Health Sciences
handbook
Acknowledgements

The Arms of the University

Sidere mens eadem mutato
Though the constellation may change
the spirit remains the same

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www.usyd.edu.au/handbooks
www.usyd.edu.au/calendar

Amendments
All authorised amendments to this handbook can be found at
www.usyd.edu.au/handbooks/handbooks_admin/updates2010

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the relevant rules and resolutions of the Senate and Academic Board,
including but not limited to:

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2. The University of Sydney (Doctor of Philosophy (PhD)) Rule 2004.
3. The resolutions of the Academic Board relating to the
   Examination Procedure for the Degree of Doctor of Philosophy.
4. The relevant faculty resolutions.

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

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editors at info@publications.usyd.edu.au

Address
The University of Sydney
NSW 2006 Australia
Phone: +61 2 9351 2222
Website: www.usyd.edu.au

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## University semester and vacation dates for 2010

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* Except for the faculties of Dentistry, Medicine and the Master of Pharmacy course. See www.acer.edu.au for details.

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How to use this handbook

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

As a student at the University of Sydney you need to be aware of course structures and content, who your lecturers are, as well as examination procedures.

You should also become familiar with University policies and faculty rules and regulations. This handbook supplies a lot of this information.

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

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

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

Where to find information
Course terminology
University terminology, such as ‘credit point’, ‘unit of study’, and ‘WAM’, can be found in the Abbreviations and Glossary chapters, at the back of this handbook.

Dates
The start and finish dates of semester can be found in the front section of the handbook. Summer School and Winter School dates are in the general information section at the back of the handbook.

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

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

The Index lists units of study only. It allows you to check every reference which refers to your unit of study within the handbook. It is divided into two parts, and lists units of study alphabetically (by course name) and again by course code (alphanumeric).

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

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

These should be read along with the University’s own Coursework Rule 2000 (as amended) which is described in the Essential information for students chapter near the end of this book. Together they outline the agreement between student and faculty, and student and University.

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

Course planner
You might like to plot the course of your degree as you read about your units of study. Use the planner at the back of this handbook.

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

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

Students with a disability
For accessible (word, pdf and html) versions of this document, see: www.usyd.edu.au/handbooks/handbooks_disability

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

For details on registering with the service and online resources, see: www.usyd.edu.au/disability

Handbook updates
The information in this handbook is current at the time of publication. Further information on University policies, such as plagiarism and special consideration, can be found on the University’s website, along with official handbook amendments.

www.usyd.edu.au/handbooks/handbooks_admin/updates2010

Feedback regarding this handbook is welcome.
info@publications.usyd.edu.au

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Welcome from the Dean

As Dean it is my pleasure to welcome you to the Faculty of Health Sciences at the University of Sydney.

With government and society’s growing focus on health care and service provision, it is a great time to be studying health sciences. Allied health professionals will be at the forefront of how health is managed in the future, playing an important role in prevention and rehabilitation. The number of professionals employed in the health industries has increased by over 40 per cent in the last 10 years, and it is becoming increasingly clear that greater access to allied health services is needed to proactively address the growth in chronic health conditions. These changes signal exciting times for your future in health.

At the Faculty of Health Sciences we closely follow these trends and our staff are committed to ensuring that our programs are relevant to the changing nature of health care in Australia and internationally. As a health sciences student studying with us, you will be well-equipped to take on these challenges and position yourself for a long and rewarding career.

We are the largest health sciences faculty in Australia, consisting of 10 disciplines drawn from across the allied health sector. Our 30th anniversary this year marks a long heritage of working hand-in-hand with the health sector and professional associations to lead the way in education and research programs in allied health.

This year also sees some significant changes to our learning and teaching as we aim to offer you more choice. We now offer a suite of high-prestige undergraduate programs for direct entry to the professions for our high achieving students, as well as a range of postgraduate professional preparation programs. Your feedback has told us that you value this flexibility. Many of our students take up the Bachelor of Health Sciences (BHS) to find the area of health that best suits them, before progressing to the graduate entry master’s (GEM) programs to gain their ‘right of practice’. This pathway is now made even smoother for you by the GEM Guarantee which gives you guaranteed entry to the GEM professional preparation programs on gaining a minimum credit grade average in the BHS. These postgraduate programs are also perfect after time out in the workforce or if you are looking for a new career direction.

The faculty continues to excel in our research, with 2008 marking our most successful year to date in the research funding rounds. The faculty achieved a higher success rate than ever before in each of the ARC and NHMRC schemes and surpassed national averages. Our research continues to break new ground with our health informatics researchers securing over $8 million in funding to investigate the role of teamwork, safe medication use and improved ICT in relation to patient safety; and our breast cancer researchers securing the largest ever NBCF career fellowship to identify specific causes and risk factors of long-term musculoskeletal problems in breast cancer survivors.

These achievements position us well to continue striving to become the premier international research institution for: rehabilitation; disability; health ageing; preventative health care; exercise, health and performance; and managing and communicating health information.

You too can be part of the future of health by studying with us at the Faculty of Health Sciences.

Professor Gwynnyth M Llewellyn
Dean
Introduction

This handbook is the official guide to the 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 2010 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 research, clinical and academic teaching.

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

- Behavioural Sciences
- Biomedical Sciences
- Cardiopulmonary Physiotherapy
- Clinical Data Management
- Developmental Disability
- Diagnostic Radiography
- Exercise and Sport Science
- Gerontology
- Health Informatics
- Health Sciences
- Health Science Education
- Hearing and Speech
- Indigenous Community Health
- Manipulative Physiotherapy
- Medical Radiation Sciences
- Medical Sonography
- Neurological Physiotherapy
- Nuclear Medicine
- Occupational Therapy
- Orthoptics
- Paediatric Physiotherapy
- Physiotherapy
- Radiation Therapy
- Rehabilitation Counselling
- Sexual Health
- Speech Pathology
- Sports Physiotherapy

Use of this handbook

This handbook consists of three sections: undergraduate course information, postgraduate course information, and common information sections.

- The undergraduate (ivory) section contains Chapters 7 to 14. Users will also be able to find a descriptor of each discipline in this section.
- The postgraduate (blue) section contains Chapters 15 to 26.
- The Common information (uncoloured) section contains general information relevant to both undergraduate and postgraduate students.

Course outlines

The course outline tables in each academic chapter set out the required units of study to be undertaken by students in each year of their enrolled course. The Faculty of Health Sciences regularly reviews its courses to keep up with and reflect changing contemporary needs in allied health sciences. As a result, there may be one or more course outline tables presented concurrently under a course.

Commencing students should find the table with Year 1 as the first entry and use that table as a guide for their course where applicable. Continuing students should consult the table stating ‘last offered in 2010’ for the relevant stage of their course. See your course coordinator, year adviser or Student Central if you require clarification on course outlines.

Units of study

The units of study section follows the academic chapters. It sets out, in alphabetical order by unit code (eg AHCD1234, BACH2345), details of units such as description of content, credit points, semester offered, assessment for the units offered in each course for the current academic year.

Clinical Education

Many courses include Clinical Education/Professional Practice as a requirement for completion of a course. Information regarding Clinical Education can be found in Chapter 6.

University dates

Please see ‘Important dates’ in the front section of this book, for information about the University of Sydney semester and vacation dates for 2010. University website: www.usyd.edu.au/future_students/domestic_undergraduate/admissions/semester_dates
1. Staff

Note: unless otherwise specified, the qualifications listed are from the University of Sydney.

Faculty of Health Sciences

Dean
Professor Gwynnyth M Llewellyn, BA MEd DipContEd UNE DipOT NSWColOT PhD GAICD

Executive Adviser to the Dean
Michele Morrison, BA Alta

Deputy Deans
Professor Kathryn M Refshauge, MBiomedE PhD UNSW DipPhty GradDipManipTher Cumb
Associate Professor Gerard Sullivan, BBSc DipEd LaTrobe MA PhD Hawaii

Executive Assistant to Deputy Deans
Marilyn Duncan

Associate Dean, Learning and Teaching, Graduate
Professor Stephanie Short, Dip(Phty) Cumb BA(Hons) UNSW MSc(Econ) Lond PhD UNSW FCHSE

Associate Dean, Learning and Teaching, Undergraduate
Associate Professor Michelle Lincoln, BAppSc(SpPath) Cumb PhD

Executive Assistant to Associate Deans, Learning and Teaching
Peggy Timmins, BSoSc Macq

Associate Dean, Research and Innovation
Professor Mark Onslow, MAppSc Cumb PhD

Executive Assistant
Victoria Brown

Associate Dean, Staff Development
Professor Deborah Black, BSc DipEd MStat UNSW PhD CQU

Executive Assistant
Annette Schroeder

Sub-Deans
Undergraduate Coursework and Students
Christine Chapparo, MA PhD Macq DipOT, OTR FAOTA

Research Higher Degrees Students
Associate Professor Glen Davis, BPE Ott MA WOnT PhD Tor, FACSM

Clinical Education and Professional Fieldwork
Catherine Dean, BAppSc(Phy) Cumb MA Col PhD

Graduate Coursework and Studies:
Peter Sinclair, BPE MEd WA PhD

Staff Development

Associate Dean, Staff Development
Professor Deborah Black, BSc DipEd MStat UNSW PhD CQU

Executive Assistant
Annette Schroeder

Executive Officer
Robyn Hector, DipTeach NSTC MA UTS

Staff Development Officer
Kate Laing, BA(Psych/Mgt) W'gong
Meredith Provan

Community and Development

Manager, Marketing and Communication
Erika Anza-Mosman, BCom Murdoch

Communications Manager
Michelle Cario, BCA BCMS W'gong

Assistant Marketing Manager
Nicolina Nouwens

Events Coordinator
Cindy Lu, MIB MA(Comm) Macq

Alumni and Development
Karina Quinlan, BA UNSW

Web Coordinator
Richard So

Research and Innovation

Associate Dean
Professor Mark Onslow, MAppSc Cumb PhD

Executive Assistant to the Associate Dean
Victoria Brown

Manager
Julie Cameron, BAppSc(OT) MHintSc(OT)

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Research Groups

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1. Staff

Research Professor, Ageing, Work and Health
Hal Kendig, AB Calif MPI PhD SCalif, FASSA

Postgraduate Coordinator
Associate Professor Cherry Russell, BA PhD

Unit Manager
Jody Cutler

Clinical and Rehabilitation Sciences
Convenor
Associate Professor Sharon L Kilbreath, BScPT Qu MCISc WOnt PhD UNSW

Postgraduate Coordinator
Associate Professor Jack Crosbie, MSc PhD Strath GradDipPhys Glas DipTP Edin

Research Support Officer
Annie Soo

Disability and Community
Convenor
Professor Stewart Einfeld, MD, GradCertMana CSU DCH (RCP&S) FRANZCP MRACMA

Postgraduate Coordinator
Leanne Togher, BAppSc(SpPath) Cumb PhD

Research Support Officer
Marisa Buskariol

Exercise, Health and Performance
Convenor
Associate Professor Martin W Thompson, MSc Lough PhD Lond DipFE TSTC Meib AdvDipFE Leeds

Postgraduate Coordinator
Corinne Caillaud, MSc PhD Montpellier

Research Support Officer
Lyndall M Burke, BA UNE

Health Informatics and Statistics
Convenor
Professor Johanna Westbrook, BAppSc(MRA) Cumb MHA GradDipAppEpid UNSW PhD

Postgraduate Coordinator
Joanne Callen, BA UNSW MPH(Research) DipEd PhD UNSW

Research Support Officer
Sheree Crick, GradCertHlthSc(CDM)

Medical Imaging and Clinical Sciences
Convenor
Associate Professor Michael Kassiou, BSc PhD UNSW

Postgraduate Coordinator
Associate Professor Jennifer Cox, BA Macq ARMIT PhD, MIR

Research Support Officer
Rachel Mead

Learning and Teaching
Associate Dean, Learning and Teaching, Graduate
Professor Stephanie Short, Dip(Phy) Cumb BA(Hons) UNSW MSc(Econ) Lond PhD UNSW FCHSE

Associate Dean, Learning and Teaching, Undergraduate
Associate Professor Michelle Lincoln, BAppSc(SpPath) Cumb PhD

Executive Assistant to the Associate Deans, Learning and Teaching
Peggy Timmins, B Soc Sc Macq

Sub Dean, Undergraduate Coursework & Students
Christine J Chapparo, MA PhD Macq DipOT, OTR FAOTA

Sub Dean, Graduate Coursework & Students
Peter Sinclair, BPE Med WA PhD

Sub Dean, Clinical & Professional Fieldwork
Catherine Dean, BAppSc(Phy) Cumb MA Col PhD

Manager, Learning and Teaching
Jac Smit, BSc DipEd UNSW

Clinical Education (Operations Coordinator)
Marcella Alaim, BAppSc(OT) GradCertHlthSc(OT)

Executive Support Officer (Sub Deans)
Karen Cheung, BScSc Chinese HK
Karen Ho, BIT CSU
Adriana Sammartano, BA Macq

Project Officer
Belinda Chambers, BA Macq MMgmt ACU

Program Administrators
Cristian Alegria
Lata Britto, BComm Bombay
James Campbell, BSc(Hons) Macq
Teresa Care
Patricia Corbett
Trish Fennessy, BA DipTeach Well
Susan Lucas, BAppSc(MRT)
Margaret Orr
Sughandithi Ravi, BSc Jaffna
Mary Routledge
Margaret Smith
Sharon Woods
Hong Wu

Program Support Officers
Jane Alanthwaite
Wendy Manuel
Laurence McCaul
Debbie Mitchell
Maree Schell
Kriscia Tapia
Iesinga Tuitavake

Clinical Education Administrators
Jane Alanthwaite
Charlotte Colaco, BA(Econ)Hons Nairobi
Helen Inns
Kirsty Holmes, DipJour
Sara Leon, BBus UTS DipEd UNSW
Ruungarangi (Ru) Matiu
Kathy Mossemenear
Alison Munro, DipTeach(EarlyChildEd) NSTC
Sandra Shaw
Margaret Smith
Nicole Vassillieff

Technical Officer
Diane M Mould, BioTech(HCert) STC
Academics

Professors
Richard Banati, MD PhD Mainz
Chair of Medical Radiation Sciences
Deborah Black, BSc DipEd MStat UNSW PhD CQU
Philip Bohle, BA Macq DipPsych PhD Qld
Patrick Brennan, PhD Queen’s
Anita Bundy, BS WMich MSc ScD(Ther) Boston OTR FAOTA
Chair of Occupational Therapy
Stewart Einfeld, MD, GradCertMana CSU DCH (RCP&S) FRANZCP
MRCMA
Maria Fiaratone Singh, MD Calif FRACP
John Sutton Chair of Exercise and Sport Science
Glennys Howarth, BA Essex PhD LSE TCert Lond
Hal Kendig, AB Calif MRI PhD SCAI FASSA
Gwennlyn M Llewellyn, BA MED DipContEd UNE DipOT NSWCollOT
PhD, GAICO
Dean
Richard Madden, PhD Prin BSc, FIAA
R Mark Mathews, BGS(Psych & HD) MA(HD) PhD Kansas
Sesquicentenary Chair of Ageing, Health and Disability
Steven Meikle, BAAppSc TechnoSys PhD UNSW
Mark Onslow, MAAppSc Cumb PhD
Kathryn M Refshaug, MBiomedE PhD UNSW DipPhty
GradDipManipTher Cumb
Chair of Physiotherapy
Stephanie Short, DipPhty Cumb BA (Hons) UNSW MSc(Ec) London
PhD UNSW
Robert Steele, BSc(Hons) Adel PhD Flinders
Craig Veitch, DipAppSci(RadTher) BA(Hons) PhD
Johanna Westbrook, BAAppSc(MRA) Cumb MHA GradDipAppEpid
UNSW PhD
NHMRC Fellow
Mark Williams, BSc(Hons) PhD CPsyhol CSci, AFBPsS

Associate Professors
Louise Ada, BSc PhD UNSW MA Col GradDipPhty Cumb
Barbara J Adamson, BA DipEd UNE PhD
Jennifer Alison, MSc Lond PhD DipPhty
Dale Bailey, MAAppSc TechnoSys PhD Surrey ARCP Lond
CertNucMed STC
Kirrie Ballard, BSptThy Qld MA PhD Northwestern
Joshua Burns, BAAppSc UWS PhD
Lindy Clemson, BAAppSc(OT) WAIT MAAppSc(OT) Cumb DipOT
NSWCollOT PhD
Elaine D Cornell, MA Macq DipAppSc Cumb PhD DOBA
Jennifer Cox, BA Macq ARMIT PhD, MIR
Jack Crooble, MSc PhD Strath GradDipPhty Glas DipTPT E din
Glen M Davis, BPE Ott MA WOnt PhD Tor, FACSFM
Marlene Fransen, MPh PhD
Roger Fulton, BAAppSc(Physics) USQ MAAppSc(ClinMsmt) PhD UTS
Lynne M Harris, BSc(Psych) MPSychol(Clin) PhD UNSW
Sharon L Kilbreath, BScPT Qu MCisSc WOnt PhD UNSW
Michael Kassiou, BSc PhD UNSW
Michelle Lincoln, BAAppSc(SpPath) Cumb PhD
Ross G Menzies, BSc(Psych) M Psy chol(Clin) PhD UNSW
Elias Mpfou, PhD Wisconsin-Madison
Nicholas O’Dwyer, MA Dublin PhD UNSW
Kathryn A Rose, DipAppSci(Orth) Cumb GradDipNeurosci PhD ANU
DOBA
Cherry L Russell, BA PhD
Richard R Smith, BSc UNSW MSc Macq Med Manc MA Macq PhD
W’gong DipEd
Roger Stancliffe, BSc(Hons) Newc MA(Hons) PhD Macq FAAIDD
Gerard Sullivan, BBSc DipEd LaTrobe MA PhD Hawaii
Martin W Thompson, MSc Lough PhD Lond DipPTE TSTC Med
AdvDipPFE Leed s

NHMRC Principal Research Fellow
Leanne Togher, BAAppSc(SpPath) Cumb PhD

Senior Research Officer
Ann Packman, PhD

Senior Lecturers
Roger Adams, BA Adel PhD UNSW
David Anderson, PhD LSU
Caroline Anderson, BSc ANU PhD GradDipNutDiet
Alex Broom, BA(Hons) MA, PhD
Corinne Caillaud, MSc PhD Montpellier
Andrew J Campbell, BA(Psych/ed) MAAppSc(Psych) PhD, MAPS
Colleen G Canning, BPhy Qld MA Col PhD
Christine J Chapparap, MA PhD Macq DipOT, OTR FAOTA
Chin M Chow, MSc OTago PhD
Jill Clarke, DipAppSc GradDipAppSc RMIT DUM AU MA BAppSc
MHHScEd AMS

Senior Lecturers
Roger Adams, BA Adel PhD UNSW
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Colleen G Canning, BPhy Qld MA Col PhD
Christine J Chapparap, MA PhD Macq DipOT, OTR FAOTA
Chin M Chow, MSc OTago PhD
Jill Clarke, DipAppSc GradDipAppSc RMIT DUM AU MA BAppSc
MHHScEd AMS

Senior Research Fellows
Joanne Callen, BA UNSW MPH(Research) DipEd PhD UNSW
Andrew Georgiou, BA LUTI Dip Arts MSc Southon PhD FACHI
Guo Jun Liu, MD Jillin PhD Fuji
Ros Madden, MSc
Sue O’Brian, PhD

Lecturers
Edwina Adams, BAAppSc(MRT) NM MAAppSc(MRS)
Joanne Arculli, BA(Hons) PhD Macq
John Atyeo, BA TechnoSys BSc Macq AssocDipRadTech SAIT
MHHScEd PhD
Elise Baker, BAAppSc(SpPath)Hons PhD
Ruth O Beltran, BSOT MA UPPhD Phd, OTRP FOTAP
Robert A Boland, BAAppSc(Phty) GradDipAppSc(ManipTher) Cumb
PhD
Roger Bourne, BSc MSc(Qual) PhD Qld
Jane Butler, Med UNSW DipPhty Auck GradDipAppSc(PaedPhty)
Cumb
Susan Coulson, BAAppSc(Phty) Cumb MAAppSc(ExSpSc) PhD
Janelle Craig, BAAppSc(MRA) Cumb MComm UNSW
Anthony Dillon, BSc(Hons) USQ MTrainDev Griffith
Kimberley Docking, BSptThy(Hons) PhD Qld
Michelle Donnelly, BAAppSc(OT) Cumb MA PhD Macq
Genevieve Dwyer, BAAppSc(Phty) Cumb GradCert(AdultEd) UNE
GradDipAppSc(PaedPhty-Hydro) Curtin MAAppSc(Phty)
Barrie Egerton, BSc Wales MSc Sal PhD
John Evans, BSptSc MSptSc UNSW
Fran Everingham, BA MHPEd UNSW GradDipEd(HlthStud) SCAE
DipEd UNSW
1. Staff

Research Associates

Maria Agaliotis, BN MPH
Susan Collings, BA(Hons) Macq MPH UNSW
Tiffany Dwyer, BAppSc(Phy)Hons
Vikki Fraser, BA(Hons) UWS
Maina Kariuki, BSc Mol MSc Melb PhD S CU
Inga Karlsson, MScEngPhys Lund MSc Uppsala
Maria McNamara, BA Cork MA UCD PhD UNSW
Olivia Rawlings-Way, BA(Hons) PhD
Nathan Wilson, BScocc CSU MSc Birn PhD, DipHltSc(Nursing)
UWS

Level A Research Intensive
Gabrielle Hindmarsh, BA(Phys) UNE

Discipline Specialists

Yetta Abrahams, BA Newc BHltSc(Hearing&Speech), M ClinAud Macq
Peter Colagurui, BAppSc(Phy) Cumb MHltSc(SportPhy)
Alison Elliot, BSc(Hons)Phty Manchester MSc Manchester Metro
Daniel Hackett, M HltSc(ExSpSc)Hons
Yobelli Jimenez, BSc BAppSc MHltSc(MRS)
Terry Jones, AssocDipMedRad STC
Li Khim Kwa, BAppSc(Phy)
Jo Lewis, BAppSc(OT) MHltLaw
Steven Littlefair, MSc C’church
Anne Marks, AssocDipMRA Cumb MHltSc(Ed)
Martin McCawley, BAppSc(Phy)
Susan Meikle, AssocDipNucMed STC
Matt Meredith, BAppSc(MRT) OUT
Susan Miller, AssocDipMedRad STC BAppSc(MRT) GCertEdStudies
Gary Minch, BA DipAppSc(MRS) MAppSc(BehavSc)
GradCerMHltMgmt
Meg Pounter, BAppSc(Phy)
Irina Sim, BAppSc(Orth)Hons
Justin Sullivan, BAppSc(Phy), MHltSc(OrthManipTh) CSU
Belinda Ward, BAppSc(Phy)
Maree Wilson, DipAppSc(MRT) GradDipAppSc(MedUltrasound)

Postdoctoral Fellows

Mahmood Akhtar, BTech BSc UET Lahore MS NUST PhD UNSW
Aurelie Boucher, BS MSc PhD Bordeaux
Nendra Cresswell, BAppSc(HiltnInfMgt)Hons PhD
Louise Ellis, BPscHsc Macq PhD (Psych) UWS
Manuela Ferreira, BPT MSc UFMG PhD
Che Forneuse, BSc(Hons) Cant MBiomedEng UNSW PhD
Nicolas Giboureau, BSc MSc PhD Tours
Claire Hiller, BAppSc(Phy) MAppSc(Phy) PhD
Anne Honey, BEd Macq BAppSc(OT)Hons PhD
Mi-Joung Lee, AdKipPhy Jisan MApp Sc PhD
Jianyu Lin, PhD Mich
Rachel Meyes, BAppSc(OT) PhD

Postgraduate Fellows

Stuart Best, BAppSc(ExSpSc)
Christopher Constable, BAppSc(MRT)NucMedTech(Hons)
Natalie Footit, BAppSc(Phy)Hons
Jonathon Freeston, BAppSc(ExSpSc)Hons
Melanie Nguyen, BPscHsc(Hons)
Anna Rose, BOccThy(Hons) Newc
Nancy Rushford, BA MSc(OT) McMaster MA Adler
Suvendu Sethi, BSc,BA GradDipSc(Psych)

Clinical Educators
Marcelle Alam, BAppSc(OT) GradCerdHltSc(OT)
Wendy Annable, GradDipBiomEd UNSW BAppSc(Phy) Cumb
Evelyn Argall, BAppSc(Phy) Cumb
Jodie Barrett, BAppSc(OT)
Jerrad Borodoc, BAppSc(ExSpSc)Hons
Elizabeth Bourne, DipBus(FrontlineMgt) BAppSc(Phy)
Annie Chan, BAppSc(Phy) MAppSc(CommDis)

Associate Lecturers

Jocelyn Barnes, BAppSc(MRT) GradCertHltScEd
Reinie Cordier, BSoSc(ClinPsych) FreeState MOT SA/Med
Caroline Howe, BA(Psych/Ed) GradDipRehabCling, RCAA
Andrew Leaver, BAppSc(Phy) Cumb GradDipAppScManipPhy
Nia Luxton, BSc(Phy) Ulster GradCertEd(HigherEd)
Marie Taylor, BSc NZ
Marcia Underwood, BA UNSW GradDipRehabCling

Senior Research Associate

Jo Ragen, BA(LS) MM TechnolSyd
Nancy Humple,BPscHsc PhD Wgong

Level B Research Intensive

Emma Power, BAppSc(Phy)Hons PhD
Nikki Wedgwood, BA Cumb PhD

Research Fellows

Isa Hains, BSc(Hons) PhD Herriot-Watt
Khalel Khankan, MSc PhD UTS
Kyong-He Min, MInfoSc PhD UNSW
Victor Zhou, BS Sichuan MEng Harbinti PhD

Level A Research Intensive

Annie Chan, BAppSc(SpPath)Hons PhD
Jerrad Boroc, BAppSc(ExSpSc)Hons
Elizabeth Bourne, DipBus(FrontlineMgt) BAppSc(Phy)
Annie Chan, BAppSc(Phy) MAppSc(CommDis)
### 1. Staff

#### Honorary Professors
- Janet Carr, MA EdD Col DipPhy, FACP
- Michael Quinlan, BEc(Hons) PhD
- Roberta B Shepherd, MA EdD Col DipPhy, FACP

#### Adjunct Associate Professor
- Julie Hepworth, BA(Hons) Wolv MSc PhD Birm

#### Honorary Senior Lecturers
- Alastair Davison, BSc PhD Melb
- Adrienne Hunt, GradDipPhys Lond GradDip(PaedPhys) PhD MBlomEng UNSW
- Ian Hughes, BSc(Hons) MDevStud Deakin PhD

#### Adjunct Senior Lecturers
- Al Mamum Imtiazul Haque, PhD
- Ann Poulos, BA DipEd Macq DipRad UK PhD

#### Honorary Research Fellow
- Rosalie Shenko, BSc Syl MSc CSU (Long Beach) PhD McGill

#### Honorary Lecturer
- Che Fornusek, BSc(Hons) Cant MBlomMedEng UNSW PhD

#### Honorary Associates
- Helen Clare, GradDipAppSc(ManipulativePhy) MAappSc(Phty) PhD Chris Cunningham, BSc(Hons) PhD Well
- Elizabeth Ellis, BSc UNSW GradDipPhy Cumb MSc Boston PhD MThiLaw
- Margo Gill, DipAppSc(DiagRad) Q/TDMU ASUMMAppSc MBA QUT
- Lisa Harvey, BAppSc(Phty) GradDipAppSc(ExSpSc) MAappSc(Phty) PhD
- Timothy Skinner, BSc(Hons) Westminster PhD Surrey

#### Australian Stuttering Research Centre

**Director**
- Professor Mark Onslow, MAappSc Cumb PhD

**Senior Research Officer**
- Ann Packman, PhD

**Honorary Research Fellow**
- Rosalie Shenko, BSc Syl MSc CSU (Long Beach) PhD McGill

**Research Coordinator**
- Sue O'Brien, PhD

### National Centre for Classification in Health

**Director**
- Professor Richard Madden, BSc, PhD Prin FIAA

**Assistant Director, Classification Development**
- Vera Dimitropoulos, BAppSc(MRA) Cumb

**Manager, International Classification Development**
- Julie Rust, BAppSc(HIM)

### Systems Manager
- Young Tjoa, BSc(CompSci) Cali

### IT Services Officer
- Vaughan Jackson

### Project Officers
- Karyn Chen, BAppSc(HIM)
- Anne Elsworthy, AssocDip(MRA) Cumb
- Bronwyn Graham, BAppSc(HIM)
- Yan Guo, BMedicine FujianMedicalU MSc(HIM)
- Belinda Saad, BAppSc(HIM)
- Lwin Marla Tun, MB BS Ragoon MSc(HIM)

### Publications Manager
- Rodney Bernard, GradDip(Design Studies) TechnolSyd

### Publications Officer
- Peter Long

### Sales and Distribution Coordinator
- Catherine Stanhope

### Education Manager
- Megan Cumerlato, BAppSc(HIM)

### Office Manager
- Tina Stanhope

### Administrative Assistants
- Dana Higgins
- Imelda Noti

### Yooroong Garang

**Director**
- Sally Farrington, BSc MHPEd UNSW GradDipPhy Cumb

**Honorary Associate**
- Professor Chris Cunningham, BSc(Hons) PhD Well

**Associate Lecturer**
- Marie Taylor, BSc NZ

### Finance and Administrative Support Officer
- Andrea Andreou

### Faculty Services

**Executive Director, Faculty Services**
- Scott Avery, BCom GradDipLaw W'gong MAappSc(HIM), GAICD

**Executive Assistant to Executive Director, Faculty Services**
- Tracey Guthrie-Zadravec

**Manager, Operations**
- Nicola Richardson, BA(Hons) PhD Lboro
1. Staff

**Senior Policy Officer**
Alison Anderson

**Student Central**
*Acting Manager, Student Central*
Susan Young

*Supervisor, Admissions and Enrolment*
Linda Dewar, BA UNE

*Supervisor, Academic Records*
Susan Young

**Senior Student Advisers**
Nancy Leong
Caroline Prell, LLB Sing

**Student Advisers**
Christine Fairchild
Eileen Logan
Margaret Maroki-Badal
Marian Melnychek, BA Adel
Li Ozinga, BA UIR(Beijing) MPP
Charlyn S Millano, BSc(Commerce) JoseRizalColl
Chelvi Singaram
Somphone Siviengphanom, BBusComplIS UWS
Sandra Slanic, BEc BA

**Office Assistant**
Wendy Mulligan

**Records Management Officer**
Donna Pearman

**General Administration**
*Supervisor, General Administration*
Greg Gaal

*General Administration Officers*
John Greco
Suzanne Kania
Lily Lee
Craig McCreedy
Julie Pratt

**Printery Services**
*Printery Manager*
Dianne Gillespie

*Photocopy Operators*
Angela Iles
Marina Kustro
Jason Bunce
2. Guide to the Faculty

Objectives
The primary objectives of the faculty are:

- Research in the clinical and disciplinary aspects of the health sciences.
- Teaching in the clinical and academic aspects of the health sciences at both undergraduate and graduate levels.

