centre</td>
</tr>
<tr>
<td>REHB</td>
<td>Rehabilitation Counselling</td>
</tr>
<tr>
<td>REHA</td>
<td>Rehabilitation Research Centre</td>
</tr>
<tr>
<td>ORTH</td>
<td>School of Applied Vision Sciences</td>
</tr>
<tr>
<td>BACH</td>
<td>School of Behavioural and Community Health Sciences</td>
</tr>
<tr>
<td>BIOS</td>
<td>School of Biomedical Sciences</td>
</tr>
<tr>
<td>CSCD</td>
<td>School of Communication Sciences and Disorders</td>
</tr>
<tr>
<td>EXSS</td>
<td>School of Exercise and Sport Science</td>
</tr>
<tr>
<td>HIMT</td>
<td>School of Health Information Management</td>
</tr>
<tr>
<td>MRTY</td>
<td>School of Medical Radiation Sciences</td>
</tr>
<tr>
<td>OCCP</td>
<td>School of Occupation and Leisure Sciences</td>
</tr>
<tr>
<td>PHTY</td>
<td>School of Physiotherapy</td>
</tr>
<tr>
<td>SING</td>
<td>Singapore Institute of Management</td>
</tr>
<tr>
<td>AHCD</td>
<td>Yooroong Garang: School of Indigenous Health Studies</td>
</tr>
</tbody>
</table>

As part of the transition to the University's new Student Information System, this handbook also contains the old 'subject' codes which are placed in parentheses next to the unit of study codes in tables, or marked 'Old code' in unit of study listings.


4 Administrative information

■ Course enquiries and applications

Student Administration (Cumberland)

Student Administration (Cumberland), located in the Jeffrey Miller Administration Building (A Block), provides prospective and enrolled students, both local and overseas, with information and advice on the various courses offered by the Faculty, as well as associated matters of admission and enrolment. Enquiries can be made Monday to Friday between 9 am and 4.30 pm. The postal address is:

Student Administration (Cumberland)
Faculty of Health Sciences
The University of Sydney
PO Box 170
Lidcombe NSW 1825
Phone (02) 9351 9161, fax (02) 9351 9412
Email: pg info@cchs.usyd.edu.au

Postgraduate course applications

Information and application forms for the Faculty’s postgraduate courses are available from Student Administration (Cumberland) in July each year.

The closing date for graduate coursework programs offered by the School of Physiotherapy is 30 September. The closing date for all other graduate coursework programs is 30 October. Late applications are accepted and will be considered if vacancies remain.

Applications for graduate research programs close 30 October. Such applications will be processed as soon as possible but offers are dependant on the availability of research places, and commencing students may only enrol before the HECS census date of any semester. All applications for courses commencing in the Second Semester close on 31 May.

All other course applications

Information and application forms for all other courses in the Faculty (non-UAC undergraduate, conversion) are available from Student Administration (Cumberland). Completed applications must be lodged by the advertised closing date at Student Administration (Cumberland). Late applications will be accepted if vacancies remain.

Non-award enrolment

Non-award students are students who are enrolled in a unit or units of study but are not proceeding to a degree or diploma of the University. The Faculty may permit enrolment in a particular unit or units provided that the student has an appropriate academic background and that the head of the school offering the unit considers that the student will benefit from the unit, that accommodation is available and that the enrolment does not prevent a place in that unit being available to a student proceeding to a degree or diploma.

A student who is subsequently admitted to a course of the University for which units completed as a non-award student form a part, may receive credit for those units.

Enquiries concerning eligibility for enrolment and the availability of units should be made at the relevant school. Applications for non-award enrolment should be submitted to Student Administration (Cumberland).

Undergraduate non-award students are required to pay unit tuition fees on the basis of a fixed fee of $15,000 for a full-time load multiplied by the weight of the individual unit.

Postgraduate non-award students are required to pay proportional tuition fees on the basis of the fee for a full-time load or fees set by the Faculty for that unit of study.

Miscellaneous enrolment

Provision is made in the Faculty for students to undertake study in units which form part of award courses. Miscellaneous students’ results will not be formally presented but a certificate of successful completion will be given on completion of units.

Study as a miscellaneous student will not be taken into account on subsequent enrolment in an award course in The University of Sydney.

Miscellaneous students will be required to pay a fee of $100 per credit point.

Application forms are available from the Student Enquiries Counter and should be lodged at least two months prior to commencement of the semester.

Cross-institutional enrolment

Students enrolled in a recognised tertiary course at another institution will be permitted to enrol in any unit in degree and diploma courses in the Faculty of Health Sciences, providing the unit is approved by the home institution, the applicant satisfies the prerequisite knowledge to study the unit and resources are available to support the enrolment in the unit.

Cross-institutional students will incur a HECS liability for their enrolment except that where such students are permitted to enrol in a unit for which a tuition fee is charged, they will be required to pay the tuition fee in lieu of a charge under HECS. Such a student will be required to provide documentary evidence of the enrolment by the home institution.

Enquiries concerning application procedures and eligibility should be directed to Student Administration (Cumberland).

■ Registration and enrolment

Status of students

A student shall be deemed to be a registered student of the University from the time of first enrolment, until the student

a) has completed the course; or
b) has discontinued studies; or
c) has been excluded from the course and/or the University, or
d) is deemed to have abandoned the course.

Registered students are required to enrol at the start of each year or semester as determined by the Head, Student Administration (Cumberland).

Students who do not formally discontinue will be deemed to have abandoned their course if they fail to complete enrolment by 31 March.

Deferment of enrolment

Deferment of enrolment will not normally be granted for a postgraduate student unless there have been extreme and unpredictable changes in circumstances since applying for the course.

Applications for deferment must be lodged in writing by the specified closing date with the Head, Student Administration (Cumberland).

International Office, and approved by the Head of School/Centre.

Enrolment of new students

Enrolment as a new student in a course entails:

a) completion of an Enrolment form attesting the units in which the student will be enrolled in the first year of study
b) completion of such forms for statistical purposes as required by the Department of Education, Training and Youth Affairs (DETYA), and any other government agency
c) completion of a form to indicate mode of payment of the Higher Education Contribution (if applicable)
d) completion of such other forms as required by the Faculty or University
e) payment of compulsory and other fees in relation to study at the University including Student Guild fees
f) payment of the estimated Higher Education Contribution for the semester of commencement of study if the ‘up-front’ mode of payment is adopted, if enrolled as a HECS - Liable student

a) has completed the course; or
b) has discontinued studies; or
c) has been excluded from the course and/or the University, or
d) is deemed to have abandoned the course.

Registered students are required to enrol at the start of each year or semester as determined by the Head, Student Administration (Cumberland).

Students who do not formally discontinue will be deemed to have abandoned their course if they fail to complete enrolment by 31 March.

Deferment of enrolment

Deferment of enrolment will not normally be granted for a postgraduate student unless there have been extreme and unpredictable changes in circumstances since applying for the course.

Applications for deferment must be lodged in writing by the specified closing date with the Head, Student Administration (Cumberland).

International Office, and approved by the Head of School/Centre.
g) payment of tuition fees for each semester or completion of the Postgraduate Education Loan Scheme (PELS) application form, if enrolled in a fee paying course.

Enrolment of new postgraduate students will be carried out by mail. In late-January 2002, students will be sent an enrolment package with instructions. Failure to return completed documents by the due date specified may result in loss of offer of a place in the course.

Compulsory subscriptions and other fees must be paid by Friday 15 February 2002 or the enrolment may be cancelled (financial assistance in the form of a short term, interest-free loan is available to support the payment of compulsory subscriptions). A Statement of Fees Due/Tax invoice for this purpose will be issued at enrolment. If fees are not paid by the due date the enrolment may be cancelled. If reinstatement is subsequently requested and approved a $100 reinstatement fee may apply.

Re-enrolment of continuing students
Re-enrolment of continuing students in a course entails:

a) completion of the Pre-enrolment form attesting the units in which the student will be enrolled

b) completion of such forms for statistical purposes as required by the Department of Education, Training and Youth Affairs (DETYA) or any other government agency

c) completion of a form to indicate mode of payment of the Higher Education Contribution (HECS) contribution (for HECS liable students only) if the student has not made a full up-front payment by the census date, and has supplied their Tax File Number the University will record them as having deferred all or part of their HECS contribution (for HECS liable students only). If the student has not paid in full by the census date and did not submit their Tax File Number, or submit a PELS application form (for fee-paying students) enrolment will be cancelled.

If amendments are required to the statement it should be returned to Student Administration (Cumberland) with an explanatory letter. The completion of an Application for Variation of units of study may be required.

Students who do not intend to continue their studies in First Semester must formally withdraw from their course before 28 March 2002, or they will be charged HECS or course fees for the First Semester.

Statement of enrolment - Second Semester
At the beginning of Semester 2, a statement of the expected enrolment and associated HECS/course fee will be sent by mail to the semester address of each currently enrolled student.

If the statement is accepted as correct by the student, then the course fee (or upfront HECS fees) should be made in accordance with the instructions on the accompanying Statement of Fees Due/Tax Invoice and the statement retained for reference. Payments must be made by Friday 16 August 2002. If the student has not made a full up-front payment by the census date, and has supplied their Tax File Number the University will record them as having deferred all or part of their HECS contribution (for HECS liable students only). If the student has not paid in full by the census date and did not submit their Tax File Number, or submit a PELS application form (for fee-paying students) enrolment will be cancelled.

If amendments are required to the statement it should be returned to Student Administration (Cumberland) with a letter of explanation. The completion of an Application for Variation of units of study may be required.

Students who do not intend to continue their studies in Second Semester must formally withdraw from their course before 30 August 2002, or they will be charged HECS or course fees for the Second Semester.

Confirmation of enrolment
In mid April (First Semester) and mid September (Second Semester), all enrolled students will receive a notice confirming the details of their enrolment and a record of their Higher Education Contribution or course fees for the current semester. If the details of the notice are accepted, it should be kept by the student as a record in relation to the Higher Education Contribution/Course Fees for that semester. If amendment to this notice is required it should be returned to Student Administration (Cumberland) with an explanatory letter. The completion of an Application for Variation of units of study may be required.

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**Credit transfer**

**Policies**

1. The Faculty of Health Sciences (FHS) has a policy of awarding students maximal credit for prior academic achievements within the following resolutions.

2. Three forms of credit transfer may be granted:
   a) **Block Credit** for whole stages or years of course. Students are awarded the grade of AS (Advanced Standing) for all units credited.
   b) **Specified Credit 1** for **whole** unit(s) of study which the student is not required to undertake based on completion of studies which have been deemed equivalent. The student is awarded the grade of AS for all units of study credited.
   c) **Specified Credit 2** for **parts** of units of study which the student is not required to undertake based on completion of studies which have been deemed equivalent (previously termed ‘exemption’). These units of study will attract only A or F final grade except when the part(s) of unit were undertaken in the same unit at the Cumberland campus in the previous year. Course Examiners may record a mark with these grades.

3. In undergraduate programs of 3 years standard length, a maximum of two-thirds credit transfer is permissible.

4. In undergraduate programs of 4 years standard length, a maximum of three-quarters credit transfer is permissible.

5. In graduate coursework programs a maximum of 50 % credit transfer is permissible.
6. Where feasible and appropriate ‘class-action’(*) credit transfers into FHS courses will be implemented.

7. The Faculty Handbooks will list existing ‘class-action’ credit transfer policies.

8. Graduate Certificate Programs in the FHS are fee-paying courses. Award of a graduate certificate following transfer from a graduate diploma program is conditional upon payment of the approved course fees.

9. Mechanisms for achieving credit transfer include:
   a) the provision of academic transcripts and syllabuses or alternative information for a judgement on a case-by-case basis
   b) the provision of appropriate evidence related to existing credit transfer class actions
   c) the successful completion of challenge exams, where required. Challenge exams provide an opportunity for students to demonstrate that they have achieved the learning goals of a unit of study through previous formal study. Successful completion of a challenge exam will result in a grade of AS being awarded for that unit of study. Challenge exams are applicable only for units which the student has previously passed.

10. Credit for prior learning which is of a non-credential nature may be granted on the recommendation of the head of school. This credit may take the form of any of the forms of credit listed above. Such decisions will be made on a case-by-case basis.

11. Eligibility for credit does not guarantee a place in the course in which the credit would be available.

12. Where existing credit transfer statements (eg, class actions) exist, such information would be available at the time of enrolment via the Faculty Handbook.

13. The responsibility for approval of Block credit transfer rests with the head of the school in which the student is enrolled, following appropriate consultation. The responsibility for approval of Specified Credit 1 and 2 rests with the head of the school in which the unit of study is taught. In case of dispute or appeal, the final responsibility for credit transfer rests with the Faculty.

Current practices within the Faculty of Health Sciences

Each student's case in relation to units of study taught within the Faculty is considered individually on the basis of information submitted.

Exceptions

• The Schools of Physiotherapy, Medical Radiation Sciences, Health Information Management and Communication Sciences & Disorders may use challenge tests in some individual cases to clarify the level of prior learning.

• Credit transfer class-actions exist in relation to:
  a) the Bachelor of Health Science (Aboriginal Health and Community Development) from the Associate Diploma in Aboriginal Health and Community Development (University of Sydney), the Associate Diploma in Aboriginal Health and Community Development (Southern Cross University) and the Bachelor of Applied Science (Aboriginal Community Management and Development) (Curtin University); and
  b) the Bachelor of Applied Science (Leisure and Health) from the Associate Diploma of Applied Science (Rehabilitation Therapy) (University of Sydney); and
  c) the Master of Applied Science (Manipulative Physiotherapy) from graduate diplomas in manipulative physiotherapy awarded by Cumberland College of Health Sciences and The University of Sydney.

Credit transfer based on challenge examinations

Where it is unclear how closely the student's previous educational achievements are matched to future requirements, particularly in Biomedical Sciences or Behavioural Sciences units, students may be asked to take a 'Challenge Examination'. A challenge exam may be used rather than refusing credit transfer outright.

Credit transfer based on TAFE studies

Due to the specialised nature of the Faculty’s programs, there are few TAFE subjects which could result in Advanced Standing, however, students may seek Specified Credit 2 (exemptions) based on prior learning in TAFE programs. In some instances, challenge tests may be required in addition to the provision of relevant information to support the student's application.

Students should contact the unit of study coordinator of the relevant unit of study direct to discuss credit for prior learning.

Credit for prior learning of a non-credential nature

Students seeking to gain credit for prior learning which was not recognised by an award (eg, certificate, degree) may approach the head of school or specific unit coordinator(s) to discuss this option. In some cases, students may be able to sit challenge examinations to demonstrate this learning or may be requested to submit relevant documentation (eg, record of completion of continuing education program, publications by applicant, demonstrated clinical expertise in relation to postgraduate programs). It may not be realistic or feasible to provide convincing evidence in some instances, in which case the student would be required to enrol in the unit(s) in question.

Implications of gaining credit transfer

1. Gaining Credit Transfer/Advanced Standing in a unit will decrease the student's workload. A reduced overall workload may affect eligibility for Austudy/Abstudy/Youth Allowance support.

2. Having been granted Advanced Standing, the student may wish to seek approval, via their head of school, to enrol in higher stage units in their course, subject to timetable constraints.

3. Students gaining Credit Transfer/Advanced Standing are awarded the grade AS which is not included in the calculation of a Grade Point Average (Weighted Average Mark).

4. Gaining credit (exemptions or Advanced Standing) could influence a student's marks, either by allowing more time for studying other units and thereby improving the marks in those units, or by gaining an AS grade instead of a (potentially) high mark based on previous knowledge which could increase the GPA.

The Grade Point Average (Weighted Average Mark) is the basis for entry into Faculty Honours programs and allocation to a hospital job (after graduating from the BAppSc in Physiotherapy). The calculation of the Weighted Average Mark for the award of Australian Postgraduate Awards (scholarships) for postgraduate study involves consideration of all available marks. Only units with marks (ie, excluding AS and 2P/R graded units) are considered in the calculation.

Procedures

Details of the process for applying for credit transfer are given on the ‘Credit Transfer 2002’ leaflet available from Student Administration in A Block.

Applications must be made on the appropriate form and lodged with Student Administration (Cumberland) by the specified closing date.

Students should attend classes until the results of their credit transfer application have been advised.

Challenge examinations

If you are assessed as required to sit for challenge exams in one or more units of study, you will be advised in writing of the date(s), time(s) and venue(s) for your exam(s).

Challenge exams for full year units and units offered in the February and Second Semesters will be held from Monday 25 February to Wednesday 6 March 2002. Results will be posted in the relevant school by the end of week 1.

■ Discontinuation, variation of units and leave of absence

In making a decision to vary a course of study or apply for Leave of Absence or Discontinuation of Studies, it is often advisable for a student to discuss the situation with the Head, Student Welfare Services (Cumberland) or the Student Counsellor. While educational issues will be discussed within schools, personal and family issues may also be involved and be equally important. Staff in Student Welfare are available to assist students in clarifying the reasons why changes in their academic programs may be necessary, especially where these are related to illness or misadventure, and in effective planning to overcome such difficulties.
Discontinuation of studies

Discontinuation of Studies refers to the formal abandonment of a course of study after enrolment or re-enrolment has been completed.

Students applying to discontinue their studies must complete an Application for Discontinuation of Studies’ form (available from the Student Enquiries Counter) and forward the completed form to Student Administration (Cumberland). Forms will not be accepted unless they contain the recommendations and endorsements of the appropriate heads of schools (or their delegates) and other Cumberland campus staff. Incomplete application forms will be returned to the student.

Unless forms are lodged before 31 March (in First Semester) or 31 August (in Second Semester), the student will incur a Higher Education Contribution or course fees liability for the semester.

To discontinue studies without failure being recorded against enrolled units, the application form must be accepted by the following dates:

a) for First Semester only units, 31 March 2002
b) for full-year units and Second Semester only units by 31 August 2002.

Students whose applications are accepted by the Faculty in accordance with the above dates will have their records endorsed ‘discontinued - not to count as failure’ for each unit requested, and the student will be considered with all other applications received that year for re-admission to the course from which they discontinued.

If a student discontinues after these dates the student is required to discharge the Higher Education Contribution or course fees liability for the course.

Upon discontinuation of studies, some refund of fees may be possible (refer to the section on Fees and Charges and Refund Policy).

Students who abandon their course after enrolment/re-enrolment and neglect to formally discontinue (that is, ‘dropping-out’) will be deemed to have failed all units in which they are enrolled and be ineligible for any refund of fees.

Readmission after discontinuation or abandonment of course

Students who discontinue or abandon a course lose their status as registered students of the University. Any subsequent application for re-admission to the course from which they discontinued must be lodged by the advertised closing date. Such applications will be considered with all other applications received that year for that course and are processed directly by the Faculty. For more information contact Student Administration (Cumberland).

Variation of enrolment

Variation of enrolment refers to the addition and discontinuation of units of study and requires the approval of the Faculty.

Students must complete the ‘Application for Variation of units of study’ form (available from the Student Enquiries Counter) and forward it to the Head, Student Administration (Cumberland). The form will not be accepted unless it contains the recommendations and endorsements of the appropriate head of school (or their delegates). Students are responsible for obtaining the necessary recommendation(s) / endorsement(s). An incomplete application form will be returned to the student originating it.

For the Application for Variation to apply to the payment of the Higher Education Contribution or course fees, it must be lodged by 15 March in First Semester or by 15 August in Second Semester. If the addition of any units is requested and approved after these dates, the student is required to discharge the increased liability on the same basis that the original HECS liability/course fees was to be discharged. If discontinuation of any unit is requested after these dates, no refund of payments nor reduction of deferred liability will occur.

To discontinue a unit without failure being recorded, the application form must be accepted by the following dates:

a) for First Semester only units, by 31 March 2002
b) for full-year units and Second Semester only units, by 31 August 2002.
Approved assessment periods
Approved assessment periods shall include assessment conducted in the traditional Week 15 and 16 assessment period and Further Testing as scheduled.

Completion of assessment requirements
Incomplete results will normally be converted to an AF (absent result) if required at the end of week 3 in the following semester.

Assessment timetables
Provisional and Final Timetables for assessments scheduled in Weeks 15 and 16 of a semester will be displayed on the Official Notice Boards on Cumberland Campus.

Candidates are required to notify Student Administration (Cumberland) in writing of any clashes apparent in the provisional timetable. It is the responsibility of the candidates to ascertain the time and place of the examination from the final timetable. Information concerning timetables will not be given by phone. Any amendments to the final timetable will be notified on official notice boards on Cumberland campus only.

Rules of conduct of written examinations
Candidates will be admitted to the examination room ten minutes before the time scheduled for the examination. During examinations in Weeks 15 and 16, candidates must sit in their allocated seat number. During this period candidates may complete the following:

a) Attendance form to be completed for each examination and placed on top of the desk. The form shall be completed at the beginning of the examination.
b) Answer booklets, answer sheets, question papers

Candidates must answer the examination in the booklet provided and should only write answers on the ruled pages of the answer booklet. Any notes, books and papers, which may be used for benefit by a candidate, will not be permitted into the examination room, unless instructions to the contrary are given.

Candidates must answer the examination in the booklet or answer sheet provided and should only write answers on the ruled pages of the answer booklet. No talking is allowed in the examination room. Should material or information be required outside the examination room, ten minutes prior to the commencement of the examination candidates may be admitted to the examination room. In the case of an objective test or completion-type test, candidates must immediately cease writing.

The title page of each booklet must be fully completed by the candidate. The booklets should be submitted as directed by the Presiding Officer. No paper, with the exception of the question paper where permitted, may be taken from the examination room. In the case of an objective test or completion-type test, both the question paper and the answer sheet must remain in the examination room.

Candidates are not permitted to take bags, briefcases, folders, umbrellas, hats, mobile phones, pagers, etc., into the examination room except with the express approval of the Presiding Officer. Smoking or eating will not be permitted in the examination room nor will candidates be permitted to leave the room to smoke or eat.

Note: Failure to comply with any of the above rules may necessitate disciplinary action by the University.

Reading time
Reading time of ten minutes prior to the commencement of a written assessment may be allowed at the discretion of the examiner.

Conduct of candidates
Candidates shall not, by any improper means, obtain or endeavour to obtain assistance in their work, or endeavour to give assistance to any other candidate.

Candidates shall not behave in such a way as will interfere with another candidate's right to undertake an assessment.

Disability
Candidates suffering from a disability which puts them at a disadvantage in assessments may apply to Student Administration (Cumberland) prior to the assessment period for special provisions when the assessments are taken. Students may be required to support their request with medical evidence.

Common result grades for 2002
Please note: All of these grades are available for use by examiners and markers, however, different schools may choose not to use all of them.

HD - High Distinction, 85+
Indicates an outstanding level of achievement.

D - Distinction, 75-84
Indicates a high level of achievement.

CR-Credit, 65-74
Indicates an excellent level of achievement.

P- Pass, 50-64
Indicates an acceptable level of achievement.

R - Satisfied requirements, no mark or (50+for partial exemption only)
This is used in pass/fail only outcomes. Can be awarded for clinical or group work. Can be awarded when a student is given partial exemption in a unit of study. In this case a mark may or may not be given. For Research Thesis for PhD & HScD

AS-Advance Standing, no mark
Indicates the awarding of credit transfer in the unit of study

UCN- Unit of study continuing, no mark Interim grade
Used at the end of a semester for units of study which have been approved to extend into a following semester. This will usually mean the student is permitted to continue to the end of the following semester. Such extensions must be made in consultation with the Faculty and the University. Use of this grade is restricted to those courses which allow for a Consequential Pass of some kind to be awarded. A student may re-enrol in a unit of study for which the result was PCON. No more
than 10% of total credit points for a course can be made up from PCON results.

**INC - Incomplete, no mark**
This result is used when examiners have grounds (such as illness or misadventure) for seeking further information or for considering additional work from the student before confirming the final result. Except in special cases approved by the Academic Board (1), this result will be converted to a normal passing mark and grade either:
- by the Dean at the review of examination results conducted pursuant to section 2(4) of the Academic Board policy 'Examination and Assessment Procedures'; or
- automatically to an AF grade by the end of the third week of the immediately subsequent academic session.

**MINC - Incomplete with a mark of at least 50**
This result may be used when examiners have grounds (such as illness and misadventure) for seeking further information or for considering additional work from the student before confirming the final mark and passing grade. Except in special cases approved by the Academic Board (1), this result will be converted to a normal passing mark and grade either:
- by the Dean at the review of examination results conducted pursuant to section 2(4) of the Academic Board policy 'Examinations and Assessment Procedures'; or
- automatically to the indicated mark and grade by the end of the third week of the immediately subsequent academic session.

**F-Fail, 0-49**
The student's performance did not reach the acceptable level for overall performance. Can be used for a research thesis that has been marked unsatisfactory.

**AF - Absent Fail, no mark**
Includes non submission of compulsory work. For non attendance at compulsory classes; failure to attend a compulsory examination. This result will appear as an absent fail on student transcripts. It indicates that students have failed to complete all compulsory components of a course.

**W-Withdrawn, no mark**
This is the result that obtains where a student discontinues a unit of study before the HECS census date - ie, 31 March (semester 1) 31 August (semester 2). Not recorded on external transcript.

**DNF - Discontinued not to count as failure, no mark**
This result applies automatically where a student discontinues after the HECS census date but before the end of the seventh week of the semester (or before half of the unit of study has run in the case of units of study which are not semester length). A Faculty may determine that the result of DNF is warranted after this date if the student has made out a special case based on illness or misadventure. Recorded on external transcript. This provision can be available all year round but on the following conditions: the student will not receive a HECS/Course fee refund, but their academic record will reflect no penalty.

**DF - Discontinued with Failure, no mark**
This applies from the time DNF ceases to be automatically available up to the cessation of classes for the unit of study. Recorded on transcript.

Common result grades policy - special cases
At the meeting of 13 October 1999 the University of Sydney Academic Board approved the following footnotes to the Common Result Grades Policy.

**Incomplete units of study**
Where an INC grade arises because all or most of the students in a Unit of Study have not completed the requirements of the Unit, the grade will be converted to UCN on the advice of the relevant Dean. The students may be engaged in practicum or clinical placements, or in programs extending beyond the end of the semester (eg, Honours). Head(s) of Schools are encouraged to return UCN and not INC for students in such extended Units of Study. Deans are asked to avoid approving the use of UCN to deal with late results from a completed Unit of Study.

**Students with incomplete results**
Deans are authorised to approve the extension of a MINC/INC grade for individual students having a valid reason for their incomplete status.

Undergraduate Honours only
- HIM - Honours First Class with University Medal, > 90 (Nominated)
- HI - Honours First Class, 80-100
- H21 - Honours Second Class Division 1, 75-79
- H22 - Honours Second Class Division 2, 70-74
- H3 - Honours Third Class, 65-69
- Not awarded, 0-64

Recording of results prior to 2001
Students' results will be recorded using the following grades:
- HD - High Distinction indicates an outstanding level of achievement
- D - Distinction indicates an excellent level of achievement
- CR-Credit indicates an above average level of achievement
- P-Pass indicates an acceptable level of achievement
- TP - Terminating Pass indicates an acceptable level of achievement in an Honours unit when the student is transferring to the associated Pass program
- I - Assessment Incomplete indicates assessment in the unit is yet to be completed
- AS - Advanced standing indicates the awarding of credit transfer in the unit of study
- X - Fail with Post granted indicates the student's performance did not reach the acceptable level of achievement but was deemed to be of sufficient merit to warrant further assessment
- F-Fail indicates failure to achieve the required standard of achievement
- DA - Deferred Assessment final assessment has been deferred because of misadventure or illness
- WO - Discontinued without failure permitted to discontinue unit without failure
- WF - Discontinued with failure discontinued unit with failure
- SC - Subject Carried
- ZP - Pass on Pass/Fail basis
- CP - Conceded Pass
- Indications the student's performance did not reach the required level of achievement in the unit but was deemed acceptable given the student's overall performance
- V - Interim Result
- Student has submitted a thesis/treatise which is under examination

Notification of results
Results for terminating units will be formally released by the Examinations Branch as follows:
- End of First Semester
- End of Second Semester
- Units that, according to the Faculty Handbook, are presented only in First Semester.
- Units that, according to the Faculty Handbook, are presented either in Second Semester only or are presented over both February and Second Semesters.

Availability of results for terminating units
Results will be made available to students as follows:
1. Public Display of Results
Results will be displayed on the day and at the places as notified on the Official Notice Boards.
2. Individual Result Notices
Individual result notices will be mailed to the student's last advised home address on the date notified on the Official Notice Boards.
The result notice will show the final mark and grade for each relevant unit. Details of the assessment procedures used to determine the final result are available from the school presenting the unit. The relationship of grades to percentage marks is as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>High Distinction</td>
<td>85-100</td>
</tr>
<tr>
<td>Distinction</td>
<td>75-84</td>
</tr>
<tr>
<td>Credit</td>
<td>65-74</td>
</tr>
<tr>
<td>Pass</td>
<td>50-64</td>
</tr>
<tr>
<td>Fail</td>
<td>below 50</td>
</tr>
</tbody>
</table>

It is important to note that the University does not use a set formula for determining the number of specific examination grades to be awarded in particular units. The proportions of merit grades may vary from unit to unit and from year to year, reflecting different capabilities of different groups.

Special notes
- No results will be given by phone.
- It is the student's responsibility to ascertain assessment results.
- Advice of a change of address will not be accepted unless in writing and with the student's signature. Preferably, the Change of Address/Name form should be used. Only students with an overseas home address who are not returning to their country of origin between semesters, will be permitted to change to their semester address for receipt of result notices.
- Failure to advise the Examinations Branch of the address to which the results are to be sent, and/or absence overseas, on holidays, or because of work or course commitments, will not be accepted as an excuse for non-receipt of assessment results. Further, the University will presume that each and every result notice lodged with Australia Post has been delivered no later than seven (7) days after the date of posting, as notified on Official Notice Boards.
- Students who have not received their results within seven (7) days of posting therefore, are responsible for contacting Student Administration (Cumberland) and arranging for a copy of the result notice to be posted.

Further testing period
With regard to further testing, the Senate of the University has made the following rules for students who have failed units of study:

- There is no formal provision for supplementary examinations, but a Head of School may arrange for further testing in cases of special consideration, in accordance with Academic Board policy governing illness and misadventure, and any relevant faculty policies. Students are required to attend any Further Testing at the advised time and place. Special consideration in the form of further assessment beyond this nominated date will not normally be granted. Instead, a grade will be determined on the basis of available academic performance results.

Review of results in a completed unit
Final results in a completed unit may be reviewed on request by students. Such a review will consist primarily in ensuring that all submissions in relation to a grade have been accounted for and that the total of all marks awarded is correct.

Applications for the review must be submitted in writing to Head of School, within fourteen days of the date on which the results in question have been released.

Students dissatisfied with the outcome of a review of their result may choose to appeal the result by using the procedures approved in the Faculty for an Appeal against an Academic Decision.

Appeals against an academic decision
The Resolutions of Senate and Academic Board governing appeals against Academic Decisions clearly outlines the circumstances by which a student may appeal against an academic decision, and the appeals process that must be followed by all parties in order to resolve any subsequent dispute. The Faculty of Health Sciences has established procedures whereby a student may appeal against an academic decision. In the first instance students should seek a response from the staff member concerned, or the unit of study or course coordinator. This should be done within 3 months of the date of the academic decision. If not satisfied, the student should seek an interview with the Head of School to discuss the matter. Appeals to the Head of School should be made within 15 (fifteen) working days of the date of the response from the staff member concerned or unit of study coordinator. If not satisfied with the response from the school, the student may appeal to the Dean within 15 (fifteen) working days of the date of the Head of School's response. The matter should normally be dealt with by the Dean or nominee within 10 working days. Information on these procedures can be obtained from the Head, Student Administration (Cumberland). While the application of these procedures usually relates to assessment matters, this is not the only area in which an appeal may be initiated. If a student wishes to formally initiate an appeal against an academic decision, advice may be sought from the Resource Officer of the Cumberland Student Guild, the Head, Student Welfare Services (Cumberland), or the Student Counsellor.

Graduation 'with Distinction'
Only applies to students who commenced undergraduate programs in the Faculty of Health Sciences before 1999. Outstanding achievement in some of the Faculty undergraduate courses may be recognised at graduation by such students receiving an award 'with Distinction'. In any one year, up to 10% of graduands in each of the undergraduate courses may be admitted to the award 'with Distinction' but this number need not be awarded if there are not graduands considered to be of sufficient merit.

The award 'with Distinction' will be based on overall achievement in all units of the undergraduate course completed. Unit assessment in all stages of a given course will contribute equally towards a final ranking of students.

Where clinical education or field experience units are assessed according to the general assessment ranking procedure, those results will be incorporated into any final ranking. Where such units are assessed on a Pass/Fail basis a Pass result is required to maintain eligibility for the award 'with Distinction' but this result is not included for average ranking purposes. The grade AS is also not included in the ranking process.

A student receiving a Fail result in any unit at any stage of a course will be regarded as ineligible for an award 'with Distinction'.

Progression
To satisfy the academic requirement for a University award, students must obtain a passing grade in all units of study in their courses.

Students must repeat failed units of study or their equivalent at the first opportunity and will be permitted to progress to the next semester in addition to repeating failed units of study, providing course requirements, including any corequisites, prerequisites and attendance requirements, can be met. School Academic Advisors may prescribe the program of study for students repeating failed units of study (taking account of load, precedence for repetition of failed units of study, and timetable difficulties). Repeating failed units of study will take precedence over enrolling in next semester units.

Students who do not follow normal progression in clinical education units of study may be required to undertake additional clinical education components to demonstrate skill maintenance at a level which satisfies the Head of School. Successful completion of such additional components will be a prerequisite to enrolment in the subsequent level of clinical education study.

Progression and show cause
1. Under the Resolutions of the Senate, the Faculty is authorised to require a student to show good cause why he or she should be allowed to repeat any unit in which he or she has failed or discontinued (with failure) more than once.
2. Moreover, a student may be required to show good cause why he or she should be allowed to re-enrol in a course in the Faculty if, in the opinion of the Faculty, he or she has not made satisfactory progress towards fulfilling the requirements for that course.
3. While satisfactory progress cannot be defined in all cases in advance, a student who has failed a unit of study twice (or more), or who has not successfully completed all first year course requirements within two years (except for students with permission to enrol in the course on less than a full-time basis when the requirement refers to those units in the approved first year enrolment - see 4) and students who have failed or withdrawn with failure in two or more subjects in an academic year shall be deemed not to have made satisfactory progress.
4. For students who have not demonstrated satisfactory progress, who are enrolled though the Cadigal program at Cumberland Campus progress will be reviewed by the Head (or nominee) of the School in which the student is enrolled and the Head of School (or nominee) of the School of Indigenous Health Studies (Yoorong Garang). Cadigal program students are permitted to complete the first year of enrolment over two years. A student who has not completed the first year requirements within three years or who has failed or withdrawn with failure in three or more subjects in an academic year shall be deemed not to have made satisfactory progress.

Notification of show cause/pending exclusion

Students who have failed to demonstrate satisfactory progress, shall be initially prompted, but not necessarily be placed on show cause, by a message on their Assessment Notice. Students required to show cause will receive written notification from the Faculty advising them that they have been placed on show cause and provided with instructions on how to respond. Alternatively, the student may receive a letter of advice from the Faculty concerning the need for improved progress. Letters will be sent to the student's recorded address - the student is responsible for keeping this address up-to-date. Show Cause letters will be sent by registered mail requiring the student to submit a written show cause submission. Students placed on Show Cause will be advised that they are permitted to re-enrol and/or continue enrolment until the final decision has been taken.

Students who fail to submit the show cause application by the due date will be automatically excluded. This letter will be copied to the School. The student will cease attendance at classes.

Showing good cause

Students so notified of pending exclusion may exercise the right to show good cause why they should be permitted to re-enrol. While it is not possible to define in advance all the reasons relevant to showing good cause against exclusion, good cause means circumstances beyond the reasonable control of the student which may include serious ill health or misadventure (properly attested), but does not include demands of employers, pressures of employment or time devoted to non-University activities, unless these are relevant to serious ill health or misadventure. In all cases the onus is on the student to provide the University with satisfactory evidence to establish good cause. The University may also take into account a student's general record in other courses or units of study, undertaken either within the University or at other institutions. Apart from demonstrating the reasons for not making satisfactory progress, students are required to indicate why they would be successful if permitted to re-enrol and what steps have been taken to resolve the preceding issues.

The Show Cause Committee will consider written advice from the Head of School and from the student concerning these two factors:

- Circumstances which led to the student's unsatisfactory performance
- Circumstances/actions which would prevent/resolve the student's difficulties in progression.

The Show Cause Committee will consider these two factors as well as previous show cause situations and actions taken (including school advice letters or show cause meeting reviews). The Committee may find that the student should be excluded from a course if the student has previously been on 'show cause' for essentially the same reasons, and the Committee believes that there has been little evidence of change in the student's behaviour or situation.

The Show Cause Committee will normally invite the relevant Head of School (or in the case of students enrolled in the Cadigal program the Head of School and the Head of Yoorong Garang or nominee) and the student to be in attendance at the Show Cause Committee meeting. After the Show Cause Committee meets:

- The decision of the Committee is conveyed to the student and Head of School in writing.
- A summary of the decisions of the Show Cause Committee (which does not identify students or schools) is presented to the next meeting of Faculty.

Re-enrolment after show cause

After the Show Cause meeting, in cases where the Faculty permits the re-enrolment of a student placed on Show Cause, the Faculty may require the completion of specified units of study in a specified time, and if the student does not comply with these conditions the student may again be called upon to show good cause why he or she should be allowed to re-enrol in the Faculty of Health Sciences.

Exclusion

Students will be automatically excluded if they do not submit a 'show cause' response. Students excluded from an award course may not enrol as miscellaneous students in units of study which may be counted towards any such course.

A decision to exclude a student from a course means an exclusion for two academic years. After two academic years, a student can reapply for admission to the course from which he or she was previously excluded. There is no guarantee of re-admission.

Appeals against exclusion

A student notified of a decision by the Faculty to exclude them from re-enrolling in a course and/or unit(s) may appeal to the Senate's Student Appeals Committee (Exclusion and Re-admissions) by following the procedures set down in the University's Calendar.

The first step is to appeal to the Dean. A student can appeal to the Dean within two weeks of the Show Cause Committee's determination, provided that the appeal contains new information not available to the Show Cause Committee, or that the student can show that due process has not been followed.

The effect of the Faculty's exclusion decision will commence either (a) when the period in which an appeal to the Senate has expired and the student has not lodged an appeal, or (b), in the event that the student appeals to the Senate within the prescribed period, the date on which the Senate's Appeals Committee rejects the appeal. Until the effect of the exclusion decision applies, the student is permitted to continue in all units in which the student is eligible to be enrolled.

Re-admission after exclusion

An excluded student may apply for re-admission after two academic years. Students who are excluded from a course lose their status as registered students of the Faculty. Any subsequent application of re-admission to a course must be lodged with Student Administration (Cumberland) by 1 December of the year proceeding the year of proposed re-admission. The application must include information indicating a readiness to return to tertiary study and will be considered in the light of all other applications received that year for that course.

Bridging courses for undergraduate and postgraduate students

Bridging courses may be offered on Cumberland campus in Chemistry, Physics, and Grammatical Analysis. These courses are recommended for undergraduate as well as postgraduate students who feel that they have not attained the required level of assumed knowledge described above. Preparatory courses may also be offered in English for Academic Purposes, and in Academic and Communication Skills for both undergraduates and postgraduates. These are especially relevant for students from non-English speaking backgrounds, special entry students, and mature-age students returning to study after a long absence. Students who feel they need to refresh their academic skills will also find them helpful.

Bridging courses are held in February each year, approximately two weeks prior to commencement of semester one. They are managed by the Continuing Professional Education division of Education Connections.

In addition, a four-week full-time Study Preparation Program is offered to newly enrolled international students in January/February. Australian residents who have no previous tertiary study in Australia are also eligible to enrol in the Study Preparation Program which prepares students for academic study in an Australian health sciences context.

Information about bridging courses is sent out with offers of admission into undergraduate and graduate programs. Prospective students are advised to complete the appropriate course if in any doubt as to their capacity in any of the above areas.
Table 4.1: Undergraduate and postgraduate prizes and scholarships

<table>
<thead>
<tr>
<th>Award or prize</th>
<th>Value</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>School of Applied Vision Sciences</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The John Pockley/Patricia Lance Prize</td>
<td>$100</td>
<td>Awarded to the student with the highest general proficiency demonstrated in the Bachelor of Applied Science (Orthoptics) course.</td>
</tr>
<tr>
<td>The Orthoptic Association of Australia, NSW Branch Prize</td>
<td>$150</td>
<td>Awarded to an honours student with the highest marks for a report in the Bachelor of Applied Science (Orthoptics) Honours course.</td>
</tr>
<tr>
<td><strong>School of Communication Sciences and Disorders</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The NSW Branch of the Speech Pathology Prize</td>
<td>$200</td>
<td>Awarded to the student with the highest general proficiency in the Bachelor of Applied Science (Speech Pathology) course.</td>
</tr>
<tr>
<td>The Private Speech Pathologists' Association of NSW Prize</td>
<td>$100</td>
<td>Awarded to the student with the highest marks for a report in the Bachelor of Applied Science (Speech Pathology) course.</td>
</tr>
<tr>
<td><strong>School of Exercise and Sport Science</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Gatorade Prize</td>
<td>$250</td>
<td>Awarded to the third year student with the highest general proficiency in the Bachelor of Applied Science (Exercise and Sport Science) course.</td>
</tr>
<tr>
<td>The NSW Institute of Sport Prize</td>
<td>$250</td>
<td>Awarded to the student with the highest general proficiency in the Bachelor of Applied Science (Exercise and Sport Science) course.</td>
</tr>
<tr>
<td>The Sports Medicine Australia (NSW) Prize</td>
<td>$100*</td>
<td>Awarded to the student with the highest general proficiency in the Bachelor of Applied Science (Exercise and Sport Science) course.</td>
</tr>
<tr>
<td><strong>School of Health Information Management</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Hilda Roberts Memorial Prize</td>
<td>$100</td>
<td>Awarded to the most proficient student on completion of the final year in the Bachelor of Applied Science (Health Information Management) course.</td>
</tr>
<tr>
<td>The National Centre for Classification in Health Prize</td>
<td>$100</td>
<td>Awarded to the student with the highest general proficiency in the Bachelor of Applied Science (Health Information Management) course.</td>
</tr>
<tr>
<td>The NSW Health Department Clinical Classification Prize</td>
<td>$200</td>
<td>Awarded to the student with the highest general proficiency in the Bachelor of Applied Science (Health Information Management) course.</td>
</tr>
<tr>
<td><strong>School of Medical Radiation Sciences</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic Achievement, Year 1, School Award</td>
<td>$200</td>
<td>Awarded to the student with the highest general proficiency in the Bachelor of Applied Science (Medical Radiation Sciences) course.</td>
</tr>
<tr>
<td>Academic Achievement, Year 1, Stream Award</td>
<td>$100</td>
<td>Awarded to the student with the highest general proficiency in the Bachelor of Applied Science (Medical Radiation Sciences) course.</td>
</tr>
<tr>
<td>Academic Achievement, Year 2, School Award</td>
<td>$200</td>
<td>Awarded to the student with the highest general proficiency in the Bachelor of Applied Science (Medical Radiation Sciences) course.</td>
</tr>
<tr>
<td>Academic Achievement, Year 2, Stream Award</td>
<td>$100</td>
<td>Awarded to the student with the highest general proficiency in the Bachelor of Applied Science (Medical Radiation Sciences) course.</td>
</tr>
<tr>
<td>RadSoft Award for Excellence in Therapy Planning</td>
<td>$350</td>
<td>Awarded to the student with the highest general proficiency in the Bachelor of Applied Science (Medical Radiation Sciences) course.</td>
</tr>
<tr>
<td>The Jillian Salter Memorial Award</td>
<td>$300</td>
<td>Awarded to the non-metropolitan student with the highest general proficiency in the Bachelor of Applied Science (Medical Radiation Sciences) course.</td>
</tr>
<tr>
<td>The Kodak Award for Excellence</td>
<td>$200</td>
<td>Awarded to the student with the highest general proficiency in the Bachelor of Applied Science (Medical Radiation Sciences) course.</td>
</tr>
<tr>
<td>The Dianne Court Memorial Award for Academic Excellence</td>
<td>$300</td>
<td>Awarded to the student with the highest general proficiency in the Bachelor of Applied Science (Medical Radiation Sciences) course.</td>
</tr>
<tr>
<td>The Dianne Court Memorial Award for Clinical Excellence</td>
<td>$300</td>
<td>Awarded to the student with the highest general proficiency in the Bachelor of Applied Science (Medical Radiation Sciences) course.</td>
</tr>
</tbody>
</table>
Table 4.1: Undergraduate and postgraduate prizes and scholarships (continued)

<table>
<thead>
<tr>
<th>Award or prize</th>
<th>Value</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>School of Occupation and Leisure Sciences</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Diversional Therapy Association of NSW Prize</td>
<td>$200</td>
<td>Awarded to the student with the highest aggregate marks for the units in Client Groups Strand in the Bachelor of Applied Science (Leisure and Health) course.</td>
</tr>
<tr>
<td>The Novartis Pharmaceuticals Prize</td>
<td>$100</td>
<td>Awarded to the student with the highest aggregate mark in the units Occupational Role Development I and II in the Bachelor of Applied Science (Occupational Therapy) course.</td>
</tr>
<tr>
<td>The Biographical Association of Occupational Therapy Prize</td>
<td>$100</td>
<td>Awarded to the student with the highest aggregate marks in Therapists’ Prize the units Occupational Therapy Theory and Process I, II, III, IV and V in the Bachelor of Applied Science (Occupational Therapy) course.</td>
</tr>
<tr>
<td>The Smith and Nephew Prize for Human Occupations products to value of $350</td>
<td></td>
<td>Awarded to the student with the highest aggregate marks in Human Occupations IA, IB, IIA, IIB, III and IV in the Bachelor of Applied Science (Occupational Therapy) course.</td>
</tr>
<tr>
<td><strong>School of Physiotherapy</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Australian Physiotherapy Association Prize</td>
<td>$250</td>
<td>Awarded to the most proficient graduand in the Bachelor of Applied Science (Physiotherapy) course.</td>
</tr>
<tr>
<td>The Cardiothoracic Prize</td>
<td>$250</td>
<td>Awarded to the student exhibiting the highest standard of Clinical Education Prize practice in the Bachelor of Applied Science (Physiotherapy) course.</td>
</tr>
<tr>
<td>The Murray Allan Memorial Prize for Manual Therapy</td>
<td>$200</td>
<td>Awarded to the student exhibiting the highest proficiency in Cardiopulmonary Physiotherapy in the Bachelor of Applied Science (Physiotherapy) course.</td>
</tr>
<tr>
<td>The Rosemary Wilson Memorial Prize for Caring and Giving</td>
<td>$100</td>
<td>Awarded to the student who is judged as having best shown awareness of patients’ total needs and real empathy with patients’ physical, psychological and emotional needs in the Bachelor of Applied Science (Physiotherapy) course.</td>
</tr>
<tr>
<td>The LifeCare Prize for Excellence in Musculoskeletal Physiotherapy</td>
<td>$500</td>
<td>Awarded to a graduating physiotherapy student who has demonstrated excellence in Musculoskeletal Physiotherapy in the Bachelor of Applied Science (Physiotherapy) course.</td>
</tr>
<tr>
<td>The School of Physiotherapy Nomination Prize</td>
<td>$100</td>
<td>Awarded to a final year student as determined by their peers who has shown outstanding personal achievement in the Bachelor of Applied Science (Physiotherapy) course.</td>
</tr>
<tr>
<td><strong>Faculty awards</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Murray F. Allan Memorial Award</td>
<td>$100</td>
<td>Awarded to the student exhibiting the most outstanding services to students. Open to students of every School in their final year of study.</td>
</tr>
<tr>
<td>Cumberland Student Guild Graduation Award</td>
<td>$1,000</td>
<td>Awarded to the best graduating student on the Cumberland Campus with regard to academic, sporting and voluntary achievements on and off campus.</td>
</tr>
</tbody>
</table>

**Scholarships**

For a full list of scholarships available to undergraduate or postgraduate students, see the University Web site at www.usyd.edu.au/su/study/scholarships.shtml.

**Postgraduate awards**

A limited number of competitive Australian Postgraduate Awards are made available to assist students undertaking full-time PhD or Master’s by research courses at Australian universities.

Applicants are expected to have an undergraduate record at honours level or to a Master’s degree. Students with outstanding professional experience can apply.

The Awards are available to Australian citizens and permanent residents. Selection is based primarily on academic merit and relevant experience, and is highly competitive.

The closing date for applications is 31 October of each year. Application forms are on the University Web site. For additional information contact:

Research Training
The Research Office
Main Quadrangle, A14
The University of Sydney NSW 2006
Phone (02) 9351 3250. Fax (02) 9351 3256

**Clinical supervisory positions for postgraduate students**

Qualified Speech Pathologists are regularly employed by the School of Communication Sciences and Disorders on a full or part-time basis to provide supervision to the School’s undergraduate students in clinical practice.

Post-graduate students who are qualified Speech Pathologists may be offered employment in some of these supervisory positions. Preference will be given to full-time students but part-time students are not precluded from these opportunities. For further information, contact the Director of Clinical Education in the School of Communication Sciences and Disorders on (02) 9351 9450.

**Research assistantships**

Each year, financial assistance in the form of vacation studentships is made available in which students work with staff members on funded research projects. Students are encouraged to seek advice and information on a regular basis from School/ Centre staff.

**Financial assistance**

**Youth Allowance**

Students under 25 may be eligible for Youth Allowance. Eligibility is based in part on income and assets tests. Students who can establish Independence (usually on self-support through employment plus having left school for 18 months) will be assessed on personal assets and fortnightly income, and if applicable, on those of their long-term partner. Dependent students are assessed on their parents’ joint taxable income for the 2000/2001 financial year and also on their own fortnightly income. In general, students have to be full-time in each semester, which means having a HECS-weighted workload of 0.375 or above, however, a special 2/3 concession may be applicable (with a reduced workload as low as 0.332) in some cases. Student Administration in Administration block can provide information and details on your load. Rent Assistance and Travel Allowance may be payable.

**Austudy**

Students over 25 may be eligible for Austudy and do not have to prove Independence. While parental income and assets aren’t applicable, those of the applicant and their long-term partner are. The same workload requirements and concessions apply as for Youth Allowance claimants. Masters and PhD courses do not
attract Austudy. If assistance is claimed for a second undergraduate degree, benefits are not payable for the full period of this course. Rent Assistance and Travel Allowance are not payable.

Advanced Standing
Youth Allowance and Austudy claimants who apply for and receive Advanced Standing (credit) for previously completed subjects from another course should take care that the affected semester workload is not reduced below the level which would attract either form of assistance. (See workload requirements above). Students applying for Advanced Standing should read carefully the information on this topic mailed to them by Student Administration.

ABSTUDY
Contact Centrelink ABSTUDY Information on 132 317 for forms and information.

Further information and claim forms
Youth Allowance and Austudy forms and handouts are available on request from Reception on Level 3 of the Guild Building.

Support services
The Student Guild's Resource Officer, as a student advocate, advises students on a wide range of matters including all aspects of the Youth Allowance (YA) and Austudy schemes administered by Centrelink. The Resource Officer provides assistance in completing forms, explaining in detail your legal rights and obligations, liaising with Centrelink on your behalf, explaining how the Income Bank works and how to use it to your advantage, and if students are eligible, help them claim Rent Assistance and/or Travel Allowance.

The Resource Officer is a useful first contact for any legal, insurance, taxation and tenancy queries students may have and if appropriate, the Resource Officer will then refer students to a specialist.

Cumberland Student Guild Administration on Level 3 of the Student Guild Building (Building U) has a supply of forms and information handouts that are available on request. Alternatively students may contact Centrelink on 132 490 or visit a local Centrelink office.

Loans
A Short Term Loan Fund has been established from funds provided by the Australian Government under the Special Assistance for Students Program.

Loans are available to students who are Australian citizens or permanent residents to help with essential living expenses (housing bonds, rent, household bills, emergencies) and study expenses (text books and equipment, clinical placements and thesis production). Interest free loans are also available to both full-time and part-time students to cover compulsory subscriptions payable on enrolment. These loans are repayable by 30 April.

Loans are not approved for payment of HECS, purchase of cars, holidays, personal computers or financial penalties - eg, traffic fines.

Students seeking assistance from the fund should obtain an application form from Student Welfare Services (Cumberland). The maximum amount of the loan is normally $500, with an interest free period of twelve (12) months. (Non-award students are ineligible to apply for assistance from the fund)

University policies and procedures
• The University is concerned for the health and safety of students, staff and visitors, and makes every effort to prevent exposures to hazardous situations. The University has a range of occupational health and safety policies and guidelines which you can refer to for assistance. These, as well as useful links to other health and safety information sources, can be found at the following Web site www.usyd.edu.au/su/ohs/index.html

Other information
Conduct
Acceptance as a student in the Faculty implies an undertaking on the part of the student to observe the resolutions and rules of the Faculty and Statutes of The University of Sydney. Students are expected to conduct themselves in an acceptable manner. Smoking, eating, drinking, and use of mobile phones are not permitted during lectures, tutorials, clinical sessions, examinations or in the Health Sciences Library.

Members of the staff on the Cumberland campus, both academic and non-teaching, have a responsibility to maintain orderly and acceptable conduct and to report any breach of regulations occurring on the campus.

Misconduct on the Cumberland campus will be dealt with under the rules of the Faculty and the Statutes of The University of Sydney.

Attendance at classes
It is expected that students will attend classes as required by the unit coordinator. A student who has not satisfied the attendance requirements for a unit laid down by the school in which the unit is offered may be refused permission to be considered for assessment or to sit for an assessment in that unit.

In the case of protracted illness or of absence arising from some other unavoidable cause, a student on presentation of appropriate documentation may be excused from attendance at classes by the head of school or centre for a period not exceeding two months in any one year. In the case of absences in excess of two months, students must apply for Leave of Absence.

Insurance
Please refer to the chapter on Clinical Education for information on insurance.

Change of address
Students are required to notify Student Administration (Cumberland), of any changes in their addresses as soon as possible. Notice of a change of address must be made in writing or by email. The University cannot accept responsibility if official correspondence fails to reach a student who has not notified the Head, Student Administration (Cumberland), of a change of address.

Official notices
Official notices (such as examination timetables) are displayed on the Official Notice Boards on the Cumberland campus. Students are expected to be acquainted with the contents of those announcements which concern them.

The Official Notice Boards are located in:
• A Block, northern entrance
• R Block, outside main entrance.

Student records
Student records are issued with the authority of the Registrar by Student Administration (Cumberland). Student records shall include:
• end-of-semester Assessment Result Notices;
• transcripts of Academic Records;
• any other student records approved by the Head, Student Administration (Cumberland).

Transcripts of academic records are available to:
• individual students, upon written request;
• third parties, upon receipt of a written authority of the student; institutions or organisations approved by the Head, Student Administration (Cumberland) from time to time.

At graduation two transcripts will be issued free of charge. On other occasions, the issue of two transcripts costs $11.

Course work
Assignments, class exercises, practical work and other set work regarded as course requirements, will be assessed and will be included in the overall assessment of students at the conclusion of each assessment period. The relative weighting of components
of the overall assessment will be the responsibility of the teaching school.

Failure to complete assignments, class exercises or other set work will mean that the student may not be eligible for a passing grade in the unit concerned.

The Faculty reserves the right to retain at its own discretion a copy of any essay, thesis, or other work executed by students as part of their courses, or submitted for any award or competition conducted by the University.

Access to buildings after hours
Approval for after hours access to buildings must be obtained from the relevant head of school or centre.
5 Fees and charges

1. Compulsory Student Guild fees
All Students on the Cumberland campus are required, as a condition of their enrolment, to become members of the Cumberland Student Guild. Postgraduate students are also required to be a member of and pay subscriptions to the Sydney University Representative Association (SUPRA).

Note: Exemptions from being a member or paying subscriptions may be granted on certain grounds specified in the University of Sydney calendar. Students granted exemptions on the grounds of conscience will have their membership fee transferred to the Jean D Foley Bursary Fund.

Students enrolling for one semester only pay a reduced fee. 

Extension of time for payment of Student Guild fees
Any student ‘defer’ paying their compulsory Student Guild Fees may apply before the due date to the Head, Student Welfare Services (Cumberland) for an interest free loan. This loan is repayable by the last working day in April.

2. Course tuition fees for postgraduate programs
All postgraduate coursework programs in the Faculty (except Rehabilitation Counselling) have become fee-paying. Students who enrol in these programs are exempt from payment of the Higher Education Contribution. The fee associated with these programs is determined annually and will be levied by semester of enrolment. Non-payment of course fees by the specified date may result in the student's enrolment being cancelled.

3. Higher Education Contribution Scheme
The Australian Government requires students to contribute to the cost of their higher education. Students enrolled in courses for which tuition fees are charged are exempt from paying HECS as are all students who have received an Australian Postgraduate Award and some other categories of students.

HECS is calculated each semester and represents the proportion of the normal full-time equivalent load for the year of the course in which the student enrolled. Students have the option of paying 'up-front' in which case a discount of 25 percent is given or to defer payment whereby their liability is discharged through the taxation system when their taxable income reaches a certain level. Students may also opt to make a partial payment of at least $500 up-front, in which case the discount of 25 percent is given on the partial payment. Students who elect to defer payment or who make a partial payment are required to provide details of their Tax File Number.

Further information about HECS is given in the booklet HECS - Your Questions Answered 2002 issued at enrolment and available all year round from the Student Enquiries Counter or the HECS Enquiry Line phone 1800 020 108 or on the HECS Web site at www.hecs.gov.au.

4. Research Training Scheme (RTS)
In the year 2000 the Commonwealth Government announced two new performance-based funding schemes to be administered by the Department of Education, Training and Youth Affairs: the Institutional Grants Scheme (IGS); and the the Research Training Scheme (RTS). From 2001 new commencing higher degree by research (HDR) students were enrolled under the RTS. The RTS replaces the Research Higher Education Contribution Scheme (HECS). It provides HECS exemptions for Commonwealth-funded HDR students for the duration of an accredited HDR course, up to a maximum of four (4) years full time equivalent study for a Professional Doctorate/PhD by research and two (2) years full time equivalent for a Master's by Research.

Doctoral students who are granted an extension beyond the four year maximum are not funded by the Commonwealth and may be required to pay fees by the University. Similarly master's students granted an extension beyond two years may be required to pay fees by the University.

Where an RTS student changes his or her course of study, say from one master's degree to another, the period of entitlement will remain unchanged.

Where a student completes a master's by research and then has his or her candidature upgraded to a Professional Doctorate/PhD by research, the student will be limited to a maximum of four years RTS funding. RTS students may transfer to another institution provided the new institution has an RTS place available. The receiving institution will be required to obtain details from the student regarding his or her enrolment and consumption of RTS entitlement at the previous institution and determine the remaining entitlement.

For more information on the RTS, and policies and regulations governing research students, you are strongly advised to refer to the University's Research Postgraduate Handbook or the Web site at www.usyd.edu.au/su/ab/ committees/commi tees.html.

5. Postgraduate Education Loan Scheme
The Postgraduate Education Loan Scheme (PELS) is an interest-free loans facility for eligible students who are enrolled in fee-paying postgraduate non-research courses. It is similar to the deferred payment arrangements available under the Higher Education Contribution Scheme (HECS). PELS enables eligible students to obtain a loan from the Commonwealth Government to pay all or part of their tuition fees incurred from 2002 onwards. It is available for both commencing and continuing students. The Commonwealth pays the amount of the loan directly to the student’s institution. Students repay their loan through the taxation system once their income reaches the minimum threshold for compulsory payment.

All local students enrolled in fee-paying postgraduate course awards are eligible for PELS. Eligibility also extends to Australian Permanent Residents in the same way as does HECS - ie, Australian Permanent Residents will be eligible for PELS for the three years following the granting of Permanent Residence. Thereafter, should Australian Citizenship not have been achieved, eligibility will be denied with full fee-paying being the only remaining option.

New Zealand Citizens are not eligible for PELS. PELS is administered under the Higher Education Funding Act 1988 by the Department of Education, Training and Youth Affairs, the Australian Taxation Office (ATO), and higher education institutions.

For further information regarding PELS please contact the HECS Enquiry Line, phone 1800 020 108 or visit the Web site at www.hecs.gov.au/whatsnew.htm.

6. Continuing International Students
Fees for First Semester must be paid by 14 January 2002 and for Second Semester by 28 June 2002. For further information on methods of payment and payment options, please contact the International Admissions Coordinator in Student Administration (Cumberland Campus), Block A on phone (02) 9351 9485 or the International office at Services Building, Corner of Abercrombie and Codrington Streets, Redfern, phone (02) 9351 4161.

7. Notes and Manuals
Schools publish manuals for many units of study, ranging in cost from $2 to $50 (in 2001). Purchase of manuals is optional, but highly recommended. Copies of manuals are available in the Library’s Closed Reserve, and in some cases on the Internet. Notes/manuals will be sold in the foyer of E block during the first week of semester. Students in some courses are required to pay a fee for use of equipment or supply of materials used.
8. Failure to meet Financial Liabilities
Students who are financially indebted to the University and have not made acceptable arrangements for settlement of their obligations are not entitled to use the University's facilities and their enrolment may be cancelled. They will not be permitted to register for a further semester, to attend classes or examinations, or to be granted any official credentials. Cancellation of enrolment applies if any portion of fees or the supply of a required tax file number is outstanding at the census date in the relevant semester, that is, 31 March for First Semester and 31 August for Second Semester. Reinstatement of enrolment, if approved, may require payment of a $100 fee.

9. Refund policy

Refund of Student Guild fees
(a) If written notice of discontinuation of a course is received by 31 March, all Student Guild Fees paid will be refunded.
(b) Students who formally discontinue or vary their course of study after the Census Date of 31 March and consider themselves eligible for a refund for all or part of fees paid to the student organisations, may write to the Executive Officer of the Cumberland Student Guild detailing their case.

Refund of HECS
If, following some variation of enrolment, a student becomes eligible for a refund of all or part of an 'up-front' Higher Education Contribution, the amount of the refund will be notified in the 'Confirmation of Enrolment' notice and the refund will be processed.

Requests for refund of any other fees or contributions should be directed in writing to the Head, Student Administration (Cumberland) and should detail fully the grounds upon which the request is based.

Refund of Course Tuition fees
Students who withdraw or take leave of absence before the Census date of each semester (ie, 31 March for First Semester, 31 August for Second Semester) will be reimbursed 100% of the tuition fee paid.

Students who withdraw or take leave of absence after the census date of 31 March for First Semester or 31 August for Second Semester, will not be given any refunds for fees paid.
6 Research degrees

The Faculty offers a wide range of doctoral and master's graduate programs and students may choose either a research or a coursework pathway. Research degree programs include the Doctor of Philosophy (PhD), the Doctor of Health Science (HScD) and master's by research program options. In all of these programs' core is independent research and study leading to the production of a thesis; some research degree programs (such as the HScD) also include coursework. Coursework programs, on the other hand, are those undertaken primarily by enrolment in a specific number of structured units of study; these may also include an opportunity to undertake a small research project (usually at the honours level).

Information in this chapter should be read in conjunction with the Senate Resolutions in the University of Sydney Calendar and the University Postgraduate Research Studies Handbook.

Doctor of Philosophy (PhD)

1. Admission to candidacy

(1) An applicant for admission as a candidate for the degree shall, except as provided in subsections (2) and (3), hold or have fulfilled all the requirements for: (a) the degree of master, or (b) the degree of bachelor with first or second class honours.

(2) A faculty may admit as a candidate for the degree an applicant holding the degree of bachelor without first or second class honours after the applicant has passed a qualifying examination at a standard equivalent to the bachelor's degree with first or second class honours, provided that a faculty may exempt an applicant from the qualifying examination if the applicant has obtained a high distinction or distinction in the highest course available in the subject or subjects relevant to the proposed course of advanced study and research.

(3) The Academic Board has endorsed an interpretation of the qualifying examination as including completion of a period of relevant full-time or part-time advanced study and research towards a master's degree in The University of Sydney, at such a standard as would demonstrate to the satisfaction of the faculty that the candidate is suitably prepared in the particular field of study to undertake candidacy for the degree of Doctor of Philosophy.

(4) The Academic Board may, in accordance with this Section, admit as a candidate for the degree an applicant holding qualifications which, in the opinion of the faculty concerned and of the Academic Board, are equivalent to those prescribed in subsections (1) and (2) above and such candidate shall proceed to the degree under such conditions as the Academic Board may prescribe.

(5) An applicant for admission to candidacy shall submit to the faculty concerned: (a) a proposed course of advanced study and research, approved by the head of the department in which the work is to be carried out, to be undertaken by the applicant in a department of the University, and (b) satisfactory evidence of adequate training and ability to pursue the proposed course.

(6) The faculty may require a candidate, as part of the evidence of the candidate's training and ability to pursue the proposed course, to pass a special examination.

(7) A reference in this Section to a department includes a reference to one or more departments, one or more schools, an interdepartmental committee and an interschool committee.

2. Probationary acceptance

(1) A candidate may be accepted by a faculty on a probationary basis for a period not exceeding one year and upon completion of this probationary period, the faculty shall review the candidate's work and shall either confirm the candidate's status or terminate the candidacy.

(2) In the case of a candidate accepted on a probationary period under section 2 (1), the candidacy shall be deemed to have commenced from the date of such acceptance.

3. Control of candidacy

(1) Each candidate shall pursue his or her course of advanced study and research wholly under the control of the University.

(2) Where a candidate is employed by an institution other than the University, the faculty or college board may require a statement by that employer acknowledging that the candidacy will be under the control of the University.

4. Other studies during the candidature

A candidate may be required by the head of department or the supervisor to attend lectures, seminar courses or practical work courses or to undertake courses and, if required, the assessment for such courses, subject to the approval of any other head of department concerned.

5. Earliest date for submission

(1) Except as provided in section 5 (2), a candidate may not submit a thesis for examination earlier than the end of the sixth semester of candidature.

(2) A faculty or college board may permit a candidate holding any of the following qualifications of The University of Sydney or from such other institution as the faculty or college board may approve, to submit a thesis for examination not earlier than the end of the fourth semester of candidature:

(3) Notwithstanding the provisions of section 5 (1) and (2) the faculty may, on the recommendation of the head of department and supervisor concerned, permit a candidate to submit a thesis for examination up to one semester earlier than prescribed if, in the opinion of the faculty, evidence has been produced that the candidate has made exceptional progress in his or her candidature.

6. Latest date for submission

(1) Except as provided in Section 6 (2) to (3), a candidate shall submit the thesis for examination not later than the end of the eighth semester of candidature.

(2) A candidate whose candidature has been part-time throughout shall submit the thesis for examination not later than the end of the sixteenth semester of candidature.

(3) The time limits set out in Section 6 (1) to (2) apply to candidates who commence candidature after 31 December 2000. Candidates who commenced candidature prior to this date may choose to proceed in accordance with the Rules in force at the time when they commenced candidature.

(4) The relevant dean may permit a candidate to submit the thesis for examination after a period of time greater than the maximum periods specified.

7. Location

(1) Subject to the annual approval of the supervisor, head of department and faculty or college board, the candidate shall pursue the course of advanced study and research either: (a) within the University including its research stations and teaching hospitals; (b) on fieldwork either in the field or in libraries, museums or other repositories; (c) within industrial laboratories or research institutions or other institutions considered by the faculty or college board concerned to provide adequate facilities for that candidate; or (d) within a professional working environment; and shall attend at the University for such consultation with the supervisor and shall participate in such departmental and faculty or college seminars as shall annually be specified.

(2) A candidate pursuing candidature outside Australia must also complete a minimum of two semesters of candidature within the University before submission of the thesis.

(3) When recommending the detailed annual conditions for each candidate's particular course of advanced study and research the supervisor and head of department must indicate whether they are satisfied that the proposed supervision arrangements will be satisfactory.
8. Progress

(1) At the end of each year each candidate shall provide evidence of progress to the satisfaction of the supervisor and head of department concerned and any Departmental or Faculty Postgraduate Review Committee.

(2) On the basis of evidence provided, the head of department shall recommend the conditions of candidature to apply for the following year and may require the candidate to provide further evidence of progress at the end of one semester or such other period as the head of department considers appropriate.

(3) If a candidate fails to submit evidence of progress or if the head of department concerned considers that the evidence submitted does not indicate satisfactory progress, the faculty or college board may, on the head's recommendation, call upon that candidate to show cause why that candidature should not be terminated by reason of unsatisfactory progress towards completion of the degree and where, in the opinion of the faculty or college board, the candidate does not show good cause the faculty or college board may terminate that candidature or may impose conditions on the continuation of that candidature.

9. The thesis

(1) On completing the course of advanced study and research, a candidate shall present a thesis embodying the results of the work undertaken, which shall be a substantially original contribution to the subject concerned. The candidate shall state, generally in the preface and specifically in notes, the sources from which the information is derived, the animal and human ethical approvals obtained, the extent to which the work of others has been made use of, and the portion of the work the candidate claims as original.

(2) A candidate may also submit in support of the candidature any work which has been presented for a degree or approved cotutelle agreement, a candidate may not present as the thesis any work which has been presented for a degree or diploma at this or another university, but the candidate will not be precluded from incorporating such in the thesis, provided that, in presenting the thesis, the candidate indicates the part of the work which has been so incorporated.

(4) A candidate shall submit to the Registrar four copies of the thesis in a form prescribed by resolution of the Academic Board and four copies of a summary of about 300 words in length.

(5) The thesis shall be accompanied by a certificate from the supervisor stating whether, in the supervisor's opinion, the form of presentation of the thesis is satisfactory.

10. Form of the thesis

Four copies of the thesis shall be submitted for examination for the degree of Doctor of Philosophy and shall normally be submitted in one of the forms set out below in sections 1 and 2.

(1) The four copies may be bound in either a permanent or temporary form as set out in subsections (a) and (b).

(a) A thesis submitted in permanent binding shall be on international standard A4 size paper sewn and bound in boards covered with bookcloth or buckram or other binding fabric. 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 or on the title page. 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 title abbreviated. Supporting material should be bound in the back of the thesis as an appendix or in a separate set of covers.

(b) A thesis submitted in a temporary binding should be strong enough to withstand ordinary handling and postage. The preferred form of temporary binding is the 'perfect binding' system - ring-back or spiral binding is not acceptable. A thesis submitted in temporary form shall have fixed to the cover a label clearly identifying the name of the candidate, the title of the thesis and the year of submission. The Xerox Demand Binding system is acceptable for both temporary and permanent purposes.

(2) A thesis may also be submitted in electronic form in accordance with the provisions of section 3.

(a) When a thesis is submitted in electronic form, four copies must be submitted as set out in subsection (b).

(b) A thesis submitted in electronic form must normally be submitted on disk and must be in a format which the faculty determines as acceptable to both the candidate and the examiner(s), with the same structure as the ultimate printed version referred to in sections 1(a) and 4, and each chapter must be in a separate document. 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. 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. Individual faculties may determine, however, that the copy for retention in the faculty office may also be submitted in electronic form.

(3) Procedures for electronic submission of theses:

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 provide earlier advice of their intent to submit so that arrangements may be made with prospective examiners. The usual examination process will be followed when a thesis is submitted electronically, except as set out below.

(a) A student who wishes to submit electronically must so advise the supervisor and the department with prospective examiners.

(b) Examiners must be selected in the normal way and no regard paid to whether or not they would wish to examine electronically.

(c) When confirming the appointment of examiners, the faculty office shall confirm their willingness or otherwise to examine an electronic version of the thesis.

(d) Prospective examiners must be advised of the format in which the thesis is available in and they must be asked whether or not they will accept it in that format (on disk, but possibly as an email attachment) or in the traditional hard copy form.

(e) Under certain circumstances particular specialised electronic applications may form part of the thesis. In such circumstances, it should be ascertained that the examiner has the capability to accept this format, and this must be done three months prior to submission.

(f) If an examiner advises that he or she does not wish to examine electronically, then the examiner will be sent a hard copy of the thesis.

The regulations governing the award of Doctor of Philosophy degree are printed in the University Postgraduate Research Studies Handbook available from Student Administration and is also available on the Web at www.usyd.edu.au/su/ab/committees/committees.html. For a list of discipline areas of research, please refer to page 10.
**Doctor of Health Science (HScD)**

This new professional doctorate program is the Faculty of Health Science's latest contribution to meeting the educational needs of today's health professionals. The professional doctorate brings together opportunities to extend professional knowledge and practice and to carry relevant research in health professional settings.

The Faculty of Health Sciences at The University of Sydney has for many years had a strong national and international reputation for its higher degrees and research programs. Its concern to improve practice at all levels and segments of the health care system on the basis of rigorous research and scholarship has attracted students from all over the world. Many of its graduates now hold very senior positions throughout Australia and overseas. The Doctor of Health Science program represents an important development of this tradition.

**Program aims and conceptual framework**

The professional doctorate is designed to provide specific professional development for health professionals who wish to acquire the knowledge and skills required to assume leadership roles as health professional practitioners, for example as program planners, clinical managers, and/or educators. It will support the development of a high standard of relevant academic and clinical skills in health professionals through an emphasis on systematic and scientific investigation to interpret theory and research, critique current methods and intervention, and translate these findings into a form which can direct present and future practice.

![Table 6.1: Doctor of Health Science](image)

![Course design](image)
Admission requirements
The Dean may admit an applicant to candidature for the degree if the applicant holds or has fulfilled the requirements for:
(a) Bachelor of Applied Science with First or Second Class Honours from The University of Sydney, or an undergraduate degree in the health sciences deemed to be equivalent, or
(b) Master of Applied Science from The University of Sydney, or
Master of Health Science from The University of Sydney with a credit average, or equivalent, and
(c) A minimum of three years recent, full-time experience in the health field.

Coursework units of study
There will be three core units of study:
• Theory in the Health Professions
• Research and Inquiry in the Health Professions, and
• Foundations for Doctoral Studies.
These core units will be offered, on a Faculty-wide basis, specifically for the doctoral program. Electives will be chosen from the large range of graduate units of study currently offered within the Faculty and University. Details of the Faculty elective units can be found in chapter 17.
Electives must be chosen in consultation with the Course Coordinator, and approved by the head of the academic unit(s) in which the units are offered.

Credit Transfer
An applicant applying for credit transfer will have satisfied the admission criteria listed above and have demonstrated a high level of competency (with at least credit level grades) in the completed graduate coursework for which credit transfer is requested. Approval for credit transfer will be granted by the Head of the School responsible for HScD administration (currently this is the Head of the School of Behavioural and Community Health Sciences). This HOS approval will be based on the recommendation of the academic coordinator, in consultation with the candidate’s supervisor/s. Normally, credit transfer will only be granted for previously completed units of study that can be demonstrated as directly contributing to the candidate’s total program of study in the Doctor of Health Science degree.

General faculty policy on credit transfer for the professional doctorate, together with specific policy in relation to core, elective and research units of study is listed below.

General
In general, no more than 50% of the total coursework credit points (total is 48 credit points) will be granted credit transfer for the HScD coursework units of study.
Credit transfer will only be granted for units of study undertaken within the last 5 years.

Core units of study
Normally no credit transfer is granted for core units of study. In exceptional circumstances, credit may be granted if students can show that they have completed these units of study, or highly equivalent units of study, in another award program.
Students should forward applications for credit transfer in core units of study to the academic coordinator who will in consultation with the relevant core unit of study coordinator, make recommendations to the Head of the School responsible for HScD administration.

Elective units of study
Students will consult with their supervisor regarding credit transfer for elective units of study. Credit transfer will be granted for already completed units of study if the supervisor in consultation with the academic coordinator considers the completed units as relevant to the candidate's thesis research project. Credit transfer applications must be signed off by the candidate’s supervisor and the academic coordinator and approved by the Head of School of School responsible for HScD administration.
Students should note that some electives are only available by distance mode while others are only available on-campus mode. Details of mode of availability are included in the elective description.

Research units of study and Thesis
For those with a part completed candidature in a research master degree up to two semesters (full time equivalent), credit transfer may be granted for the research thesis component. Students should take into account that such credit transfer will reduce the minimum time of thesis submission and may also reduce the amount of HECS exemption.

The amount and nature of credit transfer in the research thesis will generally be given by the School of School who administers the Professional Doctorate. Advice will be sought from the thesis supervisor in discussion with the Professional Doctorate academic coordinator and in conformity with University rules.

Doctoral Colloquia
Students will be expected to present three (3) to four (4) research colloquia to their peers. Three (3) will take the form of ‘work in progress’ colloquia. The fourth and last of which might be analogous to an oral defense of the nearly completed thesis. Colloquia will normally be arranged for presentation mid-year in a ‘conference-type’ format. One of the aims of the colloquium will be to reduce the isolation most students feel while undertaking a research degree and to introduce intermediate goals towards completion. It is expected that off-campus students will be incorporated into the common learning community of this program using flexible modes of delivery and through attendance at the research colloquia.
Candidates completing the award in off-campus mode are expected to attend the mid-year colloquium. It is expected that during the period of ‘residence’ off-campus students will also make contact with significant academic staff within the Faculty.

The Thesis
(1) The candidate shall present a thesis of 60 000 words (or equivalent) in length, which shall be a substantial and original contribution to the subject concerned. The thesis shall carry a credit point value of 96 credit points. The candidate shall state the sources from which the information is derived, the extent to which the work of others has been made use of, and the portion of the work that the candidate claims as original.
(2) The topic of the thesis shall be approved by Faculty.
(3) The dean on the recommendation of the head of academic unit shall appoint a supervisor who shall be a member of the academic staff of the Faculty. In appropriate cases the Dean may appoint an associate supervisor.
(4) A candidate may not present as the thesis any work which has been presented for a degree at this or any other university, but the candidate will not be precluded from incorporating such work in the thesis, provided that, in presenting the thesis, the candidate indicates the part of the work which has been incorporated.
(5) A candidate shall submit to the Registrar four copies of the thesis in a form prescribed by the Faculty.
(6) The thesis shall be accompanied by a certificate from the supervisor stating whether, in the supervisor’s opinion, the form of presentation of the thesis is satisfactory.
(7) When the degree has been awarded, a copy of the thesis incorporating any required emendations and revisions shall be lodged in the University Library.

Appointment of Examiners
(1) On receiving the thesis and having considered the certificate of the supervisor, the Dean shall consult with the relevant head of academic unit, and if he or she thinks fit, appoint examiners.
(2) If the dean after consultation with the relevant head of academic unit resolves to appoint examiners, she or he shall appoint three independent examiners at least two of whom shall be external. All examiners shall have at least professional doctorate or PhD qualifications.
(3) The Dean shall report the names of the examiners appointed to the Academic Board, which may appoint one or more additional examiners.
(4) In any case where the Dean, having received the thesis and having considered the report of the supervisor, resolves not to appoint examiners, he or she shall report the circumstances to the Academic Board.

Degree Result
Upon completion of the coursework at the level prescribed by Faculty and after consideration of the reports of the examiners on the thesis the Dean shall submit the reports, together with a recommendation concerning the award of the degree, to the Academic Board which shall determine the result of the candidature.

Time limits
(1) Subject to sub-section 1(1) a candidate may proceed either on a full-time or part-time basis.
(2) Except in special circumstances and with the approval of the Dean all candidates shall complete a minimum of six (6) semesters of candidature taken over a period of time and in such manner as approved by the Dean.

(3) Except in special circumstances and with the approval of the Dean a candidate shall complete the requirements for the degree not earlier than the end of the sixth and for a full-time candidate not later than the end of the tenth semester and for a part-time candidate not later than the twentieth semester excluding any period of approved suspended candidature.

(4) A candidate shall prepare annually, before re-enrolment, a statement of the work done by the candidate towards completion of the requirements for the degree and submit it to the approved supervisor.

(5) The supervisor shall also prepare an annual report on the work done by the candidate which shall be shown to the candidate for comment, and the candidate shall sign the report as having sighted the contents.

(6) Both reports shall then be forwarded to the Associate Dean, Graduate Studies within the Faculty.

Further enquiries:
Dr Rodd Rothwell
Academic Coordinator
Phone: (02) 9351 9122
Fax: (02) 9351 9540
Email: r.rothwell@cchs.usyd.edu.au

Table 6.2: Master of Applied Science

Course code 2801: full-time, minimum 1.5 years, maximum 2 years
Course code 2802: part-time, minimum 3 years, maximum 4 years
Course code 2803: off-campus, full-time, minimum 1.5 years, maximum 2 years
Course code 2804: off-campus, part-time, minimum 3 years, maximum 4 years

<table>
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<th>Unit code (old code)</th>
<th>Unit name</th>
<th>Sem 1</th>
<th>Sem 2</th>
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<td>Research Thesis</td>
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</tbody>
</table>

Master by research

Applications
1. An application for admission to a Master's degree program is accepted subject to the availability of facilities and supervision. Courses and arrangements as stated in the Handbook or any other publication, announcement or advice of the Faculty are expression of intent only and are not to be taken as a firm offer or undertaking. The Faculty reserves the right to discontinue or vary such courses, or arrangement of staff allocations at any time without notice.

2. An application shall be made on the prescribed form and shall be lodged with the Head, Student Administration (Cumberland).

3. An application shall normally be made by the end of October immediately preceding the year in which the applicant wishes to register, except that, for a program being conducted for the first time, application for admission shall be made by the specified closing date, as determined by the Head, Student Administration (Cumberland), from time to time.

4. An application may seek admission to a Master's degree program either as a full-time or part-time on-campus or full-time or part-time off-campus student.

Enrolment
1. The Faculty may:
   (a) Permit an applicant to enrol as a Master's degree by research candidate in one of the following Master of Applied Science areas:
       - Australian Stuttering Research Centre
       - Behavioural Science
       - Biomedical Sciences
       - Communication Sciences and Disorders
       - Education
       - Exercise and Sport Science
       - Gerontology
       - Health Information Management
       - Indigenous Community Health
   (b) Permit an applicant to enrol as a Master's degree candidate if the applicant has:
       - Qualified for admission in terms of the admission requirements (see Section on Admission Requirements under each academic unit), OR
       - Been enrolled as a Master of Applied Science/Health Science Qualifying Student in the Faculty and has subsequently carried out such work, passed such examinations and reached such standards as prescribed by the Faculty.

RESEARCH DEGREES

■ Master of Applied Science by research

This generic degree is offered to candidates from a wide range of disciplines and training to pursue their research interest in this Faculty. Students should refer to the school chapters to identify appropriate supervisors.

Coursework may be required where this is considered necessary for the development of the thesis. However the admission criteria for this program may differ from those indicated for each school.

Admission requirements
To qualify for admission to the Master of Applied Science degree, applicants must possess:

- A relevant bachelor's degree from The University of Sydney or other Australian university or an overseas institution of higher education equivalent to an Australian bachelor degree.
- Evidence of general and academic qualifications and experience as will satisfy the Faculty that the applicant possesses the educational preparation and capacity to pursue independent research.

Course outline
The course outline for the Master of Applied Science is presented in Table 6.2.

Medical Radiation Sciences
National Voice Centre
Occupational Therapy
Orthoptics
Physiotherapy
Rehabilitation Counselling
Rehabilitation Research Centre;
Or, Master of Communication Disorders

(5) The supervisor shall also prepare an annual report on the work done by the candidate which shall be shown to the candidate for comment, and the candidate shall sign the report as having sighted the contents.

Further enquiries:
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Academic Coordinator
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Table 6.2: Master of Applied Science

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<td>MASC 1004 (28R01D)</td>
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Master by research

Applications
1. An application for admission to a Master's degree program is accepted subject to the availability of facilities and supervision. Courses and arrangements as stated in the Handbook or any other publication, announcement or advice of the Faculty are expression of intent only and are not to be taken as a firm offer or undertaking. The Faculty reserves the right to discontinue or vary such courses, or arrangement of staff allocations at any time without notice.

2. An application shall be made on the prescribed form and shall be lodged with the Head, Student Administration (Cumberland).

3. An application shall normally be made by the end of October immediately preceding the year in which the applicant wishes to register, except that, for a program being conducted for the first time, application for admission shall be made by the specified closing date, as determined by the Head, Student Administration (Cumberland), from time to time.

4. An application may seek admission to a Master's degree program either as a full-time or part-time on-campus or full-time or part-time off-campus student.

Enrolment
1. The Faculty may:
   (a) Permit an applicant to enrol as a Master's degree by research candidate in one of the following Master of Applied Science areas:
       - Australian Stuttering Research Centre
       - Behavioural Science
       - Biomedical Sciences
       - Communication Sciences and Disorders
       - Education
       - Exercise and Sport Science
       - Gerontology
       - Health Information Management
       - Indigenous Community Health
   (b) Permit an applicant to enrol as a Master's degree candidate if the applicant has:
       - Qualified for admission in terms of the admission requirements (see Section on Admission Requirements under each academic unit), OR
       - Been enrolled as a Master of Applied Science/Health Science Qualifying Student in the Faculty and has subsequently carried out such work, passed such examinations and reached such standards as prescribed by the Faculty.

AND
RESEARCH DEGREES

Master of Applied Science by research

(c) Satisfied the Faculty that the applicant can devote sufficient time to advanced study and research.

AND

(d) An applicant may be required to submit additional information to satisfy Head of school/centre.

See chapter 3 for additional administrative information.

Course requirements

1. General

(a) A qualifying student shall be eligible for consideration for admission to a Master's degree program on completion of a program approved by the Faculty at a level of performance prescribed by the Faculty.

(b) A candidate shall be eligible for admission to the degree of Master of Applied Science if the candidate:

(i) undertakes the prescribed course of study for the degree, and

(ii) completes the prescribed program of the research thesis which involves original investigation or review, and

(iii) submits and has accepted a thesis prepared under the supervision of an academic supervisor appointed by the Faculty.

2. Minimum time

(a) A qualifying student shall not be eligible for consideration for enrolment as a Master's degree candidate until a period of at least one semester has elapsed from initial enrolment.

(b) A candidate shall not normally be eligible for admission to the degree:

(i) in the case of a full-time student, until a period of at least three semesters has elapsed from time of enrolment as a Master's degree candidate, OR

(ii) in the case of a part-time student, until a period of at least six semesters has elapsed from the time of enrolment as a Master's degree candidate.

3. Maximum time

(a) A qualifying student shall complete the program within two years.

(b) A candidate shall present for examination:

(i) in the case of a full-time student, not later than four semesters from the date of enrolment as a Master's degree candidate, OR

(ii) in the case of a part-time student, not later than eight semesters from the date of enrolment as a Master's degree candidate, unless special permission for an extension of time be granted by the Faculty.

4. Discontinuation of enrolment

Notwithstanding the provision of section 3 above, the Faculty may discontinue the enrolment of a Master's degree candidate in less than the maximum time allowed, if it is dissatisfied with the candidate's progress.

5. Fieldwork and supervision

(a) the work other than field work should be carried out in the school/centre and such other areas as appropriate or under such conditions as the Faculty may determine.

(b) the Faculty shall appoint a supervisor from the Academic staff of the Faculty/University.

(c) where the Faculty considers it appropriate, it may appoint an academic associate or co-supervisors. In the case of part-time students, the Faculty may appoint associate or co-supervisors in the student's region or workplace.

6. Progress reports

Every Master's degree candidate is required to complete an annual report on his/her work to the academic supervisor then through the Head of school/centre to the Graduate Studies Committee.

7. Research subject

Not later than two semesters after enrolment as a full-time Master's degree candidate or three semesters after enrolment as a part-time Master's degree candidate, the candidate shall submit the subject of the research thesis for approval by the Faculty. After the subject has been approved it may not be changed except with the written permission of the Faculty.

8. Advisory committee

Each Master's degree student may be provided with an advisory committee to supplement the supervisory assistance provided by the student's appointed supervisor. The Committee would normally be composed of up to three University academic staff and where the supervisor is not from the respective school/centre, one member of that committee will be from the school/centre.

The Committee would be under the Chair of the student's appointed supervisor. The Committee may co-opt persons who are not members of the University academic staff. At no time would the Committee consist of more than four persons.

Following Faculty approval of the student's research thesis subject, the selection of members of the Master's Advisory Committee would be made by the student's supervisor in conjunction with the Head of school/centre. This membership would be submitted to the Graduate Studies Committee for approval on behalf of Faculty.

The Advisory Committee would normally meet at least once each semester to consider the student's progress report. With approval of the student's supervisor, the Committee may meet more frequently. It is expected that each member of the Committee should be available for consultation with the student at mutually convenient times. The arrangement will be negotiated by the student's supervisor and approved finally by the Heads of Schools/Centres involved. The student's supervisor may also require the Committee to assist in matters concerned with the final presentation of the student's research thesis.

The membership of the Advisory Committee may be varied by application to the Graduate Studies Committee. Approval will be granted if the new Advisory Committee is appropriate and arrangements for membership have been made with the Heads of school/centre involved.

Research thesis

1. On completion of studies, a Master's degree candidate will submit a thesis which complies with the following requirements:

(a) The greater proportion of the work described must have been completed subsequent to initial enrolment, and

(b) It must be a distinct contribution to the knowledge of the subject whether by original investigation or by review, and

(c) It must be written in English or in a language approved by the Faculty and reach a satisfactory standard of literary presentation.

2. The thesis shall consist of the candidate's own account of his/her work. In special cases work done conjointly with other persons may be accepted provided the Faculty is satisfied with the candidate's part in the joint work.

3. Every candidate shall submit with the thesis a short abstract of the thesis comprising of not more than 300 words.

4. A candidate may not submit as the main content of the thesis any work or material which has been previously submitted for a degree or other similar award, but shall not be precluded from incorporating such in the thesis, provided that he/she indicates generally in the preface and specifically in the notes of the work, material which has been so incorporated.

5. The candidate shall give in writing two months' notice of the intention to submit the thesis.

6. Two copies of the thesis shall be prepared by the candidate.

(a) The thesis shall be submitted to the Head, Student Administration (Cumberland) with a certificate signed by the supervisor(s) certifying that the form of presentation in the candidate's thesis is satisfactory.

(b) If the head of school/centre declines to accept the thesis, the supervisor may appeal in writing to the Graduate Studies Committee.

(c) If the supervisor or supervisor(s) decline(s) to certify the thesis is ready for examination and the Head of School/centre declines to accept the thesis, a candidate may appeal to the Graduate Studies Committee.

Examination of thesis

1. The Faculty shall appoint two examiners, at least one of whom shall not be a member of the academic staff of the University. At least one examiner shall be selected from within the University. The student's supervisor(s) shall not be an examiner.

2. All examiners shall be furnished with a copy of the course description and course requirements, and be required to award marks/grades of Fail, Pass, Credit, Distinction and High Distinction according to the criteria determined by the Faculty, which is available from Student Administration (Cumberland).

3. The candidate may be required to attend the College or such other place as the Faculty shall determine for an oral examination of his/her thesis.
4. The report of examiners shall be forwarded to the head of school/centre for recommendation to Graduate Studies Committee, to award one of the above grades as a thesis final result.
   Note: However, if there is any disagreement among the examiners, the head, shall consult the supervisor and the annual progress report before making a recommendation.
5. Following a resolution regarding the thesis by the Graduate Studies Committee, the examiners' reports, anonymously, may be released to the candidate by the relevant head of school/centre.

Doctor of Health Science units of study

**DHSC1002 Research Thesis**
Old code 26R00A. 24 credit points. Semester: 1.
Students complete a major research work which shall be a substantially original contribution to the subject. This research will be presented in the form of a thesis as part of this work. Students will be expected to give an annual research presentation to their peers.

**DHSC1003 Research Thesis**
Old code 26R00B. 24 credit points. Semester: 2.
Students complete a major research work which shall be a substantially original contribution to the subject. This research will be presented in the form of a thesis as part of this work. Students will be expected to give an annual research presentation to their peers.

**DHSC 7001 Theory in the Health Professions**
This unit explores the range of philosophical and theoretical issues relating to research and practice in the health sciences. These include: epistemological and historical accounts of science; theoretical foundations of scientific method and practice; history of ideas relating to health and sciences; uses of conceptualisation and theory in health research and practice. Students will be encouraged to discuss these issues and relate them to their own professional practice and proposed research projects.

Textbooks
Extensive study notes provided

**DHSC 7002 Research and Inquiry in the Health Professions**
Old code 26702. 6 credit points. Semester: 1, 2. Classes: On-campus; external/distance mode.
This unit provides an overview of the research process applied to the formulation of a research proposal. Students will review and update their knowledge of a range of research designs and approaches to data analysis, and will consider the advantages of alternative strategies for addressing particular research questions. Students explore the use of quantitative and qualitative data, longitudinal and cross-sectional designs, and data resulting from experimental, interview, observation, single case and survey research methods. At the conclusion of this unit, students will have developed a research proposal for answering a research question of their choosing.

**DHSC 7003 Foundations for Doctoral Studies**
Participants will gain knowledge and skills to meet the challenges of study at the doctoral level, and of professional practice in the information age. Students will develop skills of accessing; evaluating and retrieving information; advanced literacy; critical thinking; analytical writing and effective communication. This will include the manipulation and presentation of quantitative and qualitative data. There will be flexibility in selecting curriculum content to match the background and needs of each student. Practical exercises may include annotated bibliography, critical review of literature or policy documents, formation of tables and graphs, report, seminar presentation or article. This unit is Web supported.

Textbooks
7 Cross-College coursework degrees

■ Postgraduate Studies in Developmental Disability

This new 48 credit point coursework, master program, Master of Health Science (Developmental Disability) and 24 credit point graduate certificate program, Graduate Certificate of Health Science (Developmental Disability) is a cross-College of Health Sciences initiative designed to advance multidisciplinary practice in the field of developmental disabilities. The purpose of this program is to create a multidisciplinary network of medical, health, dental, nursing and related professionals who will become leaders in the field and who are skilled and competent in addressing the needs of people with developmental disability. It is expected that intending students will be competent practitioners in their chosen profession. The program is not intended to be profession specific; rather it is premised on interdisciplinary and multidisciplinary approaches to educating specialists in the medical, dental, health and nursing care of people with developmental disabilities and their families.

This course aims to provide specific professional development for medical, health, dental, nursing and related professionals who wish to acquire the knowledge and skills required to assume multidisciplinary roles and to develop specialist expertise in medical, health and community care for people with developmental disabilities and their families. It will support the development of a high standard of relevant academic and clinical skills in medical, health, dental, nursing and related professionals through an emphasis on systematic critique and analysis of policy practice frameworks, theory and research, current methods and intervention and system issues. The two courses aim to:

Develop leaders in the field of developmental disability able to consider issues from a scholarly perspective and provide intellectual leadership into the next century.

Develop practitioners at an advanced level able to challenge their own discipline and contribute to multi-disciplinary practice which affords respect to individuals with developmental disability, their families, advocates and carers.

Provide the intellectual environment in which practitioners can learn with their colleagues from a range of health, medical and related disciplines and within the framework and principles of adult and independent learning with options available in off-campus and on-campus modes, and

Provide the opportunity for practitioners from this range of disciplines to gain a post-graduate credential indicating a specialization in the developmental disability field.

Enrolment in the two courses, which will be articulated, will be open to applicants with a bachelor degree in an area of occupational relevance such as health, medicine, welfare, law, behavioural, social or biomedical sciences.

The course is designed predominantly in off-campus mode with a short, required on-campus block attendance in the compulsory core unit of study at the commencement of the course.

The core unit of study, Critical Issues in Development Disability, is compulsory for all students, and normally taken in the first semester of enrolment. Credit transfer is not available for this core unit. Progression in the course beyond first semester is conditional on satisfactory completion of this unit.

■ Graduate Certificate of Health Science (Developmental Disability)

This course is designed to provide the opportunity for practitioners from a range of health, medical and related disciplines to gain a graduate credential in the developmental disability field within the framework and principles of adult and independent learning with options available in off-campus and on-campus modes.

Admission requirements

• A bachelor’s degree in an area of occupational relevance such as health sciences, medicine, dentistry, nursing, welfare, law, psychology, social or biomedical sciences; or

• Overseas qualifications acceptable to the Faculty; or

• Other general and professional qualifications and/or experience as will satisfy the Faculty that the applicant possesses the educational preparation and capacity to pursue graduate studies, and satisfy such additional requirement for admission to the program as may be prescribed by the Faculty.

Students will be expected to use electronic information systems, access to (but not necessarily ownership of) a computer with Internet connection is a highly desirable criterion for admission.

Course outline

The course outlines for the Graduate Certificate of Health Science (Developmental Disability) course are presented in Table 7.1.

Table 7.1: Graduate Certificate of Health Science (Developmental Disability)

<table>
<thead>
<tr>
<th>Unit code</th>
<th>Unit name</th>
<th>Sem 1</th>
<th>Sem 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>GSDD5001</td>
<td>Critical Issues In Developmental Disability</td>
<td>6</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>Electives - Developmental Disability stream</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td></td>
<td>units1</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Electives2</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Stage total (24 credit points)</td>
<td>24</td>
<td></td>
</tr>
<tr>
<td>GSDD5001</td>
<td>Critical Issues In Developmental Disability</td>
<td>6</td>
<td></td>
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<tr>
<td></td>
<td>Electives - Developmental Disability stream</td>
<td>6</td>
<td>6</td>
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<tr>
<td></td>
<td>units1</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Electives2</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Stage total (24 credit points)</td>
<td>12</td>
<td>12</td>
</tr>
</tbody>
</table>

1. Students must choose electives totalling 12 credit points from the Developmental Disability stream units (27E61A).
2. Choose electives totalling 6 credit points, relevant to specialisation, from across the Faculty or University (00E61 A)
Master of Health Science (Developmental Disability) Pass and Honours

These programs are designed for medical, health, dental, nursing and related professionals to develop, at an advanced level, able to challenge their own discipline and contribute to multidisciplinary practice which affords respect to individuals with developmental disability, their families, advocates and carers and to become leaders in the field of developmental disability able to consider issues from a scholarly perspective. The courses are conducted as a combination of off-campus self-directed learning and on-campus blocks.

Admission requirements

- A bachelor’s degree in an area of occupational relevance such as health sciences, medicine, dentistry, nursing, welfare, law, psychology, social or biomedical sciences; or
- Overseas qualifications acceptable to the Faculty; or
- Other general and professional qualifications and/or experience as will satisfy the Faculty that the applicant possesses the educational preparation and capacity to pursue graduate studies, and satisfy such additional requirement for admission to the program as may be prescribed by the Faculty.

Course outline

The course outlines for the Master of Health Science (Developmental Disability) Pass and Honours courses are presented in Tables 7.2 and 7.2.1.

Master of Health Science (Developmental Disability) Honours

Students in the Master program who have received 65% Credit or better in all units of study and a 75% Distinction or better in at least two units of study may be invited to complete the additional honours requirements of a dissertation. The dissertation provides candidates with an opportunity to undertake an advanced investigation in a topic or issue through the development of either a proposal for independent research on that topic or a substantial paper that demonstrates the application of scholarly literature to a practical problem. An honours candidate will normally be required to enrol in the honours program no later than the census date of the semester following that in which all coursework is completed. The dissertation will be deemed to be worth 12 credit points and will normally be completed within one semester.

Table 7.2: Master of Health Science (Developmental Disability) Pass course

<table>
<thead>
<tr>
<th>Course code</th>
<th>Mode</th>
<th>Year</th>
<th>Unit name</th>
<th>Sem 1</th>
<th>Sem 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>2701</td>
<td>Full-time</td>
<td>1</td>
<td>Critical Issues In Developmental Disability</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>2702</td>
<td>Part-time</td>
<td>1</td>
<td>Electives - Developmental Disability stream units</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>2701</td>
<td>Full-time</td>
<td>2</td>
<td>Electives</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>2702</td>
<td>Part-time</td>
<td>2</td>
<td>Stage total (48 credit points)</td>
<td>24</td>
<td></td>
</tr>
</tbody>
</table>

Table 7.2.1: Master of Health Science (Developmental Disability) Honours

<table>
<thead>
<tr>
<th>Course code</th>
<th>Mode</th>
<th>Year</th>
<th>Unit name</th>
<th>Sem 1</th>
<th>Sem 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>2705</td>
<td>Full-time</td>
<td>1</td>
<td>Critical Issues In Developmental Disability</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>2706</td>
<td>Part-time</td>
<td>1</td>
<td>Electives - Developmental Disability stream units</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>2705</td>
<td>Full-time</td>
<td>2</td>
<td>Electives</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>2706</td>
<td>Part-time</td>
<td>2</td>
<td>Stage total (24 credit points for Year 2)</td>
<td>24</td>
<td></td>
</tr>
</tbody>
</table>

1. Students must choose electives totalling 24 credit points from the Developmental Disability stream units (27E61A).
2. Choose electives totalling 6 credit points, relevant to specialisation, from across the Faculty or University (00E61A).
Program of study

At the Graduate Certificate level the compulsory core unit will ordinarily be undertaken in the first semester along with the required units from the Developmental Disability Studies stream and/or an elective unit for full time students. At the Master level, the core unit plus at least two units of study will ordinarily be undertaken from the Developmental Disability Studies stream in the first semester.

Elective units of study

Elective units can be taken from any currently offered within the University. Typically elective units will be taken from those currently offered within the College of Health Sciences from the Faculty of Health Sciences (Chapter 20), the Faculty of Medicine, the Faculty of Nursing and the Faculty of Dentistry. It will also be possible to take appropriate units across the University of Sydney, or at other Universities. Selection of elective units must be done in consultation with the program coordinator and approved by the head of the academic unit(s) in which the units of study are offered.

Units of study

BACH 5041 Introduction to Gerontology Old code 2551U. 6 credit points. Dr Cherry Russell, (02) 9351 9129.

This unit provides an overview of gerontology as a multidisciplinary field of study and its application to professional practice. It explains basic concepts and key issues in the study of ageing at the level of individuals and of populations. Topics include demographic ageing, social and professional attitudes and values, retirement, public policy, ageing and health, aged care.

Textbooks


BACH 5070 Family and Caring in the Community Old code 2552N/2552NX. 6 credit points. Assoc. Prof. Gwynnyth Lewellyn, (02) 9351 9373 and Dr Rosemary Cant, (02) 9351 9560.
Semester: 2. Classes: On campus and off campus block mode. Assessment: Contribution to tutorials and group work and an individual final report.

This unit of study examines family and community care within the context of social, economic and political processes and structures. The social basis of community care is considered together with an analysis based on systems theory of understanding family processes when caring work is extensive. The ecological approach locates these families within their social contexts. Particular emphasis is placed on five related questions: why family caring and why now? How is such care distributed? What is policy doing to support carers? How can useful questions be framed about carers' needs and circumstances? And how can health professionals support families in ways which are conducive to the provision of reliable and effective family community care? The nature of community and aspects of Australian community studies relevant to issues of care are considered. Students are encouraged to pursue issues of family and community care in fields of interest encompassing the elderly, families with children with a disability, disabled adolescents and in the mental health area.

BACH 5147 Psychology of Ageing Old code 2554U. 6 credit points. Dr Steve Cumming, (02) 9351 9404, and Dr Lynn Harris, (02) 9351 9162.
Classes: On campus, directed independent and contract learning.

This elective develops a biopsychological approach to examining the psychology of late adulthood. It considers the psychological impact of the changes of social, environmental, economic, and relationship patterns that occur as people age, as well as examining the psychological concomitants of physical ageing process. The interrelation between biological, social and environmental factors with psychological function will be considered both in the context of the healthy aging process and in the context of age-related physical and mental illnesses. Broader issues related to psychologically appropriate design and delivery of therapeutic services of the elderly will be highlighted.

BACH 5148 Health Policy and Social Theory Old code 2554V. 6 credit points. Mr Dennis McIntyre, (02) 9351 9567.

This unit of study treats the relationship between self, health and health policy as a social process. Included in this process are the distribution of health & illness and implications for health care, social organisation and the management of illness, the medical model, professionalism, management of acute and chronic illness and alternatives in health care delivery. The theoretical and substantive issue covered by this unit are: classical and contemporary theories of social change, contemporary approaches to social change, evaluating public and private models of health-care delivery, health-care policy, technical changes, demographic changes, health care systems and social movements (eg, consumer rights). A key to understanding all of the above is the concept risk society. Are we living in an age of risk, or is it a post-modernist invention?

BACH 5186 Graduate Skills for Professional Development Old code 25560.6 credit points. Ms Victoria Neville, (02) 9351 9118.

Participants in this unit will study professional learning skills essential for research and/or professional development. This unit explores access to information sources (both literature and numeric) for learning, including searching, retrieving, evaluating and analysing. This unit also addresses ways for communicating and presenting information and ideas based on these information sources, such as writing a critical annotated bibliography, formation of tables and graphs, critical literature review leading to the presentation of a grant proposal, a conference presentation or a draft journal article. There will be flexibility in selecting curriculum content to match the background and needs of the particular student.

Textbooks

older people, the mentally ill, those addicted to drugs or alcohol, and people with intellectual and physical disabilities. The unit will also cover law protecting safety and compensation for accidents in the home, at work and transport related. This unit is available on-campus and regular group discussions will be held on a fortnightly basis.

Textbooks

List of references to be supplied.

BACH 5268 Developing a Research Project
Old code 2558A/2558AX. 6 credit points. Kate O'Loughlin. (02) 9351 9531. Semester: 1,2. Classes: Attendance required; Mondays from 5 to 8pm in Semester 1 or by off-campus mode in Semester 1 or Semester 2. This unit provides an overview of the research process and focus on the formulation of research questions. It provides students with an opportunity to review and update their knowledge of research methods, and introduce the research electives which concentrate on a particular methodology or aspect of the research process. Basic research design issues are considered. Various methods of data collection are examined together with their suitability for investigating different types of research questions. Students explore the use of quantitative and qualitative data, longitudinal and cross-sectional designs, and data resulting from experimental intervention, observation, single case and survey research methods in addition to content analysis and secondary data analysis. Emphasis is placed on the issues of validity and reliability of data collection techniques. Basic statistical procedures are briefly reviewed and applications such as epidemiology and evaluation research are introduced.

BACH 5288 Disability and the New Genetics
Old code 2558U. 6 credit points. Classes: Contract learning. This unit examines the influence of current research into the genetic basis of disability and disease on how the community and health professions view health, disability and disease. This unit will look at the role of genetic counselling in health care. Students will also examine how the increasing availability of genetic testing for many genetic disorders will affect individuals and their families. Some of the topics covered will be definitions of genetic counselling, application of genetic counselling to different groups (i.e., pre-symptomatic testing, diagnostic testing, pre-natal testing), goals of genetic counselling and testing. The unit will examine the different perspectives of health professions in genetic counselling and testing - i.e., clinical geneticists, science-trained counsellors, social workers, psychologists and nurses. The course will also examine how the presence of genetic disease or disorder affects the individual and family (will cover various types of condition and patterns of inheritance). The dilemmas individuals and their families face in deciding whether or not to seek genetic counselling will also be discussed.

BACH 5289 Disability and the Community
Old code 2558V. 6 credit points. Classes: Contract learning. This unit examines definitions of disability and handicap. Of particular importance will be how ways of viewing disability and handicap affect how people with disabilities are treated in the community and in health care settings. Students will be encouraged to focus their study on a particular segment of the community (i.e., different ethnic groups or media) and examine that group's attitudes towards people with disabilities. Alternatively, students could examine a particular group in the community is viewed (i.e., women, children or people with a specific condition). The underlying aim will be for students to develop strategies for improving attitudes in their chosen area. Some of the topics covered will be definitions of disability and handicap, models of disability (medical, social, psychological, psychosocial), origins of attitudes toward disability, attitudes of particular groups in the community and strategies for improving community attitudes toward disability.

BACH 5292 Expressive Experiential Therapy 1: Foundations of Art Therapy

Art Therapy offers principles, processes and practice in art-imagery therapy at an introductory level. Art Therapy is seen as an integration of nonverbal and verbal processes; and an integration of psychological therapies with creative expressive processes. The orientation presented is eclectic and is based on theories of imagery, perception, and non-interpretive therapy. The focus is on practice and skills attainment and an understanding of why and how these art therapy processes are used within the overall client plan. Counselling experience is preferred.

BIOS 5018 Health, Dysfunction and Ageing
Old code 11433X. 6 credit points. Ms Dana Strain. (02) 9351 9140. Semester: 2. Classes: Directed. Assessment: Written assignment, independent study. This unit aims to provide an understanding of the factors responsible for the increased prevalence with age of certain diseases and impairments, especially those with a tendency to become disabling and a handicap. Particular attention is paid to the contribution of environmental factors to the development of these conditions and to the ways in which such disorders may be prevented from leading to further disability. The unit also provides for in-depth study of a specific aspect of individual student interest.