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
The faculty operates under the following portfolios and services units:

- Dean’s Unit
- Faculty Services Unit
- Research and Innovation
- Learning and Teaching
- International and Development
- Staff Development

Structure
The faculty’s academic structure encompasses the following disciplines:

- Behavioural and Social Sciences in Health
- Exercise and Sport Science
- Health Informatics
- Indigenous Health Studies
- Medical Radiation Sciences
- Occupational Therapy
- Orthoptics
- Physiotherapy
- Rehabilitation Counselling
- Speech Pathology

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.

Centres

Australian Stuttering Research Centre (ASRC)
The ASRC was established in January 1996 and is supported primarily by Federal Government research grants and also by internal funding from the Faculty of Health Sciences. The aims of the ASRC are to:

- conduct internationally recognised research into stuttering
- establish international collaborative research relationships
- translate research into policy and evidence-based practice
- mentor stuttering treatment researchers
- serve the professional community by conducting continuing education programs
- supervise and mentor higher degree research students
- research the effects of research training on tertiary cohorts
- inform the wider community of available evidence-based stuttering treatments.

ASRC research interests draw on several disciplines relevant to stuttering including speech acoustics, linguistics, physiology and psychology.

Staff within the ASRC are currently engaged with researchers from Bankstown Stuttering Unit, Macquarie University, Charles Sturt University, University of Newcastle, La Trobe University, Royal Children’s Hospital (Melbourne), Murdoch Children’s Research Institute (Melbourne), University of Queensland, University of Canterbury (NZ) and the Montreal Fluency Centre.

National Centre for Classification in Health (NCCH) Sydney
The NCCH is a centre for excellence in health classification theory and clinical terminologies. The NCCH creates, maintains and publishes the International Statistical Classification of Diseases and Related Health Problems, Tenth Revision, Australian Modification, a disease classification, which is adapted from the World Health Organization classification ICD-10. The Australian Classification of Health Interventions (ACHI), a comprehensive classification of health procedures and interventions is developed by the centre.

The centre creates Australian Coding Standards (ACS) through a consultative process with clinicians and clinical coders to create best practice guidelines to apply the classification. The Fifth Edition of ICD-10-AM/ACHI/ACS was published in 2006.

The centre has expertise in clinical terminologies, 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 biennial publication of ICD-10-AM, ACHI and ACS
- development and publication of classification subsets
- development and production of health classifications in electronic media including ICD-10-AM/ACHI/ACS eBook
- development and production of ICD-10-AM/ACHI/ACS Electronic Code List and MS Access database
- convening the Coding Standards Advisory Committee
- designing and delivering education resources and events for clinical coders and users of coded data
- planning and delivering biennial conferences
- creating quality improvement tools and programs for use in coded data collections
- researching and producing a chronicle of the developments and enhancements made to ICD-10-AM, ACHI and ACS since their inception

To view the latest update, download, purchase or search a handbook visit Handbooks online: www.usyd.edu.au/handbooks
2. Guide to the Faculty

- creating and publishing ICD-10-AM mapping tables
- producing a quarterly newsletter, Coding Matters, for coders and users of coded data
- providing consultancies on behalf of the World Health Organization
- providing consultancy services in Australia and internationally
- researching and developing various clinical term sets
- contributing to the Australian Government Department of Health and Ageing’s Australian Refined Diagnosis Related Groups (AR-DRGs)
- assisting the Clinical Casemix Committee of Australia and the Clinical Classification and Coding Groups
- research in classification, terminology and related health information and statistics.

The NCCH also has a site at the Queensland University of Technology (Brisbane).

Inter-institutional agreements and links

The faculty has developed links with the following institutions:

- Hanoi Medical University, Vietnam
- Hong Kong Polytechnic University, Hong Kong
- Indian Institute of Cerebral Palsy (IICP)
- Karolinska Institutet, Sweden
- Massey University, New Zealand
- McGill University, Montreal, Canada
- Ministry of Health, Government of Solomon Islands
- Nanyang Polytechnic, Singapore
- National Healthcare Group and Singapore Health
- Singapore Institute of Management
- Sun Yat-Sen University of Medical Sciences, Guangzhou, People’s Republic of China
- The Chinese Academy of Medical Sciences, Beijing, People’s Republic of China
- The University of Indonesia, Jakarta, Indonesia
- University of British Columbia, Vancouver, Canada
- University of Essex, United Kingdom
- University of Missouri, United States of America
- University of Otago, New Zealand
- University of Philippines System, Philippines
- University of Washington, Seattle.

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 between faculty and where appropriate students, in a variety of educational development and research initiatives.
3. Admission and course information

Course enquiries
Student Central provides prospective and enrolled students, both local and international, 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 from 9am to 5pm. The postal address is:

Student Central
Faculty of Health Sciences
The University of Sydney
PO Box 170
Lidcombe NSW 1825
Phone: +61 2 9351 9161
Fax: +61 2 9351 9412
Enquiries: www.ask.fhs.usyd.edu.au
Website: www.fhs.usyd.edu.au

Admission requirements – undergraduate courses
Generally, applicants for admission to the faculty's undergraduate courses are considered on the basis of the ATAR obtained in the New South Wales Higher School Certificate, or equivalent. Applications are also considered from applicants with a tertiary record. For some courses, these applicants may also be required to complete a questionnaire. Details of application procedures and any additional selection criteria are available in the UAC Guide, or on the website: www.uac.edu.au.

Further information is also available on the University of Sydney website: www.fhs.usyd.edu.au/future_students/index.shtml.

Special admission
The University conducts various schemes which may facilitate entry for applicants who are either Australian citizens or Permanent Residents and who have experienced serious educational disadvantage in pursuit of their secondary or tertiary education; or for mature-age applicants. Details of the Special Admission and Concessional Entry Schemes can be obtained from the University’s Admissions Office on +61 2 8627 8207, or on the website: www.usyd.edu.au/future_students/domestic_undergraduate/admissions/.

In addition to the above schemes, the Faculty of Health Sciences conducts the scheme below. Further information about these schemes is available from Student Central:

phone: +61 2 9351 9161
website: www.fhs.usyd.edu.au

Rural Students Entry Scheme
This scheme is open to applicants to all Faculty of Health Sciences courses who sat the HSC in the current or preceding year and who have no prior tertiary record, and completed at least the last four years of secondary education at a rural school. These applicants may be admitted if their ATAR is not more than five points below the main round ATAR cutoff. Applications are available on the website: www.fhs.usyd.edu.au/future_students/undergraduate/index.shtml.

The closing date for applications is 30 November each year.

International fee-paying applicants
Admission to University of Sydney courses under the local quota is restricted to Australian and New Zealand citizens and permanent residents of Australia.

International students undertaking a current Australian Year 12 will be considered for entry to the University on a full fee-paying basis only. Application is made through UAC. For information regarding application procedures for other international applicants, you should refer to the International Office website: www.usyd.edu.au/international/index.shtml.

Admission requirements – graduate courses
Please refer to the relevant academic chapter for admission requirements for specific courses.

English language proficiency
Whether applying as either a local or international student, if you have undertaken your studies in an overseas institution, you may have to provide proof of proficiency in English.

Proof of proficiency in English (as specified by Academic Board policies) can be:

- a record of satisfactory achievement in tertiary studies (diploma, degree or higher) in which the language of instruction and all assessment was English. Satisfactory achievement will be determined by the Faculty and should be relevant to the discipline concerned. (These studies must have been completed no more than 5 years prior to commencement of the course applied for.)
- successful completion of the course ‘English for Academic Purposes’ at the University’s Centre for English Teaching. (This course must have been completed no more than 2 years prior to commencement of the course applied for.)
- an internationally recognised English test meeting the approved requirements for the course. (This test must have been completed no more than 2 years prior to commencement of the course applied for.)

If you have to provide such proof and fail to do so, you will not be allowed to enrol in your course.

Note that English language requirements are subject to change annually and differ for each course so make sure that you check the language requirement for your chosen courses.

Local students

Undergraduate courses
Details of who must provide proof of English proficiency can be found on the Universities Admissions Centre (UAC) website www.uac.edu.au/undergraduate/faq/elp.shtml.

A list of minimum English proficiency requirements for each course can also be found on this website.
3. Admission and course information

Graduate entry masters programs
Details of who must provide proof of English proficiency can be found on the Universities Admissions Centre (UAC) website www.uac.edu.au/postgraduate/faq/elp.shtml.

A list of minimum English proficiency requirements for each course can also be found on this website.

Specialist postgraduate programs
English language requirements are subject to change annually and differ for each course. Refer to the individual course pages at www.fhs.usyd.edu.au/future_students/masters/index.shtml for information on IELTS (International English Language Testing System) scores required for each course.

International students
International students applying for Faculty of Health Sciences courses should visit the International Student website for more information: www.usyd.edu.au/future_students/index.shtml.

Table of English language requirements

<table>
<thead>
<tr>
<th>Award</th>
<th>Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Undergraduate</strong></td>
<td></td>
</tr>
<tr>
<td>BAppSc (Ex&amp;SpSc)</td>
<td>IELTS: 6.5 overall (min. 6.0 in each component)</td>
</tr>
<tr>
<td>BAppSc (MRS) DiagRad</td>
<td>IELTS: 6.5 overall (min. 6.0 in each component)</td>
</tr>
<tr>
<td>BAppSc (OccThpy)</td>
<td>IELTS: 6.5 overall (min. 6.0 in each component)</td>
</tr>
<tr>
<td>BAppSc (Physio)</td>
<td>IELTS: 6.5 overall (min. 6.0 in each component)</td>
</tr>
<tr>
<td>BAppSc (SpeechPath)</td>
<td>IELTS: 7.0 overall (min. 7.0 in each component)</td>
</tr>
<tr>
<td>BHlthSci</td>
<td>IELTS: 7.0 overall (min. 7.0 in each component)</td>
</tr>
<tr>
<td>BHlthSci/MNursing</td>
<td>IELTS: 7.0 overall (min. 7.0 in each component)</td>
</tr>
<tr>
<td><strong>Graduate entry programs</strong></td>
<td></td>
</tr>
<tr>
<td>MDiagRad</td>
<td>IELTS: 7.0 overall (min. 6.5 in each component)</td>
</tr>
<tr>
<td>MExPhys</td>
<td>IELTS: 7.0 overall (min. 6.5 in each component)</td>
</tr>
<tr>
<td>MHlthSci</td>
<td>IELTS: 7.0 overall (min. 6.5 in each component)</td>
</tr>
<tr>
<td>MNucMed</td>
<td>IELTS: 7.0 overall (min. 6.5 in each component)</td>
</tr>
<tr>
<td>MOccThpy</td>
<td>IELTS: 7.0 overall (min. 7.0 in speech and reading and min. 6.5 in listening and reading)</td>
</tr>
<tr>
<td>MOrth</td>
<td>IELTS: 6.5 overall (min. 6.0 in each component)</td>
</tr>
<tr>
<td>MPhysio</td>
<td>IELTS: 7.0 overall (min. 7.0 in speech and reading and min. 6.5 in listening and reading)</td>
</tr>
<tr>
<td>MRadThpy</td>
<td>IELTS: 7.0 overall (min. 6.5 in each component)</td>
</tr>
<tr>
<td>GDip/MRehabCling</td>
<td>IELTS: 6.5 overall (min. 6.0 in each component)</td>
</tr>
<tr>
<td>MSpLangPath</td>
<td>IELTS: 7.0 overall (min. 7.0 in each component)</td>
</tr>
<tr>
<td><strong>Specialist postgraduate</strong></td>
<td></td>
</tr>
<tr>
<td>GCert/MHlthSc (CDM)</td>
<td>IELTS: 6.5 overall (min. 6.0 in each component)</td>
</tr>
<tr>
<td>GCert/MHlthSc (DevDisability)</td>
<td>IELTS: 6.5 overall (min. 6.0 in each component)</td>
</tr>
<tr>
<td>GCert/GDip/MHlthSc (Education)</td>
<td>IELTS: 6.5 overall (min. 6.0 in each component)</td>
</tr>
<tr>
<td>GCert/GDip/MHlthSc (SexualHlth)</td>
<td>IELTS: 6.5 overall (min. 6.0 in each component)</td>
</tr>
<tr>
<td>GCert/MHlthSci</td>
<td>IELTS: 6.5 overall (min. 6.0 in each component)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Award</th>
<th>Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>PhD</td>
<td>IELTS: 6.5 overall (min. 6.0 in each component)</td>
</tr>
<tr>
<td>MAppSc</td>
<td>IELTS: 6.5 overall (min. 6.0 in each component)</td>
</tr>
</tbody>
</table>

Course applications: local students

Undergraduate course applications
Applications for the faculty's undergraduate courses are processed by the Universities Admissions Centre (UAC). Courses offered are:

- Bachelor of Health Sciences
- Exercise and Sport Science
- Double degree of Bachelor of Applied Science (Exercise and Sport Science)/Master of Nutrition and Dietetics
- Medical Radiation Sciences (Diagnostic Radiography)
- Occupational Therapy
- Physiotherapy
- Speech Pathology

Information on UAC Applications
UAC application forms and information guides are available in August each year:

- For NSW Higher School Certificate students, they can be obtained from their schools.
- For ALL other undergraduate applicants, they can be obtained from major newsgagers or from the Universities Admissions Centre.
- Applicants can also apply online at: www.uac.edu.au.

UAC postal address:
UAC, Locked Bag 112
Silverwater NSW 2128
Phone: +61 2 9752 0200

The closing date for UAC applications is late September, however late applications may be lodged until early-February upon payment of the specified late fee. UAC does not guarantee that applications received after 30 September will be considered in the main round of offers.

Postgraduate coursework applications

Applications for Graduate Entry Master's programs via UAC
Applications for the faculty's Graduate Entry Master's (GEM) courses will be submitted through the Universities Admissions Centre (UAC). These courses are:

- Master of Diagnostic Radiography
- Master of Exercise Physiology
- Master of Health Informatics
- Master of Nuclear Medicine
- Master of Occupational Therapy
- Master of Orthoptics
- Master of Physiotherapy
- Master of Radiation Therapy
- Graduate Diploma in Rehabilitation Counselling
- Master of Rehabilitation Counselling
- Master of Speech Language Pathology
Applications are made online via the UAC website, www.uac.edu.au from early September of the year before starting the course. For the 2010 intake, on-time applications will close on 31 October and late applications will close on 15 December, 2009. Prospective students should check for special entry or additional requirements for the course they are applying for. Students who submit their applications on time will automatically be considered for a Commonwealth-supported place (CSP) which will be awarded on a merit basis. Late applicants will be considered for a CSP only if places are still available. There is no requirement to submit a separate application for a CSP.

Applications for specialist courses directly to the faculty

Information and application forms for the faculty's postgraduate specialist courses are available from Student Central in September each year, or on the following website: www.fhs.usyd.edu.au.

Applications close on 31 October for the Semester 1 intake of the following year, and 30 April for the Semester 2 intake of the same calendar year.

Applications for research degrees

Applications for graduate research programs close 30 November. Such applications will be processed as soon as possible but offers are dependent on the availability of research places. Commencing students may only enrol before the HECS census date of any semester.

All applications for courses commencing in the second semester close on 30 April.

Non-award enrolment for undergraduate and postgraduate students

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 unit coordinator 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 non-award enrolment form a part, may receive credit for those units.

Enquiries concerning eligibility for enrolment and the availability of units should be directed to Student Central. Applications for non-award studies should be submitted to Student Central.

Cross-institutional enrolment for undergraduate and postgraduate students

Students enrolled in a recognised tertiary course at another Australian 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.

Undergraduate students who are Commonwealth supported at their home institution are eligible to be Commonwealth supported at their host provider. Other students may be required to pay tuition fees.

Cross-institutional students must fulfil the same attendance, assessment and examination requirements as students enrolled in an award program at the University of Sydney.

Enquiries concerning application procedures and eligibility should be directed to Student Central, phone: +61 2 9351 9161.

Course applications: international students

Applications from international students are accepted for most degrees offered by the Faculty of Health Sciences. The method of application changes according to the degree or circumstances, so students should check the information below for details.

Undergraduate courses

If you are studying one of the following qualifications in 2009, then you should apply through the Universities Admissions Centre (UAC):

- an Australian Year 12 qualification (eg. NSW HSC, VCE, SA Matriculation) either inside or outside of Australia;
- the International Baccalaureate in Australia;
- the New Zealand Certificate of Educational Achievement (NCEA) Level 3 in New Zealand.

International students undertaking one of the above qualifications should apply through the UAC International module: www.uac.edu.au/international/

If you are not studying any of the above qualifications, you should apply directly to the University of Sydney via the International Office or an approved agent.

Postgraduate coursework applications

Applications for Graduate Entry Master's programs

Applications by international students for the Graduate Entry programs are made either directly to the International Office or via an approved agent. See the International Office website for details on application procedures and closing dates.

Applications for specialist courses

One specialist program, Exercise and Sport Science, requires an application by international students to be made either directly to the International Office or an approved agent.

Otherwise, international students study the specialist degrees off-campus: applications are made directly to the Faculty. See the following pages for information on courses and links to the application forms: www.fhs.usyd.edu.au/future_students/masters/index.shtml.

Research degrees

International students can enrol in a research degree by either on-campus or off-campus mode. For the on-campus mode, applications are made via the International Office.

For off-campus studies, applications are made directly to the Faculty: www.fhs.usyd.edu.au/future_students/research_degrees/index.shtml.

International Office

For information on applications procedures, closing dates and for general information related to studying in Australia, visit the website of the International Office of the University of Sydney: www.usyd.edu.au/international/index.shtml.

Core knowledge areas – undergraduate courses

Students undertaking most undergraduate courses in the faculty are required to study anatomy, physiology, psychology and sociology as core areas.

The depth to which these areas are studied depends on the requirements of individual courses. In a number of courses, other areas of science are studied including biochemistry, biophysics, microbiology, biomechanics, applied physiology or research methods.

Behavioural and Social Sciences

Behavioural and Social Science units are normally made up of three strands: psychology, sociology and research methods.
Psychology is the science of human behaviour. Areas of study include: normal and abnormal psychological development, perception, cognition, personality development, health and human behaviour, and psychosocial aspects of illness and disability.

Sociology is a distinctive form of social inquiry that addresses the origins, nature, and prospects of modern societies. It systematically analyses a range of public issues, and it seeks to explain human behaviour by focusing on the social context within which it occurs. Health sociology is a recognised subdiscipline which includes the following topics: the relationship between social inequality and health; the nature of client-practitioner interactions; the processes of policy formation and service delivery in healthcare; and the relationship between health, medicine, and society.

Research Methods units involve the study of how information (data) is collected, measured and analysed, and making conclusions on the basis of these investigations. Research methods units involve a substantial amount of study using computer resources.

Biomedical Sciences

Biomedical Sciences units include the following areas of study:

Anatomy is the study of the structure of the human body and the relationships of body parts to provide a basis for understanding how the body functions. It involves investigation of cells, tissues, organs and systems (including the skeletal, muscular, nervous, endocrine, circulatory, respiratory, digestive, renal and reproductive systems).

Physiology is the study of the mechanisms of body function, the physical, chemical, biochemical and homeostatic processes operating at the cellular level and at the level of the human organism.

Biochemistry and Biophysics include the physics and chemistry necessary for an understanding of biological processes and systems.

Microbiology is the study of microorganisms, and in particular their interactions with man. The ways in which diseases may be transmitted, and their prevention is emphasised.

Knowledge expected of commencing undergraduate students

In pursuing any biological science or applied science course at university level, a basic knowledge of biology/physiology, chemistry, mathematical or physics concepts is essential to an understanding of theories of structure and function of the human organism. Rather than define specific mathematics and science subjects as prerequisites, the faculty has provided the following information to assist applicants gauge their preparedness to undertake particular programs of study.

Applicants should refer to the course(s) in which they are interested for more specific information on levels of assumed knowledge. Students who do not meet the required level of assumed knowledge are encouraged to enrol in bridging courses offered by the University prior to the commencement of their course of study or undertake supplementary work to bring themselves up to the required level of knowledge. For information on bridging courses, go to the following website: www.usyd.edu.au/start/uni/bridging.shtml

The following summaries state concepts, knowledge, abilities and skills which enable easier assimilation by students commencing study. The items listed are not prerequisites. The summaries provide a useful basis for any remedial tuition for students who feel their science background to be inadequate during the first year of study.

Biology

(relevant to all students)

Although no prior knowledge is expected, an understanding of the basics of biology would be beneficial to students undertaking subjects with a physiology component. Introductory physiology subjects cover topics which are part of most high school biology courses.

Chemistry

(relevant to all students)

- Understanding of the following concepts and terms: atom, subatomic particles (proton, neutron, and electron), periodic table, electronic configuration, ions, covalent, and ionic bonds, electro negativity and shape, metals and non-metal.
- Knowledge of the names and chemical symbols of the first 36 elements of the periodic table, and other common elements.
- Knowledge of the following concepts and terms: types of compounds such as acids, bases, pH, salts, mole, molar mass, solids, liquids, gases, temperature, and bond energies.
- Knowledge of the usual valencies of the common elements, ions and polyatomic ions.
- Ability to write word, ionic, and stoichiometric equations for chemical reactions.

For students who feel that their understanding of chemistry is inadequate, a Chemistry Bridging Course is offered before the start of Semester One. For details refer to: www.fhs.usyd.edu.au/future_students/undergraduate/bridging/index.shtml

Grammatical analysis

(relevant to Speech Pathology and Bachelor of Health Science students undertaking the Hearing and Speech second major)

- Familiarity with the terminology of traditional English grammar and common classes – e.g. noun, verb, preposition, adverbial phrase, subordinate clause, etc.
- Ability to distinguish clauses from phrases, and simple sentences from complex ones.
- Knowledge of construction of phrases – e.g. NP, UP, PP etc.
- Ability to identify the elements of clauses – i.e. subject, objects, verbs, adverbs, and complements.

Students enrolling in Speech Pathology or the Bachelor of Health Sciences with a Hearing and Speech major are strongly advised to undertake the grammatical analysis bridging course before the start of the first semester.

Mathematics

(relevant to Exercise and Sport Science, Medical Radiation Sciences and Physiotherapy)

- Identify and be familiar with the following concepts and terms: number, numeral, variable, reciprocal, ratio, function, logarithm (exponent or index).
- Knowledge of laws of indices, and the associated behaviour of logarithms.
- Ability to perform the following algebraic operations: multiplying through brackets; collecting like terms; changing the subject of simple formulae.
- Ability to solve linear simultaneous equations in two variables, such as:
  \[ x + 2y = 5 \]
  \[ 2x - 3y = 4 \]
- Ability to use scientific notation for large and small numbers, and to multiply, divide, add and subtract numbers written in this notation.
- Knowledge of the trigonometric ratios, sine, cosine and tangent, and the ability to determine their values for angles.
- Ability to draw graphs of the following kinds of relations:
  \[ y = mx + b \]
  \[ y = ax^2 + bx + c \]
  \[ y = ax^m \]
- Ability to carry out quick and accurate computations using a digital calculator.
- Ability to draw a graph of the relationship of a dependent variable to an independent variable and to be able to interpret such graphs.
Preparatory courses
The following short courses are designed to address the needs of students who have already been accepted into award courses at the Faculty of Health Sciences/University or elsewhere. They should not be confused with preparation courses to be undertaken by prospective students in order to qualify for admission to the University under its Mature Age Entry scheme.

Learning Assistance
During Orientation week and at various times throughout the year, the Learning Centre on Cumberland campus runs workshops on specific skills or tasks to assist students to develop academic skills.

For further information, visit the website: www.usyd.edu.au/future_students/undergraduate/bridging/index.shtml or contact Student Services (Cumberland Campus) on +61 2 9351 9638.

Bridging courses
Bridging courses are recommended for undergraduate and postgraduate students who feel that they have not attained the assumed knowledge for the course they are entering, or those who need to refresh their memory.

Courses may be taken at the Cumberland campus and/or Camperdown campus.

Courses offered at Cumberland campus
Chemistry and Grammatical Analysis
Bridging courses are held in February each year, approximately two weeks prior to the start of Semester 1. While bridging courses may be strongly recommended for commencing students, they are not prerequisites. For further information on these courses see: www.fhs.usyd.edu.au/future_students/undergraduate/bridging/index.shtml.

Courses offered at Camperdown campus
Chemistry
This course is conducted over 7 days in February. For further information see: www.chem.usyd.edu.au/study/bridgingcourse.html.

Mathematics
For information on the mathematics bridging course at Camperdown campus see: www.usyd.edu.au/fstudent/undergrad/study/ssm/bridging.

Physics
For information on the physics bridging course at Camperdown campus see www.physics.usyd.edu.au/ or phone (02) 9036 4789.

Study preparation for international students
A Study Preparation Program is offered prior to the start of each semester to international students who have accepted a place in the faculty to prepare them for academic study in an Australian health sciences context.

Further information is available from Student Services (Cumberland Campus) on +61 2 9351 9638.

Undergraduate honours programs
The degree of Bachelor of Applied Science may be awarded in the grade of honours in the following programs:

- Exercise and Sport Science
- Medical Radiation Sciences
- Occupational Therapy
- Physiotherapy
- Speech Pathology

The degree of Bachelor of Health Sciences may also be awarded in the grade of honours.

Detailed information is given in each course entry in this handbook or is available from the relevant honours coordinator.

Honours policy in the Faculty of Health Sciences
All undergraduate programs in the Faculty of Health Sciences have an honours program available for students who have performed at an exceptional level throughout their degrees. In four year degree programs, honours is taken concurrently with the pass degree. In three year programs, honours students take an additional fourth year of study, but some honours units of study may commence in third year.

Entry to honours programs is competitive, and the number of students accepted into honours will vary from year to year. Furthermore, offers are not automatic and are at the final discretion of the discipline in which the student is enrolled. Students who are considering honours should therefore consult with the honours course coordinator.

All honours programs have a discipline-specific research component. Further details can be found in the relevant discipline chapter of the faculty handbook.

Grades of honours
The honours degree is awarded upon satisfactory completion of all requirements within the particular honours program. The honours grade is based upon the mark awarded for the honours thesis component. The grades are as follows:

<table>
<thead>
<tr>
<th>Honours grades</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Class</td>
<td>80-100%</td>
</tr>
<tr>
<td>Second Class/ Division 1</td>
<td>75-79%</td>
</tr>
<tr>
<td>Second Class/ Division 2</td>
<td>70-74%</td>
</tr>
<tr>
<td>Third Class</td>
<td>65-69%</td>
</tr>
</tbody>
</table>

Honours shall not be awarded below 65%

Eligibility for honours
Credit Average: To be considered for honours admission in the Faculty of Health Sciences, a student must have a Weighted Average Mark (WAM) at a Credit level (i.e. 65 per cent) or above. Note that the WAM is a weighted average, and that units of study with greater credit point values are given higher weightings in the calculation. Also note that units of study in which only R (satisfied requirements) grades are awarded (eg clinical placements in some courses) are not included in the WAM. Credit from other studies is also excluded from the WAM.

Competitive entry: The requirements of honours programs are more challenging and demanding than those of pass degrees. Places in honours will only be offered to students who have been performing at a standard clearly above the average for their cohort throughout their degree.
No prior failures in units of study: In assessing eligibility for honours, honours course coordinators will evaluate students’ performance across the entire undergraduate program. Preference will be given to students who have not failed any units of study. However, honours course coordinators have discretion in determining the relevance of a failed unit to honours candidature, assuming the student has an excellent record otherwise.

Continuation within honours
Maintain credit average: The University of Sydney will not award honours to a student who does not attain a credit or above for their overall honours mark (see above). Students who are at risk of falling below a credit mark for honours will be counselled about transferring to the pass degree.

Failure during Honours: Students who fail a unit of study in their honours program will be advised that unless they perform at an outstanding level in all other units of study, they are unlikely to be able to maintain a credit average throughout honours and should consider transferring to the pass degree.

Summary of courses

### Summary of undergraduate degrees

<table>
<thead>
<tr>
<th>Area of study</th>
<th>Yrs</th>
<th>Mode</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of Applied Science (BAppSc)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exercise, Sport Science and Nutrition***</td>
<td>4</td>
<td>full-time</td>
<td>SH115</td>
</tr>
<tr>
<td>Exercise and Sport Science*</td>
<td>3</td>
<td>full-time</td>
<td>SH088</td>
</tr>
<tr>
<td>Medical Radiation Sciences*</td>
<td>3</td>
<td>full-time</td>
<td></td>
</tr>
<tr>
<td>Diagnostic Radiography</td>
<td></td>
<td></td>
<td>SH116</td>
</tr>
<tr>
<td>Nuclear Medicine (last intake 2009)</td>
<td></td>
<td></td>
<td>SH117</td>
</tr>
<tr>
<td>Radiation Therapy (last intake 2009)</td>
<td></td>
<td></td>
<td>SH118</td>
</tr>
<tr>
<td>Occupational Therapy (last intake 2009)*</td>
<td>4</td>
<td>full-time</td>
<td>SH111</td>
</tr>
<tr>
<td>Occupational Therapy*</td>
<td>4</td>
<td>full-time</td>
<td>SH135</td>
</tr>
<tr>
<td>Physiotherapy (last intake 2008)*</td>
<td>4</td>
<td>full-time</td>
<td>SH095</td>
</tr>
<tr>
<td>Physiotherapy*</td>
<td>4</td>
<td>full-time</td>
<td>SH137</td>
</tr>
<tr>
<td>Speech Pathology*(last intake 2007)</td>
<td>4</td>
<td>full-time</td>
<td>SH040</td>
</tr>
<tr>
<td>Speech Pathology*</td>
<td>4</td>
<td>full-time</td>
<td>SH128</td>
</tr>
<tr>
<td>Bachelor of Applied Science (Exercise and Sport Science) / Bachelor of Science (Nutrition)** (last intake 2009)</td>
<td>5</td>
<td>full-time</td>
<td>SH093</td>
</tr>
<tr>
<td>Bachelor of Applied Science (Exercise and Sport Science) / Master of Nutrition and Dietetics**** (last intake 2009)</td>
<td>5</td>
<td>full-time</td>
<td>SH139</td>
</tr>
<tr>
<td>Bachelor of Applied Science (Exercise and Sport Science) / Master of Nursing (no intake 2009)</td>
<td>4</td>
<td>full-time</td>
<td>GH018</td>
</tr>
<tr>
<td>Bachelor of Health Science (BHlthSc)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aboriginal Health and Community Development* (no first year intake in 2008)</td>
<td>4</td>
<td>block attendance</td>
<td>SH059</td>
</tr>
<tr>
<td>Bachelor of Health Sciences (BHlthSci)*</td>
<td>3</td>
<td>full-time</td>
<td>SH130</td>
</tr>
<tr>
<td>Bachelor of Health Sciences/Master of Nursing</td>
<td>4</td>
<td>full-time</td>
<td>GH016</td>
</tr>
<tr>
<td>Bachelor of Health Sciences/Master of Clinical Vision Sciences</td>
<td>4</td>
<td>full-time</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Health Sciences/Master of Clinical Vision Sciences (last intake 2007)</td>
<td></td>
<td></td>
<td>SH124</td>
</tr>
<tr>
<td>Bachelor of Health Sciences/Master of Clinical Vision Sciences (last intake 2009)</td>
<td></td>
<td></td>
<td>SH131</td>
</tr>
<tr>
<td>Bachelor of Health Sciences/Master of Health Informatics (last intake in 2008)</td>
<td>4</td>
<td>full-time</td>
<td>SH132</td>
</tr>
<tr>
<td>Bachelor of Health Sciences/Master of Rehabilitation Counselling</td>
<td>4</td>
<td>full-time</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Health Sciences/Master of Rehabilitation Counselling (last intake 2007)</td>
<td></td>
<td></td>
<td>SH126</td>
</tr>
<tr>
<td>Bachelor of Health Sciences/Master of Rehabilitation Counselling (last intake 2009)</td>
<td></td>
<td></td>
<td>SH133</td>
</tr>
</tbody>
</table>

Notes to undergraduate degrees:
* Honours program available. Total course length 4 years full-time.
** Includes Honours in Nutrition, or Nutrition and Dietetics in Year 5.
*** Students must enrol in the combined degrees in Exercise and Sport Science/Nutrition in Year 1. Only available to students who commenced in 2009 or earlier.
**** Students have the option to complete an additional honours year on successful completion of the BAppSc (ExSpSc) before progressing to the Master of Nutrition and Dietetics.
Research degrees

<table>
<thead>
<tr>
<th>Degree</th>
<th>Code</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctor of Philosophy (PhD)</td>
<td>SB019</td>
<td>Full-time: 3-4 yrs Part-time: 3-8 yrs</td>
</tr>
<tr>
<td>Doctor of Health Science (HScD)</td>
<td>SB017</td>
<td>Full-time: 3-4 yrs Part-time: 3-8 yrs</td>
</tr>
<tr>
<td>Master of Applied Science (MApSc)</td>
<td>SC108</td>
<td>Full-time: 1.5-2 yrs Part-time: 1.5-4 yrs</td>
</tr>
</tbody>
</table>

Graduate entry programs

<table>
<thead>
<tr>
<th>Degree</th>
<th>Code</th>
<th>Minimum duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master of Clinical Vision Sciences (MCVS)#</td>
<td>SC151</td>
<td>1 yr full-time</td>
</tr>
<tr>
<td>Master of Diagnostic Radiography (MDR)</td>
<td>SC131</td>
<td>2 yrs full-time</td>
</tr>
<tr>
<td>Master of Exercise Physiology (MExPhys)</td>
<td>SC149</td>
<td>2 yrs full-time</td>
</tr>
<tr>
<td>Master of Health Informatics (MHI)</td>
<td>SC143</td>
<td>2 yrs full-time or 4 yrs part-time</td>
</tr>
<tr>
<td>Master of Health Informatics (MHI)#</td>
<td>SC153</td>
<td>1 yr full-time</td>
</tr>
<tr>
<td>Master of Nuclear Medicine (MNM)</td>
<td>SC133</td>
<td>2 yrs full-time</td>
</tr>
<tr>
<td>Master of Occupational Therapy (MOT)</td>
<td>SC063</td>
<td>2 yrs full-time or 4 yrs part-time</td>
</tr>
<tr>
<td>Master of Occupational Therapy (MOT)</td>
<td>SC141</td>
<td>2 yrs full-time or 4 yrs part-time</td>
</tr>
<tr>
<td>Master of Orthotics (MOrth)</td>
<td>SC110</td>
<td>2 yrs full-time or 4 yrs part-time</td>
</tr>
<tr>
<td>Master of Physiotherapy (MPhty)</td>
<td>SC104</td>
<td>2 yrs full-time</td>
</tr>
<tr>
<td>Master of Radiation Therapy (MRT)</td>
<td>SC135</td>
<td>2 yrs full-time</td>
</tr>
<tr>
<td>Graduate Diploma in Rehabilitation Counselling (GradDipRehabCling)</td>
<td>SF061</td>
<td>1 yr full-time or 2 yrs part-time</td>
</tr>
<tr>
<td>Master of Rehabilitation Counselling (MRehabCling)</td>
<td>SC147</td>
<td>2 yrs full-time or 4 yrs part-time</td>
</tr>
<tr>
<td>Master of Rehabilitation Counselling (MRehabCling)#</td>
<td>SC152</td>
<td>1 yr full-time</td>
</tr>
<tr>
<td>Master of Speech Language Pathology (MSLP)</td>
<td>SC112</td>
<td>2 yrs full-time or 4 yrs part-time</td>
</tr>
</tbody>
</table>

Note to graduate entry programs:
# No direct entry: available only to students in the 4th Year of the combined BHS/Masters program.

Specialist programs

Master of Health Sciences (MHlthSci)

<table>
<thead>
<tr>
<th>Area of study</th>
<th>Code</th>
<th>Minimum duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master of Health Sciences with the following majors:</td>
<td>SC144</td>
<td>1 yr full-time or 2 yrs part-time</td>
</tr>
<tr>
<td>generic</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gerontology (no intake in 2010)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Indigenous Health Studies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Occupational Therapy</td>
<td></td>
<td></td>
</tr>
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</table>

Area of study Code Minimum duration

<table>
<thead>
<tr>
<th>Area of study</th>
<th>Code</th>
<th>Minimum duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orthotics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speech Pathology</td>
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</tbody>
</table>

Graduate Certificate of Health Sciences (GradCertHlthSci)

<table>
<thead>
<tr>
<th>Area of study</th>
<th>Code</th>
<th>Minimum duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduation Certificate of Health Sciences with the following majors:</td>
<td>SC034</td>
<td>0.5 yr full-time or 1 yr part-time</td>
</tr>
<tr>
<td>generic</td>
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<td></td>
</tr>
<tr>
<td>Gerontology (no intake in 2010)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Indigenous Health Studies (no intake in 2010)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Occupational Therapy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speech Pathology</td>
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Master of Exercise and Sport Science (MEx&SpSc)

<table>
<thead>
<tr>
<th>Area of study</th>
<th>Code</th>
<th>Minimum duration</th>
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</thead>
<tbody>
<tr>
<td>Master of Exercise and Sport Science</td>
<td>SC155</td>
<td>1 yr full-time or 2 yrs part-time</td>
</tr>
<tr>
<td>Master of Exercise and Sport Science (Clinical Exercise Science) (last intake 2009)</td>
<td>SC129</td>
<td>1 yr full-time or 2 yrs part-time</td>
</tr>
<tr>
<td>Master of Exercise and Sport Science (Sports Performance) (last intake 2009)</td>
<td>SC127</td>
<td>1 yr full-time or 2 yrs part-time</td>
</tr>
</tbody>
</table>

Master of Health Science (MHlthSc) by coursework

<table>
<thead>
<tr>
<th>Area of study</th>
<th>Code</th>
<th>Minimum duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behavioural Science (last intake 2008)</td>
<td>SC047</td>
<td>1 yr full-time or 2 yrs part-time</td>
</tr>
<tr>
<td>Cardiopulmonary Physiotherapy (last intake 2008)</td>
<td>SC086</td>
<td>1 yr full-time or 2 yrs part-time</td>
</tr>
<tr>
<td>Child and Adolescent Health (last intake 2008)</td>
<td>SC048</td>
<td>1 yr full-time or 2 yrs part-time</td>
</tr>
<tr>
<td>Clinical Data Management</td>
<td>SC097</td>
<td>1 yr full-time or 2 yrs part-time</td>
</tr>
<tr>
<td>Developmental Disability</td>
<td>SC107</td>
<td>1 yr full-time or 2 yrs part-time</td>
</tr>
<tr>
<td>Education</td>
<td>SC066</td>
<td>1 yr full-time or 2 yrs part-time</td>
</tr>
<tr>
<td>Manipulative Physiotherapy (last intake 2008)</td>
<td>SC085</td>
<td>1 yr full-time or 2 yrs part-time</td>
</tr>
<tr>
<td>Medical Radiation Sciences</td>
<td>SC077</td>
<td>2 yrs part-time</td>
</tr>
<tr>
<td>Medical Sonography</td>
<td>SC076</td>
<td>3 yrs part-time</td>
</tr>
<tr>
<td>Neurological Physiotherapy (last intake 2008)</td>
<td>SC088</td>
<td>1 yr full-time or 2 yrs part-time</td>
</tr>
<tr>
<td>Occupational Therapy (last intake 2007)</td>
<td>SC074</td>
<td>1 yr full-time or 2 yrs part-time</td>
</tr>
<tr>
<td>Physiotherapy (last intake 2008)</td>
<td>SC092</td>
<td>1 yr full-time or 2 yrs part-time</td>
</tr>
<tr>
<td>Physiotherapy, with the following majors:</td>
<td>SC148</td>
<td>1 yr full-time or 2 yrs part-time</td>
</tr>
<tr>
<td>Cardiopulmonary (no intake in 2010)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Manipulative (no intake in 2010)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Neurological (no intake in 2010)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Paediatric (no intake in 2010)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sports (no intake in 2010)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Paediatric Physiotherapy (last intake 2008)</td>
<td>SC087</td>
<td>1 yr full-time or 2 yrs part-time</td>
</tr>
<tr>
<td>Sexual Health</td>
<td>SC109</td>
<td>1 yr full-time or 2 yrs part-time</td>
</tr>
<tr>
<td>Sports Physiotherapy (last intake 2008)</td>
<td>SC090</td>
<td>1 yr full-time or 2 yrs part-time</td>
</tr>
</tbody>
</table>
Graduate Diploma of Health Science (GradDipHlthSc)

<table>
<thead>
<tr>
<th>Area of study</th>
<th>Code</th>
<th>Minimum duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education</td>
<td>SF046</td>
<td>1.5 yrs part-time</td>
</tr>
<tr>
<td>Exercise and Sport Science</td>
<td>SF054</td>
<td>1 yr full-time or 1.5 yrs part-time</td>
</tr>
<tr>
<td>Medical Radiation Sciences</td>
<td>SF053</td>
<td>1.5 yrs part-time</td>
</tr>
<tr>
<td>Medical Sonography</td>
<td>SF052</td>
<td>2 yrs part-time</td>
</tr>
<tr>
<td>Sexual Health</td>
<td>SF057</td>
<td>1 yr full-time or 1.5 yrs part-time</td>
</tr>
</tbody>
</table>

Graduate Certificate in Health Science (GradCertHlthSc)

<table>
<thead>
<tr>
<th>Area of study</th>
<th>Code</th>
<th>Minimum duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clinical Data Management</td>
<td>SG017</td>
<td>1 yr part-time</td>
</tr>
<tr>
<td>Developmental Disability</td>
<td>SG028</td>
<td>0.5 yr full-time or 1 yr part-time</td>
</tr>
<tr>
<td>Education</td>
<td>SG032</td>
<td>0.5 yr full-time or 1 yr part-time</td>
</tr>
<tr>
<td>Exercise and Sport Science</td>
<td>SG026</td>
<td>0.5 yr full-time or 1 yr part-time</td>
</tr>
<tr>
<td>Medical Radiation Sciences</td>
<td>SG024</td>
<td>1 yr part-time</td>
</tr>
<tr>
<td>Medical Sonography</td>
<td>SG023</td>
<td>1 yr part-time</td>
</tr>
<tr>
<td>Sexual Health</td>
<td>SG030</td>
<td>0.5 yr full-time or 1 yr part-time</td>
</tr>
</tbody>
</table>

Units of study numbering system

The units of study numbering system consists of four letters and four digits. The letters of the alphabet identify the academic unit 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 areas of study are:

<table>
<thead>
<tr>
<th>Area of study</th>
<th>Alphabet code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behavioural and Social Sciences in Health</td>
<td>BACH</td>
</tr>
<tr>
<td>Biomedical Sciences</td>
<td>BIOS</td>
</tr>
<tr>
<td>Developmental Disability</td>
<td>GSDD</td>
</tr>
<tr>
<td>Doctor of Health Science</td>
<td>DHSC</td>
</tr>
<tr>
<td>Exercise and Sport Science</td>
<td>EXSS</td>
</tr>
<tr>
<td>Health Informatics</td>
<td>HIMT</td>
</tr>
<tr>
<td>Health Sciences</td>
<td>BHSC</td>
</tr>
<tr>
<td>Health Sciences</td>
<td>HSBM</td>
</tr>
<tr>
<td>Indigenous Health Studies</td>
<td>AHCD</td>
</tr>
<tr>
<td>Medical Radiation Sciences</td>
<td>MRTY</td>
</tr>
<tr>
<td>Medical Radiation Sciences (Graduate entry)</td>
<td>MRSC</td>
</tr>
<tr>
<td>Occupational Therapy</td>
<td>OCCP</td>
</tr>
<tr>
<td>Orthoptics</td>
<td>ORTH</td>
</tr>
<tr>
<td>Physiotherapy</td>
<td>PHTY</td>
</tr>
<tr>
<td>Rehabilitation Counselling</td>
<td>REHB</td>
</tr>
<tr>
<td>Speech Pathology</td>
<td>CSCD</td>
</tr>
</tbody>
</table>
4. Student administrative information

Enrolment
Correct enrolment is the individual responsibility of each student.

The faculty assumes that those enrolled in the faculty have an understanding of the rules and regulations outlined in this handbook as they relate to the particular program being undertaken.

While Student Central at the Faculty of Health Sciences will assist you to understand and interpret these rules and regulations, it is in your interests to put your requests to the faculty in writing in order to obtain a written reply for your own records and to ensure that a copy is placed on your student file for future reference.

Verbal advice, while given in good faith, may be given on an incomplete understanding of your situation as you have presented it or may be misinterpreted or misunderstood.

Deferment of enrolment
A person granted admission to an undergraduate course of the faculty and who undertook the NSW Higher School Certificate, or its equivalent, in the preceding year, will be permitted to defer enrolment for a maximum period of one year, upon written application to the Admissions Officer, University of Sydney by the specified date.

Deferment of enrolment will not normally be granted to enable an applicant to undertake another tertiary course.

Deferment of enrolment will not normally be granted to other students, including postgraduate students unless there have been extreme and unpredictable changes in circumstances since applying for the course. A request together with documentary evidence for special circumstances may be lodged in writing to the Manager, Student Central, Faculty of Health Sciences.

International students may be permitted to defer enrolment upon written application to the University of Sydney International Office, and approval of the course coordinator.

Enrolment of continuing students
Students continuing into next year will pre-enrol on the web (POW) in October of the preceding year of enrolment.

Students whose pre-enrolment on the web (POW) is unsuccessful will be required to enrol in person (except for off-campus students) at scheduled times in mid-February, and will be required to pay fees at enrolment. A notice will be sent to these students in late January.

Enrolment variations
Students should carefully check the statements of enrolment that are posted to the semester address registered with the University. Variations of enrolment may be made online via the MyUni website posted to the semester address registered with the University.

Students should carefully check the statements of enrolment that are posted to the semester address registered with the University. Variations of enrolment may be made online via the MyUni website.

Advising the lecturer or the discipline of a change to your enrolment is not sufficient. Students have sometimes found themselves with an unwelcome result of Absent Fail or with an unnecessary HECS liability because they either did not check their enrolment carefully or forgot to advise the University of a new correspondence address. Students are encouraged to check with Student Central without delay if they believe their formal enrolment may not be correct.

Students wishing to withdraw from a unit of study in which they have enrolled and enrol into a new unit of study must do so at Student Central or via MyUni by:

- the end of the second week of first semester (for first semester units of study)
- the end of the second week of second semester (for second semester units of study)

Enrolment restrictions
Under the provisions of the Faculty Resolutions (2006), except with the permission of the Dean, an undergraduate student may not enrol in units of study with a total value of more than 30 credit points in any one semester.

A student enrolled in a postgraduate award course may not enrol in units of study with a total value of more than 24 credit points in any one semester, or 12 credit points in the summer session.

Credit transfer
Policies
While the Faculty of Health Sciences (FHS) wishes to give students maximum credit for study previously completed, it should be recognised that units of study taught in the faculty are specifically directed at developing professional skills.

There are three types of credit transfer:

1. Specified credit
This applies when a student is not required to take a specific unit of study (subject) because studies deemed to be equivalent have been completed. This is shown as units credited on the academic transcript.

2. Block credit
For whole years or stages of a course. This is usually shown as units credited on the academic transcript.

3. Non-specific credit
Awarded when previous studies are deemed to have satisfied defined components of a course other than named units of study.

Application procedures
Details of the process for applying for credit are given on the ‘Application for Credit’ leaflet available from Student Central, or from: www.fhs.usyd.edu.au/forms/credit_application_form.pdf.

All students who intend to apply for credit, must finalise their applications for the academic year by the last Friday of February. It is possible to lodge a credit application for Semester 2 unit of study enrolments by the second Friday of July. However it is advisable to finalise credit application for the whole academic year in February. Applications must be made on the appropriate form, complete with all documentation and lodged in person with, or posted to, Student Central.

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

Implications of gaining credit from other studies
Students need to consider the following implications of gaining credit from other studies:

- decreased workload (this may affect your eligibility for Austudy/Abstudy/Youth Allowance)
- effect on Weighted Average Mark (WAM) – The WAM is used for entry to honours programs, the award of scholarships for
postgraduate study and, for Physiotherapy students, allocation to a hospital job. Units of study without a grade are not included in the calculation of your WAM, but if you had done the unit of study, it is likely that you would have attained high marks and your WAM would therefore have been higher. Conversely, it might be argued that with advanced standing in one or more units of study, additional time could be devoted to remaining units of study, resulting in higher marks and an increased WAM.

Maximum credit
If a student is admitted to candidature for an undergraduate degree at the University of Sydney with credit for completed units of study not counted towards an award, the maximum credit allowed will be determined by the requirement that a minimum of the equivalent of 48 credit points of their course be completed at the University of Sydney.

The maximum credit allowed where a graduate is admitted to candidature for a degree of bachelor with credit for completed units of study already counted in a completed qualification, will be determined by the requirement that the graduate shall attend units of study for the equivalent of at least two full-time years in that course, unless additional credit from an uncompleted course or courses has also been granted.

Credit towards a postgraduate coursework degree (GradCert, GradDip, Masters) will not be given for undergraduate units of study or for completed postgraduate awards except in the case of embedded programs at the University of Sydney or other programs deemed by the relevant faculty to be the equivalent of such embedded programs.

Specific or non-specific credit for postgraduate study undertaken at another tertiary institution for which an award was not made may be granted by the faculty, subject to a maximum equivalent to fifty per cent of the credit point requirements for the award.

Credit will not be granted for units of study completed more than ten years prior to application.

Supporting documentation
If you are claiming credit on the basis of previous study at another tertiary institution you are required to supply an academic transcript and official subject descriptions, photocopied from the handbook or calendar of the previous tertiary institution for the year in which the subjects were studied. Additional information, such as lecture/tutorial outlines and/or reading lists, may assist in assessing your eligibility for credit.

If you are claiming credit solely on the basis of previous study at the Faculty of Health Sciences, it is not necessary to provide academic records or subject descriptions in support of your application.

Where it is unclear how closely your previous educational achievements are matched to your future requirements, you may be asked to take a 'Challenge Examination'. This examination provides an additional opportunity for you to prove your knowledge and receive credit transfer. If a challenge exam is required the relevant unit coordinator will contact you directly regarding arrangements.

Suspension of candidature, special leave, discontinuation

Suspension of candidature
Suspension of candidature for a specific period may be granted by the faculty to students in special circumstances. Suspension of candidature is normally granted for one or two semesters but, in exceptional circumstances, up to two years leave may be granted.

Suspension of candidature prior to the census date in the first semester of enrolment will only be considered if there has been an extreme and unpredictable change in the student's circumstances. Applications will be considered on a case-by-case basis.

Suspension of candidature will not normally be granted to allow students to undertake studies at another institution.

Students applying for suspension of candidature must complete an ‘Application for suspension of candidature’ form available from Student Central, or at: www.fhs.usyd.edu.au/forms/Suspension_discontinuation_candidature_application.pdf and forward it to Student Central. Students are required to discuss the intended leave with the course coordinator and to seek approval prior to lodging the application. The application must detail the reasons why such leave is sought and documentary evidence in support of the application must be attached to it.

Unless applications 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.

Students wishing to return from suspension of candidature must apply to the faculty to resume studies, and, if approved, will re-enrol in all incomplete required units, or their nearest equivalent.

Special leave
Special leave may be granted by the course coordinator for a period of time (usually not exceeding two months) during the current year of a student’s course. Such leave will be granted only if all studies/assessments can be completed in the current year to the satisfaction of the appropriate academic unit, otherwise the student should apply for suspension of candidature (see above).

Students seeking special leave must apply in writing to their course coordinator. Students who are granted special leave will be regarded as continuing in their currently enrolled units.