GSDD 5001 Critical Issues in Developmental Disability
Old code 27501X. 6 credit points. Professor Trevor Parmenter (02 88780500). Semester: 1,2. Classes: Off campus mode with block attendance at pre-course workshop, week 0. Assessment: Contribution to tutorials and group work and an individual final report. As potential leaders in the field of developmental disability, students undertaking this unit will develop a framework for considering the major concepts in the field from a variety of viewpoints. The unit will form the basis for introducing students to effective multidisciplinary practice. This unit forms a conceptual underpinning for the course and introduces students to basic concepts such as models of disability, classification, etiology, models of intervention and life span issues. Also covered are historical developments, bio psychosocial aspects, disability legislation and other legal issues such as consent and guardianship. Students will work together in this unit of study in multidisciplinary ways. All students will undertake and satisfactorily complete this core unit in the first semester of enrolment.

GSDD 5002 Physical Health of People with Developmental Disability

Good health is an important aspect of a good quality life for all people. In this unit, the means by which health professional can assist people with developmental disability achieve positive outcomes will be examined. The important preventive and health promotion activities for this population will be considered. This unit also provides an overview of the main physical health conditions in people with developmental disability. Topics include the genetics of developmental disability; major syndromes and their relevant health considerations; and detailed examination of significant conditions such as epilepsy, nutritional disorders, oral health problems, gastrointestinal disorders. A practical, multidisciplinary approach to health assessment and management will be considered.

GSDD 5003 Mental Health of People with Developmental Disability
Old code 27503/27503X. 3 credit points. Dr Seeta Durvasula (02 88780500). Semester: 1. Classes: On campus and off campus modes. Assessment: Contributions to tutorials and group work and an individual final report.

This unit examines mental health issues in people with developmental disability, including the major psychiatric conditions, behavioural phenotypes, challenging behaviour and dementia. A multidisciplinary approach to prevention, assessment and management will be considered.

GSDD 5004 Multidisciplinary and Collaborative Practice in Developmental Disability
Old code 27504/27504X. 6 credit points. Associate Professor Gwynnith Llewellyn Dr Christine Johnston. Semester: 2. Classes: On campus and off campus. Assessment: Contribution to tutorials and group work and an individual final report. Participants in this unit will develop high-level skills in multidisciplinary, collaborative practice in the field of developmental disabilities. Students will explore the range of past and present models of practice affecting the treatment of people with developmental disabilities and their families. These
include professional versus client led models of practice; interdisciplinary, multidisciplinary and Trans disciplinary models; parents as partners, collaborators and drivers; negotiation and communication between professionals and with families; multidisciplinary team management and consultation skills and expertise. Students will have the opportunity to participate in multidisciplinary assessment and support planning case presentations.

**GSDD 5005 Dysphagia and Oral Health in People with Developmental Disability**
Old code 27505/27505X. 6 credit points. Dr Susan Balandin (02) 9351 9334) Dr Peter King. **Semester:** 2. **Classes:** On Campus and off campus modes. **Assessment:** Contribution to tutorials and group work and an individual final report.

This unit examines the related areas of dysphagia and oral health, both important influences on the well-being of many people with developmental disability. The emphasis will be on a multidisciplinary approach to both issues. Topics include clinical assessment and investigation of dysphagia and under nutrition in children and adults; a collaborative approach to management; the inter-relationship of dysphagia, under nutrition and oral health; relevance of oral health to general health; goals for oral health maintenance; identification of common oral health problems; and an approach to their management.

**GSDD 5006 Inquiry Topic**
Old code 27506X. 6 credit points. Professor Trevor Parmenter (02 8078050) Associate Prof. Gwynnyth Llewellyn (02 9351 9231). **Semester:** 1, 2. **Classes:** Off campus with independent directed study. **Assessment:** 6,000 word report.

The purpose of this unit of study is to provide the student with the opportunity to investigate an area relevant to theory, practice and professional interests in developmental disabilities. The outcome of this inquiry topic is a comprehensive paper that may involve an extended literature analysis and critical review and exposition of a range of knowledge and practice issues.

**GSDD 5009 Dissertation**
Old code 27509/27509X. 12 credit points. Prof. Trevor Parmenter, (02) 80780500, Assoc. Prof. Gwynnyth Llewellyn. (02) 9351 9213. **Semester:** 1, 2. **Classes:** Off campus with independent directed study. **Assessment:** 12,000 words dissertation.

The honours dissertation is an extra 12-credit points unit of study in addition to the 48 credit points required to complete the Master of Health Science (Developmental Disability). The honours dissertation is an opportunity to undertake an advanced investigation in a topic or issue through the development of either a proposal for independent research on that topic or a substantial paper that demonstrates the application of scholarly literature to a practical problem.

**GSDD 8001 Students with High Support Needs (EDPD 6016)**
Old code 27801.6 credit points. Prof. Jeff Sigafoos, (02) 9351 6112. **Semester:** 2. **Classes:** On campus. **Assessment:** Seminar presentation and paper; design of an individual education plan.

The concept of the inclusive classroom has grown out of an enormous base of data that supports the increased integration of students with disabilities. These data have documented increased independence, skill acquisition, friendships, and social integration as a direct function of an increased rate of involvement in school and community contacts with non-disabled peers of a similar age. The research also documents enhanced educational outcomes for students with high support needs in an integrated setting when compared with segregated settings. However, despite these findings there is still considerable controversy surrounding the issue, and considerable resistance from both special educators and regular educators to the integration and inclusion of people with high support needs into school and community programs. This unit of study will explore issues that are of concern to professionals and parents involved in the education of students with high support needs, together with the school restructuring requirements and the interaction processes that are involved in the integration and inclusion. A further examination will be made of the viability of a range of service delivery options, the key role played by assessment, the curriculum and programming requirements, the special considerations, and the post-school options that are available.

**OCCP 5043 Upper Limb Orthotic Systems**
Old code 15475.6 credit points. Ms Judy Ranka, (02) 9351 9207. **Semester:** 1, 2. **Classes:** On campus block-mode x 4 days. **Prerequisite:** Undergraduate Occupational Therapy Degree. **Assessment:** Assignment.

This unit of study explores the use of upper limb orthotic systems to improve the performance of occupational tasks by people whose occupational performance has been compromised during the developmental period. Students will examine the biomechanics of the upper limb and the pathomechanics that occur as a result of developmental disability. Principles of orthotic design and fabrication will be examined relative to upper limb problems found in people with a developmental disability. Students will learn to design, fabricate and evaluate orthotic systems which promote the occupational performance of people for whom they are currently providing occupational therapy services. Learning experiences include seminars, problem solving around case studies, videotape analysis of occupational performance problems and analysis of orthotic systems designed by students.
8 School of Applied Vision Sciences

The training of orthoptists in Australia commenced in 1935 and until 1973 was carried out under the auspices of the Royal Australian College of Ophthalmologists (RACO), originally the Ophthalmological Society of Australia.

In 1973 the training of orthoptists was taken over by the New South Wales College of Paramedical Studies (subsequently Cumberland College and now the Faculty of Health Sciences). A four year program leading to a Bachelor of Applied Science (Orthoptics) or a Bachelor of Applied Science (Orthoptics)(Honours) is now offered as well as a research based Master of Applied Science (Orthoptics), which commenced in 1993.

Orthoptists are therapists whose expertise includes investigation and management of ocular muscle dysfunction, the performance of special procedures for investigating ocular and neurological pathology, consultancy (particularly in the multidisciplinary care of patients) and effective screening of vision problems before secondary complications occur. Orthoptic education places special emphasis on the management of the very young and the elderly, as these are groups in which the visual screening is of particular importance.

The current employment of orthoptists is primarily within the major hospitals, in private practices and specialist clinics throughout the State. The scope of professional practice is increasing as more graduates find employment in the wider community where expertise in visual health is required - eg, in rehabilitation settings, baby health centres and with the aged.

The technological component of visual health assessment is increasing rapidly. This has been addressed through strengthening of the basic and applied sciences within the Bachelor degree program.

Enquiries regarding the academic program should be addressed to Neryla Jolly, Head of the School of Applied Vision Sciences (subject to confirmation). Phone (02) 9351 9250, fax (02) 9351 9359.

Graduate Certificate of Health Science (Vision Impairment)

(Not offered in 2002)

This Graduate Certificate course is designed to provide professional education for graduates in the health sciences, teaching or related areas who are working or wish to work in the area of vision impairment. The course consists of four core units and two elective units. It is only available in a part-time mode.

On successful completion of the Graduate Certificate program, students may apply to articulate into the Graduate Diploma with advanced standing for stage one of that award.

Admission requirements

To qualify for admission applicants shall:

i) Possess a undergraduate degree from an institution recognised by The University of Sydney; or

ii) Possess an undergraduate diploma in a related area and show evidence of additional professional training and/or experience to indicate that the applicant has sufficient educational preparation and capacity to pursue post graduate studies; or

iii) Possess such qualifications as are deemed to be equivalent to (i) and/or (ii)

Course outline

The Graduate Certificate of Health Science (Vision Impairment) course consists of two core units and one elective in each semester. An outline is presented in Table 8.1.

Electives may be special electives offered by this course or selected from the list of those offered elsewhere within the Faculty of Health Sciences (see the listing under Table 8.2).

Table 8.1: Graduate Certificate of Health Science (Vision Impairment)

(Not offered in 2002)

Course code 1414- part-time, 2 semesters

Total credit points: 24

<table>
<thead>
<tr>
<th>Unit code (old code)</th>
<th>Unit name</th>
<th>Sem 1</th>
<th>Sem 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>ORTH 5002 (14505)</td>
<td>Impact of Vision Impairment</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>ORTH 5003 (14506)</td>
<td>Introduction to Orientation and Mobility</td>
<td>4</td>
<td>2</td>
</tr>
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<td></td>
<td>Elective A</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>ORTH 5004 (14507)</td>
<td>Assessment of Vision Impairment</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>ORTH 5005 (14508)</td>
<td>Management of the Client with Vision Impairment</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Elective B</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Stage total (24 credit points)</td>
<td>12</td>
<td>12</td>
</tr>
</tbody>
</table>
Graduate Diploma of Health Science (Vision Impairment)

(Not offered in 2002)

The Graduate Diploma of Health Science (Vision Impairment) course is designed to provide specialist study within a wide range of skills for professionals working with the vision impaired. The first module (common with the Graduate Certificate) provides a basis for this education, whilst the second module (in the second year) allows for individual programs to be developed from a range of electives and the provision for individual special study. The course is offered on either a full or part time basis and can be completed in a minimum of one year.

Admission requirements

To qualify for admission applicants shall:

i) Possess a undergraduate degree from an institution recognised by The University of Sydney; or

ii) Possess an undergraduate diploma in a related area and show evidence of additional professional training and/or experience to indicate that the applicant has sufficient educational preparation and capacity to pursue post graduate studies; or

iii) Possess such qualifications as are deemed to be equivalent to (i) and/or (ii)

Note: Participants wishing to transfer (or articulate) from the Graduate Certificate into the Graduate Diploma should complete a Course Application form and submit this to the Head of School. Admission for all students will be contingent on availability of places.

Course outline

The course outline for the Graduate Diploma of Health Science (Vision Impairment) is presented in Table 8.2. The first year of the course is identical to that of the Graduate Certificate. In the second year students complete three electives in each semester.

Electives may be special electives offered by this course or selected from the list of those offered elsewhere within the Faculty of Health Sciences (see the listing under Table 8.2).

Electives

Students may also select from the electives listed in Table 8.2 which have been identified as being of particular relevance to the aims of this program. However, other post graduate electives within the Faculty of Health Sciences may be approved if they are shown to be relevant to a particular student's needs, and carry appropriate units.

Details of these electives are presented in chapter 20.
The Master of Applied Science (Orthoptics) is a research degree designed to provide opportunities for research and scholarship in specific areas of applied visual sciences.

**Admission requirements**

**Pass level entry**

Applicants should possess either:

i) A Bachelor of Applied Science in Orthoptics from the Faculty of Health Sciences, The University of Sydney; or

ii) A Bachelor of Applied Science deemed to be equivalent to the above; or

iii) A Diploma of Applied Science in Orthoptics from Cumberland College of Health Sciences PLUS other evidence of professional development or qualifications which will satisfy the Graduate Studies Committee that the applicant possesses the educational preparation and capacity to pursue graduate studies; or

iv) Possess such qualifications as are deemed to be equivalent to (i) and/or (ii) and (iii).

Applicants with a Diploma of Applied Science will normally be required to complete a qualifying program as prescribed by the Graduate Studies Committee.

**Honours level entry**

Applicants who have completed an approved bachelor degree at Honours level can be admitted to the program. They will not be required to complete a qualifying program.

Students with an Honours level may apply for advanced standing in the Research Electives, enabling them to enrol in the unit Research Thesis in the first year of the program.

**Time limits**

The minimum length for a pass level will be four semesters full-time or six semesters part-time, exclusive of any qualifying program. The maximum length would normally be four semesters full-time and eight semesters part-time.

The minimum length for an honours level entry will be two semesters full-time or four semesters part-time, with the maximum length six semesters full-time and eight semesters part-time.

**Course outline**

The course outline for the Master of Applied Science (Orthoptics) by research is presented in Table 8.3.

---

**Table 8.3: Master of Applied Science (Orthoptics) by Research**

<table>
<thead>
<tr>
<th>Unit code (old code)</th>
<th>Unit name</th>
<th>Sem 1</th>
<th>Sem 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Full-time mode</strong></td>
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<td></td>
<td></td>
</tr>
<tr>
<td><strong>Year 1</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ORTH 6006 (14602)</td>
<td>Research Thesis</td>
<td>12</td>
<td>-</td>
</tr>
<tr>
<td>ORTH 6007 (14603)</td>
<td>Research Thesis</td>
<td>-</td>
<td>24</td>
</tr>
<tr>
<td></td>
<td>Research Elective¹</td>
<td>6</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>Research Elective²</td>
<td>-</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Stage total (48 credit points for Year 1)</td>
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<td>24</td>
</tr>
<tr>
<td><strong>Year 2</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ORTH 6007 (14603)</td>
<td>Research Thesis</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>ORTH 6008 (14604)</td>
<td>Research Thesis</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

| **Part-time mode**   |           |       |       |
| **Year 1**           |           |       |       |
| ORTH 6009 (14605)    | Research Thesis | 6 | - |
|                     | Research Elective¹ | - | 6 |
|                     | Research Elective² | 6 | - |
|                     | Stage total (24 credit points for Year 1) | 12 | 12 |

| **Year 2 (and subsequent years)** |           |       |       |
| ORTH 6006 (14602)    | Research Thesis | - | - |
| ORTH 6009 (14605)    | Research Thesis | - | - |

1. Developing a Research Project BACH 5268 (2558A/2558AX) is the recommended Research elective.
2. Subject to availability and timetabling constraints (see chapter 20 for list of available Research electives). If students choose to enrol in the 2nd Research elective in Year 2, the length of candidature will remain as four semesters (2 years) full-time or eight semesters (4 years) part-time. Students may have to pay fees if the candidature exceeds the stated duration.
The impact on the families of children with vision impairment are discussed. Strategies to overcome problems, including special techniques and the use of existing resources are studied in detail. The special needs of the children from birth to the completion of schooling are covered in this module.

ORTH 5014 Vision Impairment in the Elderly
Old code 14517.4 credit points. Semester: 1.
The special needs and problems faced by an elderly client with vision impairment are covered. Special techniques of assessment and management of the elderly client with additional problems (eg, limited mobility, dementia) are studied in detail. Existing resources for the elderly client with vision impairment are discussed.

ORTH 5015 Assessment and Management of Clients with Additional Impairments
Old code 14518.4 credit points. Semester: 1, 2.
Particular techniques for the assessment of the client with additional impairments are studied, along with special techniques, and modification of existing techniques for the management of vision impairment. Client groups would include those with hearing loss, cortical blindness, and intellectual and physical impairments.

ORTH 5016 Community Based Rehabilitation
Old code 14519.4 credit points. Semester: 1, 2.
The principles of community based rehabilitation are introduced, and compared with other models of health delivery. The application of these principles, particularly in communities with limited resources are studied.

ORTH 5017 Orientation and Mobility Skills 3
Old code 14520.4 credit points. Semester: 1, 2. Prerequisite: Orientation and Mobility Skills 2.
These electives are designed for the student who wishes to become proficient in advanced orientation and mobility skills. They encompass advanced skills for assisting the multi-impaired, utilising telescopic aids in the dynamic environment and issues related to the client with cortical vision impairment. A significant component of supervised practice will be included in each unit.

ORTH 5018 Orientation and Mobility Skills 4
Old code 14521.4 credit points. Semester: 1, 2. Prerequisite: Orientation and Mobility Skills 3.
These electives are designed for the student who wishes to become proficient in advanced orientation and mobility skills. They encompass advanced skills for assisting the multi-impaired, utilising telescopic aids in the dynamic environment and issues related to the client with cortical vision impairment. A significant component of supervised practice will be included in each unit.

ORTH 5019 Special Study A
Old code 14522.4 credit points. Semester: 1, 2.
Special studies will be structured to meet students' needs if appropriate units are not available elsewhere within this program. Appropriate outside resources may be accessed to enable study at a sufficient level and proficiency to satisfy the Head of School that the study is appropriate within this program.

ORTH 5020 Special Study B
Old code 14523.4 credit points. Semester: 1, 2.
Special studies will be structured to meet students' needs if appropriate units are not available elsewhere within this program. Appropriate outside resources may be accessed to enable study at a sufficient level and proficiency to satisfy the Head of School that the study is appropriate within this program.

ORTH 6006 Research Thesis
The research thesis forms the major component of the program. Students are given the opportunity to investigate in depth an area of specialised interest in orthoptics or a closely related unit. Each student will work with a supervisor or supervisors who will guide them through each stage of the study and the preparation of the thesis.

Thesis seminars will form an integral part of the program. They will provide a forum for the students to present progress reports on their research and will encourage the free exchange of critical comment on theoretical constructs, methodologies and analysis of results. These seminars will be developed both within
the School of Orthoptics and the wider context of postgraduate seminars of the Faculty of Health Sciences.

ORTH 6007  Research Thesis
Old code 14603.24 credit points. Semester: 2.
The research thesis forms the major component of the program. Students are given the opportunity to investigate in depth an area of specialised interest in orthoptics or a closely related unit. Each student will work with a supervisor or supervisors who will guide them through each stage of the study and the preparation of the thesis.
Thesis seminars will form an integral part of the program. They will provide a forum for the students to present progress reports on their research and will encourage the free exchange of critical comment on theoretical constructs, methodologies and analysis of results. These seminars will be developed both within the School of Orthoptics and the wider context of postgraduate seminars of the Faculty of Health Sciences.

ORTH 6008  Research Thesis
Old code 14604. Semester: 1, 2.
The research thesis forms the major component of the program. Students are given the opportunity to investigate in depth an area of specialised interest in orthoptics or a closely related unit. Each student will work with a supervisor or supervisors who will guide them through each stage of the study and the preparation of the thesis.
Thesis seminars will form an integral part of the program. They will provide a forum for the students to present progress reports on their research and will encourage the free exchange of critical comment on theoretical constructs, methodologies and analysis of results. These seminars will be developed both within the School of Orthoptics and the wider context of postgraduate seminars of the Faculty of Health Sciences.

ORTH 6009  Research Thesis
Old code 14605. Semester: 1, 2.
The research thesis forms the major component of the program. Students are given the opportunity to investigate in depth an area of specialised interest in orthoptics or a closely related unit. Each student will work with a supervisor or supervisors who will guide them through each stage of the study and the preparation of the thesis.
Thesis seminars will form an integral part of the program. They will provide a forum for the students to present progress reports on their research and will encourage the free exchange of critical comment on theoretical constructs, methodologies and analysis of results. These seminars will be developed both within the School of Orthoptics and the wider context of postgraduate seminars of the Faculty of Health Sciences.
9 School of Behavioural and Community Health Sciences

The School of Behavioural and Community Health Sciences was established in 1999 as a result of an amalgamation of the Department of Behavioural Sciences and the former School of Community Health (which was originally established in 1987). The School has a twofold role within the Faculty of Health Sciences:

1. To teach behavioural sciences to all students undertaking courses within the Faculty. This involves providing students with a knowledge of human behaviour particularly within the context of health and rehabilitation services and the social environment. Behavioural sciences include the disciplines of psychology, sociology, statistics and research methods.

2. To provide a range of professional practice courses at the graduate and undergraduate level. Undergraduate degrees are offered in behavioural health science and rehabilitation counselling and graduate programs in behavioural health science, child and adolescent health, gerontology, health science education, and rehabilitation counselling.

The School has an extensive research focus into the areas of anxiety disorders, cognition, occupational stress and health, organisation and management, rehabilitation counselling, community health, mental and physical health, health science education, gerontology, disability and health promotion and prevention.

- **Graduate Certificate of Health Science (Behavioural Science)**

- **Master of Health Science (Behavioural Science) by coursework**

These courses provide students with the opportunity to extend their undergraduate training by providing them with flexible pathways (streams) for professional development. There is an opportunity to develop knowledge and vocational skills in any of the following streams or any combination of the following streams: counselling, organisation and management studies, occupational health, international health, health policy, gerontology, education, research methods and information technology.

For the Graduate Certificate there are no core units. However, students are strongly encouraged to enrol in BACH 5186 Graduate Skills for Professional Development. For the Master's there are no core units specified. However, all Masters' students are required to do one research elective. For both coursework programs at least 50 percent of the coursework electives must be in Behavioural Science. Electives in the education stream are not classed as Behavioural Science electives. Electives are chosen by students in consultation with the Program Coordinator.

International students and participants undertaking the Masters Program who don't have a recent background in higher education and/or experience with information technology are strongly advised to undertake the unit Graduate Skills for Professional Development in their first semester of enrolment.

The courses are offered on a full-time or part-time basis. Some of the course requirements may be completed entirely off-campus, though not all units of study may be available by distance mode. Students should consult the individual unit of study descriptions. There is considerable flexibility in arrangements for on-campus study. An individual program of study may involve some combination of classes (usually in the evening), workshops, seminars, independent study and/or contract learning.

Students must complete four units for the Graduate Certificate of Health Science (Behavioural Science) by coursework. Students must complete eight units for the Master of Health Science (Behavioural Science) by coursework. Masters students wishing to take the award with honours will also complete a dissertation in semester three (full-time enrolment) or part-time equivalent. For students seeking registration with the NSW Psychologists' Registration Board the Master of Health Science (Behavioural Science) is an approved fourth year course. However, 80 per cent of electives chosen need to be psychology electives. Check with the Postgraduate Coordinator which electives meet this criteria.

Students who do not complete all requirements for the Master of Health Science (Behavioural Science) may be able to exit with the award of Graduate Diploma of Health Science (Behavioural Science) with successful completion of 36 credit points, or with the award of Graduate Certificate of Health Science (Behavioural Science) with successful completion of at least 24 credit points. Students who are not qualified to enrol in the Master's degree may, upon approval of the Postgraduate Committee, be permitted to enrol in the Graduate Certificate. Conditional to satisfactory performance, students may be able to articulate to the Master of Health Science (Behavioural Science) coursework program.

**Admission requirements**

In order to qualify for admission to both coursework programs, applicants shall have:

- A Bachelor degree with a major in anthropology, sociology or psychology; or
- A Bachelor degree in social work; or
- An approved Bachelor degree in a health profession with satisfactory performance in Behavioural Sciences; or
- Evidence of general and/or professional qualifications where the prospective candidate can satisfy the Faculty that she or he possesses expertise equivalent to (i), (ii), or (iii).

Applicants in the above categories may be required to complete any additional qualifying units prescribed by the Faculty of Health Sciences.

Articulation into the Master of Health Science (Behavioural Science) Honours course is contingent upon the student achieving an overall credit average and distinction in at least two units of study in the Master of Health Science (Behavioural Science) Pass course.

**Course outlines**

The course outlines for graduate coursework studies in Behavioural Science are presented in Tables 9.1, 9.2 and 9.2.1. See information below Table 9.2.1 for elective streams and refer to end of this chapter for unit descriptions. See chapter 20 for Faculty electives and Research electives.
Table 9.1: Graduate Certificate of Health Science (Behavioural Science)
Course code 2544: full-time, minimum 0.5 year or 1 semester
Course code 2545: part-time, minimum 1 year or 2 semesters
Credit points: 24

<table>
<thead>
<tr>
<th>Unit code (old code)</th>
<th>Unit name</th>
<th>Sem 1</th>
<th>Sem 2</th>
</tr>
</thead>
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<tr>
<td><strong>Full-time mode</strong></td>
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<td></td>
<td>Year 1</td>
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<tr>
<td>Elective</td>
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<tr>
<td>Elective</td>
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<td><strong>Part-time mode</strong></td>
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<tr>
<td>Stage total (24 credit points for Year 1)</td>
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</tr>
</tbody>
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Table 9.2: Master of Health Science (Behavioural Science)
Course code 2540: full-time, minimum 1 year
Course code 2541: part-time, minimum 2 years
Credit points: 48

<table>
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<tr>
<th>Unit code (old code)</th>
<th>Unit name</th>
<th>Sem 1</th>
<th>Sem 2</th>
</tr>
</thead>
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<tr>
<td></td>
<td>Year 1</td>
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<tr>
<td>Research elective (6 credit point)</td>
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<td>Elective</td>
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<tr>
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<td><strong>Part-time mode</strong></td>
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</tr>
<tr>
<td>Stage total (24 credit points for Year 1)</td>
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<td>Year 2</td>
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<tr>
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</tbody>
</table>

Table 9.2.1: Master of Health Science (Behavioural Science) Honours
Course code 2557: Honours, full-time 1.5 years
Course code 2558: Honours, part-time 2.5 years
Credit points: 60

<table>
<thead>
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<th>Unit name</th>
<th>Sem 1</th>
<th>Sem 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Full-time mode</strong></td>
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<td></td>
</tr>
<tr>
<td></td>
<td>Year 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>as per pass course</td>
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<td></td>
<td></td>
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<tr>
<td><strong>Year 2 Honours</strong></td>
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<td></td>
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<tr>
<td>BACH 5263 (25585)</td>
<td>Dissertation</td>
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<td>Stage total (24 credit points for Year 1)</td>
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</tr>
<tr>
<td><strong>Part-time mode</strong></td>
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<td></td>
<td>Year 1 and Year 2</td>
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<td></td>
</tr>
<tr>
<td>as per pass course</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Year 3 Honours</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BACH 5263 (25585)</td>
<td>Dissertation</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td>Stage total (24 credit points for Year 1)</td>
<td>12</td>
<td>12</td>
<td></td>
</tr>
</tbody>
</table>

1. Complete a dissertation, worth 12 credit points. The dissertation should be on a topic covered in one of the units for which the student has earned at least a grade of Distinction.
Elective streams

Depending on the degree program you are enrolled in you may be able to choose electives across a number of streams. Electives in all the streams listed below except for those in the Education Stream are classed as Behavioural Science Electives. The School offers the following streams:

<table>
<thead>
<tr>
<th>Unit code (old code)</th>
<th>Unit name</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ageing/Gerontology</strong> (00E61A)</td>
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</tr>
<tr>
<td>BACH 5027 (2551G)</td>
<td>Mental Health in Later Life</td>
</tr>
<tr>
<td>BACH 5034 (2551N)</td>
<td>The Residential Care Setting and Older People</td>
</tr>
<tr>
<td>BACH 5036 (2551P)</td>
<td>Community Aged Care: Policies and Programs</td>
</tr>
<tr>
<td>BACH 5038 (2551R)</td>
<td>The Community Setting and Older People</td>
</tr>
<tr>
<td>BACH 5041 (2551U)</td>
<td>Introduction to Gerontology</td>
</tr>
<tr>
<td>BACH 5058 (2552B)</td>
<td>Residential Care Policies and Services</td>
</tr>
<tr>
<td>BACH 5147 (2554U)</td>
<td>Psychology of Ageing</td>
</tr>
<tr>
<td>BACH 5149 (2554X)</td>
<td>Ageing and Australian Society</td>
</tr>
<tr>
<td>BACH 5212 (2556Q)</td>
<td>Multicultural Issues in Gerontology</td>
</tr>
<tr>
<td>BACH 5216 (2556U)</td>
<td>Behavioural Aspects of Ageing</td>
</tr>
<tr>
<td>BIOS 5018 (11433)</td>
<td>Health Dysfunction and Ageing</td>
</tr>
<tr>
<td>BIOS 5041 (11502)</td>
<td>Biological Aspects of Ageing</td>
</tr>
</tbody>
</table>

| **Child and Adolescent Health** (25C61A) | |
| BACH 5063 (2552G) | Therapy with Children, Adolescents and their Families |
| BACH 5138 (2554K) | Abnormal Psychology and Mental Health |
| BACH 5198 (2556C) | Contemporary Issues I |
| BACH 5200 (2556E) | Contemporary Issues II |
| BACH 5309 (2559F) | Psychological Assessment of Children & Adolescents |
| BACH 5313 (2559J) | Child and Adolescent Psychology |

| **Counselling** (00E61A) | |
| BACH 5138 (2554K) | Abnormal Psychology and Mental Health |
| BACH 5139 (2554L) | Behaviour Modification and Cognitive Behavioural Therapy |
| BACH 5143 (2554P) | Counselling |
| BACH 5323 (2559T) | Advanced Counselling Skills |
| BACH 5324 (2559V) | Psychotherapy |

| **Education** (00E61A) | |
| BACH 5001 (25500) | Adult Learning |
| BACH 5002 (25501) | Educational Design |
| BACH 5003 (25502) | Facilitating Learning |
| BACH 5004 (25503) | Educational Practice |
| BACH 5039 (2551S) | Large Group Teaching |
| BACH 5085 (25533) | Clinical Teaching and Supervision |
| BACH 5101 (2553J) | Distance Learning |
| BACH 5118 (25540) | Learning in Groups |
| BACH 5127 (25549) | Teaching with Technology |
| BACH 5128 (2554A) | Educational Innovation Project A |
| BACH 5151 (25550) | Independent Investigation I |
| BACH 5153 (25552) | Assessment of Learning |
| BACH 5228 (25576) | Computers for Teacher Productivity1 |
| BACH 5284 (2558Q) | Learning in the Workplace |

| **List B** (normally offered in Second Semester) | |
| BACH 5001 (25500) | Adult Learning |
| BACH 5002 (25501) | Educational Design |
| BACH 5003 (25502) | Facilitating Learning |
| BACH 5004 (25503) | Educational Practice |
| BACH 5007 (25506) | Curriculum Leadership |
| BACH 5020 (25519) | Introduction to Educational Computing1 |
| BACH 5022 (2551B) | Independent Investigation II |
| BACH 5024 (2551D) | In-Service and Continuing Education in the Health Services |
| BACH 5025 (2551E) | Patient Education |
| BACH 5037 (2551Q) | Introduction to Health Education1 |
| BACH 5042 (2551V) | Teaching Clinical Reasoning |
| BACH 5044 (2551X) | Implementing Distance Learning |
| BACH 5047 (25520) | Teaching with Reduced Resources1 |
| BACH 5116 (25534) | Developing a Web-Based Education System |
| BACH 5129 (2554B) | Educational Innovation Project B |

In addition, Educational Innovation is a two semester 12 credit points elective for students undertaking a major project in their workplace.

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**Elective streams**

**Health Policy** (00E61A)
- BACH 5008 (25507) Health Promotion, Planning and Evaluation1
- BACH 5070 (2552N) Family and Caring in the Community
- BACH 5148 (2554V) Health Policy and Social Theory
- BACH 5266 (2558S) Ethnic Minorities and Health Care in Australia
- BACH 5291 (2558X) Occupational Rehabilitation
- BACH 5319 (2559P) Health, Population and Policy Development

**Improving Health Systems**
- AHCD 5048 (07548/07548X) Action Research
- BACH 5026 (2551F) Special Investigation
- BACH 5074 (2552R) Reflective Inquiry in Practice
- BACH 5326 (2559X) Improving Health Systems

Note: Improving Health Systems electives may be taken sequentially to support an extended workplace learning project.

**Information Technology**
- BACH 5061 (2552E) Statistical Analysis with SPSS
- BACH 5208 (2556M) Introduction to Computers and the Internet

**International Health**
- BACH 5174 (2555N) Social Theory and Special Groups
- BACH 5196 (2556A) International Health: Sociological Analysis
- BACH 5306 (2559C) Health Risk Management (International Perspectives)

**Occupational Health**
- BACH 5164 (2555D) Occupational Health
- BACH 5266 (2558S) Ecological, Environmental and Nutritional Health
- BACH 5305 (2559B) Risk Management and Rehabilitation Policy

**Organisation and Management Studies**
- BACH 5213 (2556R) Law and the Health Services
- BACH 5224 (25572) Organisational Management
- BACH 5226 (25574) Organisational Structures in Health Contexts
- BACH 5290 (2558W) Organisational Psychology

**Rehabilitation Counselling** (00E31A)
See Program Coordinator.

**Research electives (6 credit points)**
- BACH 5011 (25510) Survey Research Methods
- BACH 5253 (2557V) Intermediate Statistics
- BACH 5255 (2557X) Qualitative Research Methods
- BACH 5256 (2557Y) Multivariate Statistics
- BACH 5268 (2558A) Developing a Research Project
- BACH 5298 (2559A) History and Philosophy of Scientific Methodology
- BACH 5300 (25596) Action Research
- BACH 5302 (25598) Epidemiological Research
- BACH 5327 (2559Y) Internet Research
- BACH 5328 (2559Z) Evaluating Health Interventions

**Other**
- BACH 5165 (2555E) Post Trauma Stress
- BACH 5180 (2555T) Stress and Illness
- BACH 5186 (25560) Graduate Skills for Professional Development
- BACH 5292 (2558Y) Expressive-Experiential Therapy 1: Foundations of Art Therapy
- BACH 5317 (2559N) Expressive-Experiential Therapy 2: Processes for Survivors of Trauma (PTSD)
- BACH 5321 (2559R) Psychology for Graduate Students
- BACH 5322 (2559S) Sociology for Health Professionals

Graduate Certificate of Health Science (Child and Adolescent Health) and Master of Health Science (Child and Adolescent Health) by coursework

These courses allow students who have some background in the health professions and/or relevant disciplines to gain specialised knowledge in child and adolescent health. Both coursework programs will allow students to gain considerable contemporary knowledge in the application of psychology to child and adolescent health issues. The units aim to produce health professionals who are aware of, and can critically evaluate, and integrate into their work practice, culturally relevant, scientific, and methodologically sound research evidence in child and adolescent health. The electives give students the opportunity to develop discipline-based knowledge and research skills (including qualitative and quantitative data analysis) and an understanding of selected key issues in development and developmental psychopathology in a social and cultural context.

International students and participants undertaking the Masters Program who don't have a recent background in higher education and/or experience with information technology are strongly advised to undertake the unit Graduate Skills for Professional Development in their first semester of enrolment.

The courses are offered on a full-time or part-time basis. Some of the course requirements may be completed entirely off-campus, though not all units of study may be available distance mode. Students should consult the individual unit of study descriptions. There is considerable flexibility in arrangements for on-campus study. An individual program of study may involve some combination of classes (usually in the evening), workshops, seminars, independent study and/or contract learning.

Students undertaking the Graduate Certificate must complete three Child and Adolescent Health electives, and one other elective. Graduate Skills for Professional Development is strongly recommended. Students must complete eight units for the Master of Health Science (Child & Adolescent Health) by Coursework, including four Child and Adolescent Health electives and a research elective. The research elective titled Developing a Research Project is strongly recommended.

Masters’ students wishing to take the award with honours will also complete a dissertation in semester three (full-time) or part-time equivalent. For students seeking registration with the NSW Psychologists’ Registration Board the Master of Health Science (Child & Adolescent Health) is an approved fourth year course. However, 80% of electives chosen need to be psychology electives. Check which electives meet this criteria with the Postgraduate Coordinator.

Students who do not complete all requirements for the Master of Health Science (Child & Adolescent Health) may be able to exit with the award of Graduate Diploma of Health Science (Child & Adolescent Health) with successful completion of 36 credit points, or with the award of Graduate Certificate of Health Science (Child & Adolescent Health) with successful completion of at least 24 credit points. Students who are not qualified to enrol in the Master’s may, upon approval of the Postgraduate Committee, be permitted to enrol in the Graduate Certificate. Conditional on satisfactory performance, students may be able to articulate to the Master of Health Science (Child and Adolescent Health) coursework program.

Preferred stream

For master’s students, in addition to the core electives, students need to select three other electives from the list of those available in the Faculty. However, students are encouraged to select electives from the Child and Adolescent stream where possible.

Note: Students who choose Abnormal Psychology and Mental Health should not also choose Contemporary Issues 2 (and vice versa). Students will need to familiarise themselves with the semesters that the different Child and Adolescent Health electives are offered to ensure that over the period of enrolment the required electives are completed.

Admission requirements

In order to qualify for admission to both coursework programs, applicants shall have:

i) A bachelor degree with a major in anthropology, sociology or psychology; or

ii) A bachelor degree in social work; or

iii) An approved bachelor degree in a health profession with satisfactory performance in behavioural sciences; or

iv) Evidence of general and/or professional qualifications where the prospective candidate can satisfy the Faculty that she or he possesses expertise equivalent to (i), (ii), or (iii).

Applicants in the above categories may be required to complete any additional qualifying units prescribed by the Faculty of Health Sciences.

Articulation into the Master of Health Science (Child and Adolescent Health) Honours course is contingent upon the student achieving an overall credit average and distinction in at least two units of study in the Master of Health Science (Child and Adolescent Health) Pass course.

Course outlines

The course outlines for graduate coursework studies in Child and Adolescent Health are presented in Table 9.3,9.4 and 9.4.1. See elective streams earlier in this chapter for list of Child and Adolescent Health elective units of study, and end of this chapter and chapter 20 for unit descriptions.

Table 9.3: Graduate Certificate of Health Science (Child and Adolescent Health)

<table>
<thead>
<tr>
<th>Unit code</th>
<th>(old code)</th>
<th>Unit name</th>
<th>Ssm1</th>
<th>Ssm2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tr>
<tr>
<td>Year 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elective</td>
<td>6</td>
<td>or 6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Child and Adolescent Health elective</td>
<td>6 or 6</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Child and Adolescent Health elective</td>
<td>6 or 6</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Child and Adolescent Health elective</td>
<td>6 or 6</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stage total (24 credit points for Year 1)</td>
<td>24 or 24</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Part-time mode</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elective</td>
<td>6</td>
<td>or 6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Child and Adolescent Health elective</td>
<td>6 or 6</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Child and Adolescent Health elective</td>
<td>6 or 6</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Child and Adolescent Health elective</td>
<td>6 or 6</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stage total (24 credit points for Year 1)</td>
<td>12 or 12</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table 9.4.1: Master of Health Science (Child and Adolescent Health) by coursework

<table>
<thead>
<tr>
<th>Course code</th>
<th>Study mode</th>
<th>Minimum duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>2546</td>
<td>Full-time</td>
<td>1 year</td>
</tr>
<tr>
<td>2547</td>
<td>Part-time</td>
<td>2 years</td>
</tr>
</tbody>
</table>

Credit points: 48

<table>
<thead>
<tr>
<th>Unit code (old code)</th>
<th>Unit name</th>
<th>Sem 1</th>
<th>Sem 2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Year 1</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>As per Pass course (see Table 9.4)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Year 2 Honours’</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BACH 5263 (25585)</td>
<td>Dissertation</td>
<td>12  or 12</td>
<td></td>
</tr>
</tbody>
</table>

Stage total (12 credit points for Year 2)

<table>
<thead>
<tr>
<th>Unit code (old code)</th>
<th>Unit name</th>
<th>Sem 1</th>
<th>Sem 2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Year 1 and Year 2</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>As per Pass course</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Year 3 Honours’</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BACH 5263 (25585)</td>
<td>Dissertation</td>
<td>12  or 12</td>
<td></td>
</tr>
</tbody>
</table>

Stage total (12 credit points for Year 3)

1. Complete a dissertation, worth 12 credit points. The dissertation should be on a topic covered in one of the units for student has earned at least a grade of Distinction.
Master of Applied Science (Behavioural Science) by research

The Master of Applied Science research program allows students to gain extensive research knowledge in the disciplines of psychology, sociology, and anthropology and their application to health behaviour, and health issues. The program aims to produce health professionals who can conduct culturally relevant, scientific, and methodologically sound research. It is aimed at those who have some research experience, and who wish to further their studies by independent research. There may be a coursework component required which develops vital research skills including qualitative and quantitative data analysis, and electives chosen by the student in consultation with the supervisor to provide an interdisciplinary focus for the research thesis.

Admission requirements

In order to qualify for the Research Master's Program applicants shall have:

i) A Bachelor degree with a major in anthropology, sociology or psychology; or

ii) A Bachelor degree in social work; or

iii) An approved Bachelor degree in a health profession with satisfactory performance in Behavioural Sciences; or

iv) Evidence of general and/or professional qualifications where the prospective candidate can satisfy the Faculty that she or he possesses expertise equivalent to (i), (ii), or (iii). Applicants in the above categories may be required to complete any additional qualifying units prescribed by the Faculty of Health Sciences.

Admission requirements

In order to qualify for the Research Master's Program applicants shall have:

i) A Bachelor degree with a major in anthropology, sociology or psychology; or

ii) A Bachelor degree in social work; or

iii) An approved Bachelor degree in a health profession with satisfactory performance in Behavioural Sciences; or

iv) Evidence of general and/or professional qualifications where the prospective candidate can satisfy the Faculty that she or he possesses expertise equivalent to (i), (ii), or (iii). Applicants in the above categories may be required to complete any additional qualifying units prescribed by the Faculty of Health Sciences.

Course outline

The course outline for the Master of Applied Science (Behavioural Science) by Research is presented in Table 9.5.

BACH 9004 (25930) Special Program for Qualifying Students

The Special Programs are not units in the normal sense and do not necessarily involve a common syllabus and should not be compared between individual cases.

A. Research Electives

See chapter 20.

B. Research Thesis A/Research Thesis B

(For unit numbers please refer to Table 9.5)

A supervisor will be appointed to assist the student in the conduct of the research project if approval is given for the research to be conducted. Supervision will normally involve a one-hour per week meeting with the student's supervisor. Facilities and equipment appropriate to the research will be arranged within the School as needed. Students will be required to write a major thesis documenting an original research endeavour in the area of behavioural health science. Students will be expected to attend the Postgraduate Research Symposium and to present their research proposal and their ongoing work to peer review.

C. Contract Based Elective Studies: Areas of Supervisory Expertise

6 credit points

Students may be required to undertake elective studies in consultation with their supervisor. The semester in which these units are likely to be offered and its unit descriptions are indicated in chapter 20.

Table 9.5: Master of Applied Science (Behavioural Science) by Research

Course code 2537: Special Program (for Master's Qualifying Students)

Course code 2538: full-time, minimum 1.5 years, maximum 2 years

Course code 2539: part-time, minimum 3 years, maximum 4 years

<table>
<thead>
<tr>
<th>Unit code (old code)</th>
<th>Unit name</th>
<th>Sem 1</th>
<th>Sem 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Full-time mode</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BACH 6037 (25636)</td>
<td>Research elective</td>
<td>6</td>
<td>or 6</td>
</tr>
<tr>
<td>BACH 6038 (25637)</td>
<td>Research Thesis</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Year 2 (and subsequent years)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BACH 6038 (25637)</td>
<td>Research Thesis</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>BACH 6039 (25638)</td>
<td>Research Thesis</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>Part-time mode</strong></td>
<td></td>
<td></td>
<td></td>
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<td>Year 1</td>
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<tr>
<td>BACH 6041 (25640)</td>
<td>Research elective</td>
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<td>Year 2 (and subsequent years)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BACH 6040 (25639)</td>
<td>Research Thesis</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>BACH 6041 (25640)</td>
<td>Research Thesis</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>
Health Science (Education)

Health Science Education refers to the theory and practice of teaching and learning undertaken by health care professionals in a variety of contexts across the health sciences. Graduate studies in this field were first introduced in 1989.

Participants are current or aspiring teachers from across the health professions. Teachers in the health professions work as academics and tutors at this and other universities and colleges, instructional designers for flexible delivery of learning, clinical teachers and supervisors in fieldwork settings, nurse educators and clinical nurse specialists in hospitals, managers and training officers in human resource development units and pharmaceutical and medical supply companies, education officers in professional associations, patient educators and community health educators.

Tones (1987) conceptualization of ‘education for health’ persuasively captures the extent of the interdependence between education and health, adding weight to the case for context positively influences and manages educational practice in both theoretical and practical perspectives. The two core units provide a foundation in the theory of adult education and design for effective learning. The electives provide opportunities for participants to focus on streams of study relevant to the educational contexts and modes of educational delivery across the health sciences. Participants learn about teaching across four main specialties: student and clinical education, inservice and continuing education; technology based and distance education; patient and health education.

The course structure for this award reflects the need for educators to first understand the processes of teaching and learning from both a theoretical and practical perspective, in order to positively influence and manage educational practice in the many settings of education for health. The two core units provide a foundation in the theory of adult education and design for effective learning. The electives provide opportunities for participants to focus on streams of study relevant to the educational contexts and modes of educational delivery across the health sciences. Participants learn about teaching across four main specialties: student and clinical education, inservice and continuing education; technology based and distance education; patient and health education.

Studies are available in mixed mode - that is, both distance delivery or on-campus studies. Print-based independent learning packages support both modes of learning and email and web access are an advantage. The on-campus program is mainly offered at night or some Saturday workshops. This reflects the needs of the majority of students who are health professionals in full-time daytime employment. Midyear enrolment is an option. Assessment is assignment-based and focuses on real world application of knowledge and skills. The curriculum is sensitive to diversity and inclusive of international contexts.

Graduate Certificate of Health Science (Education)

Participants complete units of study totalling 24 credit points. This consists of two core units of study and two additional 6 credit point electives. The latter may be combined as one 12 credit point elective Educational Innovation Project A and B. On successful completion of the Graduate Certificate you may elect to articulate into the Graduate Diploma or Masters. Participants with non graduate entry will need to achieve a credit average to be eligible for articulation.

Admission requirements

In order to qualify for admission to the degree, applicants shall have:

i) A bachelor degree in a health science field or other relevant area; or

ii) submit other evidence of general and professional qualifications and/or experience, as well as satisfy the Faculty that the applicant possesses the educational capacity to pursue graduate studies, and satisfy such additional requirements for admission to the program, if any, as may be prescribed by the Faculty; and

iii) have completed a minimum of one year full-time experience as a health professional.

Current or recent experience in teaching is considered desirable.

Course outline

The course outline for the Graduate Certificate of Health Science (Education) by coursework is presented in Table 9.6.

Table 9.6: Graduate Certificate of Health Science (Education)

<table>
<thead>
<tr>
<th>Course code 2529: full-time, 1 semester</th>
<th>Course code 2530: part-time, 2 semesters</th>
<th>Course code 2522: off-campus, 2 semesters</th>
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<tbody>
<tr>
<td>Credit points: 24 (minimum)</td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit code (old code)</th>
<th>Unit name</th>
<th>Sem 1</th>
<th>Sem 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>BACH 5001 (25500)</td>
<td>Adult Learning¹</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>BACH 5002 (25501)</td>
<td>Educational Design</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>2 electives (6 credit points each)</td>
<td>12</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Stage total (24 credit points)</td>
<td>24</td>
<td>24</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit code (old code)</th>
<th>Unit name</th>
<th>Sem 1</th>
<th>Sem 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>BACH 5001 (25500)</td>
<td>Adult Learning¹</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>BACH 5002 (25501)</td>
<td>Educational Design</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>2 electives (6 credit points each)</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>Stage total (24 credit points)</td>
<td>24</td>
<td>24</td>
</tr>
</tbody>
</table>

¹ Adult Learning must be undertaken in the first semester of entry to the program.

2. Participants undertake to study two (2) electives of 6 credit points. Generally these electives are taken from List A or List B.
Graduate Diploma of Health Science (Education)

The Graduate Diploma is available as an early exit option from the Master's program. Participants may enrol directly into this award but note it does not meet the requirements of the Master's program. Participants must complete units of study totalling 36 credit points. This consists of the two core units of study and four additional 6 credit point electives. The latter may include the 12 credit point elective Educational Innovation Project A and B.

Admission requirements

In order to qualify for admission to the degree, applicants shall:

i) hold a Bachelor degree in a health sciences field or other relevant area; or

ii) have such professional qualifications and/or experience that will satisfy the Faculty; or

iii) have a minimum of one year's full-time professional experience.

Current or recent experience in teaching will be considered desirable.

Note: Participants wishing to transfer (or articulate) from the Graduate Certificate into the Graduate Diploma should complete a Course Application form and submit this to Head of School by 30 October. Admission of non-Bachelor students will be contingent on completion of all the credit point requirements of the Graduate Certificate and achieving a credit grade average. Admission for all students will be contingent on availability of student places.

Course outline

The course outline for the Graduate Diploma of Health Science (Education) is presented in Table 9.7. Units of study are described later in this chapter. Educational electives available in semester 1 and 2 are listed at the beginning of this chapter. Elective descriptions can be found in chapter 20.

Table 9.7: Graduate Diploma of Health Science (Education)

<table>
<thead>
<tr>
<th>Unit code (old code)</th>
<th>Unit name</th>
<th>Sem 1</th>
<th>Sem 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>BACH 5001 (25500)</td>
<td>Adult Learning¹</td>
<td>6 or 6</td>
<td></td>
</tr>
<tr>
<td>BACH 5002 (25501)</td>
<td>Educational Design</td>
<td>6 or 6</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2 electives (6 credit points each)</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Stage total (24 credit points for Year 1)</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td>Year 2</td>
<td>2 electives (6 credit points each)</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>Stage total (12 credit points for Year 2)</td>
<td>12</td>
<td>12</td>
</tr>
</tbody>
</table>

¹. Adult Learning must be undertaken in the first semester of entry to the program.

2. Participants undertake to study four (4) elective of 6 credit points. Generally these electives are taken from List A or List B.

Master of Health Science (Education) by coursework

On successful completion of the Masters program students may apply for admission to the Master of Health Science Education (Honours). A participant who elects to exit early from the award of master may, on satisfactorily completing a minimum of 36 credit points, be awarded a Graduate Diploma of Health Science (Education). A participant who elects to exit early from the award of either master or graduate diploma may, on satisfactorily completing a minimum of 24 credit points, be awarded a Graduate Certificate of Health Science (Education). Participants in the Master's program must complete units of study totalling 48 credit points. This consists of the two core units of study and six additional 6 credit point electives. The latter may include the 12 credit point elective Educational Innovation Project A and B.

Course outline

The course outline for the Master of Health Science (Education) is presented in the Table 9.8. Units of study are described later in this chapter. Educational electives available in semester 1 and 2 are listed at the beginning of this chapter. Elective descriptions can be found in chapter 20.

Master of Health Science (Education) Honours by coursework

This course offers the opportunity for educators in the health sciences who have completed the Master of Health Science Education to have the master degree awarded with honours following the completion of a dissertation. The dissertation provides candidates with an opportunity to undertake an advanced investigation in a topic or issue through the development of either a proposal for independent research on that topic or a substantial paper that demonstrates the application of scholarly literature to a practical problem. An honours candidate will be required to enrol in the honours program no later than the census date of the semester following that in which all coursework is completed. The dissertation will be deemed worth 12 credit points and will normally be completed within one semester.

Admission requirements

i) Have completed the requirements for the Master of Health Science Education with at least 65% pass or better in all units of study and a 75% pass or better in at least two units of study.

Course outline

The course outline for the Master of Health Science (Education) Honours by Coursework is presented in Table 9.8.1.
Table 9.8: Master of Health Science (Education) by coursework

<table>
<thead>
<tr>
<th>Course code</th>
<th>Mode</th>
<th>Year</th>
<th>Unit code</th>
<th>Unit name</th>
<th>Sem 1</th>
<th>Sem 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>2525</td>
<td>Full-time</td>
<td>1</td>
<td>25500</td>
<td>Adult Learning¹</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>2526</td>
<td>Part-time</td>
<td>2</td>
<td>25501</td>
<td>Educational Design</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>2524</td>
<td>Off-campus</td>
<td>2</td>
<td></td>
<td>6 electives² (6 credit points each)</td>
<td>18</td>
<td>18</td>
</tr>
</tbody>
</table>

Credit points: 48 (minimum)

Note: Campus based students may be required to undertake the directed self-paced study option if the unit in which they are enrolled has insufficient numbers for regular classes.

Table 9.8.1: Master of Health Science (Education) Honours by coursework

<table>
<thead>
<tr>
<th>Course code</th>
<th>Mode</th>
<th>Year</th>
<th>Unit code</th>
<th>Unit name</th>
<th>Sem 1</th>
<th>Sem 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>2524</td>
<td>Full-time</td>
<td>1</td>
<td>25500</td>
<td>Adult Learning¹</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>2525</td>
<td>Part-time</td>
<td>2</td>
<td>25501</td>
<td>Educational Design</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>2526</td>
<td>Off-campus</td>
<td>2</td>
<td></td>
<td>6 electives² (6 credit points each)</td>
<td>12</td>
<td>12</td>
</tr>
</tbody>
</table>

Credit points: 60 (minimum)

1. Adult Learning must be undertaken in the first semester of entry to the program.
2. Participants undertake to study four (4) elective of 6 credit points. Generally these electives are taken from List A or List B.

Table 9.8.1: Master of Health Science (Education) Honours by coursework

<table>
<thead>
<tr>
<th>Course code</th>
<th>Mode</th>
<th>Year</th>
<th>Unit code</th>
<th>Unit name</th>
<th>Sem 1</th>
<th>Sem 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>2524</td>
<td>Full-time</td>
<td>1</td>
<td>25500</td>
<td>Adult Learning¹</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>2525</td>
<td>Part-time</td>
<td>2</td>
<td>25501</td>
<td>Educational Design</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>2526</td>
<td>Off-campus</td>
<td>2</td>
<td></td>
<td>6 electives² (6 credit points each)</td>
<td>12</td>
<td>12</td>
</tr>
</tbody>
</table>

Credit points: 60 (minimum)

1. Adult Learning must be undertaken in the first semester of entry to the program.
2. Participants undertake to study four (4) elective of 6 credit points. Generally these electives are taken from List A or List B.
Master of Applied Science (Education) by research

This course is designed to provide participants with the opportunity to undertake research into the process of teaching and learning in their professions. Graduates from this course will be able to undertake research in education and also contribute to research activities in their professional field.

Admission requirements

i) A bachelor degree at honours level in a health science field or other relevant area; or
ii) A bachelor degree in a health science field or other related area; or
iii) submit such other evidence of general and professional qualifications and experience as will satisfy the Faculty that the applicant possesses the educational preparation and capacity to pursue independent research, and satisfy such additional requirements for admission to the program, if any, as may be prescribed by the Faculty; and
iv) have completed at least two years full-time work in their professional field; and
v) have completed a minimum of one year's full-time experience in an educational role. Students with Honours level entry can apply for advanced standing in relevant research units. All qualifying requirements must be completed before enrolment in this Masters course.

Note: Applicants with a bachelor degree at pass level must demonstrate the necessary preparation in education and research including completion of studies in education normally to the level of graduate diploma. Applicants with a Bachelor degree at honours level may be required to complete studies in education normally to the level of graduate diploma.

Course outline

The course outline for the Master of Applied Science (Education) by Research is presented in Table 9.9.

<table>
<thead>
<tr>
<th>Unit code</th>
<th>Unit name</th>
<th>Sem 1</th>
<th>Sem 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>BACH 6001</td>
<td>Research Thesis</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>BACH 6002</td>
<td>Research Thesis</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

Table 9.9: Master of Applied Science (Education) by research

Course code 2506: full-time, minimum 1.5 years, maximum 2 years
Course code 2507: part-time, minimum 3 years, maximum 4 years

Master of Health Science (Gerontology) by coursework

This course offers professional development for practitioners whose work requires understanding of individual and population ageing. Graduates are equipped to occupy senior positions in management, policy, planning, education, research, clinical or other service delivery settings. Flexible pathways of learning enable participants to select the combination of specialist knowledge and skills which meets their individual needs.

The course structure reflects the need for professionals to understand the theoretical basis of gerontology and its application in specialised areas of knowledge about ageing and older people. To this end, participants undertake one core unit of study (Introduction to Gerontology) and a choice of specialist electives in Gerontology (to a total of at least 18 credit points). Participants may choose additional units from other award programs offered by the School in areas such as counselling, management, policy and planning, education, research methods, information technology, and international health. Participants should discuss their program of study options with the Course Coordinator.

Note: International students and participants without a recent background in higher education and/or experience with information technology are strongly advised to undertake the unit Graduate Skills for Professional Development in their first semester of enrolment.

The course is offered on a full-time or part-time basis. Course requirements may be completed entirely off-campus, though not all elective units of study may be available in distance mode. Prospective off-campus students should consult the individual unit of study descriptions. There is considerable flexibility in arrangements for on-campus study. An individual program of study may involve some combination of classes (usually in the evening), workshops, seminars, independent study and/or contract learning.

Participants who do not complete all requirements for the Master of Health Science (Gerontology) may be able to exit with the award of Graduate Diploma of Health Science (Gerontology) with successful completion of at least 36 credit points or with the award of Graduate Certificate of Health Science (Behavioural Science) with successful completion of at least 24 credit points.

Admission requirements

In order to qualify for admission to the degree, applicants shall have:

i) A Bachelor degree in an area of occupational relevance such as the health, welfare, social or biological sciences; or
ii) Overseas qualifications acceptable to the Faculty; or
iii) Other general and professional qualifications and/or experience as will satisfy the Faculty that the applicant possesses the educational preparation and capacity to pursue independent research, and satisfy such additional requirements for admission to the program, as may be prescribed by Faculty.

Course outline

The course outlines for the Master of Health Science (Gerontology) by coursework and Master of Health Science (Gerontology) Honours by coursework are presented in Table 9.10 and 9.10.1.
Master of Applied Science (Gerontology) by research

This course provides the opportunity for research in gerontology.

Admission requirements

To qualify for admission to the Master degree by research in gerontology applicants must:

i) have completed a Bachelor degree in an area of relevance such as health, welfare, social, behavioural or biological sciences or

ii) submit such other evidence of general and professional qualifications and experience as will satisfy the Faculty that the applicant possesses the educational preparation and capacity to pursue independent research.

iii) Satisfy such additional requirements for admission to the program, if any, as may be prescribed.

Note: Applicants who have completed an approved Bachelor degree at Honours level may apply for admission to Year 2 of the program.

Course outline

The course outline for the Master of Applied Science (Gerontology) by research is presented in Table 9.11.

Table 9.11: Master of Applied Science (Gerontology) by research

<table>
<thead>
<tr>
<th>Course code</th>
<th>Mode</th>
<th>Unit code (old code)</th>
<th>Unit name</th>
<th>Sem 1</th>
<th>Sem 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>2508</td>
<td>Full-time</td>
<td>BACH 6019 (25619)</td>
<td>Research Thesis</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(25619)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2509</td>
<td>Part-time</td>
<td>BACH 6020 (25618)</td>
<td>Research Thesis</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(25619)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 9.10.1: Master of Health Science (Gerontology) Honours by coursework

<table>
<thead>
<tr>
<th>Course code</th>
<th>Mode</th>
<th>Unit code (old code)</th>
<th>Unit name</th>
<th>Sem 1</th>
<th>Sem 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>2567</td>
<td>Full-time</td>
<td>BACH 5263 (25585)</td>
<td>Dissertation</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(25585)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2568</td>
<td>Part-time</td>
<td>BACH 5263 (25585)</td>
<td>Dissertation</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(25585)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 9.10: Master of Health Science (Gerontology) by coursework

<table>
<thead>
<tr>
<th>Course code</th>
<th>Mode</th>
<th>Unit code (old code)</th>
<th>Unit name</th>
<th>Sem 1</th>
<th>Sem 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>2520</td>
<td>Full-time</td>
<td>BACH 5041 (2551U)</td>
<td>Introduction to Gerontology</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3 electives (6 credit points each)</td>
<td>18</td>
<td>24</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>4 electives (6 credit points each)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Stage total (48 credit points for Year 1)</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>2521</td>
<td>Part-time</td>
<td>BACH 5041 (2551U)</td>
<td>Introduction to Gerontology</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Elective</td>
<td>6</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2 electives (6 credit points each)</td>
<td></td>
<td>12</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Stage total (24 credit points for Year 1)</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td>2533</td>
<td>Off-campus</td>
<td>BACH 5041 (2551U)</td>
<td>Introduction to Gerontology</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Elective</td>
<td>6</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2 electives (6 credit points each)</td>
<td></td>
<td>12</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Stage total (24 credit points for Year 1)</td>
<td>12</td>
<td>12</td>
</tr>
</tbody>
</table>
Graduate Diploma in Rehabilitation Counselling

This course offers professional development for students wishing to add to their existing qualifications in social sciences or health sciences. Graduates attain professional status as a rehabilitation counsellor and as such work with persons with disability or disadvantage to enable them to be a more active member of the community. The client’s vocational, psychological, social and medical needs are reviewed and appropriate rehabilitation plans are implemented. This course can be completed on a one-year full-time basis or over a longer period via the off-campus (distance education) mode.

Admission requirements

In order to qualify for admission to the Graduate Diploma in Rehabilitation Counselling course, applicants must:

i) have completed a Bachelor degree in an appropriate area other than rehabilitation counselling or
ii) submit such other evidence of general and professional qualifications and experience as will satisfy the Academic Board that the applicant possesses the educational preparation and capacity to undertake the coursework requirements, and satisfy such additional requirements for admission to the program, if any, as may be prescribed by the Academic Board; and

iii) It is desirable that applicants have had experience of at least one year in some aspect of rehabilitation, either in work or on a voluntary basis.

Course outline

The course outline for the Graduate Diploma in Rehabilitation Counselling is presented in Table 9.12.

<table>
<thead>
<tr>
<th>Unit code</th>
<th>Unit name</th>
<th>Sem 1</th>
<th>Sem 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>REHB 5012</td>
<td>Medical Aspects of Disability</td>
<td>3</td>
<td>-</td>
</tr>
<tr>
<td>REHB 5043</td>
<td>Rehabilitation Counselling A(^2)</td>
<td>3</td>
<td>-</td>
</tr>
<tr>
<td>REHB 5044</td>
<td>Vocational Development and Vocational Counselling(^1)</td>
<td>3</td>
<td>-</td>
</tr>
<tr>
<td>REHB 5045</td>
<td>Rehabilitation Theory</td>
<td>3</td>
<td>-</td>
</tr>
<tr>
<td>REHB 5046</td>
<td>Work and Disability</td>
<td>3</td>
<td>-</td>
</tr>
<tr>
<td>REHB 5047</td>
<td>Psychosocial Aspects of Disability</td>
<td>3</td>
<td>-</td>
</tr>
<tr>
<td>REHB 5048</td>
<td>Field Experience I(^)</td>
<td>3</td>
<td>-</td>
</tr>
<tr>
<td>REHB 5049</td>
<td>Rehabilitation Counselling B</td>
<td>-</td>
<td>3</td>
</tr>
<tr>
<td>REHB 5050</td>
<td>Client Assessment and Job Placement</td>
<td>-</td>
<td>3</td>
</tr>
<tr>
<td>REHB 5051</td>
<td>Rehabilitation Case and Caseload Management</td>
<td>-</td>
<td>3</td>
</tr>
<tr>
<td>REHB 5052</td>
<td>Legal Aspects of Rehabilitation</td>
<td>-</td>
<td>3</td>
</tr>
<tr>
<td>REHB 5053</td>
<td>Workers Compensation and Rehabilitation</td>
<td>-</td>
<td>3</td>
</tr>
<tr>
<td>REHB 5054</td>
<td>Field Experience II(^)</td>
<td>-</td>
<td>3</td>
</tr>
<tr>
<td>REHB 5055</td>
<td>Professional Elective(^)</td>
<td>-</td>
<td>3</td>
</tr>
<tr>
<td>REHB 5056</td>
<td>Professional Elective(^)</td>
<td>-</td>
<td>3</td>
</tr>
</tbody>
</table>

Stage Total (48 credit points for Year 1) 24 24

1. Entry is in First or Second Semester. Part-time students may select from the total units offered, keeping in mind that some Semester 1 units are prerequisites for some Semester 2 units (as outlined below).
2. REHB 5043 (255111) Rehabilitation Counselling A is a prerequisite to REHB 5049 (255117) Rehabilitation Counselling B.
3. REHB 5044 (255112) Vocational Development and Vocational Counselling is a prerequisite to REHB 5050 (255118) Client Assessment and Job Placement and to REHB 5051 Rehabilitation Case and Caseload Management.
4. Field Experience includes two 5-week (total 385 hours) block placements at separate agencies, complemented by pre and post-placement tutorials. The first placement is usually taken in the mid-year inter-semester break, the second towards the end of Semester 2 and into the end-of-year break. Placements are organised through the Rehabilitation Counselling Clinical Coordinator.
5.5. Students choose from the following professional electives:
   Semester 1:
   REHB 5014 (2553LX) Rehabilitation and Substance Abuse*  
   REHB 5018 (2553N) Rehabilitation of Persons with Developmental Disability*  
   REHB 5022 (2553PX) Rehabilitation of Persons with Acquired Brain Injury  
   REHB 5042 (2551CX) Psychiatric Rehabilitation  
   REHB 5055 (255123) Accident Compensation Schemes Practicum  
   Semester 2:
   REHB 5016 (2553MX) Rehabilitation of Public Offenders  
   REHB 5020 (2553OX) Rehabilitation and Older People  
   REHB 5024 (2553Q) Rehabilitation of Persons from NESB*  
   REHB 5032 (2553U) Rehabilitation of Persons Living with HIV/AIDS  
* On-campus attendance required on a weekly basis

Credit points: 48

SCHOOL OF BEHAVIOURAL AND COMMUNITY HEALTH SCIENCES
Master of Rehabilitation Counselling by coursework

This course can be completed on a 3 semester full-time basis or over a longer period off-campus (distance education) mode. The coursework is equivalent to that offered in the Graduate Diploma in Rehabilitation Counselling.

Admission requirements

To qualify for direct admission to the Master degree by coursework in rehabilitation counselling, applicants must:

i) have completed a 4-year Bachelor degree in an appropriate area other than rehabilitation counselling with meritorious performance; or

ii) submit such other evidence of general and professional qualifications and experience as will satisfy the Academic Board that the applicant possesses the educational preparation

Table 9.13: Master of Rehabilitation Counselling by coursework

<table>
<thead>
<tr>
<th>Course code</th>
<th>Unit name</th>
<th>Sem 1</th>
<th>Sem 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>REHB 5012</td>
<td>Medical Aspects of Disability</td>
<td>3</td>
<td>-</td>
</tr>
<tr>
<td>REHB 5043</td>
<td>Rehabilitation Counselling A</td>
<td>3</td>
<td>-</td>
</tr>
<tr>
<td>REHB 5044</td>
<td>Vocational Development and Vocational Counselling</td>
<td>3</td>
<td>-</td>
</tr>
<tr>
<td>REHB 5045</td>
<td>Rehabilitation Theory</td>
<td>3</td>
<td>-</td>
</tr>
<tr>
<td>REHB 5046</td>
<td>Work Injury and Disability</td>
<td>3</td>
<td>-</td>
</tr>
<tr>
<td>REHB 5047</td>
<td>Psychosocial Aspects of Disability</td>
<td>3</td>
<td>-</td>
</tr>
<tr>
<td>REHB 5048</td>
<td>Field Experience I</td>
<td>3</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>Professional Elective</td>
<td>3</td>
<td>-</td>
</tr>
<tr>
<td>REHB 5049</td>
<td>Rehabilitation Counselling B</td>
<td>3</td>
<td>-</td>
</tr>
<tr>
<td>REHB 5050</td>
<td>Client Assessment and Job Placement</td>
<td>3</td>
<td>-</td>
</tr>
<tr>
<td>REHB 5051</td>
<td>Rehabilitation Case and Caseload Management</td>
<td>3</td>
<td>-</td>
</tr>
<tr>
<td>REHB 5052</td>
<td>Legal Aspects of Rehabilitation</td>
<td>3</td>
<td>-</td>
</tr>
<tr>
<td>REHB 5053</td>
<td>Workers Compensation and Rehabilitation</td>
<td>3</td>
<td>-</td>
</tr>
<tr>
<td>REHB 5054</td>
<td>Field Experience II</td>
<td>3</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>Professional Elective</td>
<td>3</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>Professional Elective</td>
<td>3</td>
<td>-</td>
</tr>
</tbody>
</table>

Stage total (48 credit points for Year 1) 24 24

Full-time mode

Year 2 (Semester 1)

<table>
<thead>
<tr>
<th>Course code</th>
<th>Unit name</th>
<th>Sem 1</th>
<th>Sem 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>REHB 5059</td>
<td>Dissertation</td>
<td>18</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>Research elective</td>
<td>6</td>
<td>-</td>
</tr>
</tbody>
</table>

Stage total (24 credit points for Year 2) 24

Part-time mode

Year 3 (on completion of all other coursework units)

<table>
<thead>
<tr>
<th>Course code</th>
<th>Unit name</th>
<th>Sem 1</th>
<th>Sem 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>REHB 5057</td>
<td>Dissertation A</td>
<td>9</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>Research elective</td>
<td>6</td>
<td>-</td>
</tr>
</tbody>
</table>

Stage total (24 credit points for Year 3) 15 9

1. Entry is in First or Second Semester. Part-time students may select from the total units offered, keeping in mind that some Semester 1 units are prerequisites for some Semester 2 units (as outlined below).
2. REHB 5043 (255111) Rehabilitation Counselling A is a prerequisite to REHB 5049 (255117) Rehabilitation Counselling B.
3. REHB 5044 (255112) Vocational Development and Vocational Counselling is a prerequisite to REHB 5050 (255118) Client Assessment and Job Placement and to REHB 5051 (255119) Rehabilitation Case and Caseload Management.
4. Field Experience includes two 5-week (total 385 hours) block placements at separate agencies, complemented by pre and post-placement tutorials. The first placement is usually taken in the mid-year inter-semester break, the second towards the end of Semester 2 and into the end-of-year break. Placements are organised through the Rehabilitation Counselling Clinical Coordinator.
5. Students choose from the following professional electives:
   Semester 1:
   - REHB 5012(2553K) Rehabilitation and Substance Abuse
   - REHB 5018(2553N) Rehabilitation of Persons with Developmental Disability
   - REHB 5022(2553PX) Rehabilitation of Persons with Acquired Brain Injury
   - REHB 5042(2551CX) Psychiatric Rehabilitation
   - REHB 5055(255123) Accident Compensation Schemes Practicum
   Semester 2:
   - REHB 5016(2553MX) Rehabilitation of Public Offenders
   - REHB 5020(2553Q) Rehabilitation and Older People
   - REHB 5024(2553Q) Rehabilitation of Persons from NESB
   - REHB 5032(2553L) Rehabilitation of Persons Living with HIV/AIDS
   * On-campus attendance required on a weekly basis
6. Students select one of the units in consultation with the Course Coordinator. Some units are offered in Semester 1 and others in Semester 2. For the list of research electives, see chapter 20.
■ Master of Applied Science (Rehabilitation Counselling) by research

This course provides the opportunity for research in the areas of rehabilitation and disability.

Admission requirements

In order to qualify for admission to the degree, applicants shall have completed:

i) a Graduate Diploma in Rehabilitation Counselling or Bachelor of Health Science (Rehabilitation Counselling); or

ii) General and professional qualifications as will satisfy the Faculty that the applicant possesses the educational preparation and capacity to pursue graduate studies. In addition, the applicant shall satisfy such additional requirements for admission to the program, if any, as may be prescribed by the Faculty. The applicant shall normally have had a minimum of one year of full-time relevant work experience in a rehabilitation setting.

Course outline

The course outline for the Master of Applied Science (Rehabilitation Counselling) by Research is presented in Table 9.14.

Table 9.14: Master of Applied Science (Rehabilitation Counselling) by research

<p>| Course code: 2513: full-time, minimum 1.5 years, maximum 2 years |
| Course code: 2514: part-time, minimum 3 years, maximum 4 years |</p>
<table>
<thead>
<tr>
<th>Unit code</th>
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<td>Research Thesis</td>
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<td>(25606)</td>
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<tr>
<td>Year 1 (and subsequent years)</td>
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<td>Research Thesis</td>
<td></td>
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<tr>
<td></td>
<td>(25607)</td>
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<td></td>
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<tr>
<td><strong>Part-time mode</strong></td>
<td></td>
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<tr>
<td>Year 1 (and subsequent years)</td>
<td>REHB 6007</td>
<td>Research Thesis</td>
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<td></td>
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<td>Year 1 (and subsequent years)</td>
<td>REHB 6008</td>
<td>Research Thesis</td>
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<td>(25607)</td>
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</tbody>
</table>

■ Field experience and professional practice

Rehabilitation Counselling

Field experience is an essential component in the overall process of developing professional competence and identity as a rehabilitation counsellor. It not only provides students with an opportunity to apply, integrate, reinforce and assess theoretical learning, but also allows them to appreciate the way in which rehabilitation counsellors and other allied professionals contribute to the effectiveness of the rehabilitation process. Field placements are provided in a wide variety of rehabilitation and related health, welfare, vocational and independent living services in both the public and private sectors. The objectives of field experience are that the students be provided with opportunities to:

• develop competence and professional identity as rehabilitation counsellors
• integrate theory taught at the University with practice learnt in the field. Field experience provides the context where all segments of the coursework merge and gain meaning
• develop an understanding of the values and principles of rehabilitation counsellors as applied in different fields/levels of application
• develop knowledge and skills in various rehabilitation counselling methods and related activities under the guidance, supervision and support of experienced practitioners in the service delivery environment
• develop confidence, independence and autonomy as practitioners. These objectives are fulfilled by placement blocks of supervised field practice complemented by supporting seminars, tutorials and agency visits. At least one placement is to be supervised by a practising/qualified rehabilitation counsellor. Graduate Diploma (Rehabilitation Counselling) and Masters (Rehabilitation Counselling) students are required to complete 385 hours. This includes two field placements at separate agencies, as per dates below.

Field placement dates - Graduate Diploma and Master of Rehabilitation Counselling

Semester 1

2 July to 9 August 2002

Semester 2

6 January to 7 March 2003

Please refer to notes for details of placement requirements and options.

■ Units of study

AHCD 5048 Action Research

Old code 07548/07548X. 6 credit points. Dr Freidoon Khavarpour, (02) 9351 9127, Email: fkhavarpour@cchs.usyd.edu.au. Semester: 1. Classes: Off-campus/contract learning. Participatory action research extends knowledge and improves social practice through processes, which empower ordinary people. Action Research projects proceed through cycles of planning, acting, observing and reflecting with the participation of the people affected by the practices under consideration.

BACH 5002 Educational Design

Old code 25500/25500X. 6 credit points. Ms Fran Everingham, (02) 9351 9116. Semester: 1,2. Classes: Class attendance required. Night classes; independent learning packages; email support, Web support. (If insufficient on-campus enrolments, then may be offered by distance only.)

BACH 5003 Facilitating Learning


Textbooks

Non prescribed
Unit: 58

**BACH 5004 Educational Practice**
Assumed knowledge: Educational design BACH 5002 (25501). Assessment: Contract learning (non exam).

Participants undertake an independent learning project in which they develop a teaching plan or product relevant to their professional setting.

Distance education and on-campus mode with email support. 
Direct entry learning contract including negotiated assessment.

**BACH 5007 Curriculum Leadership**
Old code 25506/25506X, 6 credit points. Ms Fran Everingham, (02) 9351 9116. Semester: 2. Classes: Independent learning packages for all on-campus and off-campus mode. Evening classes held fortnightly for on-campus students if sufficient numbers. Email support. 
Pre-requisite: 
Adult Learning BACH 5001 (25500/25500X) and Educational Design BACH 5002 (25501/25501X). Assessment: Assignment based (no exam).

Leadership in curriculum requires a knowledge of curriculum practice combined with creative problem-solving and design. 
Combined with these, studies focus on how to effect and manage change and enable the positive negotiation of curriculum innovation in the many organisations in which health science educators work.

Textbooks: 
- No prescribed text

**BACH 5008 Health Promotion, Planning and Evaluation**
Old code 25507, 6 credit points. Ms Fran Everingham, (02) 9351 9116. Semester: 1, 2. Classes: Attendance required. 
Pre-requisite: 
Introduction to Health Education (08481). Corequisite: 

Models for planning and evaluation are examined. Application of these to the local context is a key strategy for learning.

**BACH 5011 Survey Research Methods**
Old code 25510, 6 credit points. Dr Peter Choo, (02) 9351 9583 and Ms Kate O'Loughlin (02) 9351 9531. Semester: 1, 2. Classes: Contract learning, night classes.

This unit examines survey research design principles and considers conceptualization, sampling, questionnaire construction and pilot testing of data collection instruments. Techniques for the collection, coding and keypunching of survey data will be covered and students will gain experience with computer analysis of survey data. The strengths and limitations of survey data will be discussed. This unit is usually offered on Mondays from 5-8pm.

**BACH 5020 Introduction to Educational Computing**
Old code 25519, 6 credit points. Ms Victoria Neville, (02) 9351 9118. Semester: 2. Classes: Attendance required, night classes. 
Assessment: Assignment based (non exam).

This unit examines the conceptual and technological developments in educational computing and their use and impact on health science education. Participants will learn to apply concepts and skills of educational computing to their own educational settings, including selecting appropriate courseware and developing a small Computer-Assisted Learning package. 
(Some basic computer skills would be an advantage). 
Class size will be limited by the number of computers available.

**BACH 5022 Independent Investigation II**
Pre-requisite: 
Negotiated. Corequisite: 
Adult learning BACH 5001 (25500/25500X) and Educational Design BACH 5002 (25501/25501X). Assessment: 
Negotiated.

In this unit, individual participants can pursue an in-depth study of an educational issue of their choice. Directed independent learning contract including negotiated assessment.

**BACH 5024 In-Service and Continuing Education in Health Services**
Old code 2551D/2551DX, 6 credit points. Ms Fran Everingham, (02) 9351 9116. Semester: 2. Classes: Independent learning packages for all on-campus and Off-campus mode. Evening classes held fortnightly for on-campus students if sufficient numbers. Email support. 
Assumed knowledge: 
Adult Learning BACH 5001 (25500/25500X) and Educational Design BACH 5002 (25501/25501X). Workplace learning an advantage. Assessment: Assignment based (non exam).

This elective aims to provide opportunities for participants to explore the main challenges facing educators delivering in-service and continuing education in the 1990s. The effect of, for example, the training reform agenda, competency-based education, workplace standards, organisational constraints, and flexible delivery modes on the planning, implementation and evaluation of in-service and continuing education are explored.

Textbooks: 
- Non prescribed

**BACH 5025 Patient Education**
Old code 2551 E2551 EX, 6 credit points. Ms Fran Everingham, (02) 9351 9116. Semester: 2. Classes: Independent learning packages for all on-campus and off-campus mode. Evening classes held fortnightly for on-campus students if sufficient numbers. Email support. 
Assumed knowledge: 
Adult Learning BACH 5001 (25500/25500X) and Educational Design BACH 5002 (25501/25501X). Prerequisite: 
Non prescribed. 
Assessment: Assignment based (non exam).

Participants consider current theoretical approaches and skills that underpin patient education particularly with regard to chronic diseases.

Textbooks: 
- Non prescribed

**BACH 5026 Special Investigation**
Old code 2551 F/2551 FX, 6 credit points. Dr Cherry Russell, (02) 9351 9129. Semester: 1, 2. Classes: Contract learning on- and off-campus. 
Assessment: 
Negotiated learning contract.

This unit provides participants with an opportunity to undertake a critical review of the literature in relation to a significant topic or issue of relevance to their professional interest.

Textbooks: 
- www.cchs.usyd.edu.au/bach/5026

**BACH 5027 Mental Health in Later Life**
Assessment: Three assignments.

The unit aims to provide a broad understanding of factors affecting mental health in later life and the opportunity for in-depth study of an area of professional relevance.

**BACH 5034 The Residential Care Setting and Older People**
Assessment: Three assignments.

This unit examines the environment of supported accommodation from the perspective of older residents and professional care staff.

**BACH 5036 Community Aged Care: Policies & Programs**
Assessment: 
Negotiated learning contract.

This unit examines the development and implementation of community care policy for frail and disabled older people. It provides a critical analysis of ‘deinstitutionalisation’ as a defining feature of contemporary health policy and explores its intended and unintended consequences. It provides opportunity for students to focus on one or more topics of individual interest (eg, a particular service type or practice issue, elder abuse, social isolation, homelessness).

**BACH 5037 Introduction to Health Education**
Old code 2551Q, 6 credit points. Ms Fran Everingham, (02) 9351 9116. Classes: 
Independent learning packages and email support. 
Assumed knowledge: 
Adult Learning BACH 5001 (25500/25500X) and Educational Design BACH 5002 (25501/25501X). Assessment: Assignment based (non exam).

NB: Not offered in 2002

International perspectives, theories and models for health education are explored. Ways these translate into local strategies for intervention are examined.

Independent learning packages and email support.
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Units of study

Textbooks
Non prescribed

BACH 5038 The Community Setting and Older People
Old code 2551R. 6 credit points. Dr Cherry Russell, (02) 9351 9129.
Assessment: Three assignments.
This unit explores the home and community environment of older people in relation to factors which affect their health and quality of life.

BACH 5039 Large Group Teaching
Old code 2551S. 6 credit points. Ms Fran Everingham, (02) 9351 9116.
Assessment: Assignment based (non exam).
Large group teaching is a common method of education. Doing it well is a challenge. In this unit participants will increase their knowledge and skills about ways to work with large groups more effectively.

Distance education and on-campus mode (no classes) with independent learning packages and email support.

BACH 5041 Introduction to Gerontology
Old code 2551U. 6 credit points. Dr Cherry Russell, (02) 9351 9129.
Assessment: Three assignments.
This unit provides an overview of gerontology as a multi-disciplinary field and its application to professional practice. It explains basic concepts and key issues in the study of ageing at the level of individuals and of populations. Topics include demographic ageing, social and professional attitudes and values, retirement, public policy, ageing and health, aged care.

Textbooks

BACH 5042 Teaching Clinical Reasoning
Old code 2551V/2551X. 6 credit points. Ms Victoria Neville, (02) 9351 9118.
Participants explore theories and models of clinical reasoning and decision-making from the medical, nursing and allied health literatures. A range of strategies to facilitate the development of clinical reasoning will be examined. Participants will have the opportunity to plan the application of strategies to their teaching context.

Distance education and on-campus mode (night classes) with independent learning packages, email and Web support.
Assessment is (non exam) assignment based.

Textbooks

BACH 5044 Implementing Distance Learning
Old code 2551X/2551XX. 6 credit points. Ms Fran Everingham, (02) 9351 9116.
Assessment: Assignment based (non exam).
This elective builds onto Distance Learning. You develop skills formulating distance course proposals, structuring materials; selecting and integrating media; promoting interactivity; and tackling the writing process for distance packages. Studies are by independent learning packages with webconferences and webwize.

BACH 5047 Teaching with Reduced Resources
Old code 25520/25520X. 6 credit points. Ms Fran Everingham, (02) 9351 9116.
Classes: Independent learning package; for on-campus and off-campus (no classes). Assumed knowledge: Adult Learning BACH 5001 (25500/25500X) and Educational Design BACH 5002 (25501/25501X).
Assessment: Essays, observation report (no exam).
NB: Not offered in 2002
This unit tackles the perplexing issues to do with providing effective learning experiences in the face of shrinking resources in education. Independent learning packages and email support. Assessment is (non exam) assignment based.
Practical: Video of self practicing skills

BACH 5058 Residential Care Policies and Services
Old code 2552B/2552BXX. 6 credit points. Dr Cherry Russell, (02) 9351 9129.
This unit provides an overview of the development and implementation of residential care policies for older Australians and explores specific issues in the delivery of residential aged care services.

BACH 5061 Statistical Analysis with SPSS
Old code 2552E. 6 credit points. Dr Peter Choo, (02) 9351 9583 and Ms Karen Pepper, (02) 9351 9598.
Semester: 1, 2. Classes: Contract learning including a small number of on-campus. Assessment: Practical assignments.
This unit teaches the student to use the SPSS for Windows computer package to manage and analyse research data using a range of common statistical procedures. Data management procedures will include data transformation and selection, and import and exporting data. Statistical analyses to be covered include descriptive statistics, t-test, analysis of variance, correlation and regression, chi-square, non-variance, multiple regression, and factor analysis.

Textbooks

BACH 5063 Therapy with Children, Adolescents and their Families
Old code 2552G. 6 credit points. A/Prof Dianne Kenny, (02) 9351 9644.
Theoretical models addressing concerns specific to children and adolescents will be considered covering a variety of theoretical perspectives; including developmental, psychoanalytic and systemic. These models will provide a background for developing interviewing techniques. Students will gain practical skills in interviewing the client within the context relevant to the presenting problem; for example the student will learn when to interview an individual and when to interview me entire family. The unit will conclude with a consideration of the role of the therapist during the process and termination of therapy.

Textbooks

BACH 5070 Family and Caring in the Community
Old code 2552N/2552NX. 6 credit points. Assoc. Prof. Gwynyth Llewellyn, (02) 9351 9737 and Dr Rosemary Cant, (02) 9351 9560.
Semester: 2. Classes: On campus and off campus block mode.
Assessment: Contribution to tutorials and group work and an individual final report.
This unit of study examines families and community care within the context of social, economic and political processes and structures. The social basis of community care is considered together with an analysis based on a systems approach to understanding family processes when caring work is extensive.

The ecological approach locates these families within their social contexts. Particular emphasis is placed on five related questions: why family caring and why now? How is such care distributed? What is policy doing to support carers? How can useful questions be framed about carers’ needs and circumstances? And how can health professionals support families in ways which are conductive to the provision of reliable and effective family community care? The nature of community and aspects of Australian community studies relevant to issues of care are considered. Students are encouraged to pursue issues of family and community care in fields of interest encompassing the elderly, families with children with a disability, disabled adolescents and in the mental health area.

BACH 5074 Reflective Inquiry in Practice
Old code 2552R/2552RX. 6 credit points. Dr Ian Hughes

Assessment: Continuous. Project based assignments and participation.
NB: Internet access is necessary
In Reflective Inquiry in Practice students participate in a learning set to read, plan, implement, reflect and report on a reflective inquiry project. Participants use reflective inquiry cycles that can be applied in action learning, professional development, reflective practice, problem solving, diagnostic professional practice, continuous improvement, and action inquiry.

Reflective Inquiry in Practice is delivered through the Internet for on-campus study, distance education, workplace learning or facilitated learning. Access to the World Wide Web is essential.

BACH 5085 Clinical Teaching and Supervision
Old code 25533/25533X. 6 credit points. Ms Victoria Neville, (02) 9351 9118.
In this unit participants explore aspects of clinical teaching and the way clinical teachers relate to students and patients/clients in the clinical learning environment. Participants develop knowledge and skills in such areas as clinical teaching strategies
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and assessment, the role of the supervisor and ways to promote effective student interaction.

Distance education and on campus mode night classes with independent learning packages; email and Web support. (If there are insufficient on-campus enrolments, the unit may be offered by distance only.)

Textbooks

BACH 5101 Distance Learning

Participants investigate contemporary distance and flexible education, examining both policy and practice, using a systems approach. They develop their ability to select policy and practice options which best fit a set of specific client needs. As part of their studies they also investigate one or more delivery media and critically evaluate its contribution to specified teaching/learning situations.

BACH 5116 Developing a Web-based Education System

Participants will be introduced to the major conceptual and technological issues, products and methods involved in planning, development, implementation and evaluation of web-based education systems (WBES). Participants will have the opportunity to develop WBES for their own teaching context. This unit will be offered via the World Wide Web.

Textbooks

BACH 5118 Learning in Groups

Effectively functioning in any organisational setting is greatly enhanced by a knowledge of group dynamics. Any group interaction for the purpose of learning is more productive if likewise informed. Using the focus of the group and a series of task requirements participants gain both theoretical knowledge about the way in which group dynamics underpin small group learning and skills in facilitating the process, both as members and leaders of learning groups. Some knowledge of adult learning theory is an advantage (readings are suggested).

Textbooks
Various suggested

BACH 5127 Teaching with Technology

Learning materials play an essential role in motivating and enhancing understanding. Access to new technologies for teaching is increasing. You consider setting specific issues in the development of teaching materials and practice some techniques for using these.

Distance education and on campus mode (night classes) with independent learning packages and Web and email support. (If insufficient on-campus enrolments, then may be offered by distance only.)

Textbooks

BACH 5128 Educational Innovation Project A (Health Science Education Only)

This unit enables participants to explore the major issues concerned with developing, implementing and evaluating an educational innovation in their own teaching context. This unit addresses the first part of the project. Supervised project available in distance education and on campus mode (night classes) with email support.

BACH 5129 Educational Innovation Project B (Health Science Education Only)

This unit enables participants to explore the major issues concerned with developing, implementing and evaluating an educational innovation in their own teaching context. This unit addresses the first part of the project.

Supervised project available in distance education and on campus mode (night classes) with email support.

BACH 5138 Abnormal Psychology and Mental Health
Old code 2554K/2554KX. 6 credit points. Ms Chris Lennings, (02) 9351 9587. Semester: 1, 2. Classes: Contract learning (Semester 1); external/distance mode (Semester 2). Prerequisite: Undergraduate Psychology units. Assessment: Five case studies; literature review.

This unit develops an awareness of the issues involved in the treatment and assessment of emotional and behavioural orders and the impact of such disorders on the healthy functioning of the person. The unit involves understanding the philosophic bases for defining what is 'normal' mental health, the types of underlying assumptions psychologists make about what constitutes 'abnormal' mental health and an understanding of the DSMIV approach to classifying psychological and psychiatric disorders. The unit will also involve a brief overview of the major therapeutic theories in the area as well as some discussion of major approaches to the treatment of such disorders. This unit is divided into three modules over thirteen teaching topics. Modules two and three will involve learning by case studies. The unit is available in Distance Education mode in the Second Semester of each year, and is taught as a series of 6 seminars in Semester 1 of each year. Assessment requires students to complete 5 case studies and conduct a literature review.

Textbooks

BACH 5139 Behaviour Modification and Cognitive Behavioural Therapy

This unit will cover the basic principles of learning theory and their applications to research in health care settings in conjunction with a theoretical introduction to the use of cognitive behavioural therapy. Students will learn about programs based on reinforcement principles, such as operant and classical conditioning, extinction, shaping, maintenance and generalisation of the behaviour, stimulus discrimination training and fading, cognitive behaviour modification and assertiveness training, a behavioural model of somatic disorders and behavioural intervention in rehabilitation. This is an on-campus, directed independent study unit.

Textbooks

BACH 5143 Counselling
Old code 2554P/2554PX. 6 credit points. Dr Chris Lennings, (02) 9351 9587 and Dr Dianna Kenny, (02) 9351 9644. Semester: 1, 2. Classes: Class attendance required (Semester 1); Distance Learning (Semester 2). Prerequisite: Undergraduate Psychology units. Assessment: Audio-tape; literature review.

Counselling is an essential and underlying skill in most forms of applied psychology. This includes clinical psychology (with its emphasis on counselling in interview as well as therapy skills), educational psychology (with the additional emphasis on theories of development and working in organisations) and industrial-organisational psychology (with its emphasis on counselling as selection and evaluation interviews as well as crises, out-placement and general staff development issues.) This unit overviewes the area, seeks to establish a satisfactory definition of counselling and reviews research into the important aspects of counselling and its effectiveness. Students will be introduced to the Egan model of counselling skills and students will be expected to acquire basic skills in counselling.

Textbooks
BACH 5147 Psychology of Ageing
Old code 2554U. 6 credit points. Dr Steve Cumming, (02) 9351 9404, and Dr Lynn Harris, (02) 9351 9162. Classes: On-campus, directed independent and contract learning.

This elective develops a biopsychological approach to examining the psychology of late adulthood. It considers the psychological impact of the changes of social, environmental, economic, and relationship patterns that occur as people age, as well as examining the psychological concomitants of physical ageing process. The interrelation between biological, social and environmental factors with psychological function will be considered both in the context of the healthy ageing process and in the context of age-related physical and mental illnesses. Broader issues related to psychologically appropriate design and delivery of therapeutic services of the elderly will be highlighted.

BACH 5148 Health Policy and Social Theory
Old code 2554V. 6 credit points. Mr Dennis McIntyre, (02) 9351 9567. Classes: Contract learning. On-campus mode.

This unit of study treats the relationship between self, health and health policy as a social process. Included in this process are the distribution of health & illness and implications for health care, social organisation and the management of illness, the medical model, professionalism, management of acute and chronic illness and alternatives in health care delivery. The theoretical and substantive issue covered by this unit are: classical and contemporary theories of social change, contemporary approaches to social change, evaluating public and private models of health-care delivery, health-care policy, technical changes, demographic changes, health systems and social movements (e.g., consumer rights). A key to understanding all of the above is the concept risk society. Are we living in an age of risk, or is it a post-modernist invention?

BACH 5149 Ageing and Australian Society
Old code 2554X. 6 credit points. Ms Kate O'Loughlin, (02) 9351 9531. Classes: Contract learning.

A sociological analysis of ageing in Australia will lead the student to an understanding of the multiple relationships between social structures and processes, the individual experience of ageing and the position of elderly people in Australian society.

BACH 5151 Independent Investigation I

In this unit, individual participants can pursue an in-depth study of an educational issue of their choice. Directed independent learning contract including negotiated assessment.

BACH 5153 Assessment of Learning
Old code 25552.6 credit points. Ms Fran Everingham, (02) 9351 9116. Semester: 1. Classes: Independent learning package; external distance mode. Learning classes held fortnightly for on-campus students. Assumed knowledge: Knowledge of Adult Learning and Educational Design is useful. Prerequisite: Educational Design BACH 5002 (25501/25501X). Assessment: Two written assignments. Various educationalists point to the impact of assessment on student approaches to learning. Combined with concern to promote deep approaches are pragmatic mandates to reduce amount of assessment while ensuring quality in accreditation of competence in professional practice. These issues are examined against a backdrop of ensuring validity and reliability in both assessment and evaluation of learner development in any context.

Distance education and on campus mode might classes with independent learning packages, email and Web support.

Textbooks
No prescribed text

BACH 5164 Occupational Health

This unit teaches basic management principles related to the effective implementation of the duty of care in regard to occupational health and safety. Students will gain an understanding of the legislative and policy provisions associated with occupational health and safety, workers' compensation, rehabilitation and re-training. Students will be required to gain access to a workplace and develop a prevention program proposal based on identification of risks and provision of strategies for their control.

Practical: Yes

BACH 5165 Post Trauma Stress

This elective traces the historical development of trauma and trauma literature, including the acceptance of a syndrome known as post traumatic stress syndrome in recent years. Various disorders with similar characteristics are compared and contrasted and the research and clinical literature presented. Current views on the treatment and evaluation of post traumatic disorders are presented and appraised. This is an on-campus directed independent study unit.

BACH 5174 Social Theory and Special Groups
Old code 2555N. 6 credit points. Dr Rosemary Cant, (02) 9351 9560 and Ms Kate O'Loughlin, (02) 9351 9531. This elective gives students a basic understanding of social theory. As an example of a special group which might be studied, it examines women's health in the context of social class and gender divisions in Australian Society. Students will be encouraged to consider as research issues patterns and concerns regarding the status of women's health using socialist, feminist and psychoanalytic perspectives. Research into particular ethnic groups and multicultural issues are also within the scope of this elective.

BACH 5180 Stress and Illness

The nature of the relationship of the psychophysiological stress response and the development of illness will be explored and critically evaluated in this elective. A range of disorders will be considered, for example headaches, coronary heart disease and diabetes. Current research literature across a variety of relevant disciplines will be evaluated as a background to original research. An introduction to the theoretical and practical aspects of a range of stress management techniques is provided. Emphasis will be placed on the research utility of those techniques commonly included in stress-management 'packages', such as relaxation, biofeedback, cognitive restructuring and time management. This is an on-campus directed independent study unit.

Textbooks

BACH 5186 Graduate Skills for Professional Development

Participants in this unit of study will develop learning skills essential for research and/or professional development. This unit explores access to information sources (both print and numeric) for learning, including searching, retrieving, evaluating and analysing. This unit also addresses ways for communicating and presenting information and ideas based on these information sources, such as writing a critical annotated bibliography, formation of tables and graphs, critical literature review leading to the presentation of a grant proposal, a conference presentation or a draft journal article. There will be flexibility in selecting curriculum content to match the background and needs of the particular student.

Textbooks

BACH 5196 International Health: Sociological Analysis

This unit aims to provide students with an understanding of the demographic, epidemiological and health transitions in these countries. It examines the impact of structural and non-structural factors on health and life expectancy; and analyses the current health issues and health priorities in developed and developing countries.

Textbooks
Materials from various sources
<table>
<thead>
<tr>
<th>Units of study</th>
<th>SCHOOL OF BEHAVIOURAL AND COMMUNITY HEALTH SCIENCES</th>
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<tr>
<td><strong>BACH 5198  Contemporary Issues I</strong></td>
<td>Old code 2556C. 6 credit points. Dr Chris Lennings, (02) 9351 9587 and Dr Dianna Kenny, (02) 9351 9644. Semester: 1. 2 Classes: Contract Learning or Distance Mode. Prerequisite: Undergraduate Psychology units or Psychology for Graduate Students. Assessment: Four annotated bibliographies and one literature review. This unit will enable students to study in depth two areas of special interest related to child and adolescent health and adjustment. These two areas will be selected from: violence against children; young people and social control; juvenile crime in Australia; substance abuse in young people; youth suicide; adjustment and coping; homelessness; learning disabilities; and mental health issues. Textbooks</td>
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<td><strong>BACH 5200  Contemporary Issues II</strong></td>
<td>Old code 2556E. 6 credit points. Dr Chris Lennings, (02) 9351 9587 and Dr Dianna Kenny, (02) 9351 9644. Semester: 2. Classes: Contract Learning/Distance. Prerequisite: Contemporary Issues I BACH 5198 (2556C). Assessment: Four annotated bibliographies and literature reviews. This unit will enable students to study in depth two areas of special interest related to child and adolescent health and adjustment not previously studied in Contemporary Issues I. These two areas will be selected from: violence against children; young people and social control; juvenile crime in Australia; substance abuse in young people; youth suicide; adjustment and coping; homelessness; learning disabilities; and mental health issues. Textbooks</td>
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<tr>
<td><strong>BACH 5208  Introduction to Computers &amp; the Internet</strong></td>
<td>Old code 2556M. 6 credit points. Dr Peter Choo, (02) 9351 9583 and Dr Zakia Hossain, (02) 9351 9340. Semester: 1. 2 Classes: Contract learning. Assumed knowledge: Familiarity with Windows. Prohibition: Computing Applications for Health Practitioners BACH 3105 (253B7). Assessment: One assignment. This unit introduces the student to the use of computers for research, educational, and professional purposes. Important computer concepts will be covered, however the emphasis will be on developing practical computer skills. Skills covered will include the rudiments of computer programming; the use of popular applications such as word processors, spreadsheets and databases; and the use of the internet as a research and communications tool. Practical: 1 project Textbooks</td>
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<td><strong>BACH 5212  Multicultural Issues in Gerontology</strong></td>
<td>Old code 2556Q. 6 credit points. Dr Zakia Hossain, (02) 9351 9340. Semester: 1. Classes: Independent learning package. Assessment: Project. This unit examines what it means to be old in a country whose language, expectations for aged behaviour and types of support available, differ from those of their country of origin. The impact of immigration policy and services provision will be analysed. Textbooks</td>
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<td><strong>BACH 5213  Law and the Health Services</strong></td>
<td>Old code 2556R. 6 credit points. Dr Judith Mar, (02) 9351 9126. Semester: 2. Classes: 2 hours alternate weeks. Assessment: Assignment and seminar presentation. This unit aims to equip providers of health services with knowledge of the legal framework for the delivery of health services in Australia together with legal relevant to the client base. The unit will cover legal issues involving children, childbirth, older people, the mentally ill, those addicted to drugs or alcohol, and people with intellectual and physical disabilities. The unit will also cover law protecting safety and compensation for accidents in the home, at work and transport related. This unit is available on-campus and regular group discussions will be held on a fortnightly basis. Textbooks</td>
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<tr>
<td><strong>BACH 5216  Behavioural Aspects of Ageing</strong></td>
<td>Old code 2556U. 6 credit points. Dr Steve Cumming, (02) 9351 9404. Classes: Independent learning package; external/distance mode. Cognitive, perceptual, sensory, motor and personality development in later life will be studied in relation to social theories of ageing and typical life events of older people. Textbooks</td>
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<tr>
<td><strong>BACH 5224  Organisational Management</strong></td>
<td>Old code 25572/25572X. 6 credit points. Dr Barbara Adamson, (02) 9351 9579 and Dr Rosemary Cant, (02) 9351 9560. Semester: 2. Classes: On-campus or off-campus. Assessment: Continuous assessment using case study approach. This unit has been designed to assist students to understand contemporary management theories and practice. It is generally agreed that effective managers need good analytical skills and critical capacity, to be able to respond creatively and constructively to the new challenges that they face in the 21st century. This unit explores different perspectives on organisations and uses Fayd's elements of management as a springboard for the analysis of changing functions of a successful manager. Textbooks</td>
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<td><strong>BACH 5226  Organisational Structures in Health Contexts</strong></td>
<td>Old code 25574. 6 credit points. Dr Rosemary Cant, (02) 9351 9560. Classes: Contract learning. This unit focuses on rational structuring of organisations and relates it to administrative problem solving. It examines the effects of societal context on organisational growth and the interdependence between layers or sectors of organisations. It contrasts the characteristics of private, public sector and voluntary organisations and social enterprise. Themes include: power and interests as analytic concepts to elucidate process. This unit is offered on-campus as a directed independent study unit.</td>
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<td><strong>BACH 5228  Computers for Teacher Productivity</strong></td>
<td>Old code 25576. 6 credit points. Ms Victoria Neville, (02) 9351 9118. Semester: 1. Classes: Class attendance required; weekly classes, on-campus only. Assessment: Assignment based (non exam). This unit provides opportunities for participants to explore and develop skills in the ways computers are used to enhance the productivity of health science educators. It focuses on the selection and use of the appropriate computer application software to create written and graphic teaching materials, create databases and spreadsheets for teaching administration purposes, search journal databases stored on CD-ROM, and the internet.</td>
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<td><strong>BACH 5253  Intermediate Statistics</strong></td>
<td>Old code 2557V. 6 credit points. Dr Peter Choo, (02) 9351 9583 and Dr Zakia Hossain, (02) 9351 9340. Semester: 1, 2. Classes: On-campus, Night classes. Assumed knowledge: Basic statistics and research design. Prerequisite: Research Methods I and Research Methods II: Data Analysis and Statistics, or equivalent. Assessment: Written reports, written examination. In this unit, students will extend and consolidate the research methods and statistical skills acquired in Research Methods I and H. Students will gain experience in data screening techniques, analysis of variance, multiple regression and non-parametric statistics. Students will learn how to use SPSS to conduct these statistical tests. This unit is usually offered on Mondays 5-8pm.</td>
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<td><strong>BACH 5255  Qualitative Research Methods</strong></td>
<td>Old code 2557XX. 6 credit points. Dr Cherry Russell, (02) 9351 9129. Semester: Full year. Classes: 3 hours/week in class. Attendance required. Assessment: Assignments. In this unit students will learn about qualitative research techniques such as in-depth interviewing and participant observation which focus on the investigation of people’s experiences and their interpretation of events. This unit examines the types of research questions for which these methods are best suited, and provides training in data collection methods and analysis. The unit is conducted as a seminar in which students actively participate, and students work on a research project in small groups. This unit is usually offered on Wednesdays 4-7 pm. Practical: 2 hours fieldwork Textbooks</td>
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<td><strong>BACH 5256  Multivariate Statistics</strong></td>
<td>Old code 2557Y. 6 credit points. Dr Peter Choo, (02) 9351 9583. Classes: Contract learning. Prerequisite: Intermediate Statistics (10503), or equivalent. This unit examines a variety of multivariate designs and statistical procedures including factor analysis, discriminant function analysis, analysis of covariance. Other procedures will be considered according to the needs and interests of enrolling students.</td>
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BACH 5263 Dissertation
The dissertation provides candidates with an opportunity to undertake an advanced investigation in a topic or issue through the development of either a proposal for independent research on that topic or a substantial paper that demonstrates the application of scholarly literature to a practical problem or issue.

BACH 5266 Ecological, Environmental and Nutritional Health
Human ecology is the study of the interaction of people with their environment. The aim of this unit is to provide students with a theoretical and practical understanding of health within the context of the dynamics and distribution of populations. The role of environmental factors in the health of humans will be investigated with special emphasis on nutrition.
Practical: Yes

BACH 5268 Developing a Research Project
Old code 2558A/2558AX. 6 credit points. Kate O'Loughlin, (02) 9351 9531. Semester: 1.2. Classes: Attendance required; Mondays from 5 to 8pm in Semester 1 or by off-campus mode in Semester 1 or Semester 2. This unit provides an overview of the research process and focus on the formulation of a research proposal. It provides students with an opportunity to review and update their knowledge of research methods, and introduce the research electives which concentrate on a particular methodology or aspect of the research process. Basic research design issues are considered. Various methods of data collection are examined together with their suitability for investigating different types of research questions. Students explore the use of quantitative and qualitative data, longitudinal and cross-sectional designs, and data resulting from experimental interview, observation, single case and survey research methods in addition to content analysis and secondary data analysis. Emphasis is placed on the issues of validity and reliability of data collection techniques. Basic statistical procedures are briefly reviewed and applications such as epidemiology and evaluation research are introduced.

BACH 5284 Learning in the Workplace
This unit explores current and future issues about work-based learning, for example: informal and incidental learning; learning organisations and transfer of learning to the workplace. (This unit may be offered by distance only if insufficient on-campus enrolments.)
Textbooks

BACH 5286 Ethnic Minorities and Health Care in Australia
Old code 2559Q. 6 credit points. Dr Toni Schofield, (02) 9351 9577. Classes: Contract learning.
This unit explores the health and health care experiences of Australians from non-English speaking background (NESB). It does so by examining the concept of cultural diversity in health in relation to age, class, gender and ethnicity. The unit will be presented in contract learning mode with individual student consultations. Assessment will be an essay, and topics will be decided through negotiation between the unit coordinator and the student.

BACH 5290 Organisational Psychology
Old code 2558A/2558WX. 6 credit points. Dr Barbara Adamson, (02) 9351 9579. Classes: Contract learning; external/distanced mode. This unit covers recent topics of interest to students who wish to further their understanding of organisational behaviour. Topics will include: dimensions of personality, occupational choice and personnel selection; work motivation and work satisfaction and their relationship with performance, absenteeism and turnover; organisational change and effective implementation; downsizing and its impact on organisational behaviour and organisational climate; working conditions, for example, shift work and their effects on work performance: and, women and work. This unit is offered on-campus as a directed independent study unit and is available in distance education mode.

BACH 5291 Occupational Rehabilitation
This unit will examine current issues in the provision of occupational rehabilitation to persons injured in the workplace. Recent initiatives will be examined, together with the roles of key stakeholders in the management of workers in the post-injury phase. Students will be required to interview an injured worker and evaluate the extent to which their experience after injury was consistent with good management practice, current legislative requirements and the public interest.
Practical: Yes

BACH 5292 Expressive Experiential Therapy 1: Foundations of Art Therapy
Art Therapy offers principles, processes and practice in art-imagery therapy at an introductory level. Art Therapy is seen as an integration of nonverbal and verbal processes; and an integration of psychological therapies with creative expressive processes. The orientation presented is eclectic and is based on theories of imagery, perception, and non-interpretive therapy. The focus is on practice and skills attainment and an understanding of why and how these therapy processes are used within the overall client plan. Counselling experience is preferred.

BACH 5298 History & Phil. of Scientific Methodology
Old code 25594. 6 credit points. Dr Rod Rothwell. Semester: 1. Classes: On-campus night course. Assessment: 2 assignments 1000 words each.
This unit is designed to provide students with a critical perspective on science as a specific form of knowledge. It introduces students to the major philosophies of the nature of the scientific enterprise taking into account the social versus natural science controversy. Emphasis will be placed also on methodologies designated as hermeneutic/interpretive.

Textbooks

BACH 5300 Action Research
Old code 25596. 6 credit points. Dr Ian Hughes, (02) 9351 9562. Semester: 1. Classes: Web based. Participatory action research extends knowledge and improves social practices through processes which empower ordinary people. Action research projects proceeds through cycles of planning, acting, observing and reflecting, with the participation of the people affected by the practices under consideration. Students will learn how to engage in research and action to improve professional practices as twin aspects of the same process. Students study through the Internet.

BACH 5302 Epidemiological Research
Old code 25598. 6 credit points. Dr Kaye Brock (02) 9351 9124. Semester: Full year. Classes: On-campus 3 hours/week. Assumed knowledge: Basic research methods. Prerequisite: Some undergraduate research methods. Assessment: Assignments and examination.
In this unit students will be exposed to aspects of conducting epidemiological research, an area which focuses on the study of the distribution of disease, the search for determinants of the observed distribution and a subsequent evaluation of a causal hypothesis.