Discontinuation of studies
Discontinuation of studies refers to the formal abandonment of a course of study after enrolment.

Unless applications 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 and will expend a portion of their Student Learning Entitlement.

Students applying to discontinue their studies must complete an ‘Application for discontinuation of studies’ form, available from Student Central or from the website: www.fhs.usyd.edu.au/forms/Suspension_discontinuation_candidature_application.pdf

If a student discontinues after the prescribed dates and produces appropriate evidence with the application to verify that discontinuation was due to serious illness or misadventure, the faculty may approve all units to be endorsed DNF ‘discontinued – not to count as failure’.

Note: students will only be permitted to withdraw up until the end of the last week of teaching (Week 13) each semester.

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

Re-admission 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, in accordance with the usual procedures for the course. Such an application will be considered with all other applications received that year for that course.

Course transfers
The only allowable internal course transfers are from the Bachelor of Health Sciences (BHS) to the combined degrees (BHS/Master of Clinical Vision Sciences, BHS/Master of Health Informatics or the
BHS/Master of Rehabilitation Counselling). Students must have a credit grade point average in the BHS to be eligible.

Students who wish to transfer to another undergraduate course in the University must apply through the Universities Admissions Centre (UAC), in accordance with the instructions set out in the UAC Guide, or at www.uac.edu.au. These applications will be considered along with all other applications in the current year for the chosen course. No preference will be given to students already enrolled at the University. If the student has completed one full-time year of study their application will be considered on the basis of their tertiary and secondary record and any other course-specific criteria. If a student commences a course of study at the University of Sydney (or elsewhere), but does not complete one full-time year, they will be selected on the basis of their UAI.

Postgraduate students wishing to articulate to a higher award or exit with a lower award within the same discipline are advised to contact the course coordinator before lodging an ‘Application for Course Transfer’ form with Student Central.

Examinations and assessment

General
The term ‘assessment’ shall include any assessment or examination conducted by the faculty. Assessments may take the form of written assignments or examinations, as well as practical and oral assessments.

Assessments are conducted throughout the semester, as well as during approved assessment periods; traditionally this is during Weeks 15 and 16 of a semester.

Attendance at assessments
It is the individual student’s responsibility to be available for all assessments. Students who intend travelling away from Sydney should ensure that they are able to return in time to undertake an assessment including further testing at the time and place set down. The time or place for an assessment will not be altered to accommodate students who are unable to attend.

Students are required to be present at the correct time and place. Misreading or misunderstanding the time and/or the location of an assessment will not be accepted as a reason for failure to attend an assessment. Non-attendance on these or any other grounds insufficient to claim illness or misadventure will result in forfeiture of marks associated with the assessment.

In certain circumstances, a student may be permitted to take examinations overseas, generally at a nominated university. These circumstances usually relate to travel for study purposes or for experience directly connected with studies approved by a course coordinator. It is the responsibility of the student to obtain the approval of the course coordinator through Student Central before proceeding overseas. A fee for administration costs will be applicable for this service, payable by the student.

Assessment timetables
Provisional and final timetables for assessments scheduled in Weeks 15 and 16 of a semester are displayed at: web.timetable.usyd.edu.au/examTimetable/exams/examTimetable.jsp.

Candidates are required to notify Student Central (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.

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. Candidates shall not do anything designed to disadvantage other candidates during an assessment.

Misconduct in an assessment will be dealt with under the rules of the faculty and the statutes of the University of Sydney. Overall, failure to comply with the University’s standards for academic honesty may lead in appropriate cases to failure in the work submitted for assessment or failure overall in the unit of study or such penalty as is imposed in accordance with the University procedures on student discipline.

Students must undertake to make themselves aware of actions constituting academic dishonesty and consequences of such actions as stated in the University’s Academic Board Resolutions: Academic Honesty in Coursework: www.usyd.edu.au/ab/policies/Academic_Honesty_Cwk.pdf and Plagiarism: Student Coursework Policy and procedure: www.usyd.edu.au/senate/policies/Plagiarism.pdf

Special consideration
Students who, through serious illness or misadventure, are unable to complete an assessment may be offered special consideration to take a deferred assessment. Students have a right to ask for such consideration, and an obligation to be aware of the faculty’s requirements. Difficulties must be fully documented, in accordance with instructions, so that an appropriate evaluation of the circumstances and their severity can be made.

Students should familiarise themselves with the current Academic Board Resolutions: Assessment and Examination of Coursework Part 5 on Special Consideration which can be found at: www.usyd.edu.au/su/ab/policies/Assess_Exam_Coursework.pdf

To apply students should obtain application forms for special consideration by contacting Student Central or at: www.fhs.usyd.edu.au/current_students/forms_applications.shtml

In general, the form, together with appropriate original documentation, should be lodged within one week of the assessment/examination period, unless very severe circumstances beyond the student’s control prevent it.

Disability
Candidates with a disability which puts them at a disadvantage in assessments may apply to Student Services (Disability Services Officer) for special provisions when assessments are taken. Students may be required to support their request with medical evidence.

Common result grades
HD – High Distinction, 85+
Indicates an outstanding level of achievement
D – Distinction, 75–84
Indicates an excellent level of achievement
CR – Credit, 65–74
Indicates an above average level of achievement
P – Pass, 50–64
Indicates an acceptable level of achievement
R – Satisfied requirements, no mark
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.

PCON - Pass (Concessional), 46–49
Use of this grade is restricted to those units of study where a Concessional Pass is allowed to be awarded. The decision to award a PCON:
4. Student administrative information

- is discretionary and not automatic on the attainment of a mark between 46 and 49
- is an exception and typically will only be awarded in terminating or non-core units of study
- will only be awarded where such an award is well defined and transparently explained in terms of performance within a unit of study and preferably in the context of standards-referenced assessment of all grades.

If more than one PCON is awarded or a Fail grade is also awarded in another unit of study in the same semester, then all PCON grades awarded in the semester revert to Fail grades.

In order to be eligible for graduation no more than 10 per cent of the total credit points for a course can be made up of PCON results.

**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, non attendance at compulsory classes or 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.

**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 condition: the student's academic record will reflect no penalty but they will not receive a HECS/Course fee refund.

**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.

**Undergraduate honours only**
H1M – Honours First Class with University Medal, > 90 (Nominated)
H1 – 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

**Notification of results**
Results will be made available to students as follows:

**On the web**
Results will be available progressively as they are received from examiners. Via MyUni: myuni.usyd.edu.au/ and log into My Uni.

**Result notices**
Individual result notices will be mailed to the student's last recorded correspondence address. It is essential to keep your address updated with the University.

**Results will NOT be published on the main noticeboards.**

**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 the course coordinator within 14 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 15 days of the date of the academic decision. During this time the student should attempt to resolve the matter with the relevant teacher or unit of study coordinator.

If concerns cannot be resolved the student may appeal to the Faculty within 15 working days of the outcome of discussions with the teacher or unit of study coordinator. The student will submit their written concerns to the nominated staff member at Student Central. An acknowledgement to the student for receipt of a formal complaint will be made in writing within 3 days. The matter should normally be dealt with by the Dean's nominee within ten working days and the student will be advised in writing of the Faculty's decision.

Information on these procedures can be obtained from either Student Central or at:

**Progression and Clinical Progression Policy**
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.

Academic advisers 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.

Failure in two clinical or professional fieldwork units of study, or one clinical and professional fieldwork unit of study twice, shall normally prevent ongoing enrolment in a professional right of practice course.

Students who fail two clinical or professional fieldwork units of study, or one unit of study twice, will be required to meet with the relevant Associate Dean Learning & Teaching, and the Sub Dean Clinical & Professional Fieldwork to discuss their enrolment options.

The Faculty reserves the right not to place a student in a clinical placement or other professional experience setting in any instance where the performance, personal or professional conduct of the student does not meet the required standard, regardless of the fact that the student may be enrolled in the unit.

**Progression and Students at Risk**
The Academic Board recognises the value of reliably and efficiently monitoring the progress of students in their studies, and of having systems in place to promote the early detection of students who are...
making poor or unsatisfactory progress and are therefore at risk of exclusion from their degree.

Students should make themselves familiar with the Academic Board policy: Identifying and Supporting Students at Risk (www.usyd.edu.au/secretariat/students/risk_index.shtml).

This policy should be read in conjunction with the Faculty of Health Sciences Clinical Progression Policy.

The At-Risk program has been divided into four stages which are measured on the length of time that a student's rate of progress has been below a satisfactory level. The faculty measures a student's progression by the following triggers:

- failure to complete successfully more than fifty percent of the total enrolled credit points for the semester just completed
- failure to complete a mandated unit of study, field or clinical work, or practicum as appropriate
- failure twice to pass the same unit of study
- inability to complete their degree within the maximum permitted time while carrying a normal load
- failure to achieve a satisfactory Weighted Average Mark (WAM) in the degree course over a defined period, as specified by the Faculty.

Students who have registered for a third time against the above criteria will be asked to show good cause why they should not be excluded from their degree course.

The faculty will consider and rule on whether a student has shown good cause.

All students registering on an At-Risk report for the fourth time will be automatically excluded from their degree.

For students who have not demonstrated satisfactory progress who are enrolled though the Cadigal program at the Faculty of Health Sciences, progress will be reviewed by the course coordinator (or nominee) in which the student is enrolled and the course coordinator of the Indigenous Health Studies discipline. 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.

**Showing good cause**

Students notified of pending exclusion may exercise the right to show good cause why they should not be excluded. While it is not possible to define in advance all 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.

**Re-enrolment after show cause**

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 readmission.

**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 Student Appeals Body by following the procedures found at: www.usyd.edu.au/secretariat/students/AcAppeals_index.shtml

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 for re-admission to a course must be lodged with Student Central, Faculty of Health Sciences by 1 October of the year preceding 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.

**Relevant University policies and procedures**

**Occupational health and safety policies**

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 on the University website: www.usyd.edu.au/ohs/ohs_manual/index.shtml

Information specific to the Faculty of Health Sciences can be found at: www.fhs.usyd.edu.au/contact/emergency.shtml

**Environmental policy**

The University of Sydney’s environmental policy promotes sustainable resource and product use and encourages the practice of environmental stewardship by staff and students. The policy is supported by the University wide Sustainable Campus Program. Visit the website: www.facilities.usyd.edu.au/projects/environ/about.shtml

**Other regulations**

**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 Library.
Misconduct at the Faculty of Health Sciences will be dealt with under the rules of the faculty and the statutes of the University of Sydney.

Members of the staff at the Faculty of Health Sciences, 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.

**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 course coordinator 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 course coordinator 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.

**Access to buildings after hours**

Approval for after hours access to buildings must be obtained from the relevant course coordinator.
5. Prizes and scholarships

Undergraduate and postgraduate prizes and awards

The University acknowledges, with gratitude, gifts from various sources which have made possible the prizes outlined in the table below and on the Faculty website.

<table>
<thead>
<tr>
<th>Award or prize</th>
<th>Value</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>University of Sydney</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of Sydney Academic Merit Prize</td>
<td>$2000</td>
<td>Awarded annually on recommendation by the Dean, this prize recognises the highest performing undergraduate students in each faculty on the basis of annual average marks.</td>
</tr>
<tr>
<td><strong>Faculty of Health Sciences</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dean’s Scholar Award</td>
<td>The award does not carry any financial benefit</td>
<td>Awarded annually on recommendation by the Dean or nominee. The award recognises the highest performing students who complete degrees with the highest weighted average mark (WAM) of at least 75, that is, at distinction level for the course.</td>
</tr>
</tbody>
</table>

Note: Information on prizes was accurate at time of publication.

For current information on prizes, visit the website: www.fhs.usyd.edu.au/prizes.

Scholarships

<table>
<thead>
<tr>
<th>Scholarships</th>
<th>Value (annual)</th>
<th>Duration</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>University of Sydney</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of Sydney Scholarship (Merit)</td>
<td>$6000 each</td>
<td>Maximum 5 years depending on degree</td>
<td>Minimum ATAR 95 in NSW HSC or equivalent plus personal attributes and achievements.</td>
</tr>
<tr>
<td>University of Sydney Scholarship (Entry)</td>
<td>$6000 each</td>
<td>1 year only</td>
<td>Minimum ATAR 95 in NSW HSC or equivalent plus personal attributes and achievements.</td>
</tr>
<tr>
<td>University of Sydney Honours Scholarship</td>
<td>$6000 each</td>
<td>1 year only</td>
<td>Awarded on the basis of merit and equity. The scholarships are offered to students undertaking an honours program that involves an additional year to a normal three year bachelor’s degree.</td>
</tr>
<tr>
<td><strong>Faculty of Health Sciences</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bachelor of Health Sciences Entry Scholarship</td>
<td>$2000 each</td>
<td>1 year only</td>
<td>Awarded to full-time local students with the highest ATAR enrolled in the Bachelor of Health Sciences course in the Faculty of Health Sciences. Minimum ATAR 90 in NSW HSC or equivalent.</td>
</tr>
<tr>
<td>Bachelor of Health Sciences International Entry Scholarship</td>
<td>$5000 each (as partial fee reimbursement)</td>
<td>1 year only</td>
<td>Awarded to international students with the highest USFP enrolled in the Bachelor of Health Sciences course in the Faculty of Health Sciences. Minimum USFP grade of 7.6 (minimum ATAR 90 in NSW HSC or equivalent).</td>
</tr>
<tr>
<td>Helga Pettitt FHS Postgraduate Study Award</td>
<td>$1500</td>
<td>1 year only</td>
<td>Awarded annually to provide assistance to a new or continuing student enrolled in any course of postgraduate study at the Faculty of Health Sciences. Conditions apply.</td>
</tr>
<tr>
<td>Dr George Burniston-Cumberland Foundation Fellowship</td>
<td>$5000</td>
<td>1 year only</td>
<td>Awarded annually for postgraduate study in the health science programs offered at the Cumberland campus of the University of Sydney. The scheme is administered by the Cumberland Foundation.</td>
</tr>
</tbody>
</table>

Note: Information on scholarships was accurate at time of publication.

For current information on scholarships, visit the website: www.fhs.usyd.edu.au/scholarships.
Postgraduate awards
A limited number of competitive scholarships are made available to assist students undertaking full-time PhD or Masters by research courses at Australian universities. Successful applicants must have a first class honours degree or equivalent. Selection is based primarily on academic merit and relevant experience, and is highly competitive.

**Australian Postgraduate Awards (APAs)**
Awards are available to Australian citizens/Australian permanent residents and New Zealand citizens.

The closing date for applications is 31 October of each year. Information and application forms are available from the University website: www.usyd.edu.au/ro/.

For additional information contact:
Research Training
The Research Office
Quadrangle A14
University of Sydney NSW 2006
Phone: +61 2 9351 3250
Fax: +61 2 9351 4812

Scholarships for international students
Visit the website www.usyd.edu.au/internationaloffice/student/.
6. Clinical education

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 some undergraduate and graduate courses offered in the Faculty of Health Sciences. In undergraduate courses, students can expect to spend between 25 and 40 per cent 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 and management skills, as well as 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. Clinical education provides opportunities for interprofessional learning and may also provide opportunities for international experience.

The timing and structure of clinical education will vary according to preferences of each academic unit. 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 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 academic unit, acting as clinical educators, and the staff of the individual clinical settings. The academic unit 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 staff of the respective academic unit, or by external practitioners expert in their professional area.

The nature of the assessment varies across academic units but usually includes 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 unit 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 courses 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 academic unit 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 who did not attend the entire unit 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 – e.g. 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 November 2002)

All students normally undertake clinical education placements according to the schedule published in the academic/clinical calendar.
Vaccinations and advice are available through the University Health Service at the Camperdown Campus, phone +61 2 9351 3484 or +61 2 9351 4095.


Further information about infectious diseases is available, in confidence, from the faculty adviser, Sub Dean (Clinical and Professional Fieldwork).

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 educator for referral to the counsellor or may approach the counsellor at Cumberland campus 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 include balancing work and family, stress, interpersonal relationships, supervisor – student relations, anxiety about the workplace etc.

The Counsellor is located in A Block. Students wishing to make an appointment with the Counsellor can phone +61 2 9351 9473, or Student Services reception +61 2 9351 9638 or book an appointment directly by writing in a time slot on the grid in the counselling waiting room. Appointments outside normal hours can be made available if booked in advance for students on clinical placements or who are studying part-time.

Criminal records check

All health care workers, including students who undertake clinical professional training or fieldwork in the NSW Health care systems or in other jurisdictions, are required to be subject to a criminal records check as a condition of gaining access to these facilities. Depending on the nature of the offence for which a conviction has been recorded, the NSW Department of Health or other jurisdiction has the right to accept a health care student or worker for placement in their sites.

All new students in the Faculty of Health Sciences will receive, as part of their enrolment package, information outlining the process for obtaining a National Criminal History Record Check. This check must be renewed every three years. Students must complete this process as soon as possible after receipt. Failure to obtain an appropriate criminal record clearance could mean non-acceptance by the NSW Department of Health or any other jurisdiction or organisation for a placement to undertake clinical experience.

If you do not receive formal written notification of clearance within six weeks of submitting the form for the criminal records check, you are strongly advised to follow this up. Non-acceptance of a student by the NSW Department of Health or any other jurisdiction for clinical placement may affect that student's academic progress. Accordingly, you are urged to contact the faculty adviser, Sub Dean (Clinical and Professional Fieldwork) if you have any concerns or enquiries about this policy.

Fees are applicable when applying for the criminal records check and further information can be found at: www.health.nsw.gov.au//clineduc.asp?id=6231288110#applying_for_a_national_criminal_history_record_check

Information about the NSW Department of Health's policy can be found at the NSW Department of Health website: www.health.nsw.gov.au/audit/students/index.html.

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.
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.

**Federal Police check**

Students who undertake their clinical professional training or fieldwork at aged care services subsidised by the Australian Government, are required to undergo a Federal Police Check, which must be renewed every three years. Information about the policy can be found at: www.health.gov.au/internet/main/publishing.nsf/Content/ageing-quality-factsheet-policechecks.htm

Fees are applicable and further information can be found at: www.afp.gov.au/business/national_police_checks.

**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 and similar Acts in other jurisdictions.

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 Central. Failure to do so may jeopardise any such placement and the fulfilment 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 Central.

Further details can be obtained from NSW Commission for Children and Young People – Working with Children Check at: www.kids.nsw.gov.au/director/check.cfm/.

**NSW Health Privacy Management Plan**


Students will be required to complete a Health Records and Information Privacy Declaration prior to placement and Student Central will provide students with the document at enrolment.

**CPR Certificate**

Students must provide proof they hold a current CPR (Cardiopulmonary Resuscitation) Certificate prior to attending their clinical and professional fieldwork placement. It is the student's responsibility to ensure that their certificate remains current whilst they are a student at the Faculty of Health Sciences.

**New clinical policies**

The Faculty is developing new policies relating to the clinical progression of students in their courses as well as an occupational health and safety (OH&S) disclosure policy. These policies are relevant to the clinical and professional fieldwork units within each course.

Further information on clinical education is available on the faculty’s Clinical and Professional Fieldwork website at: www.fhs.usyd.edu.au/clinical.
6. Clinical education
The Bachelor of Health Sciences (BHlthSci) prepares students for a rewarding career in the general health and community services sector. Designed to meet contemporary industry needs, the BHlthSci provides the knowledge and skills directly suited to working in health care, including an understanding of the health system, communication skills and a strong health science research focus. The BHlthSci also equips students with a portfolio of skills that are in demand throughout the wider community, locally and globally. With its flexible and multidisciplinary approach, the BHlthSci allows students to branch out in almost any direction, either through further studies or employment opportunities.

The BHlthSci is recognised by the University of Sydney as a generic, foundation degree for a wide range of graduate programs. This means that students, after completing the BHlthSci with relevant majors, can apply for entry into right of practice health professional programs such as dentistry, medicine, pharmacy, nursing, health informatics, nuclear medicine technology, radiation therapy, radiography, occupational therapy, orthoptics, physiotherapy and rehabilitation counselling.

### Double major structure

The BHlthSci offers flexibility and choice. The course is designed so that students can maximise their flexibility through two major sequences of study. All students will have a major in health sciences and will take another major in an area related to health. The double major structure allows students to tailor their degree to their own interests, needs and career plans.

Examples of majors relevant to Health from the Arts, Economics and Business and Science faculties include:

- Social Policy
- Psychology
- Biochemistry
- Cell Pathology
- Management Decision Science
- Nanoscience and Technology

Other majors are possible: students should discuss their degree pathway with the program coordinator.

When choosing units of study, students should consult the appropriate faculty handbook to determine the course rules related to studying their second major. Online versions of the handbooks can be found at www.usyd.edu.au/handbooks.

### Admission requirements

There are no specific prerequisites for admission to this course. However, students who have taken chemistry at HSC level find that this is advantageous. The general admission requirements in Chapter 3 apply.

### Honours

An additional fourth year honours program is available to students who have achieved a commendable standard in the first three years of the program. Students undertake a small number of specialised electives and conduct a research project under the supervision of a member of the academic staff. Admission to the honours program is competitive; students must demonstrate a high level of performance throughout their studies and be judged to have the capacity to conduct a research project.

### Course outline

The course outlines for the Bachelor of Health Sciences pass and honours are presented in Tables 7.1 and 7.1.1. The course outline for the Bachelor of Health Sciences with a major in Hearing and Speech is presented in Table 7.2 while Table 7.3 shows the Bachelor of Health Sciences with a major in Movement Science. Units of study descriptions and a list of faculty electives are found in Chapter 14.

### Important notes

**See Chapter 18 for information about the combined degrees of Bachelor of Health Sciences/Master of Health Informatics.**

**See Chapter 21 for information about the combined degrees of Bachelor of Health Sciences/Master of Clinical Vision Sciences.**

**See Chapter 23 for information about the combined degrees of Bachelor of Health Sciences/Master of Rehabilitation Counselling.**

---

### Table 7.1: Bachelor of Health Sciences (Pass)

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course code SH130: Pass course; full-time, 3 years</td>
<td></td>
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</tbody>
</table>

Students must complete the following units of study for the award of the Bachelor of Health Sciences:

**Four core BHS Junior units of study:**

- **HSBH1006 Foundations of Health Science**
- **HSBH1007 Health Science and Research**
- **HSBH1008 Health Determinants and Interventions**

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSBH1006 Foundations of Health Science</td>
<td>6</td>
</tr>
<tr>
<td>HSBH1007 Health Science and Research</td>
<td>6</td>
</tr>
<tr>
<td>HSBH1008 Health Determinants and Interventions</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Semester 1</td>
</tr>
</tbody>
</table>

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7. Bachelor of Health Sciences

### Table 7.1.1: Bachelor of Health Sciences (Honours)

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSBH1009</td>
<td>6</td>
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<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>Health Care Resources and Systems</td>
<td></td>
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</tr>
</tbody>
</table>

### Notes

1. Honours is undertaken as an additional fourth year of study. Students who will be undertaking the honours year should complete the above units in their third year of the pass degree and will transfer to the honours program in their fourth year.

2. Students undertaking the BHS (Honours) with a Hearing and Speech Major should replace the nominated unit CSCD3091 Fieldwork with BHSC3014 Honours Research Proposal.

3. Electives may be chosen from electives available throughout the University, subject to approval, availability and minimum enrolment. A list of electives available in the Faculty of Health Sciences is included in Chapter 14 of the handbook.
Table 7.2: Bachelor of Health Sciences with a Hearing and Speech second major

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year 1</strong></td>
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<tr>
<td><strong>Semester 1</strong></td>
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</tr>
<tr>
<td>BIOL1003</td>
<td>6</td>
<td>A HSC 2-unit Biology</td>
<td>Students who have not completed HSC biology (or equivalent) are strongly advised to take the Biology Bridging Course in February.</td>
<td></td>
<td></td>
<td>Semester 1 (Summer Main)</td>
</tr>
<tr>
<td>HSBH1006</td>
<td>6</td>
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<td>Semester 1</td>
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<tr>
<td>HSBH1007</td>
<td>6</td>
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<td>Semester 1</td>
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<tr>
<td>PSYC1001</td>
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<td>Semester 1 (Summer Main)</td>
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<td><strong>Semester 2</strong></td>
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<tr>
<td>HSBH1008</td>
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<td>HSBH1009</td>
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<td>Semester 2</td>
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<tr>
<td>Electives [12] (see note 2)</td>
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<td>Semester 2</td>
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<td><strong>Semester 1</strong></td>
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<tr>
<td>BIOS1163</td>
<td>6</td>
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<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>CSCD1032</td>
<td>6</td>
<td>Students must pass this unit in order to enrol in clinical units in Year 2</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>CSCD1034</td>
<td>6</td>
<td>A Grammar bridging course or equivalent</td>
<td>C BIOS1163 Speech Science (or equivalent) Students without a sound knowledge of formal traditional grammar are encouraged to undertake the Grammar bridging course. Speech Pathology students must pass this unit in order to enrol in clinical units in Year 2</td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td><strong>Semester 2</strong></td>
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</tr>
<tr>
<td>BIOS1165</td>
<td>6</td>
<td></td>
<td>BIOS1163 Speech Science</td>
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<td>Semester 2</td>
</tr>
<tr>
<td>BIOS1166</td>
<td>6</td>
<td>BIOS1161 Biochemistry and Human Biology or BIOS1167 Human Cell Biology or BIOL1003</td>
<td>Human Biology</td>
<td>BIOS1132 Neuroscience I, BIOS1141 Neuroscience II</td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>CSCD1033</td>
<td>6</td>
<td>A CSCD1030 Applied Linguistics, CSCD1031 Clinical Phonetics and Articulation or CSCD1034 Linguistics, Phonetics and Articulation</td>
<td>Speech Pathology students must pass this unit in order to enrol in Year 2 clinical units</td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
</tbody>
</table>

One BHS Senior unit of study [8] (see note 1)

**Semester 1 TOTAL: 24 CREDIT POINTS**

**Year 2**

**Semester 1**

**Semester 2**

**Semester 1 TOTAL: 24 CREDIT POINTS**

7. Bachelor of Health Sciences
### Year 3 (first offered in 2010)

#### Semester 1

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOS2062 Neuroscience II: Communication Disorders</td>
<td>6</td>
<td>P BIOS1132 Neuroscience I and BIOS1141 Neuroscience II, or BIOS1166 Neuroscience</td>
<td>Semester 1</td>
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<tr>
<td>Two BHS Senior units of study [12] (see note 1)</td>
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<tr>
<td>Elective [6] (see note 2)</td>
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**SEMESTER 1 TOTAL: 24 CREDIT POINTS**

#### Semester 2

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>BACH2142 Cognitive Neuropsychology</td>
<td>6</td>
<td>P BACH1165 Psychology and Cognitive Factors (Intro) or PSYC1001 Psychology 1001</td>
<td>Semester 2</td>
<td></td>
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<tr>
<td>BACH2143 Counselling &amp; Behaviour Management for CD</td>
<td>6</td>
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</tr>
<tr>
<td>CSCD3090 Audiology 2</td>
<td>6</td>
<td>P BIOS1165 Hearing Science and Audiology</td>
<td>Semester 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CSCD3091 Fieldwork</td>
<td>6</td>
<td>P CSCD1030 Clinical Linguistics, CSCD1031 Clinical Phonetics and Articulation and CSCD1032</td>
<td>Semester 2</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>N Students must advise the Speech Pathology Director of Clinical Education before enrolling in this unit of study if they do not have a current National Police Certificate or are a prohibited person under the NSW Working with Children Act (2001)</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>N Students must advise the Speech Pathology Director of Clinical Education before enrolling in this unit of study if they do not have a current National Police Certificate or are a prohibited person under the NSW Working with Children Act (2001)</td>
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<tr>
<td></td>
<td></td>
<td>Attendance at Fieldwork orientation is compulsory</td>
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</tbody>
</table>

**SEMESTER 2 TOTAL: 24 CREDIT POINTS**

### Notes

1. A list of available BHS Senior units of study can be found at the end of Table 7.1.
2. Electives may be chosen from units of study available throughout the University, subject to approval, availability and minimum enrolment. A list of electives available in the Faculty of Health Sciences is included in Chapter 14 of the handbook.

---

### Table 7.3: Bachelor of Health Sciences with a Movement Science second major

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course code SH130: Pass course; full-time, 3 years</td>
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</table>

#### Year 1

##### Semester 1

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL1003 Human Biology</td>
<td>6</td>
<td>A HSC 2-unit Biology. Students who have not completed HSC biology (or equivalent) are strongly advised to take the Biology Bridging Course (in February).</td>
<td>Semester 1 Summer Main</td>
<td></td>
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<tr>
<td>HSBH1006 Foundations of Health Science</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>HSBH1007 Health Science and Research</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1 Summer Main</td>
</tr>
<tr>
<td>PSYC1001 Psychology 1001</td>
<td>6</td>
<td></td>
<td></td>
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<td></td>
<td>Semester 1 Summer Main</td>
</tr>
</tbody>
</table>

**SEMESTER 1 TOTAL: 24 CREDIT POINTS**

##### Semester 2

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSBH1008 Health Determinants and Interventions</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>HSBH1009 Health Care Resources and Systems</td>
<td>6</td>
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</table>

**SEMESTER 2 TOTAL: 24 CREDIT POINTS**

#### Year 2

##### Semester 1

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOS1170 Body Systems: Structure and Function</td>
<td>6</td>
<td>A BIOS1167 Human Cell Biology or equivalent</td>
<td>Semester 1 Semester 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BIOS1171 Neuroscience</td>
<td>6</td>
<td>N BIOS1137 Introductory Neuroscience, BIOS2103 Neurosciences for Physiotherapists</td>
<td>Semester 1 Semester 2</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>EXSS1018 Biomechanics of Human Movement</td>
<td>6</td>
<td>A HSC mathematics</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
</tbody>
</table>
Bachelor of Health Sciences/Master of Nursing

The Bachelor of Health Sciences/Master of Nursing is a four year pre-registration course for students wishing to undertake a combined degree. Students are required to complete 96 credit points in the Bachelor of Health Sciences. Master of Nursing units are begun in the second year of the undergraduate degree.

Students are generally expected to obtain a credit average in Year 1 to be permitted to commence study in the Master of Nursing in Year 2. Students are not permitted to enrol in Year 4 units without having completed their Bachelor of Health Sciences degree.

The combined study of general health sciences with a professional qualification in nursing means that graduates have broader range of skills and knowledge. Examples include positions working in scientific, research and management positions in health-related organisations in the public and private sectors health and medical industries, in clinical and non-clinical settings such as forensic science, journalism, environmental science media and communications, in research, government and public institutions, community organisations and the private sector.

At the conclusion of the course, students, subject to the requirements of the Nurses Act of NSW, will be eligible to apply for registration with the Nurses and Midwives Board, NSW.

Admission requirements

Candidates should refer to the Faculty of Health Sciences and Faculty of Nursing and Midwifery handbooks for admission requirements.

Prospective students should note in particular Division 5, 29A of the Nurses Act 1991 No 9 as described above.

Course outline

The course outline for the Bachelor of Health Sciences/Master of Nursing is presented in Table 7.4. Units of study are described in Chapter 14.

Table 7.4: Bachelor of Health Sciences/Master of Nursing

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
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<tr>
<td>Course code GH016/GH020: Full-time, 4 years</td>
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<td>Unit of study</td>
<td>Credit</td>
<td>A: Assumed knowledge</td>
<td>P: Prerequisites</td>
<td>C: Corequisites</td>
<td>N: Prohibition</td>
<td>Session</td>
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<td><strong>Year 1</strong></td>
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<tr>
<td>Semester 1</td>
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</tr>
<tr>
<td>HSBH1006 Foundations of Health Science</td>
<td>6</td>
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<td>Semester 1</td>
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<tr>
<td>HSBH1007 Health Science and Research</td>
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<td>PSYC1001 Psychology 1001</td>
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<tr>
<td>Any Junior Biology unit of study [6]</td>
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<td>Semester 2</td>
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<tr>
<td>HSBH1008 Health Determinants and Interventions</td>
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<td>Semester 2</td>
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<tr>
<td>HSBH1009 Health Care Resources and Systems</td>
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<td>Semester 2</td>
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<tr>
<td>Electives [12] (see note 2)</td>
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<td><strong>SEMESTER 2 TOTAL: 24 CREDIT POINTS</strong></td>
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<tr>
<td><strong>Year 2 (first offered in 2010)</strong></td>
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<td>Semester 1</td>
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<tr>
<td>NURS5081 Introduction to Nursing Practice</td>
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<tr>
<td>NURS5083 Human Bioscience in Health</td>
<td>6 N BIOL1003</td>
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<td>Semester 1</td>
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<tr>
<td>One BHS Senior elective [6] (see note 1)</td>
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<tr>
<td>Elective [6] (see note 2)</td>
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<tr>
<td><strong>SEMESTER 1 TOTAL: 24 CREDIT POINTS</strong></td>
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<tr>
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<tr>
<td>NURS5006 Illness Experience and Nursing Care</td>
<td>6</td>
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<tr>
<td>NURS5088 Drug Therapy, Disease &amp; Nursing Practice</td>
<td>6</td>
<td>P NURS5083</td>
<td></td>
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<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>One BHS Senior elective [6] (see note 1)</td>
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<tr>
<td>Elective [6] (see note 2)</td>
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<td>NURS5082 Developing Nursing Practice</td>
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<td>NURS5084 Nursing the Acutely III Person</td>
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<td>NURS5001 Nursing Observations and Bio Parameters</td>
<td>6</td>
<td>P NURS5001 and NURS5002 and NURS5003 and NURS5004 and NURS5005 and NURS5006 and NURS5007 and NURS5008</td>
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<td>6</td>
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<tr>
<td>NURS5003 Nursing Care for Chronic Conditions</td>
<td>6</td>
<td>P NURS5001 and NURS5002 and NURS5003 and NURS5004 and NURS5005 and NURS5006 and NURS5007 and NURS5008</td>
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### 7. Bachelor of Health Sciences

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<th>C: Corequisites</th>
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<td>NURS6004 Nursing and the Politics of Health Care</td>
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<td>P NURS5001 and NURS5002 and NURS5003 and NURS5004 and NURS5005 and NURS5006</td>
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### Semester 2

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<td>NURS6006 Mental Health Nursing Practice II</td>
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<td>NURS6007 Community Nursing</td>
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<td>NURS6008 Inquiry and Research in Nursing</td>
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### Year 4 (first offered in 2011)

#### Semester 1

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<td>NURS6004 Nursing and the Politics of Health Care</td>
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<td>NURS6018 Care and Chronic Conditions</td>
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<td>NURS6019 High Acuity Nursing</td>
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#### Semester 2

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<tr>
<td>NURS6022 Community Health Nursing</td>
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<td>NURS6023 Professional Practice of Nursing</td>
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<td>NURS6024 Global Health Nursing</td>
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<td>and one of the following electives</td>
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<td>NURS6025 Nursing Practice (Mental Health option)</td>
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<tr>
<td>NURS6026 Nursing Practice (Paediatric option)</td>
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<tr>
<td>NURS6027 Nursing Practice (High Acuity option)</td>
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<td>NURS6028 Nursing Practice (Clinical Nursing option)</td>
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### Notes

1. A list of available BHS Senior units of study can be found at the end of Table 7.1.
2. Electives may be chosen from units of study available throughout the University, subject to approval, availability and minimum enrolment. A list of electives available in the Faculty of Health Sciences is included in Chapter 14 of the handbook.
8. Exercise and Sport Science

Courses of study
Exercise and sport science is an exciting and vibrant discipline with expanding career options integrating exercise and physical activity into disease prevention, health, rehabilitation, nutrition and sports performance. The following coursework programs are based on a strong foundation of applied science which is then used to build the application of exercise science and professional practice.

- The Bachelor of Applied Science (Exercise and Sport Science) pass degree is a three year course. The option of graduating with honours is possible by achieving a credit average of at least 65 and requires an extra year of study.
- The Bachelor of Applied Science (Exercise and Sport Science)/Master of Nutrition and Dietetics is offered on a full-time basis over five years, providing a pathway to practice in dietetics in addition to exercise and sport science. A credit average of at least 65 is required for progression to the master’s degree.
- The Bachelor of Applied Science (Exercise and Sport Science)/Master of Nursing is four years full-time study. A credit average of at least 65 is required to enter the fourth year, which is postgraduate level study.
- The Master of Exercise Physiology is a two year, full-time program that offers a pathway for students with a suitable undergraduate degree to acquire the knowledge and competencies required to become an exercise physiologist. See Chapter 17 for further information on postgraduate coursework degrees.
- The Graduate Certificate/Graduate Diploma of Health Science (Exercise and Sport Science) are introductions in to postgraduate coursework study in Exercise and Sport Science and provide a pathway for further specialisation. See Chapter 17 for further information on postgraduate coursework degrees.
- The Master of Exercise and Sport Science provides specialisation for careers in sport or the clinical setting. See Chapter 17 for further information on postgraduate coursework degrees.
- Research masters and PhD degrees are specially offered to facilitate a student's research program. A broad range of research areas are available in the discipline: physical activity and nutrition, exercise physiology, sports biomechanics, biomechanical modelling, motor control and learning, preventive healthcare, clinical exercise and childhood, geriatric health care, functional anatomy, sports nutrition, muscle function, exercise sleep and circadian rhythm, healthy ageing and rehabilitation. See Chapter 25 for further information on research degrees.

Professional information
The discipline of Exercise and Sport Science is dedicated to promoting excellence in the development and dissemination of knowledge and skills related to human physical performance and physical activity in relation to health. Maximising physical performance in work, sport and leisure and promoting exercise and nutrition in the prevention and management of disease are embedded in the discipline's mission.

The University is proud of its reputation in producing high calibre graduates; its coursework programs and its international standard facilities and equipment for research and teaching. Exercise and Sport Science faculty members have strong track records in fundamental and applied research, research led teaching, and community dissemination projects in the application of exercise science to health promotion and rehabilitation, sports performance, fitness and occupational health. These strengths are further enhanced by close links to the New South Wales Institute of Sport, regional teaching hospitals and the fitness industry in New South Wales.

The Bachelor of Applied Science (Exercise and Sport Science) is University accredited program by the Australian Association for Exercise and Sport Science.

Further information
Phone: +61 2 9351 9161
Website: www.fhs.usyd.edu.au

Bachelor of Applied Science (Exercise and Sport Science)
An exercise and sport scientist applies a comprehensive understanding of the scientific principles of human movement to the effective design, management and evaluation of exercise interventions (and related lifestyle factors) in the areas of sport and health. The exercise scientist would take into account the effect of a change in a person’s activity level on such factors as nutrition, the stress placed on body parts, the demand on the heart and lungs, chemical changes in body organs, and the psychological and social environment.

These principles may be applied to facilitate recovery from injury, to maximise performance or to generally increase the quality of life of the able and disabled individual within the person’s work, sport, and recreation environments.

Admission requirements
Admission to the Bachelor of Applied Science (Exercise and Sport Science) is competitive. Most applicants are considered on the basis of the UAI obtained in the New South Wales Higher School Certificate or equivalent, but about one third of students are admitted based on a tertiary record or through the Mature Age Entry Scheme. See Chapter 3 for details about general admission requirements.

The Bachelor of Applied Science (Exercise and Sport Science) course will appeal to you if you have an enthusiasm for sport and physical activity and an interest in the biological and physical sciences from a human perspective. Although there are no subject requirements for entry into the course, students are assumed to possess knowledge equivalent to study of Chemistry and Mathematics at HSC level. Students would benefit from having also studied Physics, PDHPE and Biology. Students who have not recently completed studies in Chemistry and Mathematics are strongly advised to attend bridging courses prior to commencing the Bachelor of Applied Science (Exercise and Sport Science) course. Bridging courses are also available for Physics, if desired. See Chapter 3 for details of bridging courses.
About the course

The Bachelor of Applied Science (Exercise and Sport Science) course is designed to give students a thorough understanding of the scientific aspects of exercise and sport science. Such an understanding requires the application and integration of the methods, theories and knowledge of a wide range of disciplines, including the biological sciences (anatomy, biochemistry, and physiology), the physical sciences (chemistry, physics, and mathematics) and the social sciences (psychology and sociology). Students follow a prescribed program of study with a total of 144 credit points, including a few elective units in Year 3. Formal teaching is mostly through lectures, tutorials and practical classes. Students engage in a wide range of additional learning activities, including study of textbooks and research articles, answering review questions and problems, completing investigative assignments, and conducting projects. Such activities may be required to be completed individually or by working collaboratively with other students.

A distinguishing feature of the Bachelor of Applied Science (Exercise and Sport Science) course is that students have frequent access to laboratory facilities and equipment. The course has a substantial integrated program of laboratory and practical work. Projects are undertaken at all stages of the course; often these projects enable students to apply skills and knowledge to be applied to a problem of interest to the individual student.

The most important goal of every university course is the development of the student's capacity and enthusiasm for life long learning. Highly developed learning skills allow a graduate to adapt to the changing demands of their work environment, and a skilful learner is able to easily acquire the new skills, approaches and perspectives necessary for a successful transfer to a new career path. University courses also aim to develop the student’s generic skills, which are those skills that are applicable in many diverse situations. The Bachelor of Applied Science (Exercise and Sport Science) course is based on a framework of systematic development of learning skills and generic skills. Particular attention is given to developing responsibility for learning, self-evaluation, problem solving, critical thinking, skills in computing and analysis, scientific writing and public speaking.

Course structure

Professional experience

Students must complete a minimum of 140 hours of approved professional experience (Practicum) by the end of Week 13, Semester 2, Year 3. The purpose of the professional field experience program is to apply theoretical knowledge to practice in a variety of community settings. The 140 hours of practical experience is also a requirement for membership of the professional body for Australian exercise scientists (Australian Association for Exercise and Sport Science). The student will develop professional skills and competencies, and an appreciation of the responsibilities and commitments of the workplace.

Workload

In the Faculty of Health Sciences, 1 credit point requires approximately two hours of student effort per week over the semester. These hours include both class contact hours and time spent on study in the unit. A standard full-time student enrolled in units totalling 24 credit points in each semester has a total workload of 48 hours per week.

Careers

A student who completes the Bachelor of Applied Science (Exercise and Sport Science) course will graduate as a scientist, with a wide range of theoretical knowledge, practical skills and expertise. The career paths followed by graduates are many and varied and depend mostly on the specific interests and aspirations of the individual. Broadly defined, the areas of employment entered by recent graduates include the sport industry, fitness industry, health industry, occupational health and safety, public health, rehabilitation, research and technology, education and medical insurance.

Professional recognition

Graduates are eligible to apply for membership of the Australian Association of Exercise and Sport Science.

Honours

The honours program is an additional year of full-time study in which the student conducts a research project and writes a thesis under the supervision of a member of the academic staff. Admission is competitive and based on the student's marks across all units of study. The student must be eligible for the award of a pass degree, and be considered by the head of the academic unit to have the aptitude to conduct a research project.

Further information may be obtained from the program coordinator.

Exchange programs

Exercise and Sport Science students may participate in the University-wide exchange programs. These programs give students the opportunity to experience education in a different culture and environment. The exchange programs are open to undergraduate students who have completed at least one year of study and who have a credit grade average. For further information contact +61 2 9351 9161.

Course outline

The course outlines for the Bachelor of Applied Science (Exercise and Sport Science) pass and honours are presented in Tables 8.1, 8.2 and 8.2.1. Units of study are described in Chapter 14.
Table 8.1: Bachelor of Applied Science (Exercise and Sport Science) Pass

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
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<tr>
<td>EXSS3023 Exercise Testing and Prescription</td>
<td>6</td>
<td>A</td>
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<td>Semester 1</td>
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<tr>
<td>EXSS3024 Exercise, Health and Disease</td>
<td>6</td>
<td>A Either: both</td>
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<tr>
<td>EXSS3036 Research and Practice</td>
<td>6</td>
<td>A Basic biomechanics, physiological and motor learning principles, basic hypothesis training.</td>
<td>Semester 1 elementary knowledge of exercise science industry</td>
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<td>Elective [6] (see note below). Note that students wishing to enrol in EXSS3046 Clinical Exercise Practice in Semester 2 must choose the prerequisite EXSS3037 Exercise Pharmacology and Immunology in Semester 1.</td>
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<tr>
<td>Choose one elective (6 credit points each) from the list below. The offering of any one of these elective units of study will depend on sufficient student demand and staff availability. Subject to approval of the relevant head of academic unit, elective units of study may be taken from within or outside the Faculty.</td>
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<td>EXSS3027 Exercise and Rehabilitation</td>
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<tr>
<td>Choose three electives (6 credit points each) from the following. The offering of any one of these elective units of study will depend on sufficient student demand. Subject to approval of relevant head of academic unit, elective units of study may be taken from within or outside the Faculty. At least one elective must be either EXSS3038 or EXSS3044. However, you do have the option to complete both. Note that students wishing to enrol in EXSS3046 Clinical Exercise Practice in Semester 2 must choose the prerequisite EXSS3037 Exercise Pharmacology and Immunology as one of their electives in Semester 1.</td>
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<tr>
<td>BACH1130 Sport, Society &amp; Social Theory</td>
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<td>EXSS3037 Exercise Pharmacology and Immunology</td>
<td>6</td>
<td>P Either BIOS1133 Body Systems Structure and Function I, BIOS2098 Body Systems Structure and Function II and EXSS2019 Exercise Physiology-Acute Responses or (BIOS1170 Body Systems: Structure and Function and EXSS2028 Exercise Physiology and Biochemistry)</td>
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<td>EXSS3040 Physiological Testing and Training</td>
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<td>P EXSS2022 Exercise Physiology-Training Adaptations</td>
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<td>EXSS3041 Management, Marketing and the Law</td>
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<td>EXSS3043 High Performance Coaching</td>
<td>6</td>
<td>A EXSS2016 Motor Control, EXSS2026 Growth, Development and Ageing, BACH1161 Introduction to Behavioural Science</td>
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<td>EXSS3044 Biomechanics of Sports Techniques</td>
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<td>P EXSS1018 Biomechanics of Human Movement</td>
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<tr>
<td>EXSS3046 Clinical Exercise Practice</td>
<td>6</td>
<td>P EXSS3023 Exercise Testing and Prescription, EXSS3024 Exercise, Health and Disease, EXSS3037 Exercise Pharmacology &amp; Immunology</td>
<td>Semester 2</td>
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<tr>
<td>Note: Department permission required for enrolment</td>
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<tr>
<td>SEMESTER 2 TOTAL: 24 CREDIT POINTS</td>
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</table>

Table 8.2: Bachelor of Applied Science (Exercise and Sport Science) Pass

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
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<tbody>
<tr>
<td>Course code SH088: Pass course; full-time, 3 years</td>
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<td>Year 1</td>
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<td><strong>Semester 1</strong></td>
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<tr>
<td>BACH1161 Introductory Behavioural Health Sciences</td>
<td>6</td>
<td>N BACH1132 Foundations of Health Psychology, BACH1134 Health, Illness and Social Inquiry, HSBH1103 Health, Behaviour and Society</td>
<td>Semester 1</td>
<td></td>
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<tr>
<td>BIOS1167 Human Cell Biology</td>
<td>6</td>
<td>A Basic Chemistry</td>
<td></td>
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<td>Semester 1</td>
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</table>
# 8. Exercise and Sport Science

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOS1168 Functional Musculoskeletal Anatomy A</td>
<td>6</td>
<td>N BIOS1136 Functional Anatomy A, BIOS1159 Functional Anatomy A - Exercise Science</td>
<td>Semester 1 Semester 2</td>
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<tr>
<td>EXSS1018 Biomechanics of Human Movement</td>
<td>6</td>
<td>A HSC mathematics</td>
<td>Semester 1</td>
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<tr>
<td>Semester 2</td>
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<tr>
<td>BIOS1169 Functional Musculoskeletal Anatomy B</td>
<td>6</td>
<td>P BIOS1136 Functional Anatomy A or BIOS1168 Functional Musculoskeletal Anatomy A or BIOS1159 Functional Anatomy A - Exercise Science</td>
<td>Semester 1 Semester 2</td>
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<tr>
<td>N BIOS1139 Functional Anatomy B, BIOS1144 Functional Anatomy B (Physiotherapy), BIOS1160 Functional Anatomy B - Exercise Science</td>
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<tr>
<td>BIOS1170 Body Systems: Structure and Function</td>
<td>6</td>
<td>A BIOS1167 Human Cell Biology or equivalent</td>
<td>Semester 1 Semester 2</td>
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<tr>
<td>EXSS1032 Fundamentals of Exercise Science</td>
<td>6</td>
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<td>Semester 2</td>
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<tr>
<td>HS BH1007 Health Science and Research</td>
<td>6</td>
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<td>Semester 1 Semester 2</td>
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<tr>
<td>BIOS1171 Neuroscience</td>
<td>6</td>
<td>N BIOS1137 Introductory Neuroscience, BIOS2103 Neurosciences for Physiotherapists</td>
<td>Semester 1 Semester 2</td>
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<tr>
<td>EXSS1029 Muscle Mechanics and Training</td>
<td>6</td>
<td>A BIOS1137 Introductory Neuroscience or BIOS1166 Neurosciences, one of BIOS1130 Molecules and Energy, BIOS1167 Human Cell Biology, CHEM1101 Chemistry 1A, CHEM1001 Fundamentals of Chemistry 1A</td>
<td>Semester 1 Semester 2</td>
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<tr>
<td>EXSS2018 Biomechanical Analysis of Movement</td>
<td>6</td>
<td>P EXSS1018 Biomechanics of Human Movement</td>
<td>Semester 1</td>
<td></td>
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<tr>
<td>EXSS2028 Exercise Physiology and Biochemistry</td>
<td>6</td>
<td>A BIOS1167 Human Cell Biology or EXSS1032 Fundamentals of Exercise Science</td>
<td>Semester 1 Semester 2</td>
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<tr>
<td>N EXSS2017 Biochemistry of Exercise, EXSS2019 Exercise Physiology-Acute Responses</td>
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<td><strong>SEMESTER 1 TOTAL: 24 CREDIT POINTS</strong></td>
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<tr>
<td>Semester 2</td>
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<tr>
<td>EXSS2022 Exercise Physiology-Training Adaptations</td>
<td>6</td>
<td>A BCHM2072 Human Biochemistry</td>
<td>Semester 2</td>
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<td>P Either: EXSS2017 Biochemistry of Exercise and EXSS2019 Exercise Physiology-Acute responses, or EXSS2028 Exercise Physiology and Biochemistry</td>
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<tr>
<td>EXSS2026 Growth, Development and Ageing</td>
<td>6</td>
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<td>Semester 2</td>
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<tr>
<td>EXSS3023 Exercise Testing and Prescription</td>
<td>6</td>
<td>A EXSS2022 Exercise Physiology-Training Adaptations or EXSS2027 Exercise Physiology for Physicians or EXSS2028 Exercise Physiology and Biochemistry</td>
<td>Semester 1 Semester 2</td>
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<tr>
<td><strong>SEMESTER 2 TOTAL: 24 CREDIT POINTS</strong></td>
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<td>Year 3 (first offered in 2011)</td>
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<td>Semester 1</td>
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<tr>
<td>EXSS2025 Motor Control and Learning [6]</td>
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<td>EXSS3024 Exercise, Health and Disease [6]</td>
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<td>EXSS3046 Professional Practice [6]</td>
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<tr>
<td>Elective [6] (see note below). Note that students wishing to enrol in EXSS3046 Clinical Exercise Practice in Semester 2 must choose the prerequisite EXSS3037 Exercise Pharmacology and Immunology in Semester 1.</td>
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<tr>
<td><strong>Note</strong></td>
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<tr>
<td>Choose an elective from the list below. The offering of any one of these elective units of study will depend on sufficient student demand and staff availability. Subject to approval of the relevant head of academic unit, elective units of study may be taken from within or outside the Faculty.</td>
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<tr>
<td><strong>SEMESTER 1 TOTAL: 24 CREDIT POINTS</strong></td>
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<td>Semester 2</td>
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<tr>
<td>Four electives [24] (see note below)</td>
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<td>Elective list</td>
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<td><strong>Note</strong></td>
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<tr>
<td>Students must complete four electives, including three from the following. The offering of any one of these elective units of study will depend on sufficient student demand. Subject to approval of relevant head of academic unit, elective units of study may be taken from within or outside the Faculty. At least one elective must be either EXSS3038 or EXSS3044. However, you do have the option to complete both. Note that students wishing to enrol in EXSS3046 Clinical Exercise Practice in Semester 2 must choose the prerequisite EXSS3037 Exercise Pharmacology and Immunology as their elective in Semester 1.</td>
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<tr>
<td>BACH3130 Sport, Society &amp; Social Theory [6]</td>
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<tr>
<td>EXSS3027 Exercise and Rehabilitation [6]</td>
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<tr>
<td>EXSS3037 Exercise Pharmacology and Immunology [6]</td>
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</tbody>
</table>
### Bachelor of Applied Science (Exercise and Sport Science) and Bachelor of Science (Nutrition)

*Note: The combined degree of Bachelor of Applied Science (Exercise and Sport Science) and Bachelor of Science (Nutrition) is no longer open to new enrolments. Students interested in studies in exercise science and nutrition should enrol in the double degree Bachelor of Applied Science (Exercise and Sport Science) and Master of Nutrition and Dietetics. See Table 8.6 for further information.*

This combined degree in exercise and sport science/nutrition is designed to produce graduates who are capable of using expertise in the disciplines of exercise science and nutrition to further research and knowledge in these areas. Graduates from this program will become qualified dietitians with expertise in general, public health and clinical nutrition. These skills will be integrated with a comprehensive understanding of the scientific principles of human movement and the effective design, management and evaluation of exercise interventions (and related lifestyle factors) in the area of sport and health. This program will enable graduates to design effective exercise and nutrition programs for healthy individuals and elite athletes in addition to those with lifestyle diseases (e.g. heart disease, diabetes, hypertension) and disability.

**About the course**

The combined degrees in Bachelor of Applied Science (Exercise and Sport Science) and Bachelor of Science (Nutrition) provide students with a thorough understanding of the scientific aspects of exercise and sport science, nutrition and dietetics. Such an understanding requires the application and integration of the methods, theories and knowledge of a wide range of disciplines, including the biological sciences (anatomy, biochemistry, physiology and nutrition), the physical sciences (chemistry, physics, and mathematics) and the social sciences (psychology and sociology). Students follow a prescribed 5-year program of study with a total of 240 credit points. Formal teaching is mostly through lectures, tutorials and practical classes. Students engage in a wide range of additional learning activities, including study of textbooks and research articles, answering review questions and problems, completing investigative assignments, and conducting projects. Such activities may be required to be completed individually or by working collaboratively with other students. Life long learning skills are developed as consistent with other programs offered in the discipline of Exercise and Sport Science.

This combined degree, Bachelor of Applied Science (Exercise and Sport Science) and Bachelor of Science (Nutrition) is unique in that students will have the opportunity to qualify both as dietitians and exercise scientists. Also, to utilise the finest teaching facilities and laboratory equipment, learning will take place on both the Cumberland and Camperdown campuses of the University of Sydney. The course has a substantial integrated program of laboratory and practical work. Projects are undertaken at all stages of the course; often these projects enable skills and knowledge to be applied to a problem of interest to the individual student.