Textbooks
Epidemiology in Medicine. Hennekens & Buring

BACH 5305 Risk Management and Rehabilitation Policy
Students will be taught the basic principles for continuous improvement in health related service delivery. They will produce a risk management plan related to health promotion or consumer protection, or will undertake a critical evaluation of the...
effectiveness of an individual's occupational rehabilitation. Particular attention will be drawn to the Australian and New Zealand Standards on Risk Management (AS / NZS 4630:1999).

**BACH 5306 Health Risk Management (International Perspectives)**
Old code 2559C/2559CX. 6 credit points. Dr Carol O'Donnell, (02) 9351 9580. Semester: Full year. Classes: Contract learning; external distance mode. Assessment: Two assignments (2000 words and 4000 words). This unit aims to provide students with an understanding of the requirements of basic health risk management in the context of the principles adopted by the Asia/Pacific Economic Cooperation (APEC) Agreement and other relevant international standards and agreements. Basic principles of health risk management as required by relevant International Labour Organisation (ILO) Conventions and Australian legislation related to health, work and rehabilitation also addressed. Students develop a program for controlling risks to health in a particular regional environment in the light of these international and national requirements.

**BACH 5309 Psychological Assessment of Children and Adolescents**
Old code 2559F. 6 credit points. Dr Chris Lenning, (02) 9351 9587 and Dr Diana Kenny, (02) 9351 9644. Semester: 2. Classes: Contract learning. Prerequisite: Undergraduate Psychology units; Psychology of Children Adolescents. Assessment: Case study and literature review. The assessment of children and adolescents requires an understanding of the course and impact that developmental factors play in cognition, personality and behaviour. It requires a capacity to utilise questionnaire as well as text-based assessment schedules. This course expects students to be aware of assessment issues such as psychometric values of testing (reliability and validity), the nature of various tests, and a capacity to interview (children, adolescents, and families). Practical: Observation of assessment and use of psychological tests. Textbooks: Fundamentals of Clinical and Counselling Psychology. 3rd Edition. Todd, C. & Bohart, R. (1996).

**BACH 5313 Child and Adolescent Psychology**
Old code 2559J. 6 credit points. Assoc. Prof. Diana Kenny, (02) 9351 9644. Prerequisite: Undergraduate Psychology units. Assessment: Literature review. This unit will provide students with an understanding of the major theories of child and adolescent development, research methods appropriate to its study, an overview of current issues in childhood and adolescence and the applications of developmental theory to health professional practices. The focus in this unit will be on normal development. Textbooks: Development of Children and Adolescents. Berger (1999).

**BACH 5317 Expressive Experiential Therapy 2:** Processes for Survivors of Trauma (PTSD)
Old code 2559C. 4 credit points. Ms Lily Lee, (02) 9351 9228. Semester: Full year. Classes: Weekend classes. Prerequisite: Art Therapy I BACH 5292 (2558Y). Assessment: Written report. The nonverbal processes of Art Therapy and Imagery are particularly important in working with the survivors of trauma and traumatic emotions can be encoded in nonverbal imagery. This unit of study will offer students the opportunity to understand and experientially learn skills in some specific Art Therapy and Imagery processes. These processes can be used with adults and children suffering from symptoms of traumatic life experiences. With the emphasis on experiential skills training, current trauma treatments will be reviewed. This unit is conducted over 3 to 4 weekends.

**BACH 5319 Health, Population and Policy Development**
Old code 2559P. 6 credit points. Dr Ziakos Hossain, (02) 9351 9340. Semester: 2. Classes: Contract learning. Assessment: Assignment. This unit examines the changing population characteristics of Australia and the effect of health and well being; health delivery services and policy development. The unit provides a sociodemographic analysis of changing patterns of mortality and morbidity, mortality and fertility in Australia over time and their impact on policy development in particular health policy. The unit also examines Australia's population and health in a global context. The unit uses cross-cultural and cross sectional analyses in understanding the issues relevant to population change, health and policy development. Textbooks: Materials from various sources.

**BACH 5321 Psychology for Graduate Students**
Old code 2559RX. 6 credit points. Dr Chris Lenning, (02) 9351 9587. Semester: Full year. Classes: External/distance mode. Assessment: Literature review. This subject provides students with an understanding of the major theoretical perspectives, concepts and vocabulary of psychology. Psychology is concerned with the science of human behaviour - how individuals perceive, think about, and behave in the world. It is concerned with identifying the internal determinant (characteristics unique to the person, and part of the physical or psychological make-up) and the external determinants (physical environment and social context) the impact upon the individual. It is also concerned with the way in which people change over time, as well as explaining and predicting what they might do at any one time. The unit aims to position psychology as an essential ingredient in understanding health psychology. The unit is available by distance and by individual learning contract. Textbooks: Pathways to Psychology. Stemborg, R. (1999).

**BACH 5322 Sociology for Health Professionals**
Old code 2559S/2559SX. 6 credit points. Mr Dennis McIntyre, (02) 9351 9587, and Dr Ian Hughes, (02) 9351 9582. Classes: Contract learning; external/distance mode. The aim of this unit is to develop an understanding of basic sociological concepts and theories and their applications in analysing health issues. It also aims to develop an ability to critically examine and evaluate aspects of a familiar society in order to extend an understanding of the social structures, institutions and processes relevant to health issues. It will provide opportunities for enhancing linguistic, writing, and analytical skills by introducing some of the sociological methods of collecting, analysing and reporting health data.

**BACH 5323 Advanced Counselling Skills**
Old code 2559T/2559TX. 6 credit points. Dr Chris Lenning, (02) 9351 9587 and Dr Diana Kenny, (02) 9351 9644. Semester: 2. Classes: Contract learning. Assumed knowledge: Basic counselling skills. Prerequisite: Counselling. Assessment: Case study analysis. Students are introduced to specific applications of generic counselling skills, including drug and alcohol settings, crisis settings, family work and grief. Group work skills are emphasised, as well as developing their individual orientations towards counselling. Students are also taught how to critically analyse and develop an awareness of their use of skills, and to begin to specialise into a preferred treatment model. It is expected that students will acquire skill in the use of counselling techniques in specific settings. The unit is taught as a series of six seminars in the semester following completion of the Counselling unit. The unit is also available in Distance Education Mode. Assessment requires students to critically analyse a counselling session they have undertaken. Textbooks: Principles of Clinical and Counselling Psychology. 3rd Edition. Todd and Bohart, R. (1996).
BACH 5326 Improving Health Systems
Old code 2559X/2559XX. 6 credit points. Dr Ian Hughes

This unit of study teaches Web-Based management strategies evaluating and improving projects or health services. Students will gain experience in using a variety of planning and evaluation strategies. Web based instruction.

BACH 5327 Internet Research
Old code 2559Y/2559YX. 6 credit points. Dr Ian Hughes

This unit teaches Web-Based management strategies that focus on data collection, analysis and dissemination over the Internet, by either using the Internet as a tool, resource or topic of investigation.

Students taking this unit of study will acquire the knowledge and skills to conduct research projects by using the Internet and will be able to effectively apply such techniques in many research and applied employment positions.

Textbooks

BACH 5328 Evaluating Health Interventions
Old code 2559Y/2559YX. 6 credit points. Dr Ian Hughes

This unit teaches Web-Based management strategies to improve health, disease and clinical practice, and to support decision making for improved health services. This unit will enable students to make informed choices among a range of evaluation perspectives, theories, methods and designs.

Textbooks

BACH 5329 Introduction to SAS
Old code 2554A.6 credit points. DrDalia Hossain, (02) 9351 9340 and Dr Kaye Brock, (02) 9351 9124. Semester: 1.

This unit teaches students to use SAS for Windows computer package to manage and analyse research data using a range of standard statistical procedures. The unit provides students with skills in both data management and statistical analysis (in particular categorical). Data management procedures will include data transformation, selection, importing and exporting. Statistical analyses include descriptive statistics, t-test, chi-square, ANOVA, correlation, regression. Regression will include simple, multiple and conditional analysis. Teaching is on-campus mode only, using contract learning with practical assignments for assessment.

BACH 6002 Research Thesis

Supervisors are appointed to assist in carrying out the research project following approval of the research proposal. Regular meetings are held with the supervisor. Students may be required by the supervisor and/or Head of School to undertake graduate coursework study where this is considered necessary to the student's research thesis.

BACH 6003 Research Thesis

Supervisors are appointed to assist in carrying out the research project following approval of the research proposal. Regular meetings are held with the supervisor. Students may be required by the supervisor and/or Head of School to undertake graduate coursework study where this is considered necessary to the student's research thesis.

BACH 6019 Research Thesis

A supervisor is appointed to assist the student in carrying out the research project following approval of the research proposal. Regular contact is maintained with the supervisor. Students may be required by the supervisor and/or Head of School to undertake graduate coursework study where this is considered necessary to the student's research thesis.

BACH 6020 Research Thesis

A supervisor is appointed to assist the student in carrying out the research project following approval of the research proposal. Regular contact is maintained with the supervisor. Students may be required by the supervisor and/or Head of School to undertake graduate coursework study where this is considered necessary to the student's research thesis.

BACH 6037 Research Thesis

A supervisor will be appointed to assist the student in the conduct of the research project if approval is given for the research to be conducted. Supervision will normally involve a one-hour per week meeting with the students' supervisor. Facilities and equipment appropriate to the research will be arranged within the School as needed. Students will be required to write a major thesis documenting an original research endeavour in the area of behavioural health science. Students will be expected to attend the Postgraduate Research Symposium and to present their research proposal and their ongoing work to peer review.

BACH 6038 Research Thesis

A supervisor will be appointed to assist the student in the conduct of the research project if approval is given for the research to be conducted. Supervision will normally involve a one-hour per week meeting with the students' supervisor. Facilities and equipment appropriate to the research will be arranged within the School as needed. Students will be required to write a major thesis documenting an original research endeavour in the area of behavioural health science. Students will be expected to attend the Postgraduate Research Symposium and to present their research proposal and their ongoing work to peer review.

BACH 6039 Research Thesis

A supervisor will be appointed to assist the student in the conduct of the research project if approval is given for the research to be conducted. Supervision will normally involve a one-hour per week meeting with the students' supervisor. Facilities and equipment appropriate to the research will be arranged within the School as needed. Students will be required to write a major thesis documenting an original research endeavour in the area of behavioural health science. Students will be expected to attend the Postgraduate Research Symposium and to present their research proposal and their ongoing work to peer review.

BACH 6040 Research Thesis

A supervisor will be appointed to assist the student in the conduct of the research project if approval is given for the research to be conducted. Supervision will normally involve a one-hour per week meeting with the students' supervisor. Facilities and equipment appropriate to the research will be arranged within the School as needed. Students will be required to write a major thesis documenting an original research endeavour in the area of behavioural health science. Students will be expected to attend the Postgraduate Research Symposium and to present their research proposal and their ongoing work to peer review.

BACH 6041 Research Thesis

A supervisor will be appointed to assist the student in the conduct of the research project if approval is given for the research to be conducted. Supervision will normally involve a one-hour per week meeting with the students' supervisor. Facilities and equipment appropriate to the research will be arranged within the School as needed. Students will be required to write a major thesis documenting an original research endeavour in the area of behavioural health science. Students will be expected to attend the Postgraduate Research Symposium and to present their research proposal and their ongoing work to peer review.

BIOS 5018 Health, Dysfunction and Ageing

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This unit aims to provide an understanding of the factors responsible for the increased prevalence with age of certain diseases and impairments, especially those with a tendency to become disabling and a handicap. Particular attention is paid to the contribution of environmental factors to the development of these conditions and to the ways in which such disorders may be prevented from leading to further disability. The unit also provides for in-depth study of a specific aspect of individual student interest.

**BIS 5041 Biological Aspects of Ageing**
This unit studies human ageing from biological perspectives. The emphasis is on understanding the main features of 'normal' ageing or senescence as distinct from disease processes and the contribution of environmental factors to ageing.

### Rehabilitation Counselling units of study

**REHB 5012 Medical Aspects of Disability**
This unit aims to provide a background of information and knowledge which is essential for effective rehabilitation practice. It develops the students' general knowledge of the medical basis of disability, as well as giving them the opportunity to acquire specialised expertise in particular areas.

**REHB 5014 Rehabilitation and Substance Abuse**
Old code 2553LX. 3 credit points. Semester: 1. Classes: On-campus attendance required on a weekly basis. The history of use and treatment for illegal and over-the-counter drugs is presented. Students examine social attitudes to drug taking and theoretical approaches to addictive behaviour. Community therapy programs and self-help groups are discussed. Note: REHB electives are for Rehabilitation Counselling students only.

**REHB 5016 Rehabilitation of Public Offenders**
Old code 2553M/2553MX. 3 credit points. Semester: Not offered in 2001. The aim is to provide students with a basic understanding of the major models for explaining and researching criminal behaviour. Students are familiarised with current penal philosophies and 'corrective' programs for both adult and juvenile offenders.

**REHB 5018 Rehabilitation of Persons with Developmental Disability**
Old code 2553N. 3 credit points. Semester: 1. Classes: On-campus attendance required on a weekly basis. Prerequisite: Psychosocial Aspects of Disability REHB 5047 (255115). Corequisite: Psychosocial Aspects of Disability REHB 5047 (255115). The history of attitudes and services is presented. The organic and social bases of developmental disability are examined. Special emphasis is given to policy developments and community programs for independent living and vocational preparation. In addition, current issues of concern are addressed.

**REHB 5020 Rehabilitation and Older People**
The aim is to provide an understanding of population and individual ageing and its implications for the helping professions. Topics covered include: demographic ageing; ageism and social/professional values; ageing and disability; aged care services. Textbooks No Core Text, Readings provided.

**REHB 5022 Rehabilitation of Persons with Acquired Brain Injury**
Old code 2553P. 3 credit points. Semester: 1. Classes: On-campus (Not offered off-campus). The nature of head injury is examined and its effect on functioning. The rehabilitation process for this population is discussed with emphasis on evaluation, planning and resettlement.

**REHB 5024 Rehabilitation of Persons from NESB**
Old code 2553Q/2553QX. 3 credit points. Semester: 2. Classes: On-campus attendance required on a weekly basis. Also available off-campus. Students are made aware of the nature and extent of disabilities among people from non-English speaking backgrounds. Poverty, social isolation and the difficulty in accessing appropriate rehabilitation services are discussed.

**REHB 5032 Rehabilitation of Persons Living with HIV/AIDS**
Old code 2553U/2553UX. 3 credit points. Semester: Not offered in 2001. Students are given a comprehensive introduction to the medical, health and social aspects of HIV disease. Students consider how the application of rehabilitation principles can assist people living with HIV/AIDS, and investigate the role rehabilitation counsellors play in providing services for people living with HIV infection.

**REHB 5042 Psychiatric Rehabilitation**
Old code 2551C/2551CX. Ms Lynnda Matthews. Semester: 1 (off campus), 2 (on campus). Classes: On-campus 2 hours/week. Also available off-campus. Assessment: Assignment (on-campus and off-campus); seminar presentation (on-campus only). This unit examines goals, values and guiding principles and methodology of psychiatric rehabilitation and its application to the rehabilitation of persons with severe and persistent symptoms of mental illness. Current practice in rehabilitation is evaluated.

**REHB 5043 Rehabilitation Counselling A**
Old code 255111/255111X. 3 credit points. Dr Rod Rothwell. Semester: 1. Classes: On-campus 2 hours/week, also available off-campus. Assessment: One assignment.
This unit facilitates students' acquisition of the ASORC Core Competency 10: Counselling. The Ivey model of basic counselling microskills are studied and practised. Skills application in rehabilitation counsellor roles are introduced. The unit also covers some counselling theories and procedures and explores their application to the rehabilitation counselling context. The unit is delivered by web-based CD-ROM, distance learning packages, interactive discussion forums and email support. Students are required to undertake a counselling interview and self-critique as part of assessment. Practical: Group task - visits to agencies Textbooks External study notes provided to all students.

**REHB 5044 Vocational Development and Vocational Counselling**
Old code 255112/255112X. 3 credit points. Mr Trevor Hawkins. Semester: 1. Classes: On-campus, also available off-campus. The foci of this unit are the Australian Society of Rehabilitation Counsellors (ASORC) core competencies 7 and 8, namely, Vocational Assessment and Vocational Counselling. This unit looks at the theory of vocational choice and career development particularly as it relates to persons with disability. Students are provided with a framework for vocational counselling and are taken through the process of assisting individuals with career choice problems. Resources essential to providing vocational planning and career choice assistance are also explored with students.

**REHB 5045 Rehabilitation Theory**
Old code 255113/255113X. 3 credit points. Semester: 1. Classes: On-campus, also available off-campus. This unit discusses the history and philosophies of rehabilitation and rehabilitation service delivery in relation to medical and health services generally.

**REHB 5046 Work and Disability**
Old code 255114/255114X. 3 credit points. Semester: 1. Classes: On-campus, also available off-campus. This unit examines the social distribution and origins of occupational injury and disability. It explores the role of work organisation and management in contemporary Australian society as a key factor. The impact of globalisation and policy developments related to Australian workplaces and industrial relations will also be addressed.

**REHB 5047 Psychosocial Aspects of Disability**
Old code 255115/255115X. 3 credit points. Semester: 1. Classes: On-campus, also available off-campus. Stereotypes of people with disability are discussed as well as strategies for overcoming stigma.
REHB 5048  
Field Experience I  
Old code 255116. 9 credit points. Ms Ruth Crocker.  
Classes: 385 hours: 5 weeks.  
Assessment: Placement-related assignments.  
Students are assigned selected cases in rehabilitation agencies and are required to carry out a range of tasks appropriate to a rehabilitation counsellor, with supervision from a qualified professional. Students are required to complete a total of 385 hours of placement under supervision.  
Practical: As per description  
Textbooks:  
Unit manual only

REHB 5049  
Rehabilitation Counselling B  
Old code 255117/255117X. 3 credit points.  
Semester: 2.  
Classes: Off-campus, also available off-campus.  
Prerequisite: Rehabilitation Counselling A REHB 5000 (22504).  
Corequisite: Client Assessment and Job Placement REHB 5050 (255118).  

The unit covers aspects of the ASORC Core Competency 10: Counselling. Advanced counselling microskills in the Ivey model are studied and practised. Application of these skills in the rehabilitation context is explored, for example, in adjustment to disability, vocational counselling and occupational rehabilitation case management. Students are introduced to action-based counselling theory. The unit is delivered by web-based CD-ROM, distance learning packages, interactive discussion forums and email support. Students are required to undertake a counselling interview and self-critiques as part of assessment.

For PT students, attendance at a one-day skills workshop is required, held over one weekend.

Off-campus mode students are required to attend a one-day (weekend) skills workshop.

REHB 5050  
Client Assessment and Job Placement  
Old code 255118X. 3 credit points.  
Semester: 2.  
Classes: On-campus, also available off-campus, Prerequisite: Vocational Development & Vocational Counselling REHB 5044 (255112).  
Corequisite: Rehabilitation Counselling B REHB 5001 (25505).  
The focus of this unit is the Australian Society of Rehabilitation Counsellors (ASORC) core competencies 7 and 9, namely, Vocational Assessment and Vocational Training and Placement. This unit focuses on job analysis and the various ways in which the problem of accurately assessing the rehabilitation client’s potential for re-entry to the workforce can be resolved. Students are also taught how to actively engage with the labour market in terms of assessing job suitability and negotiating with employers in order to secure job opportunities for persons with disability. The unit addresses the issue of accessing and analysing labour market information in order to guarantee the availability of job options generated for clients. Formats for writing vocational assessment reports and labour market analyses are prepared and discussed. For PT students, attendance at a one-day skills workshop is required, held over one weekend.

Distance Education mode students are required to attend a one-day (weekend) skills workshop on practical aspects of the unit.

REHB 5051  
Rehabilitation Case and Caseload Management  
Old code 255119X. 3 credit points.  
Semester: 2.  
Classes: On-campus, also available off-campus, Prerequisite: Vocational Development & Vocational Counselling REHB 5044 (255112).  
Corequisite: Client Assessment & Job Placement REHB 5050 (255118).  
The focus of this unit is the Australian Society of Rehabilitation Counsellors (ASORC) core competency 5, namely, Case and Caseload Management. Students are exposed to both the theoretical and practical aspects of managing individual clients and a caseload of clients through a rehabilitation process. Issues addressed in this unit are: how to determine appropriate assessments, how to draw up individual rehabilitation plans, how to monitor and document progress in rehabilitation and negotiation skills needed to work with a variety of providers. Strategies to be an effective and efficient manager of clients within a human service environment are also discussed.

REHB 5052  
Legal Aspects of Rehabilitation  
Old code 255120X. 3 credit points.  
Semester: 2.  
Classes: Off-campus.  
Students address the role of Australian anti-discrimination and guardianship legislation in delivering quality of life to people with disabilities.

REHB 5053  
Workers Compensation and Rehabilitation  
Old code 255121X. 3 credit points.  
Semester: 2.  
Classes: Off-campus.
10 School of Biomedical Sciences

The School of Biomedical Sciences incorporates biophysics, biochemistry, basic biology, human anatomy and physiology, pathophysiology, microbiology. Since its inception in 1973 as a Department it has provided training in these basic and applied sciences relevant to undergraduate students in the different professions studying on this campus. In 1999 the Department changed its name to the School of Biomedical Sciences. Subject material in many of the Faculty’s Diploma, Graduate Diploma and Master’s courses is taught by the School.

Postgraduate students may enrol in the School’s own program, Master of Applied Science (Biomedical Sciences) by Research. In addition, PhD supervision is available in various areas of staff research expertise.

■ Master of Applied Science (Biomedical Sciences) by research

This graduate program is designed primarily to provide an opportunity for those interested in pursuing one of the health sciences as a career to carry out research in any of the specialised areas of anatomy, physiology, microbiology, applied physics, applied chemistry, biochemistry or in human sexuality.

It will enable and encourage such graduate students to engage in multidisciplinary collaborative research within the School of Biomedical Sciences as well as with other Schools/Centres of the Faculty of Health Sciences. Such research may be in a basic scientific and/or clinical setting. The degree comprises a minimal coursework component which will be necessary to facilitate the research projects.

Admission requirements

i) A Bachelor of Applied Science degree from the Faculty of Health Sciences, at a credit level or higher; or
ii) A Bachelor of Applied Science degree from the Faculty of Health Sciences at an Honours level; or
iii) Baccalaureate degree preferably with a Biological background from an Australian university, at credit level or higher; or
iv) A Bachelor of Medical Sciences degree; or
v) A degree deemed to be equivalent to any of the above from a foreign university; or
vi) A Master’s degree by coursework in a relevant/related area; or
vii) Submit evidence of general and/or professional qualifications as well as satisfy the Head of the School and Faculty that the applicant possesses the educational preparation and capacity to pursue graduate studies.

Advanced standing may be given to candidates of high calibre to enter the second year of the program.

Course outline

The course outline for the Master of Applied Science (Biomedical Sciences) by research is presented in Table 10.1.

Table 10.1: Master of Applied Science (Biomedical Sciences) by research

<table>
<thead>
<tr>
<th>Course code</th>
<th>Unit name</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOS 6016</td>
<td>Research Thesis</td>
</tr>
<tr>
<td>BIOS 6017</td>
<td>Research Thesis</td>
</tr>
<tr>
<td>BIOS 6016</td>
<td>Research Thesis</td>
</tr>
<tr>
<td>BIOS 6017</td>
<td>Research Thesis</td>
</tr>
</tbody>
</table>

■ Units of study

BIOS 6016 Research Thesis
Each candidate will be required to submit a research proposal at the end of first semester of the full-time pass entry course. Students may be required to undertake and satisfactorily complete coursework or special programs as part of this unit. During subsequent semesters students will be required to carry out their research under approved supervision and student seminars will be held concurrently as the research thesis develops.

The procedures for supervision, presentation and assessment of the research thesis will be in accordance with the Faculty rules for a Master of Applied Science degree.

For details of the requirements, supervision and assessment of research thesis, consult the University Graduate Studies Research Handbook.

BIOS 6017 Research Thesis
Each candidate will be required to present a seminar at the end of each year. Students may be required to undertake and satisfactorily complete coursework or special programs as part of this unit. During subsequent semesters students will be required to carry out their research under approved supervision and student seminars will be held concurrently as the research thesis develops.

The procedures for supervision, presentation and assessment of the research thesis will be in accordance with the Faculty rules for a Master of Applied Science degree.

For details of the requirements, supervision and assessment of research thesis, consult the University Graduate Studies Research Handbook.
Postgraduate Coordinator: Dr Jan van Doom
Phone: (02) 9351 9450
Fax: (02) 9351 9173
Email: csd.gradprograms@cchs.usyd.edu.au
Web: www.cchs.usyd.edu.au/csd/

The School has one of the largest programs in communication sciences and disorders in Australia. It has its genesis in the first training of speech pathologists in Australia at Sydney’s Royal Alexandra Hospital for Children under the leadership of the founder of Australian Speech Pathology, Elinor Wray. Because of its size and maturity, the School has an internationally reputed and published academic staff with a range of speciality and research areas in human communication sciences and communication disorders. These are advantages that provide students with the distinct benefit of studying with experts in their fields, individuals who are researchers in the areas in which they teach. Together, expert academics and master clinical staff offer a mentorship and stimulating learning environment and research opportunities that are supported by the School’s extensive facilities and resources.

Programs of study
The School of Communication Sciences and Disorders offers opportunities for postgraduate study in:
- Master of Health Science (Speech-Language Pathology) which is a coursework-by-distance program
- Master of Applied Science (Communication Sciences and Disorders) by research
- Master of Communication Disorders by research
- Doctor of Philosophy (PhD) in areas related to communication sciences and disorders

The new Master of Health Science (Speech-Language Pathology) is a coursework program offered by distance exclusively for speech pathologists who wish to focus on specific aspects of the professional discipline. Also exclusively for speech pathologists is the Master of Communication Disorders. This program provides speech pathologists with the opportunity to develop a specialisation via research. The Master of Applied Science (Communication Sciences and Disorders) course is also a research program. Admission to this course is open to individuals with varied backgrounds in areas related to the human communication sciences and/or communication disorders. It is designed to prepare individuals to pursue their career objectives as specialist clinicians, administrators, academics, or researchers in the field of communication sciences and disorders. In either of the research programs topics are individualised for students in order for them to meet their specific career objectives.

At the PhD level, study is directed to focused research on an area of communication sciences and/or disorders. Students work in consultation with their research supervisors to develop and conduct a line of research in an area relevant to communication sciences and/or disorders. Admission is available to individuals with a wide range of backgrounds relevant to the human communication sciences and/or communication disorders who have completed research experiences, such as an honours degree, a research master’s degree, or other equivalent preparation. Because of the expertise of the School’s academics and the extensive facilities of the School and University, many different areas of research interests of students can be accommodated. Individuals with PhDs in this area find rewarding careers in academic, research and clinical settings.

Facilities and resources
The School of Communication Sciences and Disorders has a variety of facilities and resources that support its teaching, student clinical practice, research and community service activities. The School’s large on-campus Communication Disorders Treatment and Research Clinic, which is a centre of excellence that serves communicatively impaired children and adults, functions as a dynamic teaching and research laboratory. The Audiology Clinic and the Cumberland Stuttering Research and Treatment Clinic are part of this Clinic. Other unique facilities are student units located in various hospitals and centres in the Sydney metropolitan and country NSW areas. Special clinical, teaching, and research relationships exist between the School and speech pathology departments in external sites that are designated as Clinical Affiliates. The current University of Sydney Clinical Affiliates are the speech pathology services of: Bankstown Hospital, Hornsby Kuring-gai Hospital and Community Health Services, Liverpool Health Services, the New England Area Health Service, and St Joseph’s Hospital.

The School’s Speech Science Laboratory, also housed in the same area as the on-campus Clinic, is designed to support research activities of academic staff, graduate and Honours students, and undergraduate teaching. It also provides services for the on-campus clinic with facilities for clinical speech measurement. Programs in the Laboratory are focused on measurement of disordered and normal speech using the Laboratory’s modern technology, such as a powerful digital speech analysis system, laryngograph, visipitch and nasometer, all supported by computers. Access to a variety of speech databases on CD-ROM is available. High quality speech recordings can be made in the Laboratory’s sound-treated studio, using either analog or digital technology. Other desktop computing facilities are available in the School to support teaching and research. The School’s STEP (Speech Transmission Evaluation Protocol) Laboratory provides the School with the capacity to examine the communicative effectiveness of speech sent through electronic mediums.

Master of Health Science (Speech-Language Pathology) by coursework, off-campus

This master’s course is a 1-year full-time (or 2-year part-time) course in Speech-Language Pathology. The course, which is open to qualified speech pathologists, is offered by off-campus, with only a weekend, on-campus workshop at the beginning of the course. The course is ideal for speech pathologists who want to extend the depth of their knowledge in particular areas of the speech-language pathology field and gain a higher degree in which all the units (subjects) studied are directly relevant to speech-language pathology. By utilising modern electronic information systems via computers with Internet connection, students study at times and locations that are convenient to them, while at the same time having the advantage of studying with and being mentored individually by academic staff who are internationally recognised expert academics and specialists in their field. This is a fee-paying course; some equity places (HECS-based) may occasionally be available. Because students will be expected to use electronic information systems, students should plan on being able to access and use (but not necessarily own) a computer with Internet connection.

The course is structured so that students undertake four units that focus on the current state of the discipline (‘breaking science’) for specific topics relevant to four common areas of speech-language pathology. These units are entitled ‘Emerging Trends in Speech-Language Pathology,’ one for each of the four areas: Child Language and Phonology; Neurogenic Impairment; Voice; Stuttering. Students then select one of two streams to pursue. Students who opt for the Generalist Stream undertake two extension units, entitled Major Literature Review in Speech-Language Pathology,’ that extend topics examined in two of the Emerging Trends units. For students who wish to gain a credential indicating a specialisation in a particular area within the field, the Specialist Stream is selected. Students in the Specialist Stream undertake one Major Literature Review in Speech-Language Pathology unit that follows on from a topic in one of the Emerging Trends in Speech-Language Pathology unit.
plus one specialist unit, entitled ‘Specialist Literature Review in Speech-Language Pathology.’ The topic of the Specialist Literature articulates with the topic of both the Emerging Trends and Major Literature Review units. The final academic transcript of students who complete the Specialist Stream will indicate the particular area of speech-language pathology in which the specialisation was pursued.

Admission requirements

In order to qualify for admission, applicants shall possess:

i) A bachelor degree in speech pathology from The University of Sydney or a degree from another Australian or overseas tertiary institution deemed to be equivalent to this University’s degree, and

ii) General and professional qualifications and experience as will satisfy the Faculty that the applicant possesses the educational preparation and capacity to undertake the course, and

iii) For those applicants who received their speech-language pathology degree qualifying them to practice more than five years prior to their intended year of enrolment, evidence of at least the equivalent of half-time professional employment/professional practice as a speech-language pathologist during the most recent five years prior to applying for admission.

Because students will be expected to use electronic information systems, access to (but not necessarily ownership of) a computer with Internet connection is a highly desirable criterion for admission.

Course outline

The course outlines for the Master of Health Science (Speech-Language Pathology) (coursework by off-campus) are presented in Table 11.1.

Table 11.1: Master of Health Science (Speech-Language Pathology) by coursework, off-campus

<table>
<thead>
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<th>Unit code</th>
<th>(old code)</th>
<th>Unit name</th>
<th>Sem 1</th>
<th>Sem 2</th>
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<td></td>
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<tr>
<td></td>
<td>(12509)</td>
<td>Emerging Trends: Neurogenic Impairment</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(12510)</td>
<td>Emerging Trends: Voice</td>
<td>6</td>
<td></td>
</tr>
<tr>
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<td>(12511)</td>
<td>Emerging Trends: Stuttering</td>
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<td>Major Literature Review: Neurogenic Impairment</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>(12514)</td>
<td>Major Literature Review: Voice</td>
<td>12</td>
<td></td>
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<tr>
<td></td>
<td>(12515)</td>
<td>Major Literature Review: Stuttering</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(12516)</td>
<td>Major Literature Review: Stuttering</td>
<td>12</td>
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<td>(12517)</td>
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<td>(12519)</td>
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<td>(12520)</td>
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<tr>
<td>Year 2</td>
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<tr>
<td></td>
<td>(12509)</td>
<td>Emerging Trends: Neurogenic Impairment</td>
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</tr>
<tr>
<td></td>
<td>(12510)</td>
<td>Emerging Trends: Voice</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(12511)</td>
<td>Emerging Trends: Stuttering</td>
<td>6</td>
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<tr>
<td>Enrol in the following units that have not been previously completed:</td>
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<td>12</td>
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</tr>
<tr>
<td></td>
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<td>Major Literature Review: Neurogenic Impairment</td>
<td>12</td>
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<tr>
<td></td>
<td>(12514)</td>
<td>Major Literature Review: Voice</td>
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<tr>
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<tr>
<td></td>
<td>(12518)</td>
<td>Major Literature Review: Voice</td>
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<td>Major Literature Review: Stuttering</td>
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<td>Year 1</td>
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<td>(12510)</td>
<td>Emerging Trends: Voice</td>
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<td></td>
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<tr>
<td></td>
<td>(12511)</td>
<td>Emerging Trends: Stuttering</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Enrol in the following units that have not been previously completed:</td>
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<td>12</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(12513)</td>
<td>Major Literature Review: Neurogenic Impairment</td>
<td>12</td>
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</tr>
<tr>
<td></td>
<td>(12514)</td>
<td>Major Literature Review: Voice</td>
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<td></td>
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<tr>
<td></td>
<td>(12515)</td>
<td>Major Literature Review: Stuttering</td>
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Specialist stream full-time mode

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<th>(old code)</th>
<th>Unit name</th>
<th>Year 1</th>
<th>Year 2</th>
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</thead>
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</table>
The Master of Applied Science course in Communication Sciences and Disorders is a research program designed to prepare individuals to pursue their career objectives as specialist clinicians, administrators, academics or researchers in the field of communication sciences and disorders. Completion of the course requires submission of an acceptable thesis.

Admission requirements

In order to qualify for admission to the degree, applicants shall possess:

i) A bachelor's degree in an area of relevance such as speech pathology, psychology, linguistics, education, computer studies, audiology, from an Australian tertiary institution; or
ii) A bachelor's degree in an area of relevance from an overseas institution equivalent to an Australian bachelor degree; or
iii) Evidence of general and academic qualifications and experience as will satisfy the Faculty that the applicant possesses the educational preparation and capacity to pursue independent research, and satisfy such additional requirements for admission to the program, if any, as may be prescribed by the Faculty.

Course outline

The course outlines for Master of Applied Science (Communication Sciences and Disorders) by Research are presented in Table 11.2.

Table 11.2: Master of Applied Science (Communication Sciences and Disorders) by research

<table>
<thead>
<tr>
<th>Unit code (old code)</th>
<th>Unit name</th>
<th>Sem 1</th>
<th>Sem 2</th>
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<tbody>
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<td>Full-time mode</td>
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<td>Year 1 (and subsequent years)</td>
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</table>
**Master of Communication Disorders by research**

The Master of Communication Disorders is a research program designed for qualified speech pathologists who wish to develop specialisation in a particular clinical area. The course may be taken on a full-time or part-time basis. Completion of the course requires submission of an acceptable thesis on a clinically relevant topic.

**Admission requirements**

In order to qualify for admission to the degree, applicants shall possess:

i) A bachelor's degree in speech pathology from an Australian tertiary institution; or

ii) A bachelor's degree from an overseas institution equivalent to an Australian bachelor's degree in speech pathology; and

iii) A minimum of twelve months professionally relevant post-graduation experience.

**Course outline**

The course outlines for Master of Communication Sciences and Disorders (by Research) are presented in Table 11.3.

<table>
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<tr>
<th>Unit code (old code)</th>
<th>Unit name</th>
<th>Sem 1</th>
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</thead>
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<td><strong>Part-time mode</strong></td>
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<td>CSCD 6019 (12508A)</td>
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<td>CSCD 6020 (12508B)</td>
<td>Clinical Research Thesis</td>
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</tr>
</tbody>
</table>

**Units of study**

**CSCD 5002** Emerging Trends in Speech Language Pathology: Child Language and Phonology

Old code 12509.6 credit points. Professor V. Reed. Semester: 1. Classes: Off-campus, independent study. **Assessment:** written literature review, essay.

This unit provides an overview of current trends in the area of child language and phonology that are emerging from the recent literature and guides students to identifying future implications for professional practice.

**CSCD 5003** Emerging Trends in Speech-Language Pathology: Neurogenic Impairment


This unit provides an overview of current trends in the area of Neurogenic Impairment that are emerging from the recent literature and guides students to identifying future implications for professional practice.

**CSCD 5004** Emerging Trends in Speech-Language Pathology: Voice

Old code 12511.6 credit points. Semester: 1. Classes: Off-campus, independent study. **Assessment:** written literature review, essay.

This unit provides an overview of current trends in the area of Voice that are emerging from the recent literature and guides students to identifying future implications for professional practice.

**CSCD 5005** Emerging Trends in Speech-Language Pathology: Stuttering

Old code 12512.6 credit points. Dr M. Lincoln. Semester: 1. Classes: Off-campus, independent study. **Assessment:** written literature review, essay.

This unit provides an overview of current trends in the area of Stuttering that are emerging from the recent literature and guides students to identifying future implications for professional practice.

**CSCD 5006** Major Literature Review in Speech-Language Pathology: Child Language and Phonology

Old code 12513.12 credit points. Professor V. Reed. Semester: 2. Classes: Off-campus mode, independent study. **Prerequisite:** CSCD 6002 (12509) Emerging Trends in Speech-Language Pathology: Child Language and Phonology and an approved Plan of study. **Assessment:** written literature review, essay.

This unit extends the specific topics covered in the articulated Emerging Trends in Speech-Language Pathology: Child Language and Phonology unit. Students examine a specific topic in greater and deeper detail by reviewing, analysing, synthesising relevant literature.

**CSCD 5007** Major Literature Review in Speech-Language Pathology: Neurogenic Impairment


This unit extends the specific topics covered in the articulated Emerging Trends in Speech-Language Pathology: Neurogenic Impairment unit. Students examine a specific topic in greater and deeper detail by reviewing, analysing, synthesising relevant literature.

**CSCD 5008** Major Literature Review in Speech-Language Pathology: Voice

Old code 12515.12 credit points. Semester: 2. Classes: Off-campus, independent study. **Prerequisite:** CSCD 5004 (12511) Emerging Trends in Speech-Language Pathology: Voice and an approved Plan of study. **Assessment:** written literature review, essay.

This unit extends the specific topics covered in the articulated Emerging Trends in Speech-Language Pathology: Voice unit. Students examine a specific topic in greater and deeper detail by reviewing, analysing, synthesising relevant literature.

**CSCD 5009** Major Literature Review in Speech-Language Pathology: Stuttering

Old code 12516.12 credit points. Dr M. Lincoln. Semester: 2. Classes: Off-campus, independent study. **Prerequisite:** CSCD 5005 (12512) Emerging Trends in Speech-Language Pathology: Stuttering and an approved Plan of study. **Assessment:** written literature review, essay.

This unit extends the specific topics covered in the articulated Emerging Trends in Speech-Language Pathology: Stuttering unit. Students examine a specific topic in greater and deeper detail by reviewing, analysing, synthesising relevant literature.

**CSCD 5010** Specialist Literature Review in Speech-Language Pathology: Child Language and Phonology

Old code 12517.12 credit points. Professor V. Reed. Semester: 2. Classes: Off-campus, independent study. **Prerequisite:** (or Corequisite) CSCD 5006 (12513) Major Literature Review in Speech-Language Pathology: Child Language and Phonology. **Assessment:** written literature review, essay.

The unit, Specialist Literature Review in Speech-Language Pathology: Child Language and Phonology, extends or augments the specific topic examined in the articulated unit, CSCD 5006 (12513) Major Literature Review in Speech-Language Pathology: Child Language and Phonology. Students prepare an indepth paper reflecting the major issues.
CSCD 5011  Specialist Review in Speech-Language Pathology: Neurogenic Impairment

CSCD 5013  Specialist Literature Review in Speech-Language Pathology: Voice

CSCD 5014  Specialist Literature Review in Speech-Language Pathology: Stuttering
Old code 12520.12 credit points. Dr M. Lincoln. Semester: 2. Classes: Off-campus, independent study. Prerequisite: (or Corequisite) CSCD 5009 (12516) Major Literature Review in Speech-Language Pathology: Stuttering. Assessment: written literature review, essay. The unit, Specialist Literature Review in Speech-Language Pathology: Stuttering, extends or augments the specific topic examined in the articulated unit, CSCD 5009 (12516) Major Literature Review in Speech-Language Pathology: Stuttering. Students prepare an indepth paper reflecting the major issues.

CSCD 6014  Research Thesis
Old code 12507A. Dr Jan van Doom. Semester: 1, 2. Assessment: thesis only. Supervisors will be appointed to assist the student in the conduct of the research project if approval is given for the project to be carried out. Supervision will normally involve regular meetings with the supervisor(s). Facilities and equipment necessary to conduct the thesis project will be arranged with the School, subject to approval of the project design.

CSCD 6015  Research Thesis
Old code 12507B. Dr Jan van Doom. Semester: 1, 2. Assessment: thesis only. Supervisors will be appointed to assist the student in the conduct of the research project if approval is given for the project to be carried out. Supervision will normally involve regular meetings with the supervisor(s). Facilities and equipment necessary to conduct the thesis project will be arranged with the School, subject to approval of the project design.

CSCD 6019  Clinical Research Thesis
Old code 12509A. Dr Jan van Doom. Semester: 1, 2. Assessment: thesis only. Supervisors will be appointed to assist the student in the conduct of a clinically relevant research project if approval is given for the project to be carried out. Supervision will normally involve regular meetings with the supervisor(s). To assist the student in developing an acceptable clinical research project, the student will participate in supporting activities with the supervisor(s) involving mentored clinical experience in the student's chosen specialist area and clinical specialty knowledge dissemination. Clinical facilities and equipment necessary to conduct the research will be arranged with the School, subject to approval of the project design.

CSCD 6020  Clinical Research Thesis
Old code 12509B. Dr Jan van Doom. Semester: 1, 2. Assessment: thesis only. Supervisors will be appointed to assist the student in the conduct of a clinically relevant research project if approval is given for the project to be carried out. Supervision will normally involve regular meetings with the supervisor(s). To assist the student in developing an acceptable clinical research project, the student will participate in supporting activities with the supervisor(s) involving mentored clinical experience in the student's chosen specialist area and clinical specialty knowledge dissemination.
The School of Exercise and Sport Science was established to promote excellence in the development of knowledge and skills related to human physical performance in the context of sport, recreation, work, leisure and rehabilitation. It is responsible for the undergraduate Bachelor of Applied Science (Exercise and Sport Science), Bachelor of Applied Science (Exercise and Sport Science)(Honours), the Graduate Certificate of Health Science (Exercise and Sport Science), (subject to final approval), Graduate Diploma of Health Science (Exercise and Sport Science), Master of Health Science (Exercise and Sport Science) by coursework, Master of Health Science (Exercise and Sport Science)(Honours), Master of Applied Science (Exercise and Sport Science) by Research and PhD supervision in the area of Exercise and Sport Science. The School is also responsible for teaching related units in other Schools within the Faculty.

Graduates of the undergraduate and postgraduate programs in Exercise and Sport Science will be prepared for a range of careers including sport science, exercise programming in rehabilitation and specific groups such as the aged, children and spinaly injured, and workplace and personal fitness promotion. Examples of professional occupations in this area are sport, exercise or rehabilitation scientist, corporate fitness manager in public and private sector industries, coach and trainer.

Information about the School and its courses of study can be obtained from the Faculty of Health Sciences Student Administration Services, (02) 9351 9161 or from the School of Exercise and Sport Science, (02) 9351 9612.

Graduate Certificate of Health Science (Exercise and Sport Science)

The coursework for the Graduate Certificate in Health Science (Exercise and Sport Science) is designed to provide an introduction to graduate studies in exercise and sport science and to provide a grounding in basic exercise and sport sciences for people involved in sport coaching, who work in the fitness industry, or who advise sports people in their professional practice. The work will be presented with the assumption that the student has a background knowledge of anatomy or physiology or is prepared to acquire this prior to commencing the course.

**Admission**

i) To qualify for admission, applicants shall possess an Australian/overseas equivalent undergraduate degree in medicine, physiotherapy, occupational therapy, nursing, physical education or other related fields. A background in anatomy or biomechanics and physiology is essential.

ii) An undergraduate degree and additional qualification or experience as deemed appropriate by the Head of School.

**Full time students (first 24 credit points)**

Students who achieve an average credit grade in the Graduate Certificate may articulate to the Masters degree and complete the Masters degree with additional 24 credit points full time study in semester 2.

**Course outline**

The course outline for the Graduate Certificate of Health Science (Exercise and Sport Science) is presented in Table 12.1.

---

**Table 12.1: Graduate Certificate of Health Science (Exercise and Sport Science)**

<table>
<thead>
<tr>
<th>Course code</th>
<th>Full-time mode</th>
<th>Part-time mode</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXSS 5029</td>
<td>(22529)</td>
<td>(22529)</td>
</tr>
<tr>
<td>EXSS 5030</td>
<td>(22530)</td>
<td>(22530)</td>
</tr>
<tr>
<td>22G12A</td>
<td>2 electives (6 credit points each)</td>
<td></td>
</tr>
<tr>
<td>EXSS 5031</td>
<td>(22531)</td>
<td></td>
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<tr>
<td>EXSS 5032</td>
<td>(22532)</td>
<td></td>
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<td>EXSS 5033</td>
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<td>EXSS 5035</td>
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<td></td>
</tr>
<tr>
<td>EXSS 5036</td>
<td>(22536)</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit code</th>
<th>Unit name</th>
<th>Sem 1</th>
<th>Sem 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXSS 5029</td>
<td>Applied Physiology</td>
<td>6</td>
<td>-</td>
</tr>
<tr>
<td>EXSS 5030</td>
<td>Human Mechanics</td>
<td>6</td>
<td>-</td>
</tr>
<tr>
<td>22G12A</td>
<td>2 electives (6 credit points each)</td>
<td>12</td>
<td>-</td>
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<tr>
<td></td>
<td>Stage total (24 credit points)</td>
<td>24</td>
<td>-</td>
</tr>
<tr>
<td>EXSS 5029</td>
<td>Applied Physiology</td>
<td>6</td>
<td>-</td>
</tr>
<tr>
<td>EXSS 5030</td>
<td>Human Mechanics</td>
<td>6</td>
<td>-</td>
</tr>
<tr>
<td>22G12B</td>
<td>Select a total of 12 credit points of electives</td>
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<td>12</td>
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<tr>
<td></td>
<td>Stage total (24 credit points)</td>
<td>12</td>
<td>12</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Electives</th>
<th>Sem 1</th>
<th>Sem 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>BACH 5236 (2557E)</td>
<td></td>
<td>3</td>
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<tr>
<td>BACH 5238 (2557G)</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>BACH 5240 (2557I)</td>
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<td>EXSS 5031 (22531)</td>
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<td>-</td>
</tr>
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<td>EXSS 5035 (22535)</td>
<td>6</td>
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<tr>
<td>EXSS 5036 (22536)</td>
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<td>6</td>
</tr>
</tbody>
</table>
Graduate Diploma of Health Science (Exercise and Sport Science)

This course is designed to provide an opportunity for advanced study in exercise and sport science with a focus on the areas of applied physiology, human mechanics and motor learning. It is anticipated that this study will be an extension of the student’s prior training and professional role. The course will be presented with the assumption that the student has a background knowledge of anatomy or biomechanics and physiology or is prepared to acquire it, prior to commencing the course.

Admission requirements
To qualify for admission, applicants shall possess an Australian or overseas equivalent undergraduate degree (Pass or Honours) in medicine, physiotherapy, occupational therapy, nursing, physical education or other related fields. A background in anatomy or biomechanics and physiology is essential.

Special circumstances
In special circumstances a person may be admitted as a candidate on the submission of an academic transcript and professional attainment that is approved by the Faculty.

Qualifying statement
Notwithstanding the above requirements for admission, the Faculty may require the applicants to demonstrate, by examination or appropriate work that they are suitable candidates, before being admitted to the program.

Course outline
The course outline for the Graduate Diploma of Health Science (Exercise and Sport Science) is presented in Table 12.2.

Table 12.2: Graduate Diploma of Health Science (Exercise and Sport Science)
Course code 2216: part-time, 1 year minimum
Credit points: 36

<table>
<thead>
<tr>
<th>Unit code</th>
<th>(old code)</th>
<th>Unit name</th>
<th>Semester</th>
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<tbody>
<tr>
<td>EXSS 5029</td>
<td>(22529)</td>
<td>Applied Physiology</td>
<td>6</td>
</tr>
<tr>
<td>EXSS 5030</td>
<td>(22530)</td>
<td>Human Mechanics</td>
<td>6</td>
</tr>
<tr>
<td>22G12A</td>
<td></td>
<td>Electives</td>
<td>12</td>
</tr>
<tr>
<td>22G12B</td>
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<td>Electives</td>
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Part-time mode

<table>
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<tr>
<th>Electives</th>
<th>Sem1</th>
<th>Sem2</th>
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<tr>
<td>BACH 5236</td>
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<td>3</td>
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<tr>
<td>BACH 5238</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>BACH 5240</td>
<td></td>
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</tr>
<tr>
<td>EXSS 5036</td>
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<td>6</td>
</tr>
</tbody>
</table>

Students completing the Graduate Diploma of Health Science (Exercise and Sport Science) (36 credit points) with a Credit grade average, may apply to articulate to the Master of Health Science (Exercise and Sport Science).
Master of Health Science (Exercise and Sport Science) by coursework

This course aims to provide advanced study in the broad discipline of exercise and sport science. It is designed to equip graduates with an in depth understanding of applied physiology, applied biomechanics, and the effect of health disorders on exercise performance, together with the knowledge and skills to conduct exercise testing of symptomatic and asymptomatic population groups and prescribe appropriate exercise programs. Sport specific studies related to nutrition and physiology are also undertaken.

Admission requirements

The programs Graduate Diploma, Masters and Masters Honours, constitute an articulated sequence. All candidates are required to initially enrol in the Graduate Diploma. Applied Physiology and Human Mechanics (6 credit points each) are compulsory. Subsequent articulation to the Masters program is contingent on the student achieving a Credit grade average in the first 24 credit points of study undertaken. Articulation into the Master's Honours program is contingent upon the student achieving a Credit average over 48 credit points.

Special circumstances

In special circumstances a person may be admitted as a candidate on the submission of an academic transcript and professional attainment that is approved by the Faculty.

Course outline

The course outline for the Master of Health Science (Exercise and Sport Science) by Coursework is presented in Table 12.3.

Table 12.3: Master of Health Science (Exercise and Sport Science) by coursework

<table>
<thead>
<tr>
<th>Unit code</th>
<th>(old code)</th>
<th>Unit name</th>
<th>Sem 1</th>
<th>Sem 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Full-time mode</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 1</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EXSS 5029</td>
<td>(22529)</td>
<td>Applied Physiology</td>
<td>6</td>
<td>-</td>
</tr>
<tr>
<td>EXSS 5030</td>
<td>(22530)</td>
<td>Human Mechanics</td>
<td>6</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>(22G12A)</td>
<td>Electives</td>
<td>12</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>(22G24B)</td>
<td>Electives</td>
<td>-</td>
<td>24</td>
</tr>
<tr>
<td>Stage total (48 credit points for Year 1)</td>
<td>24</td>
<td>24</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Part-time mode</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EXSS 5029</td>
<td>(22529)</td>
<td>Applied Physiology</td>
<td>6</td>
<td>-</td>
</tr>
<tr>
<td>EXSS 5030</td>
<td>(22530)</td>
<td>Human Mechanics</td>
<td>6</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>(22G12B)</td>
<td>Select a total of 12 credit points of electives</td>
<td>-</td>
<td>12</td>
</tr>
<tr>
<td>Stage total (24 credit points for Year 1)</td>
<td>12</td>
<td>12</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Year 1      |            |                            |       |       |
| EXSS 5029   | (22529)    | Applied Physiology         | 6     | -     |
| EXSS 5030   | (22530)    | Human Mechanics            | 6     | -     |
|             | (22G12A)   | Electives                  | 12    | -     |
|             | (22G12B)   | Electives                  | -     | 12    |
| Stage total (24 credit points for Year 2) | 12 | 12 |

**Electives**

<table>
<thead>
<tr>
<th>Unit code</th>
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<th>Unit name</th>
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<tbody>
<tr>
<td>BACH 5236</td>
<td>(2557E)</td>
<td>Motor Learning</td>
<td>-</td>
<td>3</td>
</tr>
<tr>
<td>BACH 5238</td>
<td>(2557G)</td>
<td>Psychosocial Aspects of Sport</td>
<td>-</td>
<td>3</td>
</tr>
<tr>
<td>BACH 5240</td>
<td>(2557I)</td>
<td>Research Methods</td>
<td>-</td>
<td>3</td>
</tr>
<tr>
<td>EXSS 5031</td>
<td>(22531)</td>
<td>Exercise Testing &amp; Prescription</td>
<td>8</td>
<td>-</td>
</tr>
<tr>
<td>EXSS 5032</td>
<td>(22532)</td>
<td>Sports Nutrition</td>
<td>4</td>
<td>-</td>
</tr>
<tr>
<td>EXSS 5033</td>
<td>(22533)</td>
<td>Advanced Cardiorespiratory Physiology</td>
<td>-</td>
<td>4</td>
</tr>
<tr>
<td>EXSS 5034</td>
<td>(22534)</td>
<td>Advanced Musculoskeletal Physiology</td>
<td>-</td>
<td>5</td>
</tr>
<tr>
<td>EXSS 5035</td>
<td>(22535)</td>
<td>Applied Biomechanics</td>
<td>-</td>
<td>6</td>
</tr>
<tr>
<td>EXSS 5036</td>
<td>(22536)</td>
<td>Exercise and Rehabilitation</td>
<td>-</td>
<td>6</td>
</tr>
</tbody>
</table>
Master of Health Science (Exercise and Sport Science) Honours

This course aims to provide advanced study in the broad discipline of exercise and sport science. It is designed to equip graduates with an in depth understanding of applied physiology, applied biomechanics, the effects of health disorders on exercise performance, together with the knowledge and skills to conduct exercise testing of symptomatic and asymptomatic population groups and prescribe appropriate exercise programs. Sport specific studies related to nutrition and physiology are also undertaken. Graduates will be introduced to applied research in these topics through the preparation of a research dissertation.

Admission requirements
The programs, Graduate Diploma, Masters and Masters Honours, constitute an articulated sequence. All candidates are required to initially enrol in the Graduate Diploma. Applied Physiology and Human Mechanics (6 credit points each) are compulsory for the Graduate Diploma. Subsequent articulation to the Masters program is contingent on the student achieving a Credit grade average in the first 24 credit points of study undertaken. Articulation into the Masters Honours program is contingent upon the student achieving a Credit average over 48 credit points.

Special circumstances
In special circumstances a person may be admitted as a candidate on the submission of an academic transcript and professional attainment that is approved by the Faculty.

Course outline
The course outline for the Master of Health Science (Exercise and Sport Science)(Honours) is presented in Table 12.4.

Table 12.4: Master of Health Science (Exercise and Sport Science) Honours

<table>
<thead>
<tr>
<th>Course code</th>
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<tr>
<td>2219</td>
<td>2220</td>
<td>2219</td>
</tr>
<tr>
<td>full-time, 1.5 years</td>
<td>part-time, 2.5 years</td>
<td>full-time, 1.5 years</td>
</tr>
<tr>
<td>Credit points: 60</td>
<td>Credit points: 60</td>
<td>Credit points: 60</td>
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</table>

<table>
<thead>
<tr>
<th>Full-time mode</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
</tr>
<tr>
<td>As per Pass course (see Table 12.3)</td>
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<tr>
<td>Year 2</td>
</tr>
<tr>
<td>EXSS 5037 (22537) Research Dissertation</td>
</tr>
<tr>
<td>Stage total (12 credit points for Year 2)</td>
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<tr>
<td>12</td>
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<table>
<thead>
<tr>
<th>Part-time mode</th>
</tr>
</thead>
<tbody>
<tr>
<td>Years 1 and 2</td>
</tr>
<tr>
<td>As per Pass course (see Table 12.3)</td>
</tr>
<tr>
<td>Year 3</td>
</tr>
<tr>
<td>EXSS 5037 (22537) Research Dissertation</td>
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<tr>
<td>Stage total (12 credit points for Year 3)</td>
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Master of Applied Science (Exercise and Sport Science) by research

The Master of Applied Science (Exercise and Sport Science) by Research provides the opportunity for research into specific areas of exercise and sport sciences. This research degree comprises a minimal coursework component, designed specifically to facilitate the student's research progress.

Admission requirements
To qualify for admission to the Master of Applied Science (Exercise and Sport Science) by Research program, applicants shall possess an undergraduate degree in science, medicine, physiotherapy, occupational therapy, nursing, human movement sciences, physical education or other related fields. A background in anatomy and biomechanics or physiology is essential. Students may be directed to undertake a qualifying program based on coursework offered in the Master of Health Science (Exercise and Sport Science) by coursework program.

Special Circumstances
In special circumstances a person may be admitted as a candidate on the submission of an academic transcript and professional attainment that is approved by the Faculty. Advanced Standing may be granted for the coursework component of the Master of Applied Science (Exercise and Sport Science) by Research degree, by the Faculty.

Qualifying Statement
Notwithstanding the above requirements for admission, the Faculty may require the applicants to demonstrate by examination or appropriate work that they are suitable candidates before being admitted to the program.

Course outline
The course outline for the Master of Applied Science (Exercise and Sport Science) by Research is presented in Table 12.5. This table refers to the standard program for pass entry students. This program may alter depending on the entry level of the student.

Table 12.5: Master of Applied Science (Exercise and Sport Science) by research

<table>
<thead>
<tr>
<th>Course code</th>
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<th>Course code</th>
</tr>
</thead>
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<td>2211</td>
<td>2203</td>
<td>2211</td>
</tr>
<tr>
<td>Special Qualifying Program (for Master's qualifying students)</td>
<td>full-time, minimum 1.5 years, maximum 2 years</td>
<td>full-time, minimum 1.5 years, maximum 2 years</td>
</tr>
<tr>
<td>Course code 2204: part-time, minimum 3 years, maximum 4 years</td>
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<tr>
<td>Unit code</td>
<td>(old code)</td>
<td>Unit name</td>
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<tr>
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<tr>
<td>EXSS 6002 (22501A)</td>
<td>Research Thesis</td>
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<td>EXSS 6003 (22501B)</td>
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<table>
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<td>Year 1 (and subsequent years)</td>
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<tr>
<td>EXSS 6002 (22501A)</td>
</tr>
<tr>
<td>EXSS 6003 (22501B)</td>
</tr>
</tbody>
</table>
Units of study

BACH 5236  Motor Learning
Old code 2557E. 3 credit points. Dr Roger Adams (02) 9351 9275.
Semester: 2.
NB: For Exercise and Sport Science students only.
This unit develops the model of information processing in the human sensory-motor system as the basis of the acquisition and execution of motor behaviour. Topics covered include: the stages of skill acquisition; automatic versus conscious motor control; expert-novice skill differences in pattern recognition and movement production, simultaneous multi-task performance; attention, effort and resources; planning and controlling movement; hemispheric specialisation; memory for movements; imagery and mental rehearsal; practice and automatiation; stress, arousal and performance; disorders of movement; ecological and motor program approaches to motor learning.

BACH 5238  Psychosocial Aspects of Sport
Old code 2557G. 4 credit points. Mr Ian Andrews (02) 9351 9588.
The first part of this unit considers psychological factors in sports performance. Topics covered include: managing motivation, anxiety and aggression; arousal-performance relationships; psychosocial characteristics of peak performance; personality and sport performance; relaxation and energising techniques; cognitive techniques; attention control; team leadership; team cohesion; athlete stanelness and burnout; stress, injury and psychological rehabilitation.
The second part of the unit is concerned with the historical development of leisure and its relationship to work; sport as a dominant aspect of Australian culture; sources of tension and conflicts in sport and leisure which are related to power, race, class, gender, age, ideology in sporting and leisure contexts.

BACH 5240  Research Methods
Old code 2557I.3 credit points. Dr Peter Choo, (02) 9351 9583.
Familiarity is assumed with basic descriptive and inferential methods. These basic methods are expanded upon with the major focus being on problem solving with a view to extracting meaning from data. The emphasis is on practical application of methodologies with extensive use made of modern statistical software. The nexus between design and analysis is stressed using a linear model approach to demonstrate the partitioning of variance and the behaviour of random error. Single and multiple variable models are considered. The specific research designs and strategies used to illustrate concepts will be tailored to the needs and expectations of the students.

EXSS 5029  Applied Physiology
Old code 22529.6 credit points. MrTom Gwinn, (02) 9351 9569.
A sound knowledge of basic human physiology is required for this unit. The unit provides the background knowledge in exercise and environmental physiology required for the units in Advanced Musculoskeletal and Advanced Cardiorespiratory Physiology, Exercise Testing and Prescription, and Exercise and Rehabilitation. It reviews the acute cardiovascular, respiratory, metabolic, renal, neuromuscular and thermoregulatory responses to exercise. The effects of thermal and hypoxic environmental stresses on exercise responses are then considered. The modifying effects of physiological adaptations arising from deconditioning, physical training and acclimatisation are examined in the light of variations in habitual activity and environmental stress. Offered by full-time and part-time coursework on-campus with regularly scheduled classes held in the early evening.

EXSS 5030  Human Mechanics
This unit applies the principles of functional anatomy and biomechanics to the analysis of selected activities. The unit aims to investigate the relationship between anatomical structure and function particularly in relation to the body during sport and exercise. Methods of data collection (electromyography) will be used to explore how muscles create the internal forces in the human body necessary for balance, movement and protection of joints. The unit will also introduce some basic analysis of human physical task performance.

EXSS 5031  Exercise Testing and Prescription
Old code 22531.8 credit points. Dr John Brotherhood, (02) 9351 9726.
This unit considers the use of exercise testing, and the use of exercise prescription in the evaluation and preparation of athletes, in fitness and health promotion programs for children and adults, and in the rehabilitation and management of people suffering injury and chronic health disorders. The exercise testing component of the unit covers the basic principles and methods of assessing aerobic and anaerobic power, muscular strength and endurance, and body composition, as exemplified by the assessment of healthy adults. These principles are then extended to the specific evaluation of performance characteristics in athletes, and the clinical assessment of functional capacity in people suffering from cardiorespiratory, neuromuscular, and musculoskeletal disorders. The exercise prescription component of the unit covers the basic principles of prescribing exercise to develop endurance fitness, speed and strength, muscular endurance and modifying body composition. These principles are then extended to the scientific basis of athlete training, recommendations for promoting health and fitness in healthy people, and the formal application of exercise to increasing functional capacity for daily living in people suffering chronic disease and injury. The unit is closely associated with the units Applied Physiology and Advanced Musculoskeletal and Advanced Cardiorespiratory Physiology and with the unit Exercise and Rehabilitation to ensure the proper integration of fundamental and applied exercise science. Offered by full-time and part-time coursework on campus with regularly scheduled classes held in the early evening.

EXSS 5032  Sports Nutrition
Old code 22532.4 credit points. Dr Helen O'Connor, (02) 9351 9328.
This unit provides students with background knowledge on nutrition as applied to sports performance. Special emphasis is given to the involvement of trace elements, amino acids as a fuel, dietary fibre, use of simple versus complex carbohydrates, etc. Practices such as ‘bicarbonate loading’, excessive intake of proteins/amino acids, ingestion of glucose polymers and ‘carbohydrate loading’ are also considered. Offered by full-time and part-time coursework on-campus with regularly scheduled classes held in the early evening.

Textbooks
Clinical Sports Nutrition, Burke and Deakin, McGraw-Hill
EXSS 5033  Advanced Cardiorespiratory Physiology
Old code 22533.4 credit points. Dr Chan Mok Chauw. Semester: 2.
This program expands upon the physiological responses to exercise and training dealt with in Applied Physiology, with particular reference to the cardio-respiratory system. Attention will be paid to the limitations of the heart-lung systems for elite performance, and the effects of cardiovascular and respiratory disorders on functional performance. There will also be a comprehensive review of cardiovascular regulation during exercise with specific reference to clinical populations. Additionally, the cardiorespiratory responses to exercise in children will be examined. Offered by full-time and part-time coursework on campus with regularly scheduled classes held in the early evenings.

EXSS 5034  Advanced Musculoskeletal Physiology
Old code 22534.5 credit points. MrTom Gwinn, (02) 9351 9569.
Semester: 2.
This unit expands upon the physiology of the exercise response and adaptations to exercise training dealt with at an undergraduate level and in Applied Physiology, with particular reference to skeletal muscle metabolism. Fatigue, damage, healing and pharmacological effects, and environmental stresses will be discussed. Particular attention will be paid to the metabolic adaptation of skeletal muscle to detraining and training, and the application of these adaptations to sporting, pathological and rehabilitation settings. Offered by full-time and part-time
Units of study

EXSS 5035  Applied Biomechanics
Old code 22535.6 credit points. Mr Peter Sinclair. Semester: 2. Classes: on-campus 4 hours/week. Assessment: assignment and examinations. This unit extends and deepens the tools for assessing the mechanical effectiveness and efficiency of movement introduced in Human Mechanics. The mechanical properties of tissues and anatomical structures will be related to injury occurrence and prevention. These concepts and skills will be applied to a variety of human tasks from sport, leisure and work through in-depth case studies. Offered by full-time and part-time coursework on-campus with regularly scheduled classes held in the early evening. Practical: Practical assignment included
Textbooks
Introduction to Sports Biomechanics. Bartlett, R.

EXSS 5036  Exercise and Rehabilitation
Old code 22536.6 credit points. Dr John Brotherhood. Semester: 2. Assessment: continuous assessment. This unit provides the student with knowledge on the application of physical activity to the promotion and maintenance of health, and in rehabilitation. Topics include habitual physical activity in the prevention of disease, the effects of heart and lung disorders and functional capacity, and the effects on exercise responses of therapeutic interventions such as surgery and medication, bed rest, and immobilisation in the treatment of injury. These topics are complemented by consideration of the role of habitual physical activity in public health, and the use of exercise in rehabilitation. Throughout, there is strong emphasis on the biological basis of the application of exercise to health promotion, and in optimising function in the daily life of people with chronic health disorders. Close integration with the units Applied and Advanced Musculoskeletal and Advanced Cardiorespiratory Physiology highlights the interactions between disease and normal exercise physiology, and integration with the unit Exercise Testing and Prescription provides the practical background to the application of exercise in the evaluation and rehabilitation of people suffering from health disorders or injury. Offered by full-time and part-time coursework on-campus with regularly scheduled classes held in the early evening.

EXSS 5037  Research Dissertation
Old code 22537.12 credit points. Semester: 1. In this unit students conduct an investigative project related to exercise physiology and biomechanics. This project may take one of several formats including: a quality assurance project, study of acute responses to exercise in a small sample of healthy or disabled individuals, a sports/exercise epidemiological study, extensive literature review, or a minor research project related to exercise and sport science.

EXSS 6002  Research Thesis
Old code 22501 A. Students will not be permitted to proceed with the research thesis unless the coursework and any Special Program (Exercise and Sport Science) undertaken has been satisfactorily completed. During subsequent semesters students will be expected to carry out their research under approved supervision and student seminars will be held concurrently as the research thesis develops. The procedures for supervision, presentation and assessment of the research thesis will be in accordance with the Faculty rules for a Master of Applied Science degree in Exercise and Sport Science. For details of the requirements, supervision and assessment of research thesis, chapter 3 should be consulted. Each person will be required to submit a research proposal at the end of the first semester of the full-time pass entry course.

EXSS 6003  Research Thesis
Old code 22501B. Students will not be permitted to proceed with the research thesis unless the coursework and any Special Program (Exercise and Sport Science) undertaken has been satisfactorily completed. During subsequent semesters students will be expected to carry out their research under approved supervision and student seminars will be held concurrently as the research thesis develops. The procedures for supervision, presentation and assessment of the research thesis will be in accordance with the Faculty rules for a Master of Applied Science degree in Exercise and Sport Science. For details of the requirements, supervision and assessment of research thesis, chapter 3 should be consulted. Each person will be required to submit a research proposal at the end of the first semester of the full-time pass entry course.
The School of Health Information Management offers a three year Bachelor of Applied Science (Health Information Management) course at undergraduate level. An honours program is also available to students who meet the eligibility criteria and wish to pursue a specific area of research in the health information management field.

Health information managers are key members of the health care team, responsible for the management of patient and facility-related health information. A career in health information management provides a unique opportunity to combine an interest in medicine, information technology and management. The role of the health information manager is dynamic and involves close liaison with medical, nursing and administrative staff, other health professionals, and the public. Health information management is an expanding field that offers a broad range of career opportunities and due to the changing patterns of health care delivery, management, and advances in information technologies, qualified health information managers are in demand. Health information management jobs are interesting and challenging and graduates are rewarded with competitive salaries.

The Health Information Management Association of Australia officially represents the profession and promotes the continuing education of its members through regular seminars, workshops and conferences. All full-time Health Information Management students are eligible for student membership of the Association and upon satisfactory completion of the Bachelor of Applied Science (Health Information Management) are eligible for full membership.

In addition, the School offers a number of comprehensive and specialist postgraduate programs in health informatics, health information management, clinical data management and casemix.

■ Graduate Certificate of Health Science (Casemix)

This course is designed to enable graduates to obtain knowledge of the design, uses and evaluation of casemix systems. The Graduate Certificate is suitable for both managers and health professionals working with casemix information systems as well as senior managers who need to keep abreast of current casemix issues and their implications for health services management and planning.

**Admission requirements**
In order to qualify for admission to the degree, applicants shall hold:

i) A bachelor degree from an Australian tertiary institution; or
ii) A bachelor degree from an overseas institution equivalent to an Australian Bachelor degree; or
iii) Experience and/or qualifications as deemed appropriate by the Head of School.

**Course outline**
The course outline for the Graduate Certificate of Health Science (Casemix) is presented in Table 13.1.

<table>
<thead>
<tr>
<th>Table 13.1: Graduate Certificate of Health Science (Casemix)</th>
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<tbody>
<tr>
<td>Course code 0914: part-time, minimum 2 semesters</td>
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<tr>
<td>Course code 0930: off-campus, part-time, minimum 2 semesters</td>
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<td>Credit points: 24</td>
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<table>
<thead>
<tr>
<th>Unit code (old code)</th>
<th>Unit name</th>
<th>Sem 1</th>
<th>Sem 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIMIT 5019 (09501)</td>
<td>Introduction to Casemix</td>
<td>6</td>
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</tr>
<tr>
<td>HIMIT 5020 (09502)</td>
<td>Generating and Using Casemix Information</td>
<td>6</td>
<td></td>
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<tr>
<td>HIMIT 5021 (09503)</td>
<td>Casemix Funding and Financial Management</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>HIMIT 5022 (09504)</td>
<td>Implementing Casemix Systems</td>
<td></td>
<td>6</td>
</tr>
</tbody>
</table>

| Stage total (24 credit points for Year 1) | 12 | 12 |
Graduate Certificate of Health Science (Clinical Data Management)

This course is designed to provide health professionals with a working knowledge of the management of clinical data used in clinical trials and other projects. The course is suitable for health professionals working with, or planning to work with, clinical data and other health databases.

A one week residential School is normally held at the end of March Semester.

On successful completion of the Graduate Certificate program, students may apply to articulate into the Master of Health Science (Clinical Data Management) with credit transfer for units completed.

Admission requirements

In order to qualify for admission to the degree, applicants shall hold:

i) A bachelor degree in an appropriate discipline from an Australian tertiary institution; or

ii) A bachelor degree in an appropriate discipline from an overseas institute equivalent to an Australian bachelor degree; or

iii) Experience and/or a qualification as deemed appropriate by the Head of School.

Applicants must be able to demonstrate familiarity with major microcomputing software such as DOS, Windows, word processing, a database package and a spreadsheet package.

Course outline

The course outline for the Graduate Certificate of Health Science (Clinical Data Management) is presented in Table 13.2.

Table 13.2: Graduate Certificate of Health Science (Clinical Data Management)

<table>
<thead>
<tr>
<th>Unit code</th>
<th>Unit name</th>
<th>Sem 1</th>
<th>Sem 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIMT 5023</td>
<td>Fundamentals of Medicine and Medical Terminology</td>
<td>6</td>
<td>-</td>
</tr>
<tr>
<td>HIMT 5025</td>
<td>Clinical Data Management and Clinical Trials</td>
<td>6</td>
<td>-</td>
</tr>
<tr>
<td>HIMT 5027</td>
<td>Introduction to Epidemiology</td>
<td>6</td>
<td>-</td>
</tr>
<tr>
<td>HIMT 5052</td>
<td>Database Management Systems</td>
<td>6</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>Stage total (24 credit points for Year 1)</td>
<td>12</td>
<td>12</td>
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</table>

Master of Health Science (Clinical Data Management)

The Master of Health Science (Clinical Data Management) offers advanced study in the design and management of clinical trials and other related projects. The program provides participants with skills in designing systems that collect, combine, critically appraise, and quantitatively evaluate information in order to facilitate evidence based decisions regarding treatment and/or health policy. To make the course easily accessible to working participants, 50% of the course is offered by distance and the remainder of the program is via a range of flexible modes including workshops, and block teaching. A one-week residential school is normally held at the end of the March Semester. The option of an additional Honours year is available. The Honours program includes directed independent study via dissertation.

Admission requirements

i) A bachelor's degree in an appropriate from an Australian tertiary institution or equivalent; or

ii) Experience and/or qualifications as deemed appropriate by the Head of School; and

iii) Students who have undertaken the Graduate Certificate of Health Science (Clinical Data Management) are eligible for full credit for their study and can articulate to the Masters program.

Course outline

The course outline for the Master of Health Science (Clinical Data Management) is presented in Table 13.3.

Table 13.3: Master of Health Science (Clinical Data Management)

<table>
<thead>
<tr>
<th>Unit code (old code)</th>
<th>Unit name</th>
<th>Sem 1</th>
<th>Sem 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>BACH 5068 (2552L)</td>
<td>Statistics for Clinical Research</td>
<td>6</td>
<td>-</td>
</tr>
<tr>
<td>HIMT 5023 (09505)</td>
<td>Fundamentals of Medicine and Medical Terminology</td>
<td>6</td>
<td>-</td>
</tr>
<tr>
<td>HIMT 5025 (09507)</td>
<td>Clinical Data Management and Clinical Trials</td>
<td>6</td>
<td>-</td>
</tr>
<tr>
<td>HIMT 5027 (09509)</td>
<td>Introduction to Epidemiology</td>
<td>6</td>
<td>-</td>
</tr>
<tr>
<td>HIMT 5052 (09530)</td>
<td>Database Management Systems</td>
<td>6</td>
<td>-</td>
</tr>
<tr>
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<td>Stage total (48 credit points)</td>
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<table>
<thead>
<tr>
<th>Unit code (old code)</th>
<th>Unit name</th>
<th>Sem 1</th>
<th>Sem 2</th>
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</thead>
<tbody>
<tr>
<td>BACH 5068 (2552L)</td>
<td>Statistics for Clinical Research</td>
<td>6</td>
<td>-</td>
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<tr>
<td>HIMT 5023 (09505)</td>
<td>Fundamentals of Medicine and Medical Terminology</td>
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<td>HIMT 5025 (09507)</td>
<td>Clinical Data Management and Clinical Trials</td>
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<td>HIMT 5027 (09509)</td>
<td>Introduction to Epidemiology</td>
<td>6</td>
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<td>HIMT 5052 (09530)</td>
<td>Database Management Systems</td>
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<tr>
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<td>Stage total (24 credit points for Year 1)</td>
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<table>
<thead>
<tr>
<th>Unit code (old code)</th>
<th>Unit name</th>
<th>Sem 1</th>
<th>Sem 2</th>
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<tbody>
<tr>
<td>BACH 5068 (2552L)</td>
<td>Statistics for Clinical Research</td>
<td>6</td>
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<tr>
<td>HIMT 5065 (09545)</td>
<td>Project Management</td>
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<td>HIMT 5066 (09546)</td>
<td>Advanced Clinical Data Management</td>
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<td>HIMT 5067 (09547)</td>
<td>Evidence Based Health Care</td>
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</table>
The Master of Health Science (Health Informatics) provides graduates with a theoretical and practical understanding of the role of information and communication technologies in health care and the skills required for the successful integration of such technologies into the health system. The course focuses on three central knowledge areas: principles and applications of health informatics; database management systems and the classification of data; and managing the integration of health informatics within the health care environment.

The course is suitable for health professionals who wish to enhance their understanding and ability to work effectively with information and information technologies. The course is also designed for those graduates who wish to pursue a career as a health informatics specialist. Participants complete five core and three elective units of study. The program is offered one year full-time or two years part-time. Credit and above level candidates will be offered the option of an additional honours year.

Admission requirements
i) A bachelor's degree from an Australian tertiary institution or equivalent; or
ii) Experience and/or qualifications as deemed appropriate by the Head of School.

Course outline
The course outline for the Master of Health Science (Health Informatics) is presented in Table 13.4.

### Table 13.4: Master of Health Science (Health Informatics)

<table>
<thead>
<tr>
<th>Unit code (old code)</th>
<th>Unit name</th>
<th>Sem 1</th>
<th>Sem 2</th>
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<tr>
<td><strong>Year 1</strong></td>
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<tr>
<td>Year 2</td>
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<tr>
<td>HIMT 5061 (09539)</td>
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<td><strong>Full-time mode</strong></td>
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<tr>
<td><strong>Year 1 and 2</strong></td>
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<td>Stage total (12 credit points for Year 3)</td>
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### Master of Health Science (Health Informatics)

The Master of Health Science (Health Informatics) provides graduates with a theoretical and practical understanding of the role of information and communication technologies in health care and the skills required for the successful integration of such technologies into the health system. The course focuses on three central knowledge areas: principles and applications of health informatics; database management systems and the classification of data; and managing the integration of health informatics within the health care environment.

The course is suitable for health professionals who wish to enhance their understanding and ability to work effectively with information and information technologies. The course is also designed for those graduates who wish to pursue a career as a health informatics specialist. Participants complete five core and three elective units of study. The program is offered one year full-time or two years part-time. Credit and above level candidates will be offered the option of an additional honours year.

Admission requirements
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ii) Experience and/or qualifications as deemed appropriate by the Head of School.

Course outline
The course outline for the Master of Health Science (Health Informatics) is presented in Table 13.4.

### Table 13.4: Master of Health Science (Health Informatics)

<table>
<thead>
<tr>
<th>Unit code (old code)</th>
<th>Unit name</th>
<th>Sem 1</th>
<th>Sem 2</th>
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<td><strong>Core units</strong></td>
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<tr>
<td>Year 2</td>
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<td></td>
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</tr>
<tr>
<td>HIMT 5052 (09530)</td>
<td>Database Management Systems¹</td>
<td>6</td>
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<tr>
<td>HIMT 5057 (09535)</td>
<td>Introduction to Health Informatics</td>
<td>6</td>
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<td>HIMT 5058 (09536)</td>
<td>Health Informatics Applications</td>
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<tr>
<td>HIMT 5059 (09537)</td>
<td>Health Classification Systems</td>
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<tr>
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<td>Managing the Integration of Health Informatics</td>
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<td><strong>Part-time mode</strong></td>
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<tr>
<td><strong>Year 1 core units</strong></td>
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1. Offered in Block mode during the intersemester break.
Table 13.4.1: Master of Health Science (Health Informatics) Honours

Course code 0921: full-time, 15 year
Course code 0922: part-time, 2.5 years to 3 years
Credit points: 60

<table>
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<th>Sem 2</th>
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<td>Year 1</td>
<td>As per Pass course: (see Table 13.4)</td>
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<td><strong>Part-time mode</strong></td>
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<td>Years 1 and 2</td>
<td>As per Pass courses (see Table 13.4)</td>
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<td><strong>Electives</strong></td>
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<td>BACH 5061</td>
<td>Statistical Analysis with SPSS®</td>
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<td>Statistics for Clinical Research</td>
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<td>Introduction to Epidemiology²</td>
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<td>Project Management</td>
<td>6</td>
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<td>HIMT5067</td>
<td>Evidence Based Health Care</td>
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<td>HIMT 5068</td>
<td>Microcomputing and Data Mining</td>
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<td>Health Care Systems</td>
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<td>Information Technology in Biomedicine¹</td>
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<tr>
<td>HIMT 8002</td>
<td>Computer and Communication Security¹</td>
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<td>HIMT 8003</td>
<td>System and Network Administration¹</td>
<td>6 or 6</td>
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<td>Internet Programming¹</td>
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<tr>
<td>HIMT 8005</td>
<td>Object-Oriented Systems Modelling¹</td>
<td>6 or 6</td>
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1. Available in Semester 1 or Semester 2.
2. Available in off-campus mode.

Graduate Diploma of Health Science
(Health Information Management)

Last intake 1999

The Graduate Diploma of Health Science (Health Information Management) offers a specialised program in the professional area of health information/medical record management.

The course is designed to prepare specialists in the management of health information systems. It provides participants with a core of knowledge and skills appropriate to the effective practice of health information management. The course focuses on the information needs of health care professionals and facilities and provides a sound educational in information systems management, microcomputing, programming, database design, medical terminology, medical science, medico-legal principles, management principles including human resource management, research methods and epidemiology, disease classification and casemix measurement systems, financial management in health care facilities and evaluation in health care.

Full-time and part-time study

The Graduate Diploma of Health Science (Health Information Management) is structured as a full-time degree course offered over one year. However, the School recognises that some students cannot attend full-time and wish to complete their degrees in a longer time. The University offers an enrolment distinction between full-time and part-time students. Students enrolling part-time are those enrolled in a minimum of 6 and a maximum of 17 credit points per semester. Part-time students in Health Information Management are expected to meet 'satisfactory progress' requirements. These include:

- Enrolment in the equivalent of at least 9 full units of study per academic year, except when a student has fewer than 9 units remaining to complete requirements for graduation.
- Passing the equivalent of 7 units of study over any 2 academic year periods.

Only a limited number of places are available for part-time enrolment and students must seek approval to enrol part-time from the Head of School prior to enrolment at the beginning of the academic year. Any variation in approved enrolment status is not automatically granted and must be applied for. Students requesting to enrol part-time should note that daytime attendance at lectures and practical placements is required for completion of the GradDipHlthSc (HM) course. At this time, the option of part-time enrolment is only available to a few commencing students.

Students enrolling part-time should also note the following:

- Part-time students must adjust their load so that they can complete the course within the maximum time. No extensions of maximum time will be granted.
- Minimum time: 2 years from the initial academic year of enrolment.
- Maximum time: 3 years from the initial academic year of enrolment.
- Because the course is structured as a full-time course, students must be cognisant of the possibility of clashes in timetables in different years, and plan sufficiently well so that they do not exceed the maximum time for course completion or they fail to meet satisfactory progress requirements, as set out above.

- Students must meet prerequisite requirements as specified for enrolment in specific units of study.
- Where a unit of study is a prerequisite, this prerequisite unit must be passed prior to enrolment in any other units for which it is a prerequisite.

Part-time students are completing their degree over a longer period of time and it is possible, and in fact likely, that there will be curriculum changes while they are undertaking their degree. Part-time students have the responsibility of monitoring changes in curriculum which may affect their progression and for discussing these with the Course Coordinator.
Admission requirements
In order to qualify for admission, applicants shall hold:

i) A bachelor degree in a related area from an Australian or overseas tertiary institution and such relevant work experience as satisfies the Head of School; or

ii) Some other form of relevant qualification as satisfies the Head of School.

Course outline
The course outline for the Graduate Diploma of Health Science (Health Information Management) is presented in Table 13.5.

Table 13.5: Graduate Diploma of Health Science (Health Information Management)

<table>
<thead>
<tr>
<th>Course code</th>
<th>Full-time, 1 year</th>
<th>Part-time, minimum 2 years, maximum 3 years</th>
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<tr>
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Full-time mode (last intake 2000)

**Year 1**

<table>
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<th>Old code</th>
<th>Unit name</th>
<th>Sem 1</th>
<th>Sem 2</th>
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</thead>
<tbody>
<tr>
<td>BACH 5310</td>
<td>2559G</td>
<td>Research Methods I: Design</td>
<td>2</td>
<td>-</td>
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<tr>
<td>HIMT 5005</td>
<td>09425</td>
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<tr>
<td>HIMT 5012</td>
<td>09445</td>
<td>Introduction to Programming and Database Design</td>
<td>-</td>
<td>4</td>
</tr>
<tr>
<td>HIMT 5013</td>
<td>09446</td>
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<td>4</td>
<td>-</td>
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<td>HIMT 5014</td>
<td>09447</td>
<td>Fundamentals of Medicine and Medical Terminology II</td>
<td>-</td>
<td>4</td>
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<tr>
<td>HIMT 5015</td>
<td>09448</td>
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<td>HIMT 5018</td>
<td>09470</td>
<td>Health Care Evaluation</td>
<td>-</td>
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<tr>
<td>HIMT 5029</td>
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<td>2</td>
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<tr>
<td>HIMT 5030</td>
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<td>International Disease Classification Systems B</td>
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<tr>
<td>HIMT 5031</td>
<td>09513</td>
<td>Law and Health</td>
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<tr>
<td>HIMT 5033</td>
<td>09515</td>
<td>Financial Management in Health Care Facilities</td>
<td>2</td>
<td>-</td>
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<tr>
<td>HIMT 5034</td>
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<td>09518</td>
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<td>HIMT 5041</td>
<td>09523</td>
<td>Introduction to Management Principles</td>
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<td>HIMT 5044</td>
<td>09438</td>
<td>Casemix Measurement Systems</td>
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<td>Epidemiology</td>
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Stage total (48 credit points for Year 1) 21 27

**Year 2**

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<td>HIMT 5014</td>
<td>09447</td>
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<td>09448</td>
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</tr>
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Stage total (28 credit points for Year 1) 13 15

Part-time mode

**Year 1**

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<td>09447</td>
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<td>Professional Experience</td>
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<td>HIMT 5029</td>
<td>09511</td>
<td>International Disease Classification Systems A</td>
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<td>HIMT 5030</td>
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Stage total (28 credit points for Year 1) 13 15

**Year 2**

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<td>HIMT 5045</td>
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Stage total (20 credit points for Year 2) 8 12
Master of Health Information Management

The Master of Health Information Management is a coursework program designed to prepare specialists in the design and management of health information systems. The course focuses on the information needs of health care professionals and facilities. It provides participants with core knowledge and skills necessary for the effective practice of health information management. Health information management graduates choose from a wide range of exciting career opportunities in organisations which include health care facilities, Commonwealth and State health departments, information technology firms, health funds and research organisations. This course is ideally suited to health professionals seeking to develop a new career pathway, however, applicants with non-health related undergraduate qualifications are also encouraged to apply.

Admission requirements

i) A bachelor's degree from an Australian tertiary institution or equivalent;

ii) Experience and/or qualifications as deemed appropriate by the Head of School.

iii) Professionals who hold an Associate Diploma in Health Information Management (or equivalent) may seek admission to a qualifying masters program and then proceed to the Master of Health Information Management.

iv) Professionals holding a Graduate Diploma of Health Science (Health Information Management) with a credit or above average will be able to articulate their qualification to the Master of Health Information Management by completing one 12 credit point unit of study 'Research in Health Information Management'. This option will only available until 2006. Further information about these options can be obtained from the Head of School, Phone: (02) 9351 9494, Email: himinfo@cchs.usyd.edu.au

Course outline

The course outline for the Master of Health Information Management is presented in Table 13.6.

Table 13.6: Master of Health Information Management

<table>
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<td>(00E61B)</td>
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<td>(00E62D)</td>
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Part-time mode

Year 1 core units

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<th>Unit name</th>
<th>Sem 1</th>
<th>Sem 2</th>
</tr>
</thead>
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<td>HMT 5050</td>
<td>International Disease Classification Systems A</td>
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<td>HMT 5051</td>
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<td>6</td>
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<td>HMT 5052</td>
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<tr>
<td>HMT 5053</td>
<td>Fundamentals of Medicine &amp; Medical Terminology I</td>
<td>3</td>
<td>6</td>
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<tr>
<td>HMT 5054</td>
<td>Fundamentals of Medicine &amp; Medical Terminology II</td>
<td>3</td>
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<tr>
<td>HMT 5055</td>
<td>Professional Experience²</td>
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<td>6</td>
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<td></td>
<td>Elective</td>
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<td>6</td>
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<tr>
<td></td>
<td>Stage total (26 credit points for Year 1)</td>
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<td>11</td>
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</table>

Year 2 elective units (elective total must equal 24 credit points)

<table>
<thead>
<tr>
<th>Unit code</th>
<th>Unit name</th>
<th>Sem 1</th>
<th>Sem 2</th>
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<tr>
<td>(00E61A)</td>
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<tr>
<td>(00E61B)</td>
<td>Elective</td>
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<td>6</td>
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<tr>
<td>(00E62D)</td>
<td>Elective</td>
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<tr>
<td>(00E62E)</td>
<td>Elective</td>
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<tr>
<td></td>
<td>Stage total (24 credit points for Year 2)</td>
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</tr>
</tbody>
</table>

Elective units

Electives taken may vary in credit points, but the total electives taken must equal 24 credit points

<table>
<thead>
<tr>
<th>Unit code</th>
<th>Unit name</th>
<th>Sem 1</th>
<th>Sem 2</th>
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<tbody>
<tr>
<td>BACH 5067</td>
<td>Research Methods I: Design</td>
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<td>6</td>
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<tr>
<td>HMT 5027</td>
<td>Introduction to Epidemiology³</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>HMT 5067</td>
<td>Evidence Based Health Care</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>HMT 5068</td>
<td>Microcomputing and Data Mining</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>HMT 5069</td>
<td>Health Care Systems</td>
<td>6</td>
<td>6</td>
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<tr>
<td>HMT 5070</td>
<td>Human Resource Management</td>
<td>6</td>
<td>6</td>
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<tr>
<td>HMT 5074</td>
<td>Health Services Management</td>
<td>6</td>
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<tr>
<td>HMT 5075</td>
<td>Medicoegal Principles and Practice</td>
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<tr>
<td>HMT 5076</td>
<td>Casemix Measurement Systems²</td>
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<tr>
<td>HMT 5077</td>
<td>Change Management in an Organisational Context</td>
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</tr>
<tr>
<td>HMT 5079</td>
<td>Financial Management in Health Care Facilities</td>
<td>6</td>
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</tr>
</tbody>
</table>

The following course structure applies to graduates of the Graduate Diploma of Health Science (Health Information Management) articulating to the Master of Health Information Management. This articulation option is only available up to 2006.
The School of Health Information Management has a firm commitment to the development of knowledge and skills appropriate to the needs of health information managers. The postgraduate programs offered by the School are therefore designed to give graduates an opportunity to pursue advanced study in areas of professional interest including information systems, organisational management and evaluation methodology.

The Master of Applied Science (Health Information Management) is largely by research thesis with minimal supplementary course work. This program gives graduates an opportunity to further develop their skills by undertaking research in a specialised area of study.

Table 13.7: Master of Applied Science (Health Information Management) by research

<table>
<thead>
<tr>
<th>Unit code (old code)</th>
<th>Unit name</th>
<th>Sem 1</th>
<th>Sem 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time one semester mode</td>
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<td></td>
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<tr>
<td>HIMT 5056 (09534)</td>
<td>Research in Health Information Management</td>
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<tr>
<td>Part-time two semester mode</td>
<td></td>
<td></td>
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<tr>
<td>HIMT 5080 (09559)</td>
<td>Research in Health Information Management A</td>
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<td></td>
</tr>
<tr>
<td>HIMT 5081 (09560)</td>
<td>Research in Health Information Management B</td>
<td></td>
<td>6</td>
</tr>
</tbody>
</table>

1. Offered in block mode during the intersemester break.
2. Professional experience will be a one-week placement undertaken in December.
3. Available in off-campus mode.

Admission requirements
In order to qualify for admission to the degree, applicants shall hold:

i) A bachelor degree in Medical Record Administration/Health Information Management from an Australian tertiary institution; or
ii) An Associate Diploma in Medical Record Administration plus an approved bachelor degree; and
iii) Such qualifications as are deemed to be equivalent to (1) or (2).

Course outline
The course outline for the Master of Applied Science (Health Information Management) is presented in Table 13.7.

In the Master of Health Information Management, professional experience provides students with a variety of learning experiences which relate both to the theoretical content of the classroom and to their future professional career goals. A range of field-based activities are organised in selected learning sites which include hospitals, community care centres, research units and the Department of Health (NSW). Placements can be undertaken in NSW, interstate and overseas.

Clinical practice dates - Master of Health Science (Health Information Management)
December (1 week)

Identification badges
All students must wear identification badges during practical placements.
BACH 5002  Educational Design
Old code 25801/25501X. 6 credit points. Ms Fran Everingham, (02) 9351 9116. Semester: 1. Classes: Off-campus. Assessment: Required. Night classes; independent learning packages; email support; external/distance mode. Assessment: Assignment-based (non exam). Emphasis in this unit is on the development of basic skills in planning for effective teaching and learning. Participants learn planning skills by undertaking an educational design project.

Textbooks
Non prescribed

BACH 5061  Statistical Analysis with SPSS
Old code 2552E. 6 credit points. Dr Peter Choo, (02) 9351 9583 and Ms Karen Pepper, (02) 9351 9589. Semester: 1, 2. Classes: On-campus. Assessment: Practical assignments. This unit teaches the student to use the SPSS for Windows computer package to manage and analyse research data using a range of common statistical procedures. Data management and procedures will include data transformation and selection, and import and exporting data. Statistical analyses to be covered include descriptive statistics, t-test, analysis of variance, correlation and regression, chi-square, non-variance, multiple regression, and factor analysis.

Textbooks

BACH 5067  Research Methods I: Design
Old code 2552K. 6 credit points. Dr Rob Heard, (02) 9351 9408. Semester: 1. Classes: Off-campus. Assessment: Written examinations. This unit introduces students to the research process and focuses on developing informed consumers of research. The unit begins with brief consideration of the philosophy of science, then covers research ethics, qualitative and quantitative research, the development of research questions and the specification of hypotheses and variables, conceptualisation and operationalisation, sampling issues, validity and reliability. A broad range of research methods will be introduced, including experimental research, single case designs, surveys, interview and observational studies, secondary data analysis and content analysis. Data quantification techniques will be discussed and students will be introduced to research applications in health sciences including needs assessment, evaluation research, action research and epidemiology.

BACH 5068  Statistics for Clinical Research
Old code 2552LX. 4 credit points. Dr Rob Heard, (02) 9351 9408, rheard@cochr.ox.ac.uk. Semester: 1. Classes: Off-campus. Assessment: Assignment and examinations. This unit aims to introduce students to basic statistical principles relevant to the manipulation and analysis of clinical data. Students will be exposed to concepts of sampling, distributions of scores, summaries of data, and treatment of categorical and quantitative data. This last topic will include chi square analysis, calculation of confidence intervals, tests for differences in the location of samples (including t-tests and tests for non-normally distributed data), correlation and regression, sample size estimation and an introduction to survival analysis. It is expected that at the conclusion of the unit students will be able to: appraise published statistical analyses; perform simple statistical tests with the assistance of a computer package; and present statistical data.

BACH 5253  Intermediate Statistics
Old code 2557V. 6 credit points. Dr Peter Choo, (02) 9351 9583 and Dr Zakia Hossain, (02) 9351 9340. Semester: 1, 2. Classes: On-campus, Night classes. Assumed knowledge: Basic statistics and research design. Prerequisite: Research Methods I and Research Methods II: Data Analysis and Statistics, or equivalent. Assessment: Written reports, written examination. In this unit, students will extend and consolidate the research methods and statistical skills acquired in Research Methods I and II. Students will gain experience in data screening techniques, analysis of variance, multiple regression and non-parametric statistics. Students will learn how to use SPSS to conduct these statistical tests. This unit is usually offered on Mondays 5-8pm.

BACH 5268  Developing a Research Project
Old code 2580A/25501X. 6 credit points. Dr Kate O’Loughlin, (02) 9351 9531. Semester: 1, 2. Classes: Attendance required. Mondays from 5 to 8pm in Semester 1 or by off-campus mode in Semester 1 or Semester 2. This unit provides an overview of the research process and focus on the formulation of a research proposal. It provides students with an opportunity to review and update their knowledge of research methods, and introduce the research electives which concentrate on a particular methodology or aspect of the research process. Basic research design issues are considered. Various methods of data collection are examined together with their suitability for investigating different types of research questions. Students explore the use of quantitative and qualitative data, longitudinal and cross-sectional designs, and data resulting from experimental interview, observation, single case and survey research methods in addition to content analysis and secondary data analysis. Emphasis is placed on the issues of validity and reliability of data collection techniques. Basic statistical procedures are briefly reviewed and applications such as epidemiology and evaluation research are introduced.

BACH 5310  Research Methods I: Design
Old code 2559K. 2 credit points. Dr Rob Heard, (02) 9351 9408. Semester: 1. Classes: On-campus. Assessment: Written examinations. NB: For existing Graduate Diploma of Health Science (Health Information Management) students only. This unit introduces students to the research process and focuses on developing informed consumers of research. The unit begins with brief consideration of the philosophy of science, then covers research ethics, qualitative and quantitative research, the development of research questions and the specification of hypotheses and variables, conceptualisation and operationalisation, sampling issues, validity and reliability. A broad range of research methods will be introduced, including experimental research, single case designs, surveys, interview and observational studies, secondary data analysis and content analysis. Data quantification techniques will be discussed and students will be introduced to research applications in health sciences including needs assessment, evaluation research, action research and epidemiology.

HIMT 5005  Introduction to Data Processing and Microcomputers
Old code 09445.2 credit points. Angelika Lange, Phone (02) 9351 9570. Semester: 1 (no commencing students from 2001). Classes: Attendance required; day classes. This unit introduces students to microcomputers and mainframe computers and also deals with the history of computer technology, introduction to computer hardware and concepts, use of microcomputers and applications software. Areas studied include MS-DOS, Windows, a spreadsheet package, and a database package.

HIMT 5012  Introduction to Programming and Database Design
Old code 09445.4 credit points. Semester: 2 (no commencing students from 2001). Classes: Attendance required; day classes. This unit introduces students to the third generation programming language PASCAL, Nassi-Schneiderman diagrams as program design aids, to data types, data structures, functions and procedures. In the second half of the semester they learn to use the database language SQL and to design a new database in CRS (Clinical Report System).

HIMT 5013  Fundamentals of Medicine and Medical Terminology I
Old code 09446.4 credit points. Enquiries (02) 9351 9484. Semester: 1 (no commencing students from 2001). Classes: On-campus 4 hours/week. Attendance required; day classes. Assessment: class test, final examination. This unit is designed to provide students with the knowledge necessary to understand the information contained in the health record, to function within a medical environment through an understanding of the fundamentals of medicine, and to effectively use disease classification systems. Within each body system, the student will study anatomy and physiology, disease processes and their treatment, and medical terminology (disease titles, symptomatic terms, surgical terms and investigations).

HIMT 5014  Fundamentals of Medicine and Medical Terminology II
Old code 09447.4 credit points. Semester: 2 (no commencing students from 2001). Classes: On-campus 4 hours/week. Attendance required; day classes. Assessment: Class test, presentation and final examination. This unit continues the study of anatomy and physiology, disease processes and interventions, and medical terminology, organised around body systems. Specialist areas such as psychiatry and medical imaging will also be addressed.
SCHOOL OF HEALTH INFORMATION MANAGEMENT

HIMT 5015  Professional Experience
Old code 09448.2 credit points. Semester: 2 (no commencing students from 2001).
This unit is designed to extend the student’s knowledge of health information management to give them an opportunity to apply the theoretical knowledge they have gained and to develop competency and proficiency in the workplace. It also provides students with the opportunity to undertake a project which will develop their problem-solving skills while exploring special areas of interest in health information management.

HIMT 5018  Health Care Evaluation
Old code 09470.2 credit points. Ms Joanne Callen, Phone (02) 9351 9494. Semester: 2 (no commencing students from 2001). Classes: Attendance required; day classes.
In this unit students are introduced to the concepts of quality health care. Approaches to the evaluation of health care at a national level are discussed along with the assessment of health care at an organisational and individual level. Topics covered include evidence based health care, health outcomes, variations research, consumer satisfaction, and clinical indicators. Approaches to improve quality of care such as practice guidelines are discussed. Program evaluation principles will be addressed. Techniques and methodologies for assessing care, along with elements of an effective evaluation program and sources of information for use in evaluation are discussed. Unit is taught in block mode (2 full days in Week 1 and 1 full day in Week 4).

HIMT 5019  Introduction to Casemix
Old code 09501X. 6 credit points. Ms Joanne Callen/Prof Beth Reid, Phone (02) 9351 9494. Semester: 1. Classes: Distance Mode. Assessment: Assignments. This purpose of this unit is to introduce the concepts, which underpin the design and use of casemix systems. The major emphasis is on the Australian National Diagnosis Related Groups (AN-DRG) used in acute hospitals. However, the issues surrounding the use of casemix systems for non-acute inpatients and ambulatory patients are also analysed. The unit includes an introduction to the concepts of several applications of casemix information, but the details related to paying for care based on casemix are addressed. These include diagnostic tests, diagnostic procedures, other medical services, inpatient care, ambulatory care and home care. The unit builds on the skills developed during the unit Generating and Using Casemix Information by using the same practical system because suitable software is currently limited to that system. Software for other casemix systems will be introduced into the course as it becomes available.

HIMT 5020  Generating and Using Casemix Information
Old code 09502.8 credit points. Prof Beth Reid. Semester: 1. Classes: Attendance required; night classes (classes will be held one evening per week).
This unit is designed to give students practical experience in the production and analysis of casemix information. The unit functions as a companion to the unit Introduction to Casemix by giving students practical illustrations of the casemix concepts as they are introduced. The major emphasis will be on the AN-DRG system used in acute hospitals. However, the issues surrounding the use of casemix systems for non-acute inpatients and ambulatory patients are also analysed. The unit includes an introduction to the concepts of several applications of casemix information, but the details related to paying for care based on casemix are addressed. These include diagnostic tests, diagnostic procedures, other medical services, inpatient care, ambulatory care and home care. The unit builds on the skills developed during the unit Generating and Using Casemix Information by using the same practical system because suitable software is currently limited to that system. Software for other casemix systems will be introduced into the course as it becomes available.

HIMT 5021  Casemix Funding and Financial Management
Old code 09503.6 credit points. Prof Beth Reid. Semester: 2. Classes: Attendance required. Classes will be held one evening per week.
This unit is concerned with one of the main applications of casemix data, paying hospitals on the basis of their output. The various models used for casemix based payment systems in Victoria, Queensland and South Australia are explored. The unit explains the methods used to cost the activities of hospitals and set the prices of the AN-DRGs. Differences in the population and casemix based funding approaches are examined with special reference to experiences with integrating the two in NSW and Queensland. In addition, the potential role of casemix as a basis for funding at the hospital level. The unit also examines the issues surrounding the use of casemix based budgeting within hospitals.

HIMT 5022  Implementing Casemix Systems
Old code 09504.6 credit points. Prof Beth Reid. Semester: 2. Classes: Attendance required. Night classes (classes will be held one evening per week).
The purpose of this unit is to give students the skills to implement casemix based systems and apply casemix concepts to common management problems. The practical problems of implementing casemix are addressed. These include: incorporating casemix information into the existing management information system; integrating casemix approaches with the existing utilisation review and quality assurance programs; educating staff about casemix issues; using casemix data to plan healthcare services; and analysing the current organisational structure to identify barriers to the use of casemix data to better manage the facility. The unit builds on the skills developed during the unit Generating and Using Casemix Information by using the same practical information based approaches.

HIMT 5023  Fundamentals of Medicine and Medical Terminology
Old code 09505X. 6 credit points. Enquiries (02) 9351 9494. Semester: 2. Classes: Off-campus. This unit is designed to provide the student with the knowledge necessary to understand the information contained in health records, to function within a medical environment through an understanding of the fundamentals of medicine, and to effectively use disease classification systems. Within each body system, the student will study anatomy and physiology, disease processes and their treatment, and medical terminology disease titles, symptomatic terms, surgical terms and investigations. The unit also includes diagnostic tests, diagnostic procedures, radiology, nuclear medicine, radiation therapy and an introduction to pharmacology, pathology and cancer research.

HIMT 5025  Clinical Data Management and Clinical Trials
Old code 09507X. 6 credit points. Enquiries (02) 9351 9494. Semester: 1. Classes: Off-campus. This unit will discuss in detail the processes involved in conducting clinical research, and the role of the data manager in these processes. Areas covered include the stages in the development of a clinical trial, various design issues including blinding, crossover and factorial designs, randomisation and stratification, organisation and planning of trial research, forms design, data collection issues, methods of ensuring data quality including monitoring and auditing, ethical and regulatory issues, and reporting of results.

HIMT 5027  Introduction to Epidemiology
Old code 09509X. 6 credit points. Enquiries (02) 9351 9494. Semester: 1. Classes: Off-campus. This unit introduces students to principles and practice of epidemiology. The unit includes measures of disease frequency and association, study design (descriptive and analytic), sources of measurement error, causation and screening, including test specificity and sensitivity. Students are introduced to the critical appraisal of epidemiological studies.

HIMT 5028  Health Information
Old code 09510.2 credit points. Ms Angelika Lange. Semester: 1 (no commencing students from 2001). Classes: Attendance required; day classes.
This unit is designed to examine hospital information systems in the wider context of computers in information management and in clinical management. This unit covers new developments in computer and communication technology and their application in health care systems.

HIMT 5029  International Disease Classification Systems A
Old code 09511.2 credit points. Anne Marks, Phone (02) 9351 9057. Semester: 1 (no commencing students from 2001). Classes: Attendance required; day classes.
This unit is designed to enable the student to classify diseases using ICD-10-AM and procedures using MBS-Extended. It includes the historical development of clinical classification systems and students will be able to make practical comparisons between ICD-9-CM and ICD-10-AM. Disease and operations indices, morbidity and mortality statistics collections and notification and registration systems will be studied.

HIMT 5030  International Disease Classification Systems B
Old code 09512.2 credit points. Anne Marks, Phone (02) 9351 9057. Semester: 2 (no commencing students from 2001). Classes: Attendance required; day classes.
This unit builds on unit matter studied in HIMT 5021 (09511) and also gives students the opportunity to code from medical
records in hospitals and to become familiar with computer-assisted coding and indexing systems.

HIMT 5031 Law and Health
Old code 09513.3 credit points. Tina Magennis, Phone (02) 9351 9566. Semester: 2 (no commencing students from 2001). Classes: On-campus 3 hours/week. Attendance required; day classes. Assessment: Class test and final examination.

In this unit students study legal principles relating to health care. Topics covered include the origin and development of the law of torts, rules of evidence, criminal law, law of contract and the Coroner’s Court. The unit also addresses institutional legal responsibilities and covers Commonwealth and NSW legislation relating to health care systems; and policies incorporated within the NSW Department of Health Patient Matters Manual.

Textbooks

HIMT 5032 Human Resource Management
Old code 09514.2 credit points. Ms Joanne Callen, Phone (02) 9351 9494. Semester: 1 (no commencing students from 2001). Classes: On-campus. Attendance required; day classes. Assessment: Assignments. This unit is designed to introduce the student to the human resource management functions relevant to the work of the Health Information Manager. Areas covered include recruitment and selection, staff appraisal, training and development, and human resource planning. The implications of equal employment and affirmative action legislation to human resource management are also covered. The industrial relations framework in Australia with particular emphasis on the current workplace focus and conflict resolution are covered and students are also taught to prepare their own curriculum vitae.

Unit is taught in block mode (2 full days in Week 1 and 1 full day in Week 4).

HIMT 5033 Financial Management in Health Care Facilities
Old code 09515.2 credit points. Semester: 1 (no commencing students from 2001). Classes: Attendance required; day classes.

In this unit students are introduced to the financial management of hospitals and health care institutions. Topics covered include the accounting function embracing basic accounting procedures, financial and budgetary control methods, the budgetary process, types of budgets and auditing. In addition, the unit covers hospital accounting systems and methods of funding, performance and productivity, hospital cost analysis and control and clinical costing systems.

HIMT 5034 Information Systems Management I
Old code 09516.3 credit points. Semester: 1 (no commencing students from 2001).

This unit introduces students to the concepts of health information systems management by means of an integrated study of the nature of information, health record management, including patient identification, filing and retrieval systems, record control, forms design, record structures and computerised health record systems such as HOSPAS and MPAS.

HIMT 5035 Health Care Systems
Old code 09517.2 credit points. Semester: 1 (no commencing students from 2001). Classes: Attendance required; day classes.