**Professional experience**

Students must complete a minimum of 140 hours of approved professional experience in exercise and sport science in their own time by Week 13, Semester 1, Year 4. The purpose of the professional field experience program is to apply theoretical knowledge to practice in a variety of community settings. The 140 hours of practical experience is also a requirement for membership of the professional...
body for Australian exercise scientists (Australian Association for Exercise and Sport Science). The student will develop professional skills and competencies, and an appreciation of the responsibilities and commitments of the workplace.

In the 5th year of the program students will also complete a clinical placement in nutrition and dietetics (approximately 6 months in duration) as designated by the Dietitians Association of Australia. Successful completion of this placement is required for dietetic qualification. This placement is designed to facilitate clinical and counselling skills in dietetics and for students to experience working in other areas of nutrition like public health promotion/research, food service, the food industry, public relations and community nutrition.

Workload
Refer to the entry under Bachelor of Applied Science (Exercise and Sport Science) above.

Careers
Students will be qualified as both exercise scientists and dietitians and will be competent to forge new opportunities in roles which require skills in both exercise science and nutrition/dietetics. This integrated training will create opportunities that will benefit both students and employers. In the research setting, this dual qualification will augment project design and methodology in relevant areas such as public health (e.g., lifestyle diseases such as obesity and non-insulin diabetes). In the clinical setting, graduates will be well placed and qualified to give comprehensive advice to clients promoting adoption of better exercise and nutrition habits within the community. Employment opportunities include: hospital, rehabilitation, public health and health promotion, the health industry encompassing elite sport, recreational exercise (e.g., motor control and learning), and the sport/fitness industry, health writing and public speaking, corporate health, private practice consulting, the food industry (manufacture, product development and public relations), research and technology, education and medical insurance.

Professional recognition
Graduates are eligible to apply for membership of the Australian Association of Exercise and Sport Science as exercise scientists. The course has provisional accreditation by the Dietitians Association of Australia with full accreditation in preparation.

Honours
Honours in Nutrition and Dietetics or Honours in Nutrition

Students completing all five years of the combined degree will automatically be awarded an honours grade at completion. There are two options for students in their fifth year of study: an honours program in Nutrition and Dietetics, which includes six months of clinical placement or the honours program in nutrition which is entirely research directed. However, admission to either fifth year of study is competitive and based on students meeting annual progression requirements: an Annual Average Mark (AAM) of at least 60 in Year 1 and at least 65 in each of Years 2-4; a credit average (of at least 65) in both Intermediate nutrition units (NUTR2911 and NUTR2912); achieve a credit average across the Senior nutrition units (NUTR3911, NUTR3921, NUTR3912 and NUTR3922) with at least a credit grade in three of these units; and achieve a SCIWAM of at least 65. Students passing the course but failing to meet these requirements can exit the course after four years with a Bachelor of Applied Science (Exercise, Sport Science and Nutrition); see following handbook entry. Further information may be obtained from the program coordinator.

Course outline
The course outline for the combined degrees of Bachelor of Applied Science (Exercise and Sport Science) and Bachelor of Science (Nutrition) is presented in Tables 8.3 and 8.4. Units of study are described in Chapter 14.

Table 8.3: Bachelor of Applied Science (Exercise and Sport Science)/Bachelor of Science (Nutrition)

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
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</thead>
<tbody>
<tr>
<td>Course code SH093: Pass course; full-time, 5 years</td>
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</table>

Candidates must complete over 10 semesters the following units of study. In order to be accepted into the Nutrition and Dietetics honours year, students must satisfy all of the following: 1) achieve an Average Annual Mark (AAM) of at least 60 in Year 1 and 65 for each of Years 2-4; 2) achieve at least a credit average (65) for both NUTR2911 and NUTR2912 units; 3) achieve a credit average across Senior nutrition units (NUTR3911, NUTR3921, NUTR3912 and NUTR3922) and a minimum of a credit grade in at least 3 of these Senior nutrition units; and 4) achieve a SCIWAM (see Glossary) of at least 65. Students who do not meet these criteria will be transferred to the BAppSc (ExSpSc&Nutr) SH115. Students have the option to transfer to either the BSc or the BAppSc (ExSpSc) SH088. Please contact the program coordinator for further information.

Year 3 (last offered in 2010)

Semester 1

| EXSS2016 Motor Control | 3 | P | BIOS1137 Introductory Neuroscience | Semester 1 |
| EXSS2018 Biomechanical Analysis of Movement | 6 | P | EXSS1018 Biomechanics of Human Movement | Semester 1 |
| EXSS3023 Exercise Testing and Prescription | 6 | A | EXSS2022 Exercise Physiology-Training Adaptations or EXSS2027 Exercise Physiology for Physicians or EXSS2028 Exercise Physiology and Biochemistry | Semester 1 |
| EXSS3024 Exercise, Health and Disease | 6 | A | Either: both EXSS2019 Exercise Physiology-Acute Responses and EXSS2022 Exercise Physiology-Training Adaptations, or EXSS2027 Exercise Physiology for Clinicians or EXSS2028 Exercise Physiology and Biochemistry | Semester 1 |
| MATH1015 Biostatistics | 3 | A | HSC Mathematics<br>N | MATH1005, MATH1905, STAT1021, STAT1022, ECMT1010, BIOM1003 | Semester 1 |

SEMINAR 1 TOTAL: 24 CREDIT POINTS

Semester 2

| EXSS2025 Motor Control and Learning | 6 | Semester 1 |
| EXSS2026 Growth, Development and Ageing | 6 | Semester 2 |
| EXSS3027 Exercise and Rehabilitation | 6 | A | Either: both EXSS2019 Exercise Physiology-Acute Responses and EXSS2022 Exercise Physiology-Training Adaptations, or EXSS2027 Exercise Physiology for Clinicians or EXSS2028 Exercise Physiology and Biochemistry | Semester 2 |
| | | P | EXSS3024 Exercise, Health and Disease | Semester 2 |
### Year 4 (last offered in 2011)

#### Semester 1

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
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<tbody>
<tr>
<td>STAT2012 Statistical Tests</td>
<td>6</td>
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<td>P MATH (1005 or 1905 or 1015)</td>
<td>N STAT2004, STAT2912</td>
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<td>Semester 2</td>
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<tr>
<td>EXSS3037 Exercise Pharmacology and Immunology</td>
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<td>Semester 1</td>
</tr>
<tr>
<td>EXSS3047 Nutrition Practice for Health &amp; Exercise</td>
<td>3</td>
<td>C NUTR3911 Nutritional Assessment Methods, NUTR3921 Methods in Nutrition Practice</td>
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<td>Semester 1</td>
</tr>
<tr>
<td>NUTR3911 Nutritional Assessment Methods</td>
<td>6</td>
<td>P NUTR2911 and NUTR2912</td>
<td>N NUTR3901</td>
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<tr>
<td>NUTR3921 Methods in Nutrition Practice</td>
<td>6</td>
<td>P NUTR2911 and NUTR2912</td>
<td>N NUTR3901</td>
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<td></td>
<td>Semester 1</td>
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<tr>
<td>MATH1011 Applications of Calculus</td>
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<td>A HSC Mathematics</td>
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<td>Semester 1 Summer Main</td>
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#### Semester 2

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<th>P: Prerequisites</th>
<th>C: Corequisites</th>
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<tbody>
<tr>
<td>EXSS3077 Human Molecular Cell Biology</td>
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<td>Semester 2</td>
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<tr>
<td>EXSS3082 Medical and Metabolic Biochemistry</td>
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<td>Semester 2</td>
</tr>
<tr>
<td>NUTR3912 Community and Public Health Nutrition</td>
<td>6</td>
<td>P NUTR2911 and NUTR2912</td>
<td>N NUTR3902</td>
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<td>Semester 2</td>
</tr>
<tr>
<td>NUTR3922 Nutrition and Chronic Disease</td>
<td>6</td>
<td>P NUTR2911 and NUTR2912</td>
<td>N NUTR3902</td>
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<td>Semester 2</td>
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**Note**

1. Students can exit here with BAppSc (Exercise, Sport Science and Nutrition).

#### Year 5 (last offered in 2012)

#### Semester 1

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit</th>
<th>Note: Department permission required for enrolment</th>
<th>Session</th>
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<tbody>
<tr>
<td>NUTR4001 Clinical Nutritional Science A</td>
<td>24</td>
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<td>Semester 1</td>
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**SEMESTER 1 TOTAL: 24 CREDIT POINTS**

#### Semester 2

<table>
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<th>Unit of study</th>
<th>Credit</th>
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<th>Session</th>
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<tbody>
<tr>
<td>NUTR4002 Clinical Nutritional Science B</td>
<td>24</td>
<td>This unit of study will commence prior to the start of semester.</td>
<td>Semester 2</td>
</tr>
</tbody>
</table>

**SEMESTER 2 TOTAL: 24 CREDIT POINTS**

**Note**

2. Students can exit here with BAppSc (Ex&SportSc) & BSc (Nutrition) with Honours in Nutrition and Dietetics.

#### Year 5 (last offered in 2012)

#### Semester 1

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit</th>
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<th>Session</th>
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<td>NUTR4101 Nutrition Research A</td>
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<td>NUTR4102 Nutrition Research B</td>
<td>12</td>
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**SEMESTER 1 TOTAL: 24 CREDIT POINTS**

#### Semester 2

<table>
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<th>Credit</th>
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<tr>
<td>NUTR4104 Nutrition Research D</td>
<td>12</td>
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<td>Semester 2</td>
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**SEMESTER 2 TOTAL: 24 CREDIT POINTS**
### Table 8.4: Bachelor of Applied Science (Exercise and Sport Science)/Bachelor of Science (Nutrition)

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
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<tbody>
<tr>
<td>BIOS1171</td>
<td>6</td>
<td>N BIOS1137 Introductory Neuroscience, BIOS2103 Neurosciences for Physiotherapists</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1 Semester 2</td>
</tr>
<tr>
<td>MBLG2071</td>
<td>6</td>
<td>P MBLG1001 or MBLG1901 and 12 CP of Junior Chemistry. N MBLG2971, MBLG2971, MBLG2971, MBLG2001, MBLG101, MBLG2901, MBLG2111, PLT12001, AGCH2001, BACH2001, BACH2101, BACH2901 Students enrolled in the combined BAppSc (Exercise and Sport Science)/BSc(Nutrition) must have completed all Junior units for this course (CHEM101, BACH1161, BIOS1159, EXSS1018 CHEM1102, BIOS1133, BIOS1160, EXSS1033, MBLG1001) prior to enrolling in this unit.</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>NUTR2911</td>
<td>6</td>
<td>P MBLG1001 or 1901 and CHEM (1001 or 1101 or 1901 or 1903 or 1109) and CHEM (1002 or 1102 or 1902 or 1904 or 1109) and BIOL (1001 or 1191) and BIOL (1002 or 1903 or 1902 or 1903). For Combined BAppSc (Exercise and Sport Science)/BSc(Nutrition) degree completion of all Junior units in the table of units for this course (CHEM101, BACH1161, BIOS1159, EXSS1018 CHEM1102, BIOS1133, BIOS1160, EXSS1033, MBLG1001) prior to enrolling in this unit.</td>
<td></td>
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**SEMESTER 1 TOTAL: 24 CREDIT POINTS**

<table>
<thead>
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<th>Semester 2</th>
<th>Credit points</th>
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<th>P: Prerequisites</th>
<th>C: Corequisites</th>
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<th>Session</th>
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</thead>
<tbody>
<tr>
<td>BCHM2072</td>
<td>6</td>
<td>P Either MBLG (1001 or 1901) and 12 credit points of Junior Chemistry or either MBLG2071 or MBLG2971 N BCHM2972, BCHM2002, BCHM2102, BCHM2902, BCHM2112</td>
<td></td>
<td></td>
<td></td>
<td>Semester 2 Semester 2</td>
</tr>
<tr>
<td>EXSS1029</td>
<td>6</td>
<td>A BIOS1137 Introductory Neuroscience or BIOS1166 Neuroscience, one of BIOS1130 Molecules and Energy, BIOS1167 Human Cell Biology, CHEM101 Chemistry 1A, CHEM1001 Fundamentals of Chemistry 1A</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1 Semester 2</td>
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<tr>
<td>EXSS2022</td>
<td>6</td>
<td>A BCHM2072 Human Biochemistry P Either: EXSS2017 Biochemistry of Exercise and EXSS2019 Exercise Physiology-Acute responses, or EXSS2028 Exercise Physiology and Biochemistry</td>
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<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>NUTR2912</td>
<td>6</td>
<td>P MBLG(1001 or 1901) and CHEM (1001 or 1101 or 1901 or 1903 or 1109) and CHEM (1002 or 1102 or 1902 or 1904 or 1109) and BIOL (1001 or 1911) and BIOL (1002 or 1903 or 1902 or 1903). For Combined BAppSc (Exercise and Sport Science)/BSc(Nutrition) degree completion of all Junior units in the table of units for this course (CHEM101, BACH1161, BIOS1159, EXSS1018 CHEM1102, BIOS1133, BIOS1160, EXSS1033, MBLG1001) prior to enrolling in this unit.</td>
<td></td>
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</table>

**SEMESTER 2 TOTAL: 24 CREDIT POINTS**

### Year 3 (last offered in 2011)

<table>
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<th>Semester 1</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
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</thead>
<tbody>
<tr>
<td>EXSS2018</td>
<td>6</td>
<td>P EXSS1018 Biomechanics of Human Movement</td>
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<td>Semester 1</td>
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<tr>
<td>EXSS3003</td>
<td>6</td>
<td>A EXSS2022 Exercise Physiology-Training Adaptations or EXSS2027 Exercise Physiology for Physicians or EXSS2028 Exercise Physiology and Biochemistry</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1 Semester 2</td>
</tr>
<tr>
<td>EXSS3004</td>
<td>6</td>
<td>A Either: both EXSS2019 Exercise Physiology-Acute Responses and EXSS2022 Exercise Physiology-Training Adaptations, or EXSS2027 Exercise Physiology for Clinicians or EXSS2028 Exercise Physiology and Biochemistry</td>
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<tr>
<td>MATH1011</td>
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<td>A HSC Mathematics N MATH1111, MATH1901, MATH1906, BIOM1003</td>
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<td>Semester 1 Summer Main</td>
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<tr>
<td>MATH1015</td>
<td>3</td>
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**SEMESTER 1 TOTAL: 24 CREDIT POINTS**

<table>
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<th>Semester 2</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
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<th>Session</th>
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<tbody>
<tr>
<td>EXSS2025</td>
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<td>Semester 1 Semester 2</td>
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3. Students can exit here with BAppSc (Ex&SportSc) & BSc (Nutrition) with Honours in Nutrition.
<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
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<tbody>
<tr>
<td>EXSS2026 Growth, Development and Ageing</td>
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<tr>
<td>EXSS3027 Exercise and Rehabilitation</td>
<td>6</td>
<td>A Either: both EXSS2019 Exercise Physiology-Acute Responses and EXSS2022 Exercise Physiology-Training Adaptations, or EXSS2027 Exercise Physiology for Clinicians or EXSS2028 Exercise Physiology and Biochemistry</td>
<td>P EXSS3024 Exercise, Health and Disease</td>
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<td>Semester 2</td>
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<tr>
<td>STAT2012 Statistical Tests</td>
<td>6</td>
<td>P MATH (1005 or 1905 or 1015) N STAT2004, STAT2912</td>
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<td>Semester 2</td>
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<tr>
<td>EXSS3037 Exercise Pharmacology and Immunology</td>
<td>6</td>
<td>P Either (BIOS1133 Body Systems Structure and Function I, BIOS2098 Body Systems Structure and Function II and EXSS2019 Exercise Physiology-Acute Responses) or (BIOS1170 Body Systems: Structure and Function and EXSS2028 Exercise Physiology and Biochemistry)</td>
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<td>EXSS3048 Applied Nutrition</td>
<td>6</td>
<td>C NUTR3911 Nutritional Assessment Methods, NUTR3921 Methods in Nutrition Practice</td>
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<td>NUTR3911 Nutritional Assessment Methods</td>
<td>6</td>
<td>P NUTR2911 and NUTR2912 N NUTR3901</td>
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<td>Semester 1</td>
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<tr>
<td>NUTR3921 Methods in Nutrition Practice</td>
<td>6</td>
<td>P NUTR2911 and NUTR2912 N NUTR3901</td>
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<td>SEMESTER 1 TOTAL: 24 CREDIT POINTS</td>
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<tr>
<td>BCHM3072 Human Molecular Cell Biology</td>
<td>6</td>
<td>P (MBLG (1001 or 1901) and 12 CP of Intermediate BCHM/MBLG units (taken from MBLG2071/MBLG2971 or BCHM2071/2971 or BCHM2072/2972) or (42CP of Intermediate BMedSc units, including BMED2802 and BMED2804) N BCHM3972, BCHM3902, BCHM3904, BCHM3904, BCHM3004, BCHM3904 BExSci/BSc(Nutrition) students successfully progressing though the combined degree meet the pre-requisites for this unit of study</td>
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<td>Semester 2</td>
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<tr>
<td>BCHM3082 Medical and Metabolic Biochemistry</td>
<td>6</td>
<td>P MBLG (1001 or 1901) and 12 CP of Intermediate BCHM/MBLG units (taken from MBLG2071/2971 or BCHM2071/2971 or BCHM2072/2972) or (42CP of Intermediate BMedSc units, including BMED2802 and BMED2804) N BCHM3972, BCHM3902, BCHM3904, BCHM3904, BCHM3904, BCHM3904 BExSci/BSc(Nutrition) students successfully progressing though the combined degree meet the pre-requisites for this unit of study</td>
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<tr>
<td>NUTR3912 Community and Public Health Nutrition</td>
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<td>NUTR3922 Nutrition and Chronic Disease</td>
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<td>P NUTR2911 and NUTR2912 N NUTR3901</td>
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<td>SEMESTER 2 TOTAL: 24 CREDIT POINTS</td>
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<td>Note</td>
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<tr>
<td>1. Students can exit here with BAppSc (Exercise, Sport Science and Nutrition).</td>
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<td>Year 5</td>
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<td>Semester 1</td>
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<tr>
<td>NUTR4001 Clinical Nutritional Science A</td>
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<td>Semester 1</td>
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<td>SEMESTER 1 TOTAL: 24 CREDIT POINTS</td>
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<td>Semester 2</td>
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<td>NUTR4002 Clinical Nutritional Science B</td>
<td>24</td>
<td>Note: Department permission required for enrolment This unit of study will commence prior to the start of semester.</td>
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<td>Semester 2</td>
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<td>Note</td>
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<tr>
<td>2. Students can exit here with BAppSc (Ex&amp;SportSc) &amp; BSc (Nutrition) with Honours in Nutrition and Dietetics.</td>
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<td>Year 5</td>
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<tr>
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<tr>
<td>NUTR4102 Nutrition Research B</td>
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<td>SEMESTER 1 TOTAL: 24 CREDIT POINTS</td>
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<tr>
<td>Semester 2</td>
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<td>NUTR4103 Nutrition Research C</td>
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<td>C NUTR4102</td>
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<tr>
<td>NUTR4104 Nutrition Research D</td>
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<td>Semester 2</td>
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</tbody>
</table>
This degree in exercise, sport science and nutrition is designed for those students wanting to pursue a career in exercise science integrated with a comprehensive understanding of biochemistry and nutrition, without the training in clinical dietetics. The integrated training provided by this program will enable graduates to design effective exercise and nutrition programs for healthy individuals and elite athletes. In addition they will be skilled at providing nutrition and exercise advice to those with lifestyle diseases (e.g. heart disease, diabetes, hypertension) and disability and be able to provide these individuals with general nutrition or lifestyle based advice to improve their dietary practices.

Admission requirements
Enrolment into the Bachelor of Applied Science (Exercise, Sport Science and Nutrition) course is available only to those who have initially enrolled in the combined degree Bachelor of Applied Science (Exercise and Sport Science)/ Bachelor of Science (Nutrition).

About the course
The Bachelor of Applied Science (Exercise, Sport Science and Nutrition) provides students with a thorough understanding of the scientific aspects of exercise, sport science and nutrition. This course differs from the combined degree in that it is a single four year degree. Students follow a prescribed program of study with a total of 192 credit points. This is the same program as the first four years of the combined degree and therefore provides an opportunity to transfer from the combined (five year) degree to this four year program. Learning will take place on both the Cumberland and Camperdown campuses of the University of Sydney.

Professional experience
As for all undergraduate degrees in Exercise and Sport Science, students must complete a minimum of 140 hours of approved professional experience in exercise and sport science in their own time. The purpose of the professional field experience program is to apply theoretical knowledge to practice in a variety of community settings. Where possible placements that provide integrated learning will be highlighted to the student.

The 140 hours of practical experience is also a requirement for those students wanting to pursue a career in exercise science integrated with a comprehensive understanding of biochemistry and nutrition, without the training in clinical dietetics. The integrated training provided by this program will enable graduates to design effective exercise and nutrition programs for healthy individuals and elite athletes. In addition they will be skilled at providing nutrition and exercise advice to those with lifestyle diseases (e.g. heart disease, diabetes, hypertension) and disability and be able to provide these individuals with general nutrition or lifestyle based advice to improve their dietary practices.

Bachelor of Applied Science (Exercise, Sport Science and Nutrition)

**Note:** The degree of Bachelor of Applied Science (Exercise and Sport Science and Nutrition) is no longer open to new enrolments. Students interested in studies in exercise science and nutrition should enrol in the double degree of Bachelor of Applied Science (Exercise and Sport Science) and Master of Nutrition and Dietetics. See Table 8.6 for further information.

**Workload**
Refer to the entry for Bachelor of Applied Science (Exercise and Sport Science).

**Careers**
Employment opportunities for students who complete the Bachelor of Applied Science (Exercise, Sport Science and Nutrition) would focus on their skills in both exercise science and nutrition. Areas of employment may include the sports, fitness, health and food industries, occupational health and safety, public health, rehabilitation, research and technology, education and medical insurance.

For graduates seeking further career development or professional accreditation, the Bachelor of Applied Science (Exercise, Sport Science and Nutrition) meets the prerequisite requirements for entry into postgraduate courses in medicine, physiotherapy, occupational therapy, public health, safety science and education.

**Professional recognition**
Graduates are eligible to apply for membership of the Australian Association of Exercise and Sport Science as a sport scientist. Graduates may also work in public health and community nutrition.

**Honours in Exercise and Sport Science**
The honours program is an additional year of full-time study in which the student conducts a research project and writes a thesis under the supervision of a member of the academic staff. Admission is competitive and based on the student’s marks across all units of study. The student must be eligible for the award of a pass degree, and be considered by the head of academic unit to have the aptitude to conduct a research project.

Further information may be obtained from the program coordinator.

**Course outline**
The course outline for the Bachelor of Applied Science (Exercise, Sport Science and Nutrition) is presented in Table 8.5. Units of study are described in Chapter 14.

**Note:** Years 1–4 are common with the combined degree program.

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### Table 8.5: Bachelor of Applied Science (Exercise, Sport Science and Nutrition)

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
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<tbody>
<tr>
<td>SH115</td>
<td>Pass course; full-time, 4 years</td>
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<td>SH134</td>
<td>Honours program; full-time, 5 years</td>
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</tr>
</tbody>
</table>

In Year 1, all students will enrol in the Combined BAppSc (Exercise and Sport Science)/BSc (Nutrition) program (Table 8.3) which has an identical curriculum to this program and will transfer to the BAppSc (Exercise, Sport Science and Nutrition) only after completion of at least two semesters of the combined degrees course.
Bachelor of Applied Science (Exercise and Sport Science)/Master of Nutrition and Dietetics

The Bachelor of Applied Science (Exercise and Sport Science)/Master of Nutrition and Dietetics provides a clear pathway of study for top students wishing to pursue a career in both Exercise and Sport Science and Nutrition and Dietetics. The Bachelor of Applied Science (Exercise and Sport Science) is accredited by the Australian Association of Exercise and Sport Science (AAESS). The Masters in Nutrition and Dietetics course is accredited by the Dietitians Association of Australia (DAA). During the Bachelor of Applied Science (Exercise and Sport Science) students complete Units of Study (UoS) in biology, chemistry, human physiology, exercise physiology, biomechanics, motor control and learning, biochemistry and molecular biology that are necessary to satisfy the competencies for accreditation by AAESS and the chemistry/biochemistry pre-requisites for entry into the Master of Nutrition and Dietetics. Students will need to complete a set program of study including 144 credit points over the three years in the Bachelor of Applied Science Exercise and Sport Science with one elective. Throughout the three years students also need to accrue 140 hours of practical placement in exercise science related fields.

The Master of Nutrition and Dietetics includes 96 credit points over 2 years and all UoS are compulsory. In the second year of the Master's degree, students undertake a professional training placement and a semester of research that is examined by presentation, assignment and a report.

Admission requirements

Admission to the double degree Bachelor of Applied Science (Exercise and Sport Science) and Master of Nutrition and Dietetics is competitive. Most applicants are considered on the basis of the UAI obtained in the Bachelor of Applied Science (Exercise and Sport Science) prior to the Master of Nutrition and Dietetics. At the end of the B Applied Science (Exercise and Sport Science) students with a WAM greater than 65 are also eligible to undertake an honours year in Exercise and Sports Science (by research) prior to the Master of Nutrition and Dietetics. The Master of Nutrition and Dietetics (MND) is offered at the Darlington Campus.

About the course

The double degree requires study of selected BAppSc (Exercise & Sport Science) subjects on the Cumberland campus with electives in chemistry, biochemistry and molecular biology throughout the three year degree taken on the Darlington Campus. Students must attain a weighted average mark (WAM) of 65 or greater (credit average) to articulate to the Master of Nutrition and Dietetics. The Master of Nutrition and Dietetics (MND) is offered at the Darlington Campus.

Students who do not qualify for, or elect not to complete the honours year in Exercise Science or the Master of Nutrition and Dietetics, will graduate in three years with B Applied Science (Exercise and Sport Science) and be eligible for Australian Association of Exercise and Sport Science membership as an exercise scientist. Prospective students should be aware that they will be expected to carry out exercise testing procedures and have these procedures carried out upon themselves.

Professional experience

Extensive professional experience in exercise science is integrated throughout the B Applied Science (Exercise and Sport Science) course. Students undertake placements in health and fitness, public and community health, research, clinical exercise and occupation rehabilitation centres, as well as settings of sports performance.

Workload

In the Faculty of Health Sciences, 1 credit point requires approximately two hours of student effort per week over the semester. These hours include both class contact hours and time spent on study in the unit. A standard full-time student enrolled in units totalling 24 credit points in each semester has a total workload of 48 hours per week.

Careers

Examples in exercise science include sports performance (sport scientist, coach, trainer), exercise in the workplace, fitness industry (corporate fitness manager, personal fitness promotion), occupational health and safety, injury prevention (occupational ergonomics). Specific nutrition and dietetics related careers include hospital, community and private practice dietetics, food industry and food science. Careers in community health promotion, non-government organisations involved
Professional recognition

B Applied Science (Exercise and Sport Science) graduates may apply for full membership of the Australian Association of Exercise and Sport Science (AAESS) as an exercise scientist. A minimum of 140 hours of practical experience is necessary for graduates to meet the AAESS membership requirements. Master of Nutrition and Dietetics may apply for full membership of the Dietitians Association of Australia (DAA).

Honours

Students will be permitted to undertake Honours in the Bachelor of Applied Science (Exercise and Sport Science) which is an additional year of full-time study during the 4th year of the double degree program. This will extend the double degree to 6 years.