In this unit students are given an overview of the Australian Health Care System. Topics covered include: Commonwealth and state responsibilities for health, health care expenditure, health insurance, health care facilities and the health workforce. Trends in the provision of health care services are discussed along with an introduction to approaches to measuring the effectiveness of the health care system.

HIMT 5036 Information Systems Management II
Old code 09518.2 credit points. Semester: 2 (no commencing students from 2001).

In this unit students extend their study of health information systems by focusing on the collection, analysis and reporting of health data. This will include the current systems used to collect and report data to government departments and other authorities. Forms design principles and forms management will also be covered. Professional issues will be covered through discussion of current literature in the field of health information management.

HIMT 5041 Introduction to Management Principles
Old code 09523.2 credit points. Ms Tina Magennis, Phone (02) 9351 9566. Semester: 2 (no commencing students from 2001). Classes: Attendance required; day classes.

This unit is designed to introduce postgraduate students to the concept of management and the application of management knowledge to the practice of health information management. Topics focus on both traditional and contemporary management theories and the management functions of planning, organising, leading and controlling. Other areas include total quality management, motivation, organisational communication and the change process. The unit content of Introduction to Management also supports the professional experience component of the course.

HIMT 5044 Casemix Measurement Systems
Old code 09438.2 credit points. Ms Joanne Callen, Phone (02) 9351 9494. Semester: 2 (no commencing students from 2001). Classes: On-campus. Attendance required. Assessment: Continuous, assignments and examination.

This unit is designed to cover a variety of casemix classification systems for acute and non-acute inpatients and ambulatory patients. The major emphasis will be on Diagnosis Related Groups (DRGs) with specific reference to the Australian National Diagnosis Related Groups (AN-DRGs). Casemix applications and current casemix initiatives will also be explored.

Textbooks
No core text

HIMT 5045 Epidemiology
Old code 09439.2 credit points. Semester: 2 (no commencing students from 2001). Classes: Attendance required; day classes.

This unit introduces the student to epidemiology through the study of historical aspects and design strategies in epidemiological research. This introduction also includes measures of disease frequency and association, types of epidemiological studies - descriptive, case-control, cohort studies - and quantitative measures for epidemiological research. This unit also includes data management for clinical trials including stages in the development of a clinical trial, organisational structure of a collaborative trial, protocol design and interpretation, methods of data collection and forms design, quality control and maintaining the integrity of the trial, and presentation in data management.

HIMT 5048 Information Systems Management I

This unit introduces students to the concepts of health information systems management by means of an integrated study of the nature of health information and its management. Students will examine hospital information systems in the wider context of computers in information management. The major components covered include: patient identification, storage and retrieval systems, retention policies and storage media, discharge analysis and the content and structure of health information systems. Legal aspects related to confidentiality and release of information will also be examined.

Hospital visits to observe and practice skills are a compulsory component of the unit. Students are given the opportunity to perform various tasks in small groups under the supervision of a health information manager. The hospital visits are structured in a way that allow the student to apply the knowledge gained from the lecture material.

HIMT 5049 Information Systems Management II

In this unit students extend their study of health information systems by focusing on the collection, analysis and reporting of health data. This will include current systems used to collect and report data to government departments and other authorities. Forms design principles and forms management will also be covered. Professional issues will be examined through the discussion of current literature in the field of health information.

HIMT 5050 International Disease Classification Systems A

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This unit is designed to enable the student to classify diseases using ICD-10-AM and procedures using MBS-Extended. It includes the historical development of clinical classification systems. Students will make comparisons between ICD-9-CM and ICD-10-AM. The focus of the unit is to develop the students practical coding skills.

HIMT 5051  International Disease Classification Systems B
Old code 09529.3 credit points. Enquiries (02) 9351 9494. Semester: 2. Classes: On-campus evening classes. Prerequisite: International Disease Classification Systems A HIMT 5050 (09528). Assignments and examinations.

This unit builds on both theoretical and practical issues studied in HIMT XXXX and allows the student the opportunity to code using hospital medical records. The student will also become familiar with computer assisted coding and indexing systems.

HIMT 5052  Database Management Systems

This unit covers the study of relational database design, using SQL (Sybase) and MS Access. This includes data structures, logical database design, the relational model, the process of normalization and the functions of a database management system. Object-oriented database design is introduced, and OO-query languages, their implementation and comparisons with relational design will be covered.

HIMT 5053  Fundamentals of Medicine and Medical Terminology I

This unit is designed to provide the student with the knowledge necessary to understand the information contained in the health record, to function within a medical environment through an understanding of the fundamentals of medicine, and to effectively use disease classification systems. Within each body system, the student will study anatomy and physiology, disease processes and their treatment, and medical terminology (disease titles, symptomatic terms, surgical terms and investigations).

HIMT 5054  Fundamentals of Medicine and Medical Terminology II

This unit builds on Fundamentals of Medicine and Medical Terminology I HIMT 5053 through further exploration of medical terms. In this unit the study of disease processes and medical intervention focuses on specialist topics such as psychiatry, obstetrics, paediatrics, infectious diseases, oncology, radiotherapy, nuclear medicine, diagnostic procedures and surgical techniques.

HIMT 5055  Professional Experience
Old code 09533.2 credit points. Enquiries (02) 9351 9494. Semester: end of 2. Practical: Professional experience will be a one-week placement undertaken in December.

HIMT 5056  Research in Health Information Mgmt

This unit provides an overview of the research process. The students design, plan and implement the investigation of an area of professional relevance. It requires the completion of a publishable paper.

HIMT 5057  Introduction to Health Informatics

This unit introduces the definition of data, information and knowledge as well as what defines a system and a model. National and state information policies will be reviewed and steps in policy formulation, analysis and implementation will be covered. A central focus will be issues relating to privacy, confidentiality, security and the ethical use of health information. This will include discussion of relevant legislation.

HIMT 5058  Health Informatics Applications

This unit will introduce system analysis and design concepts, including the system life cycle, scheduling tools and approaches to assessing user requirements. Relevant IT standards for the health sector, for example HL7 will be covered along with issues related to data warehousing. Health informatics applications such as imaging, smart cards, telemedicine, wireless data transmission, handheld computers, robotics, data transmission via the Internet, expert systems and decision support systems will be discussed. A focus will be the design and implementation of the electronic patient record.

HIMT 5059  Health Classification Systems

This unit introduces the student to the concepts of organising health information in a logical way to interface with an electronic information system. The importance of terminologies such as the Unified Medical Language System will be investigated along with issues related to comparing coding systems, including mapping. A review of the structure of a range of current health classification systems such as International Classification of Diseases (ICD), the Systematised Nomenclature of Medicine (SNOMED), Read Codes, the International Classification of Primary Care (ICPC) and casemix (DRGs, RUGs, AVG) will be undertaken.

HIMT 5060  Managing the integration of health informatics

This unit aims to provide students with management skills that are needed to ensure the successful integration of information technology into an organisation. Topics covered include decision-making, the management of change and organisational culture. The features and development of an effective learning organisation are discussed.

HIMT 5061  Dissertation

This unit requires the preparation of a proposal for the conduct of an original investigation of an area of professional relevance and the completion of a publishable paper reporting the results of the investigation.

HIMT 5062  Dissertation A

This unit requires the preparation of a proposal for the investigation of an area of professional relevance.

HIMT 5063  Dissertation B

The dissertation requires the completion of a publishable paper reporting an original investigation of an area of professional relevance.

HIMT 5065  Project Management

This unit focuses on two key management areas: management theory and practice; and project management including budgeting and costing principles.

HIMT 5066  Advanced Clinical Data Management

This advanced unit will build on the principles and skills developed in the core unit clinical data management. A focus will be regulatory, legal and ethical issues in clinical research including GCRF and FDA requirements and NHMRC guidelines.
HIMT 5067  Evidence Based Health Care
Old code 09547.6 credit points. Ms Joanne Callen/Ms Janelle Craig, Phone (02) 9351 9494. Semester: 2. Classes: Block mode (3 days on-campus attendance). Great demand are being placed upon health care practitioners and managers to adopt evidence-based practice. This requires a systematic appraisal of the best available evidence. The rapid expansion of information in the health care sector should result in increased knowledge and more effective health care. However it is common for practitioners to feel overwhelmed by the volume and different types and quality of information available. This unit includes concepts relating to adopting an evidence-based decision making approach in the health sector. Issues covered include what constitutes evidence, levels of evidence, searching for evidence and critical appraisal.

HIMT 5068  Microcomputing and Data Mining
Old code 09548.6 credit points. Angelika Lange, Phone (02) 9351 9570. Semester: 1. Classes: On-campus attendance. Assessment: Assignments and examinations. This unit introduces the student to common computer applications including word processors, spreadsheets, databases, and Web browsers. The aim is for students to acquire sophisticated skills in the use of these applications. Search strategies for finding health information on the Internet are covered and different search engines are compared. An introduction to the structure of literature databases, thesauri and MESH-systems is given and methods of searching the medical literature, for example using CD-ROM databases are presented.

HIMT 5069  Health Care Systems
Old code 09549.8 credit points. Ms Janelle Craig/Prof Beth Reid, Phone (02) 9351 9494. Semester: 1. Classes: On-campus, block mode, scheduled and web-based. Assessment: Assignments and examinations. This unit provides an introduction to the Australian Health Care system. Topics covered include Commonwealth and State responsibilities for health with a particular focus on funding issues, healthcare expenditure, the structure and organisation of health insurance, health care facilities and the health workforce. The unit also provides a critical appraisal of current arrangements and policies and an appreciation of the pluralistic nature of the health system. Students will participate in the ‘Health Care Game’, an interactive web-based program, as part of the unit.

HIMT 5070  Human Resource Management
Old code 09550.6 credit points. Ms Joanne Callen, Phone (02) 9351 9494. Semester: 1. Classes: On-campus, block mode. Assessment: Assignments and examinations. This unit of study focuses on managing the human resources of an organisation. Students explore in depth the individual processes of human resource management and their inter-relationships, including: human resource planning; recruitment; selection; orientation and training; career development and performance appraisal. The unit also covers the industrial relations framework in Australia with particular emphasis on the current workplace focus with enterprise bargaining. The implications of equal employment legislation and affirmative action legislation to the employment relationship are also covered.

HIMT 5074  Health Services Management
Old code 09553.6 credit points. Ms Joanne Callen/Ms Janelle Craig, Phone (02) 9351 9494. Semester: 1. Classes: Block mode (3 days on-campus attendance). Assessment: Assignments and examinations. This unit of study explores a range of management theories, perspectives and approaches. Topics covered include the functions of planning, organising, leading and controlling as well as total quality management, change management and organisational communication. The students investigate the relevance and applicability of these management concepts to health services management and undertake critical analyses of contemporary management theories. Students are also encouraged to develop their own skills as managers by applying the relevant management theories.

HIMT 5075  Medicolegal Principles and Practice
Old code 09554.6 credit points. Enquiries (02) 9351 9494. Semester: 2. Classes: On-campus block mode. Assessment: Assignments and examinations. This unit introduces students to the legal system in Australia and legal constructs with which managers within the health care system should be familiar. The focus of this unit is on the management of the medico-legal function in an information services department. Topics include patient access to information, medico-legal correspondence, subpoena and the NSW Health Department Patient Materials Manual. Privacy legislation and standards are also addressed.

HIMT 5076  Casemix Measurement Systems
Old code 09556X. 6 credit points. Ms Joanne Callen/Prof Beth Reid, Phone (02) 9351 9494. Semester: 2. Classes: Distance Mode. Assessment: Assignments. This unit introduces the student to casemix classification systems which are used by states and territories to fund healthcare services. This unit is designed to cover a variety of casemix classification systems for acute and non-acute inpatients and ambulatory patients. The major emphasis will be on Diagnosis Related Groups (DRGs) with specific reference to the Australian National Diagnosis Related Groups (AN-DRGs). Casemix applications and current casemix initiatives will also be explored.

HIMT 5077  Change Management in an Organisational Context
Old code 09557.6 credit points. Ms Joanne Callen/Ms Janelle Craig, Phone (02) 9351 9494. Semester: 2. Classes: On-campus block mode. Assessment: Assignments and examinations. This unit aims to provide students with management skills that are needed to ensure the successful implementation of change within an organisation. Change management theories are explored with specific emphasis on applying these theories to the healthcare environment. The linkage of decision making, organisational culture and communication to successful change management are also explored. The features and development of an effective learning organisation are discussed with exploration of the five disciplines of systems thinking, personal mastery, mental models, shared vision and team learning.

HIMT 5078  Financial Management in Health Care Facilities
Old code 09557.6 credit points. Ms Janelle Craig, Phone (02) 9351 9494. Semester: 1. Classes: On-campus block mode. Assessment: Assignments and examinations. In this unit students are introduced to the financial management of hospitals and health service institutions. Topics covered include basic financial accounting, costing and budgeting with an emphasis on departmental budgeting. Billing and claims processes in the private sector are examined as well as methods of funding used in the public sector. Differences between financial management approaches in the private and public sectors are highlighted.

HIMT 5079  Health Informatics Project
Old code 09558.6 credit points. Enquiries (02) 9351 9494. Semester: 1. Classes: On-campus directed independent study. Assessment: TBA. The unit provides candidates with the opportunity to undertake an advanced investigation of a topic or issue related to health informatics.

HIMT 5080  Research in Health Information Mgmt A
Old code 09559.6 credit points. Enquiries (02) 9351 9494. Semester: Full year. Classes: On-campus block mode. Directed independent study. This unit provides an overview of the research process. The students design, plan and implement the investigation of an area of professional relevance. It requires the completion of a publishable paper.

HIMT 5081  Research in Health Information Mgmt B
Old code 09560.6 credit points. Enquiries (02) 9351 9494. Semester: Full year. Classes: On-campus block mode. Directed independent study. This unit provides an overview of the research process. The students design, plan and implement the investigation of an area of professional relevance. It requires the completion of a publishable paper.

HIMT 6008  Research Proposal
Old code 09602.6 credit points. Assessment: TBA. The aim of this unit is to allow the students to develop a formal research proposal for their intended research thesis. This will include the development of the research question, literature review, research design and proposed statistical analysis. Successful completion of this unit will be required before enrolment in the unit 09418 Research Thesis.

HIMT 6009  Research Thesis
Old code 09603. Prerequisite: HIMT 6007 (09467) Research Proposal. The Research Thesis forms the major component of the Masters program. Students are given the opportunity to investigate, in depth, an area of specialised interest in health information.
management or a closely related area. Each student will work with a supervisor or supervisors who will guide them through each stage of the study and the preparation of the thesis.

**HIMT6010 Research Thesis**  
Old code 09604. Prerequisite: HIMT 6007 (09467) Research Proposal. The Research Thesis forms the major component of the Masters program. Students are given the opportunity to investigate, in depth, an area of specialised interest in health information management or a closely related area. Each student will work with a supervisor or supervisors who will guide them through each stage of the study and the preparation of the thesis.

**HIMT 6011 Research Thesis**  
Old code 09605. The Research Thesis forms the major component of the Masters program. Students are given the opportunity to investigate, in depth, an area of specialised interest in health information management or a closely related area. Each student will work with a supervisor or supervisors who will guide them through each stage of the study and the preparation of the thesis.

**HIMT 6012 Research Thesis**  
Old code 09606. Prerequisite: HIMT 6007 (09467) Research Proposal. The Research Thesis forms the major component of the Masters program. Students are given the opportunity to investigate, in depth, an area of specialised interest in health information management or a closely related area. Each student will work with a supervisor or supervisors who will guide them through each stage of the study and the preparation of the thesis.

**HIMT 6013 Research Thesis**  
Old code 09607. Prerequisite: HIMT 6007 (09467) Research Proposal. The Research Thesis forms the major component of the Masters program. Students are given the opportunity to investigate, in depth, an area of specialised interest in health information management or a closely related area. Each student will work with a supervisor or supervisors who will guide them through each stage of the study and the preparation of the thesis.

**HIMT 8001 Information Technology in Biomedicine**  
Old code 09801.6 credit points. Ms Janelle Craig, Phone (02) 9351 9494. Semester: 1, 2. Classes: 2 lectures & 1 tutorials/week. Assessment: Assignments, written exam.  
Information technology (IT) has significantly contributed to the research and practice of medicine, biology and health care. The IT field is growing enormously in scope with biomedicine taking a lead role in utilizing the evolving applications to its best advantage. The goal of this course is to provide students with the necessary knowledge to understand the information technology in biomedicine. The major emphasis will be on the principles associated with biomedical digital imaging systems and their applications, computer modeling of biomedical systems, and biomedical system identification. Specialist areas such as medical image compression, teledicine, Picture Archiving and Communication System (PACS), and Web technology in biomedicine etc. will also be addressed.

**HIMT 8002 Computer and Communication Security**  
Old code 09802.6 credit points. Ms Janelle Craig, Phone (02) 9351 9494. Semester: 1, 2. Classes: 2 lectures & 1 tutorials/week. Assumed knowledge: Some programming experience is essential. This course covers computer security which includes cryptography, Authentication, access control and auditing. We shall examine secret key, message digest and public key algorithms. Authentication systems are used to prove identity. These systems make use of various protocols based on cryptographic mechanisms. We shall look at some common systems and common flaws in authentication systems. Once the system is convinced of the identity of a user it must decide which actions that user is entitled to carry out. Finally we will look at some of the other mechanisms required for security, such as auditing.

**HIMT 8003 System and Network Administration**  
Old code 09803.6 credit points. Ms Janelle Craig, Phone (02) 9351 9494. Semester: 1, 2. Classes: 2 lectures & 1 tutorials/week. Assumed knowledge: It is expected that students should have some UNIX experience as an ordinary user. Assessment: Assignments, written exam.  
This unit of study is an elementary subject on operation system and network administration. It introduces the principles of operation systems and the structure of networks. It also shows students how to administrate the system and network by using examples under UNIX systems. From the initial installation of the operating system, to the intricacies of virtual Web servers, this unit of study will show how these systems act and how to make them perform at their best.

**HIMT 8004 Internet Programming**  
Old code 09804.6 credit points. Ms Janelle Craig, Phone (02) 9351 9494. Semester: 1, 2. Classes: 2 lectures & 1 tutorials/week. Assessment: Assignments, written exam. The unit of the Internet Programming course is the delivery of dynamic information via the Internet. Most Internet applications follow a client/server model, and as a result, dynamic data generation can be found at two places: creation of data from dynamic sources in the server, and dynamic presentation of this data to the user. A recent development which enhances the usability and portability of dynamic data presentation is the emergence of international standards for representation of data between the client and the server. The Internet Programming course will focus on these three areas.

**HIMT 8005 Object-Oriented Systems Modelling**  
Old code 09805.6 credit points. Ms Janelle Craig, Phone (02) 9351 9494. Semester: 1, 2. Classes: 2 lectures & 1 tutorials/week. Prerequisite: INFO 5000 Information Systems. Modelling has been used extensively in the process of analysis and design of information systems in order to improve communication between the developers and users of these systems. This unit of study is a theoretical subject that deals with various modelling tools and techniques that are available today for IT professionals and researchers in order to model real-world systems prior to committing their team to a full-scale development project.
Established in 1988 as the School of Medical Radiation Technology, the School's name was changed to the School of Medical Radiation Sciences in 1999 to better reflect its emphasis on scientific investigation of a wide range of medical radiation fields. There are three streams in the Bachelor of Applied Science (Medical Radiation Sciences) course; Diagnostic Radiography, Nuclear Medicine and Radiation Therapy. All of the health professions in the School combine close patient contact and good communication skills along with the use of technology, to maximise the results for the patient and provide high quality patient care. Postgraduate study is available by research and coursework in all the Medical Radiation Sciences fields; some is offered by off-campus or distance education mode. Graduate Diploma and Master of Health Science (Medical Sonography) are available for those wishing to practise as Sonographers.

A Diagnostic Radiographer is a qualified health professional who utilises a range of modalities to provide images and data for the diagnosis and treatment of an injury or disease. The diagnostic radiographer has the skills and knowledge to critically analyse the images and data generated to determine whether they are diagnostically adequate and appropriate for radiological interpretation. In the radiology department the diagnostic radiographer will usually work with the radiologist, however, outside the department they may work with a range of medical specialists in a variety of areas.

Diagnostic Radiographers are involved with many digital imaging systems, the most advanced being Magnetic Resonance Imaging. This is a very sensitive method of imaging some parts of the body and is a rapidly expanding speciality which allows the radiographer to be 'on the cutting edge' for advances in technology and associated research.

A Nuclear Medicine Technologist works in the field of medicine that uses radionuclides in the diagnosis and treatment of disease. A Nuclear Medicine Technologist's responsibilities include the preparation and administration of radiopharmaceuticals to patients and the acquisition and computer analysis of diagnostic functional images using sophisticated instrumentation. Therapeutic radiopharmaceuticals are prepared for administration and are used in the treatment of specific diseases. New developments in both instrumentation, for example, Positron Emission Tomography, and radiopharmaceuticals produced from the National Cyclotron make this a rapidly evolving and exciting technology. Nuclear Medicine Technologists have responsibility for critically analysing images and data to determine whether they are of a high diagnostic standard; for performing quality control procedures in all aspects of their work and for ensuring that they provide a high level of patient care.

A Radiation Therapist is responsible for the accurate and precise planning, calculation and delivery of radiation to cure or relieve the symptoms of malignant disease. A Radiation Therapist is involved in the localisation of the treatment area using CT scans and treatment simulators, the design and calculation of the treatment technique using sophisticated computerised planning systems, and the daily treatment of patients. They also provide emotional, social and educational support to their patients and because patients undergo treatment for several weeks, Radiation Therapists have the opportunity to develop friendly and supportive relationships with their patients.

A Medical Sonographer is responsible for the production of diagnostic images and other diagnostic information using ultrasound. Non-invasive investigations are performed on most patients. They also provide emotional, social and educational support to their patients and because patients undergo treatment for several weeks, Radiation Therapists have the opportunity to develop friendly and supportive relationships with their patients.

Health professionals working in any of the disciplines described above must combine technical competence and expertise with a high level of communication and interpersonal skills. At all times they must maintain a high level of concern for the care and safety of patients. As health professionals they are an integral part of the medical team.

During the undergraduate course, students are given the opportunity to gain experience in the practice of their discipline whilst on clinical placements. Students visit centres which are part of both the public and private sector. During these placements they have the opportunity to gain a professional understanding of the career path they have chosen and it's place in the modern medical environment.

Qualifications gained from the School of Medical Radiation Sciences are recognised world wide and many of our graduates work in diverse parts of the world. The courses stress the importance of developing a life long attitude to learning and provide graduates with a wide range of generic attributes. These skills allow them to not only develop within their chosen profession, but to branch into different careers as new opportunities present.

Nomenclature used to describe practitioners of the medical radiation disciplines varies due to state industrial awards, regulatory bodies, professional bodies, tradition and common community usage. Diagnostic Radiographers may also be referred to as Radiographers or Medical Imaging Practitioners. Radiation Therapists used to be called Therapeutic Radiographers and this term is still occasionally used. Nuclear Medicine Technologists may also be referred to as Nuclear Medicine Scientists and Medical Imaging Scientists or Practitioners. For many years practitioners of diagnostic ultrasound were referred to as (Medical) Ultrasonographers but now the term Sonographer is preferred. Within NSW all such practitioners working in Public Institutions are included in the category of Medical Radiation Scientists for industrial purposes. It is anticipated that over the next few years the diversity of names will be rationalised.

Graduate Certificate of Health Science (Medical Sonography)

This program aims to advance the knowledge, skills, and attributes of medical sonographers in their field of specialisation, and to broaden their exposure to the wider field of health sciences.

It is a two semester part-time course comprising 24 credit points. Students wishing to articulate from the Graduate Certificate to higher levels within the program must gain at least a credit average.

Students who successfully complete the Graduate Certificate program will be able to:

i) Carry out a range of sonographic procedures in their specialised field

ii) Write coherently and logically

iii) Translate their learning to the workplace and apply their knowledge at an advanced level

iv) Apply informed critical thinking to their professional activities.

The Graduate Certificate will not meet accreditation requirements for the Australasian Sonographers Accreditation Registry (ASAR).

Admission requirements

i) Diploma in the medical radiation science field (specifically radiography, nuclear medicine technology and radiation therapy); or

ii) submit other evidence of general and professional qualifications and/or experience, to satisfy the Faculty that the applicant possesses the educational capacity to pursue...
graduate studies, and satisfy such additional requirements for admission to the program, if any, as may be prescribed by the Faculty.

Students with professional accreditation in the fields of diagnostic radiography, nuclear medicine technology and radiation therapy, but less than a Diploma qualification, will be required to:

i) have at least three years recent clinical experience

ii) present evidence to the Head of School of their ability to study at postgraduate level

iii) complete any enabling units of study that may be required by the Head of School.

**Course outline**

The course outline for the Graduate Certificate of Health Science (Medical Sonography) is presented in Table 14.1.

**Table 14.1: Graduate Certificate of Health Science (Medical Sonography)**

<table>
<thead>
<tr>
<th>Unit code</th>
<th>Unit name</th>
<th>Sem 1</th>
<th>Sem 2</th>
</tr>
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<tbody>
<tr>
<td>BIOS 5047</td>
<td>Biological Sciences</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Sonography Elective or Elective</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MRTY 5067</td>
<td>Sonography Elective</td>
<td></td>
<td></td>
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<tr>
<td>MRTY 5088</td>
<td>Clinical Practice Elective¹</td>
<td>-</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Sonography Elective or Elective</td>
<td>-</td>
<td>6 or 4</td>
</tr>
</tbody>
</table>

Stage total (24 credit points) 10 14

1. Clinical Practice Elective may be taken in Semester 1 or 2.

**Graduate Diploma of Health Science (Medical Sonography)**

This program aims to advance the knowledge, skills, and attributes of medical sonographers in their field of specialisation, and to broaden their exposure to the wider field of health sciences. It provides for the development of knowledge and skills relevant to the professional practice of medical sonography. The course covers physical principles and instrumentation, professional issues encountered in the field of sonography and a wide variety of the applications of sonography. It is a 4 semester part-time course comprising 48 credit points, offered in off-campus mode with on-campus blocks.

Students who successfully complete the Graduate Diploma program will be able to:

- Carry out a wide range of sonographic procedures in general sonography or a specialised field
- Investigate in detail a topic of interest
- Write coherently and logically
- Discuss advances in medical sonography and their implications for the profession, the health service consumer, and society in general
- Translate their learning to the workplace and apply their knowledge at an advanced level
- Apply informed critical thinking to their professional activities.

**Admission requirements**

i) Bachelors degree in a relevant field; or

ii) Graduate Certificate of Health Science (Medical Sonography) from the University of Sydney*, or equivalent qualification from another University; or

iii) Diploma of Applied Science (Medical Radiation Technology) from the University of Sydney, or equivalent qualification from another University; or

iv) submit other evidence of general and professional qualifications and/or experience, to satisfy the Faculty that the applicant possesses the educational capacity to pursue graduate studies, and satisfy such additional requirements for admission to the program, if any, as may be prescribed by the Faculty; and

v) A condition of the course is that each student is engaged in sonography for at least 18 hours per week throughout the entire course.

*Note: Students who entered the Graduate Certificate of Health Science (Medical Sonography) with an undergraduate Diploma or less will be required to achieve at least a Credit average to be admitted to the Graduate Diploma.

**Course outline**

The course outline for the Graduate Diploma of Health Science (Medical Sonography) is presented in Table 14.2.

**Table 14.2: Graduate Diploma of Health Science (Medical Sonography)**

<table>
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<tr>
<td>BIOS 5047</td>
<td>Biological Sciences</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>MRTY 5067</td>
<td>Professional Issues</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>MRTY 5088</td>
<td>Physics &amp; Instrumentation I</td>
<td>6</td>
<td>6</td>
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<td>Sonography Elective</td>
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<td></td>
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<td></td>
<td>Clinical Practice Elective²</td>
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**Year 2**

<table>
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<td>Sonography Elective</td>
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<tr>
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<td>Stage total (24 credit points)</td>
<td>14</td>
<td>10</td>
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1. Year 1 Clinical Practice Elective may be taken in Semester 1 or 2.
Master of Health Science (Medical Sonography)

This program aims to advance the knowledge, skills, and attributes of medical sonographers in their field of specialisation, and to broaden their exposure to the wider field of health sciences.

This is a six semester part-time course comprising 72 credit points.

Holders of the Graduate Diploma of Health Science (Medical Sonography) will receive credit transfer for 48 credit points of the Master’s course. Holders of the Graduate Certificate of Health Science (Medical Sonography) will receive credit transfer for 24 credit points of the Master’s course. These qualifications will be relinquished on achieving the Master’s qualification.

Students who successfully complete the Master’s program will be able to:

- Carry out a range of sonographic procedures in general sonography or in their specialised field with a higher degree of ability than is expected from the accreditation level practitioner
- Investigate in detail a topic of interest
- Write coherently and logically
- Discuss advances in medical sonography and their implications for the profession, the health service consumer, and society in general
- Translate their learning to the workplace and take a place as a senior practitioner
- Apply informed critical thinking to their professional activities.

Admission requirements

i) Degree in Medical Radiation Sciences; or

ii) Degree in a relevant field (e.g., nursing). Such applicants may be required to make up deficiencies in identified areas of assumed knowledge (e.g., physics, medical imaging modalities, etc.); or submit other evidence of general and professional qualifications and/or experience, to satisfy the Faculty that the applicant possesses the educational capacity to pursue graduate studies, and satisfy such additional requirements for admission to the program, if any, as may be prescribed by the Faculty; or the Graduate Certificate of Health Science (Medical Sonography), Graduate Diploma of Applied Science (Medical Ultrasonography) or Graduate Diploma of Health Science (Medical Sonography) from the University of Sydney*, or equivalent qualification from another University; and at least one year of relevant work experience in the field of their undergraduate studies; and be working in the field of sonography for at least 18 hours per week during at least the first two years of the course.

*Note: Students who entered the Graduate Certificate of Health Science (Medical Sonography) with an undergraduate Diploma or less will be required to achieve at least a Credit average to be admitted to the Master of Health Science.

Course outline

The course outline for the Master of Health Science (Medical Sonography) is presented in Table 14.3.

<table>
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<th>Unit code</th>
<th>Unit name</th>
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<td>BIOS 5047</td>
<td>Biological Sciences</td>
<td>4</td>
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<td>MRTY 5067</td>
<td>Professional Issues</td>
<td>4</td>
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<tr>
<td>MRTY 5088</td>
<td>Physics &amp; Instrumentation I</td>
<td>6</td>
<td>6</td>
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<td></td>
<td>Sonography Elective</td>
<td></td>
<td>4</td>
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<td></td>
<td>Clinical Practice Elective¹</td>
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<td></td>
<td>Stage total (24 credit points)</td>
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¹ Year 1 Clinical Practice Elective may be taken in Semester 1 or 2.
Electives

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<th>Unit code (old code)</th>
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<td>First Semester 2002</td>
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</tr>
<tr>
<td>MRTY5069(18559X)</td>
<td>Sonography in Obstetrics and Gynaecology</td>
</tr>
<tr>
<td>MRTY5070(18560X)</td>
<td>Cardiac Sonography</td>
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<tr>
<td>MRTY5071(18561X)</td>
<td>Vascular Sonography</td>
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<tr>
<td>MRTY5072(18562X)</td>
<td>Independent Study in Sonography</td>
</tr>
<tr>
<td>Second Semester 2002</td>
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<tr>
<td>MRTY5073(18563X)</td>
<td>Abdominal Sonography</td>
</tr>
<tr>
<td>MRTY5074(18564X)</td>
<td>Superficial Structures Sonography</td>
</tr>
<tr>
<td>MRTY5075(18565X)</td>
<td>Cardiac Measurement Techniques</td>
</tr>
<tr>
<td>MRTY5076(18566X)</td>
<td>Paediatric Sonography</td>
</tr>
<tr>
<td>Some electives offered may depend on sufficient enrolments</td>
<td></td>
</tr>
<tr>
<td>2. Clinical practice electives - 18C41AJ18C42D</td>
<td></td>
</tr>
<tr>
<td>Offered in both semesters 2002</td>
<td></td>
</tr>
<tr>
<td>MRTY5078(18568X)</td>
<td>Clinical Practice in Abdominal Sonography</td>
</tr>
<tr>
<td>MRTY5079(18569X)</td>
<td>Clinical Practice in Obstetric and Gynaecological Sonography</td>
</tr>
<tr>
<td>MRTY5080(18570X)</td>
<td>Clinical Practice in Superficial Structures Sonography</td>
</tr>
<tr>
<td>MRTY5081(18571X)</td>
<td>Clinical Practice in Vascular Sonography</td>
</tr>
<tr>
<td>MRTY5082(18572X)</td>
<td>Clinical Practice in Cardiac Measurement Techniques</td>
</tr>
<tr>
<td>MRTY5083(18573X)</td>
<td>Clinical Practice in Cardiac Sonography</td>
</tr>
<tr>
<td>MRTY5084(18574X)</td>
<td>Clinical Practice in Paediatric Sonography</td>
</tr>
<tr>
<td>MRTY5085(18575X)</td>
<td>Clinical Practice in Independent Study</td>
</tr>
<tr>
<td>3. Electives - 18E61A/00E61A</td>
<td></td>
</tr>
<tr>
<td>Choose from the following:</td>
<td></td>
</tr>
<tr>
<td>MRTY5043(18533X)</td>
<td>Directed Studies A</td>
</tr>
<tr>
<td>MRTY5044(18534X)</td>
<td>Directed Studies B</td>
</tr>
<tr>
<td>MRTY5045(18535X)</td>
<td>Directed Studies C (see Medical Radiation Sciences elective units of study)</td>
</tr>
<tr>
<td>BACH 5085 (25533X)</td>
<td>Clinical Teaching and Supervision</td>
</tr>
<tr>
<td>BACH 5298 (25594)</td>
<td>History and Philosophy of Scientific Methodology</td>
</tr>
<tr>
<td>OR</td>
<td></td>
</tr>
<tr>
<td>Elective or Research Elective (see chapter 20 for description)</td>
<td>subject to approval by Course Coordinator</td>
</tr>
<tr>
<td>OR</td>
<td></td>
</tr>
<tr>
<td>Elective (see Medical Radiation Sciences elective units of study)</td>
<td>subject to approval by Course Coordinator</td>
</tr>
<tr>
<td>OR</td>
<td></td>
</tr>
<tr>
<td>MRTY5067(18557X)</td>
<td>Professional Issues (available as an elective for the Graduate Certificate but a core unit of study for Graduate Diploma or Master’s)</td>
</tr>
<tr>
<td>MRTY5088(18401X)</td>
<td>Physics &amp; Instrumentation I (available as an elective for the Graduate Certificate but a core unit of study for Graduate Diploma or Master’s)</td>
</tr>
</tbody>
</table>

Table 14.4: Graduate Certificate of Health Science (Medical Radiation Sciences)

Course code 1843: off-campus, 2 semesters
Credit points: 24

<table>
<thead>
<tr>
<th>Unit code (old code)</th>
<th>Unit name</th>
<th>Sem 1</th>
<th>Sem2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elective</td>
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<td>-</td>
<td></td>
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<tr>
<td>Elective</td>
<td>6</td>
<td>-</td>
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</tr>
<tr>
<td>Elective</td>
<td>-</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Elective</td>
<td>-</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Stage total (24 credit points)</td>
<td>12</td>
<td>12</td>
<td></td>
</tr>
</tbody>
</table>
Graduate Diploma of Health Science (Medical Radiation Sciences)

This program aims to advance the knowledge, skills, and attributes of medical radiations professionals in their field of specialisation, and to broaden their exposure to the wider field of health sciences. It is a three semester (minimum) off-campus course, comprising 36 credit points. To qualify for a Certificate of Specialisation there should be a minimum of 30 credit points from a major area. Up to 12 credit points may be gained by studying elective units from outside the University. There is one obligatory unit of study that must be completed by students.

Holders of the Graduate Certificate of Health Science (Medical Radiation Sciences) will receive credit transfer for 24 credit points of the Graduate Diploma course. This qualification will be relinquished on achieving the Graduate Diploma qualification.

Students who successfully complete the Graduate Diploma will be able to:

- Carry out a range of procedures in their specialised field with a higher degree of ability than is expected from the graduate qualified practitioner
- Write coherently and logically
- Discuss advances in medical radiations and their implications for the profession, the health consumers that it serves, and society in general
- Translate their learning to the workplace and take a place as a senior practitioner
- Apply informed critical thinking to their professional activities.

Admission requirements

i) Bachelor’s degree in a relevant field; or
ii) Graduate Certificate of Health Science (Medical Radiation Sciences) from the University of Sydney, or equivalent qualification from another University; or
iii) Diploma of Applied Science (Medical Radiation Technology) from the University of Sydney, or equivalent qualification from another University; or
iv) submit other evidence of general and professional qualifications and/or experience, to satisfy the Faculty that the applicant possesses the educational capacity to pursue graduate studies, and satisfy such additional requirements for admission to the program, if any, as may be prescribed by the Faculty.

Students who entered the Graduate Certificate of Health Science (Medical Radiation Sciences) with an undergraduate Diploma or less will be required to achieve at least a Credit average to be admitted to the Graduate Diploma.

Course outline

The course outline for the Graduate Diploma of Health Science (Medical Radiation Sciences) is presented in Table 14.5.

A minimum of 18 credit points (inclusive of core subjects) must be completed from Medical Radiation Sciences elective units of study (listed below Table 14.6). The remaining credit points may be completed from other Schools of the Faculty of Health Sciences (see Chapter 20).

Students' programs of study must be approved by the Course Coordinator before enrolment. Units in this course will be offered depending on sufficient enrolments.

Table 14.5: Graduate Diploma of Health Science (Medical Radiation Sciences)

<table>
<thead>
<tr>
<th>Course code</th>
<th>off-campus, 3 semesters</th>
<th>Credit points: 36</th>
</tr>
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<tbody>
<tr>
<td></td>
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<table>
<thead>
<tr>
<th>Unit code</th>
<th>Unit name</th>
<th>Sem 1</th>
<th>Sem 2</th>
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<tbody>
<tr>
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<td></td>
<td>6</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>Elective</td>
<td>6</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>Elective</td>
<td>-</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Elective</td>
<td>-</td>
<td>6</td>
</tr>
<tr>
<td></td>
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<td>12</td>
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<tr>
<td>Year 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MRTY5024</td>
<td>Current Issues in Medical Radiations</td>
<td>6</td>
<td>-</td>
</tr>
<tr>
<td>(18515X)</td>
<td>Elective</td>
<td>6</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>Stage total (12 credit points)</td>
<td>12</td>
<td>-</td>
</tr>
</tbody>
</table>

97
Master of Health Science (Medical Radiation Sciences) by coursework

This course aims to advance the knowledge, skills, and attributes of medical radiations professionals in their field of specialisation, and to broaden their exposure to the wider field of health sciences. It is a four semester (minimum) off-campus course comprising 48 credit points. To qualify for a Certificate of Specialisation issued by the School of Medical Radiation Sciences there should be a minimum of 30 credit points from a major area. Up to 18 credit points may be gained by cross-institutional enrolment in approved units of study. There is one obligatory unit of study that must be completed.

Holders of the Graduate Diploma of Health Science (Medical Radiation Sciences) will receive credit transfer for 36 credit points of the Masters course. Holders of the Graduate Certificate of Health Science (Medical Radiation Sciences) will receive credit transfer for 24 credit points of the Masters course. These qualifications will be relinquished on achieving the Masters qualification.

Students who successfully complete the Masters program will be able to:
• Carry out a range of procedures in their specialised field with a higher degree of ability than is expected from the graduate qualified practitioner
• Investigate in detail a topic of interest
• Write coherently and logically
• Discuss advances in medical radiations and their implications for the profession, the health consumers that it serves, and society in general
• Translate their learning to the workplace and take a place as a senior practitioner

Admission requirements
i) Bachelors degree in a relevant field; or
ii) Graduate Certificate of Health Science (Medical Radiation Sciences) from the University of Sydney, or equivalent qualification from another University; or
iii) submit other evidence of general and professional qualifications and/or experience, to satisfy the Faculty that the applicant possesses the educational capacity to pursue graduate studies, and satisfy such additional requirements for admission to the program, if any, as may be prescribed by the Faculty.

Students who entered the Graduate Certificate of Health Science (Medical Radiation Sciences) with an undergraduate Diploma or less will be required to achieve at least a Credit average to be admitted to the Master of Health Science (Medical Radiation Sciences).

Course outline
The course outline for the Master of Health Science (Medical Radiation Sciences) by coursework is presented in Table 14.6.

A minimum of 24 credit points (inclusive of core subjects) must be completed from Medical Radiation Sciences Elective units of study (next page). The remaining credit points may be completed from other Schools of the Faculty of Health Sciences (see Chapter 20).

Students' programs of study must be approved by the Course Coordinator before enrolment. Units in this course will be offered depending on sufficient enrolments.

Table 14.6: Master of Health Science (Medical Radiation Sciences) by coursework
Course code 1845: off-campus, 4 semesters
Credit points: 48

<table>
<thead>
<tr>
<th>Unit code</th>
<th>Unit name</th>
<th>Sem 1</th>
<th>Sem 2</th>
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<tr>
<td>MRTY5024</td>
<td>Current Issues in Medical Radiations</td>
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<td>-</td>
</tr>
<tr>
<td></td>
<td>Elective</td>
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<td>-</td>
</tr>
<tr>
<td></td>
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<td>6</td>
</tr>
<tr>
<td></td>
<td>Elective</td>
<td>-</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Stage total (24 credit points)</td>
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<table>
<thead>
<tr>
<th>Year 2</th>
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<th></th>
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<tbody>
<tr>
<td></td>
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<td>-</td>
</tr>
<tr>
<td></td>
<td>Elective</td>
<td>6</td>
<td>-</td>
</tr>
<tr>
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<td>Elective</td>
<td>-</td>
<td>6</td>
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<tr>
<td></td>
<td>Elective</td>
<td>-</td>
<td>6</td>
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<tr>
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<td>Stage total (24 credit points)</td>
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### Medical Radiation Sciences Electives

<table>
<thead>
<tr>
<th>Unit Code (old code)</th>
<th>Unit Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>MRTY 5024 (18515X)</td>
<td>Current Issues in Medical Radiations</td>
</tr>
<tr>
<td>MRTY 5028 (18518X)</td>
<td>Advanced Image Processing</td>
</tr>
<tr>
<td>MRTY 5030(18520X)</td>
<td>Advanced Radiographic Pathology</td>
</tr>
<tr>
<td>MRTY 5031 (18521X)</td>
<td>Applied SPECT</td>
</tr>
<tr>
<td>MRTY 5033(18523X)</td>
<td>Breast Imaging I</td>
</tr>
<tr>
<td>MRTY 5034(18524X)</td>
<td>Breast Imaging II</td>
</tr>
<tr>
<td>MRTY 5038(18528X)</td>
<td>Diagnostic Imaging for Radiation Therapists</td>
</tr>
<tr>
<td>MRTY 5039(18529X)</td>
<td>CT Applications</td>
</tr>
<tr>
<td>MRTY 5040(18530X)</td>
<td>CT Practice I</td>
</tr>
<tr>
<td>MRTY 5042(18532X)</td>
<td>Digital Communications in Medical Radiations</td>
</tr>
<tr>
<td>MRTY 5043(18533X)</td>
<td>Directed Studies A</td>
</tr>
<tr>
<td>MRTY 5044(18534X)</td>
<td>Directed Studies B</td>
</tr>
<tr>
<td>MRTY 5045(18535X)</td>
<td>Directed Studies C</td>
</tr>
<tr>
<td>MRTY 5047(18537X)</td>
<td>History of Medical Radiations</td>
</tr>
<tr>
<td>MRTY 5049(18539X)</td>
<td>Isotope Production</td>
</tr>
<tr>
<td>MRTY 5051(18541X)</td>
<td>MR Theory</td>
</tr>
<tr>
<td>MRTY 5052(18542X)</td>
<td>MR Applications I</td>
</tr>
<tr>
<td>MRTY 5053(18543X)</td>
<td>MR Applications II</td>
</tr>
<tr>
<td>MRTY 5055(18545X)</td>
<td>Introduction to Functional Neuroimaging</td>
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<tr>
<td>MRTY 5057(18547X)</td>
<td>Prevention and Care of Radiation Injury</td>
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<tr>
<td>MRTY 5058(18548X)</td>
<td>Quality Management in Medical Radiations</td>
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<tr>
<td>MRTY 5062(18552X)</td>
<td>Specialised Skeletal Scintigraphy</td>
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<td>MRTY 5064(18554X)</td>
<td>Stabilisation and Positioning</td>
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<td>MRTY 5078(18577X)</td>
<td>Advanced MR Theory</td>
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<td>MRTY 5089(18579X)</td>
<td>MRI Project</td>
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<td>MRTY 5090(18580X)</td>
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<td>MRTY 5092 (18582X)</td>
<td>Applied Bone Mineral Densitometry</td>
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<tr>
<td>MRTY 5093(18583X)</td>
<td>Physics &amp; Instrumentation of Quantitative Bone Assessment</td>
</tr>
<tr>
<td>MRTY 5096(18586X)</td>
<td>Introduction to Nuclear Medicine Image Interpretation</td>
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</table>

### Second Semester 2002

<table>
<thead>
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<th>Unit Name</th>
</tr>
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<tbody>
<tr>
<td>MRTY 5035(18525X)</td>
<td>Breast Imaging III</td>
</tr>
<tr>
<td>MRTY 5041(18531X)</td>
<td>CT Practice II</td>
</tr>
<tr>
<td>MRTY 5048(18538X)</td>
<td>Image Interpretation</td>
</tr>
<tr>
<td>MRTY 5049(18539X)</td>
<td>Isotope Production</td>
</tr>
<tr>
<td>MRTY 5054(18544X)</td>
<td>Nuclear Cardiology</td>
</tr>
<tr>
<td>MRTY 5056(18546X)</td>
<td>Patient / Practitioner Communication</td>
</tr>
<tr>
<td>MRTY 5059(18549X)</td>
<td>Radiation Safety</td>
</tr>
<tr>
<td>MRTY 5060(18550X)</td>
<td>Radiation Therapy Treatment Planning Systems</td>
</tr>
<tr>
<td>MRTY 5063(18553X)</td>
<td>511 Kev Imaging</td>
</tr>
<tr>
<td>MRTY 5066(18556X)</td>
<td>Theory of Radiation Therapy Planning Calculations</td>
</tr>
<tr>
<td>MRTY 5091(18581X)</td>
<td>Advanced Multiplanar Anatomy B</td>
</tr>
<tr>
<td>MRTY 5093(18583X)</td>
<td>Physics &amp; Instrumentation of Quantitative Bone Assessment</td>
</tr>
<tr>
<td>MRTY 5094(18584X)</td>
<td>Brachytherapy Theory</td>
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</tbody>
</table>

### Offered in both semesters 2002

- MRTY 5024 (18515X): Current Issues in Medical Radiations
- MRTY 5028 (18518X): Advanced Image Processing
- MRTY 5031 (18521X): Applied SPECT
- MRTY 5033 (18523X): Breast Imaging I
- MRTY 5034 (18524X): Breast Imaging II
- MRTY 5040 (18530X): CT Practice I
- MRTY 5042 (18532X): Digital Communications in Medical Radiations
- MRTY 5043 (18533X): Directed Studies A
- MRTY 5044 (18534X): Directed Studies B
- MRTY 5045 (18535X): Directed Studies C
- MRTY 5051 (18541X): MR Theory
- MRTY 5078 (18577X): Advanced MR Theory
- MRTY 5089 (18579X): MRI Project
- MRTY 5092 (18582X): Applied Bone Mineral Densitometry
- MRTY 5093 (18583X): Physics & Instrumentation of Quantitative Bone Assessment
- MRTY 5096 (18586X): Introduction to Nuclear Medicine Image Interpretation
Master of Applied Science (Medical Radiation Sciences) by research

The Master of Applied Science (Medical Radiation Sciences) course is a research degree. The course is designed to provide an opportunity for research and scholarship in medical radiation sciences and aims to prepare individuals to pursue their career objectives as specialist practitioners, administrators, academics, or researchers.

Admission requirements

Applicants may enter the research master's program with any of the following requirements:

i) A bachelor's degree in an appropriate discipline from an Australian tertiary institution; or

ii) A bachelor's degree in an appropriate discipline from an overseas institution equivalent to an Australian bachelor's degree; or

iii) A Diploma of Applied Science and a Graduate Diploma of Health Science (Sonography); or

iv) A Diploma of Applied Science and a Graduate Diploma of Health Science (Medical Radiation Sciences).

A student entering through (i), (ii), (iii) or (iv) must also additionally be able to demonstrate a capacity to pursue graduate studies and would normally have completed a minimum of twelve months professionally relevant post graduate experience. Applicants in the above categories, particularly for students entering through section (iii) or (iv), may be required to complete a qualifying course program.

Time limits

The standard course comprises a research elective and a research thesis. The minimum length of course for most students is two years full-time or three years part-time. Students who enter the course with adequate research preparation may be exempt from completing the Research elective. Usually these students would have completed an approved bachelor degree program at honours level. The minimum length of the course for such students is one year full-time or two years part-time.

Course outline

The course outline for the Master of Applied Science (Medical Radiation Sciences) by Research is presented in Table 14.7. This table refers to the standard program for full-time pass entry students; the program may alter depending on the entry level of the student.

Table 14.7: Master of Applied Science (Medical Radiation Sciences) by research

<table>
<thead>
<tr>
<th>Course code</th>
<th>Mode</th>
<th>Length of course</th>
<th>Research elective</th>
<th>Research Thesis</th>
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</thead>
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<tr>
<td>1829</td>
<td>Special program</td>
<td>Full-time, minimum 1.5 years, maximum 2 years</td>
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<td>-</td>
</tr>
<tr>
<td>1827</td>
<td>Full-time</td>
<td>Minimum 1.5 years, maximum 2 years</td>
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</tr>
<tr>
<td>1828</td>
<td>Part-time</td>
<td>Minimum 3 years, maximum 4 years</td>
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<td>-</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit code</th>
<th>Unit name</th>
<th>Sem 1</th>
<th>Sem 2</th>
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</thead>
<tbody>
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<td>MRTY 6004</td>
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<tr>
<td>MRTY 6005</td>
<td>Research Thesis</td>
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<td>-</td>
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<tr>
<td>MRTY 6006</td>
<td>Research Thesis</td>
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<td>-</td>
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<tr>
<td>MRTY 6007</td>
<td>Research Thesis</td>
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<td>-</td>
</tr>
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<td>MRTY 6008</td>
<td>Research Elective(^1)</td>
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<td>Research Thesis</td>
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<tr>
<td>MRTY 6010</td>
<td>Research Thesis</td>
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</table>

1. Research Elective: students select an appropriate unit (subject to sufficient student numbers) in consultation with their supervisors. For a list of suggested research electives see chapter 20.
Units of study

BACH 5085 Clinical Teaching and Supervision
In this unit participants explore aspects of clinical teaching and the way clinical teachers relate to students and patients/clients in the clinical learning environment. Participants develop knowledge and skills in such areas as clinical teaching strategies and assessment, the role of the supervisor and ways to promote effective student interaction.
Distance education and on-campus mode night classes with independent learning packages; email and Web support. (If there are insufficient on-campus enrolments, the unit may be offered by distance only.)
Textbooks

BACH 5298 History & Phil. of Scientific Methodology
Old code 25594.6 credit points. Dr Rod Rothwell. Semester: 1. Classes: On-campus night course. Assessment: 2 assignments 1000 words each.
This unit is designed to provide students with a critical perspective on science as a specific form of knowledge. It introduces students to the major philosophies of the nature of the scientific enterprise taking into account the social versus natural science controversy. Emphasis will be placed also on methodologies designated as hermeneutic/interpretive.
Textbooks

BIOS 5047 Biological Sciences
Old code 11454.4 credit points. Dr Laurentie Bateman. (02) 9351 9322. Semester 1. Classes: on-campus, off-campus, external/distance mode. Assessment: written examination, assignment, group participation and case reports.
This unit examines the general principles and mechanisms of the pathology of diseases which may be encountered in the practice of general sonography. It also covers basic embryological development.
Textbooks
2. Churchill Livingstone.

MRTY 5024 Current Issues in Medical Radiations
This unit of study is designed to facilitate learning through discussion of current issues of interest to practitioners working in the field of medical radiation science. Journal articles which reflect topical debates will be studied. A number of learning strategies will be used including distance education, group discussions, written presentations and teleconferencing. Students will be encouraged to discuss relevant articles both from their own area of practice and from other modalities within the field of medical radiations.

Textbooks
Essential reading supplied

MRTY 5028 Advanced Image Processing
This unit of study will deal with advanced image processing techniques including procedures relevant to imaging equipment used in diagnostic radiography, nuclear medicine technology, radiation therapy, sonography, and research in these areas. Current progress in areas such as CAD and multidimensional imaging processing will be addressed. The unit will be presented in a series of distance education modules which will be supported by on-line Internet discussion groups. There may be an optional residential workshop. The unit will run in semester one or two depending on demand.
Textbooks
Digital Image Processing (3rd ed), Gonzalez & Wintz (1992), Addison Wesley, (Recommended)

MRTY 5030 Advanced Radiographic Pathology
This unit of study will enhance the image interpretation and critiquing skills utilised by the diagnostic radiographer. The unit of study will comprise an introductory module based on paediatric pathology followed by the pathology of the central nervous, genitourinary, gastrointestinal, skeletal, chest and cardiac systems. This unit will be presented in a series of distance education modules that will be supported by online Internet discussion groups. The assessment will be tailored to the clinical needs of individual students.

Textbooks
Pathophysiology: The Biological Basis for Disease In Adults And Children (3rd ed), McCance, K & Hether, S (1998), Morby would be useful

MRTY 5031 Applied SPECT
This unit is designed to optimise the single photon emission computer tomography (SPECT) expertise of practitioners. It focuses on SPECT acquisition, quality control and reconstruction. The subject will provide a deeper understanding of the principles, techniques and application of SPECT and will clarify the student’s understanding of the role of SPECT in clinical diagnosis. The subject will be offered in distance education mode with full Internet support.

MRTY 5033 Breast Imaging I
This unit of study comprises three modules incorporating the context of mammography, technical expertise and client and radiographer satisfaction in mammography. Breast Imaging I will be delivered in distance education mode.

MRTY 5034 Breast Imaging II
This unit of study expands and extends the material presented in Breast Imaging I. As well, the role of advanced technologies in breast imaging such as MRI and nuclear medicine will be discussed. Breast Imaging II will be delivered in distance education mode.

MRTY 5035 Breast Imaging III
This unit comprises three units in breast imaging. Breast ultrasound as an imaging modality is covered in depth with emphasis on its role in the diagnosis of breast cancer. While this unit is not designed to produce a qualified breast sonographer, it is valuable to mammography as a complementary imaging method. The fundamental physical theory of ultrasound and its applications to ultrasound of the breast will be examined. This unit will be delivered in distance education mode with no requirement for attendance on-campus.

MRTY 5038 Diagnostic Imaging for Radiation Therapists
This unit provides the non-medical-imaging practitioner with an understanding and overview of the principles underlying a range of imaging modalities. These modalities include planar radiographs, CT, MRI, SPECT, PET and ultrasound. The advantages and limitations of using each modality in radiation therapy practice will be addressed. The unit will be presented in a series of distance education modules with on-line discussion groups.
Practical: Access to an imaging department / centre would be advantageous.

Textbooks
A compulsory text is provided (on deposit) with the course material

MRTY 5039 CT Applications

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This unit covers the application of CT in the clinical environment, in order for students to develop and extend the theoretical skills acquired in CT Practice I and CT practice II. The main learning activity in this unit of study is a small directed research project.

**Practical:** Access to CT scanner is expected

Reference lists provided throughout course material. Some journal articles included

**MRTY 5040 CT Practice I**
Old code 18530X. 6 credit points. Ms Sarah Lewis. Semester: 1, 2.

CT Practice I includes both helical and conventional computed tomography. The unit of study looks briefly at the historical development and physics of CT. The variables controlled by the radiographer and their effects are discussed, with particular emphasis on the effect these parameters have on the resultant scan. A thorough understanding of these effects is essential if the radiographer is to obtain optimal images when scanning. Recording of the images obtained is discussed, with the rationale for the settings used and the reconstructions routinely performed. These basic concepts lead to the development of possible protocols for the CT scans most commonly ordered. Areas covered will include brain, thorax and abdomen. The unit will look critically at the choice of parameters for these protocols and situations when the parameters may need to be varied in order to obtain optimal images. Protocols will include patient booking, preparation, contrast media, scan plans, exposure factors, image reconstruction and recording, and patient care. CT Practice I is offered in distance education mode with Internet support. There will be no residential students. The student is expected to have access to a CT scanner, although not necessarily at their place of work.

**Practical:** Access to CT scanner is expected

Reference lists provided throughout course material. Some journal articles included

**MRTY 5041 CT Practice II**
Old code 18531X. 6 credit points. Ms Sarah Lewis. Semester: 2.

CT Practice II includes specialist CT examinations such as dental CT, QCT and 3D CT applications including angiography. This unit of study does not cover CT anatomy in depth. The basic physics of these CT applications will be covered in this unit. The unit will look critically at the choice of parameters for these examinations and situations when the parameters may need to be varied in order to complete an optimal examination. Protocols for these examinations will include patient booking, preparation, contrast media, scan plans, exposure factors, image reconstruction and recording, and patient care. CT Practice II is offered in distance education mode. Content for this unit of study will be provided by professionals currently involved in specialist CT areas. Access to a CT scanner performing at least one of the specialist functions is advisable.

**Practical:** Access to a CT scanner is expected

Reference list provided in course material. Basic journal articles supplied

**MRTY 5042 Digital Communications in Medical Radiation Sciences**
Old code 18532X. 6 credit points. Dr Don McLean. Semester: 1, 2.

This unit of study provides students with an understanding of digital image fundamentals, such as image acquisition, storage and transmission and implications on image quality and dose. Management and the communication systems needed to facilitate patient care procedures will be examined, including PACS, DICOM, RIS, tele-radiology and record and verify systems. This unit also provides the student with the opportunity to examine computer based methods to efficiently utilise staff time and resources within a Medical Radiation department.

**MRTY 5043 Directed Studies A**
Old code 18533X. 6 credit points. Dr Alastair Davison. Semester: 1, 2.

This unit allows the student, in collaboration with the University supervisor and the student's employer, to tailor the content and mode of presentation to suit the needs of the student and the workplace. For example, new technology or procedures may be introduced into the workplace, necessitating changes in the knowledge, skills and attributes of the student. The student must initially present a proposal to the Head of School. Upon preliminary approval, a supervisor will be appointed, and a firm contract will be negotiated and agreed upon by all parties to achieve the desired educational outcomes. The unit of study may comprise, for instance, a literature review covering the development and applications of a new technology, it may comprise a personal reading and study program, it may involve specific workplace experience and analysis, or it may comprise a combination of these elements. It may not be possible for all students to enrol in this subject, as it depends strongly upon the provision of suitable resources and experiences in the workplace, plus cooperation and commitment from the student's employer. Students wishing to study Directed Studies B or C must first complete Directed Studies A.

**MRTY 5044 Directed Studies B**
Old code 18534X. 6 credit points. Dr Alastair Davison. Semester: 1, 2.

The unit allows the student, in collaboration with the University supervisor and the student's employer, to tailor the content and mode of presentation to suit the needs of the student and the workplace. For example, new technology or procedures may be introduced into the workplace, necessitating changes in the knowledge, skills and attributes of the student. The student must initially present a proposal to the Head of School. Upon preliminary approval, a supervisor will be appointed, and a firm contract will be negotiated and agreed upon by all parties to achieve the desired educational outcomes. The unit of study may comprise, for instance, a literature review covering the development and applications of a new technology, it may comprise a personal reading and study program, it may involve specific workplace experience and analysis, or it may comprise a combination of these elements. It may not be possible for all students to enrol in this subject, as it depends strongly upon the provision of suitable resources and experiences in the workplace, plus cooperation and commitment from the student's employer. Students wishing to study Directed Studies B must first complete Directed Studies A.

**MRTY 5045 Directed Studies C**
Old code 18535X. 6 credit points. Dr Alastair Davison. Semester: 1, 2.

The unit allows the student, in collaboration with the University supervisor and the student's employer, to tailor the content and mode of presentation to suit the needs of the student and the workplace. For example, new technology or procedures may be introduced into the workplace, necessitating changes in the knowledge, skills and attributes of the student. The student must initially present a proposal to the Head of School. Upon preliminary approval, a supervisor will be appointed, and a firm contract will be negotiated and agreed upon by all parties to achieve the desired educational outcomes. The unit of study may comprise, for instance, a literature review covering the development and applications of a new technology, it may comprise a personal reading and study program, it may involve specific workplace experience and analysis, or it may comprise a combination of these elements. It may not be possible for all students to enrol in this subject, as it depends strongly upon the provision of suitable resources and experiences in the workplace, plus cooperation and commitment from the student's employer. Students wishing to study Directed Studies C must first complete Directed Studies A.

**MRTY 5047 History of Medical Radiations**
Old code 18537X. 6 credit points. Mr Peter Kench. Semester: 1.

The study of history provides the opportunity to learn and understand the strengths and mistakes of the past and to plan for improving the future. Medical radiations has a history in excess of 100 years and most would agree the technology will continue to change indefinitely. Despite this technological progress the medical radiation profession is still developing it's standing in the health industry. The subject, 'History of Medical Radiations' aims to provide an insight into the past with a view to empowering the future. The subject will develop research and writing skills through the study of areas such as early radiation discovery, the dominance of radiologists, the rise and future of me nuclear debate, medical radiation education and independent
private practice. The subject will be offered in off-campus mode supported by on-line discussion groups.

**MRTY 5048 Image Interpretation**  
Old code 18538X. 6 credit points. Mr John Robinson. Semester: 2.  
**Classes:** Off-campus.  
**Assessment:** Continuous assessment, no examination.  
**Textbooks**  
This unit of study will provide the student with image appreciation skills and knowledge of radiological indicators which identify basic radiographic pathology. The unit will introduce students to the Red Dot System and they will therefore require access to radiological reporting sessions and a radiologist as a mentor.  
Selected readings and list of recommended reference texts is supplied.  
The student will need to read extensively texts and journal articles to complete the assessments.

**MRTY 5049 Isotope Production**  
Old code 18539X. 6 credit points. Mr Simon Cowell. Semester: 1, 2.  
**Classes:** Off-campus.  
**Assessment:** Continuous assessment, no examination.  
The aim of this unit is to acquaint the student with the physical principles and techniques of isotope production. Students will be able to clarify their understanding about QC and safe handling of radioisopes. It will focus on advanced understanding of nuclear reactor, cyclotron and other particle accelerators for isotope production. Emphasis will be given to production of positron emitters for PET study. This course will highlight the application of recently developed radionuclides for radioimmunotherapy and diagnostic purposes using SPECT and PET facilities. This subject will be offered in distance education mode, with Internet support.

**MRTY 5051 MR Theory**  
Old code 18541X. 6 credit points. Mr John Robinson. Semester: 1, 2.  
**Classes:** Off-campus.  
**Assessment:** Continuous assessment, no examination.  
The unit addresses the principles of magnetic resonance imaging. The areas addressed will be the principles of NMR, image contrast, factors affecting image formation, plus pulse sequences used from Spin Echo through to current fast imaging and Echo Planar techniques. The applications of MRI in medical imaging will be addressed with the effects of signal-to-noise ratio, fat saturation, artefacts and flow effects being discussed. The biological effects and aspects of patient safety will be included in this subject. Delivery will be in distance education mode and will utilise a wide range of media, including floppy disks (IBM compatible) and printed material. The subject will be presented in a series of distance education modules which will be supported by on-line Internet discussion groups. A residential workshop can be negotiated.  
Practical: Access to MRI would assist the student to complete the assessments.

**MRTY 5052 MR Applications I**  
Old code 18542X. 6 credit points. Mr John Robinson. Semester: 1, 2.  
**Classes:** Off-campus.  
**Assessment:** Continuous assessment, no examination.  
The unit will study the applications and protocols of MR imaging in the central nervous system. The assessment in this unit will be by submission of clinical assignments and a clinical portfolio, so students will need access to a MRI unit. There will be no residential school.  
Practical: Access to MRI is expected

**MRTY 5053 MR Applications II**  
Old code 18543X. 6 credit points. Mr John Robinson. Semester: 1, 2.  
**Classes:** Off-campus.  
**Assessment:** Continuous assessment, no examination.  
The unit will study the applications and protocols of MR imaging in the body and musculoskeletal system. The assessment in this unit will be by submission of clinical assignments and a clinical portfolio, so students will need access to a MRI unit. There will be no residential school.  
Practical: Access to MRI is expected

**MRTY 5054 Nuclear Cardiology**  
Old code 18544X. 6 credit points. Mr Peter Kench. Semester: 2.  
**Classes:** Off-campus.  
**Assessment:** Continuous assessment, no examination.  
The unit will examine advances in nuclear cardiology. Topics to be included are: technetium myocardial perfusion agents, radiopharmaceutical preparation and quality assurance, SPECT and Gated SPECT acquisition and analysis, first pass acquisition for ejection fraction. Instrumentation and attenuation correction will be a considered. A major focus of the subject will be research into new radiopharmaceuticals and techniques used in nuclear cardiology. This subject will be presented in a series of distant education modules that will be supported by on-line Internet discussion groups.  
**MRTY 5055 Introduction to Functional Neuro-imaging**  
Old code 18545X. 6 credit points. Mr Simon Cowell. Semester: 1, 2.  
**Classes:** Off-campus.  
**Assessment:** Continuous assessment, no examination.  
**Textbooks**  
Neuro-imaging techniques such as positron emission tomography (PET), functional magnetic resonance imaging (fMRI), single photon emission computed tomography (SPECT), electroencephalography (EEG), magnetic resonance spectroscopy, (MRS), event related potentials (ERP) and magnetoencephalography (MEG) are used to map functional areas of the brain. While these techniques are frequently cited across a range of disciplines including: neurology, psychiatry, speech pathology, radiography, radiology, nuclear medicine and neuropsychology, many practitioners have only a vague understanding of the principles and applications of these techniques. This is understandable as functional brain mapping uses complex technology that is constantly changing. This unit of study aims: (a) to introduce practitioners to the principles and complementary applications of these techniques and (b) to develop practical understanding of specific brain mapping issues such as paradigm design, patient interaction and image coregistration. The unit will be offered in distance education mode.

**MRTY 5056 Patient/Practitioner Communication**  
Old code 18546X. 6 credit points. Mr John Atey. Semester: 2.  
**Classes:** Off-campus.  
**Assessment:** Continuous assessment, no examination.  
This unit extends the patient communication skills of the medical radiations practitioner. It aims to make the practitioner more effective at giving and receiving information when interacting with the patient. The enhancement of listening skills will be encouraged, with an emphasis on patient empowerment and history and note-taking. Transfer of information from the practitioner to the patient will also be covered. The student will collect local information regarding patient support services. Video and audio tapes may be used to provide practical examples for student study.

**MRTY 5057 Prevention and Care of Radiation Injury**  
**Classes:** Off-campus.  
**Assumed knowledge:** Basic Biology.  
**Assessment:** Continuous assessment, no examination.  
This unit extends the radiation therapist’s knowledge of the radiation injuries commonly seen in a radiation oncology department. The mechanism of injury is examined, and methods of dealing with radiation therapy sequela are addressed. Content includes physiology of radiation injury, including erythema, gastro-intestinal complications and haematopoietic complications, pharmacology for radiation injury, and wound healing and dressings. The subject will be presented in distance education mode, with no residential school.  
**Textbooks**  
Essential reading is supplied

**MRTY 5058 Quality Management in Medical Radiations**  
**Classes:** Off-campus.  
**Assessment:** Continuous assessment, no examination.  
Quality management has become an important part of the operation of the medical radiations department. A well-developed quality assurance program can provide confidence that the intended quality is being achieved and maintained. This unit of study presents the theory of quality management and relates it to the day-to-day operations of the medical radiations department. Examples will be presented from the fields of radiography, nuclear medicine and radiation therapy, and students will have the opportunity to design or critique their own quality management system. The unit will be presented in distance learning mode supported by on-line discussion groups.  
Practical: Access to a medical radiation department is expected

**Textbooks**  
Essential reading is supplied
**MRTY 5059 Radiation Safety**  
Old code 18549X. 6 credit points. Mr Barrie Egeron. Semester: 2.  
Assessment: Continuous assessment, no examination.

This unit of study provides participants with a detailed coverage of radiological health and safety issues including both ionising and non-ionising radiations. The unit is particularly concerned with all aspects of radiation safety in the medical environment but will include a broader understanding of the relevance of radiation safety principles and a comprehensive appraisal of legal responsibilities. The unit will be presented in a series of distance education modules which will be supported by on-line Internet discussion groups.

**MRTY 5060 Radiation Therapy Treatment Planning Systems**  
Old code 18550X. 6 credit points. Mr John Alyea. Semester: 2.  
Classes: Off-campus. Prerequisite: Diagnostic Imaging for Radiation Therapists (MRTY 5038) is useful but not essential. Assessment: Continuous assessment, no examination.

This unit of study provides the radiation therapist with an understanding of the functional features of and differences between two and three dimensional treatment planning systems. The image processing tools available on treatment planning systems will be described and an overview of dose computation methods will be presented. Emphasis is placed on the visualisation methods available on 3D planning systems. These methods are described and their potential advantages and limitations are discussed. Students will be given the opportunity to investigate the application and impact of 3D treatment planning on clinical practice. The unit will be presented in a series of distance education modules which will be supported by on-line Internet discussion groups.

**Textbooks**  
Essential reading is supplied

**MRTY 5062 Specialised Skeletal Scintigraphy**  

This unit aims to extend the learning and clinical ability of graduate students in best practice contemporary skeletal nuclear medicine. The unit will be presented in two major modules. The first module focuses on the relationship between expert scintigraphic positioning and radiological positioning in enhancing diagnosis. In the second module the best practice theme is further developed through the study of nuclear medicine in sport. The unit then moves on to the study of a number of smaller modules in specialised applications of skeletal nuclear medicine including paediatrics and bone mineral densitometry. The unit will be offered in distance education mode, with Internet support.

**MRTY 5063 511 KEV Imaging**  

With the advent of hybrid Single Photon Emission Tomography (SPECT) / Positron Emission Tomography (PET) gamma cameras there is a need to understand the underlying principles of coincidence imaging and PET radiopharmaceuticals. This subject will examine the safety issues related to the handling of PET isotopes and patient imaging. Instrumentation and imaging principles will be examined, and applications of FDG imaging within the nuclear medicine department will be included. This unit will be presented in a series of distance education modules.

**MRTY 5064 Stabilisation and Positioning**  

This unit covers in detail the latest research into stabilisation and positioning of the radiation therapy patient. Detection of patient and organ movement, the differences between stability and reproducibility, and random and systematic errors are investigated. Students will select a particular stabilisation or positioning problem and investigate ways of addressing the problem. This subject will be presented in a series of distance education modules which will be supported by on-line Internet discussion groups.

**Textbooks**  
Essential reading is supplied

**MRTY 5066 Theory of Radiation Therapy Planning Calculations**  
Old code 18556X. 6 credit points. Dr Alastair Davison. Semester: 2.  

This unit of study provides students with an in depth study of radiation therapy treatment planning calculation methods. An appreciation of the relevance of manual calculations and their methods (basic monitor unit calculations) will be established before embarking on a study of traditional correction-based and contemporary model-based algorithms. The unit will conclude with a reflection on the philosophy of treatment planning approaches in the light of current trends towards treatment optimisation and inverse planning. This unit will be offered in distance mode which will be supported with on-line Internet activities and discussion. This unit is most suited to students with experience in radiation therapy planning and who have a good grasp of basic mathematics.

**Textbooks**  
The Physics of Radiotherapy X-rays for Linear Accelerators Metcalfe P. Kron T., Koban P.

**MRTY 5067 Professional Issues**  
Old code 18557X. 4 credit points. Ms Jane Fonda. Semester: 2.  
Classes: Block attendance. Assessment: Assignments. This unit introduces students to medico-legal and patient relationship issues which may be encountered in the field of sonography. It also introduces students to the ethical principles required in order to develop an understanding of professionally accepted behaviours and standards appropriate to the practice of medical sonography within the broad context of the delivery of health care. Modules are offered for study in distance mode. These are combined with discussion of the issues presented, at an on-campus block.

**MRTY 5068 Physics and Instrumentation II**  
Old code 18558X. 4 credit points. Dr Alastair Davison. Semester: 2.  
Classes: Block attendance. Prerequisite: Physics and Instrumentation I (MRTY 5088 (18578X)). Assessment: Assignments and examination.

This unit builds on the physical principles and instrumentation of diagnostic ultrasound presented in Physics and Instrumentation I. It covers areas such as advanced Doppler, colour flow imaging, quality assurance programs for instrumentation, the interaction of ultrasound and biological tissue and the possible biological effects which may occur, and the principles of image formation and processing as applied in ultrasound instrumentation. Students in this unit are supported by distance materials and tutorial sessions in an on-campus block.

**MRTY 5069 Sonography in Obstetrics and Gynaecology**  
Classes: Block attendance. Assessment: Assignments and examination.

This unit examines in detail sonography of soft tissues in the female pelvis and in obstetrics. Distance learning modules are provided and are supported with in an on-campus block lectures and tutorials.

**MRTY 5070 Cardiac Sonography**  
Classes: Block attendance. Assessment: Assignments and examination.

This unit examines sonography of the adult heart in detail, and introduces paediatric echocardiography and congenital conditions encountered in adult practice. In addition, some complimentary techniques used in cardiac diagnosis and care are presented.

**MRTY 5071 Vascular Sonography**  
Old code 18561X. 6 credit points. Ms Jane Fonda, Phone (02) 9351 9185. Semester: 1.  
Classes: Block attendance. Assessment: Assignments and examination.

This unit of study provides students with an understanding of both non-invasive and sonographic methods of detection of vascular disease. This is an on-campus block.

**MRTY 5072 Independent Study in Sonography**  
Old code 18562X. 6 credit points. Ms Jill Clarke, (02) 9351 9516. Semester: 1, 2.  
Classes: Nil. Assessment: As negotiated.

This unit will allow students to engage in an investigation of sonographic practice not covered by the existing units of study and will require a learning contract negotiated between the student and staff. While regular communication with the nominated supervisor will be required, on-campus attendance is not necessary.
This unit examines in detail sonography of the soft tissues of the upper abdomen and the male pelvis. Distance learning modules are provided and are supported with practical sessions, lectures and tutorials, in an on-campus block.

MRTY 5074 Superficial Structures Sonography
Old code 18565X. 6 credit points. Ms Jane Fonda, (02) 9351 9185.

This unit examines in detail sonography applied to superficial organs and structures, including basic peripheral vascular and musculoskeletal sonography. Distance learning modules are provided and supported by lectures and tutorials in an on-campus block.

MRTY 5075 Cardiac Measurement Techniques
Old code 18565X. 6 credit points. Ms Jill Clarke, (02) 9351 9516.

This unit covers cardiac physiological measurement techniques used in clinical settings. Distance learning modules are provided and supported by lectures and tutorials in an on-campus block.

MRTY 5076 Paediatric Sonography
Old code 18566X. 6 credit points. Ms Jill Clarke, (02) 9351 9516.

This unit covers general sonography as applied to the paediatric patient, including patient care and studies unique to the paediatric population. This unit will be facilitated in distance education mode with optional on-campus tutorials provided, subject to demand.

MRTY 5077 Clinical Practice in Abdominal Sonography
Old code 18568X. 4 credit points. Ms Jane Fonda, (02) 9351 9185.

This unit covers the application of sonography in the clinical environment, in order for the student to develop skills as taught in Abdominal Sonography (MRTY 5073).

Practical: Minimum 18 hours/week

MRTY 5078 Clinical Practice in Obstetric and Gynaecological Sonography
Old code 18569X. 4 credit points. Ms Jane Fonda, (02) 9351 9185.

This unit covers the application of sonography in the clinical environment, in order for the student to develop skills as taught in Sonography in Obstetrics and Gynaecology (MRTY 5069).

Practical: Minimum 18 hours/week

MRTY 5079 Clinical Practice in Vascular Sonography
Old code 18570X. 4 credit points. Ms Jane Fonda, (02) 9351 9185.

This unit covers the application of sonography in the clinical environment, in order for the student to develop skills as taught in Vascular Sonography (MRTY 5074).

Practical: Minimum 18 hours/week

MRTY 5080 Clinical Practice in Superficial Structures Sonography
Old code 18571X. 4 credit points. Ms Jill Clarke, (02) 9351 9516.

This unit covers the application of sonography in the clinical environment, in order for the student to develop skills as taught in Superficial Structures Sonography (MRTY 5074).

Practical: Minimum 18 hours/week

MRTY 5081 Clinical Practice in Cardiac Measurement Techniques
Old code 18572X. 4 credit points. Ms Jill Clarke, (02) 9351 9516.

This unit covers the application of cardiac measurement techniques in the clinical environment, in order for the student to develop skills as taught in Cardiac Measurement Techniques (MRTY 5075).

Practical: Minimum 8 hours/week

MRTY 5082 Clinical Practice in Cardiac Measurement Techniques
Old code 18573X. 4 credit points. Ms Jill Clarke, (02) 9351 9516.

This unit covers the application of cardiac measurement techniques in the clinical environment, in order for the student to develop skills as taught in Cardiac Measurement Techniques (MRTY 5075).

Practical: Minimum 18 hours/week

MRTY 5083 Clinical Practice in Cardiac Sonography
Old code 18574X. 4 credit points. Ms Jane Fonda, (02) 9351 9185.

This unit covers the application of cardiac sonography in the clinical environment, in order for the student to develop skills as taught in Cardiac Sonography (MRTY 5070).

Practical: Minimum 18 hours/week

MRTY 5084 Clinical Practice in Paediatric Sonography
Old code 18575X. 4 credit points. Ms Jill Clarke, (02) 9351 9516.

This unit covers the application of sonographic practice in the clinical environment, in order for the student to develop skills as taught in Paediatric Sonography (MRTY 5072).

Practical: Minimum 18 hours/week

MRTY 5085 Clinical Practice in Independent Study
Old code 18576X. 4 credit points. Ms Jill Clarke, (02) 9351 9516.

This unit covers the application of an investigation of sonographic practice in the clinical environment, in order for the student to develop skills as acquired in Independent Study in Sonography (MRTY 5072).

Practical: Minimum 18 hours/week

MRTY 5086 Investigative Project

Classes: Off-campus. Assumed knowledge: Advised that MR Theory and MR applications I are completed prior to studying this unit.

Assessment: Continuous assessment, no examination.

This unit of study is designed to articulate with the unit 18541X MR Theory, and expand the practitioner's understanding of the principles of: flow and MRA, contrast enhanced MRA, perfusion imaging, BOLDfMRI, diffusion-weighted imaging and MRS.

The applications of all these in medical imaging will be thoroughly explored and would require the practitioner to have regular and constant access to a magnetic resonance imaging site. The delivery will be in distance education mode and will utilise a wide range of media, including printed material, CD ROM and floppy discs.

Practical: Access to MRI is expected

MRTY 5087 Advanced MR Theory

Classes: Off-campus. Assumed knowledge: Advised that MR Theory and MR applications I are completed prior to studying this unit.

Assessment: Continuous assessment, no examination.

This unit of study is designed to undertake a supervised project. This will consist of either a substantial literature review and critique on a topic of interest to the student from the student’s major field, or a research oriented project in which the student may carry out a small pilot study aiming towards the development of a research proposal for a future Master’s (Research) or PhD project. This unit of study can be facilitated on-campus or off-campus.

MRTY 5088 Physics & Instrumentation

Classes: Block attendance. Assessment: Assignments and examination.

This unit presents the basic physical principles and instrumentation of diagnostic ultrasound. It includes methods of image production, interpretation, recording techniques, the principles of grey scale echography and adjustment procedures for relevant operation controls. The unit also covers the recognition of artefacts within an image and the ability to separate these artefacts from anatomy or disease, and Doppler ultrasound fundamentals. Students in this unit are supported by distance materials and tutorial sessions in an on-campus block.

Textbooks

Applied Physics and Technology of Diagnostic Ultrasound. Gent, R. MRTY 5089 MRI Project
Old code 18580X. 6 credit points. Mr John Robinson. Semester: 1, 2.

Classes: Off-campus. Prerequisite: Students are advised to complete at least two MR courses of study before undertaking this unit. Assessment: Negotiated assessment.

This unit allows the student studying MRI, in collaboration with the University supervisor and the student's employer, to tailor the content and mode of presentation to suit the needs of the student and the workplace. For example, new technology or procedures may be introduced into the workplace, necessitating changes in the knowledge, skills and attributes of the student or the MRI practitioners. This unit will require a learning contract that will achieve the desired educational outcomes to be negotiated and agreed upon by all parties. The unit of study will be directed towards MRI and may comprise a literature review covering the development and applications of a new technology, a specific
workplace experience and analysis, or it may comprise a combination of these elements.

MRTY 5090  Advanced Multiplanar Anatomy A
Detailed anatomy of the musculoskeletal system and vascular supply of the thorax and abdomen as presented in this unit. The practical component involves interpretation of hard copy images. The advantage of specific planes with respect to the demonstration of specific pathologies will be discussed. While this unit is targeted at professionals working with CT and/or MRI, it could also be directly relevant to professionals working with SPECT and those using CT and MR images in radiation therapy planning. A basic knowledge of cross-sectional anatomy is assumed. The unit will be presented in distance education format with no residential school.

MRTY 5091  Advanced Multiplanar Anatomy B
Detailed anatomy of the brain is presented in this unit. The regions studied are the brain stem, cranial nerves and nuclei, cerebellum, diencephalon, cerebral hemisphere and cortex, basal ganglia, limbic system, ventricular system and the blood supply. The practical component involves interpretation of hard copy images and will be predominantly MR images. The advantage of specific planes with respect to the demonstration of specific pathologies will be discussed. While this unit is targeted at professionals working with CT and/or MRI, it could also be directly relevant to professionals working with SPECT and those using CT and MR images in radiation therapy planning. A basic knowledge of cross-sectional anatomy is assumed. The unit will be presented in distance education format with no residential school.

MRTY 5092  Applied Bone Mineral Densitometry
Old code 18582X. 6 credit points. Mr Peter Kench. Semester: 1, 2.
Classes: Off-campus to local and international students, approximately 8-10 hours per week. Assumed knowledge: Knowledge of the fundamentals of quantitative bone assessment to the level reached by Physics and Instrumentation of Quantitative Bone Assessment and familiarity with equipment and their use. Assessment: Continuous assessment, no examinations.
This unit of study extends foundation knowledge to the practical application in modern densitometers. Increased knowledge and understanding of the practical applications of bone mineral densitometry including optimisation of scanning, analysis and interpretation of results. Textbooks
- Essential reading (articles, book extracts) provided in course notes.

MRTY 5093  Physics & Instrumentation of Quantitative Bone Assessment
Old code 18583X. 6 credit points. Dr Alastair Davison. Semester: 1, 2.
Classes: Off-campus to local and international students, approximately 8-10 hours per week. Assumed knowledge: Familiarity with bone mineral densitometry equipment. Assessment: Continuous assessment, no examinations.
Specific topics covered are: Satisfies; Computing in BMD; Radiation Biology and Protection; Physics and Instrumentation of DXA and QUS; Quality Assurance of DXA; Quality Control of DXA; Morphometric X-ray Absorptiometry; Introduction to QCT, pDXA, SPA and MRI; Body composition.
This unit of study provides an understanding of the fundamentals underpinning the quantitative assessment of bone. It gives emphasis to those areas that are critical for practitioners involved in the operation of modern bone densitometers and assessment of the clinical results. Textbooks
- Essential reading (articles, book extracts) provided in course notes.

MRTY 5094  Brachytherapy Theory
Old code 18584X. 6 credit points. Dr Alastair Davison. Semester: 2.
Historical perspective of brachtherapy; implantation techniques; instrumental fundamentals - treatment systems, sources, dosimetry; principles of brachtherapy planning; radiobiology and protection.
Understanding of the historical development of brachtherapy and increased knowledge of the fundamental principles of brachtherapy techniques, dosimetry, planning and delivery.
The School of Occupation and Leisure Sciences currently offers three undergraduate degree programs: Bachelor of Applied Science (Occupational Therapy), Bachelor of Applied Science (Leisure and Health) and Bachelor of Health Science (Occupational Therapy) conversion course. The School also offers a number of postgraduate programs.

The School of Occupation and Leisure Sciences was known as the School of Occupational Therapy until 1998 and was a foundation school of Cumberland College of Health Sciences when it was established in 1973. Prior to that year, the education of occupational therapists in NSW was the responsibility of the NSW Association of Occupational Therapists. The first training program commenced in 1941.

One of the first undertakings of the School was to raise the level of the occupational therapy course from diploma to degree in line with other occupational therapy courses in Australia. The Bachelor of Applied Science (Occupational Therapy) was introduced in 1976 with an Honours option becoming available from 1991. The school was instrumental in setting up a Diploma in Occupational Therapy in Singapore in 1991 and in 1996 the Bachelor of Health Science (Occupational Therapy) was developed to enable diplomates to convert to a degree.

In 1985, the School introduced the Associate Diploma in Diversional Therapy, the first formal education for diversional therapists in Australia. Prior to 1985, the Australian Red Cross and the Diversional Therapy Association provided training and education.

In recognition of the need for a higher level of education for diversional therapists and other leisure service practitioners, the level of the course was raised to the Bachelor of Applied Science (Diversional Therapy) in 1995. To reflect the diversity of graduates' career opportunities, the name Bachelor of Applied Science (Diversional Therapy) was changed to Bachelor of Applied Science (Leisure and Health) in 1997. An Honours program was also introduced at this time. A course offered through a flexible delivery mode was introduced in 1999.

The School has developed a range of postgraduate study options. Programs include PhD level studies, a research Master's degree and an articulated coursework program which culminates in a Master's degree. The graduate program includes Graduate Certificates which focus on specialty areas of practice in occupational therapy.

The School introduced the two year Master of Occupational Therapy in 1998. This program is an alternative professional pathway for people holding degrees in other areas of study and an alternative to the undergraduate occupational therapy degree. This professional Master's degree is the first of its kind in the southern hemisphere.

Further information about the School's programs may be obtained from the School on (02) 9351 9386.

### Graduate Certificate of Health Science (Occupational Therapy)

The Graduate Certificate of Health Science (Occupational Therapy) is a fee paying course which is designed to provide specific professional development for occupational therapists who wish to extend the knowledge, skills and attitude required by their professional roles of Practitioner and Learner/Teacher. Participants enrolled in this program may complete their studies with a specialist focus. A specialty requires that 75 percent of credit points are completed in an identified topic area. These topic areas are negotiated between the student and course manager with approval of the Head of School. Units of study in the Graduate Certificate are embedded in the Master's by coursework and may be credited against the requirements of this program.

#### Admission requirements

1. Possess an award of Bachelor of Applied Science (Occupational Therapy) from Cumberland College of Health Sciences or The University of Sydney; or
2. Possess an award of Bachelor of Applied Science (Hons) in Occupational Therapy from The University of Sydney or
3. Possess an award of Bachelor of Science with a major in anatomy from the University of New South Wales, and a Graduate Diploma in Occupational Therapy from Cumberland College of Health Sciences;
4. Possess an award of Master of Occupational Therapy from The University of Sydney or
5. Possess such qualifications as are deemed equivalent to (1), (2), (3) or 4.
6. Possess an award of Diploma in Occupational Therapy from a recognised educational body and submit such other evidence of general and/or professional qualifications as will satisfy the Faculty that the applicant possess the educational preparation and capacity to pursue graduate studies;

For occupational therapists without these qualifications entry may be possible through successful completion of a qualifying program designed specifically for individual applicants.

#### Course outline

The course outline for the Graduate Certificate of Health Science (Occupational Therapy) is presented in Table 15.1.

| Table 15.1: Graduate Certificate of Health Science (Occupational Therapy) |
|---|---|---|---|
| **Unit code** | **Unit name** | **Sem 1** | **Sem 2** |
| Full-time mode | 5P24A | 8 Professional Practice topics (3 credit points each) | 24 |
| | 15G24A | Choose a total of 24 credit points from the following topics/electives | |
| Part-time mode | 15P24A | 4 Professional Practice topics (3 credit points each) | 12 |
| | 15G24A | Choose a total of 24 credit points from the following topics/electives | 12 |

1. Topics in Theory see A under Master of Health Science (Occupational Therapy) by coursework. Topics in Research see B under Master of Health Science (Occupational Therapy) by coursework. Professional Practice topics see C under Master of Health Science (Occupational Therapy) by coursework. Faculty electives see chapter 20.
Master of Health Science (Occupational Therapy) by coursework

The Master of Health Science (Occupational Therapy) course is designed to provide study in occupational therapy and related topics appropriate for leadership roles in clinical practice. Participants enrolled in this program may complete their studies with a specialist focus. A specialty requires that 50 percent of credit points are completed in an identified topic area. These topic areas are negotiated between the student and course manager with approval of the Head of School. The course has both coursework and inquiry project options for units of study. Students may seek to have work completed in the Master of Health Science (Occupational Therapy) credited against the requirements of professional doctorate (HScD) offered by the Faculty.

Candidates in the MHlthSc(OT) who have received 65 percent Credit or better in all units of study and a 75 percent Distinction or better in at least two units of study may be invited to complete the additional honours requirement of a dissertation.

Admission requirements

See Graduate Certificate of Health Science (Occupational Therapy).

Course outline

The course outline for the Master of Health Science (Occupational Therapy) is presented in Table 15.2.

Table 15.2: Master of Health Science (Occupational Therapy) by coursework

<table>
<thead>
<tr>
<th>Course code</th>
<th>Mode</th>
<th>Credit points</th>
<th>Sem 1</th>
<th>Sem 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1547</td>
<td>Full-time</td>
<td>48</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1548</td>
<td>Part-time</td>
<td>24</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1549</td>
<td>Off-campus</td>
<td>24</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Full-time mode

<table>
<thead>
<tr>
<th>Unit code</th>
<th>Unit name</th>
<th>Year 1</th>
<th>Year 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>15G61A</td>
<td>Topics in Theory</td>
<td>6 or 6</td>
<td>24</td>
</tr>
<tr>
<td>15G61B</td>
<td>Topics in Research</td>
<td>6 or 6</td>
<td>24</td>
</tr>
<tr>
<td>15P36A</td>
<td>Professional Practice Topics</td>
<td>12 or 12</td>
<td>24</td>
</tr>
</tbody>
</table>

Part-time mode

<table>
<thead>
<tr>
<th>Unit code</th>
<th>Unit name</th>
<th>Year 1</th>
<th>Year 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>15G61A</td>
<td>Topics in Theory</td>
<td>6 or 6</td>
<td>24</td>
</tr>
<tr>
<td>15G61B</td>
<td>Topics in Research</td>
<td>6 or 6</td>
<td>24</td>
</tr>
<tr>
<td>15P12B</td>
<td>Professional Practice Topics</td>
<td>12</td>
<td>24</td>
</tr>
<tr>
<td>15P24A</td>
<td>Professional Practice Topics</td>
<td>12</td>
<td>24</td>
</tr>
</tbody>
</table>

Master of Health Science (Occupational Therapy) Honours

The Master of Health Science (Occupational Therapy) Honours course is designed to provide study in occupational therapy and related topics appropriate for leadership roles in clinical practice. Participants enrolled in this program may complete their studies with a specialist focus. A specialty requires that 50 percent of credit points are completed in an identified topic area. These topic areas are negotiated between the student and course manager with approval of the Head of School. The course has both coursework and inquiry project options for units of study. Students may seek to have work completed in the Master of Health Science (Occupational Therapy) credited against the requirements of professional doctorate (HScD) offered by the Faculty.

Candidates in the MHlthSc(OT) who have received 65 percent Credit or better in all units of study and a 75 percent Distinction or better in at least two units of study may be invited to complete the additional honours requirement of a dissertation.

Admission requirements

See Graduate Certificate of Health Science (Occupational Therapy).

Course outline

The course outline for the Master of Health Science (Occupational Therapy) is presented in Table 15.3.

Table 15.3: Master of Health Science (Occupational Therapy) Honours

<table>
<thead>
<tr>
<th>Course code</th>
<th>Mode</th>
<th>Credit points</th>
<th>Sem 1</th>
<th>Sem 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1590</td>
<td>Full-time</td>
<td>60</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1591</td>
<td>Part-time</td>
<td>30</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1552</td>
<td>Off-campus</td>
<td>30</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Full-time mode

<table>
<thead>
<tr>
<th>Unit code</th>
<th>Unit name</th>
<th>Year 1</th>
<th>Year 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>OCCP5136</td>
<td>Dissertation</td>
<td>12</td>
<td>12</td>
</tr>
</tbody>
</table>

Part-time mode (off-campus mode)

<table>
<thead>
<tr>
<th>Unit code</th>
<th>Unit name</th>
<th>Years 1 and 2</th>
<th>Year 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>OCCP5136</td>
<td>Dissertation</td>
<td>12</td>
<td>12</td>
</tr>
</tbody>
</table>

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The MHlthSc(OT) consists of three topic areas from which participants select specific units of study: Topics on Theory, Topics in Research and Professional Practice Topics. Participants are required to complete a minimum of 6 credits from Topics in Theory and a minimum of 6 credits from Topics in Research. Specific units of study contained in these topic areas are described below.

A. Topics in Theory: minimum 6 credits
B. Topics in Research: minimum 6 credits
C. Professional Practice Topics:

1. Topics in Assessment
2. Topics in Service Delivery
3. Topics in Enhancing Human Occupation
4. Inquiry Topics.

### A. 15G61A Topics in Theory

<table>
<thead>
<tr>
<th>Unit code (old code)</th>
<th>Unit name</th>
</tr>
</thead>
<tbody>
<tr>
<td>OCCP 5104 (15538)</td>
<td>Understanding Health Science Theory</td>
</tr>
<tr>
<td>OCCP 5105 (15539)</td>
<td>Theory Application 1</td>
</tr>
<tr>
<td>OCCP 5106 (15540)</td>
<td>Theory Application 2</td>
</tr>
<tr>
<td>OCCP 5107 (15541)</td>
<td>Theory Application 3</td>
</tr>
<tr>
<td>OCCP 5108 (15542)</td>
<td>Theory Application 4</td>
</tr>
<tr>
<td>OCCP 5142 (15576)</td>
<td>Theories and Perspectives in Community Practice</td>
</tr>
<tr>
<td>OOE61A</td>
<td>Existing Faculty and other electives</td>
</tr>
</tbody>
</table>

### B. 15G61B Topics in Research

<table>
<thead>
<tr>
<th>Unit code (old code)</th>
<th>Unit name</th>
</tr>
</thead>
<tbody>
<tr>
<td>OCCP 5064 (15501)</td>
<td>Single Systems Research Design &amp; Evaluation Methods</td>
</tr>
<tr>
<td>OCCP 5068 (15506)</td>
<td>Program Evaluation</td>
</tr>
<tr>
<td>OCCP 5100 (15449X)</td>
<td>Research &amp; Inquiry in Professional Practice</td>
</tr>
<tr>
<td>OCCP 6008 (15502)</td>
<td>Research Methods &amp; Design for Therapists</td>
</tr>
<tr>
<td>OOE61A</td>
<td>Existing Faculty and other electives</td>
</tr>
</tbody>
</table>

### C. 15G12A/15G12B/15G24B Professional Practice Topics

Professional Practice Topics are divided into four broad topic areas:

- Topics in Assessment
- Topics in Service Delivery
- Topics in Enhancing Human Occupation
- Inquiry Topics/Projects.

Participants are required to complete a minimum of 36 credit points from Professional Practice Topics but there are no minimum credit requirements from these four broad topic areas.
Master of Occupational Therapy

The Master of Occupational Therapy is an entry level or professional master’s degree offered to applicants who have completed a relevant undergraduate degree. The course is designed to prepare graduates to work as occupational therapists with specific emphasis on the theoretical underpinnings of occupational therapy practice, management theory and practice, knowledge of the health system and health professional roles, and some evaluation/research skill development.

Admission requirements

To qualify for admission applicants shall:

i) Possess a relevant undergraduate degree (except a degree in occupational therapy) from an institution recognised by the University of Sydney. Relevance implies that at least 40 percent of the content of the applicant's undergraduate degree shall be relevant to the field of occupational therapy; and

ii) Have achieved at least a credit grade average in their undergraduate degree; For applicants whose undergraduate degree has less than 40 percent relevant content, entry may be possible through successful completion of undergraduate units in areas of relevance.

Course outline

The Course Outline for the Master of Occupational Therapy is presented in Table 15.4

<table>
<thead>
<tr>
<th>Unit code</th>
<th>Unit name</th>
<th>Sem 1</th>
<th>Sem 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>OCCP 5074</td>
<td>Problem Identification 1</td>
<td>4</td>
<td>-</td>
</tr>
<tr>
<td>OCCP 5075</td>
<td>Problem Identification 2</td>
<td>-</td>
<td>4</td>
</tr>
<tr>
<td>OCCP 5076</td>
<td>Activity Analysis and Adaption 1</td>
<td>3</td>
<td>-</td>
</tr>
<tr>
<td>OCCP 5077</td>
<td>Activity Analysis and Adaption 2</td>
<td>-</td>
<td>3</td>
</tr>
<tr>
<td>OCCP 5078</td>
<td>Occupational Therapy Intervention 1</td>
<td>4</td>
<td>-</td>
</tr>
<tr>
<td>OCCP 5079</td>
<td>Occupational Therapy Intervention 2</td>
<td>-</td>
<td>4</td>
</tr>
<tr>
<td>OCCP 5080</td>
<td>Evaluation and Research 1</td>
<td>3</td>
<td>-</td>
</tr>
<tr>
<td>OCCP 5081</td>
<td>Evaluation and Research 2</td>
<td>-</td>
<td>3</td>
</tr>
<tr>
<td>OCCP 5082</td>
<td>Professional Management 1</td>
<td>3</td>
<td>-</td>
</tr>
<tr>
<td>OCCP 5083</td>
<td>Professional Management 2</td>
<td>-</td>
<td>3</td>
</tr>
<tr>
<td>OCCP 5084</td>
<td>Professional Presentation 1</td>
<td>3</td>
<td>-</td>
</tr>
<tr>
<td>OCCP 5085</td>
<td>Professional Presentation 2</td>
<td>-</td>
<td>3</td>
</tr>
<tr>
<td>Elective 1</td>
<td></td>
<td>4</td>
<td>-</td>
</tr>
<tr>
<td>Elective 2</td>
<td></td>
<td>-</td>
<td>4</td>
</tr>
</tbody>
</table>

Stage total (48 credit points for Year 1) 24 24

<table>
<thead>
<tr>
<th>Unit code</th>
<th>Unit name</th>
<th>Sem 1</th>
<th>Sem 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>OCCP 5086</td>
<td>Problem Identification in Practice 1</td>
<td>4</td>
<td>-</td>
</tr>
<tr>
<td>OCCP 5087</td>
<td>Problem Identification in Practice 2</td>
<td>-</td>
<td>4</td>
</tr>
<tr>
<td>OCCP 5088</td>
<td>Activity Analysis and Adaption in the Field 1</td>
<td>2</td>
<td>-</td>
</tr>
<tr>
<td>OCCP 5089</td>
<td>Activity Analysis and Adaption in the Field 2</td>
<td>-</td>
<td>2</td>
</tr>
<tr>
<td>OCCP 5090</td>
<td>Occupational Therapy Intervention in Practice 1</td>
<td>4</td>
<td>-</td>
</tr>
<tr>
<td>OCCP 5091</td>
<td>Occupational Therapy Intervention in Practice 2</td>
<td>-</td>
<td>4</td>
</tr>
<tr>
<td>OCCP 5092</td>
<td>Evaluation and Research in the Field 1</td>
<td>4</td>
<td>-</td>
</tr>
<tr>
<td>OCCP 5093</td>
<td>Evaluation and Research in the Field 2</td>
<td>-</td>
<td>4</td>
</tr>
<tr>
<td>OCCP 5094</td>
<td>Professional Management in Practice 1</td>
<td>3</td>
<td>-</td>
</tr>
<tr>
<td>OCCP 5095</td>
<td>Professional Management in Practice 2</td>
<td>-</td>
<td>3</td>
</tr>
<tr>
<td>OCCP 5096</td>
<td>Professional Presentation in Practice 1</td>
<td>3</td>
<td>-</td>
</tr>
<tr>
<td>OCCP 5097</td>
<td>Professional Presentation in Practice 2</td>
<td>-</td>
<td>3</td>
</tr>
<tr>
<td>Electives 1</td>
<td></td>
<td>4</td>
<td>-</td>
</tr>
<tr>
<td>Elective 4</td>
<td></td>
<td>-</td>
<td>4</td>
</tr>
</tbody>
</table>

Stage total (48 credit points for Year 2) 24 24

1. Electives taken may vary from 2 to 6 credit points each. These include the Elective Topic OCCP 5098 (15536). The total for electives taken across both years is 16 credit points.
Master of Applied Science  
(Occupational Therapy) by research

The Master of Applied Science (Occupational Therapy) by research has an applied research thesis format supplemented with a set of enabling components. The course is designed to provide opportunity for advanced study, critical evaluation, and research in specific areas of occupational therapy. The course may be completed full-time or part-time.

Admission requirements

1. Possess an award of Bachelor of Applied Science (Occupational Therapy) from Cumberland College of Health Sciences or The University of Sydney; or
2. Possess an award of Bachelor of Applied Science (Hons) in Occupational Therapy from The University of Sydney; or
3. Possess an award of Bachelor of Science with a major in Anatomy from The University of New South Wales, and a Graduate Diploma in Occupational Therapy from Cumberland College of Health Sciences; or
4. Possess an award of Master of Occupational Therapy from The University of Sydney; or
5. Possess such qualifications as are deemed equivalent to (1), (2) or (3); or
6. Submit such other evidence of general and/or professional qualifications as will satisfy the Faculty that the applicant possesses the educational preparation and capacity to pursue graduate studies; and
7. Have the equivalent of a minimum of one year full-time professional experience since graduation as an occupational therapist. Occupational therapists without these qualifications may be admitted to candidature for the MAppSc(OT) by Research degree by first enrolling in the MHlthSc(OT) by Coursework degree. Following completion of the equivalent of one semester of part-time enrolment, students may apply to transfer to candidature for the MAppSc(OT) by Research degree.

Course outline

The Course Outline for the Master of Applied Science (Occupational Therapy) by Research is presented in Table 15.5.

Table 15.5: Master of Applied Science (Occupational Therapy) by Research

<table>
<thead>
<tr>
<th>Course code 1512: Special Program (for Master's Qualifying Students)</th>
<th>Unit name</th>
<th>Sem 1</th>
<th>Sem 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enabling units of study are normally required of all students enrolled in OCCP 6010 (15602A) Research Thesis A /OCCP 6011 (15602B) Research Thesis B. These enabling units provide the basis for students to undertake advanced study in specific areas of occupational therapy, and are negotiated with the candidate's supervisor.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full-time mode</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 1 (and subsequent years)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>OCCP 6010 (15602A)</td>
<td>Research Thesis</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>OCCP 6011 (15602B)</td>
<td>Research Thesis</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Part-time mode</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 1 (and subsequent years)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>OCCP 6010 (15602A)</td>
<td>Research Thesis</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>OCCP 6011 (15602B)</td>
<td>Research Thesis</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>
BACH 5070 Family and Caring in the Community
Old code 25252/25252N. 6 credit points. Assoc. Prof. Gwynneth Llewellyn, (02) 9351 9373 and Dr Rosemary Cant, (02) 9351 9560.
**Semester:** 2. **Classes:** On campus and off campus block mode.
**Assessment:** Contribution to tutorials and group work and an individual final report.

This unit of study examines family and community care within the context of social, economic and political processes and structures. The social basis of community care is considered together with an analysis based on a systems approach to understanding family processes when caring work is extensive. The ecological approach locates these families within their social contexts. Particular emphasis is placed on five related questions: why family caring and why now? How is such care distributed? What is policy doing to support carers? How can useful questions be framed about carers’ needs and circumstances? And how can health professionals support families in ways which are conducive to the provision of reliable and effective family community care? The nature of community and aspects of Australian community studies relevant to issues of care are considered. Students are encouraged to pursue issues of family and community care in fields of interest encompassing the elderly, families with children with a disability, disabled adolescents and in the mental health area.

OCCP 5021 Inquiry Project
Old code 15444.12 credit points. Ms Ruth Beltran, (02) 9351 9295.
**Semester:** 1, 2. **Classes:** on-campus/off-campus, flexible mode.
**Assessment:** 12,000 words written work.

The purpose of this unit is to synthesise postgraduate learning during tutorial sessions as well as practice utilising tools to improve the performance of occupational tasks by people whose occupational performance has been compromised during the developmental period. Students will examine the biomechanics of the upper limb and the pathomechanics that occur as a result of developmental disability. Principles of orthotic design and fabrication will be examined relative to upper limb problems found in people with a developmental disability. Students will learn to design, fabricate and evaluate orthotic systems which promote the occupational performance of people for whom they are currently providing occupational therapy services. Learning experiences include seminars, problem solving around case studies, videotape analysis of students using tools.

OCCP 5033 Managing Occupational Therapy Services
Old code 15459.6 credit points. Mr Philip Chan. **Semester:** 1, 2.
**Assumed knowledge:** Managerial functions of an OT Department.
**Assessment:** Continuous assessment.

This unit provides students with opportunity to analyze theories of organizational power distribution and decision-making, and to review current managerial theories and techniques which can be applied to the planning, organizing, staffing, leading and assuring quality of occupational therapy services. There will be mini-lectures given by the lecturer at the beginning and conclusion of this unit. Students are required to conduct seminars on chosen topics, and to lead discussion afterwards to relate theory to relevant managerial practice.

OCCP 5043 Upper Limb Orthotic Systems
Old code 15475.6 credit points. Ms Judy Ranka. (02) 9351 9207.
**Semester:** 1, 2. **Classes:** On campus block mode 4 x days.
**Prerequisite:** Undergraduate Occupational Therapy Degree.
**Assessment:** Assignment.

This unit of study explores the use of upper limb orthotic systems to improve the performance of occupational tasks by people whose performance has been compromised during the developmental period. Students will examine the biomechanics of the upper limb and the pathomechanics that occur as a result of developmental disability. Principles of orthotic design and fabrication will be examined relative to upper limb problems found in people with a developmental disability. Students will learn to design, fabricate and evaluate orthotic systems which promote the occupational performance of people for whom they are currently providing occupational therapy services. Learning experiences include seminars, problem solving around case studies, videotape analysis of occupational performance problems and analysis of orthotic systems designed by students.

OCCP 5051 Environmental Measurement
Old code 15488X. 6 credit points. Ms Catherine Bridge. **Semester:** 1, 2.
This unit of study examines formal and informal tools that have been developed to evaluate the impact of the built environment for persons with disabilities. These tools include checklist and post occupancy evaluation protocols. In addition students will develop skill in correct use and practice with retractable measures, builders levels, stud finders, light meters, and load measures. This will be achieved through practice utilising tools during tutorial sessions as well as practice using tools to evaluate buildings within their community. Students will examine the theoretical base, underlying assumptions, strengths, limitations and suitability for use in assessing the built environment. Learning experiences include seminars, tutorials, and videotaped analysis of students using tools.

OCCP 5053 Foundations for Modifications in Public and Private Buildings
Old code 15490.6 credit points. Catherine Bridge. **Semester:** 1, 2.
This unit of study examines the expertise that can be acquired via application and interpretation of regulatory standards. Material to be covered will include general principles for design of buildings to enhance access and mobility. Design standards will be examined in relation to their history, assumptions, applicability and research base. Material from America and England will be compared to the Australians Standards 1428 parts 1, 2, 3 and 4. Students will critically evaluate the appropriate application of standards in eliminating access barriers. Learning experiences include seminars, and will include problem solving around client cases.

OCCP 5054 Communication with builders, architects and tradesperson
Old code 15491.6 credit points. Catherine Bridge. **Semester:** 1, 2.
This unit of study explores uniform building terminology and how to decode and package information to facilitate the understanding of the various stakeholders involved. Various models of communication will be explored with emphasis on how to work with others and how to put together building specifications in terms of timing and level of detail. Students will learn what is necessary in terms of informed consent, product liability and legal report writing. Students will explore types of documentation and then audit environmental modification reports within their workplace in terms of best practice. Learning experiences include seminars, problem solving around client cases, videotape analysis of communication sessions and audits of environmental modification reports.

OCCP 5055 Drafting using CAD packages
Old code 15492.6 credit points. Catherine Bridge. **Semester:** 1, 2.
This unit of study focuses on occupational therapy skills in representing changes to the built environment using drawing techniques. Students will examine various computer aided drafting (CAD) packages which can be used to simplify and facilitate representation of problems and potential solutions in building design. Students will learn how to critically select and operate CAD software to produce appropriate plan drawings and front and side elevations. Learning experiences include tutorials, case presentations and problem solving tutorials using CAD software.

OCCP 5064 Single System Research Design and Evaluation Methods
Old code 15501.6 credit points. Dr Chris Chapparo. **Assessment:** continuous.

The purpose of this unit is to explore the application of systematic research and evaluation methods through single system design. Students will have the opportunity to design a single system project which is appropriate to their work setting. In doing this, the following will be covered: comparison of traditional and single system research methods; measurement and recording procedures associated with single system designs; basic and advanced designs for single systems evaluation and research; and visual and statistical analysis of single system data.

OCCP 5068 Program Evaluation
Old code 15508.6 credit points. Dr Chris Chapparo. **Semester:** 1, 2.
**Classes:** on-campus Block mode. **Assessment:** continuous assessment.

This unit is designed to introduce participants to many of the issues and practices in evaluation of occupational therapy programs. The context will focus on exploration of issues in occupational therapy program evaluation; developing evaluation questions and design that are realistic within an occupational therapy work environment; examining and critiquing program evaluations that have been completed; application of program evaluation principles to various occupational therapy work environments and development of an evaluation proposal that is based on the evaluation needs of participants.

OCCP 5070 Selected Topics 1
Old code 15508.6 credit points. Ms Ruth Beltran’, (02) 9351 9295.
**Semester:** 1, 2. **Classes:** on-campus/off-campus, flexible mode.
**Assessment:** assignments.

This unit of study is designed to provide the student with the knowledge and skills necessary to upgrade or expand their clinical expertise in an identified area of practice. The unit of
Units of study

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study permits students to undertake approved courses of study off-campus. Enrolment in this unit of study will be contingent on the student being accepted for the course of study and meeting all costs, providing documentation on the course of study prior to enrolment so that the School can determine whether or not to approve such an enrolment and on the students documented completion of the course. This unit of study is coordinated by the graduate adviser who will consider enrolment in this unit of study on a case-by-case basis.

OCCP 5071 Selected Topics 2
Old code 15509.3 credit points. Ms Ruth Beltran, (02) 9351 9295.


Assessment: assignments.

This unit of study is designed to provide the student with the knowledge and skills necessary to upgrade or expand their clinical expertise in an identified area of practice. The unit of study permits students to undertake approved courses of study off-campus. Enrolment in this unit of study will be contingent on the student being accepted for the course of study and meeting all costs, providing documentation on the course of study prior to enrolment so that the School can determine whether or not to approve such an enrolment and on the students documented completion of the course. This unit of study is coordinated by the graduate adviser who will consider enrolment in this unit of study on a case-by-case basis.

OCCP 5074 Problem Identification 1
Old code 15512.4 credit points. Mr Hal Davey, (02) 9351 9395.


Students will learn to identify client problems as the clients see them and from different theoretical perspectives. Students will acquire the skills necessary to interview clients, assess their abilities and limitations in performing the daily activities which are appropriate to client roles, determine the extent of the mismatch between what clients would like to do and what they can do. Students will learn to identify problems with a range of clients including individuals, families, small groups, organisations and communities, with the focus being the consumer (client) perspectives of problems. Students will learn to determine the appropriateness of, and select from a variety of assessment methods including interviews, clinical observation, standardised and non-standardised assessments, and environmental evaluations. They will learn to clearly articulate the conceptual foundation and rationale for their choices.

Practical: A three week fieldwork placement contributes to units of study in semester 1

Textbooks
Not prescribed for unit of study

OCCP 5075 Problem Identification 2
Old code 15513.4 credit points. Mr Hal Davey, (02) 9351 9395.

Semester: 2. Classes: 3 hours/week on campus. Assessment: assignments.

Students will learn to identify client problems as the clients see them and from different theoretical perspectives. Students will acquire the skills necessary to interview clients, assess their abilities and limitations in performing the daily activities which are appropriate to client roles, determine the extent of the mismatch between what clients would like to do and what they can do. Students will learn to identify problems with a range of clients including individuals, families, small groups, organisations and communities, with the focus being the consumer (client) perspectives of problems. Students will learn to determine the appropriateness of, and select from a variety of assessment methods including interviews, clinical observation, standardised and non-standardised assessments, and environmental evaluations. They will learn to clearly articulate the conceptual foundation and rationale for their choices.

Practical: A three week fieldwork placement contributes to units of study in semester 1

Textbooks
Not prescribed for unit of study

OCCP 5076 Activity Analysis and Adaption 1
Old code 15514.3 credit points. Mr Hal Davey, (02) 9351 9395.


Students will learn to analyse and adapt daily activities from different theoretical perspectives appropriate to client roles, including the biocognitive and psycho-socio-cultural factors which underpin the ability to perform the activities. The students will also consider the client contexts and the impact these have on their roles and activity performance.

Practical: A three week fieldwork placement contributes to all units of study in semester 1

Textbooks
Not prescribed for unit of study

OCCP 5077 Activity Analysis and Adaption 2
Old code 15515.3 credit points. Mr Hal Davey, (02) 9351 9395.

Semester: 2. Classes: 3 hours/week on campus. Assessment: assignments.

Students will learn to analyse and adapt daily activities from different theoretical perspectives appropriate to client roles, including the biocognitive and psycho-socio-cultural factors which underpin the ability to perform the activities. The students will also consider the client contexts and the impact these have on their roles and activity performance.

Textbooks
Not prescribed for unit of study

OCCP 5078 Occupational Therapy Intervention 1
Old code 15516.4 credit points. Mr Hal Davey, (02) 9351 9385.


Students will learn to implement occupational therapy interventions from different theoretical perspectives and clearly articulate the rationale for their choices. This will include the processes of goal setting with clients, considering a range of interventions drawing on their ability to analyse and adapt activities, selecting an intervention based on client priorities, and implementing the intervention. A wide range of possible intervention strategies will be considered throughout the course including individual activities, group work, prescription of assistive devices and use of technology, modification of the environment and work practices, education and counselling.

Practical: A three week fieldwork placement contributes to all units of study in semester 1

Textbooks
Not prescribed for unit of study

OCCP 5079 Occupational Therapy Intervention 2
Old code 15517.4 credit points. Mr Hav Davey. Semester: 2. Classes: 3 hours/week on campus. Assessment: assignments.

Students will learn to implement occupational therapy interventions from different theoretical perspectives and clearly articulate the rationale for their choices. This will include the processes of goal setting with clients, considering a range of interventions drawing on their ability to analyse and adapt activities, selecting an intervention based on client priorities, and implementing the intervention. A wide range of possible intervention strategies will be considered throughout the course including individual activities, group work, prescription of assistive devices and use of technology, modification of the environment and work practices, education and counselling.

Practical: A three week fieldwork placement contributes to all units of study in semester 1

Textbooks
Not prescribed for unit of study

OCCP 5080 Evaluation and Research 1
Old code 15518.3 credit points. Mr Hal Davey, (02) 9351 9395.


Students will learn to evaluate their practice critically and reflectively. They will learn to evaluate and select appropriately from a range of program evaluation methods. They will also learn to be critical consumers of research. Students will develop a preliminary evaluation/research project proposal.

Practical: A three week fieldwork placement contributes to all units of study in semester 1

Textbooks
Not prescribed for unit of study

OCCP 5081 Evaluation and Research 2
Old code 15519.3 credit points. Mr Hal Davey, (02) 9351 9395.


Students will learn to evaluate their practice critically and reflectively. They will learn to evaluate and select appropriately from a range of program evaluation methods. They will also learn to be critical consumers of research. Students will develop a preliminary evaluation/research project proposal.

Textbooks
Not prescribed for unit of study

OCCP 5082 Professional Management 1
Old code 15520.3 credit points. Mr Hal Davey, (02) 9351 9395.

Students will learn to use a range of strategies to maximise their ability to manage and work competently within a variety of work contexts. Among other things students will critically explore the issues of ethical occupational therapy practice, self-management and management of an occupational therapy department, the broader political and social contexts in which they work including the team, the organisation and the health/welfare system. They will also build on their abilities related to university genetic attributes in this unit.

Practical: A three week fieldwork placement contributes to all units of study in semester 1

Textbooks
Not prescribed for unit of study

OCCP 5083 Professional Management 2
Old code 15521.3 credit points. Mr Hal Davey, (02) 9351 9395.
Semester: 2. Classes: 3 hours/week on campus. Assessment: assignments.

Students will learn to use a range of strategies to maximise their ability to manage and work competently within a variety of work contexts. Among other things students will critically explore the issues of ethical occupational therapy practice, self-management and management of an occupational therapy department, the broader political and social contexts in which they work including the team, the organisation and the health/welfare system. They will also build on their abilities related to university genetic attributes in this unit.

Practical: A three week fieldwork placement contributes to all units of study in semester 1

Textbooks
Not prescribed for unit of study

OCCP 5084 Professional Presentation 1
Old code 15522.3 credit points. Mr Hal Davey, (02) 9351 9395.
Semester: 2. Classes: 3 hours/week on campus. Assessment: assignments.

Students will explore many aspects of presenting both themselves and their ideas as members of the occupational therapy and broader professional community. Areas covered will include appropriate documentation of client outcomes, verbal and written presentation skills appropriate for presenting their ideas and work to their colleagues, clients, other health professionals and students. Emphasis will be placed on the ability to critically articulate the theoretical and practice rationale that underpins occupational therapy practice.

Practical: A three week fieldwork placement contributes to all units of study in semester 1

Textbooks
Not prescribed for unit of study

OCCP 5085 Professional Presentation 2
Old code 15522.3 credit points. Mr Hal Davey, (02) 9351 9395.
Semester: 2. Classes: 3 hours/week on campus. Assessment: assignments.

Students will explore many aspects of presenting both themselves and their ideas as members of the occupational therapy and broader professional community. Areas covered will include appropriate documentation of client outcomes, verbal and written presentation skills appropriate for presenting their ideas and work to their colleagues, clients, other health professionals and students. Emphasis will be placed on the ability to critically articulate the theoretical and practice rationale that underpins occupational therapy practice.

Practical: A three week fieldwork placement contributes to all units of study in semester 1

Textbooks
Not prescribed for unit of study

OCCP 5086 Problem Identification in Practice 1
Old code 15524.4 credit points. Mr Hal Davey, (02) 9351 9395.

Students will continue to develop their skills in problem identification. Students will continue this development largely in fieldwork settings. Their case based learning will continue using problems and issues reflected in the fieldwork setting. Emphasis will be placed on exploring conceptual issues which underpin problem identification in practice.

Practical: Performance in the field (6 weeks) contributes to all units of study in semester 1

Textbooks
Not prescribed for unit of study

OCCP 5087 Problem Identification in Practice 2
Old code 15525.4 credit points. Mr Hal Davey, (02) 9351 9395.
Semester: 2. Classes: 1 hour/week on campus. Assessment: assignments, performance in the field, final examinations.

Students will continue to develop their skills in problem identification. Students will continue this development largely in fieldwork settings. Their case based learning will continue using problems and issues reflected in the fieldwork setting. Emphasis will be placed on exploring conceptual issues which underpin problem identification in practice.

Practical: Performance in the field (6 weeks) contributes to all units of study in semester 1

Textbooks
Not prescribed for unit of study

OCCP 5088 Activity Analysis and Adaption in the Field 1
Old code 15526.2 credit points. Mr Hal Davey, (02) 9351 9395.

Students will apply their theoretical and practical knowledge of activity analysis and adaption in the fieldwork setting. Students will be applying what they have learnt during the first year of this unit in to other units and in to their occupational therapy assessment tasks used in the fieldwork setting. Emphasis will be placed on exploring conceptual issues which underpin practice in activity analysis and adaption.

Practical: Performance in the field (6 weeks) contributes to all units of study in semester 1

Textbooks
Not prescribed for unit of study

OCCP 5089 Activity Analysis and Adaption in the Field 2
Old code 15527.2 credit points. Mr Hal Davey, (02) 9351 9395.
Semester: 2. Classes: 1 hour/week on campus. Assessment: assignments, performance in the field, final examinations.

Students will apply their theoretical and practical knowledge of activity analysis and adaption in the fieldwork setting. Students will be applying what they have learnt during the first year of this unit in to other units and in to their occupational therapy assessment tasks used in the fieldwork setting. Emphasis will be placed on exploring conceptual issues which underpin practice in activity analysis and adaption.

Practical: Performance in the field (16 weeks including inter-semester recess) contributes to all units of study in semester 2

Textbooks
Not prescribed for unit of study

OCCP 5090 Occupational Therapy Intervention in Practice 1
Old code 15528.4 credit points. Mr Hal Davey, (02) 9351 9395.

Students will continue to develop their theory base and skills in occupational therapy intervention. They will continue this development largely in fieldwork settings using case based learning, problems and issues which arise in the fieldwork setting. The emphasis for this unit will be the conceptual issues which underpin occupational therapy practice as well as implementation of practice.

Practical: Performance in the field (6 weeks) contributes to all units of study in semester 1

Textbooks
Not prescribed for unit of study

OCCP 5091 Occupational Therapy Intervention in Practice 2
Old code 15529.4 credit points. Mr Hal Davey, (02) 9351 9395.
Semester: 2. Classes: 1 hour/week on campus. Assessment: assignments, performance in the field, final examinations.

Students will continue to develop their theory base and skills in occupational therapy intervention. They will continue this development largely in fieldwork settings using case based learning, problems and issues which arise in the fieldwork setting. The emphasis for this unit will be the conceptual issues which underpin occupational therapy practice as well as implementation of practice.

Practical: Performance in the field (16 weeks including inter-semester recess) contributes to all units of study in semester 2

Textbooks
Not prescribed for unit of study

OCCP 5092 Evaluation Research in the Field 1
Old code 15530.4 credit points. Mr Hal Davey, (02) 9351 9395.
All students will conduct and document an evaluation project under the supervision of an academic and clinical adviser, using knowledge from the first year of this unit to underpin their work. For most students this project will be conducted in a fieldwork setting.

**Practical:** Performance in the field (6 weeks) contributes to all units of study in semester 1

**Textbooks**
Not prescribed for unit of study

**OCCP 5093 Evaluation Research in the Field 2**
Old code 15531.4 credit points. Mr Hal Davey, (02) 9351 9395.
**Semester:** 2. **Classes:** 1 hour/week on campus. **Assessment:** assignments, performance in the field.
All students will conduct and document an evaluation project under the supervision of an academic and clinical adviser, using knowledge from the first year of this unit to underpin their work. For most students this project will be conducted in a fieldwork setting.

**Practical:** Performance in the field (16 weeks including inter-semester recess) contributes to all units of study in semester 2

**Textbooks**
Not prescribed for unit of study

**OCCP 5094 Professional Management in Practice 1**
Old code 15533.3 credit points. Mr Hal Davey, (02) 9351 9395.
**Semester:** 1. **Classes:** 2 hours/week for 6 weeks on campus. **Assessment:** assignments, performance in the field.
Students will continue to develop their theory base and skills in professional management, with fieldwork providing practice opportunities to build on first year in this unit. Their case based learning will continue using theoretical analysis of problems which arise in the fieldwork setting, with a focus on the caseload, the health care team and the organisational context.

**Practical:** Performance in the field (6 weeks) contributes to all units of study in semester 1

**Textbooks**
Not prescribed for unit of study

**OCCP 5095 Professional Management in Practice 2**
Old code 15533.3 credit points. Mr Hal Davey, (02) 9351 9395.
**Semester:** 2. **Classes:** 1 hour/week on campus. **Assessment:** assignment, performance in the field.
Students will continue to develop their theory base and skills in professional management, with fieldwork providing practice opportunities to build on first year in this unit. Their case based learning will continue using theoretical analysis of problems which arise in the fieldwork setting, with a focus on the caseload, the health care team and the organisational context.

**Practical:** Performance in the field (16 weeks including inter-semester recess) contributes to all units of study in semester 2

**Textbooks**
Not prescribed for unit of study

**OCCP 5096 Professional Presentation in Practice 1**
Old code 15533.3 credit points. Mr Hal Davey, (02) 9351 9395.
**Semester:** 1. **Classes:** 2 hours/week on campus. **Assessment:** assignment, performance in the field.
Students will continue to develop their theory base and skills in professional management, with fieldwork providing practice opportunities to build on first year in this unit. Their case based learning will continue using theoretical analysis of problems which arise in the fieldwork setting, with a focus on the caseload, the health care team and the organisational context.

**Practical:** Performance in the field (6 weeks) contributes to all units of study in semester 1

**Textbooks**
Not prescribed for unit of study

**OCCP 5097 Professional Presentation in Practice 2**
Old code 15533.3 credit points. Mr Hal Davey, (02) 9351 9395.
**Semester:** 2. **Classes:** 1 hour/week on campus. **Assessment:** assignments, performance in the field.
Students will continue to develop their professional presentation skills and apply them in fieldwork settings. They will be supported to prepare and present the results of their evaluation project in professional forums.

**Practical:** Performance in the field (16 weeks including inter-semester recess) contributes to all units of study in semester 2

**Textbooks**
Not prescribed for unit of study

**OCCP 5098 Research and Inquiry in Professional Practice**
Old code 15446X.6 credit points. Dr Maureen Fitzgerald. **Semester:** 2. **Classes:** Off-campus mode and on campus 2 hours/week. Web supported group discussion Group work. **Assessment:** assignments.

The purpose of this unit is for students to investigate issues in applied research and evaluation in professional practice. The unit addresses historical and contemporary perspectives on research; common problems for research, inquiry, and evaluation in clinical and other settings; and evaluation and research knowledge and procedures appropriate for professional practice.

**Textbooks**

**OCCP 5104 Understanding Health Science Theory**
Old code 15538.3 credit points. Ms Ruth Beitran, (02) 9351 9295.
**Semester:** 1. **Classes:** On campus and external/distance mode. **Assessment:** assignment.
The purpose of this unit of study is for students to investigate theoretical and practice issues that impact on knowledge development and practice in the health professions. Epistemological orientation to practice, conceptual and theoretical structures, and framework for theory description, analysis, and critique will be explored. The student will develop an enhanced understanding of theory as a framework for practice and research and will develop an enhanced ability to critically appraise theoretical frameworks and conceptual models relevant to the health sciences/professions. This unit is a prerequisite for OCCPS5105 (15539), OCCPS5106 (15540), OCCPS5107 (15541), OCCPS5108 (15542).

**OCCP 5105 Theory Application 1**
Old code 15539.3 credit points. Mr Hal Davey, (02) 9351 9295.
**Semester:** 1, 2. **Classes:** flexible mode. **Assessment:** assignment, examination.
The purpose of this unit of study is for students to engage in an in-depth exploration of a particular theoretical framework or conceptual model and examine its application and impact on research, practice, education, administration, and other relevant areas. Example of such theoretical frameworks include Sensory Integration, Environmental Theory, Role Theory, Occupational Performance Model (Australia), Community Development, and other theoretical information developed within related disciplines or related areas of study.

**OCCP 5106 Theory Application 2**
Old code 15540.3 credit points. Ms Ruth Beitran, (02) 9351 9295.
**Semester:** 1, 2. **Classes:** flexible mode. **Assessment:** assignment, examination.
The purpose of this unit of study is for students to engage in an in-depth exploration of a particular theoretical framework or conceptual model and examine its application and impact on research, practice, education, administration, and other relevant areas. Example of such theoretical frameworks include Sensory Integration, Environmental Theory, Role Theory, Occupational Performance Model (Australia), Community Development, and other theoretical information developed within related disciplines or related areas of study.

**OCCP 5107 Theory Application 3**
Old code 15541.3 credit points. Ms Ruth Beitran, (02) 9351 9295.
**Semester:** 1, 2. **Classes:** flexible mode. **Assessment:** assignment, examination.
The purpose of this unit of study is for students to engage in an in-depth exploration of a particular theoretical framework or conceptual model and examine its application and impact on research, practice, education, administration, and other relevant areas. Example of such theoretical frameworks include Sensory Integration, Environmental Theory, Role Theory, Occupational Performance Model (Australia), Community Development, and other theoretical information developed within related disciplines or related areas of study.

**OCCP 5108 Theory Application 4**
Old code 15542.3 credit points. Ms Ruth Beitran, (02) 9351 9295.
**Semester:** 1, 2. **Classes:** flexible mode. **Assessment:** assignment, examination.
The purpose of this unit of study is for students to engage in an in-depth exploration of a particular theoretical framework or conceptual model and examine its application and impact on research, practice, education, administration, and other relevant areas. Example of such theoretical frameworks include Sensory Integration, Environmental Theory, Role Theory, Occupational Performance Model (Australia), Community Development, and other theoretical information developed within related disciplines or related areas of study.
OCCP 5109  Assessment Principles
Old code 15543.3 credit points. Ms Catherine Bridge. Semester: 1, 2.
Classes: flexible mode of delivery. Assessment: assignments and/or examinations.

This unit of study explores the general principles governing the use of informal and formal assessment methods used in the health sciences. Discussion topics will include norm-referenced versus criterion referenced instruments, instrument development, validity, reliability, instrument selection, use of instruments for clinical and research purposes. This unit is a prerequisite for OCCP 5110 (15544), OCCP 5111 (15545), OCCP 5112 (15546), OCCP 5113 (15547).

Textbooks
List of core references available
OCCP 5110 Tests and Measures of Human Behaviour 1
Old code 15544.3 credit points. Ms Ruth Beltran, (02) 9351 9295.

The purpose of this unit of study is to examine current instruments developed for use in various areas of occupational therapy practice. Students will choose one mode of assessment and study its theoretical base, assumptions, development, strengths, limitations and suitability for use with clients. Students will develop skill in test mechanics and interpretation of results of the chosen assessment mode through practice and use within their workplace.

Textbooks
List of core references available
OCCP 5111 Tests and Measures of Human Behaviour 2
Old code 15545.3 credit points. Ms Ruth Beltran, (02) 9351 9295.

The purpose of this unit of study is to examine current instruments developed for use in various areas of occupational therapy practice. Students will choose one mode of assessment and study its theoretical base, assumptions, development, strengths, limitations and suitability for use with clients. Students will develop skill in test mechanics and interpretation of results of the chosen assessment mode through practice and use within their workplace.

Textbooks
List of core references available
OCCP 5112 Tests and Measures of Human Behaviour 3
Old code 15546.3 credit points. Ms Ruth Beltran, (02) 9351 9295.

The purpose of this unit of study is to examine current instruments developed for use in various areas of occupational therapy practice. Students will choose one mode of assessment and study its theoretical base, assumptions, development, strengths, limitations and suitability for use with clients. Students will develop skill in test mechanics and interpretation of results of the chosen assessment mode through practice and use within their workplace.

Textbooks
List of core references available
OCCP 5113 Tests and Measures of Human Behaviour 4
Old code 15547.3 credit points. Ms Ruth Beltran, (02) 9351 9295.

The purpose of this unit of study is to examine current instruments developed for use in various areas of occupational therapy practice. Students will choose one mode of assessment and study its theoretical base, assumptions, development, strengths, limitations and suitability for use with clients. Students will develop skill in test mechanics and interpretation of results of the chosen assessment mode through practice and use within their workplace.

Textbooks
List of core references available
OCCP 5114 Occupational Therapy in Service Delivery Systems
Old code 15548.3 credit points. Ms Ruth Beltran, (02) 9351 9295.

This module of study will give students the opportunity to explore how the structure and function of various institutional and community service delivery systems impact on the nature of occupational therapy practice. Specifically, sociopolitical, physical and historical dimensions of service delivery systems that currently utilise occupational therapy will be examined and related to the types of occupational therapy services that have evolved, including direct intervention, consultation, transdisciplinary and multidisciplinary team intervention, advocacy and education. Although this module focuses on occupational therapy in various service delivery systems, students from other disciplines will find this topic relevant. This unit is a prerequisite for OCCP 5115 (15549), OCCP 5116 (15550), OCCP 5117 (15551), OCCP 5118 (15552).

Textbooks
List of core references available
OCCP 5115 Implementation of Occupational Therapy in Service Delivery Systems 1
Old code 15549.3 credit points. Ms Ruth Beltran, (02) 9351 9295.

This module of study enables students to further explore the relationship between service delivery systems and implementation of occupational therapy. Students will identify one specific service delivery system, such as a hospital, nursing home, school, or community agency, and investigate the impact of aspects of the structure, function and philosophy of the service delivery system on specific occupational therapy programs within the system.

Textbooks
List of core references available
OCCP 5116 Implementation of Occupational Therapy in Service Delivery Systems 2
Old code 15550.3 credit points. Ms Ruth Beltran, (02) 9351 9295.

This module of study enables students to further explore the relationship between service delivery systems and implementation of occupational therapy. Students will identify one specific service delivery system, such as a hospital, nursing home, school, or community agency, and investigate the impact of aspects of the structure, function and philosophy of the service delivery system on specific occupational therapy programs within the system.

Textbooks
List of core references available
OCCP 5117 Implementation of Occupational Therapy in Service Delivery Systems 3
Old code 15551.3 credit points. Ms Ruth Beltran, (02) 9351 9295.

This module of study enables students to further explore the relationship between service delivery systems and implementation of occupational therapy. Students will identify one specific service delivery system, such as a hospital, nursing home, school, or community agency, and investigate the impact of aspects of the structure, function and philosophy of the service delivery system on specific occupational therapy programs within the system.

Textbooks
List of core references available
OCCP 5118 Implementation of Occupational Therapy in Service Delivery Systems 4
Old code 15552.3 credit points. Ms Ruth Beltran, (02) 9351 9295.

This module of study enables students to further explore the relationship between service delivery systems and implementation of occupational therapy. Students will identify one specific service delivery system, such as a hospital, nursing home, school, or community agency, and investigate the impact of aspects of the structure, function and philosophy of the service delivery system on specific occupational therapy programs within the system.

Textbooks
List of core references available
OCCP 5120 Community-based Practice in a Developed Country Context
Old code 15554.3 credit points. Ms Robyn Twible. Semester: 1, 2.
Students can apply theory to practice within the context of their work setting or community within a developed country. Students may utilise their current work setting as their primary area of study.

OCCP 5121 Community-based Practice in a Developing Country Context
Old code 15555.3 credit points. Ms Robyn Twible. Semester: 1, 2. Students have the opportunity to apply theory to practice with specific emphasis on issues relevant to a community(ies) in a developing country. Students will gain an awareness and understanding of the culture and traditions of community as well as the primary issues identified by community members in a developing country.

OCCP 5122 Advanced Communication Techniques
Old code 15556.6 credit points. Mr Philips Chan. (02) 9351 9202. Semester: Full year. Assumed knowledge: Basic communication theory and practice. Assessment: continuous assessment. This unit introduces students to a range of advanced communication techniques for the development of self, clients and significant others. Identification of own and others’ learning styles, conflict resolution, negotiation, neurolinguistic, and summarising techniques will be addressed, with specific reference to the cultural and social aspects of communication. Experiential learning, learner participation and groupwork are essential modes of learning in this unit.

OCCP 5123 Occupations in the Therapeutic Process
Old code 15557. 6 credit points. Ms Ruth Beltran. (02) 9351 9285. Semester: 1, 2. Classes: on-campus, flexible mode. Assessment: assignments. The purpose of this unit of study is to explore, understand, and apply a theory of practice called ‘Grounded Theory of Techniques for Occupational Story Telling and Occupational Story Making’ as developed by Clark, Ennevor, & Richardson (1996). These techniques will allow students to explore the process of realizing their conceptions of humans as occupational beings and to examine the role of occupations in the transformation of the self and developing peoples’ occupational community. This unit will build on basic counselling skills and competencies and will focus on the development of intervention strategies that will enhance their cultural competency. Cultural implications of assessment and treatment strategies used in occupational therapy will be explored.

OCCP 5124 Culture and Occupational Therapy
Old code 15558.6 credit points. Ms Ruth Beltran. (02) 9351 9285/Dr Maureen Fitzgerald. (02) 9351 9216. Semester: 2. Classes: on-campus, flexible mode. Assessment: assignments. This unit will examine the influence of culture in the practice of occupational therapy. Using cultural studies and situational analysis, students will examine how cultural factors impact on the decisions and actions of individuals and groups. Cultural issues will be examined from various theoretical perspectives. Students will explore the complexity of participating in cultural situations that will enhance their cultural competency. Cultural implications of assessment and treatment strategies used in occupational therapy will be explored.

OCCP 5125 Principles of Instruction
Old code 15559.3 credit points. Michelle Donnelly. Semester: by demand. Classes: 2 days of seminars and workshops 9:00am to 4:30pm. Assumed knowledge: Undergraduate degree/diploma in Occupational Therapy. Assessment: 3000 plan for instruction. This subject allows participants to design and implement instructional programs which address the fundamental functional learning needs of people with whom they work using advanced instruction theory. Participants will learn the process of the design, implementation, and evaluation of specific instructional learning needs in order to develop and apply individually tailored instructional strategies relevant to functional performance contexts with complementary data based evaluation tools.

OCCP 5126 Applied Systematic Instruction
Old code 15560.3 credit points. Ms Michelle Donnelly. (02) 9351 9208. Semester: by demand. Classes: By negotiation. Assumed knowledge: Undergraduate degree/diploma in Occupational Therapy. Prerequisite: Systematic instruction. Assessment: 3000 word report. Participants will design, implement and evaluate specific learning programs that address the functional learning needs of clients in their chosen areas of practice.

OCCP 5127 Enhancing Functional Reach
Old code 15561.3 credit points. Ms Judy Ranka, (02) 9351 9207. Semester: 1, 2. Classes: On campus - evenings x 3 hours/week. Prerequisite: Undergraduate Occupational Therapy degree. Assessment: assignment. This module examines the use of various physical guidance models to improve performance of occupational tasks by people whose reach is compromised by neurological or developmental disorder. Each model will be examined relative to its theoretical base, assumptions and application to the specific therapeutic instruction for reach. Students will select one specific physical guidance model and develop skill in the associated therapeutic instructional methods that enable adults or children to perform the reach patterns required by their occupational performance. This module is open to graduate occupational therapists only. Learning experiences include seminars, problem solving around case studies, and videotape analysis of students’ skill in their chosen model of physical guidance.

OCCP 5128 Enhancing Hand Function
Old code 15562.3 credit points. Ms Chris Chapparo. Semester: 1, 2. This module examines the use of various physical guidance models to improve performance of occupational tasks by people whose grasp and release has been compromised by neurological or developmental disorder. Each model will be examined relative to its theoretical base, assumptions and application to the specific therapeutic instruction for grasp and releasing objects. Students will select one specific physical guidance model and develop skill in the associated therapeutic instructional method to enable adults or children to perform grasping and releasing patterns that are required by their occupational performance. This module is open to graduate occupational therapists only. Learning experiences include seminars, problem solving around case studies, and videotape analysis of students’ skill in their chosen model of physical guidance.

OCCP 5129 Enhancing Trunk and Body Position for Function
Old code 15563.3 credit points. Semester: 1, 2. This module examines the use of various physical guidance models to improve performance of occupational tasks by people whose ability to assume and maintain upright body positions has been compromised by neurological or developmental disorder. Each model will be examined relative to its theoretical base, assumptions and application to the specific therapeutic instruction for functional body positioning. Students will select one specific physical guidance model and develop skill in the associated therapeutic instructional method to enable adults or children to assume and maintain upright functional positions that are required by their occupational performance. This module is open to graduate occupational therapists only. Learning experiences include seminars, problem solving around case studies, and videotape analysis of students’ skill in their chosen model of physical guidance.

OCCP 5130 Occupational Performance and the Inclusive Community
Old code 15564.3 credit points. Ms Michelle Donnelly. (02) 9351 9208. Semester: by demand. Classes: 2 days of seminars and workshops 9:00am to 4:30pm. Assumed knowledge: Undergraduate degree/diploma in Occupational Therapy. Assessment: 3000 word written report. In this unit participants will identify and analyse the philosophies, principles and practices which underpin functional performance in the inclusive community. This analysis will include an examination of the fundamental functional needs of people requiring support. Assessment of the provision of support services will be critically analysed in order to identify the extent to which identified fundamental needs are met. These topics will include the needs of people who are judged by others to have so-called 'high support needs' for a variety of reasons. Learning experiences will include experiential learning exercises, analysis of videotaped and audio-taped records of people receiving support. This unit is a prerequisite for OCCP 5131 (15565).

OCCP 5131 Supporting Inclusion
Old code 15565.3 credit points. Ms Michelle Donnelly. (02) 9351 9208. Semester: by demand. Classes: By negotiation. Assumed knowledge: Undergraduate degree/diploma in Occupational Therapy. Assessment: 3000 word report. In this subject participants will identify and understand the functional support needs of people in order to design, develop
and evaluate individually tailored supports in each aspect of daily living. Individualised support mechanisms relevant for promoting interdependent participation at school, at home, at work and other aspects of community life will be critically analysed. Analysis will include the impact of supports on promoting associational life, what is signified by the concept of community, safeguards and protective schemas and conflicting and parallel paradigms associated with the inclusive community. Topics will include but not be limited to a range of inclusive models of service delivery, transdisciplinary teams, family focused intervention, supported living and supported work.

Learning experiences will include seminars, experiential learning exercises, evaluations of videotaped material.

OCCP 5132 Inquiry Project
Old code 15566.12 credit points. Ms Ruth Beltran, (02) 9351 9295.
Semester: 1, 2. Classes: on-campus/off-campus, flexible mode. Assessment: 12,000 words written work. The purpose of this unit is to synthesise postgraduate learning into a substantive project. Students conduct and write up their project under supervision.

OCCP 5133 Inquiry Topics 1
Old code 15567.6 credit points. Ms Ruth Beltran, (02) 9351 9295.
These units of study provide the student with the opportunity to investigate an area relevant to theory, practice and professional interests in occupational therapy or related disciplines. The outcome of this inquiry topic is a comprehensive paper that may involve an extended literature analysis and critical review and exposition of a range of knowledge and practice issues.

OCCP 5134 Inquiry Topics 2
Old code 15568.6 credit points. Ms Ruth Beltran, (02) 9351 9295.
These units of study provide the student with the opportunity to investigate an area relevant to theory, practice and professional interests in occupational therapy or related disciplines. The outcome of this inquiry topic is a comprehensive paper that may involve an extended literature analysis and critical review and exposition of a range of knowledge and practice issues.

Practical: Depends on nature of topic

Textbooks
List of core references available

OCCP 5136 Dissertation
Old code 15570.12 credit points. Ms Ruth Beltran, (02) 9351 9295.
Semester: 1, 2. Classes: on-campus/off-campus. Prohibition: Normally a student doing a dissertation has already completed 48 credit points. Assessment: 12,000 words dissertation. The honours dissertation is an extra 12 credit points unit of study in addition to the 48 credit points required to complete the Master of Health Science (Occupational Therapy) course. It is recommended that students who are qualified to do honours and decided to do so should start developing their Literature Review within an Inquiry topic/Inquiry Project unit of study during the semester prior to the Honours semester which then leads on to the development of an Honours dissertation in the Honours year. It is stipulated in the School’s master’s coursework document that Honours Dissertation is ‘an opportunity to understand an advanced investigation in a topic or issue through the development of either a proposal for independent student research on that topic or a substantial paper that demonstrates the application of scholarly literature to a practical problem’.

OCCP 5137 Selected Topics 3
Old code 15571.3 credit points. Ms Ruth Beltran, (02) 9351 9295.

This unit of study is designed to provide the student with the knowledge and skills necessary to upgrade or expand their clinical expertise in an identified area of practice. The unit of study permits students to undertake approved courses of study off-campus. Enrolment in this unit of study will be contingent on the student being accepted for the course of study and meeting all costs, providing documentation on the course of study prior to enrolment so that the School can determine whether or not to approve such an enrolment and on the students documenting completion of the course. This unit of study is coordinated by the graduate adviser who will consider enrolment in this unit of study on a case-by-case basis.

OCCP 5138 Specialised Seating
Old code 15573.3 credit points. Ms Judy Ranka, (02) 9351 9207.
Semester: 1, 2. Classes: on-campus mode with independent study. This unit of study will cover the knowledge and skills required by occupational therapists to prescribe, evaluate and modify equipment that promotes performance of occupational tasks in various sitting positions. Students will integrate principles of ergonomics, biomechanics and design with principles of occupational performance to determine appropriate wheelchair and other seating options for children and adults whose physical function is compromised by neurological and/or musculoskeletal impairments. Learning experience will include lecture, practical application of concepts, exposure to a range of seating options and problem solving experiences.

OCCP 5139 Gerontology Occupational Therapy
Old code 15572.6 credit points. Ms Lindy Clemmon, (02) 9351 9372.
Semester: 2.
This elective will provide an opportunity to explore some issues within the area of aging and gerontology and occupational therapy. Students will have the opportunity of developing a topic of interest within these broader areas.

OCCP 5140 Politics and Power in the Workplace
Old code 15574.3 credit points. Dr Susan Griffin, (02) 9351 9377.

This unit of study provides the opportunity for students to examine a variety of theoretical perspectives on how power is developed and shared within work places. Students will examine various strategies for developing and maintaining influence in the workplace. A variety of workplace settings will be considered. Students will undertake an independent guided reading program for the 3 unit of study.

Textbooks

OCCP 5141 Politics and Power in the Workplace
Old code 15575.6 credit points. Dr Susan Griffin, (02) 9351 9377.
Semester: 2. Assessment: essay, reflective journal plus report of a workplace based project.

This unit of study provides the opportunity for students to examine a variety of theoretical perspectives on how power is developed and shared within work places. Students will examine various strategies for developing and maintaining influence in the workplace. A variety of workplace settings will be considered. Students will undertake an independent guided reading program for the 3 unit of study. Those enrolling in the 6 unit of study will do the reading program in greater depth in addition to a workplace project negotiated with the lecturer.

Textbooks

OCCP 5142 Theories and Perspectives in Community Practice
Old code 15576.6 credit points. Ms Ruth Beltran. Semester: 1. Classes: Flexible delivery supported by online and other resources. Available off-campus and off-shore. Assessment: Written paper- 3000 words 50% (Linked to OBU 6) synthesis theory, policy, population, specific discipline of student, promotion/communication contribution to online discussion on five modules responding to issues raised - 1800 words 30% Reflections on and evidence of learning 1200 words 20%.
This unit explores the theories and perspectives that underpin community practice in relation to community development and promotion of health and wellness and the implications for discipline specific theory and practice. Students will gain knowledge which will expand their understanding, involvement, and expertise in community practice.

**OCCP 5143 Driving Assessment and Training A**
Old code 15577X. 6 credit points. Ms Lynne Kay, Ms Anthea Rogers. Semester: 1, 2. Classes: Flexible, off-campus mode in a block of 2 weeks full-time (9am to 5pm). Prerequisite: Qualified Occupational Therapist. Assessment: Participants must pass or receive a passing mark for all pieces of assessment. Students can apply to be given an opportunity to resubmit any pieces of work that are not of passing standard.

These units of study are designed to provide the participant with the knowledge and skills necessary to complete comprehensive driving assessments and to design appropriate rehabilitation programs for clients with a variety of disabilities. Learning experiences include formal lectures, a variety of practicums (several with clients with disabilities), problem solving tutorials and student reading on: biomechanical, sensorimotor, cognitive and psychosocial aspects of driving, defensive driving techniques, road craft theory and application, vehicle prescription, modification prescription, off-road and on-road assessment methodology, design of driver rehabilitation programs, medico-legal issues and licensing policy and procedures. Successful completion of this course will qualify Occupational Therapists to be registered with the appropriate state licensing authorities as registered driving assessors. These units of study are open to occupational therapists with a preferred minimum of two years of clinical experience and a current driver’s licence.

**Textbooks**

**list of references**

**OCCP 5144 Driving Assessment and Training B**
Old code 15578X. 6 credit points. Ms Lynne Kay, Ms Anthea Rogers. Semester: 1, 2. Classes: Flexible, off-campus mode in a block of 2 weeks full-time (9am to 5pm). Prerequisite: Qualified Occupational Therapist. Assessment: Participants must pass or receive a passing mark for all pieces of assessment. Students can apply to be given an opportunity to resubmit any pieces of work that are not of passing standard.

These units of study are designed to provide the participant with the knowledge and skills necessary to complete comprehensive driving assessments and to design appropriate rehabilitation programs for clients with a variety of disabilities. Learning experiences include formal lectures, a variety of practicums (several with clients with disabilities), problem solving tutorials and student reading on: biomechanical, sensorimotor, cognitive and psychosocial aspects of driving, defensive driving techniques, road craft theory and application, vehicle prescription, modification prescription, off-road and on-road assessment methodology, design of driver rehabilitation programs, medico-legal issues and licensing policy and procedures. Successful completion of this course will qualify Occupational Therapists to be registered with the appropriate state licensing authorities as registered driving assessors. These units of study are open to occupational therapists with a preferred minimum of two years of clinical experience and a current driver’s licence.

**Textbooks**

**list of references**

**OCCP 6008 Research Design and Methods for Therapists**
Old code 15502.6 credit points. Dr Maureen Fitzgerald. Semester: 1, 2. Classes: on-campus, Group discussion, Group work. Assessment: assignments.

The purpose of this unit is to explore a variety of research designs, research methods, and related issues appropriate to applied research. The exploration will be accomplished through student led seminar discussions of selected readings and each student will develop a research proposal on a mode of their choice. Content will include such things as: an overview of appropriate research designs, strengths and weaknesses of a broad selection of designs and methods, reliability and validity, selection of a study population, research ethics, development of research statements and questions, proposal writing, and the use of computers and other technology in research.

**OCCP 6010 Research Thesis**
Old code 15602A. Semester: Full year.

In this unit of study, students will investigate a specialised area of interest in occupational therapy under approved supervision. This unit involves regular supervision sessions and students are normally required to undertake a program of advanced study in the following topic areas as enabling components of the research thesis.

- a) Topic in Theory
- b) Topic in Research
- c) Research Electives. Elective units must include at least one research methodology elective and one or more research electives or units relevant to the content area of the thesis to a total of at least 12 credit points.

**OCCP 6011 Research Thesis**
Old code 15602B. Semester: Full year.

In this unit of study, students will investigate a specialised area of interest in occupational therapy under approved supervision. This unit involves regular supervision sessions and students are normally required to undertake a program of advanced study in the following topic areas as enabling components of the research thesis.

- a) Topic in Theory
- b) Topic in Research
- c) Research Electives. Elective units must include at least one research methodology elective and one or more research electives or units relevant to the content area of the thesis to a total of at least 12 credit points.
Physiotherapy is a health profession which deals with the prevention, assessment and treatment of human movement disorders. Physiotherapy services are used in a wide variety of areas such as health care organisations, schools, private practices, community and workplace settings. The physiotherapy profession is committed to continued research into its fundamental concepts and activities and the evaluation of physiotherapy services to ensure the optimum quality of care for the community it serves. The profession is also committed to effective communication with members of the health team, the community at large and the continuing education of its graduates. Staff and students of the School are actively involved in a number of research projects. These range over several areas including the investigation of human motor performance, musculoskeletal, neurological and cardiopulmonary physiotherapy, occupational health and clinical reasoning.

As one of the foundation schools of the Faculty of Health Sciences (formerly Cumberland College of Health Sciences) at the College's inception in 1975, the School of Physiotherapy has played an important role in the development of the Faculty and its academic programs. Prior to 1975, there was a physiotherapy program conducted through the Australian Physiotherapy Association in New South Wales which had been offered since its inception in 1907.

One of the major goals of the School is to graduate competent beginning practitioners of physiotherapy. To this end, the School's Undergraduate Studies Committee has reviewed the undergraduate program in relation to each of the physiotherapy competencies recently formulated by the physiotherapy profession in Australia. This Committee has ensured that each of these competencies is addressed in the curriculum. Reference to specific competencies is made in statements of unit aims and objectives - eg, in student manuals.

The School has a strong commitment to achieving quality in all areas of endeavour. To achieve this goal the School has utilised findings from evaluation of our academic programs and research projects to refine the program offered. This evaluation has involved seeking and receiving critical appraisal from various sources including student, teacher and external evaluation, from external advisory committees and members of the physiotherapy profession, from national and international colleagues and from members of this and other faculties of the University.

In common with other departments at The University of Sydney, the School of Physiotherapy promotes students' development of generic as well as discipline-specific knowledge and skills. Generic skills, for example communication and team work skills, are necessary attributes of all graduates of higher education in this age of change. In fostering these skills the School is preparing its graduates to work in many different settings to promote health and facilitate rehabilitation. Work venues include generalist and specialist settings in city and rural regions, and in institutional, school, industrial and community contexts.

The School of Physiotherapy offers two undergraduate programs (pass and honours bachelor degrees). The honours program is available to students completing their second year of the undergraduate program who have met the eligibility criteria and quota for admission to the Honours program. The School conducts nine graduate programs. These include research programs at masters and doctoral levels and coursework programs in manipulative physiotherapy, sports physiotherapy, and a combined program, which addresses a number of other professional sub-disciplines.

In 2002, the School will offer a Graduate Physiotherapy program. More information on this two year masters level program that will be opened to graduates of relevant human movement degrees can be found in this chapter.

Enquiries regarding undergraduate courses should be directed to the following:
• Undergraduate Programs Coordinator: Dr Chris Maher, (02) 9351 9192
• Honours Program Coordinator: Dr Sharon Kilbreath, (02) 9351 9272.

Enquiries regarding postgraduate courses should be directed to the following:
• Academic Program Administrator: Ayanthi Salgado, (02) 9351 9378
• Postgraduate Coursework Programs Coordinator: Dr Jenny Alison (02) 9351 9371
• Research Masters Program and PhD Program Coordinator: Associate Professor Nick O'Dwyer, (02) 9351 9385.
Master of Physiotherapy (Graduate Physiotherapy Program)

Course coordinator: Dr. Louise Ada (02) 9351 9544

Course Aims
The principal aims of the course are to:
• Produce a body of graduates with the academic and clinical skills to be registered as beginning practitioner physiotherapists in NSW; and
• Encourage the undertaking of research within the profession.

Admission Requirements
To qualify for admission to this course conducted by the School of Physiotherapy, applicants shall:
(a) Possess an award of Bachelor of Applied Science (Exercise and Sport Science) from The University of Sydney; or
(b) Possess an award of Bachelor of Exercise Science from the University of Wollongong; or
(c) Possess such studies as are deemed to be equivalent to (a) and/or (b)

To enter this course, the applicant shall normally have at least a credit grade average in their undergraduate degree. The selection process will involve a review of the applicant’s ability to meet the admission requirements. In addition, applicants will need to have demonstrated adequate background knowledge of their career selection. Where more applicants exist than number of places available, admission will be granted on the basis of merit, including GPA.

Course outlines
This course enables students with selected previous degrees to undertake study in physiotherapy taking into account their previous knowledge and skills. This course will require the completion of 96 credit points. The course is structured around four academic blocks (Semester 1 = orientation week + 13 weeks, Semester 2 = 8 weeks, Semester 3 = 12 weeks, Semester 4 = 5 weeks) and five clinical blocks (one 4-week block and four 5-week blocks). See Table 16.1.

The course outlines for the Graduate Physiotherapy Program are presented in Table 16.1.

Table 16.1: Master of Physiotherapy
Course code 1684: full-time, 2 years
Credit points: 96

<table>
<thead>
<tr>
<th>Unit code</th>
<th>(old code)</th>
<th>Unit name</th>
<th>Sem 1</th>
<th>Sem 2</th>
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<tr>
<td>BIOS 5052</td>
<td>(11517)</td>
<td>Biomedical Science M</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>PHTY5139</td>
<td>(16568)</td>
<td>Electrophysical Agents M</td>
<td>8</td>
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</tr>
<tr>
<td>PHTY5140</td>
<td>(16569)</td>
<td>Musculoskeletal Physiotherapy M1</td>
<td>10</td>
<td>1</td>
</tr>
<tr>
<td>PHTY5141</td>
<td>(16570)</td>
<td>Cardiopulmonary Physiotherapy M1</td>
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<td>1</td>
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<tr>
<td>PHTY5142</td>
<td>(16571)</td>
<td>Ethical Physiotherapy Practice M1</td>
<td>-</td>
<td>2</td>
</tr>
<tr>
<td>PHTY5143</td>
<td>(16572)</td>
<td>Research Project Support M1</td>
<td>-</td>
<td>3</td>
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<td>PHTY5144</td>
<td>(16573)</td>
<td>Clinical Education MIA</td>
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<tr>
<td>PHTY5145</td>
<td>(16574)</td>
<td>Clinical Education M1B</td>
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Stage total (48 credit points for Year 1) 24 24

<table>
<thead>
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<th>Year 2 (first offered in 2003)</th>
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<tbody>
<tr>
<td>BACH 5323 (2559W)</td>
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<tr>
<td>PHTY5146 (16575)</td>
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<td>PHTY5147 (16576)</td>
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<td>PHTY5152 (16581)</td>
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<tr>
<td>PHTY5153 (16582)</td>
</tr>
<tr>
<td>PHTY5154 (16583)</td>
</tr>
</tbody>
</table>

Stage total (48 credit points for Year 2) 24 24
The principal aims of the course are to:

- Produce a body of graduates with academic and clinical skills to foster and develop the role of physiotherapy in the specialist area of cardiopulmonary physiotherapy; and
- Encourage the development of a high standard of academic and clinical skills and promote a scientific approach to the evaluation of current therapeutic interventions.

This course will also enable physiotherapists to gain credit towards the clinical specialisation process of the Australian College of Physiotherapists.

**Course Coordinator:** Dr Jenny Alison (02) 9351 9371

**Admission requirements**

To qualify for admission to this course conducted by the School of Physiotherapy, applicants shall:

a) Possess an award of Bachelor of Applied Science (Physiotherapy) from the Cumberland College of Health Sciences or from The University of Sydney; or

b) Possess an award of Bachelor of Science with a major in Anatomy from the University of New South Wales, or its equivalent, and a Graduate Diploma in Physiotherapy from Cumberland College of Health Sciences; or
c) Possess such qualifications as are deemed to be equivalent to (a) and/or (b); or
d) Other evidence of academic, general and/or professional qualifications as will satisfy the Graduate Studies Committee of the Faculty of Health Sciences that the applicant possesses the educational preparation and capacity to pursue graduate studies.

To enter this course, the applicant shall normally have at least two years clinical experience in cardiopulmonary physiotherapy and demonstrate continuing education within the field of cardiopulmonary physiotherapy.

**Credit Transfer and Articulation Options**

Credit transfer and articulation options follow the existing Faculty policy as outlined in the Faculty of Health Sciences Handbook. In addition, those graduates of the University of Sydney who have completed a Graduate Diploma of Health Science (Physiotherapy-Cardiopulmonary stream) from 1995 onwards will be given credit for up to 42 credit points for their award and will be permitted to articulate to the revised master's degree with the completion of a specified unit of study worth 6 credit points. This policy will remain in place until the year 2004.

**Course outlines**

This course is composed of specified units of study totalling 48 credit points. The course outlines for the Master of Health Science (Cardiopulmonary Physiotherapy) course are presented in Table 16.2 and 16.2.1.

**Table 16.2: Master of Health Science (Cardiopulmonary Physiotherapy) Pass course**

<table>
<thead>
<tr>
<th>Unit code</th>
<th>Unit name</th>
<th>Sem 1</th>
<th>Sem 2</th>
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<tbody>
<tr>
<td>PHTY5100</td>
<td>Evaluation and Research in Physiotherapy Practice</td>
<td>6</td>
<td>-</td>
</tr>
<tr>
<td>PHTY5101</td>
<td>Advanced Functional Anatomy and Biomechanics</td>
<td>6</td>
<td>-</td>
</tr>
<tr>
<td>PHTY5119</td>
<td>Topics in Cardiopulmonary Physiotherapy</td>
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<tr>
<td>PHTY5120</td>
<td>Clinical Cardiopulmonary Physiotherapy A</td>
<td>6</td>
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<tr>
<td>PHTY5105</td>
<td>Physiological and Cognitive Bases of Clinical Practice</td>
<td>-</td>
<td>6</td>
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<tr>
<td>PHTY5121</td>
<td>Cardiopulmonary Physiotherapy A</td>
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<td>6</td>
</tr>
<tr>
<td>PHTY5122</td>
<td>Cardiopulmonary Physiotherapy B</td>
<td>-</td>
<td>6</td>
</tr>
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<td>PHTY5123</td>
<td>Clinical Cardiopulmonary Physiotherapy B</td>
<td>-</td>
<td>6</td>
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</table>

Stage total (48 credit points for Year 1) 24 24

**Part-time mode**

<table>
<thead>
<tr>
<th>Year</th>
<th>Unit name</th>
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</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>Evaluation and Research in Physiotherapy Practice</td>
</tr>
<tr>
<td>Year 2</td>
<td>Cardiopulmonary Physiotherapy A</td>
</tr>
</tbody>
</table>

Stage total (24 credit points for Year 1) 12 12

<table>
<thead>
<tr>
<th>Year</th>
<th>Unit name</th>
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</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>Topics in Cardiopulmonary Physiotherapy</td>
</tr>
<tr>
<td>Year 2</td>
<td>Cardiopulmonary Physiotherapy A</td>
</tr>
</tbody>
</table>

Stage total (24 credit points for Year 2) 12 12

1. Offered subject to a minimum number of enrolments.

**Table 16.2.1: Master of Health Science (Cardiopulmonary Physiotherapy) Honours**

<table>
<thead>
<tr>
<th>Unit code</th>
<th>Unit name</th>
<th>Sem 1</th>
<th>Sem 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHTY5109</td>
<td>Dissertation</td>
<td>12</td>
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**Part-time mode**

<table>
<thead>
<tr>
<th>Year</th>
<th>Unit name</th>
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</thead>
<tbody>
<tr>
<td>Year 1 and Year 2</td>
<td>Dissertation</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>Unit name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 3 Honours year</td>
<td>Dissertation</td>
</tr>
</tbody>
</table>

12
Master of Health Science (Manipulative Physiotherapy)

Course Coordinator: Ms Dale Larsen (02) 9351 9176

Course aims

The principal aims of the course are to:

- Produce a body of graduates with academic and clinical skills to foster and develop the role of physiotherapy in the specialist area of manipulative physiotherapy; and
- Encourage the development of a high standard of academic and clinical skills and promote a scientific approach to the evaluation of current therapeutic interventions.

This course will also enable physiotherapists to gain credit towards the Australian Physiotherapy Association title of 'Manipulative Physiotherapist' and towards the clinical specialisation process of the Australian College of Physiotherapists.

Admission requirements

To qualify for admission to this course conducted by the School of Physiotherapy, applicants shall:

a) Possess an award of Bachelor of Applied Science (Physiotherapy) from the Cumberland College of Health Sciences or from The University of Sydney; or
b) Possess an award of Bachelor of Science with a major in Anatomy from the University of New South Wales, or its equivalent, and a Graduate Diploma in Physiotherapy from Cumberland College of Health Sciences; or
c) Possess such qualifications as are deemed to be equivalent to (a) and/or (b); or
d) Other evidence of academic, general and/or professional qualifications as will satisfy the Graduate Studies Committee of the Faculty of Health Sciences that the applicant possesses the educational preparation and capacity to pursue graduate studies.

To enter this course, the applicant shall normally have at least two years clinical experience in musculoskeletal physiotherapy and demonstrate continuing education within the field of manual therapy.

Credit Transfer and Articulation Options

Credit transfer and articulation options follow the existing Faculty policy as outlined in the Faculty of Health Sciences Handbook. In addition, those graduates of the University of Sydney who have completed a Graduate Diploma of Health Science (Manipulative Physiotherapy) from 1996 onwards will be given credit for up to 42 credit points for their award and will be permitted to articulate to the revised Master's degree with the completion of a specified unit of study worth 6 credit points. This policy will remain in place until the year 2004.

Course outlines

This course is composed of specified units of study totalling 48 credit points. The course outlines for the Master of Health Science (Manipulative Physiotherapy) course are presented in Table 16.3 and 16.3.1.

Table 16.3: Master of Health Science (Manipulative Physiotherapy) Pass course

<table>
<thead>
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<th>Unit code</th>
<th>(old code)</th>
<th>Unit name</th>
<th>Sem 1</th>
<th>Sem 2</th>
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<tr>
<td>PHTY5100</td>
<td>(16532)</td>
<td>Evaluation and Research in Physiotherapy Practice</td>
<td>6</td>
<td>-</td>
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<tr>
<td>PHTY5101</td>
<td>(16533)</td>
<td>Advanced Functional Anatomy and Biomechanics</td>
<td>6</td>
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<tr>
<td>PHTY5124</td>
<td>(16555)</td>
<td>Advanced Musculoskeletal Disorders A</td>
<td>6</td>
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<td>PHTY5125</td>
<td>(16556)</td>
<td>Clinical Manipulative Physiotherapy A</td>
<td>6</td>
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</tr>
<tr>
<td>PHTY5105</td>
<td>(16536)</td>
<td>Physiological and Cognitive Bases of Clinical Practice</td>
<td>-</td>
<td>6</td>
</tr>
<tr>
<td>PHTY5126</td>
<td>(16557)</td>
<td>Advanced Musculoskeletal Disorders B</td>
<td>-</td>
<td>6</td>
</tr>
<tr>
<td>PHTY5107</td>
<td>(16538)</td>
<td>Advanced Complex Case Studies in Musculoskeletal Physiotherapy</td>
<td>-</td>
<td>6</td>
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<tr>
<td>PHTY5128</td>
<td>(16559)</td>
<td>Clinical Manipulative Physiotherapy B</td>
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<td><strong>Stage total (48 credit points for Year 1)</strong></td>
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</table>

| **Part-time mode** | | | | |
| **Year 1** | | | | |
| PHTY5101  | (16533)    | Advanced Functional Anatomy and Biomechanics | 6 | - |
| PHTY5105  | (16536)    | Physiological and Cognitive Bases of Clinical Practice | - | 6 |
| PHTY5124  | (16555)    | Advanced Musculoskeletal Disorders A | 6 | - |
| PHTY5126  | (16557)    | Advanced Musculoskeletal Disorders B | - | 6 |
| **Stage total (24 credit points for Year 1)** | | | 12 | 12 |

| **Year 2** | | | | |
| PHTY5100  | (16532)    | Evaluation and Research in Physiotherapy Practice | 6 | - |
| PHTY5125  | (16556)    | Clinical Manipulative Physiotherapy A | 6 | - |
| PHTY5107  | (16538)    | Advanced Complex Case Studies in Musculoskeletal Physiotherapy | - | 6 |
| PHTY5128  | (16559)    | Clinical Manipulative Physiotherapy B | - | 6 |
| **Stage total (24 credit points for Year 2)** | | | 12 | 12 |

Table 16.3.1 Master of Health Science (Manipulative Physiotherapy) Honours

<table>
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<th>Unit name</th>
<th>Sem 1</th>
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<tr>
<td><strong>Year 1</strong></td>
<td>As per Pass course</td>
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<tr>
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<td>(16540)</td>
<td>Dissertation</td>
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</table>

| **Part-time mode** | | | | |
| **Years 1 and 2** | As per Pass course | | | |
| PHTY5109  | (16540)    | Dissertation | 12 | or 12 |

123
■ Master of Health Science (Neurological Physiotherapy)

Course Coordinator: Dr Sharon Kilbreath (02) 9351 9272

Course aims
The principal aims of the course are to:
• Produce a body of graduates with academic and clinical skills to foster and develop the role of physiotherapy in the specialist area of neurological physiotherapy; and
• Encourage the development of a high standard of academic and clinical skills and promote a scientific approach to the evaluation of current therapeutic interventions.

This course will also enable physiotherapists to gain credit towards the clinical specialisation process of the Australian College of Physiotherapists.

Admission requirements
To qualify for admission to this course conducted by the School of Physiotherapy, applicants shall:
a) Possess an award of Bachelor of Applied Science (Physiotherapy) from the Cumberland College of Health Sciences or from The University of Sydney; or
b) Possess an award of Bachelor of Science with a major in Anatomy from the University of New South Wales, or its equivalent, and a Graduate Diploma in Physiotherapy from Cumberland College of Health Sciences; or
c) Possess such qualifications as are deemed to be equivalent to (a) and/or (b); or
d) Other evidence of academic, general and/or professional qualifications as will satisfy the Graduate Studies Committee of the Faculty of Health Sciences that the applicant possesses the educational preparation and capacity to pursue graduate studies.

To enter this course, the applicant shall normally have at least two years clinical experience in neurological physiotherapy and demonstrate continuing education within the field of neurological physiotherapy.

Credit Transfer and Articulation options
Credit transfer and articulation options follow the existing Faculty policy as outlined in the Faculty of Health Sciences Handbook. In addition, those graduates of the University of Sydney who have completed a Graduate Diploma of Health Science (Physiotherapy-Neurology stream) from 1995 onwards will be given credit for up to 42 credit points for their award and will be permitted to articulate to the revised master's degree with the completion of a specified unit of study worth 6 credit points. This policy will remain in place until the year 2004.

Course outlines
This course is composed of specified units of study totalling 48 credit points. The course outlines for the Master of Health Science (Neurological Physiotherapy) course are presented in Table 16.4 and 16.4.1.

Table 16.4: Master of Health Science (Neurological Physiotherapy) Pass course

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<th>Sem 1</th>
<th>Sem 2</th>
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</thead>
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<td>PHTY5101 (16533)</td>
<td>Advanced Functional Anatomy and Biomechanics</td>
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<tr>
<td>PHTY5114 (16545)</td>
<td>Physiotherapy Management of Impairment, Disability and Handicap</td>
<td>6</td>
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<tr>
<td>PHTY5115 (16546)</td>
<td>Clinical Neurological Physiotherapy A</td>
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<td>PHTY5105 (16536)</td>
<td>Physiological and Cognitive Bases of Clinical Practice</td>
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<td>PHTY5116 (16547)</td>
<td>Optimising Motor Performance</td>
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<td>PHTY5117 (16548)</td>
<td>Topics in Neurological Physiotherapy</td>
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<td>PHTY5118 (16549)</td>
<td>Clinical Neurological Physiotherapy B</td>
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Stage total (48 credit points for Year 1) 24 24

Part-time mode

Year 1

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<td>PHTY 5116 (16537)</td>
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Stage total (24 credit points for Year 1) 12 12

Year 2

<table>
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<th>Sem 1</th>
<th>Sem 2</th>
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<td>Physiotherapy Management of Impairment, Disability and Handicap</td>
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<tr>
<td>PHTY 5115 (16546)</td>
<td>Clinical Neurological Physiotherapy A</td>
<td>6</td>
<td>-</td>
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<tr>
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<tr>
<td>PHTY 5118 (16549)</td>
<td>Clinical Neurological Physiotherapy B</td>
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Stage total (24 credit points for Year 2) 12 12

Table 16.4.1: Master of Health Science (Neurological Physiotherapy) Honours

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<th>Sem 2</th>
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Part-time mode

Years 1 and 2

As per Pass course

Year 3 Honours year

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<th>Unit name</th>
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<th>Sem 2</th>
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<tbody>
<tr>
<td>PHTY5109 (16540)</td>
<td>Dissertation</td>
<td>12 or 12</td>
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</table>
Master of Health Science (Paediatric Physiotherapy)

Course Coordinator: Ms Jane Butler (02) 9351 9265

Course aims

The principal aims of the course are to:

- Produce a body of graduates with academic and clinical skills to foster and develop the role of physiotherapy in the specialist area of paediatric physiotherapy; and
- Encourage the development of a high standard of academic and clinical skills and promote a scientific approach to the evaluation of current therapeutic interventions.

This course will also enable physiotherapists to gain credit towards the clinical specialisation process of the Australian College of Physiotherapists.

Admission requirements

To qualify for admission to this course conducted by the School of Physiotherapy, applicants shall:

a) Possess an award of Bachelor of Applied Science (Physiotherapy) from the Cumberland College of Health Sciences or from The University of Sydney; or

b) Possess an award of Bachelor of Science with a major in Anatomy from the University of New South Wales, or its equivalent, and a Graduate Diploma in Physiotherapy from Cumberland College of Health Sciences; or

c) Possess such qualifications as are deemed to be equivalent to (a) and/or (b); or

d) Other evidence of academic, general and/or professional qualifications as will satisfy the Graduate Studies Committee of the Faculty of Health Sciences that the applicant possesses the educational preparation and capacity to pursue graduate studies.

To enter this course, the applicant shall normally have at least two years clinical experience in paediatric physiotherapy and demonstrate continuing education within the field of paediatric therapy.

Credit Transfer and Articulation options

Credit transfer and articulation options follow the existing Faculty policy as outlined in the Faculty of Health Sciences Handbook. In addition, those graduates of the University of Sydney who have completed a Graduate Diploma of Health Science (Physiotherapy-Paediatric stream) degree from 1995 onwards, will be given credit for up to 42 credit points for their award and will be permitted to articulate to the revised master’s degree with the completion of a specified unit of study worth 6 credit points. This policy will remain in place until the year 2004.

Course outlines

This course is composed of specified units of study totalling 48 credit points. The course outlines for the Master of Health Science (Paediatric Physiotherapy) course are presented in Table 16.5 and 16.5.1.

Table 16.5 Master of Health Science (Paediatric Physiotherapy) Pass course

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<td>PHTY5129</td>
<td>(16560) Topics in Paediatric Physiotherapy A</td>
<td>6</td>
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<td>PHTY5105</td>
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<td>PHTY5131</td>
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<td>PHTY5132</td>
<td>(16563) Topics in Paediatric Physiotherapy B</td>
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<td>PHTY5133</td>
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<td>Part-time mode</td>
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<td>Year 1</td>
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<td>(16536) Physiological and Cognitive Bases of Clinical Practice</td>
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<td>Year 2</td>
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1. Offered subject to a minimum number of enrolments.

Table 16.5.1: Master of Health Science (Paediatric Physiotherapy) Honours

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<th>Sem 2</th>
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<td>Year 1</td>
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<td>As per Pass course</td>
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<tr>
<td>Year 2 Honours year</td>
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<tr>
<td>PHTY5109</td>
<td>(16540) Dissertation</td>
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</table>

Part-time mode

Years 1 and 2                                                                                     |
As per Pass course                                                                               |
Year 3 Honours year                                                                               |
PHTY5109  | (16540) Dissertation                          | 12    | or 12|

125
Master of Health Science (Physiotherapy)

Course Coordinator: Mr Martin Mackey (02) 9351 9374

Course aims
The principal aims of the course are to:
- Produce a body of graduates with academic and clinical skills to foster and develop the role of physiotherapy in a range of professional areas; and
- Encourage the development of a high standard of academic and clinical skills and promote a scientific approach to the evaluation of current therapeutic interventions.

This course will also enable physiotherapists to gain credit towards the clinical specialisation process of the Australian College of Physiotherapists.

Admission requirements
To qualify for admission to this course conducted by the School of Physiotherapy, applicants shall:
a) Possess an award of Bachelor of Applied Science (Physiotherapy) from the Cumberland College of Health Sciences or from The University of Sydney; or
b) Possess an award of Bachelor of Science with a major in Anatomy from the University of New South Wales, or its equivalent, and a Graduate Diploma in Physiotherapy from Cumberland College of Health Sciences; or
c) Possess such qualifications as are deemed to be equivalent to (a) and/or (b); or
d) Other evidence of academic, general and/or professional qualifications as will satisfy the Graduate Studies Committee of the Faculty of Health Sciences that the applicant possesses the educational preparation and capacity to pursue graduate studies.

To enter this course, the applicant shall normally have at least two years clinical experience in physiotherapy and demonstrate continuing education in physiotherapy.

Credit Transfer and Articulation Options
Credit transfer and articulation options follow the existing Faculty policy as outlined in the Faculty of Health Sciences Handbook. In addition, those graduates of the University of Sydney who have completed a Graduate Diploma of Health Science (Physiotherapy) degree from 1995 onwards will be given credit for up to 42 credit points for their award and will be permitted to articulate to the revised master's degree with the completion of a specified unit of study worth 6 credit points. This policy will remain in place until the year 2004.

Course outlines
This course is composed of specified units of study totalling 48 credit points. The course outlines for the Master of Health Science (Physiotherapy) course are presented in Tables 16.6 and 16.6.1.

Table 16.6: Master of Health Science (Physiotherapy) Pass course
Course code 1677: full-time, 1 year
Course code 1678: part-time, 2 years
Credit points: 48

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<th>Sem 2</th>
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<td>PHTY5101 (16533)</td>
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<td>PHTY511 (16542)</td>
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<td>Physiological and Cognitive Bases of Clinical Practice</td>
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<td>-</td>
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<td>Clinical Practice B</td>
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Stage total (48 credit points for Year 1) 24 24

Part-time mode

Year 1

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<td>PHTY5101 (16533)</td>
<td>Advanced Functional Anatomy and Biomechanics</td>
<td>6</td>
<td>-</td>
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<td>PHTY5105 (16536)</td>
<td>Physiological and Cognitive Bases of Clinical Practice</td>
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<td>Elective (List B)²</td>
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Stage total (24 credit points for Year 1) 12 12

Year 2

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<tr>
<td>PHTY5113 (16544)</td>
<td>Elective (List A)¹</td>
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<td>Clinical Practice B</td>
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Stage total (24 credit points for Year 2) 12 12

1. Offered subject to a minimum number of enrolments.

Table 16.6.1: Master of Health Science (Physiotherapy) Honours
Course code 1679: full-time, 1 year 3 months
Course code 1680: part-time, maximum 2.5 years
Credit points: 60

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Part-time mode

Years 1 and 2

<table>
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<th>Unit name</th>
<th>Sem 1</th>
<th>Sem 2</th>
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<td>or 12</td>
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</table>
### Master of Health Science (Sports Physiotherapy)

Course Coordinator: Associate Professor Kathryn Refshauge  
(02) 9351 9180

#### Course aims

The principal aims of the course are to:
- Produce a body of graduates with academic and clinical skills to foster and develop the role of physiotherapy in the specialist area of sports physiotherapy; and
- Encourage the development of a high standard of academic and clinical skills and promote a scientific approach to the evaluation of current therapeutic interventions.

This course will also enable physiotherapists to gain credit towards the Australian Physiotherapy Association title of Sports Physiotherapist and towards the clinical specialisation process of the Australian College of Physiotherapists.

#### Admission requirements

To qualify for admission to this course conducted by the School of Physiotherapy, applicants shall:
- a) Possess an award of Bachelor of Applied Science (Physiotherapy) from the Cumberland College of Health Sciences or from The University of Sydney; or  
b) Possess an award of Bachelor of Science with a major in Sciences from The University of Sydney; or  
c) Possess such qualifications as are deemed to be equivalent to (a) and/or (b); or  
d) Other evidence of academic, general and/or professional qualifications as will satisfy the Graduate Studies Committee of the Faculty of Health Sciences that the applicant possesses the educational preparation and capacity to pursue graduate studies.

To enter this course, the applicant shall normally have at least two years clinical experience in musculoskeletal physiotherapy and demonstrate continuing education within the field of sports physiotherapy.

#### Credit Transfer and Articulation options

Credit transfer and articulation options follow the existing Faculty policy as outlined in the Faculty of Health Sciences Handbook. In addition, those graduates of the University of Sydney, who have completed a Graduate Diploma of Health Science (Sports Physiotherapy) from 1996 onwards, will be given credit for up to 42 credit points for their award and will be permitted to articulate to the revised Master's degree with the completion of a specified unit of study worth 6 credit points. This policy will remain in place until the year 2004.

#### Course outlines

This course is composed of specified units of study totalling 48 credit points. The course outlines for the Master of Health Science (Sports Physiotherapy) course are presented in Table 16.7 and 16.7.1.

### Electives

<table>
<thead>
<tr>
<th>Unit code</th>
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<th>Sem 1</th>
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<tbody>
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<td>PHTY5112</td>
<td>Orthopaedic Physiotherapy</td>
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#### List A - Semester 1 (00E61A)

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<td>PHTY5131</td>
<td>Conceptual Framework underlying Paediatric Physiotherapy</td>
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<td>PHTY5134</td>
<td>Therapy in Disorders of the Hand</td>
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<td>PHTY5135</td>
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#### List B - Semester 2 (00E62D)

<table>
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<td>Clinical Sports Physiotherapy A</td>
<td>6</td>
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<td>PHTY5105</td>
<td>Physiological and Cognitive Bases of Clinical Practice</td>
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<td>Musculoskeletal Sports Injuries B</td>
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### Table 16.7: Master of Health Science (Sports Physiotherapy) Pass course

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<td>PHTY5101</td>
<td>Advanced Functional Anatomy and Biomechanics</td>
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<td>Musculoskeletal Sports Injuries A</td>
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<td>PHTY5104</td>
<td>Clinical Sports Physiotherapy A</td>
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</tr>
<tr>
<td>PHTY5105</td>
<td>Physiological and Cognitive Bases of Clinical Practice</td>
<td>6</td>
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<tr>
<td>PHTY5106</td>
<td>Musculoskeletal Sports Injuries B</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>PHTY5107</td>
<td>Advanced Complex Case Studies in Musculoskeletal Physiotherapy</td>
<td>6</td>
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</tr>
<tr>
<td>PHTY5108</td>
<td>Clinical Sports Physiotherapy B</td>
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| Stage total (48 credit points for Year 1) | 24 | 24 |

### Part-time mode

#### Year 1

<table>
<thead>
<tr>
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<th>Unit name</th>
<th>Sem 1</th>
<th>Sem 2</th>
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<tbody>
<tr>
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<td>Musculoskeletal Sports Injuries A</td>
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<tr>
<td>PHTY5105</td>
<td>Physiological and Cognitive Bases of Clinical Practice</td>
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<td>PHTY5106</td>
<td>Musculoskeletal Sports Injuries B</td>
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</table>

Stage total (24 credit points for Year 1)  12  12

#### Year 2

<table>
<thead>
<tr>
<th>Unit code</th>
<th>Unit name</th>
<th>Sem 1</th>
<th>Sem 2</th>
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<td>PHTY5104</td>
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<tr>
<td>PHTY5107</td>
<td>Advanced Complex Case Studies in Musculoskeletal Physiotherapy</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>PHTY5108</td>
<td>Clinical Sports Physiotherapy B</td>
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</table>

Stage total (24 credit points for Year 2)  12  12
Table 16.7.1: Master of Health Science (Sports Physiotherapy) Honours

<table>
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<th>(old code)</th>
<th>Unit name</th>
<th>Sem 1</th>
<th>Sem 2</th>
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</thead>
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<tr>
<td>PHTY5109</td>
<td>(16540)</td>
<td>Dissertation</td>
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Part-time mode

Year 1
As per Pass course

Year 2 Honours year

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<th>(old code)</th>
<th>Unit name</th>
<th>Sem 1</th>
<th>Sem 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHTY5109</td>
<td>(16540)</td>
<td>Dissertation</td>
<td></td>
<td>12 or 12</td>
</tr>
</tbody>
</table>

■ Combined degree: Master of Health Science (Sports Physiotherapy) and Master of Health Science (Manipulative Physiotherapy)

Course Coordinator: Ms Dale Larsen (02) 9351 9176 and Associate Professor Kathy Refshauge (02) 9351 9180

Course aims
- Produce a body of graduates with academic and clinical skills to foster and develop the role of physiotherapy in the specialist area of sports and manipulative physiotherapy; and
- Encourage the development of a high standard of academic and clinical skills and promote a scientific approach to the evaluation of current therapeutic interventions.

This program will also enable physiotherapists to gain credit towards the Australian Physiotherapy Association title of Sports Physiotherapist, Musculoskeletal Physiotherapist and towards the clinical specialisation process of the Australian College of Physiotherapists.

Admission requirements
To qualify for admission to this program conducted by the School of Physiotherapy, applicants will:
- Possess an award of Bachelor of Applied Science (Physiotherapy) from the Cumberland College of Health Sciences or from The University of Sydney; or
- Possess an award of Bachelor of Science with a major in Anatomy from the University of New South Wales, or its equivalent, and a Graduate Diploma in Physiotherapy from the Cumberland College of Health Sciences; or
- Possess such qualifications as are deemed to be equivalent to (a) and/or (b); or
- Other evidence of academic, general and/or professional qualifications as will satisfy the School of Physiotherapy that the applicant possesses the educational preparation and capacity to pursue graduate studies.

The successful applicant will have at least two years clinical experience in musculoskeletal physiotherapy and demonstrate continuing education within the field of sports or manipulative physiotherapy.

Course outline
The program will require the completion of a 48 credit point Master of Health Science (Sports Physiotherapy) or (Manipulative Physiotherapy) followed by completion of 24 credit points in the other discipline (see Table 16.8). The program can be undertaken in full-time or part-time mode.

Normally, students enrolled in the combined program will not take out the first award, but will transfer to the combined award. Content will include biomedical and behavioural sciences, research methods and clinical practice (Tables 16.7 and 16.8; and units of study descriptions at the end of this chapter).

Full-time mode: Total length of candidature for the combined degree will be three semesters full-time. That is, two semesters for the single degree and an additional one semester to complete the combined degree.

Part-time mode: Total length of candidature for the combined degree will be 6 semesters part-time. That is, 4 semesters for the single degree and an additional one or two semesters to complete the combined degree. Candidates will be encouraged to complete the additional units of study in one semester, if they choose to undertake only one unit of study at a time, they may be required to return the following year for Semester I to complete the second unit of study.

Credit transfer
For new enrolments, credit transfer will follow the existing Faculty policy as outlined in the Faculty of Health Sciences handbook. Students must complete the prescribed 48-credit point program in Sports Physiotherapy or Manipulative Physiotherapy before transferring to the combined degree program. The combined degree will require the completion of additional credit points that complement the previous degree (Tables 16.8 and 16.8.1). In other words, those who have completed the requirements of the Master of Health Science (Manipulative Physiotherapy) will complete units of study to expand their Sports Physiotherapy knowledge and skills, and vice versa.

Students who have had the degree of Master of Health Science (Sports Physiotherapy) or (Manipulative Physiotherapy) conferred but elect to return to enrol in the alternate degree, will not be awarded the combined degree. They will, instead, have two masters degrees - ie, Master of Health Science (Sports Physiotherapy) and Master of Health Science (Manipulative Physiotherapy).

Credit transfer is outlined below for potential applicants, including:
- Enrolled students of Master of Health Science (Manipulative Physiotherapy) or (Sports Physiotherapy)
- Graduates of Master of Health Science (Manipulative Physiotherapy) or (Sports Physiotherapy)
- Graduates of Master of Applied Science (Manipulative Physiotherapy) or (Sports Physiotherapy) within 5 years, and
- Graduates of Graduate Diploma of Applied Science (Manipulative Physiotherapy) or (Sports Physiotherapy) within 5 years.

Enrolled students of Master of Health Science (Manipulative Physiotherapy) or (Sports Physiotherapy)
Students enrolled in the Master of Health Science (Manipulative Physiotherapy) or (Sports Physiotherapy) from 2001 who wish to transfer to the 72 credit points combined degree can do so by completing 24 credit points units of study in addition to the 48 credit points of the original degree.

Graduates of Master of Health Science (Manipulative Physiotherapy) or (Sports Physiotherapy) prior to 2001
The combined course is not available to these applicants. These applicants can take out the award of the alternate master degree by successfully completing 30 credit points.

Graduates of Master of Applied Science (Manipulative Physiotherapy) or (Sports Physiotherapy) within 5 years
The combined course is not available to these applicants. These applicants can take out the award of the alternate master degree by successfully completing 30 credit points.

Master of Health Science (Sports Physiotherapy) and Master of Health Science (Manipulative Physiotherapy) Honours
As with other master's degree programs within the School and Faculty, students can transfer to a Master of Health Science (Sports Physiotherapy) and Master of Health Science (Manipulative Physiotherapy) Honours, provided they have successfully completed the Master of Health Science (Sports
Table 16.7: Master of Health Science (Sports Physiotherapy) Pass course
Course code 1673: full-time, 1 year
Course code 1674: part-time, 2 years
Credit points: 48

<table>
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<tr>
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<th>Unit name</th>
<th>Sem 1</th>
<th>Sem 2</th>
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<td>PHTY5100</td>
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<td>Evaluation and Research in Physiotherapy Practice</td>
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<td>PHTY5101</td>
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<tr>
<td>PHTY5104</td>
<td>(16535)</td>
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<td>(16538)</td>
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Table 16.8: Master of Health Science (Sports Physiotherapy) and Master of Health Science (Manipulative Physiotherapy)
Course code 1685: full-time, 1 semester
Course code 1686: part-time, 2 semesters (duration depends on when units of study are offered)
Total credit points: 72. The Master of Health Science (Sports Physiotherapy) and Master of Health Science (Manipulative physiotherapy) degree involves the addition of 24 credit points

<table>
<thead>
<tr>
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<th>Sem 1</th>
<th>Sem 2</th>
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<td>Year 1</td>
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<td>Stage total (48 credit points for Year 1)</td>
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<td>See Table 16.7</td>
<td>Stage total (48 credit points for Years 1 and 2)</td>
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<td>Year 3 (duration depends on when units of study are offered)</td>
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### Table 16.8.2: Master of Health Science (Sports Physiotherapy) and Master of Health Science (Manipulative Physiotherapy) Honours

The Master of Health Science Honours degree involves the addition of a 12-credit point dissertation. Students of sufficient merit can apply to enter the Master of Health Science Honours degree.

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<td><strong>Full-time mode</strong></td>
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<tr>
<td><strong>Part-time mode</strong></td>
</tr>
<tr>
<td>PHTY 5109 (16540)</td>
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</table>

| Stage total (24 points) | 18 | 6 |

### Table 16.8.1: Master of Health Science (Sports Physiotherapy) and Master of Health Science (Manipulative Physiotherapy)

The Master of Health Science (Sports Physiotherapy) and Master of Health Science (Manipulative Physiotherapy) degree involves the addition of 24 credit points.

<table>
<thead>
<tr>
<th>Credit points: 48</th>
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<td>PHTY 5128 (16559)</td>
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| Stage total (24 credit points for Year 1) | 12 | 12 |

<table>
<thead>
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<th><strong>Part-time mode</strong></th>
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</tr>
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<td>PHTY 5126 (16557)</td>
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| Stage total (24 credit points for Year 1) | 12 | 12 |

<table>
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<th><strong>Year 2</strong></th>
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<td>PHTY 5128 (16559)</td>
</tr>
</tbody>
</table>

| Stage total (24 credit points for Year 2) | 12 | 12 |

## Table 16.8.3: Master of Health Science (Manipulative Physiotherapy)

Course code 1657: full-time, 1 year
Course code 1658: part-time, 2 years
Credit points: 48

### Combined degree: Master of Health Science (Sports Physiotherapy) and Master of Health Science (Manipulative Physiotherapy) Honours

The Master of Health Science Honours degree involves the addition of a 12-credit point dissertation. Students of sufficient merit can apply to enter the Master of Health Science Honours degree.

<table>
<thead>
<tr>
<th>Credit points: 12</th>
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<tbody>
<tr>
<td><strong>Full-time mode</strong></td>
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<tr>
<td>PHTY 5109 (16540)</td>
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<tr>
<td><strong>Part-time mode</strong></td>
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<td>PHTY 5109 (16540)</td>
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| Stage total (24 points) | 18 | 6 |
• Master of Applied Science (Physiotherapy) by research

The Master of Applied Science (Physiotherapy) course is a research degree. The course is designed to provide an opportunity for research and scholarship in specific areas of physiotherapy.

Course Coordinator: Associate Professor Nick O’Dwyer (02) 9351 9385

Admission requirements

The Faculty may, on the recommendation of the Head of School concerned, admit to candidature for a degree of Master within the Faculty an applicant:

i) who has completed courses appropriate to the area of study* in which the applicant seeks to proceed, provided that the applicant’s work is of sufficient merit, or who has submitted evidence of general and professional qualifications to satisfy the Faculty that the applicant possesses the educational preparation and capacity to pursue graduate studies.

ii) who, in addition, meets any other requirements for admission to a particular program that has been prescribed by Faculty.

* Appropriate courses are those deemed equivalent to the Bachelor degree in Physiotherapy from Cumberland College of Health Sciences or The University of Sydney.

Time limits

The standard course comprises of both enabling preparatory work to support the research and research thesis. Students who enter the course with adequate research preparation may be exempt from completing some or all of the enabling components in preparation for their Master’s Research Thesis - eg, research elective units and/or thesis workshops. Usually degree program at honours level 1 or II. The minimum length of the course for such students is one year full-time or two years part-time.

Course outline

The course outline for the Master of Applied Science (Physiotherapy) course is presented in Table 16.9.

Table 16.9 Master of Applied Science (Physiotherapy) by Research

<table>
<thead>
<tr>
<th>Course code</th>
<th>Course name</th>
<th>Contact hours</th>
<th>Assessment</th>
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<tbody>
<tr>
<td>1624</td>
<td>PHTY 5101</td>
<td>Full-time, minimum 15 years, maximum 2 years</td>
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</tr>
<tr>
<td>1625</td>
<td>PHTY 5102</td>
<td>Part-time, minimum 3 years, maximum 4 years</td>
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Note: Students may be required (in consultation with the Head of School, Course Coordinator and/or research supervisors), to undertake one or two enabling research elective units (listed in chapter 20), and/or participate in thesis workshop discussion sessions to support the development of their research project proposal and thesis.

Units of study

BIOS 5052 Biomedical Science M

Old code 11517.7 credit points. Mr John Burne. Semester: Full year. Classes: Presented regular scheduled classes held during the day. Assessment: Sem 1: Take home exam (no assessment value), 2 hr MCQ exam (100%) Sem 2: Week 7-practical examination (25%, 45mins), Week 15/16-practical exam (25%, 45mins), written exam 2 hrs (50%), MCQ/SAQ. This unit covers two areas: functional anatomy and neurobiology. Assuming a knowledge of musculoskeletal anatomy, in depth functional anatomy of the limbs, trunk and neck will be covered with laboratory classes in which human cadavers are studied. Assuming a knowledge of basic neurobiology, in depth anatomy and physiology of the sensory-motor system and the control and integration of autonomic function will be covered. The higher functions and adaptive properties of the nervous system are also examined as well as the physiology of pain and pain relief techniques.

Semester 1, 1.3 credit points; Semester 2, 2.4 credit points

Textbooks


PHTY 5100 Evaluation & Research in Physiotherapy Practice

Old code 16532.6 credit points. Dr Louise Ada. (02) 9351 9544. Semester 1. Classes: On-campus 4 hours/week, late after and evening. Prohibition: Scientific Investigations III. Assessment: grant submission, seminar presentation, written submission. The unit will provide the opportunity for students to learn the skills needed for the critical evaluation of literature pertinent to physiotherapy practice, the principles underlying evidence-based practice and epidemiology. This unit will also develop the students' skills in searching electronic databases as well as acquiring scientific writing skills by developing a grant submission of a research question. In addition, the use and validity of statistical tests will be covered.

PHTY 5101 Advanced Functional Anatomy & Biomechanics

Old code 16533.6 credit points. Dr Karen Ginn, (02) 9351 9352 and Mr Michael Lee, (02) 9351 9279. Semester 1. Classes: On-campus 4 hours/week, afternoon classes. Assessment: Written examination, individual project, essay. This unit will consist of two modules. The first will involve an in-depth exploration of functional anatomy and will comprise one half of the unit. An understanding of the relation between structure and function of muscle will lead into the second module that focuses on biomechanics. Most of this module will focus on the kinetics, power and energy of human movement as well as the mechanical properties of different body tissues.

PHTY 5103 Musculoskeletal Sports Injuries A

Old code 16534.6 credit points. Assoc. Prof. Kathryn Refshauge (02) 9351 9180. Semester 1. Classes: On-campus 3.4 hours/week, during the day. Corequisite: Functional Anatomy & Biomechanics. Assessment: Written report, seminar presentation and practical examinations, objective structured clinical exam. This unit will focus on the assessment, clinical diagnosis and management of musculoskeletal problems in the cervical spine and upper limbs. Specific emphasis is placed on sports therapy, particularly throwing and overhead injury management, but in the context of total patient management. The unit aims to integrate relevant knowledge from related sciences into musculoskeletal physiotherapy practice.

PHTY 5104 Clinical Sports Physiotherapy A

Old code 16535.6 credit points. Ms Leslie Nicholson, (02) 9351 9369. Semester 1. Classes: On-campus 3.4 hours/week, and will require off campus commitment. Prerequisite: Musculoskeletal Sports Injuries A, Functional Anatomy & Biomechanics. Corequisite: Musculoskeletal Sports Injuries A, Functional Anatomy & Biomechanics. Assessment: Seminar presentations and written reports, Workbook A (50%); Wk8-9-13 Panel discussion 30 mins (40%), Workbook B, due Wk13 (10%). This unit will provide the opportunity for students to integrate their knowledge gained in other units in this course, and their previous clinical knowledge and skills, with new approaches to the management of the person with a sports injury. Clinical learning opportunities will be provided in a variety of spheres of sports physiotherapy practice, including different age groups and
different types of sport, and ranging from acute on-field management to procedures designed to prevent injury or effectively deal with chronic or recurring injuries.

PHTY 5105 Physiological & Cognitive Bases of Clinical Practice
Old code 16536.6 credit points. Assoc. Prof. Nick O'Dwyer, (02) 9351 9385. Semester: 2. Classes: On-campus 4 hours/week, afternoon/evening classes. Assessment: five written 500-word reports (50%); short answer question exam (50%).

The majority of this unit will involve the study of the pathophysiological adaptations of muscle and nerve to training and disuse from both the physical and behavioural perspectives. It will also cover aspects of the nutritional basis of activity, the pharmacological effects of various medications and the effects of altered sleep patterns on function.

PHTY 5106 Musculoskeletal Sports Injuries B
Old code 16537.6 credit points. Assoc. Prof Kathryn Refshauge (02) 9351 9180. Semester: 2. Classes: On-campus 3-4 hours/week, during the day. Prerequisites: Functional Anatomy & Biomechanics. Assessment: Written report, seminar presentation and practical examinations; video analysis and report. This unit will focus on the assessment, clinical diagnosis and management of musculoskeletal problems in the lumbar, thoracic spine and the lower limbs. Specific emphasis is placed on sports therapy, particularly running and jumping injury management, but in the context of total patient management. Current clinical evidence for the role of therapeutic exercise is a focus in all areas.

PHTY 5107 Advanced Complex Case Studies in Musculoskeletal Physiotherapy
Old code 16538.6 credit points. A/Prof Kathryn Refshauge, (02) 9351 9180. Semester: 2. Classes: On-campus 3-4 hours/week, during the day. Prerequisites: Functional Anatomy & Biomechanics, Musculoskeletal Disorders A, Musculoskeletal Disorders B. Corequisite: Functional Anatomy & Biomechanics, Musculoskeletal Disorders A, Musculoskeletal Disorders B. Assessment: Case study analyses, group participation and seminar presentations; panel discussion 30mins (20%) x2, exam-short answer question 2hrs (60%).

This unit will adopt a problem based learning approach to the assessment and management of complex case studies of the musculoskeletal system. Students will participate in clinical seminars and practical learning opportunities, including Rheumatology, Osteoporosis and Orthopaedic post-operative rehabilitation. Some on-campus but mostly undertaken off-campus. Prerequisites: Musculoskeletal Sports Injuries A, Functional Anatomy & Biomechanics, Musculoskeletal Sports Injuries B. Corequisite: Musculoskeletal Sports Injuries A, Functional Anatomy & Biomechanics, Musculoskeletal Sports Injuries A, Functional Anatomy & Biomechanics, Musculoskeletal Sports Injuries B. Assessment: Peer review, practice examination and written report. Workbooks A 100% (25%); Clinical exam 1 hr (45%) plus 15mins VIVA, Wks 9-13; Workbooks BWks 13(30%). This unit will provide the opportunity for students to integrate their knowledge gained in other units in this course, and their previous clinical knowledge and skills, with new approaches to the management of the person with a sports injury. Clinical learning opportunities will be provided in a variety of spheres of sports physiotherapy practice, including different age groups and different types of sport, and ranging from acute on-field management to procedures designed to prevent injury or effectively deal with chronic or recurring injuries.

PHTY 5108 Clinical Sports Physiotherapy B
Old code 16539.6 credit points. Ms Leslie Nicholson, (02) 9351 9369. Semester: 2. Classes: Some on-campus but mostly undertaken off-campus. Prerequisites: Functional Anatomy & Biomechanics, Musculoskeletal Sports Injuries A, Functional Anatomy & Biomechanics, Musculoskeletal Sports Injuries B. Corequisite: Musculoskeletal Sports Injuries A, Functional Anatomy & Biomechanics, Musculoskeletal Sports Injuries A, Functional Anatomy & Biomechanics, Musculoskeletal Sports Injuries B. Assessment: Peer review, practice examination and written report. Workbooks A 100% (25%); Clinical exam 1 hr (45%) plus 15mins VIVA, Wks 9-13; Workbooks BWks 13(30%). This unit will provide the opportunity for students to integrate their knowledge gained in other units in this course, and their previous clinical knowledge and skills, with new approaches to the management of the person with a sports injury. Clinical learning opportunities will be provided in a variety of spheres of sports physiotherapy practice, including different age groups and different types of sport, and ranging from acute on-field management to procedures designed to prevent injury or effectively deal with chronic or recurring injuries.

PHTY 5109 Dissertation
Old code 16540.12 credit points. Mr Martin Mackey, (02) 9351 9374. Semester: 1, 2. Assumed knowledge: Practise. Assessment: 5000-7000 words (100%) - WK 14 Sem 1, Full-time - WK 13 Sem 2, Part-time. The dissertation comprises a major written work that involves the preparation of a non-research dissertation on a specific area of interest, under supervision. This document is a substantial scholarly work (of approximately 5,000-7,000 words) that is an exposition of a range of knowledge in a specific area of physiotherapy (clinical) practice and is expected to include original argument substantiated by reference to acknowledged authorities. It does not involve data collection but may take the form of analysis of existing data, developing a clinical tool or development and evaluating patient education materials. The nature and complexity of the topic is negotiated with a designated supervisor. The aim of this work is for students to integrate background material and provide cohesive, structured suggestions for further development or practice. A designated number of hours are set aside for workshops for classes in scientific writing but the majority of the hours will be spent in consultation with the supervisor or in independent study. The dissertation document will be assessed by 2 examiners and comprises 100% of the assessment in this unit.

PHTY 5110 Introduction to Ergonomics
Old code 16541.6 credit points. Mr Martin Mackey, (02) 9351 9374. Semester: 1. Classes: on-campus 2 hours/week, late afternoon/early evening. Assumed knowledge: Undergraduate Ergonomics. Assessment: Written exam and seminar presentation. This unit aims to give the student an overview of the discipline of ergonomics and explores the inter-relationship and relevance of a variety of ergonomic issues in the workplace through analysis and exploration of case study scenarios. Ergonomic concepts explored include a review of work physiology, biomechanics and kinesiology, physical and psychological factors influencing the worker, anthropometry and work system issues. A problem-based learning approach will be used for content delivery with students working individually and in small groups to acquire and analyse case information and related materials. The tutor will facilitate this learning process. The unit will be assessed by written report and (group) seminar presentation. Peer evaluation, (of each individual's contribution to the group problem solving process), will also form part of the overall assessment for each student.

Practical: Up to 10 hours of fieldwork
Textbooks
Ergonomics, the Physiotherapist in the Workplace, B M (1990) Fitting the Task to the Man (4th ed) E. Grandjean (1990)

PHTY 5111 Clinical Practice A

This unit provides students with the opportunity to apply knowledge gained during the course within a clinical environment. Clinical placement will depend upon identified needs of the students and the availability of appropriate clinical areas. To this end students are required to develop a learning contract which specifies their learning goals, strategies, resources and outcomes.

Note: To undertake this unit overseas and interstate trained physiotherapists must apply to the NSW Physiotherapists Registration Board for approval to practice during the course. This process will be facilitated by the unit coordinator following enrolment. Original documents and certified translations into English will be required.

Practical: Involves both on- and off-campus clinical hours

PHTY 5112 Orthopaedic Physiotherapy
Old code 16543.6 credit points. Trudy Rebbeck, email Lrebbeck@fhs.usyd.edu.au, phone (02) 9351 9152; Angela Stark, email a.stark@fhs.usyd.edu.au, phone (02) 9351 9549. Semester: 1. Classes: Off-campus 4 hours/week. Assessment: written assignment, seminar presentation, written exam. Includes online exam for the initial (elective) refresher re-entry module and seminars and an essay for the remaining modules. This unit of study provides the student with the opportunity to improve their knowledge and skills in the area of orthopaedic physiotherapy. Students will complete 3 or 4 modules dependent on entry level. The unit will focus on the assessment, clinical diagnosis and management of common orthopaedic conditions including Rheumatology, Osteoporosis and Orthopaedic post-surgical rehabilitation and an independent learning module. The unit has been designed to be offered in distance education mode with on-line tutorials, student chat rooms and electronically posted assignments.

PHTY 5113 Clinical Practice B
Old code 16544.6 credit points. Mr Martin Mackey, (02) 9351 9374. Semester: 2. Assessment: Clinical journal, seminar presentation. This unit provides students with the opportunity to apply knowledge gained during the course within a clinical environment. Clinical placement will depend upon identified needs of the students and the availability of appropriate clinical areas. To this end students are required to develop a learning contract which specifies their learning goals, strategies, resources and outcomes.

Note: To undertake this unit overseas and interstate trained physiotherapists must apply to the NSW Physiotherapists Registration Board for approval to practice during the course. This process will be facilitated by the unit coordinator following enrolment. Original documents and certified translations into English will be required.

Practical: Involves both on- and off-campus clinical hours
Old code 16545.6 credit points. Dr Louise Ada, (02) 9351 9544. This unit consists of two modules. The first module examines the impairments associated with neurological lesions and the resultant knowledge of both motor and sensori-motor behaviour. The second module examines disability and handicap associated with neurological lesions and provides a forum for students to examine the process of rehabilitation, the environment in which it takes place and factors which may influence outcome.

PHTY 5115 Clinical Neurological Physiotherapy A
Old code 16546.6 credit points. Dr Colleen Canning, (02) 9351 9263. This unit will provide 2 weeks access to clinical experience in specialist areas enabling the student to apply knowledge gained during the course and develop clinical expertise. Clinical placement will be dependent upon the identified needs of the student and the availability of appropriate clinical areas. Students will be required to develop a learning contract, which specifies their learning goals, strategies, resources and outcomes. Practical: Approximately 40 hours

PHTY 5116 Optimising Motor Performance
Old code 1.6547.8 credit points. Dr Sharon Kilbrath (02) 9351 9272. In this unit, students examine normal motor behaviour in order to develop skill in analysing motor performance, planning and implementing motor training and preventing disabling adaptive processes. In addition, there will be a module examining the historical development of physiotherapy.

PHTY 5117 Topics in Neurological Physiotherapy
Old code 16548.6 credit points. Dr Colleen Canning, (02) 9351 9263. Seminar: 12 hours/week. Corequisite: Functional Anatomy and Biomechanics. Assessment: Written assignment (30%); viva exam 15 mins (40%); essay 1500 words (30%). This subject provides students with the opportunity to apply knowledge gained in Optimising Motor Performance within a clinical environment without the pressure of the usual work place. Students will also prepare, document and write up the results of a case study of training a patient to improve performance on a specific task. It involves both clinical and academic hours. The clinical hours may be undertaken at the student’s convenience. Practical: Clinical hours as determined by student and coordinator

PHTY 5118 Clinical Neurological Physiotherapy B
Old code 16549.6 credit points. Dr Cath Dean, (02) 9351 9266. This unit will focus on the assessment, clinical diagnosis and designing appropriate clinical interventions. Students will be required to develop a learning contract, which specifies their learning goals, strategies, resources and outcomes. Practical: Approximately 40 hours

PHTY 5119 Topics in Cardiopulmonary Physiotherapy
Old code 16550.6 credit points. Dr Jenny Alison, (02) 9351 9371. This unit will focus on cardiopulmonary interventions and their application to clinical practice. The physiological basis of each intervention will be investigated. Students will be expected to review current literature and draw conclusions regarding their appropriateness.

PHTY 5120 Clinical Cardiopulmonary Physiotherapy A
Old code 16551.6 credit points. Dr Jenny Alison, (02) 9351 9371. This unit will be conducted in the out-patient departments of specialist areas enabling the student to apply knowledge gained during the course and develop clinical expertise. Clinical placement will be dependent upon the identified needs of the student and the availability of appropriate clinical areas. Students will be required to develop a learning contract, which specifies their learning goals, strategies, resources and outcomes. Practical: Approximately 40 hours

PHTY 5121 Cardiopulmonary Physiotherapy B
Old code 16552.6 credit points. Dr Jenny Alison, (02) 9351 9371. This unit will focus on cardiopulmonary interventions and their application to clinical practice. The physiological basis of each intervention will be investigated. Students will be expected to review current literature and draw conclusions regarding their appropriateness.

PHTY 5122 Cardiopulmonary Physiotherapy B
Old code 16553.6 credit points. Dr Jenny Alison, (02) 9351 9371. This unit will focus on cardiopulmonary interventions and their application to clinical practice. The physiological basis of each intervention will be investigated. Students will be expected to review current literature and draw conclusions regarding their appropriateness. Practical: Approximately 40 hours

PHTY 5123 Advanced Musculoskeletal Disorders A
Old code 16554.6 credit points. Ms Debra Shirley, (02) 9351 9177. This unit will focus on the assessment, clinical diagnosis and management of musculoskeletal problems in the cervical spine and upper limbs. Specific emphasis is placed on manipulative physiotherapy, but in the context of total patient management. The unit aims to integrate relevant knowledge from related sciences into manipulative physiotherapy practice.

PHTY 5124 Advanced Musculoskeletal Disorders B
Old code 16555.6 credit points. Ms Debra Shirley, (02) 9351 9177. This unit will focus on the assessment, clinical diagnosis and management of musculoskeletal problems in the cervical spine and upper limbs. Specific emphasis is placed on manipulative physiotherapy, but in the context of total patient management. The unit aims to integrate relevant knowledge from related sciences into manipulative physiotherapy practice.

PHTY 5125 Clinical Manipulative Physiotherapy A
Old code 16556.6 credit points. Dr Rob Boland, (02) 9351 9156. This unit will focus on the assessment, clinical diagnosis and management of musculoskeletal problems in the cervical spine and upper limbs. Specific emphasis is placed on manipulative physiotherapy, but in the context of total patient management. The unit aims to integrate relevant knowledge from related sciences into manipulative physiotherapy practice.

PHTY 5126 Advanced Musculoskeletal Disorders B
Old code 16557.6 credit points. Ms Debra Shirley, (02) 9351 9177. This unit will focus on the assessment, clinical diagnosis and management of musculoskeletal problems in the cervical spine and upper limbs. Specific emphasis is placed on manipulative physiotherapy, but in the context of total patient management.
management. Current clinical evidence for the role of therapeutic exercise is a focus in all areas.

PHTY 5128 Clinical Manipulative Physiotherapy B
Old code 16559.6 credit points. Ms Rob Boland, (02) 9351 9177. Semester: 2. Classes: 12 hours/week. Prerequisite: Functional Anatomy and Biomechanics, Musculoskeletal Disorders A, Musculoskeletal Disorders B. Corequisite: Functional Anatomy and Biomechanics, Musculoskeletal Disorders A, Musculoskeletal Disorders B. Assessment: Clinical exam short case 20 mins (30%); Clinical exam short case 7 hr, 15mins VIVA (30%); Practical exam long case 1.5hrs, 15mins VIVA(40%). This unit will provide the opportunity for students to integrate their knowledge gained in other units of this course, and their previous clinical knowledge and skills, with new approaches to the management of a person with a musculoskeletal disorder. This unit will be conducted in the out-patient departments of selected NSW public hospitals three half days per week.

PHTY 5129 Topics in Paediatric Physiotherapy A
Old code 16560.6 credit points. Ms Jane Butler, (02) 9351 9265/Ms Genny Dwyer, (02) 9351 9548. Semester: 1. Classes: predominately off-campus. Assumed knowledge: 2 years Paediatrics experience. Assessment: Seminar presentation 25mins (40%); Assignment 2000 words (60%). This unit covers topics of current interest to paediatric physiotherapists in the area of neurological impairment, cardiorespiratory and musculoskeletal issues. The student will choose one of these areas to study and will be required to analyse information presented in the form of a clinical scenario. Identify their learning needs and explore the pathophysiology and management of the problem through a process of supported self-directed learning. Furthermore, the student will be required to identify clinical implications for assessing and training motor skills based on current research findings, justify their selection of intervention on the basis of best evidence available and identify the most appropriate means to evaluate the effectiveness of the intervention. Textbooks TBC

PHTY 5130 Clinical in Paediatric Physiotherapy A
Old code 16561.6 credit points. Ms Jane Butler, (02) 9351 9265/Ms Genny Dwyer, (02) 9351 9548. Semester: 1. Classes: predominately off-campus. Assumed knowledge: 2 years Paediatrics clinical experience. Assessment: Seminar presentation and written report. This unit of study is designed to provide the student with an understanding of paediatric physiotherapy within a clinical setting. The student will be required to derive inferences from scientific research and develop applications to the clinical setting. In addition they will need to apply problem-solving skills to the effective management and evaluation of physiotherapy intervention. The student will be given the opportunity to decide on their individual preference of clinical setting and will conduct their placement through supported self-directed learning. Practical: As determined by the student and unit coordinator

PHTY 5131 Conceptual Framework Underlying Paediatric Physiotherapy
Old code 16562.6 credit points. Ms Jane Butler, (02) 9351 9265/Ms Genny Dwyer, (02) 9351 9548. Semester: 2. Classes: On-campus 4 hours/week, off-campus. Assumed knowledge: 2 years Paediatrics. Assessment: Seminar presentation-individual, 20 mins (30%); Written assignment 2000 words (70%). This unit of study is intended to give students and understanding of current issues relating to children with particular reference to paediatric physiotherapy. Students will examine historical frameworks of paediatric physiotherapy and how these frameworks have influenced clinical practice. Textbooks TBC

PHTY 5132 Topics in Paediatric Physiotherapy B
Old code 16563.6 credit points. Ms Jane Butler, (02) 9351 9265/Ms Genny Dwyer, (02) 9351 9548. Semester: 2. Classes: On-campus 4 hours/week, off-campus. Assumed knowledge: 2 years practical Paediatrics. Assessment: In accordance with selected unit. This unit is designed to allow the student the opportunity to select their own area of study related to paediatric physiotherapy. With approval from the course academic advisor and unit of study coordinator, the student select a unit of study from within the faculty or through another university. Practical: In accordance with selected unit

PHTY 5133 Clinical Paediatric Physiotherapy B
Old code 16564.6 credit points. Ms Jane Butler, (02) 9351 9265/Ms Genny Dwyer (02) 9351 9548. Semester: 2. Classes: predominately off-campus. Assumed knowledge: 2 years clinical Paediatric Physiotherapy. Prerequisite: Topics in Paediatric Physiotherapy A PHTY 5129 (16560). Assessment: Seminar presentation, Written report of a case study. This unit provides the students with the opportunity to apply knowledge gained in Topics in Paediatric Physiotherapy A within a clinical environment. Students will prepare, document and write up the results of a case study of training a patient to improve performance on a specific task. It involves both clinical and academic hours. The academic hours will be negotiated with the unit coordinator with the clinical hours undertaken at the student's convenience. Practical: As deemed relevant by student and unit coordinator

PHTY 5134 Therapy in Disorders of the Hand
Old code 16565.6 credit points. Rosemary Prosser, roselane_hankes@msu.com.au, (02) 9221 2603; Martin Mackey, mackey@unsw.edu.au, (02) 9351 9747. Semester: 2. Classes: on-campus block mode. Assessment: seminar presentation, participation, essay, group participation and mastery of practical skills. This unit of study provides the student with the opportunity to improve their knowledge and skills in the area of common hand pathologies including fractures and dislocations, wrist and tendon and nerve injuries. Assessment and treatment strategies used specifically for hand injuries and conditions will be addressed including impairment, sensibility and disability testing, splinting, and exercise. Exercises and skills in hand therapy will be also be covered, further development of which will occur in the clinical practice units of study.

PHTY 5135 Scientific Investigation III
Old code 16566.6 credit points. Dr Louise Ada, (02) 9351 9544. Semester: 2. Classes: on-campus Block Mode, off-campus. Prohibition: Evaluation and research in Physiotherapy Practice. Assessment: Report 750 words (50%); essay 2000 words (50%). The unit will consist of two modules. The first will provide the opportunity for students to learn the principles underlying evidence-based practice and the application of epidemiology research to clinical practice. The second will provide the opportunity for the student to study a researcher’s work in detail in order to examine the scientific process. The researcher will visit the campus to discuss aspects of their work with students. The unit will be presented in flexible delivery mode - there will be some on-campus block mode sessions at the beginning and end of the semester with distance learning mode being offered during semester.