Honours students conduct a research project and write a thesis under the supervision of a member of the academic staff. Admission is competitive and will be based on the student's marks across all units of study. The student must be eligible for the award of a pass degree, and be considered by the head of the academic unit to have the aptitude to conduct a research project.

Course outline

The course outlines for the Bachelor of Applied Science (Exercise and Sport Science) and Master of Nutrition and Dietetics, Pass and Honours degrees, are presented in Tables 8.6 and 8.6.1. Units of study are described in Chapter 14.

Table 8.6: Bachelor of Applied Science (Exercise and Sport Science)/Master of Nutrition and Dietetics

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course code SH139: Pass course; full-time, 3 years</td>
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<tr>
<td>Candidates must complete the BAppSc (Ex&amp;SportSc) degree with an overall Weighted Average Mark (WAM) of at least 65 in order to be accepted into the Master of Nutrition and Dietetics. Students who do not achieve a WAM of 65 will graduate with the award of BAppSc (Ex&amp;SportSc).</td>
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</table>

Semester 1

| CHEM1001 Fundamentals of Chemistry 1A | 6 | A There is no assumed knowledge of chemistry for this unit of study, but students who have not undertaken an HSC chemistry course are strongly advised to complete a chemistry bridging course before lectures commence. | Semester 1 |
| or | CHEM1101 Chemistry 1A | 6 | A HSC Chemistry and Mathematics | N CHEM1101, CHEM1901, CHEM1109, CHEM1903 | Semester 1 |
| and | BACH1161 Introductory Behavioural Health Sciences | 6 | N BACH1132 Foundations of Health Psychology, BACH1134 Health, Illness and Social Inquiry, HSBH1003 Health, Behaviour and Society | Semester 1 |
| BIOS1168 Functional Musculoskeletal Anatomy A | 6 | N BIOS1136 Functional Anatomy A, BIOS1159 Functional Anatomy A - Exercise Science | Semester 1 |
| EXSS1018 Biomechanics of Human Movement | 6 | A HSC mathematics | Semester 1 |
| SEMESTER 1 TOTAL: 24 CREDIT POINTS |

Semester 2

| CHEM1002 Fundamentals of Chemistry 1B | 6 | P CHEM (1001 or 1101) or equivalent | Semester 2 |
| or | CHEM1102 Chemistry 1B | 6 | P CHEM (1101 or 1901) or a Distinction in CHEM1001 or equivalent | N CHEM1102, CHEM1108, CHEM1902, CHEM1904 | Semester 2 |
| and | BIOS1169 Functional Musculoskeletal Anatomy B | 6 | P BIOS1136 Functional Anatomy A or BIOS1168 Functional Musculoskeletal Anatomy A or BIOS1159 Functional Anatomy A - Exercise Science | Semester 2 |
| BIOS1170 Body Systems: Structure and Function | 6 | A BIOS1167 Human Cell Biology or equivalent | Semester 1 |
| or | EXSS1032 Fundamentals of Exercise Science | 6 | A BIOS1159 Functional Anatomy A - Exercise Science | Semester 2 |
| BIOS1171 Neuroscience | 6 |
| EXSS1029 Muscle Mechanics and Training | 6 |
| EXSS2018 Biomechanical Analysis of Movement | 6 |
| SEMESTER 2 TOTAL: 24 CREDIT POINTS |

Year 2 (first offered in 2011)
EXSS2028 Exercise Physiology and Biochemistry [6]

Semester 2
EXSS2022 Exercise Physiology-Training Adaptions [6]
EXSS3023 Exercise Testing and Prescription [6]
MBLG1001 Molecular Biology and Genetics (Intro) [6]

Year 3 (first offered in 2012)

Semester 1
EXSS2025 Motor Control and Learning [6]
EXSS3024 Exercise, Health and Disease [6]
EXSS3045 Professional Practice [6]
MBLG2071 Molecular Biology and Genetics A [6]

Semester 2
BCHM2072 Human Biochemistry [6]
EXSS2026 Growth, Development and Ageing [6]
HSBH1007 Health Science and Research [6]
Elective [6]

Note
Entry to the Master of Nutrition and Dietetics is dependent on the student achieving a credit (65%) average or above in the undergraduate degree.

Master of Nutrition and Dietetics
Course code LC093: Pass course; full-time, 2 years

Year 1 (first offered in 2013)

Semester 1
NTDT5305 Food Service Management [6]
NTDT5501 Nutritional Science [6]
NTDT5502 Food Science [3]
NTDT5503 Dietary Intake & Nutritional Assessment [6]
NTDT5504 Communications A [3]

Semester 2
NTDT5307 Clinical Nutrition and Dietetics [12]
NTDT5308 Community and Public Health Nutrition [10]
NTDT5309 Communication [2]

Year 2 (first offered in 2014)

Semester 1
NTDT5310 Nutrition Research Project [24]

Semester 2
NTDT5311 Nutrition Practice [12]
NTDT5312 Nutrition & Dietetics Training Placement [12]

Table 8.6.1: Bachelor of Applied Science (Exercise and Sport Science) Honours/Master of Nutrition and Dietetics

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course code SH054: Honours program; full-time, 4 years</td>
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</table>
### Bachelor of Applied Science (Exercise and Sport Science)/Master of Nursing

**No first year intake in 2010**

The Bachelor of Applied Science (Exercise and Sport Science)/Master of Nursing is a four-year preregistration course for students wishing to undertake a combined degree. Students are required to complete 96 credit points in the Bachelor of Applied Science (Exercise and Sport Science) and 96 credit points in the Master of Nursing. Master of Nursing units are begun in the second year of the undergraduate degree.

Students are generally expected to obtain a credit average in Year 1 to be permitted to commence study in the Master of Nursing in Year 2. Students are not permitted to enrol in Year 4 units without having completed their Bachelor of Applied Science (Exercise and Sport Science) degree.

The combined study of exercise and sport science with a professional qualification in nursing means that graduates have a broader range of skills and knowledge. Examples include employment in the sport industry, fitness industry, health industry, occupational health and safety, public health, rehabilitation, research and technology, education and medical insurance.

At the conclusion of the course, students, subject to the requirements of the Nurses Act of NSW, will be eligible to apply for registration with the Nurses and Midwives Board, NSW.

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### Master of Nutrition and Dietetics

Course code LC093: Pass course; full-time, 2 years

**Year 1**

<table>
<thead>
<tr>
<th>Semester 1</th>
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<tbody>
<tr>
<td>NTD5305 Food Service Management [6]</td>
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<tr>
<td>NTD5501 Nutritional Science [6]</td>
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<tr>
<td>NTD5502 Food Science [3]</td>
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<tr>
<td>NTD5503 Dietary Intake &amp; Nutritional Assessment [6]</td>
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<td>NTD5504 Communications A [3]</td>
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**Year 2**

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<tr>
<td>NTD5307 Clinical Nutrition and Dietetics [12]</td>
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<tr>
<td>NTD5308 Community and Public Health Nutrition [10]</td>
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<td>NTD5309 Communication [2]</td>
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**Bachelor of Applied Science (Exercise and Sport Science)/Master of Nursing**

The Bachelor of Applied Science (Exercise and Sport Science)/Master of Nursing is a four year preregistration course for students wishing to undertake a combined degree. Students are required to complete 96 credit points in the Bachelor of Applied Science (Exercise and Sport Science) and 96 credit points in the Master of Nursing. Master of Nursing units are begun in the second year of the undergraduate degree.

Students are generally expected to obtain a credit average in Year 1 to be permitted to commence study in the Master of Nursing in Year 2. Students are not permitted to enrol in Year 4 units without having completed their Bachelor of Applied Science (Exercise and Sport Science) degree.

The combined study of exercise and sport science with a professional qualification in nursing means that graduates have a broader range of skills and knowledge. Examples include employment in the sport industry, fitness industry, health industry, occupational health and safety, public health, rehabilitation, research and technology, education and medical insurance.

At the conclusion of the course, students, subject to the requirements of the Nurses Act of NSW, will be eligible to apply for registration with the Nurses and Midwives Board, NSW.
Admission requirements
Candidates should refer to the Faculty of Health Sciences and Faculty of Nursing and Midwifery handbooks for admission requirements.

Prospective students should note in particular Division 5, 29A of the Nurses Act 1991 No 9 as described in the course description for the Master of Nursing.

Professional experience
Students must complete a minimum of 140 hours of approved professional experience (Practicum) in Exercise and Sport Science in their own time by Week 13, Semester 2, Year 3. The purpose of the professional field experience program is to apply theoretical knowledge to practice in a variety of community settings. The 140 hours of practical experience is also a requirement for membership of the professional body for Australian exercise scientists (Australian Association for Exercise and Sport Science). The student will develop professional skills and competencies, and an appreciation of the responsibilities and commitments of the workplace.

Course outline
The course outline for the Bachelor of Applied Science (Exercise and Sport Science)/Master of Nursing is presented in Table 8.7. Units of study are described in Chapter 14.

Table 8.7: Bachelor of Applied Science (Exercise and Sport Science)/Master of Nursing

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
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<th>Session</th>
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<td>BACH1161 Introduction Behavioural Health Sciences</td>
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<td></td>
<td></td>
<td>Foundations of Health Psychology, BACH1134 Health, Illness and Social Inquiry, HSBI1003 Health, Behaviour and Society</td>
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<td>BIOS1167 Human Cell Biology</td>
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<td>A Basic Chemistry</td>
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<td>BIOS1168 Functional Musculoskeletal Anatomy A</td>
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<td>N BIOS1136</td>
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<td>BIOS1159 Functional Anatomy A - Exercise Science</td>
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<tr>
<td>EXSS1018 Biomechanics of Human Movement</td>
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<td>BIOS1169 Functional Musculoskeletal Anatomy B</td>
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<td>BIOS1139 Functional Anatomy A or BIOS1144 Functional Anatomy B (Physiotherapy), BIOS1160 Functional Anatomy B - Exercise Science</td>
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<td>EXSS1032 Fundamentals of Exercise Science</td>
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<td>EXSS2025 Motor Control and Learning</td>
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<tr>
<td>NURS5002 Social Contexts of Health</td>
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<tr>
<td>NURS5081 Introduction to Nursing Practice</td>
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<tr>
<td>NURS5083 Human Bioscience in Health</td>
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<tr>
<td>BIOS1171 Neuroscience</td>
<td>6</td>
<td>N BIOS1137 Introductory Neuroscience, BIOS2103 Neurosciences for Physiotherapists</td>
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<td>EXSS2026 Growth, Development and Ageing</td>
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<td>NURS5006 Illness Experience and Nursing Care</td>
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<tr>
<td>NURS5086 Drug Therapy, Disease &amp; Nursing Practice</td>
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# Unit of study

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<th>Year 3</th>
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<tbody>
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<td>EXSS3023 Exercise Testing and Prescription</td>
<td>6 A EXSS2022 Exercise Physiology-Training Adaptations or EXSS2027 Exercise Physiology for Physicians or EXSS2028 Exercise Physiology and Biochemistry</td>
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<tr>
<td>EXSS3024 Exercise, Health and Disease</td>
<td>6 A Either: both EXSS2019 Exercise Physiology-Acute Responses and EXSS2022 Exercise Physiology-Training Adaptations, or EXSS2027 Exercise Physiology for Clinicians or EXSS2028 Exercise Physiology and Biochemistry</td>
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<tr>
<td>EXSS3042 Nutrition for Health, Exercise and Sport</td>
<td>6 P BIOS1167 Human Cell Biology</td>
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<tr>
<td>NURS5082 Developing Nursing Practice</td>
<td>6 C NURS5081</td>
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<tr>
<td>EXSS3027 Exercise and Rehabilitation</td>
<td>6 A Either: both EXSS2019 Exercise Physiology-Acute Responses and EXSS2022 Exercise Physiology-Training Adaptations, or EXSS2027 Exercise Physiology for Clinicians or EXSS2028 Exercise Physiology and Biochemistry</td>
<td>Semester 2</td>
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<tr>
<td>NURS5084 Nursing the Acutely Ill Person</td>
<td>6 P NURS5082 Developing Nursing Practice</td>
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<tr>
<td>NURS5085 Mental Health Nursing Practice</td>
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<td>NURS6001 Nursing Observations and Bio Parameters</td>
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<td>Semester 1</td>
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<tr>
<td>NURS6002 Maternity, Child &amp; Adolescent Nursing I</td>
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<td>NURS6003 Nursing Care for Chronic Conditions</td>
<td>6 P NURS5001 and NURS5002 and NURS5003 and NURS5004 and NURS5005 and NURS5006 and NURS5007 and NURS5008</td>
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<tr>
<td>NURS6004 Nursing and the Politics of Health Care</td>
<td>6 P NURS5001 and NURS5002 and NURS5003 and NURS5004 and NURS5005 and NURS5006 and NURS5007 and NURS5008</td>
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<td>** Semester 1 TOTAL:** 24 CREDIT POINTS</td>
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<td>NURS6005 Acute Care and Nursing Practice II</td>
<td>6 P NURS5001 and NURS5002 and NURS5003 and NURS5004 and NURS5005 and NURS5006 and NURS5007 and NURS5008</td>
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<td>NURS6007 Community Nursing</td>
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### Notes

1. Students can EXIT following Year 1 and still complete Bachelor of Applied Science (Exercise and Sport Science) in 3 years.
2. Progression to the third and fourth years of this combined program requires a credit point average.
3. Students can EXIT following Year 2 and still complete the Bachelor of Applied Science (Exercise and Sport Science) in 3 years. In order to do this, they MUST declare their intention by the commencement of Year 3 and undertake the following units of study: EXSS2017, EXSS2018, EXSS3023, EXSS3024, EXSS3036, EXSS1029, EXSS2021, EXSS2022 and EXSS3027.
Courses of study
The discipline of Indigenous Health Studies provides education in Indigenous health and community development for a range of health professionals at undergraduate and postgraduate levels and conducts and supervises research in Indigenous community health. Students enrolled in the undergraduate program are able to take electives in Indigenous health (see the table below).

An enabling program, the Aboriginal Health Science Support Program, is specifically offered for Indigenous students.

The postgraduate Indigenous community health coursework programs are offered by off-campus mode. The Graduate Certificate/Master of Health Sciences (Indigenous Community Health major) equip graduates for work in the areas of Indigenous health promotion, education and training, management and research. See Chapter 15 for further information on the graduate program.

Multiple research opportunities are available in the discipline of Indigenous Health Studies. Key research areas include community development, Indigenous environmental health and housing, Indigenous health and education, Indigenous men’s health and leisure, Indigenous men’s health and primary health care and health promotion.

See Chapter 25 for information on the research degrees offered by the Faculty of Health Sciences.

Professional information
The discipline focuses on the health and community development needs of Aboriginal and Torres Strait Islander people. All the courses adopt a multidisciplinary approach to teaching and learning in the health sciences in order to prepare students for the very broad range of future employment opportunities available to graduates, including primary health care, health promotion, health education, community development, drug and alcohol, women’s and men’s health services, health policy and program planning and evaluation. A number of important principles underlie the courses offered in the discipline including promoting social justice, building community capacity, enhancing cultural understanding, developing Indigenous health professionals as agents of change, learning from the Indigenous community, adopting ethical approaches to professional practice in Indigenous health, and developing skills in ethical research in Indigenous health.

Further information
Phone: +61 2 9351 9161
Website: www.fhs.usyd.edu.au/

Bachelor of Health Science (Aboriginal Health and Community Development)

No first year intake in 2010

Aboriginal Health and Community Development is a specialised field of community and health work. It involves the identification of health and health-related problems and the solutions to these problems within the context of the broader socio-economic development of Aboriginal communities. Community participation and initiative are strongly emphasised. Graduates from this course will be equipped to develop programs which meet the health and community development needs of Aboriginal people. They may work with specific client groups (such as in drug and alcohol or women’s health services) or in broader health and community fields. Employment opportunities also exist in Aboriginal identified positions in health and community centres, in health promotion and education, and in a range of community development roles. The Bachelor of Health Science (Aboriginal Health and Community Development) course is a four year full-time block attendance program.

Table 9.1: Aboriginal Health and Community Development electives

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course code</strong></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>SH059: Pass course; full-time, 4 years, block attendance plus off campus</td>
<td></td>
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<tr>
<td>Electives are 6 credit points each, offered subject to sufficient demand and staff availability.</td>
<td></td>
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<tr>
<td><strong>AHCD3017 Health Promotion</strong></td>
<td>6</td>
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<td>Semester 1</td>
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<tr>
<td><strong>AHCD4032 Health Planning, Policy and Evaluation</strong></td>
<td>6</td>
<td>Note: Department permission required for enrolment</td>
<td></td>
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<td>Semester 1</td>
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<tr>
<td>AHCD4034 Indigenous Community Health Promotion</td>
<td>6</td>
<td>Note: Department permission required for enrolment</td>
<td></td>
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<td>Semester 1</td>
</tr>
<tr>
<td>AHCD4053 Human Rights and Social Justice</td>
<td>6</td>
<td>Note: Department permission required for enrolment</td>
<td></td>
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<td>Semester 1</td>
</tr>
</tbody>
</table>

55
Aboriginal Health Science Support Program

This supplementary program is studied concurrently with a degree program. Students undertake a selection of the following units, based on an individual needs assessment conducted by Yooroang Garang, and depending on the students’ course and course load. The average number of hours in the Support Program is six to eight hours per week for the first two years of enrolment and one to four hours in their third year.

Admission requirements

Admission to the Aboriginal Health Science Support Program is dependent upon satisfying the eligibility criteria under the Cadigal Policy (see below). Selection of students under this Policy may be based on an interview. All students who are offered a place in an award course under the Cadigal Policy may participate in the Aboriginal Health Science Support Program during the first three years of enrolment.

Course outline

The course outline for the Aboriginal Health Science Support Program is presented in Table 9.2. Units of study are described in Chapter 14.

Table 9.2: Aboriginal Health Science Support Program

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
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<tbody>
<tr>
<td>Course code SM008: Part-time, 3 years</td>
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<tr>
<td>AHCD1006 Study Skills</td>
<td>4</td>
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<td>Semester 1</td>
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<tr>
<td>AHCD1009 Anatomy Support (A)</td>
<td>4</td>
<td>Note: Department permission required for enrolment</td>
<td></td>
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<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>AHCD1010 Anatomy Support (B)</td>
<td>2</td>
<td>Note: Department permission required for enrolment</td>
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<td>Semester 2</td>
</tr>
<tr>
<td>AHCD1011 Biological Sciences Orientation</td>
<td>2</td>
<td>Note: Department permission required for enrolment</td>
<td></td>
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<td>Semester 2</td>
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<tr>
<td>AHCD1012 Biological Sciences Support (A)</td>
<td>6</td>
<td>Note: Department permission required for enrolment</td>
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<td>Semester 1</td>
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<tr>
<td>AHCD1013 Biological Sciences Support (B)</td>
<td>3</td>
<td>Note: Department permission required for enrolment</td>
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<td>Semester 1</td>
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<tr>
<td>AHCD1014 Physics Support</td>
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<tr>
<td>AHCD1015 Research Methods Support (1)</td>
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<td>Semester 2</td>
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<tr>
<td>AHCD1016 Professional Studies Support (1A)</td>
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<td>Semester 1</td>
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<tr>
<td>AHCD1017 Professional Studies Support (1B)</td>
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<td>Note: Department permission required for enrolment</td>
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<tr>
<td>AHCD1018 Biomechanics Support (1)</td>
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<td>Note: Department permission required for enrolment</td>
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<td>Semester 1</td>
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<tr>
<td>AHCD1019 Neurobiology Support</td>
<td>3</td>
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<td>Semester 1</td>
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<tr>
<td>AHCD1020 Behavioural Sciences Support (A)</td>
<td>2</td>
<td>Note: Department permission required for enrolment</td>
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<tr>
<td>AHCD1021 Behavioural Sciences Support (B)</td>
<td>6</td>
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<td>Semester 1</td>
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<tr>
<td>AHCD1057 Biological Sciences Support</td>
<td>6</td>
<td>Note: Department permission required for enrolment</td>
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<td>Semester 1</td>
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<tr>
<td>AHCD2008 Biomechanics Support (2)</td>
<td>2</td>
<td>Note: Department permission required for enrolment</td>
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<td>Semester 1</td>
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<tr>
<td>AHCD2009 Professional Studies Support (2)</td>
<td>2</td>
<td>Note: Department permission required for enrolment</td>
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<td>Semester 1</td>
</tr>
<tr>
<td>AHCD2011 Research Methods Support (2B)</td>
<td>4</td>
<td>Note: Department permission required for enrolment</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
</tbody>
</table>

Notes

1. AHCD1010 includes 2 credit points prior to start of academic year.
2. AHCD1018 includes 1 credit point prior to start of year.

Cadigal program

The Cadigal program is an access and support program for Indigenous people who wish to study at the University of Sydney.

Students entering through the Cadigal program are offered a comprehensive program of academic support which includes:

- the option to enrol in a reduced load for the first two years of the degree, and
- concurrent enrolment in the Aboriginal Health Science Support Program which supplements and supports the work being done in the degree program.
HSC applicants are considered for entry on the basis of their Australian Tertiary Admission Ranking (ATAR) and under the Cadigal program, the ATAR for entry is lower than that required for mainstream entry.

Mature age applicants are interviewed to assess their suitability for study.

Consideration is given to educational background, life and employment experience and motivations, goals and interests.
Courses of study

There are three streams in the discipline of Medical Radiation Sciences: diagnostic radiography, nuclear medicine, and radiation therapy. Studies in all three streams are available by coursework and research in postgraduate studies and in the area of Diagnostic Radiography in undergraduate studies; some postgraduate courses are offered by off-campus mode. The Graduate Diploma (Medical Sonography) and Master of Health Science (Medical Sonography) programs are available for those wishing to practise as sonographers. See Chapter 19 for details on graduate courses while Chapter 25 has information on research degrees offered by the Faculty of Health Sciences.

All the courses are designed to stress the importance of developing a lifelong attitude to learning and provide graduates with a wide range of generic attributes. These skills allow them to develop not only within their chosen profession, but to branch into different careers as new opportunities arise. Qualifications are recognised worldwide and many of our graduates work overseas.

Professional information

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. Diagnostic radiographers have the skills and knowledge to produce medical images and critically analyse these 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 digital imaging systems such as magnetic resonance imaging, a very sensitive method of imaging some parts of the body that is a rapidly expanding speciality, such as magnetic resonance imaging, a very sensitive method of imaging some parts of the body that is a rapidly expanding speciality.

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. 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 three-dimensional computerised planning systems and the daily treatment of patients. They also provide emotional, social and educational support to their patients, since patients undergo treatment for several weeks.

Graduates from each of the three streams are required to work for one year in an approved clinical centre before receiving full accreditation from their respective professional associations.

A medical sonographer is responsible for the production of diagnostic images and other information using ultrasound. Non-invasive investigations are performed using Doppler technology, enabling rapid diagnostic information to be obtained. Sonographers have a high level of autonomy and have the professional responsibility for performing a provisional diagnosis during an examination. They are required to acquire and selectively record appropriate images of the examination to facilitate a diagnosis.

Health professionals working in any of the fields 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.

Further information

Phone: +61 2 9351 9161
Website: www.fhs.usyd.edu.au

Bachelor of Applied Science (Medical Radiation Sciences)

This undergraduate course is only offered in diagnostic radiography. Graduate Entry Masters programs exist in all three streams: diagnostic radiography: nuclear medicine technology: radiation therapy. See Chapter 19 for further information on postgraduate courses.

Admission requirements

There are no specific prerequisites for admission to the Bachelor of Applied Science (Medical Radiation Sciences) course. The general admission requirements in Chapter 3 apply. However, prospective students would benefit from undertaking mathematics, and either one of physics, chemistry, or biology at HSC level. Good oral English communication skills are assumed as a large component of the course involves dealing directly with people in clinical settings. Advanced standing in some units will be given on the basis of successfully passing a challenge examination.

Honours

Students are advised to contact the Diagnostic Radiography course coordinator for specific information related to the Bachelor of Applied Science (Medical Radiation Sciences) honours program.