PHTY 5139 Electrophysical Agents M
Old code 16568.8 credit points. Ms Joanne Munn, (02) 9351 9268. Semester: 1. Classes: Presented on-campus with regular scheduled classes held during the day. Corequisite: Musculoskeletal and Biomedical Sciences M BIOS 55052. Assessment: Examination (20%), Seminar 10%, written exam 1 hr (20%). A satisfactory standard must be achieved in the bi-practical component. This unit provides the student in the study of the physical basis and physical consequences of various electrophysical modalities. It provides the student with the opportunity to develop basic knowledge and skills in the safe and effective use of a range of modalities including conductive heating and cooling, ultrasound, pressure therapy, laser, shortwave diathermy, electrical stimulation, and surface electromyographic biofeedback. The efficacy of these treatment modalities will be explored and safety issues are emphasised. Also, an emphasis is placed on communication skills development, which is considered an integral part of quality health management. This unit has direct links with Musculoskeletal Physiotherapy M1, and through this aims to assist in the development of clinical reasoning and problem solving skills. Textbooks Electrotherapy explained: Principles and practice (3rd ed) Low, J. and Reed, A (2000) London: Butterworth-Heinemann

PHTY 5140 Musculoskeletal Physiotherapy M1
Old code 16569.11 credit points. Ms Joanne Munn, (02) 9351 9268. Semester: Full year. Classes: Presented on-campus with regularly scheduled classes held during the day. Corequisite: Electrophysical Agents M PHTY 5139. Assessment: Practical/viva exam (50%) and written exam 2 hr (50%). A satisfactory standard must be achieved in the bi-practical component. This unit introduces students to musculoskeletal physiotherapy and aims to equip students with the necessary
cognitive and practical skills to assess and manage patients with selected problems of the peripheral musculoskeletal system. This unit has direct links with Electrophysical Agents M relating to treatment selection and interventions for various musculoskeletal conditions. These links are aimed to assist in developing clinical reasoning and problem solving skills. Students will study the structure and function of the normal musculoskeletal system and the response of the system to trauma and disease. Principles of medical and physiotherapy management of musculoskeletal disorders will also be covered. Students will learn how to take a history and to perform selected physical examination and management procedures, including patient manual handling skills. They will learn about muscle actions, measurement of joint range of motion and measurement of muscle strength. In this unit, areas covered include clinical assessment, clinical decision making, philosophy and guidelines for treatment of various conditions affecting the foot, ankle, knee, hip, shoulder, elbow and hand regions. Specific therapeutic interventions taught include remedial exercise prescription and manual therapy skills (selected peripheral mobilisation techniques and soft tissue stretching). Other topics include pain management, peripheral nerve injuries, osteoporosis, health promotion, sports injuries, pharmacology for physiotherapists and rhenatology.

Textbooks

PHTY5141 Cardiopulmonary Physiotherapy M
Old code 16570.4 credit points. Ms Lyndall Maxwell, (02) 9351 9374.
Semester: Full year. Classes: Presented on-campus with regularly scheduled classes held during the day. Assessment: Sem 1 - practical viva exam 1 hr 15 min (15%), written exam 1 hr 25 min (25%), Sem 2 - written exam 2 hr (60%).
This unit will introduce students to the knowledge, skills and clinical decision making process necessary for effective assessment and management of patients with respiratory and cardiac dysfunction. In particular, students will evaluate the pathophysiological consequences of abdominal, thoracic and cardiac surgery, infective and inflammatory condition and airflow limitation on pulmonary function and impaired cardiac function on the cardiovascular performance. Additionally, students will develop treatment strategies to effectively manage respiratory and cardiac problems. There will be an emphasis on preventative management and pulmonary rehabilitation.

Semester 1, 3 credit points; Semester 2, 1 credit point

Textbooks

PHTY5142 Ethical Physiotherapy Practice M
Old code 16571.2 credit points. Dr Elizabeth Ellis, (02) 9351 9470.
Semester: 2. Classes: Presented on-campus with regularly scheduled classes held during the day. Assessment: Written assignment 1000 wd (40%), seminar 15 min (30%), written assignment 1500 wd (30%).
The course provides students with the opportunity to undertake a supervised research project in an area of physiotherapy. The unit assists students to evaluate the suitability of assumptions made in physiotherapy related research, to evaluate design strategies and their appropriateness for the proposed research project and to design and conduct effective sampling strategies. This unit will build on previous knowledge of research methods and develop skills in applying methods to research models for physiotherapists. In this unit each student will design and begin to implement an approved research project. The unit provides assistance in the statistical procedures that may be used in the research project by consolidating and extending skills acquired previously. Where appropriate, training in software support will be provided. By the time students have completed this unit they will have prepared a written research proposal.

Textbooks
Various - no single prescribed text.

PHTY 5144 Clinical Education M1A
Old code 16573.6 credit points. Dr Cath Dean, (02) 9351 9266; Ms Vicki Williams (02) 9351 9541. Semester: 2. Classes: Presented off-campus at various clinical sites. Prerequisite: Electrophysical Agents M PHTY 5139 (16568). Corequisite: Cardiopulmonary Physiotherapy M PHTY 5141 (16570). Musculoskeletal Physiotherapy M1 PHTY 5140 (16569).
Assessment: Continuous assessment.
The aim of this unit is to provide an opportunity for the student to develop a broad understanding of the provision of physiotherapy services in hospital or community-based healthcare settings. The development of communication skills is an integral part of this unit. In addition, the emphasis of the unit is on safety in patient handling. Students will have the opportunity to receive feedback and be evaluated while managing individual caseloads of acute to chronic and spinal or peripheral problems, and younger versus older patients. Skills and knowledge gained within the unit will also be applied during clinical education. Students will also complete a module on manipulation of the cervical and cervicothoracic spines. This will include the theoretical bases as well as the practical skills required.

PHTY 5145 Clinical Education M1B
Old code 16574.7 credit points. Dr Cath Dean, (02) 9351 9266; Ms Vicki Williams (02) 9351 9541. Semester: 2. Classes: Presented off-campus at various clinical sites. Prerequisite: Electrophysical Agents M PHTY 5139 (16568). Corequisite: Cardiopulmonary Physiotherapy M PHTY 5141 (16570). Musculoskeletal Physiotherapy M1 PHTY 5140 (16569), Clinical Education M1A PHTY 5144 (16573). Assessment: Continuous assessment.
This unit of study will involve clinical placement in general wards so that the student can gain experience in orthopaedics. Students will build on experience gained in Clinical Education M1A and they will be expected to demonstrate an increased ability in the management of patients (assessment, treatment and evaluation). In addition, professional practices will be emphasised.

PHTY 5155 Clinical Manipulative Physiotherapy C
Old code 16584.12 credit points. Dr Rob Boland, Phone (02) 9351 9156.
Semester: 1. Prerequisite: Advanced Functional Anatomy and Biomechanics, Advanced Musculoskeletal Disorders B. Assessment: Clinical and practical examinations and written assignment or seminar presentation.
This unit will provide the opportunity for students to integrate their knowledge gained in other units of this course, and their previous clinical knowledge and skills, with new approaches to the management of a person with a musculoskeletal disorder. This unit will be conducted in the outpatient departments of selected NSW public hospitals three half days per week. In addition there will be an academic component, which will involve on-campus attendance at classes.
The aim of this unit is to advance course participants’ clinical skills by providing the opportunity to conduct clinical practice in a supervised and supportive environment, wherein experienced clinicians provide expert feedback to participants. Over the course of the semester, the focus of teaching will evolve so that each component of the communication assessment and differences in professional conduct is also addressed. The responsibility associated with being a member of a regulated profession, regulation of physiotherapy practice by the Physiotherapists Registration Act of NSW 2001 and by other health acts and the meaning of professional misconduct and other associated behaviours are also explored in both lecture and tutorial format.

Textbooks
Reference list but no prescribed texts.

PHTY 5156 Clinical Manipulative Physiotherapy D
Old code 16585.12 credit points. Dr Rob Boland, Phone (02) 9351 9156.
Semester: 1. Prerequisite: Advanced Functional Anatomy and Biomechanics, Advanced Musculoskeletal Disorders A, Advanced Musculoskeletal Disorders B. Assessment: Assessment will be by clinical and practical examinations and written assignment or seminar presentation.
This unit will provide the opportunity for students to integrate their knowledge gained in other units of this course, and their previous clinical knowledge and skills, with new approaches to the management of a person with a musculoskeletal disorder. This unit will be conducted in the outpatient departments of selected NSW public hospitals three half days per week and will be supervised by an experienced musculoskeletal therapist.
physiotherapist. In addition there will be an academic component, which will involve on-campus attendance at classes. The aim of this unit is to advance course participants' clinical skills by providing the opportunity to conduct clinical practice in a supervised and supportive environment, wherein experienced clinicians provide expert feedback to participants. Over the course of the semester, the focus of teaching will evolve so that each component of the assessment and treatment interaction between therapist and patient will receive attention. Within the constraints of the patient demographic for each hospital unit, participants will have the opportunity to receive feedback and be evaluated while managing individual caseloads of acute to chronic and spinal or peripheral problems, and younger versus older patients. Skills and knowledge gained within the other subjects will also be applied during clinical education. Students will also complete a module on manipulation of the cervical and cervicothoracic spines. This will include the theoretical bases as well as the practical skills required.

**PHTY 5157 Clinical Sports Physiotherapy C**

Old code 16586.12 credit points. Ms Leslie Nicholson, Phone (02) 9351 9369. **Semester: 1. Prerequisite:** Musculoskeletal Sports Injuries A, Advanced Functional Anatomy and Biomechanics. **Assessment:** Assessment will include clinical exams, seminar presentations and written reports.

This unit will provide the opportunity for students to integrate their knowledge gained in other units in this course, and their previous clinical knowledge and skills, with new approaches to the management of the person with a sports injury. The focus of this unit is on musculoskeletal disorders of the upper body sustained in sports contexts. Clinical learning opportunities will be provided in a variety of spheres of sports physiotherapy practice, including different age groups and different types of sport, and ranging from acute on-field management to procedures designed to prevent injury or effectively deal with chronic or recurring injuries. Students will be required to complete clinical hours equivalent to three half days per week. In addition there will be an academic component, which will involve on-campus attendance at classes.

**PHTY 5158 Clinical Sports Physiotherapy D**

Old code 16587.12 credit points. Ms Leslie Nicholson, Phone (02) 9351 9369. **Semester: 1. Prerequisite:** Musculoskeletal Sports Injuries A, Advanced Functional Anatomy and Biomechanics. **Assessment:** Assessment will include clinical exams, seminar presentations and written reports.

This unit will provide the opportunity for students to integrate their knowledge gained in other units in this course, and their previous clinical knowledge and skills, with new approaches to the management of the person with a sports injury in the lower body. Clinical learning opportunities will be provided in a variety of spheres of sports physiotherapy practice, including different age groups and different types of sport, and ranging from acute on-field management to procedures designed to prevent injury or effectively deal with chronic or recurring injuries. This unit will have on-campus hours and will require off campus components. Students will also complete a module which will require further investigation of selected clinical presentations.

**PHTY 5159 Structuring & Managing Clinical Education Placements**

Old code 16588X. 6 credit points. Prof Joy Higgs and Ms Carolyn Gates. **Semester: 1. Classes:** Distance and one on campus block workshop. **Assumed knowledge:** Professional practice and teaching experience. **Assessment:** Workplace project - Reflective diary on experiences in organisation and administration of your clinical placement OR A practical guide for organising your clinical placement (70%) Participation in on campus workshop OR Essay on clinical education management (30%).

Within the overall curriculum framework planned by the university school where the students are enrolled, fieldwork and clinical educators face the task of designing, implementing and evaluating clinical/fieldwork practicums/placements. They need to liaise with the relevant educational and fieldwork/clinical institutions. This unit will focus on the practical aspects of structuring and organising clinical placements. It will deal with the various organisational, interpersonal, and administrative aspects of this challenging task. Part of the learning will entail reflecting on the participants’ experience in conducting clinical education and exploring new strategies for structuring their clinical education/fieldwork placements. This will be supplemented by an on campus workshop and independent learning based on readings and self-directed learning activities.
Yooroang Garang: School of Indigenous Health Studies

In 1999 School has introduced a series of articulated graduate coursework programs as well as a research Master's degree and PhD level studies. The Graduate Certificate, Graduate Diploma and Master of Health Science (Indigenous Community Health) are offered in distance mode. These programs are available to Indigenous and non-Indigenous people interested in developing their skills in planning, implementing and evaluating community health programs, health promotion and cultural awareness.

Further course information about the School's programs may be obtained from the School on (02) 9351 9393.

Graduate studies in Indigenous Community Health

The Graduate courses in Indigenous Community Health aim to provide people currently working, or intending to work, in the field of Indigenous Community Health with core knowledge and skills appropriate to maintaining health, preventing diseases and promoting the well-being of Indigenous people. Project Based and Research Based pathways contain many elective choices to enable students to develop their professional and research skills.

Project based pathway
This course provide a broad, multidisciplinary learning experience in core areas of community health theory and practice, as well as opportunities of specialists study. Flexibility is one of the main features of the program. The Project Based pathway, through Project Series of units of study, provide opportunity for students to improve their areas of professional interest.

Research based pathway
This course focuses on the development of research pathway through a consecutive series of research electives and research projects. Students in this course will be introduced to a range of research methods applicable to health science research.
Graduate Certificate of Health Science (Indigenous Community Health)

This course will provide students with the relevant skills and attributes that are required for work in Indigenous context. The course focuses on the health needs of Indigenous people and their communities. The opportunity for choice of electives provides students with flexibility and ability to select subjects relevant to their professional development needs.

Admission requirements

i) have completed undergraduate diploma or degree in health science or relevant areas; or
ii) evidence of equivalent professional qualification and/or experience to demonstrate the capacity to pursue graduate studies

Course outline

The course outline for the Graduate Certificate of Health Science (Indigenous Community Health) is presented in Table 17.1.

Table 17.1: Graduate Certificate of Health Science (Indigenous Community Health)

<table>
<thead>
<tr>
<th>Unit code</th>
<th>Unit name</th>
<th>Sem 1</th>
<th>Sem 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHC 5052</td>
<td>Introduction to Indigenous Community Health</td>
<td>6</td>
<td>-</td>
</tr>
<tr>
<td>AHC 5054</td>
<td>Introduction to Research and Evaluation in Indigenous Health</td>
<td>-</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Elective¹ or Research Elective²</td>
<td>6</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>Elective¹ or Research Elective²</td>
<td>-</td>
<td>6</td>
</tr>
</tbody>
</table>

Stage total (24 credit points for Year 1) 12 12

Graduate Diploma of Health Science (Indigenous Community Health)

This course enables students to apply theory to practice in Indigenous health settings. The graduate Diploma provides students with the opportunity of pursuing a project-based option or a number of specialist electives in various streams.

Admission requirements

i) have completed degree in health science or other relevant areas; or
ii) evidence of equivalent professional qualification and/or experience to demonstrate the capacity to pursue graduate studies, and
iii) a minimum of two years work experience in areas of health and related fields.

Course outline

The course outline for the Graduate Diploma of Health Science (Indigenous Community Health) is presented in Table 17.2.

Table 17.2: Graduate Diploma of Health Science (Indigenous Community Health)

<table>
<thead>
<tr>
<th>Unit code</th>
<th>Unit name</th>
<th>Sem 1</th>
<th>Sem 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHC 5052</td>
<td>Introduction to Indigenous Community Health</td>
<td>6</td>
<td>-</td>
</tr>
<tr>
<td>AHC 5054</td>
<td>Introduction to Research and Evaluation in Indigenous Health</td>
<td>-</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Elective¹ or Research Elective²</td>
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<td>-</td>
</tr>
<tr>
<td></td>
<td>Elective¹ or Research Elective²</td>
<td>-</td>
<td>6</td>
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Stage total (24 credit points for Year 1) 12 12

Year 2 Option 1

<table>
<thead>
<tr>
<th>Unit code</th>
<th>Unit name</th>
<th>Sem 1</th>
<th>Sem 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHC 5041</td>
<td>Project Development</td>
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<td>-</td>
</tr>
<tr>
<td>AHC 5042</td>
<td>Project Management</td>
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<td>6</td>
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Stage total (12 credit points for Year 2 Option 1) 6 6

Year 2 Option 2

<table>
<thead>
<tr>
<th>Unit code</th>
<th>Unit name</th>
<th>Sem 1</th>
<th>Sem 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHC 5056</td>
<td>Integrative Paper</td>
<td>12 or</td>
<td>12</td>
</tr>
</tbody>
</table>

Stage total (12 credit points for Year 2 Option 2) 12 12

1. Project Based Pathway. At least one elective must be chosen from electives offered by Yooroong Garang: School of Indigenous Health Studies. This portion provides students with the relevant skills and attributes that are required for work in Indigenous context.
2. Research Based pathway. This option introduces students to the development of research proposal through the study of research methodologies applied to health science research.
Master of Health Science (Indigenous Community Health) by coursework

This course enables students to develop advanced knowledge, skills, and understanding of project evaluation and research in Indigenous health. The course is offered in a flexible mode and accommodates individual approaches to learning.

Admission requirements

i) have completed degree in health science or other relevant areas; or
ii) evidence of equivalent professional qualification and/or experience to demonstrate the capacity to pursue graduate studies, and
iii) a minimum of two years work experience in areas of health and related fields.

Course outline

The course outline for the Master of Health Science (Indigenous Community Health) is presented in Table 17.3.

<table>
<thead>
<tr>
<th>Table 17.3 Master of Health Science (Indigenous Community Health)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course code 0719: full-time, on-campus, minimum 2 semesters</td>
</tr>
<tr>
<td>Course code 0720: part-time, off-campus, maximum 4 semesters</td>
</tr>
<tr>
<td>Credit points: 48</td>
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</table>

<table>
<thead>
<tr>
<th>Unit code (old code)</th>
<th>Unit name</th>
<th>Sem 1</th>
<th>Sem 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCD 5052 (07552X)</td>
<td>Introduction to Indigenous Community Health</td>
<td>6</td>
<td>-</td>
</tr>
<tr>
<td>AHCD 5054 (07554X)</td>
<td>Introduction to Research and Evaluation in Indigenous Health</td>
<td>-</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Elective¹ or Research Elective²</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Elective¹ or Research Elective²</td>
<td>6</td>
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</tr>
<tr>
<td></td>
<td>Stage total (24 credit points for Year 1)</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td>Year 2 Option 1</td>
<td>AHCD 5041 (07541X) Project Development</td>
<td>6</td>
<td>-</td>
</tr>
<tr>
<td>AHCD 5042 (07542X)</td>
<td>Project Management</td>
<td>6</td>
<td>-</td>
</tr>
<tr>
<td>AHCD 5045 (07541X)</td>
<td>Project Evaluation</td>
<td>-</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>Stage total (24 credit points for Year 2 Option 1)</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td>Year 2 Option 2</td>
<td>AHCD 5056 (07556X) Integrative Paper</td>
<td>12</td>
<td>-</td>
</tr>
<tr>
<td>AHCD 5057 (07557X)</td>
<td>Literature Critique</td>
<td>-</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>Stage total (24 credit points for Year 2 Option 2)</td>
<td>12</td>
<td>12</td>
</tr>
</tbody>
</table>

1. Project Based Pathway: at least one elective must be chosen from electives offered by Yooroang Garang: School of Indigenous Health Studies. This portion provides students with the relevant skills and attributes that are required for work in Indigenous context.

2. Research Based pathway: this option gives students the opportunity to develop the skills required for an independent investigation in an area of relevance to their professional interests.

Master of Health Science (Indigenous Community Health) Honours

This course of study enables students to consolidate their Integrative Paper and critically review the literature in their topic area into a supervised research project. To complete their research thesis each student works with an academic staff who serves as their supervisor.

Admission requirements

i) have completed degree in health science or other relevant areas; or
ii) evidence of equivalent professional qualification and/or experience to demonstrate the capacity to pursue graduate studies, and
iii) a minimum of two years work experience in areas of health and related fields.

Candidates in the MHlthSc(ICH) who have achieved a 65% credit average or better in all units of study and a 75% Distinction or better in at least two units of study may be invited to complete the additional Honours requirement of a dissertation. The dissertation provides candidates with an opportunity to undertake an advanced investigation in a topic or issues through the development of either a proposal for independent research on that topic or a substantial paper that demonstrates the application of scholarly literature to a practical problem. An Honours candidate will be required to enroll in the Honours program no later than the census date of the semester following that in which all coursework is completed. The dissertation will be deemed to be worth 12 credit points and will normally be completed within one semester.

Course outline

The course outline for the Master of Health Science (Indigenous Community Health) Honours is presented in Table 17.4.

<table>
<thead>
<tr>
<th>Table 17.4: Master of Health Science (Indigenous Community Health) Honours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course code 0721: full-time, off-campus, minimum 3 semesters</td>
</tr>
<tr>
<td>Course code 0722: part-time, off-campus, maximum 6 semesters</td>
</tr>
<tr>
<td>Credit points: 60</td>
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</table>

<table>
<thead>
<tr>
<th>Unit code (old code)</th>
<th>Unit name</th>
<th>Sem 1</th>
<th>Sem 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCD 5055 (07555X)</td>
<td>Dissertation</td>
<td>12</td>
<td>or 12</td>
</tr>
<tr>
<td></td>
<td>Stage total (12 credit points for Year 3)</td>
<td>12</td>
<td>12</td>
</tr>
</tbody>
</table>
Project based pathway electives

1. The following elective units may be offered subject to staff availability. Electives are either 4 or 6 credit points. Electives from other courses in the University may be taken by students after consultation with the Course Coordinator, phone (02) 9351 9127 and the appropriate School. For more electives see Chapter 20.

<table>
<thead>
<tr>
<th>Unit code (old code)</th>
<th>Unit name</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCD5012 (07512X)</td>
<td>Alcohol and Other Drugs Studies</td>
</tr>
<tr>
<td>AHCD 5020 (07520X)</td>
<td>Community Development</td>
</tr>
<tr>
<td>AHCD 5022 (07522X)</td>
<td>Indigenous Family Health</td>
</tr>
<tr>
<td>AHCD 5023 (07523X)</td>
<td>Indigenous Mental Health</td>
</tr>
<tr>
<td>AHCD 5030 (07530X)</td>
<td>Housing and Health</td>
</tr>
<tr>
<td>AHCD 5031 (07531X)</td>
<td>Strategic Planning</td>
</tr>
<tr>
<td>AHCD 5035 (07535X)</td>
<td>Injury Prevention</td>
</tr>
<tr>
<td>AHCD 5036 (07536X)</td>
<td>Independent Learning</td>
</tr>
</tbody>
</table>

2. Research electives: Students will select with the aid of their supervisor appropriate research electives from the Faculty-wide master's research electives. See Chapter 20.

<table>
<thead>
<tr>
<th>Course code 0708: full-time, minimum 1.5 years, maximum 2 years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit code (old code)</td>
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<tr>
<td>----------------------</td>
</tr>
<tr>
<td>AHCD 6001 (07601A)</td>
</tr>
<tr>
<td>AHCD 6002 (07602B)</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Course code 0709: part-time, minimum 3 years, maximum 4 years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit code (old code)</td>
</tr>
<tr>
<td>----------------------</td>
</tr>
<tr>
<td>AHCD 6001 (07601A)</td>
</tr>
<tr>
<td>AHCD 6002 (07602B)</td>
</tr>
</tbody>
</table>
The aim of this unit is to sensitise people of Indigenous and non-Cultural Awareness for Indigenous Health writing of a strategic plan for an organisation to which they are expected to examine such issues as the social and psychological bases of drug abuse and social reactions to such use. Students will develop knowledge of the variety of approaches to drug use and abuse including rehabilitation strategies and police and court practices.

AHCD 5020 Community Development
This unit has been designed to give students the knowledge and skills to design, plan and evaluate community development projects. Methods of obtaining involvement for maximum benefit of communities are examined.

AHCD 5022 Indigenous Family Health
The purpose of this unit is to describe the Family Health within the context of Aboriginal culture and holistic approach to intervention, particularly in areas of family violence and sexual assault. This perspective is quite different from the conventional western approach of dealing with violence upon women and children. It uses a positive approach with cultural perspective to deal with the problem.

AHCD 5023 Indigenous Mental Health
Mental Health has only been recently acknowledged as a specific health issue for Aboriginal and Torres Strait Islander people. In the past Aboriginal Mental health was treated in the realm of drug and alcohol problems. Indigenous Mental Health does require an insiders perspective, and a framework for acknowledging the injustices forced upon Indigenous population. Any discussion and solution to the mental health problems needs to consider the healing process through appropriate strategies based on experience of familiar and knowledge about Aboriginal culture. The aim of this unit is to consider these frameworks.

AHCD 5030 Housing and Health
Old code 07530X. 4 credit points. Enquiries: (02) 9351 9393. Semester: 2. Classes: Night classes.
The aim of this unit is to provide students with skills in examining health within the living environment. The aim is to equip students with knowledge and skills in order to examine, evaluate and survey present living conditions within the broad definition of health. The unit will enable students to plan, develop and implement housing intervention strategies for health.

AHCD 5031 Strategic Planning
Strategic planning is vital for the future of health organisations as well as business and government agencies. This elective is designed to provide health professionals with a model and set of tools in order to develop a long range strategic plan for an organisation. Students may use this opportunity to support the writing of a strategic plan for an organisation to which they belong.

AHCD 5033 Cultural Awareness for Indigenous Health
The aim of this unit is to sensitize people of Indigenous and non-Indigenous communities with the cultural diversity in Indigenous societies. This is a unit which aims to increase participants knowledge through defining their prior knowledge of Indigenous culture.

AHCD 5035 Injury Prevention
This unit introduces students to the basic principles of injury control within a community health framework. Students will gain the skills and knowledge to understand injury as a preventable problem, identify data sources and use data in a variety of ways. Issues surrounding personal and community responsibility for injury will be considered. Specific case studies will be critically examined to assess the way in which injury prevention strategies have been used in Indigenous and non-Indigenous contexts.

AHCD 5036 Independent Learning
The aim of this unit is to provide the students with opportunities in exploring areas of studies which are not covered by the other unit topics, either in depth or meet their needs. It will help the students to explore a context in which their skills, independent learning interests learning objectives could come together. Students through their own set of objectives and negotiation with their supervisor identify their learning needs. A set of negotiation contract will facilitate this process.

AHCD 5038 Indigenous Health: Social, Economic and Cultural Context
This unit examines the relationship between social inequality and the distribution of health in societies with particular reference to the Indigenous population. It explores the relevance of an analysis of socio-political relations and processes for understanding these patterns.

AHCD 5039 Health Promotion
This unit provides an introduction to the principles and processes of major approaches to health promotion. Participants in this subject will be able to use their previous skills, knowledge and practices in developing culturally appropriate health promotion services/programs/projects.

AHCD 5041 Project Development
This unit provides students with an opportunity to integrate learning by defining, planning, and developing a project related to professional practice in Aboriginal health and Community Development.

AHCD 5042 Project Management
In this unit students, using management tools, are practically engaged in the management of a project in areas of health and health care system.

AHCD 5043 Project Report
The aim of this subject is to give students opportunity to describe their evaluated project, explain its achievements/failures, discuss its significance and its financial implication for both consumers and service providers.

AHCD 5045 Project Evaluation
The aim of this subject is to provide students with various tools in the process of evaluating their selected services/programs/projects.

AHCD 5052 Introduction to Indigenous Community Health
This unit of study provides an introduction to the conceptual underpinning of Indigenous community as an area of academic study and professional practice. The multi-disciplinary, problem oriented and participatory nature of community health will be
This unit of study focuses on social justice as a fundamental health through case studies in a variety of Indigenous settings.

AHCD 5053 Social Justice and Indigenous Health
This unit of study focuses on social justice as a fundamental principle in understanding the current situation of Indigenous health in Australia. Concept of power and historical settings and their impact on social justice, human rights, equity and access to services will be explored. Models of change aiming toward individual and community empowerment, organisational and institutional change theories will be examined and utilised in the development of plan to bring about changes in the community, workplace or institutions. Strategies such as International Human Rights mechanisms, domestic policies and laws, social and community development models and principles of advocacy and equity will be the major components of this unit of study at micro and macro levels.

AHCD 5054 Introduction to Research and Evaluation in Indigenous Health
Old code 07554x. 6 credit points. Dr Friedoon Khavarpour (02) 9351 9127, Email: f.khavarpour@chhs.usyd.edu.au. Semester: 1, and 2.
Classes: Distance Mode. Approximately 156 hours or 12 hours per week. Assessment: Essay and action plan.
This unit provides an introduction to approaches in Indigenous research and evaluation, as well as major ethical issues in Indigenous health contexts. It involves an examination of the social, economic, and political constructions of Indigenous Australia. Some of the issues addressed include protocols, collaboration, dissemination of outcomes and their implication, questions of intellectual property, ownership, research, evaluation and development for self-determination. Particular emphasis will be placed on a critical analysis of existing research and evaluation practices and procedures as they impact and influence Aboriginal and Torres Strait Islander populations. Textbooks Resources provided in print based learning packages and others are available on the Web.

AHCD 5055 Dissertation
Old code 07555x. 12 credit points. Dr Friedoon Khavarpour (02) 9351 9127, Email: f.khavarpour@chhs.usyd.edu.au. Semester: 1, 2. Classes: Distance Mode. Off campus independent learning. Approximately 312 hours or 24 hours per week. Prerequisite: Normally students undertaking the Dissertation will have completed 48 credit points. Assessment: Written dissertation.
The honours dissertation aims to give students the opportunity to develop the skills required for an independent investigation in an area of relevance to their professional interests. This may take several forms depending on the nature of the investigation. Textbooks Resources provided in print based learning packages and others are available on the Web.

AHCD 5056 Integrative paper
Old code 07556X. 12 credit points. Dr Friedoon Khavarpour (02) 9351 9127, Email: f.khavarpour@chhs.usyd.edu.au. Semester: 1, 2. Classes: Distance mode. Approximately 312 hours or 24 hours per week. Assessment: Written essays.
This unit of study enables students to investigate an area related to research that is of relevance to their professional interests. Textbooks Resources provided in print based learning packages and others are available on the Web.

AHCD 5057 Literature Critique
Old code 07557x. 12 credit points. Dr Friedoon Khavarpour (02) 9351 9127, Email: f.khavarpour@chhs.usyd.edu.au. Semester: 1, and 2. Classes: Distance mode. Approximately 312 hours or 24 hours per week. Assessment: Annotated Bibliography and literature review.
This unit will enable students to conduct an analysis of the literature in a chosen area and develop a number of research questions that could assist in preparation for the honours dissertation. Students will be required to select an area of study in consultation with the unit coordinator and identify as well as critique the main body of literature in the field. Assessment will involve the submission of a 12,000 word critical review of this literature. Textbooks Resources provided in print based learning packages and others are available on the Web.
The Faculty has three Research Centres established to encourage research in specific areas of the health sciences. Students can enrol in a research degree (Master of Applied Science or PhD) in any of the Research Centres. Information on the degree of Doctor of Philosophy is contained in the Faculty Handbook.

■ Master of Applied Science

Admission requirements
In order to qualify for admission to this course:

i) The Faculty, may, on the recommendation of the Head of the School/Centre concerned, admit to candidature for a degree of Master within the Faculty an applicant:

a) who is a graduate of The University of Sydney and has completed courses appropriate to the area of study in which the applicant seeks to proceed, provided that the applicant's work is of sufficient merit, or who has submitted evidence of general and professional qualifications to satisfy the Faculty that the applicant possesses the educational preparation and capacity to pursue graduate studies;

b) who, in addition, meets any other requirements for admission to a particular program that has been prescribed by Faculty.

ii) Notwithstanding subsection (i), the Academic Board may admit a person to candidature in accordance with the provisions of chapter 10 of the By-laws.

Selection process
Students wishing to enrol in a research degree in one of the Faculty Research Centres should apply for admission to candidature within the Centre.

The Centre in which admission has been sought will select from among the applicants who meet the entry requirements.

Course outlines
The course outlines for the Master of Applied Science are presented in Tables 18.1, 18.2 and 18.3.

Master's research thesis
The successful submission of a research thesis is the ultimate objective of the program. The process will necessitate a collaborative endeavour between a student and the supervisor and will involve a student's advisory committee.

■ Australian Stuttering Research Centre

This Centre of Faculty was established in January 1996. Staff of the Centre work closely with speech pathologists in and outside Australia. The purposes of the Centre are to:

- conduct world class stuttering research
- establish national and international collaborative research links
- provide mentorship for Australian stuttering treatment researchers
- provide professional continuing education to Australian and international speech pathologists
- provide postgraduate research programs in stuttering research
- disseminate to the Australian community information about stuttering treatment.

Staff research interests draw on several disciplines that are applied to stuttering research, including acoustics, linguistics, physiology and psychology.

For enquiries contact the Director of the Centre, Associate Professor Mark Onslow.
Phone: (02) 9351 9061
Fax: (02) 9351 9392
Email: m.onslow@cchs.usyd.edu.au
Web: www.cchs.usyd.edu.au/Academic/ASRC

<table>
<thead>
<tr>
<th>Table 18.1: Master of Applied Science (Research)</th>
<th></th>
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<tbody>
<tr>
<td>Australian Stuttering Research Centre</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course code 2403: full-time, minimum 1.5 years, maximum 2 years</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course code 2404: part-time, minimum 3 years, maximum 4 years</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit code</th>
<th>Unit name</th>
<th>Sem 1</th>
<th>Sem 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>STUT 6002</td>
<td>Research Thesis Preparation1</td>
<td></td>
<td>-</td>
</tr>
<tr>
<td>STUT 6003</td>
<td>Research Thesis Preparation1</td>
<td></td>
<td>-</td>
</tr>
<tr>
<td>STUT 6004</td>
<td>Research Thesis</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>STUT 6005</td>
<td>Research Thesis</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>STUT 6002</td>
<td>Research Thesis Preparation1</td>
<td></td>
<td>-</td>
</tr>
<tr>
<td>STUT 6003</td>
<td>Research Thesis Preparation1</td>
<td></td>
<td>-</td>
</tr>
<tr>
<td>STUT 6004</td>
<td>Research Thesis</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>STUT 6005</td>
<td>Research Thesis</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

1. In the thesis preparation it may be deemed appropriate, by the Principal Supervisor, for a student to enrol in graduate elective units.
The National Voice Centre is a University Centre developed by the Faculty of Health Sciences with the support of individuals within the University including the Sydney Conservatorium of Music and the community. It is dedicated to promoting excellence in the art, care and science of voice.

The National Voice Centre offers several research based degrees in voice, singing and wind instrument performance. The program for each graduate student in the National Voice Centre is individually tailored. For most candidates, a research advisory team is established consisting of the supervisor(s) as well as advisers in artistic or clinical areas.

The Centre has established research links with a number of other groups, both within and outside the University. In particular, the Centre has links with respiratory medicine specialists, voice clinicians, ENT specialists, and with major institutions and associations related to vocal performance.

The National Voice Centre currently comprises 22 graduate students, one full-time research staff member, one 0.4 research staff secondment, thirteen Honorary Associates, six advisers/supervisors from other departments of The University of Sydney as well as a number of external research advisors from a variety of related fields. The Centre has established a strong research program in the science of vocal performance, particularly with regard to respiratory mechanics, control and acoustics of voice and laryngeal physiology.

Table 18.2: Master of Applied Science (Research)

<table>
<thead>
<tr>
<th>Unit code (old code)</th>
<th>Unit name</th>
<th>Sem 1</th>
<th>Sem 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Full-time mode</strong></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Year 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>VOICE 6002 (21501A)</td>
<td>Research Thesis Preparation¹</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>VOICE 6003 (21501B)</td>
<td>Research Thesis Preparation¹</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Year 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>VOICE 6004 (21502A)</td>
<td>Research Thesis</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>VOICE 6005 (21502B)</td>
<td>Research Thesis</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>Part-time mode</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Years 1 and 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>VOICE 6002 (21501A)</td>
<td>Research Thesis Preparation¹</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>VOICE 6003 (21501B)</td>
<td>Research Thesis Preparation¹</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Years 3 and 4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>VOICE 6004 (21502A)</td>
<td>Research Thesis</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>VOICE 6005 (21502B)</td>
<td>Research Thesis</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

¹ In the thesis preparation it may be deemed appropriate, by the Principal Supervisor, for a student to enrol in graduate elective units.

The Centre is located on both the Cumberland and Camperdown campuses of The University of Sydney. Facilities and equipment are excellent. Respiratory measurement and muscle and physiological recording are the focus of the new purpose-built research laboratory on the Cumberland campus while digital laryngeal imaging via fibreoptic laryngoscopy/stroboscopy and acoustic analysis of the performance voice are the research foci of the Camperdown campus. As the Centre's computers are all networked, students may elect to work on either campus at any time in order to take full advantage of the research potential on each campus.

Current research projects include: breathing in speech, counter tenor voice, the role of respiration in emotional expression in song (funded by the Australian Research Council 1998-2000), neural mechanisms in vocal control, performance anxiety, physiology and acoustics of singing, speech pathology and acting, the development of physiological based models of singing voice production, the physiology and acoustics of classical singing and flute playing, therapeutic effects of singing, ultrasonography of respiratory muscle activity and operatic voice production.

For enquiries contact the Director of the Centre, Associate Professor Pamela Davis.

Phone: (02) 9351 5352
Fax: (02) 9351 5351
Email: p.davis@cchs.usyd.edu.au
Web: www.cchs.usyd.edu.au/NVC/
The chapter provides detailed course information for the Master's programs offered in Singapore. The off-shore (Singapore-based) programs are conducted by the Faculty of Health Sciences in conjunction with the Singapore Institute of Management. Graduates from the program will graduate with a University of Sydney award. The ongoing responsibility for managing the courses lies with the Faculty of Health Sciences. The role of the Singapore Institute of Management is to provide a vehicle for implementing the courses.

The program structure for the Master's in Child and Adolescent Health, Education and Gerontology will be four core units and four electives. The core units will be offered as distance education units and, in addition, each core unit will have 16 hours of face-to-face contact with a content specialist. The electives are to be offered as distance education/on-line offerings only.

### Master of Health Science (Child and Adolescent Health)

**Off-shore (Singapore-based)**

This course allows students who have some background in the health professions and/or relevant disciplines to gain specialised knowledge in child and adolescent health. The program will allow students to gain considerable contemporary knowledge in the application of psychology to child and adolescent health issues. The units aim to produce health professionals who are aware of, and can critically evaluate, and integrate into their work practice, culturally relevant, scientific, and methodologically sound research evidence in child and adolescent health. The electives give students the opportunity to develop discipline-based knowledge and research skills (including qualitative and quantitative data analysis) and an understanding of selected key issues in development and developmental psychopathology in a social and cultural context.

#### Admission requirements

In order to qualify for admission to this course, applicants shall have:

i) A bachelor degree with a major in anthropology, sociology or psychology; or

ii) A bachelor degree in social work; or

iii) An approved bachelor degree in a health profession with satisfactory performance in behavioural sciences; or

iv) Evidence of general and/or professional qualifications where the prospective candidate can satisfy the Faculty that she or he possesses expertise equivalent to (i), (ii), or (iii).

Articulation into the Master of Health Science (Child and Adolescent Health) Honours course is contingent upon the student achieving an overall credit average and distinction in at least two units of study in the Master of Health Science (Child and Adolescent Health) Pass course.

#### Course outline

The course outline for graduate coursework studies in Child and Adolescent Health is presented in Tables 19.1 and 19.1.1.

### Table 19.1: Master of Health Science (Child and Adolescent Health) (subject to approval)

<table>
<thead>
<tr>
<th>Unit code</th>
<th>Part-time mode</th>
<th>Unit name</th>
<th>Sem 1</th>
<th>Sem 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>BACH 5186 (25560)</td>
<td>Graduate Skills for Professional Development</td>
<td>6</td>
<td>-</td>
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</tr>
<tr>
<td>BACH 5321 (2559RX)</td>
<td>Psychology for Graduate Students</td>
<td>6</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>BACH 5313 (2559JX)</td>
<td>Child and Adolescent Psychology</td>
<td>-</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Elective</td>
<td>-</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Stage total (24 credit points for Year 1)</td>
<td>12</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>BACH 5063 (2552G)</td>
<td>Therapy with Children, Adolescents and their Families</td>
<td>6</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Elective</td>
<td>6</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2 electives (6 credit points each)</td>
<td>12</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Stage total (24 credit points for Year 2)</td>
<td>12</td>
<td>12</td>
<td></td>
</tr>
</tbody>
</table>

1. Choose any one elective:
   - BACH 5138 (2554K) Abnormal Psychology and Mental Health
   - BACH 5196 (2556C) Contemporary Issues I
   - BACH 5200 (2556E) Contemporary Issues I
   - BACH 5206 (2558A) Developing a Research Project

2. Choose any one elective:
   - BACH 5070 (2552N/2552NX) Family and Caring in the Community
   - BACH 5138 (2554K) Abnormal Psychology and Mental Health
   - BACH 5143 (2554P/2554PX) Counselling
   - BACH 5198 (2556C) Contemporary Issues II
   - BACH 5200 (2556E) Contemporary Issues II

3. Choose any two electives:
   - BACH 5138 (2554K) Abnormal Psychology and Mental Health
   - BACH 5143 (2554P/2554PX) Counselling
   - BACH 5198 (2556C) Contemporary Issues I
   - BACH 5200 (2556E) Contemporary Issues II
   - BACH 5206 (2558A) Developing a Research Project

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Master of Health Science (Education)

Off-shore (Singapore-based)

Health Science Education refers to the theory and practice of teaching and learning undertaken by health care professionals in a variety of contexts across the health sciences. Graduate studies in this field were first introduced in 1989. Participants are current or aspiring teachers from across the health professions. Teachers in the health professions work as academics and tutors in universities and colleges, instructional designers for flexible delivery of learning, clinical teachers and supervisors in fieldwork settings, nurse educators and clinical nurse specialists in hospitals, managers and training officers in human resource development units and pharmaceutical and medical supply companies, education officers in professional associations, patient educators and community health educators.

The course structure for this award reflects the need for educators to first understand the processes of teaching and learning from both a theoretical and practical perspective, in order to positively influence and manage educational practice in the many settings of education for health. The four core units provide a foundation in the theory of adult education and design for effective learning. The electives provide opportunities for participants to focus on streams of study relevant to the educational contexts and modes of educational delivery across the health sciences. Participants learn about teaching across four main specialties: student and clinical education, inservice and continuing education; technology based and distance education: patient and health education.

Admission requirements

i) A Bachelor degree in a health science field or other relevant area; or

ii) submit other evidence of general and professional qualifications and/or experience, as well as satisfy the Faculty that the applicant possesses the educational capacity to pursue graduate studies, and satisfy such additional requirements for admission to the program, if any, as may be prescribed by the Faculty; and

iii) have completed at least one year full-time practice as a health science professional. Current or recent experience in teaching is considered desirable.

Course outline

The course outline for the Master of Health Science (Education) is presented in the Table 19.2.
### Master of Health Science (Education) Honours

This course offers the opportunity for educators in the health sciences who have completed the Master of Health Science Education to have the master degree awarded with honours following the completion of a dissertation. The dissertation provides candidates with an opportunity to undertake an advanced investigation in a topic or issue through the development of either a proposal for independent research on that topic or a substantial paper that demonstrates the application of scholarly literature to a practical problem. An honours candidate will be required to enrol in the honours program no later than the census date of the semester following that in which all coursework is completed. The dissertation will be deemed to be worth 12 credit points and will normally be completed within one semester.

**Admission requirements**

i) Have completed the requirements for the Master of Health Science Education with at least 65% pass or better in all units of study and a 75% pass or better in at least two units of study.

**Course outline**

The course outline for the Master of Health Science (Education) Honours by Coursework is presented in Table 19.2.1.

### Master of Health Science (Gerontology)

**Off-shore (Singapore-based)**

This course offers professional development for practitioners whose work requires understanding of individual and population ageing. Graduates are equipped to occupy senior positions in management, policy, planning, education, research, clinical or other service delivery settings.

The course structure reflects the need for professionals to understand the theoretical basis of gerontology and its application in specialised areas of knowledge about ageing and older people. To this end, participants undertake four core units of study and a choice of specialist electives in Gerontology (to a total of 24 credit points).

**Admission requirements**

In order to qualify for admission to the degree, applicants shall have:

i) A bachelor degree in an area of occupational relevance such as the health, welfare, social or biological sciences; or

ii) Overseas qualifications acceptable to the Faculty; or

iii) Other general and professional qualifications and/or experience as will satisfy the Faculty that the applicant possesses the educational preparation and capacity to pursue graduate studies, and satisfy such additional requirements for admission to the program, as may be prescribed by Faculty.

**Course outline**

The course outlines for the Master of Health Science (Gerontology) by Coursework and Master of Health Science (Gerontology) Honours by Coursework are presented in Table 19.3 and 19.3.1.
Table 19.3.1: Master of Health Science (Gerontology) Honours

Course code 2023: Honours part-time, one semester
Credit points: 60

<table>
<thead>
<tr>
<th>Unit code</th>
<th>(old code)</th>
<th>Unit name</th>
<th>Sem 1</th>
<th>Sem 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>BACH 5263</td>
<td>(25885)</td>
<td>Dissertation</td>
<td></td>
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</tr>
</tbody>
</table>

Stage total (12 credit points for Year 3) 12 or 12

Table 19.4: Master of Health Science (Management)

Course code 2013: pass course, two years, July start
Credit points: 48

<table>
<thead>
<tr>
<th>Unit code</th>
<th>(old code)</th>
<th>Unit name</th>
<th>Sem 1</th>
<th>Sem 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>SING 5001</td>
<td>(20501)</td>
<td>Organisational and Managerial Behaviour</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>SING 5002</td>
<td>(20502)</td>
<td>Health Economics</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>SING 5003</td>
<td>(20503)</td>
<td>Health Service Leadership and Change</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>SING 5004</td>
<td>(20504)</td>
<td>Accounting and Financial Management for Health Service Managers</td>
<td>6</td>
<td></td>
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</tbody>
</table>

Stage total (24 credit points for Year 1) 12 or 12

Year 2

<table>
<thead>
<tr>
<th>Unit code</th>
<th>(old code)</th>
<th>Unit name</th>
<th>Sem 1</th>
<th>Sem 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>SING 5005</td>
<td>(20505)</td>
<td>Health Service Marketing</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>SING 5006</td>
<td>(20506)</td>
<td>Strategic Management and Planning</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>SING 5007</td>
<td>(20507)</td>
<td>Health Sector Human Resource Management and Industrial Relations</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>SING 5008</td>
<td>(20508)</td>
<td>Information and Decision Analysis</td>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>

Stage total (24 credit points for Year 2) 12 or 12

An honours candidate will normally be required to enrol in the honours program no later than the census date of the semester following that in which all coursework is completed. The dissertation will be deemed to be worth 24 credit points and will normally be completed within two semesters.

Course outline

The course outline for the Master of Health Science (Management) Honours is presented in Table 19.4.1.

Table 19.4.1: Master of Health Science (Management) Honours

Course code 2014: part-time, one semester
Credit points: 72

<table>
<thead>
<tr>
<th>Unit code</th>
<th>(old code)</th>
<th>Unit name</th>
<th>Sem 1</th>
<th>Sem 2</th>
</tr>
</thead>
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<tr>
<td>SING 5012</td>
<td>(20510)</td>
<td>Dissertation</td>
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</tr>
</tbody>
</table>

Stage total (24 credit points for Year 3) 12 or 12

SINGAPORE COURSES

Master of Health Science (Management)

Off-shore (Singapore-based)

The Faculty of Health Sciences offers the Master of Health Science (Management) course to professionals in the health sector of Singapore. The program is designed to develop the management knowledge and skills of a range of professionals employed in the planning and delivery of health services in the Singapore context.

Admission requirements

i) A bachelor degree in health sciences from a recognised tertiary institution; and

ii) A minimum of three years experience in the health services of a kind acceptable to the Dean of the Faculty of Health Sciences; or such qualifications as are deemed to be equivalent to (i) above.

Course outline

The course outline for the Master of Health Science (Management) is presented in Table 19.4.
Units of study

BACH 5001 **Adult Learning**  
Old code 25500/25500X, 6 credit points. Ms Victoria Neville, (02) 9351 9116.  
Semester: 1, 2. Classes: Night classes (starts after 4.00pm); external/distance mode: independent learning packages. **Assessment:** Assignment based (non exam).  
In this unit participants will develop their knowledge about theories of learning, the process of learning, the role of the teacher and learner in health science education, trends in higher education and the context of health science education.  
Distance education and on-campus mode: night classes with independent learning packages; two optional audioconferences; email support; Web support. (If insufficient on-campus enrolments, may be offered by distance only.)

BACH 5002 **Educational Design**  
Old code 25502/25502X, 6 credit points. Ms Fran Everingham, (02) 9351 9116. Semester: 1, 2. Classes: Independent learning package; external/distance mode: Optional three Saturday workshops. **Assessment:** Assignment-based (non exam).  
Emphasis in this unit is on the development of basic skills in planning, offering, teaching and assessment. Participants learn planning skills by undertaking an educational design project.  
**Textbooks**  
Non prescribed

BACH 5003 **Facilitating Learning**  
Practical: Videoed practice of teaching skills in campus workshop or participants setting  
**Textbooks**  

BACH 5007 **Curriculum Leadership**  
Old code 25507/25507X, 6 credit points. Ms Fran Everingham, (02) 9351 9116. Semester: 2. Classes: Independent learning packages for all on-campus and off-campus mode. Evening classes held fortnightly for on-campus students if sufficient numbers. Email support. **Prerequisite:** Adult Learning BACH 5001 (25500/25500X) and Educational Design BACH 5002 (25502/25502X).  
Leadership in curriculum requires a knowledge of curriculum practice combined with creative problem-solving and design. Combined with these, studies focus on how to effect and manage change and enable the positive negotiation of curriculum innovation in the many organisations in which health science educators work.  
**Textbooks**  
No prescribed text

BACH 5024 **In-Service and Continuing Education in Health Services**  
Old code 2551D/2551DX. 6 credit points. Ms Fran Everingham, (02) 9351 9116. Semester: 2. Classes: Independent learning packages for all on-campus and off-campus mode. Evening classes held fortnightly for on-campus students if sufficient numbers. Email support. **Assessment:** Assignment choices include essays or workplace project (no exam).  
This elective aims to provide opportunities for participants to explore the main challenges facing educators delivering in-service and continuing education in the 1990s. The effect of, for example, the training reform agenda, competency-based education, workplace standards, organisational constraints, and flexible delivery modes on the planning, implementation and evaluation of in-service and continuing education are explored.

Textbooks  
Non prescribed

BACH 5025 **Patient Education**  
Old code 2551I/2551 IX. 6 credit points. Ms Fran Everingham, (02) 9351 9116. Semester: 2. Classes: Independent learning packages for all on-campus and off-campus mode. Evening classes held fortnightly for on-campus students if sufficient numbers. Email support. **Assessment:** Assignment based (non exam).  
Participants consider current theoretical approaches and skills that underpin patient education particularly with regard to chronic diseases.  
**Textbooks**  
Non prescribed

BACH 5027 **Mental Health in Later Life**  
Old code 2551G. 6 credit points. Dr Cherry Russell, (02) 9351 9129. Semester: 1, 2. Classes: Independent learning package; external/distance mode. **Assessment:** Three assignments.  
This unit aims to provide a broad understanding of factors affecting mental health in later life and the opportunity for in-depth study of an area of professional relevance.

BACH 5034 **The Residential Care Setting and Older People**  
Old code 2551N. 6 credit points. Dr Cherry Russell, (02) 9351 9129. Semester: 1, 2. Classes: Contract learning, **Assessment:** Negotiated learning contract.  
This unit examines the environment of supported accommodation from the perspective of older residents and professional care staff.

BACH 5036 **Community Aged Care: Policies & Programs**  
Old code 2551P. 6 credit points. Dr Cherry Russell, (02) 9351 9129. Semester: 1, 2. Classes: Independent learning package; external/distance mode. **Assessment:** Three assignments.  
This unit explores the home and community environment of older people in relation to factors which affect their health and quality of life.

BACH 5038 **The Community Setting and Older People**  
Old code 2551R. 6 credit points. Dr Cherry Russell, (02) 9351 9129. Semester: 1, 2. Classes: Independent learning package; external/distance mode. **Assessment:** Three assignments.  
This unit explores the home and community environment of older people in relation to factors which affect their health and quality of life.

BACH 5041 **Introduction to Gerontology**  
Old code 2551U. 6 credit points. Dr Cherry Russell, (02) 9351 9129. Semester: 1, 2. Classes: Independent learning package; external/distance mode. **Assessment:** Three assignments.  
This unit provides an overview of gerontology as a multidisciplinary field of study and its application to professional practice. It explains basic concepts and key issues in the study of ageing at the level of individuals and of populations. Topics include demographic ageing, social and professional attitudes and values, retirement, public policy, ageing and health, aged care.  
**Textbooks**  

BACH 5042 **Teaching Clinical Reasoning**  
Old code 2551V/2551XV. 6 credit points. Ms Victoria Neville, (02) 9351 9118. Semester: 2. Classes: Night classes; independent learning package. **Assessment:** Assignment based (non exam).  
Participants explore theories and models of clinical reasoning and decision-making from the medical, nursing and allied health literature. A range of strategies to facilitate the development of clinical reasoning will be examined. Participants will have the opportunity to plan the application of strategies to their teaching contexts.

Distance education and on-campus mode: night classes with independent learning packages, email and Web support. **Assessment:** (non exam) assignment based.

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**Textbooks**

Non prescribed
BACH 5058 Residential Care Policies and Services
Old code 2552B/2552BX. 6 credit points. Dr Cherry Russell, (02) 9351 9644. Semester: 1, 2. Classes: Contact learning. Assessment: Assignments. The unit provides an overview of the development and implementation of residential care policies for older Australians and explores specific issues in the delivery of residential aged care services.

BACH 5063 Therapy with Children, Adolescents and their Families

BACH 5070 Family and Caring in the Community
Old code 2552N/2552NX. 6 credit points. Assoc. Prof. Gwynnith Lewellyn, (02) 9351 9531 and Dr Roderick Cant, (02) 9251 9560. Semester: 2. Classes: On campus and off campus mode. Assessment: Contribution to tutorials and group work and an individual final report. The unit examines the family and family care within the context of social, economic and political processes and structures. The social basis of community care is considered together with an analysis of the systems approach to understanding family processes when caring work is extensive. The unit explores the nature of family and community care in fields of interest encompassing the elderly, families with children with a disability, disabled adolescents and in the mental health area.

BACH 5085 Clinical Teaching and Supervision
Old code 25533/25533X. 6 credit points. Ms Victoria Neville, (02) 9351 9118. Semester: 1. Classes: Night classes. Assessment: external/ distance mode. Assessment: Assignment based (non exam). In this unit, participants explore aspects of clinical teaching and the way clinical teachers relate to students and patients/clients in the clinical learning environment. Participants develop knowledge and skills in such areas as clinical teaching strategies and assessment, the role of the supervisor and evaluator, and promote effective student interaction.

BACH 5127 Teaching with Technology

BACH 5138 Abnormal Psychology and Mental Health
Old code 2554K/2554KX. 6 credit points. Dr Chris Lennings, (02) 9351 9587. Semester: 1, 2. Classes: Contract learning (Semester 1); external/distance mode (Semester 2). Prerequisite: Undergraduate Psychology units. Assessment: Five case studies; literature review. This unit develops an understanding of the issues involved in the treatment and assessment of emotional and behavioural disorders and the impact of such disorders on the healthy functioning of the person. The unit involves understanding the philosophic bases for defining what is 'normal' mental health, the types of underlying assumptions psychologists make about what constitutes 'abnormal' mental health and an understanding of the DSM TV approach to classifying psychological and psychiatric disorders. The unit also involves a brief overview of the major aetiological theories in the area as well as some discussion of major approaches to the treatment of such disorders. This unit is divided into three modules over thirteen teaching topics. Modules two and three will involve learning by case studies. The unit is available in Distance Education mode in the Second Semester of each year, and is taught as a series of 6 seminars in Semester 1 of each year. Assessment requires students to complete 5 case studies and conduct a literature review.

BACH 5143 Counselling
Old code 2554P/2554PX. 6 credit points. Dr Chris Lennings, (02) 9351 9587 and Dr Dianna Kenny, (02) 9351 9644. Semester: 1, 2. Classes: Class attendance required (Semester 1); Distance Learning (Semester 2). Prerequisite: Undergraduate Psychology units. Assessment: Audio-tape; literature review. Counselling is an essential and underlying skill in most forms of applied psychology. This includes clinical psychology (with its emphasis on counselling in individual therapy as well as therapy skills), educational psychology (with the additional emphasis on theories of development and working in organisations) and industrial/organisational psychology (with its emphasis on counselling as selection and evaluation interviews as well as crises, out-placement and general staff development issues). This unit overviews the area, seeks to establish a satisfactory definition of counselling and reviews research into the important aspects of counselling and its effectiveness. Students will be introduced to the Egan model of counselling skills and students will be expected to acquire basic skills in counselling.

BACH 5153 Assessment of Learning
Old code 25552.6 credit points. Ms Fran Everingham, (02) 9351 9116. Semester: 1. Classes: Independent learning package; external/distance mode. Evening classes held fortnightly for on-campus students. Corequisite: Educational Design BACH 5002 (25501/25501X). Assessment: Two written assignments. Various educationalists point to the impact of assessment on student approaches to learning. Combined with concern to promote deep approaches are pragmatic mandates to reduce amount of assessment while ensuring quality in accreditation of competence in professional practice. This unit explores new perspectives on assessment. Issues examined against a backdrop of ensuring validity and reliability in both assessment and evaluation of learner development in any context. Distance education and on campus mode night classes with independent learning packages, email and Web support.

BACH 5186 Graduate Skills for Professional Development
Old code 25560.6 credit points. Ms Victoria Neville, (02) 9351 9118. Semester: 1, 2. Classes: Contact in off-campus mode. Assessment: Assignments. Participants in this unit of study will develop learning skills essential for research and/or professional development. This unit explores access to information sources (both literature and numeric) for learning, including searching, retrieving, evaluating and analysing. This unit also addresses ways for communicating and presenting information and ideas based on these information
sources, such as writing a critical annotated bibliography, formation of tables and graphs, critical literature review leading to the presentation of a grant proposal, a conference presentation or a draft journal article. There will be flexibility in selecting curriculum content to match the background and needs of the particular student.

Textbooks


BACH 5198 Contemporary Issues I
Old code 2556C. 6 credit points. Dr Chris Lennings, (02) 9351 9587 and Dr Dianna Kenny, (02) 9351 9644. Semester: 1. Classes: Contract Learning or Distance Mode. Prerequisite: Undergraduate Psychology units or Psychology for Graduate Students. Assessment: Four annotated bibliographies and one literature review.

This unit will enable students to study in depth two areas of special interest related to child and adolescent health and adjustment. These two areas will be selected from: violence against children; young people and social control; juvenile crime in Australia; substance abuse in young people; youth suicide; adjustment and coping; homelessness; learning disabilities; and mental health issues.

Textbooks

Readings supplied

BACH 5200 Contemporary Issues II
Old code 2556E. 6 credit points. Dr Chris Lennings, (02) 9351 9587 and Dr Dianna Kenny, (02) 9351 9644. Semester: 2. Classes: Contract Learning or Distance Mode. Prerequisite: Contemporary Issues I BACH 5198 (2556C). Assessment: Four annotated bibliographies and literature reviews.

This unit will enable students to study in depth two areas of special interest related to child and adolescent health and adjustment. These two areas will be selected from: violence against children; young people and social control; juvenile crime in Australia; substance abuse in young people; youth suicide; adjustment and coping; homelessness; learning disabilities; and mental health issues.

Textbooks

Readings supplied

BACH 5216 Behavioural Aspects of Ageing
Old code 2556U. 6 credit points. Dr Steve Cunningham, (02) 9351 9404. Classes: Independent learning package; external/distance mode. Cognitive, perceptual, sensory, motor and personality development in later life will be studied in relation to social theories of ageing and typical life events of older people.

BACH 5224 Organisational Management
Old code 25752/25572X. 6 credit points. Dr Barbara Adamson, (02) 9351 9579 and Dr Rosemary Cant, (02) 9351 9560. Semester: 2. Classes: On-campus or off-campus. Assessment: Continuous assessment using case study approach.

This unit has been designed to assist students to understand contemporary management theories and practice. It is generally agreed that effective managers need good analytical skills and critical capacity, to be able to respond creatively and constructively to the new challenges that they face in the 21st century. The unit explores different perspectives on organisations and includes Fayd's elements of management as a springboard for the analysis of changing functions of a successful manager.

Textbooks


BACH 5263 Dissertation

The dissertation provides candidates with an opportunity to undertake an advanced investigation in a topic or issue through the development of a dissertation proposal. The proposal should focus on a particular methodology or aspect of the research process. This unit provides students with an opportunity to review and update their knowledge of research methods, and introduce the research electives which concentrate on a particular methodology or aspect of the research process. Basic research design issues are considered. Various methods of data collection are examined together with their suitability for investigating different types of research questions. Students explore the use of qualitative and quantitative, longitudinal and cross-sectional designs, and data resulting from experimental interview, observation, single case and survey research methods in addition to content analysis and secondary data analysis. Emphasis is placed on the issues of validity and reliability of data collection techniques. Basic statistical procedures are briefly reviewed and applications such as epidemiology and evaluation research are introduced.

BACH 5284 Learning in the Workplace

This unit explores contemporary and future issues about work-based learning, for example: informal and incidental learning; learning organisations and transfer of learning to the workplace. (This unit may be offered by distance only if insufficient on-campus enrolments.)

Textbooks


BACH 5313 Child and Adolescent Psychology
Old code 2558J. 6 credit points. Assoc. Prof. Diana Kenny, (02) 9351 9644. Prerequisite: Undergraduate Psychology units. Assessment: Literature review.

This unit provides students with an understanding of the major theories of child and adolescent development, research methods appropriate to its study, an overview of current issues in childhood and adolescence and the applications of developmental theory to health professional practices. The focus in this unit will be on normal development.

Textbooks


BACH 5321 Psychology for Graduate Students

This subject provides students with an understanding of the major theoretical perspectives, concepts and vocabulary of psychology. Psychology is concerned with the science of human behaviour - how individuals perceive, think about, and behave in the world. It is concerned with identifying the internal determinant (characteristics unique to the person, and part of the physical or psychological make-up) and the external determinants (physical environment and social context) the impact upon the individual. It is also concerned with the way in which people change over time, as well as explaining and predicting what they might do at any one time. The unit aims to position psychology as an essential ingredient in understanding health psychology. The unit is available by distance and by individual learning contract.

Textbooks


BIOS 5018 Health, Dysfunction and Ageing

This unit aims to provide an understanding of the factors responsible for the increased prevalence with age of certain diseases and impairments, especially those with a tendency to become disabling and a handicap. Particular attention is paid to the contribution of environmental factors to the development of these conditions and to the ways in which such disorders may be prevented from leading to further disability. The unit also provides for in-depth study of a specific aspect of individual student interest.

BIOS 5041 Biological Aspects of Ageing

This unit studies human ageing from biological perspectives. The emphasis is on understanding the main features of 'normal' ageing or senescence as distinct from research methods.
disease processes and the contribution of environmental factors to ageing.

**SING 5001 Organisational and Managerial Behaviour**
Old code 20501.6 credit points. Semester: 1.
Historical development of management and organisations; perspectives on organisations; individual and group behaviour; theories of organisation; organisational politics, culture, structure; organisational communication.

**SING 5002 Health Economics**
Old code 20502.6 credit points. Semester: 1.
Introduction to health economics as a way of thinking about problems of resource allocation (priority setting) in health care. Introduction to microeconomics, health care markets, market failure, government intervention and the values that underly decision-making.

**SING 5003 Health Service Leadership and Change**
Old code 20503.6 credit points. Semester: 2.
Historical and current theories of leadership; leader-follower behaviour; the language, rhetoric and practice of leaders; the imperative for change; models of change; change management strategies and tactics; continuous quality improvement; application to the Singapore environment.

**SING 5004 Accounting and Financial Management for Health Service Managers**
Old code 20504.6 credit points. Semester: 2.
Accounting and information needs; accounting principles; financial statements; inventory, asset and financial reporting and management; management accounting; cost, budgeting and expenditure analysis; funding options and models in health care; investments; financing; dividends; risk management.

**SING 5005 Health Service Marketing**
Old code 20505.6 credit points. Semester: 1.
The marketing concept; theory and practice; services marketing and its relationship to health care; analysing market needs in health care; marketing strategy, planning and development; marketing and competitor analysis; competitor behaviour; marketing program design; ethical marketing for health care; case studies in health services marketing; marketing program evaluation.

**SING 5006 Strategic Management and Planning**
Old code 20506.6 credit points. Semester: 1.
Environmental scanning; scenario planning; strategic behaviour; managing strategically; expressing strategic intent; competitive strategy; ideas, tools and techniques of the strategist; the learning organisation; strategic planning; evaluation; relationship to leadership.

**SING 5007 Health Sector Human Resource Management and Industrial Relations**
Old code 20507.6 credit points. Semester: 2.
HRM and IR theories; historical context; skills; the IR system in Singapore; role and application of various HRM and IR techniques; internal and external labour markets; motivation and productivity; OH&S; EEO; globalisation of HRM and IR.

**SING 5008 Information and Decision Analysis**
Old code 20508.6 credit points. Semester: 2.
Computing and information analysis; decision analysis and control; Information systems development, management; decision support systems and EIS; health information management- sources, limitations, issues, principles.

**SING 5012 Dissertation**
Old code 20509B. 24 credit points. Semester: Full year.
Semester 1-12 credit points; Semester 2-12 credit points;
The dissertation provides candidates with an opportunity to undertake an advanced investigation in a topic or issue through the development of either a proposal for independent research on that topic or a substantial paper that demonstrates the application of scholarly literature to a practical problem.
20 Electives

The information provided in this schedule includes an individual code for each unit of study - i.e., electives for postgraduate students. Not all electives are offered each semester. The mode of presentation varies between schools. Students who require further information about the content or administration of electives and when they are offered should contact the school offering the specific elective. To obtain this information a unit of study code has been used next to the unit title:

- The four letter prefix represents the school in which the elective is taught (see Table 17.1)
- the first digit represents the level of that unit:
  5 = postgraduate coursework
  6 = master’s research
  7 = PhD
- a further three digits distinguish the particular unit of study
- during the transition to the new unit code format, the old ‘subject’ code is also listed.

Each unit of study (elective) has a credit point value. Students should note that limitations on enrolment are imposed for some units of study.

<table>
<thead>
<tr>
<th>Prefix</th>
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<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>DHSC</td>
<td>Doctor of Health Science</td>
<td>G101</td>
<td>(02)9351 9220</td>
</tr>
<tr>
<td>ORTH</td>
<td>School of Applied Vision Sciences</td>
<td>T321</td>
<td>(02)9351 9520</td>
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<tr>
<td>BACH</td>
<td>School of Behavioural and Community Health Sciences</td>
<td>G101</td>
<td>(02)93519228</td>
</tr>
<tr>
<td>BIOE</td>
<td>School of Biomedical Science</td>
<td>S134</td>
<td>(02)9351 9455</td>
</tr>
<tr>
<td>CSCD</td>
<td>School of Communication Sciences and Disorders</td>
<td>B100</td>
<td>(02)93519450</td>
</tr>
<tr>
<td>EXSS</td>
<td>School of Exercise and Sport Science</td>
<td>S140</td>
<td>(02)9351 9612</td>
</tr>
<tr>
<td>HMIT</td>
<td>School of Health Information Management</td>
<td>T301</td>
<td>(02)9351 9494</td>
</tr>
<tr>
<td>MRTY</td>
<td>School of Medical Radiation Sciences</td>
<td>M201</td>
<td>(02)93519640</td>
</tr>
<tr>
<td>OCCP</td>
<td>School of Occupation and Leisure Sciences</td>
<td>M501</td>
<td>(02)9351 9386</td>
</tr>
<tr>
<td>PHTY</td>
<td>School of Physiotherapy</td>
<td>O100</td>
<td>(02)9351 9273</td>
</tr>
<tr>
<td>AHC D</td>
<td>Yooroong Garang: School of Indigenous Health Studies</td>
<td>T409</td>
<td>(02)93519684</td>
</tr>
</tbody>
</table>

### Faculty electives

**BACH 5138 Abnormal Psychology and Mental Health**

Old code 2554K/2554KX. 6 credit points. Dr Chris Lennings, (02) 9351 9587. Semester: 1,2. Classes: Contract learning (Semester 1); external/distance mode (Semester 2). Prerequisite: Undergraduate Psychology units. Assessment: Five case studies; literature review. This unit develops an awareness of the issues involved in the treatment and assessment of emotional and behavioural orders and the impact of such disorders on the healthy functioning of the person. The unit involves understanding the philosophic bases for defining what is ‘normal’ mental health, the types of underlying assumptions psychologists make about what constitutes ‘abnormal’ mental health and an understanding of the DSMIV approach to classifying psychological and psychiatric disorders. The unit will also involve a brief overview of the major aetiological theories in the area as well as some discussion of major approaches to the treatment of such disorders. This unit is divided into three modules over thirteen teaching topics. Modules two and three will involve learning by case studies. The unit is available in Distance Education mode in the Second Semester of each year, and is taught as a series of 6 seminars in Semester 1 of each year. Assessment requires students to complete 5 case studies and conduct a literature review.

**Textbooks**


**BACH 5001 Adult Learning**

Old code 25500/25500X. 6 credit points. Ms Victoria Neville, (02) 9351 9118. Semester: 1,2. Classes: Night classes start 4:00pm; external/distance mode; independent learning packages. **Assessment:** Assignment based (non exam).

In this unit participants will develop their knowledge about theories of learning, the process of learning, the role of the teacher and learner in health science education, trends in higher education and the context of health science education.

Distance education and on-campus mode night classes with independent learning packages; two optional audioconferences; email support, Web support. (If insufficient on-campus enrolments, then may be offered by distance only.)

**BACH 5323 Advanced Counselling Skills**

Old code 2559T/2559TX. 6 credit points. Dr Chris Lennings, (02) 9351 9587 and Dr Dianna Kenny, (02) 9351 9644. Semester: 2. Classes: Contract learning. Assumed knowledge: Basic counselling skills. **Prerequisite:** Counselling. Assessment: Case study analysis. Students are introduced to specific applications of generic counselling skills, including drug and alcohol settings, crisis settings, family work and grief. Group work skills are emphasised, as well as developing their individual orientations towards counselling. Students are also taught how to critically analyse and develop an awareness of their use of skills, and to begin to specialise into a preferred treatment model. It is expected that students will acquire skill in the use of counselling techniques in specific settings. The unit is taught as a series of six seminars in the semester following completion of the Counselling unit. The unit is also available in Distance Education Mode. Assessment requires students to critically analyse a counselling session they have undertaken.

**Textbooks**


**BACH 5149 Ageing and Australian Society**

Old code 2554X. 6 credit points. Ms Kate O'Loughlin, (02) 9351 9531. **Classes:** Contract learning. A sociological analysis of ageing in Australia will lead the student to an understanding of the multiple relationships between social structures and processes, the individual experience of ageing and the position of elderly people in Australian society.

**EXSS 5035 Applied Biomechanics**

Old code 22551.6 credit points. Mr Peter Sinclair. Semester: 2. Classes: on-campus 4 hours/week. Assessment: assignment and examinations. This unit extends and deepens the tools for assessing the mechanical effectiveness and efficiency of movement introduced in Human Mechanics. The mechanical properties of tissues and anatomical structures will be related to injury occurrence and prevention. These concepts and skills will be applied to a variety of human tasks from sport, leisure and work through in-depth case studies. Offered by full-time and part-time coursework on-campus with regularly scheduled classes held in the early evening.

**Practical:** Practical assignment included
Textbooks

Introduction to Sports Biomechanics. Bartlett, R.

EXS 5029 Applied Physiology
Old code 22529. 6 credit points. Mr Tom Gwinn, (02) 9351 9569. Semester: 1.
A sound knowledge of basic human physiology is required for this unit. The unit provides the student with the background knowledge in exercise and environmental physiology required for the units in Advanced Musculoskeletal and Advanced Cardiorespiratory Physiology, Exercise Testing and Prescription, and Exercise and Rehabilitation. It reviews the acute cardiovascular, respiratory, metabolic, renal, neuromuscular and thermoregulatory responses to exercise. The effects of thermal and hypoxic environmental stresses on exercise responses are then considered. The modifying effects of physiological adaptations arising from deconditioning, physical training and acclimatisation are examined in the light of variations in habitual activity and environmental stress. Offered by full-time and part-time coursework on-campus with regularly scheduled classes held in the early evening.

BACH 5292 Expressive Experiential Therapy 1: Foundations of Art Therapy
Art Therapy offers principles, processes and practice in art-imagery therapy at an introductory level. Art Therapy is seen as an integration of nonverbal and verbal processes; and an integration of psychological therapies with creative expressive processes. The course content is based on theories of imagery, perception, and non-intepreterive therapy. The focus is on practice and skills attainment and an understanding of why and how these art therapy processes are used within the overall client plan. Counselling experience is preferred.

BACH 5317 Expressive Experiential Therapy 2: Processes for Survivors of Trauma (PTSD)
The nonverbal processes of Art Therapy and Imagery are particularly important in working with the survivors of trauma and traumatic emotions can be encoded in nonverbal imagery. This unit of study will offer students the opportunity to understand and experientially learn skills in some specific Art Therapy and Imagery processes. These processes can be used with adults and children suffering from symptoms of traumatic life experiences. With the emphasis on experiential skills training, current trauma treatments will be reviewed. This unit is conducted over 3 to 4 weekends.

BACH 5153 Assessment of Learning
Various educationalists point to the impact of assessment on student approaches to learning. Combined with concern to promote deep approaches are pragmatic mandates to reduce amount of assessment while ensuring quality in accreditation of competence in professional practice. These issues are examined against a backdrop of ensuring validity and reliability in both assessment and evaluation of learner development in any context.
Distance education and on campus mode night classes with independent learning packages, email and Web support.

AHCD 5005 Australian Society and Health
Old code 07505. 6 credit points. Enquiries: (02) 9351 9933. Semester: 2. Classes: Attendance required; night classes. This unit examines the relationship between social inequality and the distribution of health in Australian Society. It explores the relevance of an analysis of socio-political relations and processes for understanding tissue patterns.

BACH 5139 Behaviour Modification and Cognitive Behavioural Therapy
This unit will cover the basic principles of learning theory and their applications to research in health care settings in conjunction with a theoretical introduction to the use of cognitive behavioural therapy. Students will learn about programs based on reinforcement principles, such as operant and classical conditioning, extinction, shaping, maintenance and generalisation of the behaviour, stimulus discrimination training and fading, cognitive behaviour modification and assertiveness training, a behavioural model of somatic disorders and behavioural intervention in rehabilitation. This is an on-campus, directed independent study unit.

Textbooks

BACH 5216 Behavioural Aspects of Ageing
Old code 2556U. 6 credit points. Dr Steve Cumming, (02) 9351 9404. Classes: Independent learning package; external/distance mode. Cognitive, perceptual, sensory, motor and personality development in later life will be studied in relation to social theories of ageing and typical life events of older people.

BACH 5140 Biofeedback
Old code 2554M. 4 credit points. Classes: Contract learning. This elective covers the history of the development of biofeedback research, and considers the range of biofeedback modalities used in therapy to alleviate physical health problems. The main modalities examined are those related to the electromyograph, skin temperature, GSR, and the electroencephalograph. Other areas also considered include blood pressure, heart and respiration rate, blood sugar levels, and incontinence. Recent research, exploring other areas, is critically examined.

BIOS 5041 Biological Aspects of Ageing
This unit studies human ageing from biological perspectives. The emphasis is on understanding the main features of 'normal' ageing or senescence as distinct from disease processes and the contribution of environmental factors to ageing.

BIOS 5049 Body Function for Health Professionals
This unit of study is designed for students who wish to expand their knowledge of the factors affecting human function in health and disease. It will help students to understand how body function affects day to day activities of living. The subject will be taught from a functional viewpoint, making it suitable for all students, regardless of their existing knowledge of physiology or anatomy.
The major body systems to be studied are the cardiovascular and respiratory systems. The other major units of study are pharmacology (examining the therapeutic benefits and side effects of commonly used drugs, compliance and adverse reactions), and disease and infection control.
The focus will be on the function of the healthy body, and the implications of dysfunction in each of the systems studied. Development and ageing will be studied.

HIIT 5076 CaseMix Measurement Systems
Old code 09555X. 6 credit points. Ms Joanne Callen/Prof Beth Reid, Phone (02) 9351 9404. Semester: 2. Classes: Distance Mode. Assessment: Assignments.
This unit introduces the student to case-mix classification systems which are used by states and territories to fund healthcare services. This unit is designed to cover a variety of case-mix classification systems for acute and non-acute inpatients and ambulatory patients. The major emphasis will be on Diagnosis Related Groups (DRGs) with specific reference to the Australian National Diagnosis Related Groups (AN-DRGs). Case mix applications and current case mix initiatives will also be explored.
Faculty electives

HIMT 5077 Change Management in an Organisational Context
This unit is designed to provide students with management skills that are needed to ensure the successful implementation of change within an organisation. Change management theories are explored with specific emphasis on applying these theories to the healthcare environment. The linkage of decision making, organisational culture and communication to successful change management are also explored. The features and development of an effective learning organisation are discussed with exploration of the five disciplines of systems thinking, personal mastery, mental models, shared vision and team learning.

BACH 5313 Child and Adolescent Psychology
Old code 2559J. 6 credit points. Assoc. Prof. Diana Kenny, (02) 9351 9644. Prerequisite: Undergraduate Psychology units. Assessment: Literature review.
This unit will provide students with an understanding of the major theories of child and adolescent development, research methods appropriate to its study, an overview of current issues in childhood and adolescence and the applications of developmental theory to health professional practice. The focus in this unit will be on normal development.

Textbooks

BACH 5308 Children's Health and Welfare Policy
Using data to assist identification of risks to children's health and welfare, and through an assessment of existing legislation and services related to risk control, students will design a program for the delivery of a health or social welfare service for children which aims to improve upon current service delivery structures and their outcome.

BACH 5085 Clinical Teaching and Supervision
In this unit participants explore aspects of clinical teaching and the way clinical teachers relate to students and patients/clients in the clinical learning environment. Participants develop knowledge and skills in such areas as clinical teaching strategies and assessment, the role of the supervisor and ways to promote effective student interaction.

Distance education and on campus mode night classes with independent learning packages; email and Web support. (If there are insufficient on-campus enrolments, the unit may be offered by distance only.)

Textbooks

BIOS 5050 Clinically Oriented Musculoskeletal Anatomy
This unit of study meets the needs of students seeking a basic knowledge of the gross structure of the Musculoskeletal System of the human body. The structures studies have been carefully selected to support the knowledge required by health practitioners and there is particular emphasis on the practical applications of the knowledge within the framework of clinical situations. A detailed study of the gross anatomical structure and functional anatomy of the upper limb will be undertaken as well as an exploration of the histological features of the musculoskeletal system. The unit includes laboratory classes where tissues from of human cadavers are examined in detail. Attendance at such classes is required for this unit. Instructional methodology will include: lectures, tutorials, practical classes, CD-ROM based learning support packages and self-directed learning.

Textbooks
Clinically Oriented Anatomy. Moore.

BACH 5141 Cognitive Function in Neurological Disorders
This unit will consider the principles of cognitive function applied to a range of neurological disorders (e.g. Alzheimer's disease, amnesic disorders, developmental disability). The emphasis will be on understanding cognitive impairments and considering strategies for managing these impairments.

BACH 5036 Community Aged Care: Policies & Programs
This unit examines the development and implementation of community care policy for frail and disabled older people. It provides a critical analysis of 'deinstitutionalisation' as a defining feature of contemporary health policy and explores its intended and unintended consequences. It provides opportunity for students to focus on one or more topics of individual interest (e.g. a particular service type or practice issue, elder abuse, social isolation, homelessness).

AHCD 5020 Community Development
This unit has been designed to give students the knowledge and skills to design, plan and evaluate community development projects. Methods of obtaining involvement for maximum benefit of communities are examined.

AHCD 5016 Community Health Policy and Services
This unit introduces students to basic principles, concepts and policies which underpin the practice of community health. Major topics include the formal structure and organisation of the Australian health care system, approaches to health needs assessment, and the development of appropriate local level strategies.

AHCD 5015 Community Nutrition
This unit aims to increase knowledge and develop skills of allied health professionals concerning the theory and methods of community nutrition practices and service delivery. A major goal is to enable students to identify and utilise opportunities for appropriate development and integration of community nutrition services within the general health services in which they work.

BACH 5038 The Community Setting and Older People
This unit explores the home and community environment of older people in relation to factors which affect their health and quality of life.

BACH 5228 Computers for Teacher Productivity
Old code 25576.6 credit points. Ms Victoria Neville, (02) 9351 9118. Semester: 1. Classes: Class attendance required; weekly classes, on-campus only. Assessment: Assignment based (non exam).
This unit provides opportunities for participants to explore and develop skills in the ways computers are used to enhance the productivity of health science educators. It focuses on the selection and use of the appropriate computer application software to create written and graphic teaching materials, create databases and spreadsheets for teaching administration purposes, search journal databases stored on CD-ROM, and the Internet.

BACH 5198 Contemporary Issues I
Old code 2556C. 6 credit points. Dr Chris Lenningar, (02) 9351 9587 and Dr Dianna Kenny, (02) 9351 9644. Semester: 1, 2. Classes: Contract Learning or Distance Mode: Prerequisite: Undergraduate Psychology units or Psychology for Graduate Students. Assessment: Four annotated bibliographies and one literature review.
This unit will enable students to study in depth two areas of special interest related to child and adolescent health and adjustment. These two areas will be selected from: violence against children; young people and social control; juvenile crime in Australia; substance abuse in young people; youth suicide;
adjustment and coping; homelessness; learning disabilities; and mental health issues.

Textbooks
Readings (supplied)

BACH 5200 Contemporary Issues II

This unit will enable students to study in depth two areas of special interest related to child and adolescent health and adjustment not previously studied in Contemporary Issues 1. These two areas will selected from: violence against children; young people and social control; juvenile crime in Australia; substance abuse in young people; youth suicide; adjustment and coping; homelessness; learning disabilities; and mental health issues.

Textbooks
Readings supplied

BACH 5143 Counselling
Old code 2554P/2554PX. 6 credit points. Dr Chris Lennings, (02) 9351 9587 and Dr Dianna Kenny. (02) 9351 9644. Semester: 1, 2. Classes: Class attendance required (Semester 1); Distance Learning (Semester 2). Prerequisite: Undergraduate Psychology units. Assessment: Audio-tape; literature review.

Counselling is an essential and underlying skill in most forms of applied psychology. This includes clinical psychology (with an emphasis on counselling in interview as well as therapy skills), educational psychology (with the additional emphasis on theories of development and working in organisations) and industrial-organisational psychology (with its emphasis on counselling as selection and evaluation interviews as well as crises, out-placement and general staff development issues.) This unit overviews the area, seeks to establish a satisfactory definition of counselling and reviews research into the important aspects of counselling and its effectiveness. Students will be introduced to the Egan model of counselling skills and students will be expected to acquire basic skills in counselling.

Textbooks

BACH 5294 Counselling Practicum
Old code 25590. 6 credit points. Dr Chris Lennings, (02) 9351 9587, and Dr Diana Kenny. (02) 9351 9644. Semester: Not offered in 2001. Prerequisite: Counselling BACH 5143 (2554P). Corequisite: Advanced Counselling Skills BACH 5523. Assessment: Case study. The practicum serves to ensure students are able to use the skills of counselling in real situations. The unit also provides students with their initial experiences of supervision.

Practical: Counselling clients

AHCD 5033 Cultural Awareness for Indigenous Health
Old code 07533X. 4 credit points. Enquiries: (02) 9351 9393. Semester: 1, 2. Classes: External/distance mode. The aim of this unit is to sensitise people of Indigenous and non-Indigenous communities with the cultural diversity in Indigenous societies. This is a unit which aims to increase participants knowledge through defining their prior knowledge of Indigenous culture.

BACH 5007 Curriculum Leadership
Old code 25560/2556X. 6 credit points. Ms Fran Everingham, (02) 9351 9116. Semester: 2. Classes: Independent learning packages for all on-campus and off-campus mode. Evening classes held fortnightly for on-campus students if sufficient numbers. Email support. Prerequisite: Adult Learning BACH 5001 (25500/2550X) and Educational Design BACH 5002 (25501/25501X). Assessment: Assessment choices include essays or workplace project (no exam).

Leadership in curriculum requires a knowledge of curriculum practice combined with critical problem-solving and design. Combined with these, studies focus on how to effect and manage change and enable the positive negotiation of curriculum innovation in the many organisations in which health science educators work.

Textbooks
No prescribed text

BACH 5116 Developing a Web-based Education System

Participants will be introduced to the major conceptual and technological issues, products and methods involved in planning, development, implementation and evaluation of web-based education systems (WBES). Participants will have the opportunity to develop WBES for their own teaching context. This unit will be offered via the World Wide Web.

Textbooks

BACH 5289 Disability and the Community
Old code 2558V. 6 credit points. Classes: Contract learning. This unit examines definitions of disability and handicap. Of particular importance will be ways of viewing disability and handicap affect how people with disabilities are treated in the community and in health care settings. Students will be encouraged to focus their study on a particular segment of the community (ie, health professionals, different ethnic groups or media) and examine that group's attitudes toward people with disabilities. Alternatively, students could examine how a particular group in the community is viewed (ie, women, children or people with a specific condition). The underlying aim will be for students to develop strategies for improving attitudes in their chosen area. Some of the topics covered will be: definitions of disability and handicap, models of disability (medical, social, psychological, psychosocial), origins of attitudes toward disability, attitudes of particular groups in the community and strategies for improving community attitudes toward disability.

BACH 5288 Disability and the New Genetics
Old code 2558U. 6 credit points. Classes: Contract learning. This unit examines the influence of molecular genetics research into the genetic basis of disability and disease on how the community and health professions view health, disability and disease. This unit will look at the role of genetic counselling in health care. Students will examine genetic counselling, application of genetic counselling to different groups (ie, pre-symptomatic testing, diagnostic testing, pre-natal testing), goals of genetic counselling and testing. The unit will examine the different perspectives of health professions in genetic counselling and testing - ie, clinical geneticists, science trained counsellors, social workers, psychologists and nurses. The course will also examine how the practice of genetic disease or disorder affects the individual and family (will cover various types of condition and patterns of inheritance). The dilemmas individuals and their families face in deciding whether or not to seek genetic counselling will also be discussed.

BACH 5101 Distance Learning

Participants investigate contemporary distance and flexible education, examining both policy and practice, using a systems approach. They develop their ability to select policy and practice options which best fit a set of specific client needs. As part of their studies they also investigate one or more delivery media and critically evaluate its contribution to specified teaching/learning situations.

AHCD 5012 Alcohol and Other Drugs
Old code 07512 4 credit points. Enquiries: (02) 9351 9393. Semester: 2. Classes: Contract learning. This unit introduces students to the issues surrounding drug and substance abuse in the community. Students are expected to examine such issues as the social and psychological bases of drug abuse and social reactions to such use. Students will develop knowledge of the variety of approaches to drug use and abuse including rehabilitation strategies and police and court practices.

BACH 5266 Ecological, Environmental and Nutritional Health
Old code 25588. 6 credit points. Dr Carol O Donnell (02) 9351 9580 and Dr Kaye Brock (02) 9351 9124. Semester: 1, 2. Classes: Contract learning. Assessment: Two assignments (1000 words). Human ecology is the study of the interaction of people with their environment. The aim of this unit is to provide students with a
theoretical and practical understanding of health within the context of the dynamics and distribution of populations. The role of environmental factors in the health of humans will be investigated with special emphasis on nutrition.

Practical: Yes

BACH 5002 Educational Design
Old code 25501/25501X, 6 credit points. Ms Fran Eveningham, (02) 9351 9116. Semester: 1, 2. Classes: Class attendance required. Night classes: independent learning packages; email support; external/ distance mode. Assessment: Assignment-based (non exam). Emphasis in this unit is on the development of basic skills in planning for effective teaching and learning. Participants learn planning skills by undertaking an educational design project.

Textbooks: Non prescribed

BACH 5128 Educational Innovation Project A (Health Science Education Only)
Old code 2554A/2554AX, 6 credit points. Ms Victoria Neville, (02) 9351 9118 and subject specialists where relevant. Semester: 1. Classes: Learning contract. Assessment: Report based. This unit enables participants to explore the major issues concerned with developing, implementing and evaluating an educational innovation in their own teaching context. This unit addresses the first part of the project.

Supervised project available in distance education and on campus mode (night classes) with email support.

BACH 5129 Educational Innovation Project B (Health Science Education Only)
Old code 2554B/2554BX, 6 credit points. Ms Victoria Neville, (02) 9351 9118 and subject specialists where relevant. Semester: 2. Classes: Learning contract. Assumed knowledge: Educational Design BACH 5002 (25501/25501X). Assessment: Report based. This unit enables participants to explore the major issues concerned with developing, implementing and evaluating an educational innovation in their own teaching context. This unit addresses the first part of the project.

Supervised project available in distance education and on-campus mode (night classes) with email support.

BACH 5004 Educational Practice

Distance education and on-campus mode with email support. Directed independent learning contract including negotiated assessment.

BACH 5286 Ethnic Minorities and Health Care in Australia
Old code 25585, 6 credit points. Dr Toni Schofield, (02) 9351 9577. Classes: Contract learning. This unit explores the health and health care experiences of Australians from non-English speaking backgrounds (NESB). It does so by examining the concept of cultural diversity in health in relation to structures of class, gender and ethnicity. The unit will be presented in contract learning mode with individual student consultations. Assessment will be an essay, and topics will be decided through negotiation between the unit coordinator and the student.

HIMT 5067 Evidence Based Health Care
Old code 09547, 6 credit points. Ms Joannee Callen/Ms Janelle Craig, Phone (02) 9351 9494. Semester: 2. Classes: Block mode (3 days on-campus attendance). Assessment: Assignments/presentations.

This unit is designed to provide the student with the knowledge necessary to understand the information contained in health records, to function within a medical environment through an understanding of the fundamentals of medicine, and to effectively use disease classification systems. Within each body system, the student will study anatomy and physiology, disease processes and their treatment, and medical terminology disease titles, symptomatic terms, surgical terms and investigations. The unit also includes diagnostic tests, diagnostic procedures, radiology, nuclear medicine, radiation therapy and an introduction to pharmacology, pathology and cancer research.
BACH 5186  **Graduate Skills for Professional Development**

Old code 25560.6 credit points. Ms Victoria Neville, (02) 9351 9118. **Semester:** 1, 2. **Classes:** Contact in off-campus mode. **Assessment:** Assignments.

Participants in this unit of study will develop learning skills essential for research and/or professional development. This unit explores access to information sources (both literature and numeric) for learning, including searching, retrieving, evaluating and analysing. This unit also addresses ways for communicating and presenting information and ideas based on these information sources, such as writing a critical annotated bibliography, formation of tables and graphs, critical literature review leading to the presentation of a grant proposal, a conference presentation or a draft journal article. There will be flexibility in selecting curriculum content to match the background and needs of the particular student.

**Textbooks**


**HIMT 5069  Health Care Systems**

Old code 09549.6 credit points. Ms Janelle Craig/Prof Beth Reid, Phone (02) 9351 9494. **Semester:** 1. **Classes:** On-campus, block mode, scheduled and web-based. **Assessment:** Assignments and examinations.

This unit provides an introduction to the Australian Health Care system. Topics covered include Commonwealth and State responsibilities for health with a particular focus on funding issues, healthcare expenditure, the structure and organisation of health insurance, health care facilities and the health workforce. The unit encourages a critical appraisal of current health arrangements and policies and an appreciation of the pluralistic nature of the health system. Students will participate in the 'Health Care Game', an interactive web-based program, as part of the unit.

**AHCD 5013  Health in the Developing World**

Old code 07513.4 credit points. Enquiries: (02) 9351 9933. **Semester:** 1, 2. **Classes:** Contract learning.

This unit is designed to provide students with an understanding of the major health issues and related socioeconomic characteristics of developing countries, in particular Australia's neighbours in the Pacific and Southeast Asian region. Topics include the historical and contemporary factors which have shaped the morbidity and mortality patterns of these countries, the relationship of health status and health care to development, the principles and processes of planning, implementing and evaluating primary health care programs at the village level, experience of, and the role of aid agencies in the Third World.

**BACH 5148  Health Policy and Social Theory**

Old code 2554V. 6 credit points. Mr Dennis McIntyre, (02) 9351 9567. **Classes:** Contract learning. On-campus mode.

This unit of study treats the relationship between self, health and health policy as a social process. Included in this process are the distribution of health & illness and implications for health care, social organisation and the management of illness, the medical model, professionalism, management of acute and chronic illness and alternatives in health care delivery. The theoretical and substantive issue covered by this unit are: classical and contemporary theories of social change, contemporary approaches to social change, evaluating public and private models of health-care delivery, health-care policy, technical changes, demographic changes, health care systems and social movements (eg, consumer rights). A key to understanding all of the above is the concept risk society. Are we living in an age of risk, or is it a post-modernist invention?

**AHCD 5001  Health Promotion**

Old code 07501.6 credit points. Contact Postgraduate Coordinator, (02) 9351 9117. **Semester:** 1. **Classes:** External/distance mode.

This unit provides an introduction to the principles and processes of major approaches to health promotion. Participants in this subject will be able to use their previous skills, knowledge and practices in developing culturally appropriate health promotion services/programs/projects.

**BACH 5008  Health Promotion, Planning and Evaluation**

Old code 25507.6 credit points. Ms Fran Everingham, (02) 9351 9116. **Semester:** 1, 2. **Classes:** Attendance required. **Prerequisites:** Introduction to Health Education (08481). **Corequisites:** Introduction to Health Education (08481). **Assessment:** Assignment (2000 words and 4000 words).

Models for planning and evaluation are examined. Application of these to the local context is a key strategy for learning.

**BACH 5306  Health Risk Management (International Perspectives)**

Old code 2559C/2559CX. 6 credit points. Dr Carol O'Donnell, (02) 9351 9800. **Semester:** Full year. **Classes:** Contract learning; external/distance mode. **Assessment:** two assignments (2000 words and 4000 words).

This unit aims to provide students with an understanding of the requirements of basic health risk management in the context of the principles adopted by the Asia/Pacific Economic Cooperation (APEC) Agreement and other relevant international standards and agreements. Basic principles of health risk management as required by relevant International Labour Organisation (ILO) Conventions and Australian legislation related to health, work and rehabilitation are also addressed. Students develop a program for controlling risks to health in a particular regional environment in the light of these international and national requirements.

**Practical:** Yes

**HIMT 5074  Health Services Management**

Old code 09553.6 credit points. Ms Joanne Callen/Ms Janelle Craig, Phone (02) 9351 9494. **Semester:** 1. **Classes:** Block mode (3 days on-campus attendance). **Assessment:** Assignments and examinations.

This unit of study explores a range of management theories, perspectives and approaches. Topics covered include the functions of planning, organising, leading and controlling as well as total quality management, change management and organisational communication. The students investigate the relevance and applicability of these management concepts to health services management and undertake critical analyses of contemporary management theories. Students are also encouraged to develop their own skills as managers by applying the relevant management theories.

**BIOS 5018  Health, Dysfunction and Ageing**

Old code 11433X. 6 credit points. Ms Dana Strain, (02) 9351 9410. **Semester:** 2. **Classes:** Directed. **Assessment:** Written assignment, independent study.

This unit aims to provide an understanding of the factors responsible for the increased prevalence with age of certain diseases and impairments, especially those with a tendency to become disabling and a handicap. Particular attention is paid to the contribution of environmental factors to the development of these conditions and to the ways in which such disorders may be prevented from leading to further disability. The unit also provides for in-depth study of a specific aspect of individual student interest.

**BACH 5319  Health, Population and Policy Development**

Old code 2559P. 6 credit points. Dr Zakiya Hossain, (02) 9351 9340. **Semester:** 2. **Classes:** Contract learning. **Assessment:** Assignment.

This unit examines the changing population characteristics of Australia and the impact of health and well being; health delivery services and policy development. The unit provides a sociodemographic analysis of changing patterns of mortality and morbidity, nuptiality and fertility in Australia over time and their impact on policy development in particular health policy. The unit also examines Australia's population and health in a global context. The unit uses cross-cultural and cross sectional analyses in understanding the issues relevant to population change, health and policy development.

**Textbooks**

Materials from various sources

**AHCD 5030  Housing and Health**

Old code 07530X. 4 credit points. Enquiries: (02) 9351 9393. **Semester:** 1, 2. **Classes:** Night classes.

The aim of this unit is to provide students with skills in examining health within the living environment. The aim is to equip students with knowledge and skills in order to examine, evaluate and survey present living conditions within the broad definition of health. The unit will enable students to plan, develop and implement housing intervention strategies for health.
EXSS 5030 Human Mechanics
Old code 22530/22540. 6 credit points. Richard Smith. Semester: 1. Classes: On-campus 4 hours/week. Assessment: assignment and examinations. This unit applies the principles of functional anatomy and biomechanics to the analysis of selected activities. The unit aims to investigate the relationship between anatomical structure and function particularly in relation to the body during sport and exercise. Methods of estimation of muscle activity (electromyography) will be used to explore how muscles create the internal forces in the human body necessary for balance, movement and protection of joints. The unit will also introduce some basic analysis of human physical task performance. Offered by full-time and part-time coursework on-campus with regularly scheduled classes held in the early evening. Practical: Practical assignment included.

HIMT5070 Human Resource Management
Old code 09550. 6 credit points. Ms Joanne Callen, Phone (02) 9351 9494. Semester: 1. Classes: On-campus, block mode. Assessment: Assignments and examinations. This unit of study focuses on managing the human resources of an organisation. Students explore in depth the individual processes of human resource management and their inter-relationships, including: human resource planning; recruitment; selection; orientation and training; career development and performance appraisal. The unit also covers the industrial relations framework in Australia with particular emphasis on the current workplace focus with enterprise bargaining. The implications of equal employment legislation and affirmative action legislation to the employment relationship are also covered.

BACH 5044 Implementing Distance Learning
Old code 2551X/2551XX. 6 credit points. Ms Fran Everingham, (02) 9351 9116. Semester: 2. Classes: Independent learning package; external/distance mode. Assumed knowledge: Distance Learning. Assessment: Assignment based (non exam). This elective builds onto Distance Learning. You develop skills forming distance course proposals, structuring materials, selecting and integrating media; promoting interactivity; and tackling the writing process for distance packages. Studies are by independent learning packages with teleconferences and webinars.

BACH 5046 Improving Health Systems
Old code 2599X/2599XX. 6 credit points. Dr Ian Hughes. Semester: 2. Classes: On-line. Assessment: Continuous. Project based assignments and participation. The aim of this unit is to examine the process of planning, evaluating and improving projects or health services. Students will gain experience in using a variety of planning and evaluation strategies. Web based instruction.

BACH 5024 In-Service and Continuing Education in Health Services
Old code 2551 D/2551X. 6 credit points. Ms Fran Everingham, (02) 9351 9116. Semester: 2. Classes: Independent learning packages for all on-campus and Off-campus mode. Evening classes held fortnightly for on-campus students if sufficient numbers. Email support. Assumed knowledge: Adult Learning BACH 5001 (25500/25500X) and Educational Design BACH 5002 (25501/25501X). Workplace learning an advantage. Assessment: Assignment based (non exam). This elective aims to provide opportunities for participants to explore the main challenges facing educators delivering inservice and continuing education in the 1990s. The emphasis will be on, for example, the training reform agenda, competency-based education, workplace standards, organisational constraints, and flexible delivery modes on the planning, implementation and evaluation of inservice and continuing education are explored.

BACH 5022 Independent Investigation I
Old code 2551 B/2551X. 6 credit points. Ms Fran Everingham, (02) 9351 9116. Semester: 2. Classes: Contract learning. Assumed knowledge: Adult Learning BACH 5001 (25500/25500X) and Educational Design BACH 5002 (25501/25501X). Prerequisite: Negotiated. This unit applies the principles of functional anatomy and biomechanics to the analysis of selected activities. The unit aims to investigate the relationship between anatomical structure and function particularly in relation to the body during sport and exercise. Methods of estimation of muscle activity (electromyography) will be used to explore how muscles create the internal forces in the human body necessary for balance, movement and protection of joints. The unit will also introduce some basic analysis of human physical task performance. Offered by full-time and part-time coursework on-campus with regularly scheduled classes held in the early evening. Practical: Practical assignment included.

AHCD 5036 Independent Learning
Old code 07536. 4 credit points. Enquiries: (02) 9351 9393. Semester: 1. Classes: Contract learning. The purpose of this unit is to provide the students with opportunities in exploring areas of studies which are not covered by the other unit topics, either in depth or meet their needs. It will help the students to explore a context in which their skills, independent learning interests learning objectives could come together. Students through their own set of objectives and negotiation with their supervisor identify their learning needs. A set of negotiation contract will facilitate this process.

AHCD 5022 Indigenous Family Health
Old code 07522. 4 credit points. Enquiries: (02) 9351 9393. Semester: 1. Classes: Contract learning. Mental Health has only been recently acknowledged as a specific health issue for Aboriginal and Torres Strait Islander people. In the past Aboriginal Mental health was treated in the realm of drug and alcohol problems. Indigenous Mental Health does require an inside perspectives and a framework to acknowledge the injustices forced upon Indigenous population. Any discussion and solution to the mental health problems needs to consider the healing process through appropriate strategies based on experience of those familiar and knowledgeable about Aboriginal culture. The aim of this unit is to consider these frameworks.

AHCD 5023 Indigenous Mental Health
Old code 07523. 4 credit points. Enquiries: (02) 9351 9393. Semester: 1. Classes: Contract learning. This unit introduces students to the basic principles of injury control within a community health framework. Students will gain the skills and knowledge to understand injury as a preventable problem, identify data sources and use data in a variety of ways. Issues surrounding personal and community responsibility for injury will be considered. Specific case studies will be critically examined to assess the way in which injury prevention strategies have been used in Indigenous and non-Indigenous contexts.

BACH 5196 International Health: Sociological Analysis
Old code 2556A/2556AX. 6 credit points. Dr Zarkia Hossain, (02) 9351 9340 and Ms Ann Hale, (02) 9351 9578. Semester: 1. Classes: Independent learning package; external/distance mode. Assessment: Project and assignment. This unit aims to provide students with an understanding of psychosocial and political aspects of health and illness in both developed and developing countries. The unit examines the demographic, epidemiological and health transitions in these countries. It examines the impact of structural and non-structural factors on health and life expectancy; and analyses the current health issues and health priorities in developed and developing countries.

Materials from various sources

HIMT 5019 Introduction to Casemix
Old code 09501X. 6 credit points. Ms Joanne Callen/Prof Beth Reid, Phone (02) 9351 9494. Semester: 1. Classes: Distance Mode. Assessment: Assignments. The purpose of this unit is to introduce the concepts, which underpin the design and use of casemix systems. The major emphasis is on the Australian National Diagnosis Related Groups (AN-DRGs) used in acute hospitals. However, the issues surrounding the use of casemix systems for non-acute inpatients.
and ambulatory patients are also analysed. This unit includes an introduction to the concepts of several applications of casemix information, but the details related to paying for care based on casemix are explored in the unit Casemix Funding and Financial Management. The current casemix initiatives of the Commonwealth, States and at the hospital level are explored along with likely future developments.

**BACH 5208 Introduction to Computers & the Internet**  
Old code 2556M. 6 credit points. Dr Peter Choo, (02) 9351 9583 and Dr Zakia Hossain, (02) 9351 9340. **Semester:** 1, 2.  
**Classes:** Contract learning. Assumed knowledge: Familiarity with Windows. **Prohibition:** Computing Applications for Health Practitioners BACH 3105 (25387). **Assessment:** One assignment. This unit introduces the student to the use of computers for research, educational, and professional purposes. Important computer concepts will be covered, however the emphasis will be on developing practical computer skills. Skills covered will include the rudiments of computer programming; the use of popular applications such as word processors, spreadsheets and databases; and the use of the Internet as a research and communications tool.

**Practical:** 1 project

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**BACH 5209 Introduction to Educational Computing**  
Old code 25519.6 credit points. Ms Victoria Neville, (02) 9351 9118. **Semester:** 2.  
**Classes:** Attendance required; night classes. Assumed knowledge: Fitting the Task to the Man (4th ed) E. Grandjean (1990) and Fittin the Task to the Man (4th ed) E. Grandjean (1990). This unit examines the conceptual and technological developments in educational computing and their use and impact on health science education. Participants will learn to apply concepts and skills of educational computing to their own educational settings, including selecting appropriate courseware and developing a small Computer-based Learning package. (Some basic computer skills would be an advantage). Class size will be limited by the number of computers available.

**HIMT 5027 Introduction to Epidemiology**  
Old code 0959X. 6 credit points. Enquiries: (02) 9351 9494. **Semester:** 1. **Classes:** Off-campus. This unit introduces students to principles and practice of epidemiology. The unit includes measures of disease frequency and association, study design (descriptive and analytic), sources of measurement error, causation and screening, including test specificity and sensitivity. Students are introduced to the critical appraisal of epidemiological studies.

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**PHTY 5110 Introduction to Ergonomics**  
Old code 16541.6 credit points. Mr Martin Mackey, (02) 9351 9374. **Semester:** 1. **Classes:** on-campus 2 hours/week, late afternoon / early evening. Assumed knowledge: Undergraduate Ergonomics. **Assessment:** Written exam and seminar presentation. This unit aims to give the student an overview of the discipline of ergonomics and explores the inter-relation and relevance of a variety of ergonomic issues in the workplace through analysis and exploration of case study scenarios. Ergonomic concepts explored include a review of workplace anatomy and kinesiology, physical and psychological factors influencing the worker, anthropometry and work system issues. A problem-based learning approach will be used for content delivery with students working individually and in small groups to acquire and analyse case information and related material. The tutor will facilitate this learning process. The unit will be assessed by written report and (group) seminar presentation. Peer evaluation, (of each individual’s contribution to the group problem solving process), will also form part of the overall assessment for each student.

**Practical:** Up to 10 hours of fieldwork  
**Textbooks**  
Ergonomics, the Physiotherapist in the Workplace, B M (1990) Fitting the Task to the Man (4th ed) E. Grandjean (1990)

**MRTY 5055 Introduction to Functional Neuro-imaging**  
Old code 1854X. 6 credit points. Mr Simon Cowell. **Semester:** 1, 2. **Classes:** Off-campus. **Assessment:** Continuous assessment, no examination.

Neuro-imaging techniques such as positron emission tomography (PET), functional magnetic resonance imaging (fMRI), single photon emission computed tomography (SPECT), electroencephalography (EEG), magnetic resonance spectroscopy, (MRS), event related potentials (ERP) and magnetoencephalography (MEG) are used to map functional areas of the brain. While these techniques are frequently cited across a range of disciplines including; neurology, psychiatry, speech pathology, radiography, radiology, nuclear medicine and neuropsychology, many practitioners have only a vague understanding of the principles and applications of these techniques. This is understandable as functional brain mapping uses complex technology that is constantly changing. This unit of study aims: (a) to introduce practitioners to the principles and complementary applications of these techniques and (b) to develop practical understanding of specific brain mapping issues such as paradigm design, patient interaction and image coregistration. The unit will be offered in distance education mode.

**BACH 5041 Introduction to Gerontology**  
Old code 2551U. 6 credit points. Dr Cherry Russell, (02) 9351 9129. **Semester:** 1, 2. **Classes:** Independent learning package; off campus mode. **Assessment:** Three assignments. This unit provides an overview of gerontology as a multi-disciplinary field of study and its application to professional practice. It explains basic concepts and key issues in the study of ageing at the level of individuals and of populations. Topics include demographic ageing, social and professional attitudes and values, retirement, public policy, ageing and health, aged care.

**Textbooks**  

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**BACH 5037 Introduction to Health Education**  
Old code 2551Q. 6 credit points. Ms Fran Everingham, (02) 9351 9116. **Classes:** Independent learning packages and email support. Assumed knowledge: Adult Learning BACH 5001 (25500/25505X) and Educational Design BACH 5002 (25501/25501X). **Assessment:** Assignment based (non exam). NB: Not offered in 2002

International perspectives, theories and models for health education are explored. Ways these translate into local strategies for intervention are examined. Independent learning packages and email support.

**Textbooks**  
Non prescribed

**AHCD 5052 Introduction to Indigenous Community Health**  
Old code 07552X. 6 credit points. Enquiries: (02) 9351 9393. **Semester:** Full year. **Classes:** External/distance mode. This unit of study provides an introduction to the conceptual underpinning of Indigenous community as an area of academic study and professional practice. The multi-disciplinary, problem oriented and participatory nature of community health will be explored in relation to the unique context of Indigenous health. Student will also analyse the meaning and causation of disease and the organisational structures and management of community health through case studies in a variety of Indigenous settings.

**BACH 5162 Introduction to Medical Anthropology**  
Old code 2555B. 6 credit points. Ms Ann Hale, (02) 9351 9578. **Semester:** 1. **Classes:** Contract learning; 4 hours/week. **Assessment:** Final assignment. This unit provides an introduction to the perspective’s of medical anthropology as well as providing a historical analysis of its development as a new sub-discipline.

**Textbooks**  
TBA

**AHCD 5010 Issues in Community Mental Health**  
Old code 07510.4 credit points. Enquiries: (02) 9351 9393. **Classes:** Contract learning.

This unit is designed to give students an understanding of factors affecting mental health and the provision of community mental health services. It has two main foci: the complex factors involved in achieving integrated service networks, and those involved in providing rehabilitation for people with chronic mental health problems.

**BACH 5039 Large Group Teaching**  
Old code 2551S. 6 credit points. Ms Fran Everingham, (02) 9351 9116. **Semester:** 1. **Classes:** Independent learning package; external/distance mode (no classes). Assumed knowledge: Undergraduate Ergonomics. **Assessment:** Assignment based (non exam).

Large group teaching is a common method of education. Doing it well is a challenge. In this unit participants will increase their knowledge and skills about ways to work with large groups more effectively.

Distance education and on-campus mode (no classes) with independent learning packages and email support.
BACH 5213  Law and the Health Services
Old code 2556R. 6 credit points. Dr Judith Mair, (02) 9351 9126.
Semester: 2. Classes: 2 hours alternate weeks. Assessment: Assignment and seminar presentation.
This unit aims to equip providers of health services with knowledge of the legal framework for the delivery of health services in Australia together with law relevant to the client base. The unit will cover legal issues involving children, childhood, older people, the mentally ill, those addicted to drugs or alcohol, and people with intellectual and physical disabilities. The unit will also cover law protecting safety and compensation for accidents in the home, at work and transport related. This unit is available on-campus and regular group discussions will be held on a fortnightly basis.

Textbooks
List of references to be supplied.

BACH 5118  Learning in Groups
Effectively functioning in any organisational setting is greatly enhanced by a knowledge of group dynamics. Any group interaction for the purpose of learning is more productive if likewise informed. Using the focus of the group and a series of task requirements participants gain both theoretical knowledge about the way in which group dynamics underpin small group learning and skills in facilitating the process, both as members and leaders of learning groups. Some knowledge of adult learning theory is an advantage (readings are suggested).

Textbooks
Various suggested

BACH 5284  Learning in the Workplace
This unit explores current and future issues about work-based learning, for example: informal and incidental learning; learning organisations and transfer of learning to the workplace. (This unit may be offered by distance only if insufficient on-campus enrolments.)

Textbooks

BACH 5027  Mental Health in Later Life
Old code 2551Q. 6 credit points. Dr Cherry Russell, (02) 9351 9129. Semester: 2. Classes: Independent learning package; external/distance mode. Assessment: Two assignments. The unit aims to provide a broad understanding of factors affecting mental health in later life and the opportunity for in-depth study of an area of professional relevance.

HIMT 5088  Microcomputing and Data Mining
This unit introduces the student to common computer applications including word processors, spreadsheets, databases, and web browsers. The aim is for students to acquire sophisticated skills in the use of these applications. Search strategies for finding health information on the internet are covered and different search engines are compared. An introduction to the structure of the internet and databases, thesauri and MESH-systems is given and methods of searching the medical literature, for example using CD-ROM databases are presented.

BACH 5236  Motor Learning
Old code 2557E. 3 credit points. Dr Roger Adams (02) 9351 9275. Semester: 2.
NB: For Exercise and Sport Science students only.
This unit develops the model of information processing in the human sensory-motor system as the basis of the acquisition and execution of motor behaviour. Topics covered include: the stages of skill acquisition; automatic versus conscious motor control; expert-novice skill differences in pattern recognition and movement production, simultaneous multi-task performance; attention, effort and resources; planning and controlling movements; hemispheric specialisation; memory for movements; imagery and mental rehearsal; practice and automatisation; stress, arousal and performance; disorders of movement; ecological and motor program approaches to motor learning.

BACH 5254  Motor Performance and Learning
Old code 2557W. 3 credit points. Mr Roger Adams, (02) 9351 9275. The aim of this unit is to study, in-depth, the factors influencing skill acquisition, skill rehearsing and skill performance and their role in modifying inappropriate, but automated motor behaviours. These may need to be changed in response to disease or continuing injury, in order to improve functional outcome and/ or prevent further injury. Topics to be covered include: motivation/goal setting: operant behavioural approach; optimising the benefits of physical practice; attention, concentration and arousal; mental practice; awareness during performance; feedback and evaluating the effectiveness of strategies designed to modify inappropriate, but automated movement behaviours.

BACH 5212  Multicultural Issues in Gerontology
This unit examines what it means to be old in a country whose language, expectations for aged behaviour and types of support available, differ from those of their own country of origin. The impact of immigration policy and services provision will be analysed.

Textbooks
Materials from various sources

BACH 5164  Occupational Health
This unit teaches basic management principles related to the effective implementation of the duty of care in regard to occupational health and safety. Students will gain an understanding of the legislative and policy provisions associated with occupational health and safety, workers' compensation, rehabilitation and re-training. Students will be required to gain access to a workplace and develop a prevention program proposal based on identification of risks and provision of strategies for their control.
Practical: Yes

BACH 5291  Occupational Rehabilitation
This unit will examine current issues in the provision of occupational rehabilitation to persons injured in the workplace. Recent initiatives will be examined, together with the roles of key stakeholders in the management of workers in the post-injury phase. Students will be required to interview an injured worker and evaluate the extent to which their experience after injury was consistent with good management practice, current legislative requirements and the public interest.
Practical: Yes

BACH 5224  Organisational Management
Old code 25572/25572X. 6 credit points. Dr Barbara Adamson, (02) 9351 9579 and Dr Rosemary Cant, (02) 9351 9560. Semester: 2. Classes: On-campus or off-campus. Assessment: Continuous assessment using case study approach.
This unit has been designed to assist students to understand contemporary management theories and practice. It is generally agreed that effective managers need good analytical skills and critical capacity, to be able to respond creatively and constructively to the new challenges that they face in the 21st century. The unit explores different perspectives on organisations and uses Fayd's elements of management as a springboard for the analysis of changing functions of a successful manager.

Textbooks

BACH 5290  Organisational Psychology
Old code 2558W/2558WX. 6 credit points. Dr Barbara Adamson, (02) 9351 9579. Classes: Contract learning; external/distance mode.
This unit covers recent topics of interest to students who wish to further their understanding of the occupational behaviour. Topics will include: dimensions of personality, occupational choice and personnel selection; work motivation and work satisfaction and their relationship with performance, absenteeism and turnover; organisational change and effective implementation; downsizing
and its impact on organisational behaviour and organisational climate; working conditions, for example, shift work and their effects on work performance: and, women and work. This unit is offered on-campus as a directed independent study unit and is available in distance education mode.

**BACH 5226 Organisational Structures in Health Contexts**

Old code 25574.6 credit points. Dr Rosemary Cant, (02) 9351 9560. Classes: Contract learning.

This unit focuses on rational structuring of organisations and relations to administrative problems. It examines the effects of societal context on organisational growth and the interdependence between layers or sectors of organisations. It contrasts the characteristics of private, public sector and voluntary organisations and uses power and interests as analytic concepts to elucidate this process. This unit is offered on-campus as a directed independent study unit.

**BACH 5025 Patient Education**

Old code 2551 E2551 EX. 6 credit points. Ms Fran Everingham, (02) 9351 9116. Semester: 2. Classes: Independent learning packages for all. Distance and on-campus mode. evening classes held fortnightly for on-campus students if sufficient numbers. Email support. Assessed knowledge: Adult Learning BACH 5001 (25500/25500X) and Educational Design BACH 5002 (25501/25501X). Prerequisite: Non prescribed. Assessment: Assignment (non exam). Participants consider current theoretical approaches and skills that underpin patient education particularly with regard to chronic illnesses.

**Textbooks**

Non prescribed

**MRTY 5056 Patient/Practioner Communication**

Old code 18546X. 6 credit points. Mr John Atyeo. Semester: 2. Classes: Off-campus. Assessment: Continuous assessment, no examination. This unit extends the patient communication skills of the medical radiations practitioner. It aims to make the practitioner more effective at giving clear information when interacting with the patient. The enhancement of listening skills will be encouraged, with an emphasis on patient empowerment and history and note-taking. Transfer of information from the practitioner to the patient will also be covered. The student will collect local information regarding patient support services. Video and audio tapes may be used to provide practical examples for student study.

**Textbooks**

No specific text recommended. Primary & secondary library sources to be accessed by student

**PHTY 5134 Therapy in Disorders of the Hand**

Old code 16565.6 credit points. Rosemary Proser. Semester: 2. Classes: On-campus block mode. Assessment: seminar presentation, participation, essay, group participation and mastery of practical skills. This unit of study provides the opportunity for the student to improve their knowledge and skills in the area of common hand conditions including fractures and dislocations, wrist, arthritis and tendon and nerve injuries. Assessment and treatment strategies used specifically for hand injuries and conditions will be addressed including impairment, sensibility and disability testing, splinting, and exercise. Practical clinical skills in hand therapy will also be covered, further development of which will occur in the clinical practice units of study.

**BACH 5028 Improving Health Systems**

Old code 2551H. 6 credit points. Dr Ian Hughes, (02) 9351 9502 i.hughes@fhs.usyd.edu.au. Semester: 1. Classes: Web based. Assessment: Continuous. The aim of this unit is to examine the process of planning, evaluating and improving programs and projects. Students will gain experience in using a variety of planning and evaluation strategies. Web based instruction.

**OCCP 5140 Politics and Power in the Workplace**

Old code 15574.3 credit points. Dr Susan Griffin, (02) 9351 9377. Semester: 2. Classes: on-campus/off-campus. Assessment: essay, reflective journal and record of a workplace based project. This unit of study provides the opportunity for students to examine a variety of theoretical perspectives on power how power is developed and shared within work places. Students will examine various strategies for developing and maintaining influence in the workplace. A variety of work place settings will be considered.

Students will undertake an independent guided reading program for the 3 unit of study.

**Textbooks**


**OCCP 5141 Politics and Power in the Workplace**

Old code 15575.6 credit points. Dr Susan Griffin, (02) 9351 9377. Semester: 2. Assessment: essay, reflective journal plus report of a workplace based project. This unit of study provides the opportunity for students to examine a variety of theoretical perspectives on how power is developed and shared within work places. Students will examine various strategies for developing and maintaining influence in the workplace. A variety of work place settings will be considered. Students will undertake an independent guided reading program for the 3 unit of study. Those enrolling in the 6 unit of study will do the reading program in greater depth in addition to a workplace project negotiated with the lecturer.

**Textbooks**


**BACH 5165 Post Trauma Stress**

Old code 2555E. 6 credit points. Dr Gomathi Sitharthan, (02) 9351 9584. Semester: 1, 2. Classes: Contract learning. Assessment: Assignments. This elective traces the history of reactions to traumatic events, including the acceptance of a syndrome known as post traumatic stress syndrome in recent years. Various disorders with similar characteristics are compared and contrasted and the research and clinical literature presented. Current views on the treatment and evaluation of post traumatic disorders are presented and appraised. This is an on-campus directed independent study unit.

**AHC 5002 Program Planning and Evaluation**

Old code 07540/07542X. 6 credit points. Enquiries: (02) 9351 9393. Semester: 2. Classes: Internal/distance mode. This unit provides students with the opportunity to integrate learning by defining, planning, and developing a project related to professional practice in Aboriginal health and Community Development.

**AHC 5042 Project Management**

Old code 07540/07542X. 4 credit points. Enquiries: (02) 9351 9393. Semester: 2. Classes: External/distance mode. In this unit students, using management tools, are practically engaged in the management of a project in areas of health and health care system.

**HIMT5065 Project Management**

Old code 09545/09545X. 6 credit points. Ms Joanne Caller/Ms Janelle Craig Phone (02) 9351 9584 and Dr Diana Kenny, (02) 9351 9644. Semester: 1. Classes: On-campus, off-campus. Assessment: Assignments and examinations. This unit focuses on two key management areas: management theory and practice; and project management including budgeting and costing principles.

**BACH 5309 Psychological Assessment of Children and Adolescents**

Old code 2559F. 6 credit points. Dr Chris Lennings, (02) 9351 9587 and Dr Diana Kenny, (02) 9351 9644. Semester: 2. Classes: Contract learning. Prerequisite: Undergraduate Psychology units; Psychology of Children Adolescents. Assessment: Case study and literature review. The assessment of children and adolescents requires an understanding of the course and impact that developmental factors play in cognition, personality and behaviour. It requires a capacity to utilise questionnaire as well as text-based assessment schedules. This course expects students to be aware of assessment issues such as psychometric value of testing (reliability and validity), the nature of various tests, and a capacity to interpret (children, adolescents, and families).
This subject provides students with an understanding of the major theoretical perspectives, concepts and vocabulary of psychology. Psychology is concerned with the science of human behaviour—how individuals perceive, think about, and behave in the world. It is concerned with identifying the internal determinants (characteristics unique to the person, and part of the physical or psychological make-up) and the external determinants (physical environment and social context) the impact upon the individual. It is also concerned with the way in which people change over time, as well as explaining and predicting what they might do at any one time. The unit aims to position psychology as an essential ingredient in understanding health psychology. The unit is available by distance and by individual learning contract.

**Textbooks**

**ELECTIVES**

### BACH 5147 Psychology of Ageing
Old code 2554U. 6 credit points. Dr Steve Cumming, (02) 9351 9404, and Dr Lynn Harris, (02) 9351 9162. **Classes:** On campus, directed independent and contract learning.

This elective develops a biopsychological approach to examining the psychological aspects of late adulthood. It considers the psychological impact of the changes of social, environmental, economic, and relationship patterns that occur as people age, as well as examining the psychological concomitants of physical ageing process. The interrelation between biological, social and environmental factors with psychological function will be considered both in the context of the healthy aging process and in the context of age-related physical and mental illnesses. Broader issues related to psychologically appropriate design and delivery of therapeutic services of the elderly will be highlighted.

### BACH 5238 Psychosocial Aspects of Sport
Old code 2557G. 4 credit points. Mr Ian Andrews (02) 9351 9588. **Semester:** 2. **Classes:** Contract learning.

The first part of this unit considers psychological factors in sports performance. Topics covered include: managing motivation, anxiety and aggression; arousal-performance relationships; psychosocial characteristics of peak performance; personality and sport performance; relaxation and energising techniques; cognitive techniques; attention control training; goal-setting; leadership; team cohesion; athlete stances and burnout; stress, injury and psychological rehabilitation.

The second part of the unit is concerned with the historical development of leisure and its relationship to work; sport as a psychosocial characteristic of peak performance; personality and sport performance; relaxation and energising techniques; cognitive techniques; attention control training; goal-setting; leadership; team cohesion; athlete stances and burnout; stress, injury and psychological rehabilitation.

### BACH 5324 Psychotherapy
Old code 2559V. 6 credit points. Dr Chris Lenings, (02) 9351 9587 and Prof Diana Kenny, (02) 9351 9644. **Semester:** 2. **Classes:** Contract learning. **Prerequisite:** Counselling. **Corequisite:** Advanced Counselling. **Assessment:** Detailed case plan. **Textbooks**
Psychotherapy has an eclectic history. It is essentially the gathering of techniques and theories from a variety of different fields with the core similarity of 'helping'. The unit explores six modules, investigating the nature of psychotherapy and relationship with counselling, the development of psychodynamic approaches to counselling, the use of cognitive behavioural skills, and Action therapies in psychotherapy, and teaches students how to develop a therapy plan and integrate assessment and practice with their clients. The unit is delivered as a series of six seminars. Assessment requires the students to develop a case plan.

### BACH 5328 Reflective Inquiry in Practice
Old code 2559X. 6 credit points. Dr San Hughes, (02) 9351 9580 and Ms Kate O'Loughlin, (02) 9351 9531. **Semester:** 2. **Classes:** Contract learning. **Prerequisite:** Reflective Inquiry in Practice. **Assessment:** Continuous. Project based assignments and participation.

In Reflective Inquiry in Practice students participate in a learning set to read, plan, implement, reflect and report on a reflective inquiry project. Participants use reflective inquiry cycles that can be applied in action learning, professional development, reflective practice, problem solving, diagnostic professional practice, continuous improvement, and action inquiry.

Reflective Inquiry in Practice is delivered through the Internet for on-campus study, distance education, workplace learning or facilitated learning. Access to the World Wide Web is essential.

### BACH 5304 The Residential Care Setting and Older People
Old code 2551N. 6 credit points. Dr Cherry Russell, (02) 9351 9129. **Semester:** 2. **Classes:** Independent learning package; external/distance mode. **Assessment:** Three assignments (2000 words and 4000 words).

This unit examines the environment of supported accommodation from the perspective of older residents and professional care staff.

### BACH 5305 Risk Management and Rehabilitation Policy
Old code 2559B/2559BX. 6 credit points. Dr Carol O'Donnell, (02) 9351 9580 and Ms Kate O'Loughlin, (02) 9351 9531. **Semester:** Full year. **Classes:** Contract learning; external/distance mode. **Assessment:** Two assignments (2000 words and 4000 words).

Students will be taught the basic principles for continuous improvement in health related service delivery. They will produce a risk management plan related to health promotion or consumer protection, or will undertake a critical evaluation of the effectiveness of an individual's occupational rehabilitation. Particular attention will be drawn to the Australian and New Zealand Standards on Risk Management (AS / NZS 4630:1999). Practical: Yes

### BACH 5172 Social Change and Health Services
Old code 2559L. 6 credit points. **Semester:** 1,2. **Classes:** Contract learning.

This elective will assist the student to develop an understanding of the processes of social change in health care systems, and will develop an ability to evaluate the efficiency of proposed structural and role changes within the health care system, and the implications of those changes for the quality of health care provided.

### AHCD 5053 Social Justice and Indigenous Health
Old code 07553X. 6 credit points. **Semester:** Full year. **Classes:** External/distance mode. **Assessment:** Examinations.

This unit of study focuses on social justice as a fundamental principle in understanding the current situation of Indigenous health in Australia. Concept of power and historical settings and their impact on social justice, human rights, equity and access to services will be explored. Models of change aiming toward individual and community empowerment, organisational and institutional change theories will be examined and utilised in the development of plan to bring about changes in the community, workplace or institutions. Strategies such as International Human Rights mechanisms, domestic policies and laws, social and community development models and principles of advocacy and equity will be the major components of this unit of study at micro and macro levels.

### BACH 5174 Social Theory and Special Groups
Old code 2555N. 6 credit points. Dr Rosemary Cant, (02) 9351 9560 and Ms Kate O'Loughlin, (02) 9351 9531. **Semester:** 1,2. **Classes:** Contract learning.

This elective gives students a basic understanding of social theory. As an example of a special group which might be studied,
it examines women's health in the context of social class and gender divisions in Australian Society. Students will be encouraged to consider as research issues patterns and concerns regarding the status of women's health using socialist, feminist and psychoanalytic perspectives. Research into particular ethnic groups and multicultural issues are also within the scope of this elective.

**BACH 5322 Sociology for Health Professionals**  
Old code 2559S/2559SX. 6 credit points. Mr Dennis McIntyre, (02) 9351 9567, and Dr Ian Hughes, (02) 9351 9562. Classes: Contract learning; external/distance mode.

The aim of this unit is to develop an understanding of basic sociological concepts and theories and their applications in analysing health issues. It also aims to develop an ability to critically examine and evaluate aspects of a familiar society in order to extend an understanding of the social structures, institutions and processes relevant to health issues. It will provide opportunities for enhancing linguistic, writing, and analytical skills by introducing some of the sociological methods of collecting, analysing and reporting health data.

**BACH 5243 The Sociology of Deviance**  

This unit will use the paradigms developed by the theoretical approach to the sociology of deviance to examine adolescent behaviour in relation to substance abuse, homelessness and other non-traditional lifestyles. This unit will incorporate an historical approach to community breakdown, social control, the effects of media imagery and the changing approaches of social control agents such as governments, the legal system, law enforcement officers and medical personnel. An analysis of legislation and of royal commission findings will be made using structural and interactional theories.

**BACH 5059 Sociology of Gender Relations**  

This elective examines research perspectives concerning gender relations within the structure of industrial capitalism, with particular focus on relations of power, the sexual division of labour, sexuality, the social construction of gender, production and reproduction and family.

**AHCD 5031 Strategic Planning**  

Strategic planning is vital for the future of health organisations as well as business and government agencies. This elective is designed to provide health professionals with a model and set of tools in order to develop a long range strategic plan for an organisation. Students may use this opportunity to support the writing of a strategic plan for an organisation to which they belong.

**BACH 5178 Stress and Disability**  

This elective examines the incidence of various disabilities. Community perceptions will be examined, including the reasons behind the existence of 'high profile', 'stigma' and 'cultural acceptability' differences across disabilities. Factors associated with living with a disability will be examined, and the relationship of research to individual accounts critically examined.

**BACH 5180 Stress and Illness**  

The nature of the relationship of the psychophysiological stress response and the development of illness will be explored and critically evaluated in this elective. A range of disorders will be considered, for example headaches, coronary heart disease and diabetes. Current research literature across a variety of relevant disciplines will be evaluated as a background to original research. An introduction to the theoretical and practical aspects of a range of stress management techniques is provided. Emphasis will be placed on the research utility of these techniques commonly included in stress-management 'packages', such as relaxation, biofeedback, cognitive restructuring and time management. This is an off-campus directed independent study unit.

**Textbooks**

- The Costs of Marginality
- Teaching Clinical Reasoning
- Teaching with Reduced Resources
- Teaching with Technology
Learning materials play an essential role in motivating and enhancing understanding. Access to new technologies for teaching is increasing. You consider setting specific issues in the development of teaching materials and practice some techniques for using these.

Distance education and on campus mode (night classes) with independent learning packages and Web and email support. (If insufficient on-campus enrolments, then may be offered by distance only.)

**Textbooks**


**BACH 5063 Therapy with Children, Adolescents and their Families**

Old code 2552G. 6 credit points. A/Prof Dianne Kenny, (02) 9351 9644. Semester: 1, 2. Classes: Contract learning. Assessment: Assignments. Prerequisite: Undergraduate research methods. Some assumed knowledge: Basic statistical knowledge: Some assumed knowledge: Propositional and predicate logic. This unit will concentrate on a particular methodology or aspect of the research process. Basic research design issues are considered. Various methods of data collection are examined together with their reliability of data collection techniques. Basic statistical procedures are briefly reviewed and applications such as epidemiology and evaluation research are introduced. This unit is usually offered on Mondays from 5 to 8pm in Semester 1 or by off-campus mode in Semester 1 or Semester 2.

**BACH 5068 Developing a Research Project**

Old code 2558X/2559X. 6 credit points. Kate O’Loughlin, (02) 9351 9531. Semester: 1, 2. Classes: Attendance required. Mondays from 5 to 8pm in Semester 1 or by off-campus mode in Semester 1 or Semester 2. This unit provides an overview of the research process and focus on the formulation of a research proposal. It provides students with an opportunity to review and update their knowledge of research methods, and introduce the research electives which concentrate on a particular methodology or aspect of the research process. Basic research design issues are considered. Various methods of data collection are examined together with their suitability for investigating different types of research questions. Students explore the use of quantitative and qualitative data, longitudinal and cross-sectional designs, and data resulting from experimental research, observational, single case and survey research methods in addition to content analysis and secondary data analysis. Emphasis is placed on the issues of validity and reliability of data collection techniques. Basic statistical procedures are briefly reviewed and applications such as epidemiology and evaluation research are introduced. This unit is usually offered on Mondays from 5 to 8pm in Semester 1 or by off-campus mode in Semester 1 or Semester 2.

**BACH 5100 Epidemiological Research**

Old code 25531.8 credit points. Dr Kaye Brock, (02) 9351 9124. Semester: 1, 2. Classes: On-campus 3 hours/week. Assigned knowledge: Basic research methods. Prerequisite: Some undergraduate research methods. Assessment: Assignments and examination. In this unit students will be exposed to aspects of conducting epidemiological research, an area which focuses on the study of the distribution of disease, the search for determinants of the observed distribution and a subsequent evaluation of a causal hypothesis. A guided epidemiological review of the students research interest will be undertaken in this subject. Statistical methods in epidemiological data analysis will be reviewed. Textbooks

Epidemiology in Medicine. Hennekens & Buring.

**BACH 5042 Action Research**


Participatory action research extends knowledge and improves social practice through processes which empower ordinary people. Action Research projects proceed through cycles of planning, acting, observing and reflecting with the participation of the people affected by the practices under consideration.

**AHCD 5049 Action Research**

Old code 07549.8 credit points. Dr Fridkoon Khavarpour, (02) 9351 9127. Email: jkhavarpour@csss.usyd.edu.au.

Participatory action research extends knowledge and improves social practices through processes which empower ordinary people. Action research projects proceed through cycles of planning, acting, observing and reflecting with the participation of the people affected by the practices under consideration. Students may study through independent learning and the Internet.

**BACH 5066 Developing a Research Project**

Old code 2552G. 8 credit points. Ms Kate O’Loughlin. Classes: Attendance required. external/distance mode

This unit provides an overview of the research process and focus on the formulation of a research proposal. It provides students with an opportunity to review and update their knowledge of research methods, and introduce the research electives which concentrate on a particular methodology or aspect of the research process. Basic research design issues are considered. Various methods of data collection are examined together with their suitability for investigating different types of research questions.

**AHCD 5046 Evaluation Research**

Old code 07546.6 credit points. Dr Fridkoon Khavarpour, (02) 9351 9127. Email: jkhavarpour@csss.usyd.edu.au. Semester: 1. Classes: Contract learning.

In this unit, students will examine aspects of conducting evaluation research, an area that focuses on the application of research methods to health services. Empowering and critical approaches will be included.

**BACH 5047 Evaluation Research**

Old code 07547.8 credit points. Dr Fridkoon Khavarpour, (02) 9351 9127. Email: jkhavarpour@csss.usyd.edu.au. In this unit, students will examine aspects of conducting evaluation research, an area that focuses on the application of research methods to health services. Empowering and critical approaches will be included.

**BACH 5328 Evaluating Health Interventions**

Old code 25592/25592X. 6 credit points. Dr Ian Hughes, i.hughes@cchs.usyd.edu.au. Semester: 1, 2. Classes: Contract learning. Assessment: Assignments and participation.

**AHCD 5047 Developing a Research Project**

Old code 25546.6 credit points. Dr Fridkoon Khavarpour, (02) 9351 9127. Email: jkhavarpour@csss.usyd.edu.au. Semester: 1, 2. Classes: Contract learning. Assessment: Assignments and participation.

**AHCD 5044 Action Research**

Old code 07548.6 credit points. Dr Fridkoon Khavarpour, (02) 9351 9127. Email: jkhavarpour@csss.usyd.edu.au. Semester: 1, 2. Classes: Contract learning. Assessment: Assignments and participation.

**AHCD 5043 Developing a Research Project**

Old code 25545.6 credit points. Dr Fridkoon Khavarpour, (02) 9351 9127. Email: jkhavarpour@csss.usyd.edu.au. Semester: 1, 2. Classes: Contract learning. Assessment: Assignments and participation.

**AHCD 5042 Action Research**


**AHCD 5049 Action Research**

Old code 07549.8 credit points. Dr Fridkoon Khavarpour, (02) 9351 9127. Email: jkhavarpour@csss.usyd.edu.au.

Participatory action research extends knowledge and improves social practices through processes which empower ordinary people. Action research projects proceed through cycles of planning, acting, observing and reflecting with the participation of the people affected by the practices under consideration.

**Textbooks**


Researchers and professional evaluate health interventions to improve knowledge of health, disease and clinical practice, and to support decision making for improved health services. This unit will enable students to make informed choices among a range of evaluation perspectives, theories, methods and designs. Textbooks


DHSC 7003 Foundations for Doctoral Studies
Participants will gain knowledge and skills to meet the challenges of study at the doctoral level, and of professional practice in the information age. Students will develop skills of: accessing; evaluating and retrieving information; advanced literacy; critical thinking; analytical writing and effective communication. This will include the manipulation and presentation of quantitative and qualitative data.

There will be flexibility in selecting curriculum content to match the background and needs of each student. Practical exercises may include annotated bibliography, critical review of literature or policy documents, formation of tables and graphs, report, seminar presentation or article. This unit is Web supported.

Textbooks

BACH 5098 History and Philosophy of Scientific Methodology
Old code 2553G. 8 credit points.
This unit is designed to provide students with a critical perspective as a specific form of knowledge. It introduces students to the major philosophies of the scientific enterprise taking into account the social versus natural science controversy.

BACH 5298 History & Phil. of Scientific Methodology
Old code 25594.6 credit points. Dr Rod Rothwell. Semester: 1. Classes: On-campus night course. Assessment: 2 assignments 1000 words each.
This unit is designed to provide students with a critical perspective on science as a specific form of knowledge. It introduces students to the major philosophies of the nature of scientific enterprise taking into account the social versus natural science controversy. Emphasis will be placed also on methodologies designated as hermeneutic/interpretative.

Textbooks

BACH 5253 Intermediate Statistics
In this unit, students will extend and consolidate the research methods and statistical skills acquired in Research Methods I and II. Students will gain experience in data screening techniques, analysis of variance, multiple regression and non-parametric statistics. Students will learn how to use SPSS to conduct these statistical tests. This unit is usually offered on Mondays 5-8pm.

BACH 5312 Intermediate Statistics
Old code 25591.8 credit points. Dr Peter Choo, (02) 9351 9583, and Dr Zakia Hossain (02) 9351 9340. Semester: Full year. Classes: On-campus. Night classes. Assumed knowledge: Basic statistics and research design. Prerequisite: Research Methods I and Research Methods II: Data Analysis and Statistics, or equivalent. Assessment: Written reports and written examination.
In this unit, students will extend and consolidate the research methods and statistical skills acquired in Research Methods I and II. Students will gain experience in data screening techniques, analysis of variance, multiple regression and non-parametric statistics. Students will learn how to use SPSS to conduct these statistical tests. This unit is usually offered on Mondays 5-8pm.

BACH 5327 Internet Research
Old code 2559Y/2559YX. 6 cred. points. Dr Ian Hughes (i.hughes@cchs.usyd.edu.au. Semester: 1. 2. Classes: Internet delivery for on-campus and external/distance mode. Assumed knowledge: Basic knowledge of research approaches and methods. Assessment: Project based assignments and participation. This unit of study teaches Web-Based management strategies that focus on data collection, analysis and dissemination over the Internet, by either using the Internet as a tool, resource or topic of investigation.
Students taking this unit of study will acquire the knowledge and skills to conduct research projects by using the Internet and will be able to effectively apply such techniques in many research and applied employment positions.

Textbooks

BACH 5329 Introduction to SAS
Old code 255A0.6 credit points. Dr Zakia Hossain, (02) 9351 9340 and Dr Kaye Brock, (02) 9351 9124. Semester: 1.
This unit teaches students to use SAS for Windows computer package to manage and analyse research data using a range of standard statistical procedures. The unit provides students with skills in both data managements and statistical analysis (in particular categorical). Data management procedures will include data transformation, selection, importing and exporting. Statistical analyses include descriptive statistics, t-test, chi-square, ANOVA, correlation, regression. Regression will include simple, multiple and conditional analysis. Teaching is by on-campus mode only, using contract learning with practical assignments for assessment.

BACH 5330 Introduction to SAS
Old code 255A1.8 credit points. Dr Zakia Hossain, (02) 9351 9340 and Dr Kaye Brock, (02) 9351 9124. Semester: 1.
This unit teaches students to use SAS for Windows computer package to manage and analyse research data using a range of standard statistical procedures. The unit provides students with skills in both data managements and statistical analysis (in particular categorical). Data management procedures will include data transformation, selection, importing and exporting. Statistical analyses include descriptive statistics, t-test, chi-square, ANOVA, correlation, regression. Regression will include simple, multiple and conditional analysis. Teaching is by on-campus mode only, using contract learning with practical assignments for assessment.

BACH 5500 Issues in Educational Research
This unit explores issues in educational research, including using theories and conceptual frameworks to help deal with multiple dimensions of the educational process, and considers some of the methodologies used in educational research.

Textbooks
Non prescribed

BACH 5504 Issues in Educational Research
Old code 2553C. 8 credit points. Ms Fran Everingham, (02) 9351 9116. Classes: Contract learning.
This unit explores issues in educational research, including using theories and conceptual frameworks to help deal with multiple dimensions of the educational process, and considers some of the methodologies used in educational research.

BACH 5256 Multivariate Statistics
Old code 2670Y. 6 credit points. Dr Peter Choo, (02) 9351 9583. Classes: Contract learning. Prerequisite: Intermediate Statistics (10503), or equivalent.
This unit explores a variety of multivariate designs and statistical procedures including factor analysis, discriminant function analysis, analysis of covariance. Other procedures will be considered according to the needs and interests of enrolling students.

BACH 5314 Multivariate Statistics
Old code 2559K. 8 credit points. Dr Peter Choo, (02) 9351 9583. Classes: Night classes, Contract learning. Prerequisite: Intermediate Statistics (10503), or equivalent.
This unit explores a variety of multivariate designs and statistical procedures including factor analysis, discriminant function analysis, analysis of covariance. Other procedures will
be considered according to the needs and interests of enrolling students.

BACH 6042 Qualitative Research Methods
Old code 25641.8 credit points. Dr Cherry Russell, (02) 9351 9129.
Semester: Full year. Classes: Attendance required. 3 hours/week.
Assessment: Assignments.
In this unit students will learn about qualitative research techniques such as in-depth interviewing and participant observation which focus on the investigation of people's experiences and their interpretation of events. This unit examines the types of research questions for which these methods are best suited, and provides training in data collection methods and analysis. The unit is conducted as a seminar in which students actively participate, and students work on a research project in small groups. This unit is usually offered on Wednesdays 4—7 pm.

DHSC 7002 Research and Inquiry in the Health Professions
Old code 26702.6 credit points. Semester: 1, 2. Classes: On-campus; external/distance mode.
This unit provides an overview of the research process applied to the formulation of a research proposal. Students will review and update their knowledge of a range of research designs and approaches to data analysis, and will consider the advantages of alternative strategies for addressing particular research questions. Students explore the use of quantitative and qualitative data, longitudinal and cross-sectional designs, and data resulting from experimental, interview, observation, single case and survey research methods. At the conclusion of this unit, students will have developed a research proposal for answering a research question of their choosing.

BACH 5285 Research Design
This unit has been designed especially for distance learning students in stage 3 of the Master of Rehabilitation Counselling (by coursework) program. It introduces students to the research process and focuses on developing informed consumers of research. The unit includes consideration of the philosophy of science, research ethics, qualitative and quantitative research, the development of research questions and the specification of hypotheses and variables, conceptualisation and operationalisation, sampling issues, validity and reliability. A broad range of research methods will be introduced, including experimental research, single case designs, surveys, interview and observational studies, secondary data analysis and content analysis. Data quantification techniques will be discussed and students will be introduced to research applications in the health sciences including needs assessment, action research and epidemiology. Assessment for this subject will include a final exam, weekly exercises and formulation of a research prospectus.

BACH 5311 Research Design
Old code 2559H. 8 credit points. Classes: External/distance mode.
This unit has been designed especially for distance learning students in stage 3 of the Master of Rehabilitation Counselling (by coursework) program. It introduces students to the research process and focuses on developing informed consumers of research. The unit includes consideration of the philosophy of science, research ethics, qualitative and quantitative research, the development of research questions and the specification of hypotheses and variables, conceptualisation and operationalisation, sampling issues, validity and reliability. A broad range of research methods will be introduced, including experimental research, single case designs, surveys, interview and observational studies, secondary data analysis and content analysis. Data quantification techniques will be discussed and students will be introduced to research applications in the health sciences including needs assessment, evaluation research, action research and epidemiology. Assessment for this subject will include a final exam, weekly exercises and formulation of a research prospectus.

OCCP 5073 Research Design and Methods for Therapists
Old code 15511.8 credit points. Dr Maureen Fitzgerald.
The purpose of this unit is to explore a variety of research designs, research methods, and related issues appropriate to applied research. The exploration will be accomplished through student led seminar discussions of selected readings and each student will develop a research proposal on a topic of their choice. Content will include such things as: an overview of appropriate research designs, strengths and weaknesses of a broad selection of designs and methods, reliability and validity, selection of a study population, research ethics, development of research statements and questions, proposal writing, and the use of computers and other technology in research.

OCCP 6008 Research Design and Methods for Therapists
Old code 15502.6 credit points. Dr Maureen Fitzgerald. Semester: 1, 2.
Classes: on-campus, Group discussion, Group work. Assessment: Assignments.
The purpose of this unit is to explore a variety of research designs, research methods, and related issues appropriate to applied research. The exploration will be accomplished through student led seminar discussions of selected readings and each student will develop a research proposal on a topic of their choice. Content will include such things as: an overview of appropriate research designs, strengths and weaknesses of a broad selection of designs and methods, reliability and validity, selection of a study population, research ethics, development of research statements and questions, proposal writing, and the use of computers and other technology in research.

BACH 5053 Research Elective Independent Study
Old code 25526.6 credit points. Ms Fran Everingham, (02) 9351 9116.
Semester: 1, 2. Classes: Contact learning. Assessment: Negotiated. NB: For Health Science Education students only.
This unit will function as an independent study program. As with other research elective units, it allows students to pursue an area of study related to the development of knowledge and skills in a specific area of research methodology in preparation for their research thesis. Students will enrol in this unit if the research methods they wish to study are not covered to the extent required in other research electives.

BACH 5096 Research Elective Independent Study
Old code 085A4.8 credit points. Ms Fran Everingham, (02) 9351 9116.
This unit will function as an independent study program. As with other research elective units, it allows students to pursue an area of study related to the development of knowledge and skills in a specific area of research methodology in preparation for their research thesis. Students will enrol in this unit if the research methods they wish to study are not covered to the extent required in other research electives.

BACH 5060 Research Elective Independent Study
Old code 16505.6 credit points. Prof. Joy Higgs (02) 9351 9070. NB: For Physiotherapy research students only
This unit will function as an independent study program. As with other research elective units, it allows students to pursue an area of study related to the development of knowledge and skills in a specific area of research methodology in preparation for their research thesis.

PHTY 5067 Research Elective Independent Study
Old code 16529.8 credit points. Prof. Joy Higgs (02) 9351 9070. NB: For Physiotherapy research students only
This unit will function as an independent study program. As with other research elective units, it allows students to pursue an area of study related to the development of knowledge and skills in a specific area of research methodology in preparation for their research thesis.

BACH 5240 Research Methods
Old code 25571.3 credit points. Dr Peter Choo, (02) 9351 9583.
Familiarity is assumed with basic descriptive and inferential methods. These basic methods are expanded upon with the major focus being on problem solving with a view to extracting meaning from data. The emphasis is on practical application of methodologies with extensive use made of modern statistical software. The nexus between design and analysis is stressed using a linear model approach to demonstrate the partitioning of variance and the behaviour of random error. Single and multiple variable models are considered. The specific research designs and strategies used to illustrate concepts will be tailored to the needs and expectations of the students.
BACH 5310  Research Methods I: Design
Old code 2559G. 2 credit points. Dr Rob Heard, (02) 9351 9498.
NB: For existing Graduate Diploma of Health Science (Health Information Management) students only.

This unit introduces students to the research process and focuses on developing informed consumers of research. The unit begins with brief consideration of the philosophy of science, then covers research ethics, qualitative and quantitative research, the development of research questions and the specification of focuses on developing informed consumers of research. The unit begins with brief consideration of the philosophy of science, then covers research ethics, qualitative and quantitative research, the development of research questions and the specification of hypotheses and variables, conceptualisation and operationalisation, sampling issues, validity and reliability. A broad range of research methods will be introduced, including experimental research, single case designs, surveys, interview and observational studies, secondary data analysis and content analysis. Data quantification techniques will be discussed and students will be introduced to research applications in health sciences including needs assessment, evaluation research, action research and epidemiology.

BACH 5026  Special Investigation
Assessment: Negotiated learning contract.

This unit provides participants with an opportunity to undertake a critical review of the literature in relation to a significant topic or issue of relevance to their professional interest. It is open to masters and doctoral students in the Faculty. (Limited to 12 students only).

Textbooks
www.cch.usyd.edu.au/bach/3026

BACH 5061  Statistical Analysis with SPSS
Old code 2552E. 6 credit points. Dr Peter Choo, (02) 9351 9583 and Ms Karen Pepper, (02) 9351 9589. Semester: 1, 2. Classes: Contract learning including a small number of on-campus. Assessment: Practical assignments.

This unit teaches the student to use the SPSS for Windows computer package to manage and analyse research data using a range of common statistical procedures. Data management procedures will include data transformation and selection, and import and exporting data. Statistical analyses to be covered include descriptive statistics, t-test, analysis of variance, correlation and regression, chi-square, non-variance, multiple regression, and factor analysis.

Textbooks
PHTY 5095 Structuring a Qualitative Res. Thesis
Old code 16527.4 credit points. Prof. Joy Higgs, (02) 9351 9070.

Students engaged in qualitative research need to consider structures for their theses which can be different from traditional quantitative models. This unit explores elements of qualitative research in the context of graduate research programs. Topics will include: philosophical basis for research paradigms, the nature of qualitative research, paradigms and strategies, ethical issues and strategies in qualitative research, writing qualitative research, and quality in qualitative research. These elements will enable students to structure their research theses. The unit will be practical and numbers are limited. It is open to masters and doctoral students in the Faculty. (Limited to 12 students only).

BACH 5011  Survey Research Methods
Old code 25510.6 credit points. Dr Peter Choo, (02) 9351 9583 and Ms Kate O'Loughlin (02) 9351 9531. Semester: 1. Classes: Contract learning; night classes.

This unit examines survey research design principles and considers conceptualization, sampling, questionnaire construction and pilot testing of data collection instruments. Techniques for the collection, coding and keypunching of survey data will be covered and students will gain experience with computer analysis of survey data. The strengths and limitations of survey data will be discussed. This unit is usually offered on Mondays from 5-8pm.

DHSC 7001  Theory in the Health Professions

This unit explores the range of philosophical and theoretical issues relating to research and practice in the health sciences. These include: epistemological and historical accounts of science; theoretical foundations of scientific method and practice; history of ideas relating to health and sciences; uses of conceptualisation and theory in health research and practice. Students will be encouraged to discuss these issues and relate them to their own professional practice and proposed research projects.

Textbooks
Extensive study notes provided
The term clinical education refers to the supervised practice of professional skills and it is especially appropriate to courses which are largely clinically based. Professions which offer services in a more social or a non-clinical context have adopted terms such as professional experience and fieldwork to describe supervised practice.

Clinical education is an integral part of the overall learning experience for students in all undergraduate and some graduate courses offered in the Faculty of Health Sciences. In undergraduate courses, students can expect to spend between 25% and 40% of their total course hours in clinical education. The purpose of clinical education is to provide students with opportunities to integrate knowledge and skills at progressively higher levels of performance and responsibility during the course. Under the supervision of qualified practitioners, students seek to apply theories and scientific findings, learned in their academic study, and develop their skills through interaction with clients and practitioners. Clinical education also provides students with situations in which to practise interpersonal skills and develop characteristics essential to productive working relationships. It also provides an opportunity for students to develop clinical reasoning skills, management skills and as well to master techniques that develop competence at the level of a beginning practitioner.

Clinical education is provided in a variety of settings reflecting the current trends for the profession concerned. The facilities include hospitals, government agencies, schools, community health centres, private health agencies, private practice, and on-campus clinics. The settings may be located in metropolitan and rural areas of New South Wales and, occasionally, interstate and overseas.

The timing and structure of clinical education will vary according to School preferences. Patterns include day-release programs during the semester, clinical simulation in the classroom, and periodic block placements.

Students should be aware of the patterns of clinical education suitable for their course as the timing and structure of clinical education affect the exact length of courses and vacation time.

**Arrangement of clinical education**
Clinical education is arranged by negotiation between staff of the respective School, acting as clinical academics, and the directors of the individual clinical settings. The School negotiates the standard, type of experience, and number of student places to be offered. In most cases, formal agreements are signed between the University and the placement facility. In some instances, the arrangements are informal, reflecting the mutual dependency of health and education in providing academically and clinically competent health professionals to meet the challenges confronting them in delivering quality health services in a complex society.

**Assessment of students**
Students are expected to take an active responsibility for their own education by identifying their own learning needs, assisting the supervisor in planning and implementing the learning experiences, being familiar with and adhering to procedures and rules laid down by the University and the affiliating centre, and in evaluating their own performance. The clinical supervisor performs the role of teacher, facilitator, coordinator and professional role model. Supervision may be conducted by School staff, or by practitioners expert in their professional area. The nature of the assessment varies across Schools but usually involves a student evaluation by both the supervisor and the student, the satisfactory completion of a specified number of hours, as well as a variety of assignments including case studies, essays, verbal presentations, and practical examinations. The clinical education subject may be assessed on a graded scale or on a Pass/Fail basis.

**Rules applying to clinical education**
In all clinical situations, the welfare of the client is paramount. The client's dignity and rights to privacy and confidentiality must be respected at all times. Students who do not comply with the rules governing ethical practice may be removed from the clinical placement.

During clinical affiliations, the student is expected to conform with the normal professional conduct required by the host institution. In some institutions, the wearing of uniforms and identification badges is demanded, while in other facilities a less formal attire is acceptable. Students should consult the section of the Handbook, relating to clinical education units of study for their particular course, for information relating to uniforms and name badges.

There are a number of rules and conditions applying to students regarding the amount of clinical education, the timing of it, the selection of sites, and types of experiences required. These rules have implications for progression in the course and acceptance into the relevant profession after graduation.

Students should consult the relevant handbooks of their schools for such rules and details of the Clinical Education/Fieldwork/Professional Experience Program.

Students should note that the Faculty has resolved as follows:

- Candidates for any (degree, diploma or certificate) whose conduct or work towards their award is unsatisfactory may, on the recommendation of the Head of School concerned, be refused permission by the Faculty to undertake or continue the Clinical Educational Fieldwork/Professional Experience component of their award.

**Policy on timing of clinical placements for non-standard students**

**Definitions**
Non-standard students being defined as follows:

- a) Students undertaking Deferred Assessments - students did not attend the entire units of study (UOS) because of extenuating circumstances and final assessment has been deferred because of misadventure or illness.
- b) Students whose assessment is Incomplete - used for units commenced but not completed - eg, days may need to be made up
- c) Students who are repeating the unit because they have previously failed - students have completed the unit of study but have not met the requirements to a pass level and have achieved a fail.

**Policy (as passed at Faculty August 2000)**

All students normally undertake clinical education placements according to the schedule published in the academic/clinical calendar of the Faculty handbook. All clinical placements are organised and approved by the clinical education team of the relevant School.

1. Placements for Incomplete and Deferred Assessments will be organised to be completed at the earliest opportunity and subject to availability.
2. Failure in any unit of study (academic or clinical) may affect the student's progression through the undergraduate program and potentially delay graduation.
3. Enrolment or re-enrolment in clinical education units of study for non-standard students is dependent on meeting all co- and prerequisites as well as avoiding a timetable clash with academic units of study and the scheduled clinical placement. Refer to Faculty Policy 1995 effective from 1.1.96 - Procedures to be Followed in Event of Refusing A Student Permission to Undertake or Continue Clinical Placement/Fieldwork/Professional Experience in the Event of Unsatisfactory Conduct, Part 2 Guidelines for a Student to be Refused Permission to Undertake Clinical Education/Fieldwork/Professional Experience Placement.
4. Students who have failed a clinical unit may be permitted to re-enrol in the unit at non-standard times, subject to availability of placements and at the discretion of the Clinical Academic and after all students with Deferred Assessments and Incompletes have been placed. [Also refer to Rules Applying to Clinical Education above.]

Clinical practice dates
Please refer to clinical practice dates listed under each course.

Insurance coverage for students on fieldwork
The University has in place a public liability and professional indemnity policy which extends to protect students from claims made against them which arise out of any negligent act, error or omission on the part of the student during such fieldwork.

Other relevant policies
The University has a personal accident policy covering postgraduate students against accidental bodily injury, providing death and capital benefits, as well as a weekly benefit whilst unable to work. The University maintains a similar policy for undergraduates. If you require further information, please contact the Risk Management Office on (02) 9351 4127 or (02) 9351 2782.

Information on infectious diseases for students and clinical teachers
Infectious diseases are of concern to all those working in clinical environments. Whilst an understanding of the transmission of diseases such as AIDS, hepatitis and tuberculosis is particularly important, all students and clinical teachers must acquaint themselves with information about the potential dangers of all communicable diseases likely to be experienced in Australia. They should be aware of sources of infectious micro-organisms, their modes of transmission and the ways of reducing the risk of infection to self, patients and others.

Information on this subject is available during orientation week and from the NSW Department of Health Web site at www.health.nsw.gov.au.

Further information about infectious diseases is available, in confidence, from the Faculty adviser, Ms Neryla Jolly, School of Applied Vision Sciences, (02) 9351 9251.

Counselling support for students on clinical placements
Students who feel that they have any personal or family issues which may impact negatively on their performance on clinical placements should contact either their clinical academic for referral to the counsellor or may approach the counsellor at Cumberland directly. The counselling service at Cumberland is both free and confidential and students are encouraged to ask for help as early as possible before their placements begin. The Counsellor can also provide support for students already on placements who find they are having problems with after hours appointments or by phone. Typical problems for students on clinical placements include balancing work and family, stress, interpersonal relationships, supervisor - student relations, anxiety about the workplace etc.

The Counsellor is located at Room A005 in A Block and appointments can be made by using the booking sheet there or by calling the Counsellor on (02) 9351 9473.

Criminal records check
All health care workers, including students who undertake clinical professional training of fieldwork in the NSW health care system, are required to be subject to a criminal records check as a condition of gaining access to NSW Health Department facilities. Depending on the nature of the offence for which a conviction has been recorded, the NSW Department of Health has the right not to accept a health care student or worker for placement in the NSW health care system.

Students who are placed with a public or private hospital, community agency, or any other health care setting in the NSW health care system, will receive a criminal records check as part of their enrolment package, a form from the NSW Department of Health consenting to a criminal records check.

Students must complete, sign and return the enclosed form to Student Administration, Cumberland as soon as possible after receipt. Student Administration will forward forms on to the NSW Department of Health for processing. Failure to return your form could mean non-acceptance by the NSW Department of Health for a placement to undertake clinical experience. If you do not receive confirmation of criminal clearance within six weeks of submitting the form, you are strongly advised to follow up with Student Administration, Cumberland to check if your form has been processed. Non-acceptance of a student under this policy could affect that student's academic progress. Accordingly, you are urged to contact the Faculty adviser if you have any concerns or if you wish to obtain a full copy of the NSW Department of Health's policy. Enquiries concerning this policy can also be directed to the Faculty adviser - Ms Neryla Jolly, phone (02) 9351 9251.

The University is not involved in this checking process and it will not be given any information about students on whom an adverse criminal record report is made. This information will be retained by the NSW Department of Health, which is legally entitled to hold such records, and the NSW Department of Health will correspond directly with adversely affected students. The University, in consultation with the Students Representative Council (SRC), has established protocols to enable students affected by the policy to receive appropriate advice and support and, if necessary, to enable them to transfer their enrolment to another course. These protocols were implemented in 1998.

NSW Child Protection (Prohibited Employment) Act
University of Sydney students undertaking 'child-related' placements as part of their course are also subject to the requirements of the NSW Child Protection (Prohibited Employment) Act.

Broadly, the purpose of the Act is to regulate the employment of 'prohibited persons' in 'child-related employment'. Under the Act a 'prohibited person' is a person who has committed a serious sex offence. 'Child-related employment' means employment, paid or unpaid, which involves direct contact with children, where that contact is not directly supervised. The Act specifically includes persons undertaking practical training as part of an educational or vocational course within its definition of employment.

Prior to undertaking any clinical placement, students must return a signed copy of the Prohibited Employment Declaration to Student Administration. Failure to do so may jeopardise any such placement and the fulfillment of course requirements.

New students will be provided with copies of the Declaration at enrolment. Copies may also be obtained by new and re-enrolling students from Student Administration, Cumberland.

School of Applied Vision Sciences
The School of Applied Vision Sciences acknowledges the following for their support in the School's clinical education program.

Public hospitals
Metropolitan
Bankstown
Blacktown
Campbelltown
Concord Repatriation General
Coorabell
Liverpool
Prince of Wales, Randwick
Royal North Shore Public Hospital
Ryde Rehabilitation and Geriatric Service
St George, Kogarah
St Vincents, Darlinghurst
Sydney Eye, Sydney
The Children's Hospital, Westmead
Westmead Centre
Western Sydney Development Disability Service, Marsden
Campus
Country and interstate
Repatriation and General, Greenslopes Brisbane
Royal Brisbane
Community agencies and private organisations
Alice Betteridge School
Bondi Junction Laser Sight Centre
Campbelltown Community Health Centre
Central Sydney Area Health and Service
Child, Adolescent and Family Health Services, Glebe
Eye Institute, Chatswood
Ingleburn Community Health Centre
Laser Sight Centre, Parramatta
Penrith Community Health Centre
School of Behavioural and Community Health Sciences

Royal Blind Society for NSW - Enfield, Newcastle and Canberra
Royal Far West Children's Health Scheme, Manly
Sebben Eye Centre, Warringah
Wyong Eye Surgery

Private practitioners

Private practices
S Brunner
J Cumines

Private sponsored practices
M Awad, Y Makdissi - Dr S Franks
Ds C Baker, W Barnett and Moore - R Lang
Dr B J Barnes
Dr M Branley
Dr C Brown
Dr K Catfield - JEUery
Dr Cohen - J Cuminnes
Dr PS Duke
Dr MP Flaherty
Dr K Frumar - D Ferguson
Dr J Goldberg - T Herrara
Dr S Hing - R Petersen
Dr G S Horowitz
Dr A Hanyor - A Pryke
Dr IH Kennedy
DrVKotur
Dr S D Leppard
Drs M Manku, C Joneshart, W Porter and C Challinor - P Britz
Dr F Martin - S Sutton
Dr C Martin - M Tan
Dr C N Moshesgov
Dr W Muntz
Dr P Myers
Dr R Rawson - M Pourzimal
Dr D Sharota - DDinh
Dr P Stewart - L Tate
Dr S Wine

School of Behavioural and Community Health Sciences

The School of Behavioural and Community Health Sciences wishes to acknowledge the following organisations for their contribution to the field experience in the Bachelor's degree, Graduate Diploma and Master's degree courses in Rehabilitation Counselling.

Public hospitals and community health services

Metropolitan
Bankstown-Lidcombe Hospital
Blacktown Mental Health Team
Blue Mountains Area Health Service
Botany Community Health Centre, Mental Health Team
Chatswood Mental Health Outreach Team
Eastern Sydney Area Health Service, The Centre, Leichhardt
Glebe Community Health Centre
Granville Mental Health Rehabilitation Service
Herbert St Drug and Alcohol Services
Hornsby Kuring-gai Hospital - Drug and Alcohol Services
Liverpool Hospital Brain Injury unit
Manly Hospital Mental Health Rehabilitation
Merrylands Community Health Centre
Penrith Living Skills Centre
Prince Henry Hospital
Royal North Shore Hospital
Royal North Shore Hospital Pain Clinic
Royal North Shore Sexual Health Clinic
Royal Prince Alfred Hospital - Detoxification Services
Ryde Hospital and Community Health Services
St George Hospital and Community Health Services
St Joseph's Hospital, Auburn
St Vincent's Hospital
St Vincent's Hospital Pain Management
Sydney Hospital Sexual Health Clinic
The New Children's Hospital, Westmead
Westmead Hospital Brain Injury unit
Westmead Hospital Volunteers Program

Country
Alcohol and Drug Program, Canberra

Public hospitals and community health services

Coffs Harbour Drug and Alcohol unit
Coledale Hospital, Coledale
Cooma Community Health Centre, Mental Health Team
Mental Health Association, Qld
Morrisett Hospital
Southwest Brain Injury Rehabilitation Service, Albury
Tamworth Base Hospital

Private hospitals
'Carrawarra' Brain Injury unit, St John of God Hospital, Goulburn
Lady Davidson Hospital
Royal Rehabilitation Centre, Sydney Occupational Rehabilitation unit
St Edmonds Private Hospital

Commonwealth government departments and agencies

CRS Australia

Metropolitan
Ashfield; Bankstown; Blacktown; Chatswood; Darlinghurst; Dee Why; Epping; Fairfield; Granville Soun; Granville Vocational unit; Hurstville; Liverpool; Maroubra; Miranda; Mt Druitt; Richmond; Parramatta; Rockdale

Country & interstate
Albury; Armidale; Bathurst; Dubbo; Gosford; Katherine; Lismore; Maitland; Maroochydore, Qld; Melbourne; Moree; Newcastle; Orange; Port Macquarie; Queanbeyan; Southport, Qld; Tamworth; Tbowong, Qld; Wollongong; Wyong;

Community agencies and private organisations

Metropolitan
'Bedrock' Radio
Accent Rehabilitation Services
Action for Citizens with Disabilities, St Ives
Active Employment Parramatta
Active Occupational Health Services, Penrith
AMP Insurance
Amputee Association, Greenacre
ANCORW, Auburn
Anglicare Youth Services
ARAFMI
Assertive Recovery in the Community, Chatswood
Australia Post
Australian Injury Management, Granville
Australian Quadriplegic Association, Matraville
Autism Association of NSW
Barnardos
Bates Drive Special School
Bidwell Refuge
Blacktown City Mental Health Centre
Bosnian Information and Welfare Centre, Lidcombe
Breakthruf Personnel
Bridgeway House, North Parramatta
Buckingham House, Surry Hills
Burwood City Council
CARE Nautilus Project, Croydon
Carlton House, Peakhurst
Centacare
Challenge Employment
Clare Saunders Psychological Services, Parramatta
CMS Rehabilitation, Bankstown
Cobham Juvenile Justice Centre, St Marys
Coles MyerPty Ltd
Combrook Pty Ltd
Community Outreach Ministries, Youthline
Congruence, Abbotsford
Corporate Rehabilitation Services, Parramatta
Crowle Foundation
Deaf Society of NSW
Department of Community Services
Department of Corrective Services
Durossil Challenge Foundation, Merrylands
Eastern Suburbs Learning Centre
Epilepsy Association
Flintwood Disability Services, Westmead
GROW
House in the Park, Wahroonga
House With No Steps, Alstonville
ICLA, Bondi
MAC, Pennant Hills
The School of Communication Sciences and Disorders wishes to acknowledge the contributions to the clinical education and fieldwork programs December 2000 - December 2001 of the following agencies.

**Public hospitals**

**Metropolitan**
- Balmain Hospital
- Bankstown/Lidcombe Hospital
- Blacktown/Mt Druitt Hospital
- Camden Hospital
- Children's Hospital Westmead
- Concord Hospital
- Hornsby Kuringai Hospital
- Liverpool Area Health Service
- Lottie Stewart Hospital
- Prince of Wales Hospital
- Prince Henry Hospital
- Royal North Shore Hospital
- Royal Prince Alfred Hospital
- Royal Ryder Rehabilitation Centre
- Ryde Hospital
- St George Hospital
- St Josephs Hospital
- St Vincent's Hospital
- Sutherland Hospital
- Sydney Children's Hospital
- War Memorial Hospital
- Westmead Hospital

**Public hospitals**

**Country/interstate**
- ABI Community Access Team, Gosford
- ACROD, Cabarita
- AW Workwise, Newcastle
- Blue Mountains Disability Services, Springwood
- CHESS, Coffs Harbour
- CMS Rehabilitation, Newcastle
- Combrook - Geelong; Melbourne
- Essential Personnel, Nowra
- Gulmarrad Public School, Gulmarrad
- Headway Tasmania
- Hill Street Occupational Rehabilitation Service, Gosford
- IDAFE, Port Macquarie
- ISIS Primary Care, Victoria
- Joint Coal Board, Singleton
- Kamiera Farm, Wyong
- Lismore Skills Centre
- Lotus Glen Correctional Centre, Mareeba Qld
- McLean High School
- Mission Employment Katoomba
- Munimbidgee & District Occupational Health & Rehabilitation Service, Gundagai
- Overseas International Sports Training Camp
- ParrMeadows, Wollongong
- Peel Valley Training and Employment, Tamworth
- PEP Gosford
- PEP Wyong
- Royal Blind Society, Orange
- Smart Rehabilitation, Wollongong
- Success at Work, Hobart TAS
- The Leisure Company, Wagga Wagga
- The Victorian Rehabilitation Centre, Glen Waverly
- Triple Care Farm, Robertson
- West Kempsey Public School, West Kempsey
- Work Ability Personnel, Bega
- Workcover Bundaberg, Qld
- Workcover Gympie, Qld
- Workways, Canberra
- Overseas International Sports Training Camp

**School of Communication Sciences and Disorders**

The School of Communication Sciences and Disorders wishes to acknowledge the contributions to the clinical education and fieldwork programs December 2000 - December 2001 of the following agencies.
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<td>Department of Community Health (DOCS)</td>
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<td>Blacktown DOCS</td>
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<td>Campbelltown DOCS</td>
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<td>Cumberland Prospect DOCS</td>
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<td>Nepean DOCS</td>
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<td>St Mary's DOCS</td>
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<td>Community agencies and private organisations</td>
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<tr>
<td>Braeside Hospital</td>
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<td>Canterbury City Council</td>
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<td>Lady Davison Hospital</td>
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<tr>
<td>QA Documentation Fort Dodge Australia</td>
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<tr>
<td>Spastic Centre of NSW</td>
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<td>Other organisations</td>
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<tr>
<td>Auburn West Primary School</td>
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<td>Bankstown Public School</td>
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<td>Blaxcell St Primary School</td>
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<tr>
<td>Broderick Gillawarra Special School</td>
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<tr>
<td>Catholic Education Office, Sydney</td>
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<tr>
<td>Cromerhurst Public School</td>
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<tr>
<td>Children's Cochlear Implant Centre</td>
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<td>Illawarra Child Development Centre</td>
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<td>Karongu Special School</td>
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<td>Mater Dei Special School</td>
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<td>Ngallia Day Care Centre</td>
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<td>Regina Coelli Primary School</td>
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<td>Sacred Heart School</td>
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<td>St Brendan's Primary School</td>
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<td>St Joseph's Primary School</td>
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<td>St Joan of Arc Primary School</td>
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<td>St Peter Chanel</td>
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<td>St Therese Primary School</td>
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<tr>
<td><strong>School of Exercise and Sport Science</strong></td>
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<tr>
<td>The School of Exercise and Sport Science would like to acknowledge the cooperation and support of the following institutions in the School's practicum program.</td>
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<tr>
<td><strong>Public hospitals</strong></td>
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<td>Concord Hospital</td>
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<td>Lady Davidson Hospital</td>
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<td>Balmain Hospital</td>
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<td>The Sydney Adventist Hospital</td>
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<td>Westmead Hospital</td>
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<td><strong>Other organisations</strong></td>
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<tr>
<td>180 Degree Personal Training</td>
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<tr>
<td>393 Health Club</td>
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<td>Adult Resource Program</td>
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<td>Australian Sports Drug Agency (ASDA)</td>
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<tr>
<td>Blacktown Workers Health Club</td>
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<td>Bike School</td>
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<td>Body Express</td>
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<td>Campbelltown City Council</td>
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<td>Canberra Raiders RLFC</td>
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<td>Canterbury-Bankstown RLFC</td>
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<td>Carlisle Swimming, Sydney Academy of Sport</td>
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<td>Castle Hill Podiatry</td>
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<td>Central Area Health Service</td>
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<td>Channel Nine “Good Medicine”</td>
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<td>Christian Community Aid Service Inc.</td>
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<tr>
<td>Cronulla-Sutherland RLFC</td>
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<tr>
<td>Department of Animal Sciences, The University of Sydney</td>
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<tr>
<td>Department of Sport and Recreation</td>
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<tr>
<td>Fernwood Female Fitness Centre</td>
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<td>Fit for Work Australia</td>
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<td>Indoor Central</td>
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<td>Injury Management Assist (IMA)</td>
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<td>Kings School</td>
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<td>Mascot Physiotherapy and Sports Injury Clinic</td>
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<td>MBF Health Management</td>
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<td>Moriah College</td>
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<td>MS Canterbury Bankstown Physiotherapy Centre</td>
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<td>National Heart Foundation</td>
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<td>National Mutual Health Management</td>
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<td>New Balance Lifestyle Solution</td>
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<td>New South Wales Institute of Sport</td>
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<td>New South Wales Fire Brigade, Health and Fitness Medical Division</td>
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<tr>
<td>New South Wales Police Service, Healthy Lifestyle Branch</td>
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<td>New South Wales Rugby</td>
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<td>New South Wales Winter Sports Academy</td>
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<tr>
<td>North Sydney Orthopaedic and Sports Medicine Centre</td>
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<tr>
<td>Parramatta Power Soccer Club</td>
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<td>Parramatta RLFC</td>
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<td>Peak Conditioning</td>
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<td>Penrith RLFC</td>
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<td>Perisher Blue Race Department</td>
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<td>Pittwater Physiotherapy/Sports Injury Centre</td>
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<td>Presbyterian Ladies College</td>
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<td>Pymble Ladies College</td>
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<td>RTA Crashlab</td>
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<td>Sport Nutrition</td>
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<td>Sports Focus</td>
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<td>Sports Medicine Australia (NSW Branch)</td>
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<td>Sydney Academy of Sport</td>
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<tr>
<td>Sydney City RLFC</td>
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<tr>
<td>Sydney University Women's Sports Association</td>
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<tr>
<td>Workcare Medical</td>
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</tbody>
</table>

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School of Health Information Management

The School of Health Information Management acknowledges the cooperation and support of the following institutions in the School's professional experience program.

Public hospitals

Metropolitan
Balmain Hospital
Bankstown Hospital
Blacktown District Hospital
Blacktown/Mt Draitt Health, Mt Draitt Campus
Macarthur Health Service
Canterbury Hospital
Cumberland Hospital, Parramatta
The Children's Hospital, Westmead
Fairfield District Hospital
Hawkesbury Hospital, Windsor
Hornsby Ku-Ring-Gai Hospital and Area Health Service
Liverpool Hospital
Manly Hospital and Community Health Services
Mona Vale Hospital
Nepean Hospital Penrith
Prince of Wales Hospital, Randwick
Royal Hospital for Women, Paddington
Royal North Shore Hospital, St Leonards
Royal Prince Alfred Hospital, Camperdown
Royal Ryde Rehabilitation Centre
The Rozelle Hospital
Ryde Hospital and Ryde-Hunters Hill Area Health Service
St George Hospital, Kogarah
St Vincent's Hospital, Darlinghurst
Sutherland Hospital Caringbah
Sydney Hospital & Sydney Eye Hospital
Sacred Heart Palliative Care Service
Westmead Hospital
Repatriation General Hospital, Concord
Lady Davidson Hospital, Turramurra
Sydney Children's Hospital, Randwick
St Joseph's Hospital, Auburn
St John of God Hospital, Burwood
St Luke's Hospital Complex

Country and interstate
Bathurst District Hospital
Blue Mountains District Anzac Memorial Hospital
Bowral District Hospital
Coffs Harbour and District Hospital
Dubbo Base Hospital
Forbes District Hospital
Gosford Hospital
John Hunter Hospital
John James Memorial Hospital
Lithgow Hospital
Lismore Base Hospital
Orange Base Hospital
Pambula Hospital
Port Macquarie Base Hospital
Royal Darwin Hospital
Royal Newcastle Hospital
Wollongong Hospital
Cooma Hospital
Cooma District Hospital
Royal Women's Hospital, Brisbane
The Canberra Hospital
Princess Alexandra Hospital, Brisbane

Overseas
Hospital Authority, Hong Kong
North District Hospital, Hong Kong
Prince of Wales Hospital, Hong Kong
Princess Margaret Hospital, Hong Kong
Queen Elizabeth Hospital, Hong Kong
Queen Mary Hospital, Hong Kong
Royal Cornwall Hospital, United Kingdom
Singapore General Hospital

Private hospitals and nursing homes
Kaléena Private Hospital
Holroyd Private Hospital
niawarra Private Hospital

The Hills Private Hospital
St George Private Hospital
St Vincent's Private Hospital, Darlinghurst
Sydney Adventist Hospital, Wahroonga
The Poplars Hospital, Epping
Newcastle Mater Hospital, Warnah
North Shore Private Hospital
Hurstville Community Cooperative, Hurstville
Strathfield Private Hospital
St Margaret's Private Hospital, Darlinghurst
The Scottish Hospital, Paddington

Government departments and agencies
Central Cancer Registry
Central Coast Area Health Service, Gosford
Central Sydney Health Service, Camperdown
Central West Regional Office, Park Hill
Cumberland Developmental Disability Service
Department of Community and Health Services, Hobart
Department of Health (NSW), Health Statistics Unit
Hunter Area Health Service, Newcastle

Private hospitals and nursing homes

Medical Benefits Fund of Australia
NHMRC Clinical Trials Centre, The University of Sydney
Prime Care Pty Ltd
Rolls Manufacturing, Castle Hill
STARTTS

Other organisations
3M Health Care Group
Commonwealth Bank Health Care of Australia
Health Information Management Association of Australia, North Ryde

Diagnostic Radiography
Adelaide Women and Children's Hospital
Alice Springs Hospital
Armidale Hospital
Auburn Diagnostic Centre
Auburn District Hospital
Bankstown - Lidcombe Hospital
Barwon Medical Imaging Geelong
Bathurst Base Hospital
Bathurst Radiology
Bega District Hospital
Bega Valley Radiology
Belmont Hospital
Bennelong X-Ray Ashfield
Blacktown District Hospital
Blacktown X-Ray Centre
Blacktown X-Ray Centre (2)
Blue Mountains Anzac Memorial Hospital
Bondi Junction Radiology
Border Medical Imaging
Bourke District Hospital
Bowral Hospital
Brisbane Waters Hospital Radiology
Broken Hill Health Service
Bulli District Hospital
Burnie Hospital
Cabrarama X-Ray Centre
Cairns Base Hospital
Calvary Hospital
Canberra Imaging Group, Belconnen

School of Medical Radiation Sciences

The School of Medical Radiation Sciences would like to recognise the following clinical centres for their invaluable assistance in the clinical education program.

Diagnostic Radiography
Canberra Imaging Group, Erindale  
Canberra Imaging Group, Garran  
Canberra Imaging Group, Queanbeyan  
Canterbury District Hospital  
Caringbah Imaging Centre  
Cascleagh Radiology, Mt Druitt  
Cascleagh Radiology, Tamworth  
Cascleagh Radiology, Westmead  
Cascleagh Radiology, Windsor  
Central Coast Radiology  
Central Queensland Medical Imaging  
Central Sydney Imaging Ashfield  
Central Sydney Imaging Newtown  
Cesnock District Hospital  
Childrens Hospital Westmead  
Clarence Valley Imaging  
Coffs Harbour Base Hospital  
Coffs Harbour Radiology  
Concord Repatriation General Hospital  
Cronulla X-Ray  
Dee Why X-Ray and CT  
Dr Glenn and Partners Medical Imaging  
Dr Jones and Partners, Adelaide  
Dr Rush, Taylor and Partners Hobart  
Dubbo Base Hospital  
Eastwood X-Ray Centre  
Eldridge Radiology (Alpha Healthcare)  
Erina Radiology  
Fairfield District Hospital  
Fairfield X-Ray  
Frenchs Forest X-Ray and CT  
Gold Coast Hospital  
Gosford District Hospital  
Goulburn Base Hospital  
Grafton Base Hospital  
Greenslopes Private Hospital  
Hawkesbury Hospital  
Hornsby and Ku-ring-gai Hospital  
Hunter Imaging Group, Broadmeadow  
Hurstville Imaging Centre  
Illawarra Radiology  
Illawarra Radiology Corimal  
Ipswich Hospital  
John Flynn Hospital  
John Hunter Hospital  
John James Hospital  
Kalgoorlie Regional Hospital  
Kempsey District Hospital  
Launceston General Hospital  
Lismore Base Hospital  
Lithgow Integrated Health Facility  
Liverpool Hospital  
Macarthur Diagnostic Imaging  
Macarthur Health Service, Campbelltown  
Manly District Hospital  
Manning Base Hospital  
Manning Valley Medical Imaging  
Maroubra Medical Imaging Centre  
Marrickville Diagnostic Centre  
Maryborough Base Hospital  
Mater Imaging  
Mater Private Hospital, Townsville  
Mayne Health Diagnostic Imaging Bankstown  
Mayne Health Diagnostic Imaging Campsie  
Mayne Health Diagnostic Imaging Castle Hill  
Mayne Health Diagnostic Imaging Kareena  
Mayne Health Diagnostic Imaging Merrylands  
Mayne Health Diagnostic Imaging Miranda  
Mayne Health Diagnostic Imaging Sunshine Coast X-Ray and Imaging  
Mayne Health Diagnostic Imaging Sutherland  
Mayne Health Diagnostic Imaging Wetherill Park  
Mayne Health Diagnostic Imaging Strathfield Imaging Centre  
Mona Vale Hospital  
Moree Plains Health Service  
Mt Alvernia Mercy Hospital Bendigo  
Mt Druitt Hospital  
Mudgee Health Service  
Murrumbah Hospital  
National Capital Diagnostic Imaging, Deakin  
National Capital Diagnostic Imaging, Tuggeranong  
National Capital Diagnostic Imaging, Woden  
Nepean Hospital  
New Campsie Diagnostic Imaging  
North Coast Radiology  
North Shore Radiology  
North West Radiology, Blacktown  
North West Radiology, Castle Hill  
North West Radiology, Eastwood  
North West Radiology, Hornsby  
NorthWest Imaging, Westmead  
Northwest Regional Hospital, Burnie  
Nowra Community Hospital  
Orana Radiology  
Orange Base Hospital  
Parramatta Diagnostic Imaging  
Pennant Hills Diagnostic Centre  
Penrith Imaging  
Penrith Imaging (2)  
Port Macquarie Base Hospital  
Primary Diagnostic Imaging  
Prince Charles Hospital  
Prince of Wales Hospital and Childrens  
Queanbeyan District Hospital  
Queens Medical Centre  
Queensland X-Ray Services Parkhaven Medical Centre  
Rayscan Imaging, Burwood  
Rayscan Imaging, Fairfield  
Rayscan Imaging, Liverpool  
Redcliffe Hospital  
Revesby X Ray Centre  
Riverstone X Ray Centre  
Riverwood X Ray Centre  
Rockhampton Hospital  
Royal Adelaide Hospital  
Royal North Shore Hospital  
Royal Perth Hospital  
Royal Prince Alfred Hospital  
Ryde Hospital  
Shellharbour District Hospital  
Shoalhaven District Hospital  
South Coast X-Ray  
Southern Radiology - Miranda  
Southern Radiology-Bondi Junction  
St George Hospital  
St George Private Hospital Imaging Complex  
St George Private Radiology  
St John of God Geelong  
St Vincent's Hospital  
St Vincents Launceston  
St Vincents Private Hospital  
Sutherland Hospital  
Sydney and Sydney Eye Hospitals  
Sydney Adventist Hospital  
Sydney CT and MR  
Sydney X-Ray, Bondi  
Sydney X-Ray, Maroubra  
Tamworth Base Hospital  
The Canberra Hospital  
The Hills Private Hospital  
The Sydney Private Hospital  
Townsville General Hospital  
Tweed Heads District Hospital  
Ultrascan Auburn  
Ultrascan Campbelltown  
Ultrascan Liverpool  
Ultrascan Mt Druitt  
Wagga Base Hospital  
Wentworthville X-Ray and Ultrasound Centre  
Westmead Hospital  
Wetherill Park X-Ray Centre  
Wollongong Hospital  
Nuclear Medicine  
Bankstown-Lidcombe Hospital  
Blacktown Nuclear Imaging  
Brisbane Waters Nuclear Medicine  
Burwood Nuclear Medicine Diagnostic Centre  
Camden Nuclear Medicine  
Campsie Nuclear Imaging  
Canterbury Bankstown Nuclear Imaging  
Coffs Harbour Nuclear Medicine
School of Occupation and Leisure Sciences

The School of Occupation and Leisure Sciences wishes to acknowledge the following organisations for their contribution to the 2001 fieldwork program for its students in the Bachelor of Applied Science (Leisure and Health) and the Bachelor of Applied Science (Occupational Therapy) courses.

Radiation Therapy
Central Coast Radiation Oncology
Nepean Hospital
Westmead Hospital
Launceston General Hospital
Liverpool Hospital
Mater Misericordiae Hospital
North Queensland Oncology Services, Townsville
Prince of Wales Hospital
Radiation Oncology Associates P/L - Mater Misericordiae Hospital
Royal Adelaide Hospital
Royal Brisbane Hospital
Royal Hobart Hospital
Royal North Shore Hospital
Royal Prince Alfred Hospital
St George Gairdner Hospital, Perth
St George Hospital
St Vincent's Hospital
Sydney Adventist Hospital
Wesley Cancer Care Centre, Brisbane
Wollongong Cancer Care Centre, Wollongong Hospital

■ School of Occupation and Leisure Sciences

Concord Repatriation General Hospital
Dee Why Nuclear Medicine
Dubbo Private Hospital
Gosford Nuclear Medicine
Hobart Isotope Imaging
Holy Spirit Medical Imaging
Hornsby Ku-Ring-Gai Nuclear Medicine
Hawarra Regional Hospital
John Flynn Hospital
John Hunter Hospital
John James Hospital
Kanwal Nuclear Medicine
Liverpool Hospital
McCarther Nuclear Medicine
Nepean Hospital
Newtown Diagnostic Nuclear Medicine
Newtown Nuclear Medicine and Diagnostic Ultrasound
North Coast Radiology
North Shore Private Hospital
Nuclear Medicine and Ultrasound Associates Group
Orange Base Hospital
Port Macquarie Medical Imaging
Royal Adelaide Hospital
Royal Brisbane Hospital
Royal North Shore Hospital
Royal Prince Alfred Hospital
Shoalhaven Nuclear Imaging
South West Nuclear Medicine Group
St George Nuclear Imaging
St George Private Hospital and Medical Centre
St Vincent's Hospital
Sutherland Nuclear Medicine
Sydney Adventist Hospital
Tamworth Hospital
The Canberra Hospital
The Children's Hospital at Westmead
The Prince of Wales Hospital
The Ryde Medical Centre
The St George Hospital
Western Nuclear Medicine Group
Westmead Diagnostic Imaging
Wollongong Nuclear Medicine

Contribution Organisations
- Alice Betteridge School
- All OT and Rehab Allowah Babies Hospital
- Alwyn Rehabilitation Hospital
- Anglican Retirement Village - Castle Hill
- Arthritis Foundation
- Auburn Hospital
- Balmain Hospital
- Bankisia House
- Bankstown CHC
- Bankstown Lidcombe Hospital
- Beaumont Road School
- Beecroft Nursing Home
- Benevolent Society
- Bethel Nursing Home
- Birdwood Road Day Care Centre
- Blacktown Hospital
- Blacktown City MH Service
- Blacktown Community Services Centre
- Bowral CHC
- Brabyside Hospital
- BRATS
- Bridgeway House Living Skills Centre
- Brookvale Early Intervention Centre
- Buckingham House
- Calvary Hospital
- Campbelltown Hospital
- Campbelltown MH Service
- Canterbury AC AT
- Canterbury Hospital
- Cardinal Gilroy Village
- Central Sydney Community Drug and Alcohol Service
- Central Sydney Area Occupational Therapy in MH
- Centacare Early Intervention Team
- Cobham Juvenile Justice
- Commonwealth Government Departments and Agencies
- Commonwealth Rehabilitation Service
- Community Services Centre
- Concord Hospital
- Croydon Living Skills Centre
- Cumberland Hospital
- Dalcross Private Hospital
- Department of Community Services
- Developmental Disability Service
- Dorothy Henderson Lodge, Marsfield
- Eastern Suburbs Private Hospital
- Eastern Respite and Recreation
- Early Intervention Team
- Ella Community Centre
- Evesham Clinic
- Eversleigh Hospital
- Fairfield Hospital
- Fairfield Community Resource Team - DOCS
- Glebe Community Team
- Gowrie Village
- Greenwich Hospital
- Greenhouse The
- Halinda School
- Hand in Hand Mercy Family Centre
- Headway
- Holdsworth Street Community Centre
- Holroyd Peer Support
- Hopewood Health Resort
- Hornsby Ku-ring-gai Hospital
- Independent Living Centre
- Injury Management Assist
- Inner West Disability Services
- IRS Total Injury Management
- James Milson Nursing Home
- Jewish Welfare
- John Williams Therapy Centre
- Kariparrin - Concord Hospital
- Karinda Living Skills
- Karonga School
- Lady Davidson Hospital
- Learning Links
- Lets Go Surfing
- Links To Learning
- Liverpool Hospital
- Liverpool Health Service
- Liverpool Leisure Club
The School of Physiotherapy wishes to acknowledge the vital function performed by physiotherapists who undertake the clinical education of its undergraduate students. These clinical educators are located in clinical units in New South Wales and interstate.

Public hospitals

**Metropolitan**
- Auburn Hospital
- Balmain Hospital
- Bankstown-Lidcombe Hospital
- Blacktown Hospital
- Blue Mountains District Anzac Memorial Hospital
- Braeside Hospital
- Calvary Rehabilitation and Geriatric Services, Kogarah
- Camden Hospital
- Campbelltown Hospital
- Canterbury Hospital
- Concord Repatriation General Hospital
- Fairfield Hospital
- Greenwicht Hospital
- Hornsby Ku-Ring-Gai Hospital and Area Health Service
- Lady Davidson Hospital, North Turramurra
- Liverpool Health Service
- Lottie Stewart Hospital
- Manly Hospital and Community Health Service
- Mt Druitt Hospital
- Mona Vale Hospital
- Nepean Hospital
- Prince Henry Hospital, Little Bay
- Prince of Wales Hospital, Randwick
- Royal Hospital for Women, Randwick
- Royal North Shore Hospital, St Leonards
- Royal Prince Alfred Hospital, Camperdown
- Royal Rehabilitation Centre, Sydney
- Royal South Sydney Hospital
- Ryde Hospital and Community Health Services
- St George Hospital, Kogarah
- St Joseph's Hospital, Auburn
- St Vincent's Hospital, Darlinghurst
- Sutherland Hospital, Caringbah
- Sydney Hospital
- Sydney Children's Hospital, Randwick
- The Children's Hospital, Westmead
- War Memorial Hospital, Waverley
- Westmead Hospital

**Country and interstate**
- Aged Care Rehab Unit, Hobart
- Albury Base Hospital
- Alice Springs Hospital
- Armidale and New England Hospital
- Ballina Community Health
- Bega District Hospital
- Bourke District Hospital
- Broken Hill Base Hospital
- Bulli District Hospital
- Bundaberg Base Hospital
- Calvary Health Care, ACT
- Canowindra Soldier's Memorial Hospital
- Casino Primary Health
- Child Health and Development Service (CHADS), ACT
- Coffs Harbour Base Hospital
- Coledale District Hospital
- Condobolin District Hospital
- Cooma Hospital and Health Service
- David Berry Hospital, Berry
- Dubbo Base Hospital
- Forbes District Hospital
- Gosford Hospital
- Goulburn Base Hospital
- Grace McKellar Rehabilitation Centre, VIC
- Grafton Base Hospital
- Griffith Base Hospital
- 'Homeleigh' Wollongong Community Rehabilitation Centre
- Hunter Brain Injury Service
- Hunter Integrated Pain Service, Royal Newcastle Hospital
- Illawarra Area Health Service (Wollongong and Port Kembla Campuses)
- John Hunter Hospital
- Kempsey District Hospital
- Launceston General Hospital
- Lawrence Hargrave Hospital
- Lismore Base Hospital
- Lithgow Health Service
- Long Jetty Health Care Centre
- Lourdes Hospital, Dubbo
- Maclean District Hospital
- Maitland Hospital
- Manning Base Hospital, Taree
- Mercy Care Centre, Young
- Mercy Hospital, Albury
- Mildura Hospital
- Mudgee District Hospital
- Murrumbidgee District Hospital
- Newcastle Mater Misericordiae Hospital
- North West Regional Hospital, Burnie
- Orange Base Hospital
- Parkes Hospital
- Port Macquarie and Hastings District Hospital
- Rankin Park Unit
- Rankin Park Day Hospital, (William Lyne Site)
- Repatriation General Hospital, Hobart
- Royal Darwin Hospital
- Royal Newcastle Hospital
- Royal Perth Hospital
- Shellharbour Hospital
- Shoalhaven District Memorial Hospital, Nowra
- St John of God Hospital, Goulburn
- St Vincent's Hospital, Lismore
- Tamworth Base Hospital
- The Canberra Hospital
- Townsville General Hospital
- Tweed Heads Hospital
- Wagga Wagga Base Hospital
- Woy Woy Hospital
- Wyalong District Hospital
- Wyong District Hospital
- Yarram and District Health Service

Private hospitals and nursing homes
- Delmar Private Hospital
- Hawkesbury District Health Service
- Lady Davidson Hospital
- Metropolitan Rehabilitation Hospital
- Mt Wilga Private Hospital
- North Shore Private Hospital
- Sydney Adventist Hospital
- Tamara Private Hospital
- Toronto Private Hospital
Commonwealth government departments and agencies
ACT Community Care (Dickson Health Centre and Phillip Health Centre)
HMAS Penguin
1st Health Support Battalion (1 HSB)
No 3 RAAF Base Hospital, Richmond

State government department and agencies
ADHOC (Aging Disability and Homecare Service)

Community agencies and private organisations
Anglican Retirement Villages (MOWLL)
Community Aged Care Services
Multiple Sclerosis Society of NSW, Lidcombe
Royal Institute for Deaf and Blind Children - The Alice Betteridge School
Rural Outreach and Disability Support Service (ROADSS)
Spastic Centre (Ryde, AUambie Heights, Carlingford, North Ryde, Prairiewood)

Private practitioners
Jenny Aiken and Andrew Gray
Tony Ayoub
David Bick, Britt Caling, Kingsley Gibson and Brent Kirkbride
Peter Buffon and Denny Shearwood
Mark and Sally Cassidy
Greg Craig and Karen Forrester
Gary Eastburn, Margaret Eastburn and Stephen Hill
Tony Flanagan
Beverley Giovannelli and Jeffrey Flood
Patricia Glover-Seppelt
Julie Godfrey and Margaret Banff
Alison Hewitt
Kate Hind
Patricia Hunn
Melody Martin, Jennie Hewitt and Julia Hush
Suzanne Jones
Peter Knapman and Mary Knapman
Craig Nicholson, Colin Thompson, Martin Todd-Smith and Mark Wilson
Lesley Nicholson
Annette O'Sullivan
David Philpot and Joanna Kelton
Anne Pine
Grant Pleffer
Tracey Powell and Christopher McKenna
Jeff Pross
Phillip Richardson and Francis Crossle
John Roberts
Bernard Rusterholz
Sonja Schulze
Greg Sheather
Elizabeth Steet and Mark Bevan
Mark Summers
Robert Tindale
Lisa Tomlinson-Alonso
Lindsay Trigar
Beverley Trevi thick
Charles Tzannes
David Pearson
Joel Werman

University of Sydney
University of Sydney Pain Management and Research Centre - Royal North Shore Hospital

Yooroang Garang: School of Indigenous Health Studies

Yooroang Garang: School of Indigenous Health Studies wishes to acknowledge the following organisations for their contribution to the 2001 field experience in the Diploma and Bachelor of Health Science (Aboriginal Health and Community Development) courses.

Hospitals
Royal Prince Alfred Hospital, Camperdown NSW
Westmead Hospital, NSW
Toowoomba Base Hospital, Qld

Royal Darwin Hospital, NT
Women's and Children's Hospital, Nth Adelaide SA

Councils
Lockhardt River Aboriginal Council, Lockhardt River Qld

Aboriginal medical services
Aboriginal and Islander CHS Brisbane Ltd, Qld
Ngalkanbuy Health Service, Galiwinka Community Inc.
Wellington Aboriginal Health Co-operation, Wellington NSW
Kambu Medical Centre Ipswich Inc., Ipswich Qld
Wuchopperen Health Service Ltd, Manuda Qld
Katungal Aboriginal Medical Service, Narooma NSW
Drug and Alcohol Aboriginal Rehabilitation Unit, Townsville Qld CHS
Narrabri CHS, Narrabri NSW
Reconnect Service, Dubbo NSW
Waminda Aboriginal Women's Health Organisation, Nowra NSW

Noongar Alcohol and Substance Abuse Service, WA
Disability Services Aboriginal Co-operation, Petersham NSW
Ngaanyatjarra Pitjakntjarra Yankunytjatjara Women's Council Aboriginal Corporation, Alice Springs NT

Human Rights Commission, Native Title Unit, Sydney NSW

Territory Health Services, Darwin NT

Menzies School of Health Research, Darwin NT

Australian Federation of AIDS Organisation, Nambour Qld

NSW Health Department, Aboriginal Health Branch, Policy Planning Unit, NSW
22 Facilities and services

Bookshop
The University Co-operative Bookshop operates a branch on the Cumberland campus. Situated at the ground level of the Student Guild, the Bookshop holds all prescribed texts and various stationery and software items. Enquiries can be made on (02) 9351 9484 or (02) 9646 5335, fax (02) 9646 2495, email Cumberland@coop-bookshop.com.au.

Childcare: Ngallia Child Care Centre
Ngallia, the on-campus child care centre is available for children aged between 6 weeks and 6 years. The children are cared by dedicated and qualified staff. Parents are welcome to visit the children throughout the day. For further information phone (02) 9749 7575 between 1 and 3 pm.

Counselling service
Student Welfare Services provides a counselling service to assist students who wish to discuss concerns of a personal, academic or vocational nature. The service is free and confidential. The Counsellor, a registered psychologist, is located in A005 in A Block. Students who wish to make an appointment with the Counsellor can phone (02) 9351 9473, or book an appointment directly by writing in a time slot on the door. Appointments outside normal hours can be made available if booked in advance for students on clinical placements or who are studying part-time. Students can also arrange to see a counsellor at the Counselling Service on the Camperdown campus by calling (02) 9351 2228.

Credit Union facilities
The Unicorn Credit Union Ltd has an agency with an automatic teller machine on campus. The agency is open on Thursdays, between 12 noon and 2 pm.

Cumberland Student Guild
The Cumberland Student Guild is the student-based organisation for those enrolled on the Cumberland Campus of The University of Sydney. As a Student Guild, it provides a broad spectrum of resources and representation that encompasses Food and Beverage, Sport and Recreation, Retail, Academic Support Services, Accommodation and Social Activities. This student-based organisation’s policies and directions are determined by an annually elected Management Committee of students. The Student Guild is your support organisation on campus.

The Management Committee of the Cumberland Student Guild has employed a range of professional staff members with expertise in a wide range of Student Guild services and facilities to deliver the services and facilities on campus in a professional way. Student Guild Administration is the contact point on campus for all enquiries relating to any of the Student Guild’s programs, services and facilities. The Student Guild Office is located up the ramp on Level 3 of the Student Guild Building (Building U) and is open each weekday from 9 am to 5 pm.

The Student Guild has undertaken rapid expansion over the last few years and this expansion has allowed for the provision of better facilities and expanded services to students. The diverse student population on campus is reflected in the wide range of services and facilities provided with all activities of the Student Guild funded from your compulsory subscription fees and other sources of revenue.

Student Guild services and facilities
Services and facilities provided on and around the Cumberland campus by the Student Guild include:
- Bite Me canteen
- JDV Cafe’ and Bar
- Student Guild Service Centre
- Free Internet cafe
- Student Guild Sports Centre, including gymnasium, free lockers and sport programs
- Food and drink vending machines around campus
- Retail shop
- Co-op Bookshop
- Auburn Accommodation Block
- RENTLINK - a private accommodation search program for students
- WORKLINK - a service aimed at providing employment opportunities on and off campus
- Corpus Callosum - Cumberland campus student newspaper
- Student representation - students have a say on most decision-making bodies of the University through the student representatives. The Student Guild is an active advocate of the student rights to the University.
- Conference Subsidies
- ATM located in the JDV Cafe
- Public phones around campus
- Clubs and societies - the Student Guild has a number of affiliated sport and recreation clubs and societies.

The activities of the clubs and societies are subsidised from Student Guild funds. Clubs and Societies provide activities for students from all walks of life to participate in. For further details visit the Student Guild Web site www.csg.org.au or email contact@ csg.org.au.

Support services
Youth Allowance and Austudy schemes
The Student Guild’s Resource Officer may be the one to see. As a student advocate, the Resource Officer can advise students on a wide range of matters that could affect you. These include all aspects of the Youth Allowance (YA) and Austudy schemes administered by Centrelink. For instance, the Resource Officer can:
- Provide an Application Form and help you complete it.
- Explain in detail your legal rights and obligations as set out under the Social Security Act.
- Liaise with Centrelink on your behalf and guide you through appeals against unfavourable Centrelink decisions.
- Explain how the Income Bank works and how to use it to your advantage, and
- If you’re eligible, help you claim Rent Assistance and/or Travel Allowance. Students on Youth Allowance who reside at the Auburn Accommodation Block should read the Rent Assistance information included in the Student Guild provided information kits.

Cumberland Peer Support Network (CPSN)
The Cumberland Student Guild is implementing a Peer Support Scheme called the Cumberland Peer Support Network (CPSN) in 2002. This scheme will assist new students to settle in and adapt to university life as well as encourage them to participate actively in campus life. For further information on the Cumberland Peer Support Network, please email cpsn@csg.org.au.

Scholarships
The Cumberland Student Guild is introducing in 2002 fifteen scholarships worth up to $3000 each for new and continuing students undertaking undergraduate or postgraduate study at the Cumberland Campus. For a full list of scholarships available to undergraduate and postgraduate students, see the Student Guild Web site at www.csg.org.au or visit the University’s scholarship site at www.usyd.edu.au/study/scholarships.shtml.

Contacting the Cumberland Student Guild
The Student Guild is always seeking input on ways to improve its services and facilities. The Student Guild can be contacted Monday to Friday between 9 am and 5 pm:
- In person at Student Guild Administration, Level 3, Student Guild Building (Building U)
- By phone on (02) 9351 9970
- By fax on (02) 93519971
- On the Web at www.csg.org.au
Disability services
Students with disabilities or other special needs are assisted by the Disabilities Officer, Student Welfare Services. The Faculty has a wide range of resources to assist students, and a professional interest and commitment to provide high quality services. Consultations are confidential.

Students with disabilities are strongly advised to inform University staff of their needs as early as possible each academic year. A disability might be apparent or invisible, and might range from very slight to severe. It could be a physical, sensory, psychological, medical, or learning disability, or a combination of these. Students can experience difficulty meeting their educational commitments because of the educational disadvantage created by a disability. A variety of support services is available including notetakers, scribes, special examination arrangements, library facilities including the Special Study Room, and equipment for use and loan. Such assistance can minimise the disadvantage that might otherwise occur.

In the first instance, students are invited to contact Student Welfare Services on (02) 9351 9638 or (02) 9351 9081 for a consultation on what support services they need, for information on what assistance is available, and for guidance on University procedures. Students may also wish to have a confidential discussion with the student counsellor by phoning directly on (02) 9351 9473. Initial contact sheets can be downloaded from Student Welfare Services' Web site.

English language tuition
The tutors who work in the Language and Learning unit of Student Welfare Services provide supplementary and concurrent tuition in English for Academic Purposes and English for Clinical Placements for any student enrolled on Cumberland campus. This service is in the form of one-to-one tutorials and is particularly valuable for both international and local students whose first language is not English. Preparatory courses are offered to international students who have accepted a place in the Faculty in January-February prior to the start of the academic year. Academic skills day, a one-day program for students wishing to enhance their study skills, is held during orientation week. The Language and Learning unit tutors are also trained in cross-cultural communication. This enables them to assist native speakers of English (staff or students) in communicating clearly with those who speak English as a second language. These services are only for enrolled students. International applicants who require preparatory courses to raise their English language proficiency to the required level to enter the University should contact the Centre for English Teaching at Camperdown campus on (02) 9351 0706 or email info@ceet.usyd.edu.au.

Equity issues
Harassment and discrimination issues
University of Sydney employees and students have a right to use the University’s Harassment and Discrimination Resolution Procedure if they are harassed or discriminated against in connection with their work or study.

The role of the Manager, Harassment and Discrimination Resolution (HDR) is to resolve staff and student concerns, problems and complaints relating to discrimination and harassment quickly, fairly and confidentially, in accordance with the University’s Resolution Procedure. The Manager, HDR is independent of any Faculty, and or any management hierarchy, and is professionally trained to deal with harassment and discrimination issues.

Staff and students wishing to talk confidentially to someone about a discrimination or harassment issue, or needing information about what they can do to have a discrimination or harassment issue resolved, should contact a Harassment and Discrimination Support Officer. Harassment and Discrimination Support Officers are ordinary employees who have been specially trained to help anyone who has, or thinks they may have, a harassment or discrimination problem, concern or complaint. Support Officers also assist staff and students about whom a complaint has been made. The Support Officers can give confidential advice about the best way to tackle a problem and can provide contact details of other people who can help. The Harassment and Discrimination Support Officers are located on all University campuses.

A list of the Harassment and Discrimination Support Officers and the University's Harassment and Discrimination Prevention Policies and Resolution Procedure are available from the Staff and Student Equal Opportunity unit on (02) 9351 2212 or at www.usyd.edu.au/su/eeo. The Manager, Harassment and Discrimination Resolution can be contacted on (02) 9351 8713.

Staff and Student Equal Opportunity unit
The Staff and Student Equal Opportunity unit aims to ensure that all current and potential employees are treated fairly and have equal opportunity in the work place.

The unit provides expert legal and policy advice on harassment and discrimination, including in relation to individual cases; equal employment opportunity and affirmative action policy development, promotion and training for staff and students; and monitors and reports to external bodies on the University's progress in the equal opportunity arena.

The Staff and Student Equal Opportunity unit can be contacted on (02) 9351 2212 or for more information please see our Web site at www.usyd.edu.au/su/eeo.

Financial assistance
The University's loan scheme provides supplementary assistance, not full support, to students who demonstrate financial hardship. These interest-free loans may be short term for compulsory student fees at the beginning of semester, longer term loans for essential living and study expenses (called Financial Assistance loans), or a very short-term cash loan for an emergency that has arisen that day. All enquiries should be directed to Student Welfare Services, phone (02) 9351 9638, where you can pick up an application form and make an appointment for an interview. Information sheets and application forms can also be downloaded from Student Welfare's Web site.

Graduates Association and alumni
The Graduates Association was established in 1980. The general aims of the Association are to:

• support and advance the character, status and interests of the College/Faculty
• provide meeting opportunities for graduates to maintain or re-establish friendships
• act as a centre for liaison with industry, commerce and community
• assist the College/Faculty to communicate with graduates
• assist in the future development of the College/Faculty and of tertiary education in the health sciences

All graduates of the Faculty of Health Sciences (formerly Cumberland College of Health Sciences), and graduates of the professional schools which together formed Cumberland College, are eligible for membership of this Association and can therefore retain a vital, active and professional link with the University. For further information please call (02) 9988 0079.

The Faculty's Alumni include all its graduates, ex-staff, ex-students and community friends. Alumni are kept in touch through the Faculty Web site.

All alumni are able to become life members of the Graduate Association on payment of a once-only fee of $50. Members can:

• borrow from the Faculty Library
• make their voice heard on issues affecting the Faculty
• become eligible for a Graduates Association Grant for postgraduate study in the Faculty of Health Sciences.

The Graduates Association offers annually a grant of $1500 to provide financial assistance to a new or continuing student in any course of postgraduate study in the Faculty of Health Sciences. The grant is made over one year for full-time students and over two years for part-time students. Applicants must be members of the Association.

Membership enquiries: (02) 9988 0079.
Graduate Association Grant enquiries: (02) 9351 9637.

Health Sciences Library
The University of Sydney’s Cumberland Campus maintains its own library to provide resources and support to students, staff and researchers. The Library's collection, of approximately 80,000 books and videos and 900 journal titles, is particularly oriented towards the health sciences. The library aims to support undergraduate, graduate, and research programs, to provide service and assistance to users, as well as to provide certain general and recreational materials and a pleasant environment for study and research.
The Health Sciences Library is located centrally on campus, in R block, and is accessible to users with physical disabilities. Level 1 includes the Reference collection, current issues of journals, Closed Reserve, the Information desk, the Circulation desk, showing, phoning, photostating, printing, database and Internet facilities, a study room for students with disabilities, Computer Training Room, study areas and the staff work area.

Level 2 contains the main collection of resources, study areas, additional photocopiers, and several group study rooms.

Access to the Library collection is via a user-friendly OPAC (online public access catalogue). Material may be located by author, title, subject or keyword approaches. OPACs are located on both levels of the Library. The catalogue lists all holdings within the University Library system including Fisher Library and eighteen other branch libraries. The catalogue offers many self-service options and can be accessed externally through the Internet.

Extensive computer facilities allow users to make their own literature searches on a wide variety of databases. Many of these offer full text or are interactive. Library staff conduct regular classes in use of the database network, the Internet, and other methods of information gathering.

Distance education students may be eligible for some special benefits which are outlined in a separate booklet.

Information Desk (02) 93519437
Enquiries about any aspect of the Library's services are most welcome.

Circulation Desk (02) 93519423
Renewals of loans may be made in person or by phone during library hours. Loans can also be renewed through the Internet. Overdue items may not be renewed.

Library hours
During semester
Monday-Thursday: 8 am - 9 pm
Friday: 8 am - 6 pm
Saturday: 9 am - 4 pm
Sunday: 1 pm - 5 pm

Inter-semester and long vacation
Monday-Friday: 9 am - 5 pm
Saturday and Sunday: Closed.

For more information about the Library's collections and services, including remote access instructions to the OPAC, see the Web page at www.library.usyd.edu.au/Handrics/healthsciences/.

A detailed list of the various databases available can be found at www.library.usyd.edu.au/Databases/

International student advisory service
Advisory services for international students and visiting scholars are provided by Student Welfare Services. They include the Study Preparation Program held every January-February for newly enrolled students, orientation to living and studying in Australia, arrival and accommodation assistance, family support, personal, intercultural and academic guidance, tutorial support, English language tuition, arrangements for social events and excursions, and returning home services. The International Student Adviser can be contacted on (02) 9351 9634 or fax (02) 9351 9635.

Language and Learning unit
The Language and Learning unit (LLU) is located in A014 and is part of Student Welfare Services. The tutors in the unit provide academic and communication skills tuition for all students, as well as English language tuition for those who require it. The staff have postgraduate qualifications in education, applied linguistics, foreign languages, cross-cultural communication, and in teaching English as a second language. One-to-one tutorials, regular workshops and seminars on academic, clinical, and professional communication skills are available during semester and in vacations. Schedules are announced from time to time on noticeboards around the campus, and in Corpus Callosum and on the Student Welfare Services Web page, www.cchs.usyd.edu.au/sws. Students and lecturers are invited to contact the unit and consult with the tutors on any matter related to the above areas and services. Phone (02) 9351 9319 or Student Welfare Services on (02) 9351 9638. The fax number is (02) 9351 9635.

Lockers
A limited number of lockers are available on campus on a first-come-first-served basis. All lockers must be cleared at the end of each semester. The University will not accept responsibility for any item lost from these lockers. Students are required to provide their own padlock.

There are also a small number of lockers set aside for the use of students with disabilities located in S and T Blocks. Students wishing to use these lockers should contact Student Welfare Services in the first instance.

The Cumberland Student Guild Sports Centre provides lockers free of charge for gymnasium users. For further information, please contact the Sports Centre on (02) 9351 9613 or sport@csg.org.au.

Lost property
Property found on campus should be taken to Property Services Division. Lost property is held for a period of three months. If unclaimed after two months, it may be claimed by the finder (not including a member of staff). If it is still unclaimed after a three month period, the University reserves the right to dispose of these items.

Parking
Parking on campus for undergraduate students is very limited and travel by train/bus is encouraged. However, car parking facilities at Gate 3 are available for students. Entry is by prepaid card only. The SEINS parking infringement system is in operation to control parking on University grounds and is enforceable 24 hours a day. A small number of spaces in the car park at Gate 2 are allocated by ballot each year to postgraduate students. For further information contact the Property Services Division on (02) 9351 9231. For those requiring access to parking spaces for people with disabilities contact Student Welfare Services Division (02) 9351 9638.

Peer tutoring service
A register of senior students who have volunteered their services as subject tutors is available in Student Welfare Services. Students wishing to become tutors, or to obtain tutoring in units they are having difficulties with, should contact the office to check the register or seek advice. Payment is generally negotiable between parties involved. For information phone (02) 9351 9638, or visit Student Welfare Services' Web site.

Sporting facilities (multi-purpose courts and oval)
Bookings for the multi-purpose tennis, netball and basketball courts must be made with the Cumberland Student Guild Sports Centre on (02) 9351 9613 or sport@csg.org.au. Bookings for the oval must be made with the Property Services Division.

Student accommodation
Auburn Hospital
The Student Guild leases 132 rooms through the NSW Department of Health at the Auburn Hospital and Community Health Services Accommodation Block. This student accommodation is situated close to the campus and many major retail, leisure and sporting facilities. The vast majority of rooms are reserved for the country, interstate and overseas students studying at the university. Information on private accommodation in the local area is also available through the RENTLINK program - an accommodation referral service with listings of full board, share flats and other accommodation options for students.

Yannadah
The student residence on the Cumberland campus, Lidcombe, provides accommodation for up to thirty-nine first year students from outside the greater metropolitan area of Sydney. Application forms are included with course offers. Places are determined by ballot. For information contact the Residential Manager on (02) 9351 9405.

Student Welfare Services (SWS)
Student Welfare Services is concerned with the general welfare of all students on Cumberland Campus. Students may seek
advice and assistance on any issue related to or impacting on their academic study, clinical placements, or life on campus. Student Welfare Services mirrors the services provided by Student Services on the Camperdown Campus, with the exception of accommodation and casual work which are managed at Cumberland by the Student Guild. Student Welfare Services provides a high level of academic and personal support services through the activities of advising, facilitating, teaching, counselling and mediating in order to assist students to succeed in their studies, and to benefit from and enjoy the University, campus and clinical placement experience. Lecturers are invited to contact Student Welfare Services for further information and to refer students for assistance. Specialised services within Student Welfare Services are the Language and Learning unit, English language tuition, International Student Advisory Service, Peer Tutoring Service, Disability Services, Financial Assistance, and the Counselling Service (see details under separate headings). Phone (02) 9351 9638, fax (02) 9351 9635, email r.mckenzie@cchs.usyd.edu.au or a.chan@cchs.usyd.edu.au. Office hours are 9 am to 5 pm during semester and vacations.

Summer School
Most faculties at the University offer units of study from degree programs during January/February. As the University uses all of its HECS quota in first and second semester, these units are full fee-paying and entirely voluntary. However, Summer School units enable students to accelerate their degree progress, make up for a failed unit or fit in a unit which otherwise would not suit their timetables. New students may also gain a head start by completing requisite subjects before they commence their degrees. Units start on 2 January and run for up to six weeks (followed by an examination week). Notice of the units available is contained in the various faculty Handbooks and is usually circulated to students with their results notices.

Travel concessions
Details of travel concessions are available from the Student Enquiries Counter, Administration Building.

Equal employment opportunity and affirmative action
The University has a Staff and Student Equal Opportunity unit and an EEO and Affirmative Action Management Plan. EEO and Affirmative Action policies are designed to prevent discrimination, promote equity, and work in the interests of target groups who have suffered discrimination in the past. Such groups include Aboriginal and Torres Strait Islanders, women, people from non-English speaking backgrounds and people with mental or physical disabilities.

The campus has its own Cumberland Equity Advisory Committee (CACE) which provides a forum for discussion and promotion of these policies.

Harassment and Discrimination Support Officers on Campus
All staff and students within the University have the right to be treated fairly and with respect. The University, both as an employer and as a provider of educational services, seeks to promote an environment which supports the productivity, self-esteem and personal work goals of both staff members and students.

The University of Sydney is committed to the provision of equal opportunity for staff and students, which includes ensuring the absence of discrimination on the grounds of sex, pregnancy, race (including colour, ethnic background or national identity), marital status, physical or intellectual impairment, sexual preference, political or religious belief or age.

Further, The University of Sydney is committed to the elimination of all forms of harassment and to providing support to the victims of harassment.

What is harassment?
Harassment is any behaviour that is unsolicited and unwanted and as such is offensive. The distress caused by harassment may be intentional or unintentional. Harassment is one form of discrimination and generally occurs when power is improperly exercised to the detriment of a person or group of people.

What can you do if you are harassed?
If possible tell the person directly that their behaviour is unacceptable to you and ask them to stop. If this is not appropriate or leads to no improvement then seek advice from a University or Harassment/ Discrimination Support Officer. You may also direct your concerns to senior staff within your School or Centre.
Constitution of the Faculty of Health Sciences

1. The Faculty of Health Sciences shall comprise the following persons:
   (a) the professors, associate professors, heads of schools, readers, principal lecturers, senior lecturers, lecturers and associate lecturers who are full-time or fractional (40% or greater) continuing or fixed-term members of the teaching staff of the schools placed under the supervision of the Faculty of Health Sciences;
   (b) the Deans of the Faculties of Arts, Dentistry, Medicine, Nursing, Pharmacy and Science or their nominees and the Head of the Department of Social Work and Social Policy or nominee;
   (c) not more than six students, five undergraduate and one postgraduate, enrolled as candidates for a degree, diploma or certificate in the Faculty elected in a manner prescribed by resolution of the Senate;
   (d) full-time and fractional (40% or greater) continuing or fixed-term members of the research staff of the schools and centres of the Faculty who are appointed as research fellow or above;
   (e) not more than three persons who are distinguished in a field of Health Science, appointed by the Faculty on the nomination of the Dean of the Faculty;
   (f) the Health Sciences Librarian and the Head of Student Administration (Cumberland Campus);
   (g) four persons being members of the general staff employed at Cumberland Campus having a close and appropriate association with the Faculty's work of teaching and research. In addition to the above, the following persons are ex officio members: the Chancellor, the Deputy Chancellor, the Vice-Chancellor, the Deputy Vice-Chancellors and the University Librarian (or nominee of the University Librarian); and the following persons are invited to be in attendance at Faculty meetings: the Faculty Manager and the Cumberland Campus Manager.

2. The Faculty shall encourage teaching, scholarship and research in the schools and centres that the Vice-Chancellor has determined shall be placed under the supervision of the Faculty of Health Sciences and shall have the same powers and functions as are specified for faculties by resolution of the Senate.

Degrees, diplomas and certificates in the Faculty of Health Sciences

1. The degrees in the Faculty of Health Sciences shall be:
   (a) Bachelor of Applied Science (BAppSc)
   (b) Bachelor of Health Science (BHlthSc)
   (c) Bachelor of Behavioural Health Science (BBHSc)
   (d) Bachelor of Medical Science (BMSc)
   (e) Master of Applied Science (MAppSc)
   (f) Master of Communication Disorders (MCommDis)
   (g) Master of Health Information Management (MHIM)
   (h) Master of Health Science (MHLthSc)
   (i) Master of Occupational Therapy (MOT)
   (j) Master of Physiotherapy (MPhy)
   (k) Master of Rehabilitation Counselling (MRhabCln)
   (l) Doctor of Philosophy (PhD)
   (m) Doctor of Health Science (HScD).

2. The diplomas and certificates in the Faculty of Health Sciences shall be:
   (a) Diploma of Health Science (DipHLthSc)
   (b) Graduate Diploma of Health Science (Grad DipHLthSc)
   (c) Graduate Diploma in Rehabilitation Counselling (Grad DipRhabCln)
   (d) Graduate Certificate of Health Science (GradCrt HLthSc)
   (e) Graduate Diploma of Exercise and Sport Science (Grad DipExSc)
   (f) Graduate Diploma of Physiotherapy (Grad DipPhy)
   (g) Graduate Diploma of Speech Pathology (Grad DipSPh)
   (h) Graduate Diploma of Medical Radiation Sciences (Grad DipMRS)
   (i) Graduate Diploma in Health Sciences (Grad DipHlthSc)
   (j) Graduate Diploma in Communication Disorders (Grad DipCommDis)
   (k) Graduate Diploma in Health Information Management (Grad DipMHIM)
   (l) Graduate Diploma in Rehabilitation Counselling (Grad DipRhabCln)
   (m) Doctor of Health Science (DSc HLthSc)
   (n) Doctor of Philosophy (PhD HLthSc)
   (o) Doctor of Science (ScD HLthSc)

3. The Faculty, acting on the recommendation of the head of school concerned, may refuse permission to a candidate for any of the above degrees, diplomas or certificates, to undertake or continue the clinical education (fieldwork/professional experience) component of the award, in circumstances where the candidate has not demonstrated satisfactory progress toward fulfilling the clinical requirements of the award.

4. The Faculty delegates authority to the Associate Dean (Undergraduate Studies)/Associate Dean (Graduate Studies) to act on behalf of Faculty in relation to section (3) above, and that the Dean be the first point of appeal for students in relation to actions taken in this matter.

Bachelor of Applied Science

1. The degree of Bachelor of Applied Science may be awarded in the grade of Pass degree in:
   (a) Exercise and Sport Science
   (b) Health Information Management
   (c) Leisure and Health
   (d) Medical Radiation Sciences
   (e) Occupational Therapy
   (f) Orthoptics
   (g) Physiotherapy
   (h) Speech Pathology.

2. (1) The degree of Bachelor of Applied Science may be awarded in the grade of Honours degree in the following areas:
   (a) Exercise and Sport Science
   (b) Health Information Management
   (c) Leisure and Health
   (d) Medical Radiation Sciences
   (e) Occupational Therapy
   (f) Orthoptics
   (g) Physiotherapy
   (h) Speech Pathology.
   (2) There shall be three classes of honours, namely Class I, Class II, and Class III.
   (3) Within Class II there shall be two divisions, namely Division 1 and Division 2.

3. (1) A candidate permitted to re-enrol in a unit of study which has previously not been satisfactorily completed shall, unless exempted by the Faculty, again complete all the work of the unit.
   (2) The words 'to complete a unit of study' and derivative expressions mean:
      (a) to attend the lectures and the meetings, if any, for clinical, laboratory or tutorial instruction; and
      (b) to obtain a passing grade for that unit of study in accordance with the assessment criteria prescribed by the Faculty or the school concerned.
   (3) A candidate permitted to re-enrol in a unit of study which has previously not been satisfactorily completed shall, unless exempted by the Faculty, again complete all the work of the unit.
   Where in these resolutions a power is given to the Faculty or a head of school, subject to any express indication to the contrary or resolution passed by the Faculty, the Faculty or a head of school may, in their discretion, in any particular case:
   (a) exercise the power,
   (b) exercise the power conditionally, or
   (c) decline to exercise the power.
5. (1) A candidate readmitted to candidature for the degree after an absence of more than one year shall complete the degree under such conditions as the Faculty shall determine.

(2) Except with the permission of the Faculty, on the recommendation of the head of the school concerned, a candidate shall not enter a unit of study unless entry requirements prescribed for that unit of study have been satisfied.

6. A candidate may be granted credit towards the degree on the basis of a unit of study or units of study regarded by the Faculty, on the recommendation of the head of school concerned, as equivalent in workload and academic standard, completed at another university or other tertiary institution, provided that the maximum credit granted shall not exceed the equivalent of two-thirds of the degree requirements.

7. A candidate for the Pass degree shall complete the units of study as set out in the table in respect of the appropriate degree area in each relevant school's chapter.

8. A candidate for the Honours degree shall meet the requirements prescribed by the Faculty for admission to the honours program and shall complete the units as set out in the tables in respect of the appropriate degree area in each relevant school's chapter.

Bachelor of Health Science

1. The degree of Bachelor of Health Science may be awarded in the grade of Pass degree in:

   (a) Rehabilitation Counselling
   (b) Aboriginal Health and Community Development
   (c) Hearing and Speech
   (d) Nursing
   (e) Medical Radiation Technology
   (f) Occupational Therapy
   (g) Physiotherapy.

2. (1) The degree of Bachelor of Health Science may be awarded in the grade of Honours degree in:

   (a) Rehabilitation Counselling
   (b) Aboriginal Health and Community Development
   (c) Hearing and Speech
   (d) Occupational Therapy

   (2) There shall be three classes of honours, namely Class I, Class II, and Class III.

   (3) Within Class II there shall be two divisions, namely Division I and Division II.

   (4) If a candidate qualifies for the award of Honours Class I and the Faculty is of the opinion that the candidate's work is of outstanding merit, that candidate shall receive a bronze medal.

3. (1) A unit of study shall consist of lectures together with such clinical, laboratory and tutorial instruction, practical work, exercises and essays as may be prescribed by the Faculty or the school concerned.

   (2) The words 'to complete a unit of study' and derivative expressions mean:

   (a) to attend the lectures and the meetings, if any, for clinical, laboratory, or tutorial instruction; and
   (b) to obtain a passing grade for that unit of study in accordance with the assessment criteria prescribed by the Faculty or the School concerned.

   (3) A candidate permitted to re-enrol in a unit which has previously not been satisfactorily completed shall, unless exempted by the Faculty, again complete all the work of the unit.

4. Where in these resolutions a power is given to the Faculty or a head of school, subject to any express indication to the contrary or resolution passed by the Faculty, the Faculty or a head of school may, in their discretion, in any particular case:

   (a) exercise the power,
   (b) exercise the power conditionally, or
   (c) decline to exercise the power.

5. (1) A candidate readmitted to candidature for the degree after an absence of more than one year shall complete the degree under such conditions as the Faculty shall determine.

   (2) Except with the permission of the Faculty, on the recommendation of the head of the school concerned, a candidate shall not enter a unit of study unless entry requirements prescribed for that unit of study have been satisfied.

   * Sydney-based conversion courses.

6. A candidate may be granted credit towards the degree on the basis of a unit of study or units of study regarded by the Faculty, on the recommendation of the head of school concerned, as equivalent in workload and academic standard, completed at another university or other tertiary institution, provided that the maximum credit granted shall not exceed the equivalent of two-thirds of the degree requirements.

7. A candidate for the Pass degree shall complete the units of study as set out in the table in respect of the appropriate degree area in each relevant school's chapter.

8. A candidate for the Honours degree shall meet the requirements prescribed by the Faculty for admission to the honours program and shall complete the units of study as set out in the tables in respect of the appropriate degree area in each relevant school's chapter.

Bachelor of Behavioural Health Science

1. The degree of Bachelor of Behavioural Health Science is awarded in two grades: Pass and Honours.

2. In the Honours grade, there are:

   (1) three classes of Honours, namely Class I, Class II, and Class III; and
   (2) within Class II there shall be two divisions, namely Division 1 and Division 2.

3. If a candidate qualifies for the award of Honours Class I and the Faculty is of the opinion that the candidate's work is of outstanding merit, that candidate shall receive a bronze medal.

4. (1) A unit shall consist of lectures together with such laboratory and tutorial instruction practical work, exercises, essays, and reports as may be prescribed by the faculty or the school concerned.

   (2) The words 'to complete a unit' and derivative expressions mean:

   (a) to attend the lectures and the meetings, if any, for clinical, laboratory, or tutorial instruction; and
   (b) to obtain a passing grade for that unit of study in accordance with the assessment criteria prescribed by the Faculty or the School concerned.

   (3) A candidate permitted to re-enrol in a unit which has previously not been satisfactorily completed shall, unless exempted by the Faculty, again complete all the work of the unit.

5. Where in these resolutions a power is given to the Faculty or a head of school, subject to any express indication to the contrary or resolution passed by the Faculty, the Faculty or a head of school may, in their discretion, in any particular case:

   (a) exercise the power,
   (b) exercise the power conditionally, or
   (c) decline to exercise the power.

6. (1) A candidate readmitted to candidature for the degree after an absence of more than one year shall complete the degree under such conditions as the Faculty shall determine.

   (2) Except with the permission of the Faculty, on the recommendation of the head of the school concerned, a candidate shall not enter a unit of study unless entry requirements prescribed for that unit of study have been satisfied.

7. A candidate may be granted credit towards the degree on the basis of a unit of study or units of study regarded by the Faculty, on the recommendation of the head of school concerned, as equivalent in workload and academic standard, completed at another university or other tertiary institution, provided that the maximum credit granted shall not exceed the equivalent of two-thirds of the degree requirements.

8. A candidate for the Pass degree shall complete the units of study as set out in the table in respect of the appropriate degree area in each relevant school's chapter.

9. A candidate for the Honours degree shall meet the requirements prescribed by the Faculty for admission to the honours program and shall complete the units of study as set out in the table in respect of the appropriate degree area in chapter 6, School of Behavioural and Community Health Sciences.

Bachelor of Health Sciences

The following Resolutions of the Senate relating to the degree of Bachelor of Health Sciences are adopted from 1 January 2002.
Bachelor of Health Sciences

1. These Resolutions must be read in conjunction with the University of Sydney (Coursework) Rule 2000, which sets out the requirements for all undergraduate courses, and the relevant Faculty Resolutions.

Requirements for the degree

2. To qualify for the award of the degree students must:
   (1) complete successfully units of study giving credit for a total of 144 credit points for the pass degree and 192 credit points for the honours degree; and
   (2) satisfy the requirements of all other relevant By-Laws, Rules and Resolutions of the University.

Requirements for the Honours degree

3. To qualify for the award of the honours degree students must complete the honours requirements published in the faculty resolutions relating to the course.

[These Resolutions must be read in conjunction with the University of Sydney (Coursework) Rule 2000]

Division 1 - Admission, course requirements, credit points and assessment

1. Admission

(1) An applicant for admission to candidature for the degree of Bachelor of Health Sciences shall have:
   (a) successfully completed the requirements of the NSW Higher School Certificate (or interstate equivalent) and the requirements for calculation of a Universities Admission Index (UAI), or
   (b) fulfilled the requirements of eligibility for tertiary entry under mature age entry criteria or specific admission criteria as set out in the University of Sydney Calendar, Part 9 Admission to Courses,

2. Units of study

(1) A candidate for the Bachelor of Health Science shall complete the units of study prescribed by the Faculty satisfying all requirements with regard to mandatory units of study.

(2) Units of study may specify assumed knowledge, prerequisite or co-requisite units of study.

(3) The units of study prescribed for the Bachelor of Health Sciences are set out in the table in respect of the appropriate degree areas in chapter 15, Bachelor of Health Sciences.

Master's degrees

The following information should be read in conjunction with the Senate Resolutions in the University of Sydney Calendar and the relevant entry in the chapter of the presenting school/centre.

Subject areas

1. (i) The degree of Master of Applied Science may be taken as:
   (a) a generic degree offered by the Faculty of Health Sciences in appropriate cognate fields of:
   (b) within the schools in the following subject areas:
      (i) Behavioural Science
      (ii) Biomedical Sciences
      (iii) Communication Sciences & Disorders
      (iv) Education
      (v) Exercise and Sport Science
      (vi) Gerontology
      (vii) Health Information Management
      (viii) Indigenous Community Health
      (ix) Medical Radiation Sciences
      (x) Occupational Therapy
      (xi) Orthoptics
      (xii) Physiotherapy
      (xiii) Rehabilitation
      (xiv) Rehabilitation Counselling
      (xv) Stuttering
      (xvi) Voice
   (2) The degree of Master of Health Science may be awarded in the grade of Pass degree or Honours degree in the following subject areas:
      (i) Behavioural Science
      (ii) Cardiopulmonary Physiotherapy
      (iii) Child and Adolescent Health
      (iv) Clinical Data Management
      (v) Developmental Disability
      (vi) Education
      (vii) Exercise and Sport Science
      (viii) Gerontology
      (ix) Health Informatics
      (x) Indigenous Community Health
      (xi) Management
      (xii) Manipulative Physiotherapy
      (xiii) Medical Radiations Sciences
      (xiv) Medical Sonography
      (xv) Neurological Physiotherapy
      (xvi) Occupational Therapy
      (xvii) Paediatric Physiotherapy
      (xviii) Physiotherapy
      (xix) Speech-Language Pathology
      (xx) Sports Physiotherapy

(3) The combined Masters degree in the Faculty of Health Sciences is:
   (i) Master of Health Science (Sports Physiotherapy) and Master of Health Science (Manipulative Physiotherapy)

(4) The degree of Master may be awarded in the following subject areas:
   (i) Health Information Management
   (ii) Occupational Therapy
   (iii) Physiotherapy
   (iv) Rehabilitation Counselling

(5) The degree of Master may be awarded in the following subject areas:
   (i) Communication Disorders.

Eligibility for admission

2. (1) The Faculty may, on the recommendation of the head of the department or centre concerned, admit to candidature for a degree of master within the Faculty an applicant:
   (a) who is a graduate of the University of Sydney and has completed courses appropriate to the area of study in which the applicant seeks to proceed, provided that the applicant's work is of sufficient merit, or who has submitted evidence of general and professional qualifications to satisfy the Faculty that the applicant possesses the educational preparation and capacity to pursue graduate studies; and
   (b) who, in addition, meets any other requirements for admission to a particular program that has been prescribed by Faculty.

(2) Notwithstanding subsection (1), the Academic Board may admit a person to candidature in accordance with the provisions of chapter 10 of the By-laws*.

Availability

3. Admission to candidacy for any master's degree or any program within a master's degree may be limited by quota.

4. In determining any quota the University will take into account:
   (a) availability of resources including space, library, equipment and computing facilities; and
   (b) availability of adequate and appropriate supervision, including both the supervision of research candidates and the coordination of coursework programs.

5. In considering an application for admission to candidature the Faculty shall take account of any quota and will select in preference applicants who are most meritorious in terms of section 2 above.

6. Before recommending the admission of any applicant the head of the school or centre concerned shall ensure that the extent of the resources and supervision available is known to and understood by the applicant and is appropriate to the applicant's proposed area of study and research.

Preliminary studies

7. (1) An applicant may be required to undertake preliminary or qualifying studies, and complete such preliminary examinations as the Faculty may prescribe, before admission to candidacy.

(2) Such an applicant shall complete the preliminary studies in not less than one semester and in not greater time than the Faculty may prescribe but in any case in not longer than two years.

Probationary admission

8. A candidate may be accepted by the Faculty on a probationary basis for a period not exceeding twelve months and upon completion of this period the Faculty shall review the candidate's work and shall either confirm the candidate's status with effect from the date of the original acceptance or terminate the candidature.
Method of progression
9. A candidate shall proceed:
(a) primarily by research and thesis; or
(b) by coursework and thesis; or
(c) primarily by coursework.

Time limits
10. A candidate may be admitted to proceed on either a full-time basis or a part-time basis.
11.(1) Except with the permission of the Faculty as provided in section 11(3) below:
(a) a full-time candidate proceeding primarily by research and thesis shall complete the requirements not earlier than the end of the third semester and not later than the end of the fourth semester of candidature;
(b) a full-time candidate proceeding primarily by coursework shall complete the requirements not earlier than the end of the second semester and not later than the end of the sixth semester of candidature except in the case of candidates proceeding to the award of the degree of Master of Physiotherapy and Master of Occupational Therapy where the minimum period of candidature is four semesters and the maximum period of candidature is eight semesters;
(c) a part-time candidate proceeding primarily by research and thesis shall complete the requirements not earlier than the end of the sixth semester and not later than the end of the eighth semester of candidature;
(d) a part-time candidate proceeding by coursework shall complete the requirements not earlier than the end of the fourth semester, and not later than the end of the tenth semester of candidature.
(2) The Faculty may in special circumstances extend a candidate's maximum period of candidature and may prescribe special conditions to be fulfilled by the candidate.
(3) The Faculty, at the time of admission to candidature, may permit a candidate proceeding primarily by research and thesis who holds a bachelor's degree with first or second class honours from the University of Sydney or an equivalent qualification, to complete the requirements not earlier than the end of the first year of candidature if a full-time candidate and not earlier than the end of the second year of candidature if a part-time candidate.

Credit
12.(1) The Faculty may, in respect of a candidate who before admission to candidature has spent time in advanced study or research in the University of Sydney or in another university or institution:
(a) deem such time to have been spent after admission to candidature; and
(b) grant credit towards the degree on the basis of a course or courses regarded as equivalent in workload and academic standard; provided that the time recognised or the credit granted represents no more than half of the total candidature and that any attendance requirements as may be prescribed by resolution of the Faculty are met.
(2) The Faculty may, under specific conditions prescribed by resolution of the Faculty, grant credit additional to that specified in subsection (1)(b) to holders of graduate diplomas awarded by the Faculty.

Supervision
13.(1) The Faculty shall appoint, on the recommendation of the head of the school or centre concerned, a full-time member of the academic staff of the Faculty to act as supervisor of each candidate proceeding primarily by research and thesis, or by coursework and thesis and may appoint, for each such candidate, an advisory committee.
(2) The Faculty shall appoint, on the recommendation of the head of the school or centre concerned, a full-time member of the academic staff of the Faculty to act as supervisor or adviser, as thought most appropriate for each candidate proceeding primarily by coursework.
(3) The Faculty may appoint, on the recommendation of the head of the school or centre concerned, from amongst appropriately qualified persons, an associate supervisor to assist in the supervision of any candidate.

Enrolment
14.(1) A candidate shall, unless otherwise permitted by the Faculty, enrol each year until the requirements for the degree are completed or the candidature terminated.

(2) A candidate readmitted to candidature after an absence of more than one year shall complete the degree under such conditions as the Faculty shall determine.

Requirements for the degree
15.A candidate for the degree proceeding primarily by coursework shall complete the courses for the degree as prescribed by the Faculty and set out in tables of units of study.

16.(1) A candidate for the degree proceeding primarily by research and thesis or by coursework and thesis shall:
(a) complete the units of study for the degree as prescribed by the Faculty and set out in tables of units of study;
(b) carry out supervised research on a topic which has been approved by the Faculty on the recommendation of the head of the school or centre concerned no later than the end of the second semester of the full-time candidature or the third semester of part-time candidature;
(c) write a thesis embodying the results of the research;
and in completion of the requirements for the degree lodge with the Registrar three copies of the thesis, typewritten and bound in either a temporary or permanent form.
(2) Theses submitted in a temporary binding should be strong enough to withstand ordinary handling and postage and the preferred form of temporary binding is the 'perfect binding' system; ring-back or spiral binding is not acceptable. Theses submitted in a temporary form shall have fixed to the cover a label clearly identifying the name of the candidate, the title of the thesis, and the year of submission.
(3) Theses submitted in a bound form shall normally be on international standard A4 size paper sewn and bound in boards covered with bookcloth or similar material or other binding fabric. 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 or on the title page. 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.
(4) The degree shall not be awarded until the candidate has caused at least two copies of the thesis (containing any corrections or amendments that may be required) to be bound in a permanent form.
(5) The candidate shall state in the thesis the sources from which the information was derived, the extent to which the work of others has been used and the portion of the work claimed as original.
(6) The thesis shall be accompanied by a statement from the supervisor stating whether, in the supervisor's opinion, the form of presentation of the thesis is satisfactory.
(7) A candidate may not present as the thesis a work which has been presented for a degree in this or another university, but will not be precluded from incorporating such in the thesis provided that in presenting the thesis the candidate indicates the part of the work which has been so incorporated.

On completion of the requirements for the degree by a candidate proceeding primarily by research and thesis or by coursework and thesis, the Faculty, on the recommendation of the head of the school or centre concerned, shall appoint two examiners, of whom one shall not be a member of the academic staff of the Faculty, to examine and report on the thesis.

18. All examiners shall be furnished with a copy of the course description and course requirements as published in the Faculty Postgraduate Study booklet, and be required to award marks/grades of Fail, Pass, Credit, Distinction and High Distinction according to the criteria demanded by the Faculty, which is available from Student Administration (Cumberland).

19. The reports of the examiners shall be made available to the head of the school or centre concerned who shall consult with the supervisor.

20. The head of the school or centre concerned shall report the result of the examination of the candidature together with a recommendation concerning the award of the degree (mark/grade) to the Faculty which shall determine the final result and its grade.

21. In special cases the Faculty may, on the recommendation of the head of the school or centre concerned, require the candidate to take a further examination in the area of
the thesis which may be an oral examination to be held at the Faculty or at such other location as may be determined by the Faculty.

22. The Faculty may permit an unsuccessful candidate to revise and resubmit the thesis for re-examination if, in the opinion of the head of the school or centre concerned, the candidate's work is of sufficient merit and may prescribe special conditions to be fulfilled by the candidate.

23. On the completion of the requirements for the degree by a candidate proceeding primarily by coursework the head of school concerned shall report the results of the examination of the coursework to the Faculty which shall determine the result of the candidate's candidature.

Progress

24. (1) A report on the progress towards completion of the requirements for the degree shall be prepared by the appointed supervisor at least annually in respect of each candidate proceeding primarily by research and thesis or by coursework and thesis.

(2) The report shall be shown to the candidate and the candidate shall sign the report as having sighted the contents.

(3) The report, after signature by the candidate, shall be forwarded to the Faculty through the head of the school or centre concerned.

25. The Faculty may, on the recommendation of the head of the school or centre concerned, call upon any candidate to show cause why that candidate should not be terminated by reason of unsatisfactory progress towards completion of the degree and where, in the opinion of the Faculty, the candidate does not show good cause, terminate the candidature.

Doctor of Philosophy (PhD)

The following information should be read in conjunction with the Senate Resolutions in the University of Sydney Calendar and the University Postgraduate Research Studies Handbook.

Admission to candidature

(1) An applicant for admission as a candidate for the degree shall, except as provided in subsections (2), (3) and (4), hold or have fulfilled all the requirements for:

(a) the degree of master, or

(b) the degree of bachelor with first or second class honours.

(2) A faculty or college board may permit a candidate holding the degree of bachelor without first or second class honours after the applicant has passed a qualifying examination at a standard equivalent to the bachelor's degree with first or second class honours, provided that a faculty may exempt an applicant from the qualifying examination if the faculty has obtained a high distinction or distinction in the highest course available in the subject or subjects relevant to the proposed course of advanced study and research.

(3) The Academic Board has endorsed an interpretation of the qualifications which, in the opinion of the Faculty, evidence has been produced that the candidate has made exceptional progress in his or her candidature.

Probationary acceptance

(1) A candidate may be accepted by a faculty on a probationary basis for a period not exceeding one year and upon completion of this probationary period, the faculty shall review the candidate's work and shall either confirm the candidate's status or terminate the candidature.

(2) In the case of a candidate accepted on a probationary period under subsection (1), the candidature shall be deemed to have commenced from the date of such acceptance.

Control of candidature

(1) Each candidate shall pursue his or her course of advanced study and research wholly under the control of the University.

(2) Where a candidate is employed by an institution other than the University, the faculty or college board may require a statement by that employer acknowledging that the candidate will be under the control of the University.

Other studies during the candidature

A candidate may be required by the head of department or the supervisor to attend lectures, seminar courses or practical work courses or to undertake courses and, if required, the assessment for such courses, subject to the approval of any other head of department concerned.

Earliest date for submission

(1) Except as provided in subsection (2), a candidate may not submit a thesis for examination earlier than the end of the sixth semester of candidature.

(2) A faculty or college board may permit a candidate holding any of the following qualifications of the University of Sydney or from such other institution as the faculty or college board may approve, to submit a thesis for examination not earlier than the end of the fourth semester of candidature:

(a) a proposed course of advanced study and research.

(b) satisfactory evidence of adequate training and ability to pursue the proposed course.

(3) Notwithstanding the provisions of subsections (1) and (2) the faculty may, on the recommendation of the head of department and supervisor concerned, permit a candidate to submit a thesis for examination up to one semester earlier than prescribed if, in the opinion of the faculty, evidence has been produced that the candidate has made exceptional progress in his or her candidature.

Latest date for submission

(1) Except as provided in subsections (2) to (4), a candidate shall submit the thesis for examination not later than the end of the eighth semester of candidature.

(2) A candidate whose candidature has been part-time throughout shall submit the thesis for examination not later than the end of the sixteenth semester of candidature.

(3) The time limits set out in subsections (1) to (2) apply to candidates who commence candidature after 31 December 2000. Candidates who commenced candidature prior to this date may choose to proceed in accordance with the Rules in force at the time when they commenced candidature.

(4) The relevant dean may permit a candidate to submit the thesis for examination after a period of time greater than the maximum periods specified.

Location

(1) Subject to the annual approval of the supervisor, head of department and faculty or college board, the candidate shall pursue the course of advanced study and research either:

(a) within the University including its research stations and teaching hospitals;

(b) on fieldwork either in the field or in libraries, museums or other repositories;

(c) within industrial laboratories or research institutions or other institutions considered by the faculty or college board concerned to provide adequate facilities for that candidature;

(d) within a professional working environment; and shall attend at the University for such consultation with the supervisor and shall participate in such departmental and faculty or college seminars as shall annually be specified.

(2) A candidate pursuing candidature outside Australia must also complete a minimum of two semesters of candidature within the University before submission of the thesis.

(3) When recommending the detailed annual conditions for each candidate's particular course of advanced study and research the supervisor and head of department must indicate whether they are satisfied that the proposed supervision arrangements will be satisfactory.
Progress

(1) At the end of each year each candidate shall provide evidence of progress to the satisfaction of the supervisor and head of department concerned and any Departmental or Faculty Postgraduate Review Committee.

(2) On the basis of evidence provided, the head of department shall recommend the conditions of candidature to apply for the following year and may require the candidate to provide further evidence of progress at the end of one semester or such other period as the head of department considers appropriate.

(3) If a candidate fails to submit evidence of progress or if the head of department concerned considers that the evidence submitted does not indicate satisfactory progress, the faculty or college board may, on the head's recommendation, call upon that candidate to show cause why that candidature should not be terminated by reason of unsatisfactory progress towards completion of the degree and where, in the opinion of the faculty or college board, the candidate does not show good cause the faculty or college board may terminate that candidature or may impose conditions on the continuation of that candidature.

The thesis

(1) On completing the course of advanced study and research, a candidate shall present a thesis embodying the results of the work undertaken, which shall be a substantially original contribution to the subject concerned. The candidate shall state, generally in the preface and specifically in notes, the source from which the information is derived, the animal and human ethical approvals obtained, the extent to which the work of others has been made use of, and the portion of the work the candidate claims as original.

(2) A candidate may also submit in support of the candidature any work of others that has been made use of, and the portion of the work the candidate claims as original.

(3) Except where the candidature has been governed by an approved cotutelle agreement, a candidate may not present as the thesis any work which has been presented for a degree or diploma at this or another university, but the candidate will not be precluded from incorporating such in the thesis, provided that, in presenting the thesis, the candidate indicates the part of the work which has been so incorporated.

(4) A candidate shall submit to the Registrar four copies of the thesis in a form prescribed by resolution of the Academic Board and four copies of a summary of about 300 words in length.

(5) The thesis shall be accompanied by a certificate from the supervisor stating whether, in the supervisor's opinion, the form of presentation of the thesis is satisfactory.

Form of the thesis

Four copies of the thesis shall be submitted for examination for the degree of Doctor of Philosophy and shall normally be submitted in one of the forms set out below in sections 1 and 2.

(1) Four copies may be submitted in permanent or temporary form as set out in subsections (a) and (b).

(a) A thesis submitted in permanent binding shall be on international standard A4 size paper sewn and bound in boards covered with bookcloth or buckram or other binding fabric. 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 or on the title page. 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.

(b) A thesis submitted in a temporary binding should be strong enough to withstand ordinary handling and postage. The preferred form of temporary binding is the 'perfect binding' system - ring-back or spiral binding is not acceptable. A thesis submitted in temporary form shall have fixed to the cover a label clearly identifying the name of the candidate, the title of the thesis and the year of submission. The Xerox Demand Binding system is acceptable for both temporary and permanent purposes.

(2) A thesis may also be submitted in electronic form in accordance with the provisions of section 3.

(a) When a thesis is submitted in electronic form, four copies must be submitted as set out in subsection (b).

(b) A thesis submitted in electronic form must normally be submitted on disk and must be in a format which the faculty determines as acceptable to both the candidate and the examiner(s), with the same structure as the ultimate printed version referred to in sections 1(a) and 4, and each chapter must be in a separate document. 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. 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. Individual faculties may determine, however, that the copy for retention in the faculty office may also be submitted in electronic form.

(3) Procedures for electronic submission of theses:

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 provide earlier advice of their intent to submit so that arrangements may be made with prospective examiners.

The usual examination process will be followed when a thesis is submitted electronically, except as set out below.

(a) A student who wishes to submit electronically must so advise the supervisor and the department at least three months prior to submission. This advice should be by the completion of a (centrally-designed) form, on which the student must indicate the likely length of the thesis and any special features relating to its format.

(b) Examiners must be selected in the normal way and no regard paid to whether or not they would wish to examine electronically.

(c) When confirming the appointment of examiners, the faculty office should confirm their willingness or otherwise to examine an electronic version of the thesis.

(d) Prospective examiners must be advised of the format in which the thesis is available and they must be asked whether they prefer to accept it in that format (on disk, but possibly as an e-mail attachment) or in the traditional hard copy form.

(e) Under certain circumstances particular specialised electronic applications may form part of the thesis. In such circumstances, it should be ascertained that the examiner has the capability to access this format, and this must be done nine months prior to submission.

(f) If an examiner advises that he or she does not wish to examine electronically, then the examiner will be sent a hard copy of the thesis.

(4) The degree shall not be awarded until the candidate has submitted a permanently bound copy of the thesis (containing any corrections or amendments that may be required) and printed on acid-free or permanent paper, for lodgement in the University Library.

Examination

The procedures for examination shall be prescribed by the Academic Board. The regulations governing the award of Doctor of Philosophy degree are printed in the University Postgraduate Research Studies Handbook available from Student Administration and is also available on the web at www.usyd.edu.au/sas/ab/committees/committees.html.

■ Doctor of Health Science

I. Admission to candidature

(1) General Admission Requirements An applicant for admission to candidature shall:

(a) apply in writing to the Dean, and

(b) submit with the application an outline of the proposed course of advanced study and research, including the general area of the proposed thesis, and

(c) subject to the approval of the supervisor, head of academic unit, and the Dean, a candidate shall pursue the program of advanced study and research either:

(i) within the University including research stations and teaching hospitals;

(ii) on fieldwork either in the field or in libraries, museums or other repositories;
(iii) within industrial laboratories or research institutions or other institutions considered by the Faculty to provide adequate facilities for that candidature; or
(iv) within a professional working environment. (A candidate shall be regarded as engaging in work within the University if the work is undertaken in personal time and/or off-campus study, this being a mode of study in which the student would not be in regular physical attendance on a designated campus of the University.)

An applicant for admission to part-time candidature, in addition to the above, shall also submit with the application a written undertaking that the applicant will:
(a) have sufficient time available to complete the requirements for the degree in accordance with these Senate Resolutions, and within the maximum time period prescribed in section 6, and
(b) be able to attend the University at such time and on such occasions for the purposes of consultation and participation in prescribed academic and educational activities, as may be required on the recommendation of the Dean, Pro-Dean, Associate Dean (Graduate Studies) or head of academic unit in which the research is being supervised. An applicant may be admitted to candidature in the off-campus mode as either a full-time or part-time candidate and will comply with the above regulations. A candidate pursuing candidature outside Australia must also complete a cumulative minimum period of two semesters of candidature within the University.

(2) Admission to Candidature by the Faculty The Dean may admit an applicant to candidature for the degree if:
(a) the candidate has completed the general requirements in section 1.(1) above, and
(b) the candidate holds or has fulfilled the requirements for:
(i) the degree of Bachelor with First or Second Class Honours from the University of Sydney, or
(ii) an undergraduate degree deemed to be equivalent to that in (i).(2)(b)(i), or
(iii) the degree of Master by research from the University of Sydney, or
(iv) the degree of Master by coursework from the University of Sydney with a credit average, or
(v) a postgraduate degree deemed to be equivalent to either that in 1.(2) (b) (iii) or (iv) and
(c) the applicant has a minimum of three years' recent, full-time experience in the health field.

(3) Admission to Candidature by the Academic Board On the recommendation of the Faculty of Health Sciences the Academic Board may admit to candidature for the degree an applicant whose application complies with section 1.(1) above and who:
(a) possesses such qualifications as a deemed equivalent to those described in section 1.(2), and
(b) is recommended by the Faculty of Health Sciences as being suitably prepared to pursue graduate studies at this level.

2. Studies during the candidature
Except with the permission of Faculty, candidates will pursue an approved course of advanced study and research comprising a total of 144 credit points as follows:
(a) postgraduate units of study at a grade level as prescribed by Faculty of which no more than 48 credit points can be credited towards the award, and
(b) a thesis and doctoral seminar program together worth 96 credit points. In the doctoral seminar program students will be expected to present three (3) research colloquia to their peers, in the form of a thesis proposal and two ‘work in progress’ seminars, one of which might be analogous to an oral defence of the nearly-completed thesis. Candidates must complete a thesis of 90,000 words (or equivalent) in length investigating a specific aspect of specific aspects of either their own and/or others' professional practice within the course of advanced study and research approved by Faculty.

An applicant applying for credit transfer will have satisfied the admission criteria listed above and who has demonstrated a high level of competency in the completed graduate coursework for which credit transfer is requested. Approval for credit transfer will be granted by the Graduate Studies Standing Committee of the Academic Board if the candidate has demonstrated a high level of competency in the completed graduate coursework for which credit transfer is requested. Approval for credit transfer will be granted by the Graduate Studies Standing Committee of the Faculty of Health Sciences on the recommendation of the relevant Head of Academic Unit. Normally, credit transfer will only be granted for previously completed units of study which can be demonstrated as contributing to the candidate's total program of study in the

3. Progress

(1) At the end of each year each candidate shall provide evidence of progress to the satisfaction of the supervisor and Head of Academic Unit concerned and any Unit or Faculty Postgraduate Review Committee.

(2) The thesis shall be approved by Faculty.

(3) A candidate may not present the thesis any work which has been presented for a degree at this or any other university, but the candidate will not be precluded from incorporating such work in the thesis, provided that in presenting the thesis, the candidate indicates the part of the work which has been incorporated.

(4) A candidate shall submit to the Registrar four copies of the thesis in a form prescribed by the Faculty.

(5) The thesis shall be accompanied by a certificate from the supervisor stating whether, in the supervisor's opinion, the form of presentation of the thesis is satisfactory.

(6) When the degree has been awarded, a copy of the thesis incorporating any required emendations and revisions shall be lodged in the University Library.

5. Degree result
Upon completion of the coursework at the level prescribed by Faculty and after consideration of the reports of the examiners on the thesis the Dean shall submit the report, together with a recommendation concerning the award of the degree, to the Academic Board which shall determine the result of the candidature.

6. Time limits
(1) At the end of each year each candidate shall provide evidence of progress to the satisfaction of the supervisor and Head of Academic Unit concerned and any Unit or Faculty Postgraduate Review Committee.

(2) On the basis of evidence provided, the Head of Academic Unit shall recommend the conditions of candidature to apply for the following year and may require the candidate to provide further evidence of progress at the end of one semester or such other period as the Head of Academic Unit considers appropriate.

(3) If a candidate fails to submit evidence of progress or if the Head of Academic Unit considers that the evidence submitted does not indicate satisfactory progress, the Faculty may, on the Head's recommendation, call upon the candidate to show cause why that candidature should not be terminated by reason of unsatisfactory progress towards completion of the degree and where, in the opinion of the Faculty, the candidate does not show good cause the Faculty may terminate that candidature or may impose conditions on the continuation of that candidature.

4. The Thesis
(1) The candidate shall present a thesis of 60 000 words (or equivalent) in length, which shall be a substantial and original contribution to the subject concerned. The thesis shall carry a credit point value of 96 credit points. The candidate shall state the sources from which the information is derived, the extent to which the work of others has been made use of, and the portion of the work that the candidate claims as original.

(2) The topic of the thesis shall be approved by Faculty.

(3) The thesis must be a substantial and original contribution to the subject concerned and shall be a substantial and original contribution to the subject concerned. The thesis must be a substantial and original contribution to the subject concerned and shall be a substantial and original contribution to the subject concerned.
(6) Both reports shall then be forwarded to the Associate Dean, (Postgraduate Studies) within the Faculty.

## Diploma of Health Science

1. (1) The Diploma of Health Science may be awarded in the area of:
   (a) Aboriginal Health and Community Development.

2. (1) A unit of study shall consist of lectures together with such clinical, laboratory and tutorial instruction, practical work, exercises and essays as may be prescribed by the Faculty or the school concerned.

   (2) The words 'to complete a unit of study' and derivative expressions mean:
      (a) to attend the lectures and the meetings, if any, for clinical, laboratory or tutorial instruction; and
      (b) to obtain a passing grade for that unit of study in accordance with the assessment criteria prescribed by the Faculty or the school concerned.

3. A candidate permitted to re-enrol in a unit of study which has previously not been satisfactorily completed shall, unless exempted by the Faculty, again complete all the work of the unit.

4. Where in these resolutions a power is given to the Faculty or a head of school, subject to any express indication to the contrary or resolution passed by the Faculty, the Faculty or a head of school may, in their discretion, in any particular case:
   (a) exercise the power;
   (b) exercise the power conditionally; or
   (c) decline to exercise the power.

5. A candidate may be granted credit towards the diploma on the basis of a course or courses regarded as equivalent in workload and academic standard; provided that the applicant possesses the educational preparation and capacity to pursue graduate studies; and
   (b) who, in addition, meets any other requirements for admission to a particular program that has been prescribed by Faculty.

   (2) Notwithstanding subsection (1), the Academic Board may, in accordance with this Section, admit as a candidate for the degree an applicant holding qualifications which, in the opinion of the faculty concerned and of the Academic Board, are equivalent to those prescribed in subsection (1)(a) and (b) and such candidate shall proceed to the degree under such conditions as the Academic Board may prescribe.

### Availability

3. Admission to candidature for any graduate diploma or graduate certificate may be limited by quota.

4. In determining any quota the University will take into account:
   (a) availability of resources including space, library, equipment and computing facilities; and
   (b) availability of adequate and appropriate supervision, including both the supervision of research candidatures and the coordination of coursework programs.

5. In considering an application for admission to candidature the Faculty shall take account of any quota and will select in preference applicants who are most meritorious in terms of section 2 above.

6. Before recommending the admission of any applicant the head of the school concerned shall ensure that the extent of the resources and supervision available is known to and understood by the applicant and is appropriate to the applicant's proposed area of study and research.

### Time limits

7. A candidate may be admitted to proceed on either a full-time basis or a part-time basis.

### Credit

8. The Faculty may, in respect of a candidate who before admission to candidature has spent time in advanced study or research in the University of Sydney or in another university or institution:
   (a) deem such time to have been time spent after admission to candidature; and
   (b) grant credit towards the graduate diploma or graduate certificate on the basis of a course or courses regarded as equivalent in workload and academic standard; provided that the time recognised or the credit granted represents no more than half of the total candidature and that any attendance requirements as may be prescribed by resolution of the Faculty are met.

### Enrolment

9. (1) A candidate shall, unless otherwise permitted by the Faculty, enrol each year until the requirements for the graduate diploma or graduate certificate are completed or the candidature terminated.

   (2) A candidate readmitted to candidature after an absence of more than one year shall complete the graduate diploma or graduate certificate under such conditions as the Faculty shall determine.

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**Subject areas**

1. (1) The Graduate Diploma of Health Science may be taken in the following subject areas:
   (i) Behavioural Science
   (ii) Child and Adolescent Health
   (iii) Education
   (iv) Exercise and Sport Science
   (v) Gerontology
   (vi) Health Information Management
   (vii) Indigenous Community Health
   (viii) Manipulative Physiotherapy
   (ix) Medical Radiation Sciences
   (x) Medical Sonography
   (xi) Physiotherapy
   (xii) Sports Physiotherapy
   (xiv) Vision Impairment

2. A Graduate Diploma may be taken in the following subject areas:
   (i) Rehabilitation Counselling

3. The Graduate Certificate of Health Science may be taken in the following areas:
   (i) Behavioural Science
   (ii) Casemix
   (iii) Child and Adolescent Health

No commencing students.
Requirements for the graduate diploma and graduate certificate

10. A candidate for the graduate diploma or graduate certificate shall complete the courses as prescribed by the Faculty and set out in tables of courses.

11. On the completion of the requirements for the graduate diploma or graduate certificate the head of school concerned shall report the results of the examination of the coursework to the Faculty which shall determine the result of the candidature.

Progress

12. The Faculty may, on the recommendation of the head of the school concerned, call upon any candidate to show cause why that candidature should not be terminated by reason of unsatisfactory progress towards completion of the graduate diploma or graduate certificate and where, in the opinion of the Faculty, the candidate does not show good cause, terminate the candidature.
24 General University information

See also the Glossary for administrative information relating to particular terms.

Accommodation Service
The Accommodation Service assists students to find off-campus accommodation by maintaining an extensive database of suitable accommodation in various areas but primarily close to University or within easy access via public transport.

Level 7, Education Building, A35
The University of Sydney
NSW 2006 Australia
Phone: (02) 9351 3312
Fax: (02) 9351 8714
TTY: (02) 9351 3412
Email: accommi@stuserv.usyd.edu.au
Web: www.usyd.edu.au/su/accom

Admissions Office
The Admissions Office is responsible for overseeing the distribution of offers of undergraduate admission and can advise prospective local undergraduate students regarding admission requirements. Postgraduate students should contact the appropriate faculty. If you are an Australian citizen or a permanent resident but have qualifications from a non-Australian institution, phone (02) 9351 4118 for more information. For enquiries regarding Special Admissions (including Mature-Age Entry), phone (02) 9351 3615. Applicants without Australian citizenship or permanent residency should contact the International Office.

Student Centre
Ground Floor, Carslaw Building, F07
The University of Sydney
NSW 2006 Australia
Phone: (02) 9351 4117 or (02) 9351 4118
Fax: (02) 9351 4869
Email: admissions@records.usyd.edu.au

Applying for a course
Prospective (intending) students must lodge an application form with the Universities Admissions Centre (UAC) by the last working day of September of the year before enrolment. Note that some faculties, such as Pharmacy, the Sydney Conservatorium of Music and Sydney College of the Arts, have particular terms.

Assessment
For matters regarding assessment, refer to the relevant department or school.

Careers information
Provides careers information and advice, and help in finding course-related employment both while you're studying and when you commence your career.

Careers Centre
Ground Floor, Mackie Building, K01
The University of Sydney
NSW 2006 Australia
Phone: (02) 9351 3481
Fax: (02) 9351 5134
Email: info@careers.usyd.edu.au
Web: www.careers.usyd.edu.au

Casual Employment Service
The Casual Employment Service helps students find casual and part-time work during their studies and in University vacations.

Level 7, Education Building, A35
The University of Sydney
NSW 2006 Australia
Phone: (02) 9351 8714
Fax: (02) 9351 8717

Email: ces@stuserv.usyd.edu.au
Web: www.usyd.edu.au/su/cas_emp

Centre for Continuing Education
Bridging courses, study skills courses, essay writing courses, accounting extension courses, university preparation courses, access to university courses, non-award short courses.

Mackie Building, K01
The University of Sydney
NSW 2006 Australia
Phone: (02) 9351 2907
Fax: (02) 9351 5022
Email: info@cet.usyd.edu.au
Web: www.usyd.edu.au/cet

Centre for English Teaching
The Centre for English Teaching (CET) offers a range of English language courses including Academic English, General & Business English and IELTS preparation. CET programs help international students to reach the required English language levels for entry to degrees at the University. Students have the opportunity to take the CET university direct entry test at the completion of their language programs.

Level 2, Building F, 88 Mallett St
University of Sydney (M02)
NSW 2006 Australia
Phone: (02) 9351 0706
Fax: (02) 9351 0710
Email: info@cet.usyd.edu.au
Web: www.usyd.edu.au/su/childcare

Child care
Contact the Child Care Coordinator for information about Children’s Services for students and staff of the University who are parents.

Child Care Coordinator
Level 7, Education Building, A35
Phone: (02) 9351 5667
Fax: (02) 9351 7055
TTY: (02) 9351 3412
Email: chilcc@stuserv.usyd.edu.au
Web: www.usyd.edu.au/su/childcare

Co-op Bookshop
Sells textbooks, reference books, general books and software. Special order services available. The Co-op Bookshop is located at:
Sydney University Sports and Aquatic Centre, G09
Cnr Codrington St and Darlington Rd
Phone: (02) 9351 3705 or (02) 9351 2807
Fax: (02) 9660 5356
Email: sydu@mail.coop-bookshop.com.au
Web: www.coop-bookshop.com.au

Counselling Service
The Counselling Service aims to help students fulfil their academic, individual and social goals through professional counselling which is free and confidential. Counselling presents an opportunity to: gain greater self awareness; learn to cope more efficiently with the problem at hand; discuss any work related, social or personal issues that cause concern; explore options with professionally trained staff. In addition, workshops are offered each semester on topics such as stress management, relaxation, exam anxiety, communication skills and others.

Level 7, Education Building, A35
The University of Sydney
NSW 2006 Australia
Phone: (02) 9351 2228
Fax: (02) 9351 7055
Disability Services
Disability Services is the principal point of contact and advice on assistance available for students with disabilities. The Service works closely with academic and administrative staff to ensure that students receive reasonable accommodations in all areas of their study. Assistance available includes the provision of notetaking, interpreters, and advocacy with academic staff to negotiate assessment and course requirement modifications where appropriate.

Level 7, Education Building, A35
The University of Sydney
NSW 2006 Australia
Phone: (02) 9351 4554
Fax: (02) 9351 7055
Email: disserv@stuserv.usyd.edu.au
Web: www.usyd.edu.au/su/disability

Enrolment and pre-enrolment
Students entering first year
Details of the enrolment procedures will be sent with the UAC Offer of Enrolment. Enrolment takes place at a specific time and date, depending on your surname and the Faculty in which you are enrolling, but is usually within the last week of January. You must attend the University in person or else nominate, in writing, somebody to act on your behalf. On the enrolment day, you pay the compulsory fees for joining the Student Union, the Students' Representative Council and sporting bodies and nominate your preferred 'up front' or deferred payment for your Higher Contribution Scheme (HECS) liability. You also choose your first-year units of study, so it's important to consult the Handbook before enrolling.

All other students
A pre-enrolment package is sent to all enrolled students in late September, and contains instructions on the procedure for pre-enrolment.

Examinations
The Examinations and Exclusions Office looks after the majority of exam papers, timetables and exclusions. Some faculties, such as the Sydney Conservatorium of Music, make all examination arrangements for the units of study that they offer.

Examinations and Exclusions Office
Student Centre
Level 1, Carslaw Building, F07
The University of Sydney
NSW 2006 Australia
Phone: (02) 9351 4005 or (02) 9351 4006
Fax: (02) 9351 7330
Email: examsoffice/exams.usyd.edu.au

Fees
For information on how to pay, where to pay, and if payments have been received.

Fees Office
Margaret Telfer Building, K07
The University of Sydney
NSW 2006 Australia
Phone: (02) 9351 5222
Fax: (02) 9351 4202

Financial Assistance Office
The University has a number of loan funds and bursaries to assist students who experience financial difficulties. Assistance is not intended to provide the principal means of support but to help in emergencies and to supplement other income.

Level 7, Education Building, A3 5
The University of Sydney
NSW 2006 Australia
Phone: (02) 9351 2416
Fax: (02) 9351 7055
TTY: (02) 9351 3412
Email: fao@stuserv.usyd.edu.au
Web: www.usyd.edu.au/su/fin_assist

Freedom of Information
The University of Sydney falls within the jurisdiction of the NSW Freedom of Information Act, 1989. The Act requires information concerning documents held by the University to be made available to the public, to enable a member of the public to obtain access to documents held by the University and to enable a member of the public to ensure that records held by the University concerning his or her personal affairs are not incomplete, incorrect or out of date. By definition, a 'member of the public' includes staff or students of the University.

Application may be made for access to University documents, however the Act provides some exemptions to particular documents. The Act contains review and appeal mechanisms which are required to be explained to applicants where applicable. The University is required to report to the public on its FOI activities on a regular basis. The two reports provided are the Statement of Affairs and the Summary of Affairs. The Statement of Affairs contains information about the University, its structure and function and the kinds of documents held. The Summary of Affairs identifies each of the University's policy documents and provides a contact list for those wishing to access these documents. Further information, and copies of the current reports may be found at www.usyd.edu.au/arms/foi/.

It is a requirement of the Act that applications be processed and a determination be made generally within 21 days. Determinations are made by the University's Registrar.

Graduations Office
The Graduations Office is responsible for organising graduation ceremonies and informing students of their graduation arrangements.

Student Centre
Ground Floor, Carslaw Building, F07
The University of Sydney
NSW 2006 Australia
Phone: (02) 9351 3199, (02) 9351 4009, Protocol (02) 9351 4612
Fax: (02) 9351 5072

(Grievances) appeals
Many decisions about academic and non-academic matters are made each year and you may consider that a particular decision affecting your candidature for a degree or other activities at the University may not have taken into account all the relevant matters.

In some cases the by-laws or resolutions of the Senate (see University Calendar) specifically provide for a right of appeal against particular decisions; for example, there is provision for appeal against academic decisions, disciplinary decisions and exclusion after failure.

A document outlining the current procedures for appeals against academic decisions is available at the Student Centre, at the SRC, and on the University's web site at www.usyd.edu.au/su/planning/policy/.

If you wish to seek assistance or advice regarding an appeal, contact:

Students' Representative Council
Level 1, Wentworth Building, G01
The University of Sydney
NSW 2006 Australia
Phone: (02) 9660 5222

HECS
Student Centre
Ground Floor, Carslaw Building, F07
The University of Sydney
NSW 2006 Australia
Phone: (02) 9351 5659, (02) 9351 5062, (02) 9351 2086
Fax: (02) 9351 5081

International Student Centre
The International Student Centre consists of the International Office (IO), the International Student Services Unit (ISSU) and the Study Abroad and Exchange Office. The International Office provides assistance with application, admission and enrolment procedures and administers scholarships for international students. The ISSU provides a wide range of international student support services including arranging arrival accommodation and offering advice and professional counselling. The Study Abroad and Exchange Unit assists both
domestic and international students who wish to enrol for Study Abroad or Exchange programs.

**International Student Centre**

Services Building, G12

The University of Sydney

NSW 2006 Australia

Phone: (02) 9351 4079

Fax: (02) 9351 4013

Email: info@io.usyd.edu.au

Web: www.usyd.edu.au/issu

International Student Services Unit

Phone: (02) 9351 7479

Fax: (02) 9351 6818

Email: info@issu.usyd.edu.au

Web: www.usyd.edu.au/issu

**Study Abroad and Exchange Unit**

Study Abroad

Phone: (02) 9351 5841

Fax: (02) 9351 2795

Email: exchange@io.usyd.edu.au

Web: www.usyd.edu.au/io/exchange

Intranet

USYDnet is The University of Sydney's intranet. It provides easy access to staff and student directories, maps, software and useful resources for both staff and students. As well as delivering information, the intranet provides interactive services such as the calendar of events, where staff and students can enter events and publish them University-wide.

MyUni is the personalised section of USYDnet. All staff and students are provided with access to MyUni through a login name and password. This enables them to customise the information they see and also receive delivery of personal information such as exam results and seat numbers. MyUni is a portal from which students and staff can complete tasks that were previously only possible offline. Web enrolment variation is one of the first of many facilities that are helping to move the every day tasks of all members of the university online.

**Koori Centre and Yooroang Garang**

The Koori Centre provides tutorial assistance: access to computers, Indigenous counsellor, Aboriginal Studies library study rooms, Orientation program at the beginning of the year, and assistance in study and learning skills. Education Unit: courses in Education for ATSI students. Indigenous Studies Unit: aims to increase the awareness of Indigenous Australian issues through courses across the University.

Ground Floor, Old Teachers' College, A22

The University of Sydney

NSW 2006 Australia

Phone: (02) 9351 2046 general enquiries,
(02) 9351 7003 Liaison Officer

Fax: (02) 9351 6923

Email: koori@koori.usyd.edu.au

Web: www.koori.usyd.edu.au

**Language Centre**

Provides self-access course materials in over 140 languages.

Beginners and intermediate courses in Modern Spanish, Modern Russian, Modern Welsh, Modern Irish, Modern Portuguese languages and cultures; Diploma Course in Modern Language Teaching.

Level 2, Christopher Brennan Building, A18

The University of Sydney

NSW 2006 Australia

Phone: (02) 9351 2371

Fax: (02) 9351 3626

Email: language.enquiries@language.usyd.edu.au

Web: www.arts.usyd.edu.au/Arts/departsAangcent/home.html

**Learning Centre**

The Learning Centre assists students to develop the generic skills which are necessary for learning and communicating knowledge and ideas at university. The Centre is committed to helping students to achieve their academic potential throughout their undergraduate and postgraduate studies. The Centre's program includes a wide range of workshops on study skills, academic reading and writing, oral communication skills and postgraduate writing and research skills. Other services the Centre provides are an Individual Learning Program (ILP), a special program for international students, Faculty-based workshops, publications of learning resources and library facilities.

Level 7, Education Building, A35

The University of Sydney

NSW 2006 Australia

Phone: (02) 9351 3853

Fax: (02) 9351 4865

Email: lc@stuserv.usyd.edu.au

Web: www.usyd.edu.au/su/lc

**Library**

Students are welcome to use any of the 22 libraries in the University. The student card is also the library borrower’s card. Further details of the libraries, including services provided, locations and opening hours are available on the Library's homepage www.library.usyd.edu.au as well as in the printed Library Guide, available at any library. Consult the Library staff for assistance.

The libraries listed below are located on the Camperdown/ Darlington campus unless otherwise specified.

**Architecture Library**

Wilkinson Building, G04

Phone: (02) 9351 2775

Fax: (02) 9351 4782

Email: architecture@library.usyd.edu.au

**Badham Library**

Badham Building, A16

Phone: (02) 9351 2728

Fax: (02) 9351 3852

Email: badham@library.usyd.edu.au

**Biochemistry Library**

Biochemistry Building, G08

Phone: (02) 9351 2231

Fax: (02) 9351 7699

Email: biochemistry@library.usyd.edu.au

**Burkitt-Ford Library**

Sir Edward Ford Building, A27

Phone: (02) 9351 4364

Fax: (02) 9351 7125

Email: burkittford@library.usyd.edu.au

**Camden Library**

University Farms, Camden, C15

Phone: (02) 9351 1627

Fax: (02) 4655 6719

Email: camden@library.usyd.edu.au

**Chemistry Library**

Chemistry Building, F1 1

Phone: (02) 9351 3009

Fax: (02) 9351 3329

Email: chemistry@library.usyd.edu.au

**Curriculum Resources Library**

Old Teachers College, A22

Phone: (02) 9351 6254

Fax: (02) 9351 7766

Email: curriculum@library.usyd.edu.au

**Dentistry Library**

United Dental Hospital, 2 Chalmers St, Surry Hills, C12

Phone: (02) 9351 8331

Fax: 9212 5149

Email: dentistry@library.usyd.edu.au

**Engineering Library**

PN Russell Building, J02

Phone: (02) 9351 2138

Fax: (02) 9351 7466

Email: engineering@library.usyd.edu.au

**Fisher Library**

Eastern Ave, F03

Phone: (02) 9351 2993

Fax: (02) 9351 2890

Email: fishinf@library.usyd.edu.au

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**GENERAL UNIVERSITY INFORMATION**

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This amount is considered a part-time study load. Note that some faculties have minimum study load requirements for satisfactory progress.

Privacy
The University is subject to the NSW Privacy and Personal Information Protection Act 1998 (the Act). Central to the Act is Part 2 which contains twelve Information Protection Principles (IPPs) which regulate the collection, management, use and disclosure of personal information.

In response to Section 33 of the Act the University has developed a Privacy Management Plan which includes a new University Privacy Policy incorporating the requirements of the IPPS. Both the Plan and the new University Privacy Policy were endorsed by the Vice-Chancellor on 28 June 2000. The Privacy Management Plan sets out the IPPs and how they apply to functions and activities carried out by the University.

Further information and a copy of the Plan may be found at www.usyd.edu.au/arms/privacy/. Any questions regarding the Freedom of Information Act, the Privacy and Personal Information Protection Act or the Privacy Management Plan should be directed to:

Tim Robinson: (02) 9351 4263 or Judith Russell: (02) 9351 2684
Email: foi@mail.usyd.edu.au

Student Centre
Ground Floor, Carslaw Building, F07
The University of Sydney
NSW 2006 Australia
Phone: (02) 9351 3023 General Enquiries
(02) 9351 4109 Academic Records
(02) 9351 3023 Discontinuation of Enrolment
(02) 9351 5057 Handbooks
(02) 9351 5060 Prizes
Fax: (02) 9351 5081, (02) 9351 5350 Academic Records

Student identity cards
In 1999 the University incorporated a photograph into the student identity card. This means that all students have to provide a colour, passport-sized, head and shoulders photograph when they attend on campus sites to have their student ID card laminated.

University student ID cards also function as transport concession cards for eligible students, thus eliminating the need for a separate concession card. The endorsement for concession travel will take the form of a hologram sticker attached to the front of the student ID card.

Student Services
Student Services exists to help you achieve your educational goals by providing personal, welfare, and academic support services to facilitate your success at University. Many factors can impact on your well being while studying at University and Student Services can assist you in managing and handling these more effectively. Refer to Accommodation Service, Casual Employment Service, Child Care, Disability Service, Financial Assistance Office, Learning Centre, Mathematics Learning Centre. The web site is at www.usyd.edu.au/su/stuserv.

The Sydney Summer School
Most faculties at the University offer units of study from degree programs during January/February. As the University uses all of its HECS quota in first and second semester, these units are full fee-paying and entirely voluntary. However, Summer School units enable students to accelerate their degree progress, make up for a failed unit or fit in a unit which otherwise would not suit their timetables. New students may also gain a head start by completing requisite subjects before they commence their degrees. Units start on 2 January and run for up to six weeks (followed by an examination week). Notice of the units available is contained in the various faculty handbooks and is usually circulated to students with their results notices.

Timetabling Unit
The timetabling unit in the Student Centre is responsible for producing students’ class and tutorial timetables. Students can obtain their Semester 1 timetables from the Wednesday of Orientation Week via the web.

The Sydney Conservatorium of Music operates in accordance with a local calendar of dates and produces a complete timetable.
for all teaching that it delivers. The timetable is available on enrolment at the Conservatorium.

**Undergraduate Scholarships**

Scholarships Unit, Room 147
Ground Floor, Mackie Building, KOI
The University of Sydney
NSW 2006 Australia
Phone: (02) 9351 2717
Fax: (02) 9351 5134
Email: scholarships@careers.usyd.edu.au

**University Health Service**

Provides full general practitioner services and emergency medical care to the University community.
Email: director@unihealth.usyd.edu.au
Web: [www.unihealth.usyd.edu.au](http://www.unihealth.usyd.edu.au)

**University Health Service (Wentworth)**
Level 3, Wentworth Building, G01
The University of Sydney
NSW 2006 Australia
Phone: (02) 9351 3484
Fax: (02) 9351 4110

**University Health Service (Holme)**
Science Rd Entry, Holme Building, A09
The University of Sydney
NSW 2006 Australia
Phone: (02) 9351 4095
Fax: (02) 9351 4338

### Student organisations

**Students' Representative Council**
Level 1, Wentworth Building, G01
The University of Sydney
NSW 2006 Australia
Phone: (02) 9660 5222 Editors, Honi Soit/Legal Aid
(02) 9660 4756 Second-hand Bookshop
(02) 9351 0691 Mallett St
(02) 9230 3777 Pitt St - Conservatorium
Fax: (02) 9660 4260
Email: postmaster@src.usyd.edu.au

**Sydney University Sports Union**
Services, facilities and clubs for sport, recreation and fitness.
Noel Martin Sports and Aquatic Centre, G09
The University of Sydney
NSW 2006 Australia
Phone: (02) 9351 4960
Fax: (02) 9351 4962
Email: sports_union@susu.usyd.edu.au

**University of Sydney Union**
Main provider of catering facilities, retail services, welfare programs, and social and cultural events for the University community on the Camperdown and Darlington campuses, and at many of the University's affiliated campuses.
University of Sydney Union
Box 500, Holme Building, A09
The University of Sydney
NSW 2006 Australia
Phone: (02) 9563 6000 Switchboard/Enquiries
Fax: (02) 9563 6239
Email: email@usu.usyd.edu.au
Web: [www.usu.usyd.edu.au](http://www.usu.usyd.edu.au)

**Women's Sports Association**
Provides for students, predominantly women, to participate in sport and recreation through the provision of facilities, courses and personnel.
The Arena Sports Centre, A30
The University of Sydney
NSW 2006 Australia
Phone: (02) 9351 8111
Fax: (02) 9660 0921
Email: secretary@suwsa.usyd.edu.au
Web: [www.suwsa.usyd.edu.au](http://www.suwsa.usyd.edu.au)
Academic Board

The Academic Board is the senior academic body within the University. In conjunction with faculties, the Academic Board has responsibility for approving, or recommending to Senate for approval, new or amended courses and units of study and policy relating to the admission of students. (For further information, see the University Calendar.)

Academic cycle

The academic cycle is the program of teaching sessions offered over a year. Currently the cycle runs from the enrolment period for Semester 1 through to the completion of the processing of results at the end of Semester 2. (See also Stage.)

Academic record

The academic record is the complete academic history of a student at the University. It includes, among other things, personal details, all units of study and courses taken, assessment results (marks and grades), awards and prizes obtained, infringements of progression rules, approvals for variation in course requirements and course leave, thesis and supervision details.

Access to a student's academic record is restricted to authorised University staff. A student's academic record is not released to a third party without the written authorisation of the student. (See also Academic transcript.)

Academic transcript

An academic transcript is a printed statement setting out a student's academic record at the University. There are two forms of academic transcript: external and internal. (See also External transcript, Internal transcript.)

Academic year

An academic year is a normal full-time program taken in a course in a year. Some courses consist of stages, which may readily be equated with academic year. Others use the aggregation of credit points to do this (eg, 48 credit points = an academic year). (See also Academic cycle, Stage.)

Addresses

All enrolled students need to have a current postal address recorded on FlexSIS to which all official University correspondence is sent. (See also Business address, Permanent home address, Semester address, Temporary address.)

Admission

Admission is governed by the University's admission policy and is the process for identifying applicants eligible to receive an initial offer of enrolment in a course at the University. Admission to most courses is based on performance in the HSC with applicants ranked on the basis of their UAI. Other criteria such as a portfolio, interview, audition, or results in standard tests may also be taken into account for certain courses.

Admission basis

The main criterion used by a faculty in assessing an application for admission to a course. The criteria used include, among other things, previous secondary, TAFE or tertiary studies, work experience, special admission and the Universities Admission Index (UAI).

Admission (deferment)

An applicant who receives an offer of admission to a course may apply to defer enrolment in that course for one semester or one academic cycle.

Admission mode

Admission mode is a classification based on how a student was admitted to a course, for example 'UAC' or 'direct'.

Admission period

The period during which applications for admission to courses are considered. The main admission period takes place before Semester 1, but there may also be an admission period for mid-year applicants before the beginning of Semester 2 and other admission periods.

Admission reply

A code used by FlexSIS to indicate whether an applicant who has received an offer has accepted the offer or not.

Admission result

A code used by FlexSIS to indicate the result of a direct application to study at the University (eg, offer, unsuccessful, withdrawn).

Admission year

The year the student began the course.

Advanced diplomas

See Award course.

Advanced standing

See Credit.

Advisor

A member of academic staff appointed in an advisory role for some postgraduate coursework students. (See also Associate supervisor, Instrumental supervisor (teacher), Research supervisor, Supervision.)

Annual Progress Report

The Annual Progress Report is a form issued by faculties which is used to monitor a research student's progress each year. The form provides for comments by the student, the supervisor, the head of the department and the dean (or nominee). The completed form is attached to the student's official file. FlexSIS records that the form has been sent out and that it has been satisfactorily completed.

APA

Australian Postgraduate Awards. (See also Scholarships, UPA.)

Appeals

Students may lodge appeals against academic or disciplinary decisions. FlexSIS will record an academic appeal (eg, against exclusion) while they are under consideration and will record the outcome of the appeal. Disciplinary (that is, non-academic) appeals are not recorded on FlexSIS.

ARTS

Automated Results Transfer System. This system was developed on behalf of ACTAC (Australasian Conference of Tertiary Admissions Centres) to allow the electronic academic record of a student to be accessible, via an admission centre, between tertiary institutions.

Assessment

The process of measuring the performance of students in units of study and courses. The assessment of performance in a unit of study may include examinations, essays, laboratory projects, or assignments. (See also Board of examiners, Result processing, Result processing schedule.)

Associate supervisor

A person who is appointed in addition to the supervisor of a research student who can provide the day-to-day contact with the candidate or provide particular expertise or additional experience in supervision. (See also Advisor, Instrumental supervisor (teacher), Research supervisor, Supervision.)

Assumed knowledge

For some units of study, a student is assumed to have passed a relevant subject at the HSC. This is called assumed knowledge. While students are generally advised against taking a unit of study for which they do not have the assumed knowledge, they are not prevented from enrolling in the unit of study. (See also Prerequisite.)

Attendance

A DEEPA classification defining the manner in which a student is undertaking a course - ie, internal, external, mixed or offshore.

Attendance pattern/type

Refers to whether the student is studying part-time or full-time. For coursework students this is a function of course load - ie, the...
proportion being undertaken by the student of the normal full-time load specified for the course in which the student is enrolled. To be considered full-time, a coursework student must undertake at least 0.75 of the normal full-time load over the academic cycle or at least 0.375 if only enrolling in half of an academic year. It is important to note, however, that, for some purposes, to be considered full-time a student may need to be enrolled in at least 0.375 in each half year. Research students, with the approval of their faculty, nominate whether they wish to study part-time or full-time. The attendance status is then recorded on FlexSIS as part of the application of enrolment process. (See also Coursework, Student load.)

AUS AID
Australian Agency for International Development.

AUSCHECK
AUSCHECK is the software provided by Centrelink to validate data prior to reporting to Centrelink.

AUSTUDY
Replaced by Youth Allowance. (See also Youth Allowance.)

Award course
An award course is a formally approved program of study that can lead to an academic award granted by the University. An award course requires the completion of a program of study specified by course rules. (See also Course rules.) Award courses are approved by Senate, on the recommendation of the Academic Board. Students normally apply to transfer between Award courses through the UAC. The award courses will appear on testamurs. The University broadly classifies courses as undergraduate, postgraduate coursework or postgraduate research. The award courses offered by the University are:

Higher doctorates
Doctor of philosophy (PhD)
Doctorates by research and advanced coursework
Master's degree by research
Master's degree by coursework
Graduate diploma
Graduate certificate
Bachelor's degree
Advanced diplomas
Diplomas
Certificates
(See also Bachelor's degree, Course rules, Diploma, Doctorate, Major, Master's degree, Minor, PhD, Stream.)

Bachelor's degree
The highest undergraduate award offered at the University of Sydney. A bachelor's degree course normally requires three or four years of full-time study or the part-time equivalent. (See also Award course.)

Barrier
A barrier is an instruction placed on a student's FlexSIS record that prevents the student from re-enrolling or graduating. (See also Deadline (fees), Suppression of results.)

Board of examiners
A Board of examiners was a body appointed by a faculty or board of studies which met to approve the results of all students undertaking courses supervised by that faculty or board of studies. Boards of examiners were dis-established following revision of the University's examination procedures in 2000. (See also Assessment, Result processing, Result processing schedule.)

Board of studies
An academic body which supervises a course or courses and which is similar to a faculty except that it is headed by a chair rather than a dean and does not supervise PhD candidates.

Bursaries
See Scholarships.

Business address
FlexSIS can record a student's business address and contact details. (See also Addresses, Permanent home address, Semester address, Temporary address.)

Cadigal Program
The Cadigal Program is a University wide access and support scheme for Aboriginal and Torres Strait Islanders.

Campus
The grounds on which the University is situated. There are eleven campuses of the University of Sydney: Burren Street (Institute for International Health, Institute of Transport Studies), Camperdown and Darlington (formerly known as Main Campus), Camden (Agriculture and Veterinary Science), Conservatorium (Conservatorium of Music), Cumberland (Health Sciences), Mallett Street (Nursing), Orange (Faculty of Rural Management), Rozelle (Sydney College of the Arts), St James (Law) and Surry Hills (Dentistry).

Census date
See HECS census date.

Centre for Continuing Education
The Centre for Continuing Education develops and conducts courses, conferences and study tours for the general public and professional groups. The Centre offers approximately 1,000 courses for approximately 20,000 students each year. Most of these courses are held over one of the four main sessions that are conducted each year, though the Centre is offering an increasing number of ad hoc courses in response to increased competition and changing demands. The Centre operates on a cost recovery/ income generation basis. (See also Continuing professional education.)

Centrelink
Centrelink is the agency responsible for providing information and assistance on a range of Commonwealth Government programs including Youth Allowance. (See also Youth Allowance)

Ceremony
See Graduation ceremony.

Chancellor
The non-executive head of the University. An honorary position, the Chancellor chairs meetings of the University's governing body, the Senate, and presides over graduation ceremonies amongst other duties.

Class list
A listing of all currently enrolled students in a particular unit of study. (See also Unit of study.)

Combined degree
See Combined course.

Commencing student
A student enrolling in an award course at the University of Sydney for the first time. The DETYA glossary provides a more detailed definition.

Comp subs
See Compulsory subscriptions.

Compulsory subscription rates
There are two rates for some annual subscriptions: full-time and part-time. (See also Compulsory subscriptions.)

Compulsory subscription waiver provision
Certain students over a certain age or with disabilities or medical conditions may be exempted from the subscription to the sports body.

Students with a conscientious objection to the payment of subscriptions to unions of any kind may apply to the Registrar for exemption. The Registrar may permit such a student to make the payment to the Jean Foley Bursary Fund instead. (See also Compulsory subscriptions.)

Compulsory subscriptions
Each enrolled student is liable to pay annual (or semester) subscriptions as determined by the Senate to the student organisations at the University. These organisations are different on different campuses. There are different organisations for undergraduate and postgraduate students.

At the Camperdown/Darlington campus (formerly known as Main Campus), compulsory submissions depend on the level of study.

Undergraduate: the University of Sydney Union, Students' Representative Council (SRC) and the University of Sydney Sports Union or the Sydney University Women's Sports Association.

Postgraduate: the University of Sydney Union and the Sydney University Postgraduate Representative Association (SUPRA).

Student organisations at other campuses include: the Conservatorium Student Association, the Cumberland Student Guild, the Orange Agricultural College Student Association and the Student Association of Sydney College of the Arts.
A Confirmation of Enrolment form is issued to students after subscription waiver provision, joining fee, life membership.

Confirmation of Enrolment form
A Confirmation of Enrolment form is issued to students after enrolment showing the course and the units of study they are enrolled in, together with the credit point value of the units of study and the HECS weights. Until all fees are paid, it is issued provisionally.

A new Confirmation of Enrolment form is produced every time a student's enrolment is varied.

For postgraduate research students the form also lists candidature details and supervisor information.

Where students have an appointed advisor, the advisor information is also shown.

Continuing professional education
The continuing professional education process provides a number of programs of continuing education courses for professionals as they move through their career. These programs are presently administered by the Centre for Continuing Education and a number of departments and foundations across the University. This process supports the whole of life learning concept and requires/promotes the maintenance of a long-term relationship between the student and the University. It is envisaged that the importance of this mode of education will increase in the future. (See also Centre for Continuing Education.)

Convocation
Convocation is the body comprising all graduates of the University.

Core unit of study
A unit of study that is compulsory for the course or subject area. (See also Unit of study.)

Corequisite
A corequisite is a unit of study which must be taken in the same semester or year as a given unit of study (unless it has already been completed). These are determined by the faculty or board of studies concerned, published in the faculty handbook and shown in FlexSIS. (See also Prerequisite, Waiver.)

Course
An award course or non-award course undertaken at the University of Sydney. (See also Award course, Non-award course.)

Course alias
Each course in FlexSIS is identified by a unique five-digit alphanumeric code.

Course code
See Course alias.

Course leave
Students (undergraduate and postgraduate) are permitted to apply for a period away from their course without losing their place, course leave is formally approved by the supervising faculty for a minimum of one semester and recorded on FlexSIS (leave for periods of less than one semester should be recorded internally by the faculty). Students on leave are regarded as having an active candidature, but they are not entitled to a student card. At undergraduate level leave is not counted towards the total length of the course. Students who are absent from study without approved leave may be discontinued and may be required to repay formally for admission. The term 'suspension of candidature' was previously used to describe research students on course leave.

Course (research)
A classification of courses in which students undertake supervised research leading to the production of a thesis or other piece of written or creative work over a prescribed period of time. The research component of a research course must comprise 66% or more of the overall course requirements.

Course rules
Course rules govern the allowable enrolment of a student in a course; eg, a candidate may not enrol in units of study having a total value of more than 32 credit points per semester. Course rules also govern the requirements for the award of the course - eg, a candidate must have completed a minimum of 144 credit points. Course rules may be expressed in terms of types of units of study taken, length of study, and credit points accumulated. (See also Award course.)

Course suspension
See Course leave.

Course transfer
A course transfer occurs where a student changes from one course in the University to another course in the University without the requirement for an application and selection (eg, from a PhD to a master's program in the same faculty).

Course type
Course type is a DETYA code.

Coursework
Coursework is a classification used to describe those courses that consist of units of study rather than research work. All undergraduate courses are coursework programs. Postgraduate courses can be either research courses or coursework courses. (See also Course (research).)

Credit
The recognition of previous studies successfully completed at this or another recognised (by the University of Sydney) university or tertiary institution as contributing to the requirements for the award of the course in which the applicant requesting such recognition has been admitted.

Where the University agrees to recognise successfully completed previous studies, their contribution to the requirements for the award of the course, in which the applicant has been admitted, will be expressed as specific or non-specific credit.

Credit awarded to a credit applicant - whether specific or non-specific - will be recorded with a mark and grade of 50 pass, unless in individual cases the credit is assessed by the faculty as having a mark and grade greater than 50 pass. This equivalent mark and grade will be used for the purposes of calculating a student's weighted average mark and for the purposes of satisfying prerequisite rules where a level of passing grade is specified.

(See also Precedents, Specific credit, Non-specific credit, Waiver, Weighted average mark (WAM).)

Credit points
Credit points are a measure of value indicating the contribution each unit of study provides towards meeting course completion requirements stated as a total credit point value. Each unit of study will have a credit point value assigned to it, normally in the range 3 to 24. Resolutions of Senate set the number and level of credit points required for graduation.

Cross-institutional enrolment
Cross-institutional enrolment is an enrolment in units of study at one university to count towards an award course at another university. Cross-institutional enrolments incur a HECS liability or tuition fee charge at the institution at which the unit of study is being undertaken. Students pay compulsory subscriptions to one university only (usually their home university - ie, the university which will award their degree). (See also Non-award course, Enrolment non-award)

DAC (Data Audit Committee)
DAC is a sub-committee of the VCAC Enrolment Working Party, chaired by the Registrar, with membership including the deans, the Student Centre, FlexSIS and the Planning Support Office. Its role is to oversee the integrity and accuracy of the course and unit of study data as strategic university data. It has a role in advising the Academic Board on suggested policy changes with relation to course and unit of study data.

Deadlines (enrolment variations)
See Enrolment variations.

Deadlines (fees)
The University has deadlines for the payment of fees (eg, HECS, compulsory subscriptions, course fees, etc). Students who do not pay fees by these deadlines may have their enrolment cancelled or they may have a barrier placed on the release of their record. (See also Barrier.)

Dean
The head of a faculty or the principal or director of a college (such as the Conservatorium of Music or the Sydney College of Arts).

Dean's certificate
A statement from the dean certifying that all requirements, including fieldwork and practical work, have been met and that the student is eligible to graduate. Not all faculties use dean's
Doctorate
Doctor of philosophy (PhD)

Distance and flexible learning

Dissertation
normally involves research and coursework; the candidate

Department
For the purposes of RexSIS, a department is the academic unit, which is responsible for teaching and examining a unit of study. It may be called a school, a department, a centre or a unit within the University.

DETYA
The Department of Education Training and Youth Affairs is the Commonwealth Government department responsible for higher education. The University is required to provide DETYA with information about its students three times a year. The Government in its funding deliberations uses this information.

Differential HECS
See Higher Education Contribution Scheme (HECS).

Diploma
The award granted following successful completion of diploma course requirements. A diploma course usually requires less study than a degree course. Graduate diploma courses are only available to students who already hold an undergraduate degree. (See also Award course.)

Direct admissions
For some courses, applications may be made directly to the University. Applications are received by faculties or the International Office, registered on FlexSIS and considered by the relevant department or faculty body. Decisions are recorded on RexSIS and FlexSIS produces letters to applicants advising them of the outcome. (See also Admission, UAC admissions.)

Disability information
Students may inform the University of any temporary or permanent disability, other than a financial disability, which affects their life as a student. Disability information is recorded in RexSIS but it is only visible to particular authorised users because of its sensitive nature.

Discipline codes
Discipline codes are four-letter codes for each area of study available at the university (eg, CHEM Chemistry, ECON Economics).

Discipline group
A DETYA code used to classify units of study in terms of the subject matter being taught or being researched.

Discontinuation (course)
See Enrolment variation.

Discontinuation (unit of study)
See Enrolment variation.

Dissertation
A dissertation is a written exposition of a topic and may include original argument substantiated by reference to acknowledged authorities. It is a required unit of study for some postgraduate award courses in the faculties of Architecture and Law.

Distance and flexible learning
Distance and flexible learning affords the opportunity to provide higher education to a much wider market - including students from anywhere in the world- at times, locations and modes that suit them.

Doctor of philosophy (PhD)
See Award course, Doctorate, PhD.

Doctorate
The doctorate and the PhD are high-level postgraduate awards available at the University of Sydney. A doctorate course normally involves research and coursework; the candidate submits a thesis that is an original contribution to the field of study. Entry to a doctorate course often requires completion of a master's degree course. Note that the doctorate course is not available in all departments at the University of Sydney. (See also Award course, PhD.) Earliest date
See Research candidature.

EFTSU
The equivalent full-time student unit (EFTSU) is a measure of student load expressed as a proportion of the workload for a standard annual program for a student undertaking a full year of study in a particular award course. A student undertaking the standard annual program of study (normally 48 credit points) generates one EFTSU.

EFTYR
The effective full-time enrolment year (EFTYR) is a calculation of how long, in terms of equivalence to full-time years of enrolment, a student has been enrolled in a course. If a student has always been full-time, the calculation is straightforward (eg, the fifth year of enrolment is EFTYR 5). If the student has had a mixture of part-time and full-time enrolment, this can be equated with an EFTYR. (See also Stage.)

Enrolment
A student enrolls in a course by registering with the supervising faculty in the units of study to be taken in the coming year, semester or session. The student pays whatever fees are owing to the University by the deadline for that semester. New students currently pay on the day they enrol which is normally in early February. Students already in a course at the University re-enrol each year or semester; for most students pre-enrolment is required. (See also Pre-enrolment.)

Enrolment non-award
Non-award enrolment is an enrolment in a unit or units of study, which does not count towards a formal award of the University. Non-award enrolments are recorded in various categories used for reporting and administrative purposes. (See also Cross-institutional enrolment, Non-award course.)

Enrolment status
A student's enrolment status is either 'enrolled' or 'not enrolled'. An enrolment status is linked to an enrolment status reason or category.

Enrolment status reason/category
Not enrolled status reasons/categories include: withdrawn, totally discontinued, cancelled, on leave (suspended), transferred, lapsed, terminated, qualified and conferred.

Enrolment variation
Students may vary their enrolment at the beginning of each semester. Each faculty determines its deadlines for variations, but HECS liability depends on the HECS census date. (See also HECS.)

Enrolment year
See. EFTYR, Stage.

Examination
See Examination paper code, Examination period, Supplementary exams.

Examination paper code
A code that identifies each individual examination paper. Used to help organise examinations.

Examination period
The examination period is the time set each semester for the conduct of formal examinations.

Exchange student
An exchange student is either a student of the University of Sydney who is participating in a formally agreed program involving study at an overseas university or an overseas student who is studying here on the same basis. The International Office provides administrative support for some exchanges.

Exclusion
The faculty may ask a student whose academic progress is considered to be unsatisfactory to 'show cause' why the student should be allowed to re-enrol. If the faculty deems the student's explanation unsatisfactory, or if the student does not provide an explanation, the student may be excluded either from a unit of study or from a course. An excluded student may apply to the faculty for permission to re-enrol. Normally at least two years must have elapsed before such an application would be considered.
University policy relating to exclusion is set out in the University Calendar. (See also Senate appeals.)

Extended semesters

Distance learning students may be allowed more time to complete a module/program if circumstances are beyond the student's control - eg, drought, flood or illness, affect the student's ability to complete the module/program in the specified time.

External

See Attendance mode.

External transcript

An external transcript is a certified statement of a student's academic record printed on official University security paper. It includes the student's name, any credit granted, all units of study attempted within each course together with the result (but not any unit of study which has the status of withdrawn). It also includes any scholarships or prizes the student has received. Two copies are provided to each student on graduation (one with marks and grades for each unit of study and one with grades only). External transcripts are also produced at the request of the student. The student can elect either to have marks appear on the transcript or not. (See also Academic transcript, Internal transcript)

Faculty

A faculty, consisting mainly of academic staff members and headed by a dean, is a formal part of the University's academic governance structure, responsible for all matters concerning the award courses that it supervises (see the 2001 University Calendar, pp.140-141). Usually, a faculty office administers the faculty and student or staff inquiries related to its courses. The Calendar sets out the constitution of each of the University's 17 faculties. (See also Board of studies, Supervising faculty)

Fail

A mark of less than 50% which is not a concessional pass. (See also Results.)

Fee-paying students

Fee-paying students are students who pay tuition fees to the University and are not liable for HECS.

Fee rate

Local fees are charged in bands, a band being a group of subject areas. The bands are recommended by faculties and approved by the DV-C (Planning and Resources).

Fee type

Fee type can be 'international' or 'local'.

Flexible learning

See Distance and Flexible learning.

Flexible start date

Full fee-paying distance students should not be restricted to the same enrolment time frames as campus-based or HECS students.

FlexSIS

FlexSIS is the computer-based Flexible Student Information System at the University of Sydney. Electronically FlexSIS holds details of courses and units of study being offered by the University and the complete academic records of all students enrolled at the University. FlexSIS also holds the complete academic records of many (but not all) past students of the university. For past students whose complete records are not held on FlexSIS, there will be a reference on FlexSIS to card or microfiche records where details are kept.

Full-time student

See Attendance status. EFTSU.

Grade

A grade is a result outcome for a unit of study normally linked with a mark range. For example, in most faculties, a mark in the range 85-100 attracts the grade 'high distinction' ("HD"). (See also Mark.)

Graduand

A Graduand is a student who has completed all the requirements for an award course but has not yet graduated. (See also Graduation, Potential graduand.)

Graduate

A graduate is a person who holds an award from a recognised tertiary institution. (See also Graduand, Graduation.)

Graduate certificate

See Award course.

Graduate diploma

See Award course.

Graduate register

The graduate register is a list of all graduates of the University. (See also Graduation.)

Graduation

Graduation is the formal conferring of awards either at a ceremony or in absentia. (See also In absentia, Potential graduand.)

Graduation ceremony

A graduation ceremony is a ceremony where the Chancellor confers awards upon graduands. The Registrar publishes annually the schedule of graduation ceremonies.

HECS

See Higher Education Contribution Scheme (HECS).

HECS census date

The date at which a student's enrolment, load and HECS liability are finalised before reporting to DETYA. The following dates apply:

Semester 1: 31 March

Semester 2: 31 August.

HECS code

A code used by DETYA to identify the HECS status of a student (eg. 10 deferred, 11 upfront)

Higher doctorates

See Award course.

Higher Education Contribution Scheme (HECS)

All students, except international students, local fee-paying students and holders of certain scholarships are obliged to contribute towards the cost of their education under the Higher Education Contribution Scheme (HECS). HECS liability depends on the load being taken.

Current students, except possibly those who began their studies prior to 1997, have a HECS rate charged for each unit of study in their degree program which depends on the 'discipline group' it is in, and the 'band' to which the Government has assigned it. Theses are all determined annually by the Government.

Honorary degrees

A degree honoris causa (translated from the Latin as 'for the purpose of honouring') is an honorary award, which is conferred on a person whom the University wishes to honour.

A degree ad eundem gradum (translated as 'at the same level') is awarded to a member of the academic staff who is not a graduate of the University in recognition of outstanding service to the University. The award of an honorary degree is noted on the person's academic record.

Honours

Some degrees may be completed 'with Honours'. This may involve either the completion of a separate Honours year or additional work in the later years of the course or meritorious achievement over all years of the course. Honours are awarded in a class (Class 1, Class n, Class II) and sometimes there are two divisions within Class II.

HSC

The HSC is the NSW Higher School Certificate, which is normally completed at the end of Year 12 of secondary school. The UAI (Universities Admission Index) is a rank out of 100 that is computed from a student's performance in the HSC.

In absentia

In absentia is Latin for 'in the absence of. Awards are conferred in absentia when a graduand does not, or cannot, attend the graduation ceremony scheduled for them. Those who have graduated in absentia may later request that they be presented to the Chancellor at a graduation ceremony. (See also Graduation.)

Instrumental supervisor (teacher)

All students at the Conservatorium of Music and BMus students on the Camperdown campus have an instrumental teacher appointed. (See also Advisor, Associate supervisor, Research supervisor, Supervision.)

Internal

See Attendance mode.

Internal transcript

An Internal transcript is a record of a student's academic record for the University's own internal use. It includes the student's...
name, SID, address, all courses in which the student was enrolled and the final course result, and all units of study attempted within each course together with the unit of study result. (See also Academic transcript, External transcript.)

International student
An International student is required to hold a visa to study in Australia and may be liable for international tuition fees. Any student who is not an Australian or New Zealand citizen or a permanent resident of Australia is an international student. New Zealand citizens are not classified as international students but have a special category under HECS that does not permit them to defer their HECS liability. (See also Local student, Student type)

Joining fee
Students enrolling for the first time pay, in addition, a joining fee for the University of Sydney Union or equivalent student organisation. (See also Compulsory subscription.)

Leave
See Course leave.

Life membership
Under some circumstances (eg, after five full-time years of enrolments and contributions) students may be granted life membership of various organisations, which means they are exempt from paying yearly fees. (See also Compulsory subscription.)

Load
Load for an individual student is the sum of the weights of all the units of study in which the student is enrolled. (See also EFTSU, HECS.)

Local student
A local student is either an Australian or New Zealand citizen or Australian permanent resident. New Zealand citizens are required to pay their HECS upfront. (See also Fee type, HECS, International student.)

Major
A major is a defined program of study, generally comprising specified units of study from later stages of the award course. Students select and transfer between majors by virtue of their selection of units of study. One or more majors may be prescribed in order to satisfy course requirements. Majors may be included on testamurs. (See also Award course, Minor, Stream.)

Major timetable clash
Used by FlexSIS to denote occasions when a student attempts to enrol in units of study which have so much overlap in the teaching times that it has been decided that students must not enrol in the units together.

Mark
An integer (rounded if necessary) between 0 and 100 inclusive, indicating a student's performance in a unit of study. (See also Grade.)

Master's degree
A postgraduate award. Master's degree courses may be offered by coursework, research only or a combination of coursework and research. Entry to the course often requires completion of an Honours year at an undergraduate level. (See also Award course)

Method of candidature
A course is either a research course or a coursework course and so the methods of candidature are 'research' and 'coursework'. (See also Course, Course (research), Coursework)

Minor
A minor is a defined program of study, generally comprising units of study from later stages of the award course and requiring a smaller number of credit points than a major. Students select and transfer between minors (and majors) by virtue of their selection of units of study.

One or more minors may be prescribed in order to satisfy course requirements. Minors may be included on testamurs. (See also Award course, Major, Stream)

Minor timetable clash
Used by FlexSIS to denote occasions when a student attempts to enrol in units of study which have some identical times of teaching.

Mutually exclusive units of study
See Prohibited combinations of units of study.

MyUni
MyUni is a personalised space for staff and students on the University of Sydney's intranet, called USYD.Net. MyUni is used to deliver information and services directly through a central location, while also allowing users to customise certain information. Students are able to access such services as exam seat numbers, results, timetables and FlexSIS pre-enrolment and enrolment variations on MyUni. (See also Usyd.Net.)

Non-award course
Non-award courses are courses undertaken by students who are not seeking an award from the University. These may be students enrolled in an award course at another institution or students not seeking an award from any institution. Non-award courses are assigned a course code in the same way as award courses. A separate course code is assigned for each faculty, level (undergraduate or postgraduate) and method (research or coursework) which offers a non-award course. Various categories of non-award enrolment are recorded on FlexSIS for reporting and administrative purposes. (See also Course, Cross-institutional enrolment, Enrolment non-award.)

Non-award enrolment
See Enrolment non-award.

Non-specific credit
Non-specific credit is awarded when previous studies are deemed to have satisfied defined components of a course other than named units of study. These components include, but are not limited to:

• entire years in courses that progress through the successful completion of a set of prescribed units of study per year
• a set number of credit points within a particular discipline or level (ie, first, second or third year)
• one or more semesters for research courses.

(See also Credit, Specific credit.)

OPRS
Overseas Postgraduate Research Scholarship.

Orientation Week
Orientation or 'O Week', takes place during the week prior to lectures in Semester 1. During O Week, students can join various clubs, societies and organisations, register for courses with departments and take part in activities provided by the University of Sydney Union.

Part-time student
See. Attendance status, EFTSU.

Permanent home address
The permanent home address is the address for all official University correspondence both inside and outside of semester time (eg, during semester breaks), unless overridden by semester address. (See also Addresses, Business address, Semester address, Temporary address.)

PhD
The Doctor of Philosophy (PhD) and other doctorate awards are the highest awards available at the University of Sydney. A PhD course is normally purely research-based; the candidate submits a thesis that is an original contribution to the field of study. Entry to a PhD course often requires completion of a master's degree course. Note that the PhD course is available in most departments in the University of Sydney. (See also Award course, Doctorate.)

Postgraduate
A term used to describe a course leading to an award such as graduate diploma, a master's degree or PhD, which usually requires prior completion of a relevant undergraduate degree (or diploma) course. A 'postgraduate' is a student enrolled in such a course.

Potential graduand
Potential graduands are students who have been identified as being eligible to graduate on the satisfactory completion of their current studies. (See also Graduand, Graduation.)

Precedents
Where a credit applicant has credit approved in terms of the granting of specific or non-specific credit on the basis of study previously taken, a precedent is established at system level. Any other credit applicant subsequently seeking credit on the basis of the same pattern of previous study will be eligible to have the item of credit to be immediately approved on the basis of the previously approved precedent. (See also Credit.)
**Pre-enrolment**

Pre-enrolment takes place in October for the following year. Students indicate their choice of unit of study enrolment for the following year. After results are approved, registered students are regarded as enrolled in those units of study they chose and for which they are qualified. Their status is 'enrolled' and remains so provided they pay any money owing or comply with other requirements by the due date. Re-enrolling students who do not successfully register in their units of study for the next regular session are required to attend the University on set dates during the January/February enrolment period. Pre-enrolment is also known as provisional re-enrolment. (See also Enrolment.)

**Prerequisite**

A prerequisite is a unit of study that is required to be completed before another unit of study can be attempted. (See also Assumed knowledge, Corequisite, Waiver.)

**Prizes**

Prizes are awarded by the University, a faculty or a department for outstanding academic achievement. Full details can be found in the University Calendar.

**Probationary candidature**

A probationary candidate is a student who is enrolled in a postgraduate course on probation for a period of time up to one year. The head of department is required to consider the candidate's progress during the period of probation and make a recommendation for normal candidature or otherwise to the faculty.

**Progression**

See Course progression.

**Prohibition (prohibited combinations of units of study)**

When two or more units of study contain a sufficient overlap of content, enrollment in any one such unit prohibits enrollment in any other identified unit. A unit related in this way to any other unit is linked in tables of units of study via use of the symbol N to identify related prohibited units.

**Provisional re-enrolment**

See Pre-enrolment.

**Qualification**

A qualification is an academic attainment recognised by the University.

<table>
<thead>
<tr>
<th>HD</th>
<th>High distinction</th>
<th>a mark of 85-100</th>
</tr>
</thead>
<tbody>
<tr>
<td>D</td>
<td>Distinction</td>
<td>a mark of 75-84</td>
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<td>CR</td>
<td>Credit</td>
<td>a mark of 65-74</td>
</tr>
<tr>
<td>P</td>
<td>Pass</td>
<td>a mark of 50-64</td>
</tr>
<tr>
<td>R</td>
<td>Satisfied requirements</td>
<td>This is used in pass/fail only outcomes</td>
</tr>
<tr>
<td>UCN</td>
<td>Unit of study continuing</td>
<td>Used at the end of semester for units of study that have been approved to extend into a following semester. This will automatically flag that no final result is required until the end of the last semester of the unit of study.</td>
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<tr>
<td>PCON</td>
<td>Pass (concessional)</td>
<td>A mark of 46-49. Use of this grade is restricted to those courses that allow for a concessional pass of some kind to be awarded. A student may re-enrol in a unit of study for which the result was PCON. Each faculty will determine and state in its course regulations what proportion, if any, may count - eg, 'no more than one sixth of the total credit points for a course can be made up from PCON results'.</td>
</tr>
<tr>
<td>F</td>
<td>Fail</td>
<td>This grade may be used for students with marks of 46-49 in those faculties which do not use PCON</td>
</tr>
<tr>
<td>AF</td>
<td>Absent fail</td>
<td>Includes non-submission of compulsory work (or non-attendance at compulsory labs, etc) as well as failure to attend an examination</td>
</tr>
<tr>
<td>W</td>
<td>Withdrawn</td>
<td>Not recorded on an external transcript. This is the result that obtains where a student discontinues a unit of study by the HECS census date (ie, within the first four weeks of enrolment).</td>
</tr>
<tr>
<td>DNF</td>
<td>Discontinued - not to count as failure</td>
<td>Recorded on external transcript. This result applies automatically where a student discontinues after the HECS Census Date but before the end of the seventh week of the semester (or before half of the unit of study has run, in the case of units of study which are not semester-length). A faculty may determine that the result of DNF is warranted after this date if the student has made out a special case based on illness or misadventure.</td>
</tr>
<tr>
<td>DF</td>
<td>Discontinued - fail</td>
<td>Recorded on transcript. This applies from the time DNF ceases to be automatically available up to the cessation of classes for the unit of study.</td>
</tr>
</tbody>
</table>

**Registrar**

The Registrar is responsible to the Vice-Chancellor for the keeping of official records and associated policy and procedures within the University. (See the University Calendar for details.)

**Registration**

In addition to enrolling with the faculty in units of study, students must register with the department responsible for teaching each unit. This is normally done during Orientation Week.

Note that unlike enrolment, registration is not a formal record of units attempted by the student.

**Research course**

See Course (research).

**Research supervisor**

A supervisor is appointed to each student undertaking a research postgraduate degree. The person will be a full-time member of the academic staff or a person external to the University appointed in recognition of their association with the clinical teaching or the research work of the University. A research supervisor is commonly referred to as a supervisor. (See also Advisor, Associate supervisor, Instrumental supervisor (teacher), Supervision.)

**Resolutions of Senate**

Regulations determined by the Senate of the University of Sydney that pertain to degree and diploma course requirements and other academic or administrative matters.

**Result processing**

Refers to the processing of assessment results for units of study. Departments tabulate results for all assessment activities of a unit of study and assign preliminary results for each unit of study. Preliminary results are considered by the relevant board of examiners, which approves final results. Students are notified of results by result notices that list final marks and grades for all units of study. (See also Assessment, Examination period.)

**Result processing schedule**

The result processing schedule will be determined for each academic cycle. It is expected that all departments and faculties will comply with this schedule. (See also Assessment, Examination period, Result processing.)

**Results**

The official statement of the student's performance in each unit of study attempted, as recorded on the academic transcript, usually expressed as a grade:
Scholarships
Scholarships are financial or other forms of support made available by sponsors to assist Australian and international students to pursue their studies at the University. When a student's means are a criterion, scholarships are sometimes called bursaries. (See also Prizes.)

School
See Department.

SCR
System change request.

Semester
A semester is a session whose dates are determined by the Academic Board. Normally all undergraduate sessions will conform to the semesters approved by the Academic Board. Any offering of an undergraduate unit not conforming to the semester dates must be given special permission by the Academic Board.

Semester address
The semester address is the address to which all official University correspondence during the semester is sent, if it is different to the permanent address. Unless overridden by a temporary address all official University correspondence during semester (including Session 4 for students enrolled in Summer School) will be sent to this address. (See also Addresses, Business address, Permanent home address, Temporary address)

Senate
The Senate of the University is the governing body of the University. (See the University Calendar.)

Senate appeals
Senate appeals are held for those students who, after being excluded by the faculty from a course, appeal to the Senate for re-admission. While any student may appeal to the Senate against an academic decision, such an appeal will normally be heard only after the student has exhausted all other avenues - ie, the department, faculty, board of study and, in the case of postgraduates, the Committee for Graduate Studies. (See also Exclusion.)

Session
A session is a teaching period that defines the offering of a unit of study. A session cannot be longer than six months. Session offerings are approved by the relevant dean, taking into account all the necessary resources, including teaching space and staffing. The Academic Board must approve variation to the normal session pattern.

Session address
See Semester address.

Special consideration
Candidates who have medical or other serious problems, which may affect performance in any assessment, may request that they be given special consideration in relation to the determination of their results.

They can obtain an official form from the Student Centre. The Student Centre stamps the form and the medical or other documentation. The student gives a copy of the material to the Student Centre staff and takes copies to the relevant departments. The student retains the originals. The dates for which special consideration is sought are recorded on FlexSIS and printed on the examination register.

Special permission
See Waiver.

Specific credit
Specific credit is awarded when previous studies are entirely equivalent to one or more named units of study offered by the University of Sydney that contribute to the course in which the applicant has been admitted. (See also Credit, Non-specific credit.)

Sponsorship
Sponsorship is the financial support of a student by a company or government body. Sponsors are frequently invoiced directly.

SRS
SRS is the student record system responsible, prior to FlexSIS, for the processing of student records. The functions of SRS are gradually being incorporated into FlexSIS. (See also FlexSIS.)

Stage
For the purposes of administration, a course may be divided into stages to be studied consecutively. The stages may be related to sessions or they may relate to an academic cycle. Part-time students progress through a course more slowly and would often enrol in the same stage more than once.

Status
Status is a variable for students both with relation to course and unit of study. With relation to course, students can have the status of enrolled or not enrolled. 'Not enrolled' reasons can be: totally discontinued, withdrawn, suspended, cancelled, awarded, etc. With relation to unit of study, students can have the status of CURENR or WITHDN, discontinued, etc.

Stream
A stream is a defined program of study within an award course, which requires the completion of a program of study specified by the course rules for the particular stream, in addition to the core program specified by the course rules for the award course.

Students enrolled in award courses that involve streams will have the stream recorded in their enrolment record. Students normally enter streams at the time of admission, although some award courses require students to enrol in streams after the completion of level 1000 units of study. Where permitted to do so by faculty resolution, students may transfer from one stream to another, within an award course, provided they meet criteria approved by the Academic Board on the advice of the faculty concerned. A stream will appear with the award course name on testamurs - eg, Bachelor of Engineering in Civil Engineering (Construction Management). (See also Award course, Major, Minor.)

Student ID card
All students who enrol are issued with an identification card. The card includes the student name, SID, the course code, and a library borrower's bar code. The card identifies the student as eligible to attend classes and must be displayed at formal
examinations. It must be presented to secure student concessions at their home institution. (See also Exchange student.)

Subject area
A unit of study may be associated with one or more subject areas. The subject area can be used to define prerequisite and course rules - eg, the unit of study 'History of Momoyama and Edo Art' may count towards the requirements for the subject areas 'Art History and Theory' and 'Asian Studies'.

Summer School
See Sydney Summer School.

Supervising faculty
The supervising faculty is the faculty which has the responsibility for managing the academic administration of a particular course - ie, the interpretation and administration of course rules, approving students' enrolments and variations to enrolments. Normally the supervising faculty is the faculty offering the course. However, in the case of combined courses, one of the two faculties involved will usually be designated the supervising faculty at any given time. Further, in the case where one course is jointly offered by two or more faculties (eg, the Liberal Studies course) a joint committee may make academic decisions about candidacy and the student may be assigned a supervising faculty for administration.

The International Office has a supporting role in the administration of the candidatures of international students and alerts the supervising faculty to any special conditions applying to these candidatures (eg, that enrolment must be full-time). (See also Board of studies.)

Supervision
Supervision refers to a one-to-one relationship between a student and a nominated member of the academic staff or a person specifically appointed to the position. (See also Advisor, Associate supervisor, Instrumental supervisor (teacher), Research supervisor.)

Supplementary examinations
Supplementary exams may be offered by faculties to students who fail to achieve a passing grade or who were absent from assessment due to illness or misadventure.

Suppression of results
Results for a particular student can be suppressed by the University for the following reasons:
• the student has an outstanding debt to the university
• the student is facing disciplinary action.

Suspension
See Course leave.

Sydney Summer School
Sydney Summer School is a program of accelerated, intensive study running for approximately 6 weeks during January and February each year. Both undergraduate and postgraduate units are offered. Summer School provides an opportunity for students at Sydney and other universities to catch up on needed units of study, to accelerate completion of a course or to undertake a unit that is outside their award course. All units are full fee-paying and enrolled students are also liable for compulsory subscriptions. Some fee-waiver scholarships are available.

Teaching department
See Department.

Temporary address
Students may advise the University of a temporary address. Correspondence will be sent to this address between the dates specified by the student. (See also Addresses, Business address, Permanent home address, Semester address.)

Testamur
A testamur is a certificate of award provided to a graduate usually at a graduation ceremony.

Thesis
A thesis is a major work that is the product of an extended period of supervised independent research. 'Earliest date' means the earliest date at which a research student can submit the thesis. 'Latest date' means the latest date at which a research student can submit the thesis.

Timetable
Timetable refers to the schedule of lectures, tutorials, laboratories and other academic activities that a student must attend.

Transcript
Set Academic transcript.
Transfer
See Course transfer.

Tuition fees
Tuition fees may be charged to students in designated tuition fee-paying courses. Students who pay fees are not liable for HECS. VAC
The Universities Admissions Centre (UAC) receives and processes applications for admission to undergraduate courses at recognised universities in NSW and the ACT. Most commencing undergraduate students at the University apply through UAC.

UAC admissions
Most local undergraduates (including local undergraduate fee payers) apply through the Universities Admission Centre (UAC). The University Admissions Office coordinates the processing of UAC applicants with faculties and departments and decisions are recorded on the UAC system.
Applications are notified by UAC and an electronic file of applicants who have been made offers of admission to courses at the University is loaded onto FlexSIS. (See also Admission, Direct admissions.)

UAI (Universities Admission Index)
The Universities Admission Index (UAI) is a number between 0.00 and 100.00 with increments of 0.05. It provides a measure of overall academic achievement in the HSC that assists universities in ranking applicants for university selection. The UAI is based on the aggregate of scaled marks in ten units of the HSC.

Undergraduate
A term used to describe a course leading to a diploma or bachelor's degree. An 'undergraduate' is a student enrolled in such a course.

Unit of study
A unit of study is the smallest stand-alone component of a student's course that is recordable on a student's transcript. Units of study have an integer credit point value, normally in the range 3-24. Each approved unit of study is identified by a unique sequence of eight characters, consisting of a four character alphabetical code which usually identifies the department or subject area, and a four character numeric code which identifies the particular unit of study. Units of study can be grouped by subject and level. (See also Core unit of study, Course, Major.)

Unit of study enrolment status
The enrolment status indicates whether the student is still actively attending the unit of study (ie, currently enrolled) or is no longer enrolled (withdrawn or discontinued).

Unit of study group
A grouping of units of study within a course. The units of study which make up the groups are defined within FlexSIS.

Unit of study level
Units of study are divided into Junior, Intermediate, Senior, Honours, Year 5, and Year 6. Most majors consist of 32 Senior credit points in a subject area (either 3000 level units of study or a mix of 2000 and 3000 level units of study).

University
Unless otherwise indicated, University in this document refers to the University of Sydney.

University Medal
A faculty may recommend the award of a University Medal to students qualified for the award of an undergraduate Honours degree or some master's degrees, whose academic performance is judged outstanding.
UPA
University Postgraduate Award.

USYDnet
USYDnet is the University of Sydney's intranet system. In addition to the customised MyUni service, it provides access to other services such as directories (maps, staff and student, organisations), a calendar of events (to which staff and students can submit entries), and a software download area. (See also MyUni.)

Variation of enrolment
See Enrolment variation.

Vice-Chancellor
The chief executive officer of the University, responsible for its leadership and management. The Vice-Chancellor is head of both academic and administrative divisions.

Waiver
In a prescribed course, a faculty may waive the prerequisite or corequisite requirement for a unit of study or the course rules for a particular student. Unlike credit, waivers do not involve a reduction in the number of credit points required for a course (See also Credit.)

Weighted average mark (WAM)
The Weighted Average Mark (WAM) is the average mark in the unit of study completed, weighted according to credit point value and level. The formulae used to calculate the WAMs are course-specific: there are many different WAMs in the University.

Year of first enrolment (YFE)
The year in which a student first enrolls at the University.

Youth Allowance
Youth Allowance is payable to a full-time student or trainee aged 16-24 years of age; and enrolled at an approved institution such as a school, college, TAFE or university, and undertaking at least 15 hours a week face-to-face contact. Youth Allowance replaces AUSTUDY.
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