Course outline

The course outline for the Diagnostic Radiography program is presented in Table 10.1, the Nuclear Medicine program is presented in Table. 10.2 and for Radiation Therapy, see Table 10.3. The honours program is presented in Table 10.4. Units of study are described in Chapter 14.
### Table 10.1: Bachelor of Applied Science (Medical Radiation Sciences) Diagnostic Radiography Pass

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course code SH116 (Diagnostic Radiography): Pass course; full-time, 3 years</td>
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<tr>
<td>Year 1</td>
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<tr>
<td><strong>Semester 1</strong></td>
<td></td>
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</tr>
<tr>
<td>BIOS1155 Structure, Function and Disease A</td>
<td>6</td>
<td>A Basic Chemistry</td>
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<td>Semester 1</td>
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<tr>
<td>BIOS1167 Human Cell Biology</td>
<td>6</td>
<td>A HSC Physics, 2 unit Maths</td>
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<td>Semester 1</td>
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<tr>
<td>MRTY1031 Medical Radiation Physics</td>
<td>6</td>
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<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>MRTY1032 Preparation for Practice</td>
<td>6</td>
<td>The clinical placement component will be undertaken during semester break and must be completed prior to Semester 2</td>
<td></td>
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<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td><strong>SEMESTER 1 TOTAL: 24 CREDIT POINTS</strong></td>
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<tr>
<td><strong>Semester 2</strong></td>
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</tr>
<tr>
<td>BACH1161 Introductory Behavioural Health Sciences</td>
<td>6</td>
<td>N BACH1132 Foundations of Health Psychology, BACH1134 Health, Illness and Social Inquiry, HSBH1103 Health, Behaviour and Society</td>
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<td>Semester 1 Semester 2</td>
</tr>
<tr>
<td>BIOS1158 Structure, Function and Disease B</td>
<td>6</td>
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<tr>
<td>MRTY1033 Radiographic Practice 1</td>
<td>6</td>
<td>P MRTY1032 Preparation for Practice</td>
<td></td>
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<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>MRTY1036 Health Physics and Radiation Biology</td>
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<td>P MRTY1031 Medical Radiation Physics</td>
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<td>Semester 2</td>
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<td><strong>SEMESTER 2 TOTAL: 24 CREDIT POINTS</strong></td>
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<tr>
<td><strong>Semester 1</strong></td>
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<tr>
<td>BACH2140 Research Methods for Health Sciences</td>
<td>6</td>
<td>Note: Department permission required for enrolment in the following sessions: Semester 2</td>
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<td></td>
<td>Semester 1 Semester 2</td>
</tr>
<tr>
<td>MRTY2080 Radiographic Practice 2.1</td>
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<td>P MRTY1033 Radiographic Practice 1</td>
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</tr>
<tr>
<td>MRTY2081 Clinical Education 2.1DR</td>
<td>6</td>
<td>P MRTY1033 Radiographic Practice 1 N No current cardiopulmonary resuscitation certificate, unsatisfactory criminal record check and non-compliance with Child Protection (Prohibited Employment) Act 1998, failure to acquire a PRM, failure to have a written record of current immunity status</td>
<td>Semester 1 Semester 2</td>
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<tr>
<td>MRTY2082 Radiographic Physics 2</td>
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<td>P MRTY1031 Medical Radiation Physics</td>
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<td>Semester 1</td>
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<tr>
<td><strong>SEMESTER 1 TOTAL: 24 CREDIT POINTS</strong></td>
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<td><strong>Semester 2</strong></td>
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</tr>
<tr>
<td>MRTY2089 Integrated Diagnosis and Treatment</td>
<td>6</td>
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<td>Semester 2</td>
</tr>
<tr>
<td>MRTY2090 Clinical Education 2.2DR</td>
<td>6</td>
<td>P MRTY2081 Clinical Education 2.1DR N No current cardiopulmonary resuscitation certificate, unsatisfactory criminal record check and non-compliance with Child Protection (Prohibited Employment) Act 1998, failure to acquire a PRM, failure to have a written record of current immunity status</td>
<td>Semester 1 Semester 2</td>
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<tr>
<td>MRTY2091 Clinical Education 2.3DR</td>
<td>6</td>
<td>P MRTY2081 Clinical Education 2.1DR N No current cardiopulmonary resuscitation certificate, unsatisfactory criminal record check and non-compliance with Child Protection (Prohibited Employment) Act 1998, failure to acquire a PRM, failure to have a written record of current immunity status</td>
<td>Semester 1 Semester 2</td>
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<tr>
<td>MRTY2092 Radiographic Practice 2.2</td>
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<td><strong>Semester 1</strong></td>
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</tr>
<tr>
<td>MRTY3099 Research in Medical Radiation Sciences</td>
<td>6</td>
<td>C BACH2140 Research Methods for Health Sciences Assessment is based on group work and peer evaluation</td>
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<tr>
<td>MRTY3105 Radiographic Practice 3</td>
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</tr>
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</table>
### Table 10.2: Bachelor of Applied Science (Medical Radiation Sciences) Nuclear Medicine Path

**Course code SH117 (Nuclear Medicine): Pass course; full-time, 3 years**

#### Year 2 (last offered in 2010)

**Semester 1**

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
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<tbody>
<tr>
<td>MRTY2083 Nuclear Medicine Practice 2.1</td>
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<td>MRTY1034 Nuclear Medicine Practice 1</td>
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<tr>
<td>MRTY2084 Nuclear Medicine Physics 2</td>
<td>6</td>
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<td>MRTY1031 Medical Radiation Physics</td>
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<td>Semester 1</td>
</tr>
<tr>
<td>MRTY2085 Clinical Education 2.1NM</td>
<td>6</td>
<td></td>
<td>MRTY1034 Nuclear Medicine Practice 1</td>
<td></td>
<td>No current cardiopulmonary resuscitation certificate, unsatisfactory criminal record check and non-compliance with Child Protection (Prohibited Employment) Act 1998, failure to acquire a PRM, failure to have a written record of current immunity status. Note: Department permission required for enrolment in the following sessions: Semester 2 The clinical placement component of this unit of study will be undertaken 6 weeks prior to Semester 1 commencing</td>
<td>Semester 1</td>
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</table>

**SEMMESTER 1 TOTAL: 24 CREDIT POINTS**

**Semester 2**

<table>
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<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>MRTY2089 Integrated Diagnosis and Treatment</td>
<td>6</td>
<td></td>
<td>MRTY2085 Clinical Education 2.1NM</td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>MRTY2093 Clinical Education 2.2NM</td>
<td>6</td>
<td></td>
<td>MRTY2085 Clinical Education 2.1NM</td>
<td></td>
<td>No current cardiopulmonary resuscitation certificate, unsatisfactory criminal record check and non-compliance with Child Protection (Prohibited Employment) Act 1998, failure to acquire a PRM, failure to have a written record of current immunity status. Note: Department permission required for enrolment in the following sessions: Semester 1 Satisfactory progress in the clinical achievements must be demonstrated in order to progress</td>
<td>Semester 2</td>
</tr>
<tr>
<td>MRTY2094 Clinical Education 2.3NM</td>
<td>6</td>
<td></td>
<td>MRTY2085 Clinical Education 2.1NM</td>
<td></td>
<td>No current cardiopulmonary resuscitation certificate, unsatisfactory criminal record check and non-compliance with Child Protection (Prohibited Employment) Act 1998, failure to acquire a PRM, failure to have a written record of current immunity status. Note: Department permission required for enrolment in the following sessions: Semester 1</td>
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<td>MRTY2095 Nuclear Medicine Practice 2.2</td>
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**SEMMESTER 2 TOTAL: 24 CREDIT POINTS**

#### Year 3 (last offered in 2011)

**Semester 1**

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
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</thead>
<tbody>
<tr>
<td>MRTY3099 Research in Medical Radiation Sciences</td>
<td>6</td>
<td></td>
<td>BACH2140 Research Methods for Health Sciences</td>
<td>Assessment is based on group work and peer evaluation</td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>MRTY3108 Nuclear Medicine Practice 3</td>
<td>6</td>
<td></td>
<td>MRTY2095 Nuclear Medicine Practice 2.2, MRTY2094 Clinical Education 2.3NM</td>
<td></td>
<td>No current cardiopulmonary resuscitation certificate, unsatisfactory criminal record check and non-compliance with Child Protection (Prohibited Employment) Act 1998, failure to acquire a PRM, failure to have a written record of current immunity status</td>
<td>Semester 1</td>
</tr>
</tbody>
</table>
### Table 10.3: Bachelor of Applied Science (Medical Radiation Sciences) Radiation Therapy

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>MRTY3109 Clinical Education 3NM</td>
<td>6</td>
<td>P MRTY2093 Clinical Education 2.2NM, MRTY2094 Clinical Education 2.3NM</td>
<td>N Failure to have the following will result in a removal from clinical placement: criminal record check, personal radiation monitor, immunity status record, student identification badge</td>
<td>Note: Department permission required for enrolment in the following sessions: Semester 2</td>
<td>Semester 1</td>
<td></td>
</tr>
<tr>
<td>MRTY3115 Introductory Sonography</td>
<td>6</td>
<td>A BIOS1155 Structure, Function and Disease A, BIOS1158 Structure, Function and Disease B</td>
<td>This unit of study assumes the student to be familiar with cross-sectional anatomy images</td>
<td>Semester 1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**SEMESTER 1 TOTAL: 24 CREDIT POINTS**

**Semester 2**

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>MRTY3100 Digital Imaging</td>
<td>6</td>
<td>A Discipline specific Physics 2 (MRTY2082 Radiographic Physics 2 or MRTY2084 Nuclear Medicine Physics 2 or MRTY2087 Radiation Therapy Physics 2), MRTY2089 Integrated Diagnosis and Treatment</td>
<td>Semester 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MRTY3101 Ethics, Law and Professional Practice</td>
<td>6</td>
<td>A MRTY1032 Preparation for Practice</td>
<td>Semester 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MRTY3110 Nuclear Medicine Physics 3</td>
<td>6</td>
<td>A MRTY2084 Nuclear Medicine Physics 2</td>
<td>Semester 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MRTY3116 CT for Nuclear Medicine Technologists</td>
<td>6</td>
<td>This unit of study assumes the student to be familiar with cross-sectional anatomy images and have knowledge of the fundamental physics of computed tomography (CT)</td>
<td>Semester 2</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**SEMESTER 2 TOTAL: 24 CREDIT POINTS**

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>BACH2140 Research Methods for Health Sciences</td>
<td>6</td>
<td>Note: Department permission required for enrolment in the following sessions: Semester 2</td>
<td>Semester 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MRTY2086 Radiation Therapy Practice 2.1</td>
<td>6</td>
<td>P MRTY1035 Radiation Therapy Practice 1</td>
<td>Semester 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MRTY2087 Radiation Therapy Physics 2</td>
<td>6</td>
<td>P MRTY1031 Medical Radiation Physics</td>
<td>Semester 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MRTY2088 Clinical Education 2.1RT</td>
<td>6</td>
<td>P MRTY1035 Radiation Therapy Practice 1</td>
<td>N No current cardiopulmonary resuscitation certificate, unsatisfactory criminal record check and non-compliance with Child Protection (Prohibited Employment) Act 1998, failure to acquire a PRM, failure to have a written record of current immunity status</td>
<td>Note: Department permission required for enrolment in the following sessions: Semester 2</td>
<td>Semester 1</td>
<td></td>
</tr>
</tbody>
</table>

**SEMESTER 1 TOTAL: 24 CREDIT POINTS**

**Semester 2**

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>MRTY2089 Integrated Diagnosis and Treatment</td>
<td>6</td>
<td>P MRTY2088 Clinical Education 2.1RT</td>
<td>N No current cardiopulmonary resuscitation certificate, unsatisfactory criminal record check and non-compliance with Child Protection (Prohibited Employment) Act 1998, failure to acquire a PRM, failure to have a written record of current immunity status</td>
<td>Note: Department permission required for enrolment in the following sessions: Semester 1</td>
<td>Semester 2</td>
<td></td>
</tr>
<tr>
<td>MRTY2096 Clinical Education 2.2RT</td>
<td>6</td>
<td>P MRTY2088 Clinical Education 2.1RT</td>
<td>N No current cardiopulmonary resuscitation certificate, unsatisfactory criminal record check and non-compliance with Child Protection (Prohibited Employment) Act 1998, failure to acquire a PRM, failure to have a written record of current immunity status</td>
<td>Note: Department permission required for enrolment in the following sessions: Semester 1</td>
<td>Semester 2</td>
<td></td>
</tr>
<tr>
<td>MRTY2097 Clinical Education 2.3RT</td>
<td>6</td>
<td>P MRTY2088 Clinical Education 2.1RT</td>
<td>N No current cardiopulmonary resuscitation certificate, unsatisfactory criminal record check and non-compliance with Child Protection (Prohibited Employment) Act 1998, failure to acquire a PRM, failure to have a written record of current immunity status</td>
<td>Note: Department permission required for enrolment in the following sessions: Semester 1</td>
<td>Semester 2</td>
<td></td>
</tr>
<tr>
<td>MRTY2098 Radiation Therapy Practice 2.2</td>
<td>6</td>
<td>P MRTY2086 Radiation Therapy Practice 2.1</td>
<td>Semester 2</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**SEMESTER 2 TOTAL: 24 CREDIT POINTS**

**Year 3 (last offered in 2011)**

**Semester 1**

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>MRTY3099 Research in Medical Radiation Sciences</td>
<td>6</td>
<td>C BACH2140 Research Methods for Health Sciences</td>
<td>Assessment is based on group work and peer evaluation</td>
<td>Semester 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MRTY3111 Radiation Therapy Practice 3.1</td>
<td>6</td>
<td>A MRTY2098 Radiation Therapy Practice 2.2</td>
<td>Semester 1</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table 10.4: Bachelor of Applied Science (Medical Radiation Sciences) Honours

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>MRTY3112 Clinical Education 3RT</td>
<td>6</td>
<td>P MRTY2086 Radiation Therapy Practice 2.2, MRTY2097 Clinical Education 2.3RT&lt;br&gt;N No current cardiopulmonary resuscitation certificate, unsatisfactory criminal record check and non-compliance with Child Protection (Prohibited Employment) Act 1998, failure to acquire a PRM, failure to have a written record of current immunity status.&lt;br&gt;Note: Department permission required for enrolment in the following sessions: Semester 2</td>
<td>Semester 1</td>
</tr>
<tr>
<td>MRTY3115 Introductory Sonography</td>
<td>6</td>
<td>A BIOS1155 Structure, Function and Disease A, BIOS1158 Structure, Function and Disease B&lt;br&gt;This unit of study assumes the student to be familiar with cross-sectional anatomy images</td>
<td>Semester 1</td>
</tr>
<tr>
<td>Semester 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MRTY3100 Digital Imaging</td>
<td>6</td>
<td>A Discipline specific Physics 2 (MRTY2082 Radiographic Physics 2 or MRTY2084 Nuclear Medicine Physics 2 or MRTY2087 Radiation Therapy Physics 2), MRTY2089 Integrated Diagnosis and Treatment</td>
<td>Semester 2</td>
</tr>
<tr>
<td>MRTY3101 Ethics, Law and Professional Practice</td>
<td>6</td>
<td>A MRTY1032 Preparation for Practice</td>
<td>Semester 2</td>
</tr>
<tr>
<td>MRTY3113 Radiation Therapy Practice 3.2</td>
<td>6</td>
<td>A MRTY3111 Radiation Therapy Practice 3.1&lt;br&gt;P MRTY2087 Radiation Therapy Physics 2</td>
<td>Semester 2</td>
</tr>
<tr>
<td>Elective [6] (see elective list below)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Semester 2 TOTAL: 24 CREDIT POINTS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elective list</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Electives may be taken from within or outside the Faculty of Health Sciences, subject to availability, prerequisites and minimum student enrolment. Students may choose:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The following MRS elective;</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MRTY3117 Diagnostic Imaging for Rad Therapists</td>
<td>6</td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>or</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Any Faculty elective, subject to timetabling (see Chapter 14 for a list of Faculty electives);</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>or</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Any relevant University elective or unit of study, providing approval is obtained from both the undergraduate program coordinator and the unit coordinator.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 10.4: Bachelor of Applied Science (Medical Radiation Sciences) Honours

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course code SH114 (Diagnostic Radiography): Honours course: full-time, 4 years; part-time, 5 years</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course code SH110 (Nuclear Medicine): Honours course: full-time, 4 years; part-time, 5 years</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course code SH109 (Radiation Therapy): Honours course: full-time, 4 years; part-time, 5 years</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Full-time mode

Year 3
As per Pass course

Year 4

Semester 1

MRTY4032 Honours Thesis 1A
24<br>SEMESTER 1 TOTAL: 24 CREDIT POINTS

Semester 2

MRTY4033 Honours Thesis 1B
24<br>SEMESTER 2 TOTAL: 24 CREDIT POINTS

Part-time mode

Years 1 to 3
As per Pass course

Year 4

Semester 1

MRTY4034 Honours Thesis A
12<br>SEMESTER 1 TOTAL: 12 CREDIT POINTS
Clinical education

Essential components of clinical education take place during clinical placements in these courses (see Chapter 6). It is a requirement that all students obtain a certificate of competency in Cardiopulmonary Resuscitation (CPR) at least two months prior to attending their first clinical placement. Courses on CPR are available throughout the metropolitan and country regions.

Students are also required to undergo a criminal records check. Any student who does not receive clearance at criminal records check will not be able to attend clinical placements. Prior to undertaking any clinical placement, students must return a signed copy of the Prohibited Employment Declaration to Student Central (Cumberland).

If you have enquiries regarding this process please contact Student Central (Cumberland) on +61 2 9351 9161. Please refer to the Clinical Education chapter contained within the handbook with regard to current requirements for vaccinations prior to and while attending clinical placement. Failure to follow the requirements may jeopardise fulfilling the course requirements.

It is a course requirement that all students will be placed in at least one non-Sydney metropolitan clinical placement during the three years of the clinical program. The expenses for travel and accommodation costs associated with clinical placement must be met by the student.

All students must wear a personal radiation monitor (PRM) that will be issued by the course/clinical coordinator. Students are responsible for exchanging the monitor when required and will incur a fine if late in exchanging or they lose their PRM. Information updates are provided on the faculty website (www.fhs.usyd.edu.au) and must be checked regularly.

Diagnostic Radiography

Clinical education provides an opportunity for the student to integrate the knowledge acquired in the professional units of study with the practical skills attained in the workplace. To broaden the student’s clinical skills a variety of radiology centres will be accessed to enable a breadth of experience in procedures, examinations and equipment.
have observed and assisted with, but not shown competence at various non-routine procedures such as positron emission tomography, radiopharmaceutical cell labelling, in vivo tracer studies and bone mineral densitometry.

Throughout Years 2 and 3, the student’s competence will be progressively monitored by University supervisors and assessed by authorised clinical assessors from the nuclear medicine centres. By the end of the third year students must demonstrate the clinical competence required to perform as a nuclear medicine technologist with minimum supervision. In total students spend 25 weeks on clinical placement over the three years of the degree program. All students are required to spend at least twelve (12) weeks away from the Sydney region. A list of currently approved nuclear medicine centres appears in the clinical education section of this handbook. Students are advised to plan ahead for at least two away from home placements.

Radiation Therapy
Clinical education in Year 1 provided a general introduction to the principles of patient care and to the role of the radiation therapist. Clinical education in Years 2 and 3 provides an opportunity for students to integrate the knowledge acquired in the professional units with the practical skills attained in the workplace. The introduction of new procedures in the clinical education units is closely synchronised with the acquisition of the related theory in the on-campus professional units of study. Students will be placed in a variety of radiation oncology centres to give them a breadth of experience of radiation therapy procedures and equipment.

By the end of Year 2, students will be able to perform simple routine treatment, simulation and planning procedures, will form an empathetic relationship with patients, and will be aware of the role of the radiation therapist as a member of a multi-disciplinary health care team.

By the end of Year 3, students will be able to perform more complex routine treatment, simulation and planning procedures for a range of electromagnetic and particulate radiations. In addition, students will have observed and assisted with, but not demonstrated competence in performing various non-routine procedures such as stereotactic radiosurgery, intra-operative radiation therapy, brachytherapy and total body irradiation.

Throughout Years 2 and 3, the student’s competence will be progressively assessed by University supervisors and authorised clinical assessors from the radiation oncology centres. By the end of the third year students must demonstrate the clinical competence required to perform as a radiation therapist with minimum supervision.

Clinical education dates – Bachelor of Applied Science (Medical Radiation Sciences)

Year 1 clinical education placement
All Year 1 students undertaking the unit of study MRTY1032 Preparation for Practice will participate in 1 week of clinical placement, to be conducted in the vacation break after Semester 1.

Year 2 clinical education placements
Three clinical education placements will be conducted for all three streams of MRS in Year 2.
• Clinical Education 2.1 will be conducted 6 weeks prior to Semester 1 commencing.
• Clinical Education 2.2 will be conducted Weeks 1-6 of Semester 2.
• Clinical Education 2.3 will commence Week 15 of Semester 2 and run for 6 weeks.

Year 3 Clinical Education placements
The Year 3 clinical education placement will be broken into 2 blocks. The first block will be conducted Weeks 1-3 of Semester 1, while the second block will be held Weeks 14-16 of Semester 1.

Uniforms
All students during clinical education placements must wear uniforms, identification badges and personal radiation monitors.

Female
The white faculty polo shirt, purchased from the Student Guild, worn with EITHER
• A navy blue skirt OR navy blue trousers.
• If stockings are worn they must be flesh, grey or white coloured.
• Closed, flat-heeled leather shoes in black, navy blue or white (NO sports shoes unless they are of the appropriate colour, neat and tidy).
• A cardigan, jumper or sleeveless woollen vest in navy blue.
• An identification badge and radiation monitor must be worn at all times.

The length of skirts should be at least to the top of the knee.

Male
The white faculty polo shirt, purchased from the Student Guild, worn with navy trousers (not shorts) AND
• Closed shoes in black or brown leather (NO sports shoes unless they are of the appropriate colour, neat and tidy).
• A cardigan, jumper or sleeveless woollen vest in navy blue.
• An identification badge and radiation monitor must be worn at all times.
Courses of study
The discipline of Occupational Therapy offers the following undergraduate program:

- The Bachelor of Applied Science (Occupational Therapy) pass and honours degree is offered on a full-time basis over four years. These courses prepare students to practise as an occupational therapist.

A graduate professional entry qualification is offered through:

- The Master of Occupational Therapy degree is an alternative professional entry pathway suitable for students with relevant undergraduate qualifications. See Chapter 20 for further information.

A range of postgraduate study options have also been developed:

- The Graduate Certificate and Master of Health Sciences, with an Occupational Therapy major, have been designed to provide specific professional development for occupational therapists who wish to extend their knowledge, skills and attitudes as practitioners, teachers and learners. See Chapter 15 for further information.

Research programs include:

- PhD studies
- Master of Applied Science

For further information on the research degrees offered by the faculty, see Chapter 25.

Professional information
Occupational Therapy prioritises enabling people’s participation in life as fully as they would like.

Occupational therapists help to overcome barriers and create opportunities for people of all ages that may have been constrained by injury, illness or other circumstances. Often, it is the environment that ‘disables’ people, including the built environment, social attitudes and assumptions, or public policies and institutional practice. At other times, the activity may be too complex or demanding. New abilities, adapted techniques or assistive devices may be required. Occupational therapists help a diversity of clients in many different settings to optimise participation and meaning in their daily lives.

Further information
Phone: +61 2 9351 9161
Website: www.fhs.usyd.edu.au

Bachelor of Applied Science (Occupational Therapy)
Occupational therapy involves understanding and promoting human occupations (self care, school/work, play/leisure) by improving the match between people’s capabilities, the tasks they need and want to do and the resources available for performing those tasks and roles. Occupational therapists work with people of all ages who have experienced developmental difficulties, illness or injury that prevent them from doing what they need and want to do every day.

Study in occupational therapy includes: theories of what people do in daily life and why; knowledge of the development of human capabilities (eg, cognitive, motor, psychosocial) and the ways in which injury and illness typically disrupt them; activity and environmental analysis; and theories and techniques for promoting participation in daily life.

Occupational therapists work with people of all ages whose lives have been disrupted by developmental deficits, the ageing process, physical injury, illness or psychological or social disability. Occupational therapists work in healthcare and community settings, schools, work environments and in private practice. Some occupational therapists are researchers; some are educators.

Admission requirements
There are no specific admission requirements to the Bachelor of Applied Science (Occupational Therapy) course. The general admission requirements in Chapter 3 apply. However prospective students may benefit from undertaking biology at HSC level.

Honours
For information specific to the occupational therapy honours program students are advised to contact the honours course coordinator. Entry is based on academic performance in years one and two of the pass course. The occupational therapy honours program includes the first five semesters of the pass program followed by three semesters when the student is specifically enrolled in the honours program. In order for honours students to have adequate time to pursue their research studies, a number of modifications including internal exemptions, timetabling flexibility and Professional Practice IV flexibility are offered. Students undertake Professional Practice IV at a suitable time in relation to their research studies and in consultation with their supervisor and the Professional Practice IV unit coordinator.

Course outline
The course outlines for the Bachelor of Applied Science (Occupational Therapy) Pass and Honours are presented in Tables 11.1, 11.1.1 and 11.2. Units of study are described in Chapter 14.
### Table 11.1: Bachelor of Applied Science (Occupational Therapy) Pass

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course code SH111: Pass course; full-time, 4 years</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Year 3 (last offered in 2010)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Semester 1</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>OCCP3061  Professional Practice IIIA</td>
<td>12</td>
<td>P OCCP2081 Professional Practice II Note: Department permission required for enrolment in the following sessions: Semester 2</td>
<td>Semester 1 Semester 2</td>
</tr>
<tr>
<td>OCCP3065  Professional Practice IIIB</td>
<td>12</td>
<td>P OCCP2081 Professional Practice II Note: Department permission required for enrolment in the following sessions: Semester 2</td>
<td>Semester 1 Semester 2</td>
</tr>
<tr>
<td><strong>SEMESTER 1 TOTAL: 24 CREDIT POINTS</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Semester 2</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BACH1147  Qualitative Health and Social Research</td>
<td>3</td>
<td></td>
<td>Semester 1 Semester 2</td>
</tr>
<tr>
<td>BACH2126  Maladaptive Behaviours/Behaviour Change</td>
<td>4</td>
<td>A BACH1132 Foundations of Health Psychology or BACH1133 Introduction to Health Psychology</td>
<td>Semester 1 Semester 2</td>
</tr>
<tr>
<td>EXSS3019  Applied Physiology</td>
<td>3</td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>OCCP3032  Occ Therapy Theory and Process III</td>
<td>3</td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>OCCP3064  Human Occupations III</td>
<td>3</td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>OCCP3066  Components of Occ Performance III</td>
<td>5</td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>Elective [3] (see note)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>SEMESTER 2 TOTAL: 24 CREDIT POINTS</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Year 4 (last offered in 2011)</strong></td>
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</tr>
<tr>
<td><strong>Semester 1</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students choose three professional electives of 8 credit points each from the following. Availability of electives may vary from year to year.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>OCCP4056  OT in Learning &amp; Co-ord Difficulties</td>
<td>8</td>
<td>Note: Department permission required for enrolment</td>
<td>Semester 1</td>
</tr>
<tr>
<td>OCCP4062  Community Based Rehabilitation</td>
<td>8</td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>OCCP4063  Evaluation of OT Programs</td>
<td>8</td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>OCCP4068  OT in Occ Health, Safety &amp; Rehab</td>
<td>8</td>
<td>P OCCP3064 Human Occupations III</td>
<td>Semester 1</td>
</tr>
<tr>
<td>OCCP4075  Mental Health Interventions</td>
<td>8</td>
<td>A OCCP1091 Components of Occ Performance II, OCCP2044 Components of Occ Performance III, OCCP3066 Components of Occ Performance III</td>
<td>Semester 1</td>
</tr>
<tr>
<td>OCCP4076  Technology for Living</td>
<td>8</td>
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<td>OCCP4078  People with Intellectual Disability</td>
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<tr>
<td><strong>Note</strong></td>
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<tr>
<td>Pass students choose electives to the value of 6 credit points during the first three years of the course. Honours students choose 3 credit points. The electives are chosen from outside the Occupational Therapy undergraduate course.</td>
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### Table 11.1.1: Bachelor of Applied Science (Occupational Therapy) Honours

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### Table 11.2: Bachelor of Applied Science (Occupational Therapy)

<table>
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<tr>
<td>Health, Behaviour and Society</td>
<td>6</td>
<td>N BACH1130 Foundations of Health Sociology, BACH1132 Foundation of Psychology for the Health Sciences, BACH1133 Introduction to Health Psychology, BACH1134 Health, Illness and Social Inquiry, BACH1161 Introductory Behavioural Health Sciences</td>
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<td>Understanding Occupation-People-Context</td>
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<td>Analysing Occupation and Performance</td>
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<td>BIOS1168</td>
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Note

The unit OCCP4070 Research Elective Independent Study is an approved elective.
### Unit of study

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<td>OCCP1100</td>
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**SEMESTER 2 TOTAL: 24 CREDIT POINTS**

### Year 2 (first offered in 2010)

#### Semester 1

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<td>Occupational Performance: Home &amp; Family</td>
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<td>OCCP2086</td>
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**SEMESTER 1 TOTAL: 24 CREDIT POINTS**

#### Semester 2

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<tr>
<td>BIOS1171</td>
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<td>BIOS1137 Introductory Neuroscience, BIOS2103 Neurosciences for Physiotherapists</td>
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<td>Occupational Performance: Community</td>
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Elective (non-OT) [6] (see note 2)

**SEMESTER 2 TOTAL: 24 CREDIT POINTS**

### Year 3 (first offered in 2011)

#### Semester 1

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**SEMESTER 1 TOTAL: 24 CREDIT POINTS**

#### Semester 2

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<th>P: Prerequisites</th>
<th>C: Corequisites</th>
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<tbody>
<tr>
<td>Occupational Performance: Education</td>
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<tr>
<td>Occupational Performance: Productivity</td>
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<tr>
<td>Occupational Performance: Retirement</td>
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**SEMESTER 2 TOTAL: 24 CREDIT POINTS**

### Year 4 (first offered in 2012)

#### Semester 1

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<tr>
<td>Health Promotion Through Occupation</td>
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<td>Elective (OT or non-OT) [6] (see note 2)</td>
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<tr>
<td>Elective (OT or non-OT) [6] (see note 2)</td>
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<tr>
<td>Elective (OT or non-OT) [6] (see note 2)</td>
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**SEMESTER 1 TOTAL: 24 CREDIT POINTS**

#### Semester 2

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<tr>
<td>Professional Practice IV</td>
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<td>Evaluation in Professional Practice</td>
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**SEMESTER 2 TOTAL: 24 CREDIT POINTS**

### Notes

1. Students entering the program without a science background are strongly recommended to take BIOS1167 Human Cell Biology as the Year 1 elective, in preparation for BIOS1171 Neuroscience in Year 2.

2. Students are required to complete 36 credit points of electives over the course of the degree. At least 6 credit points must come from the Behavioural or Social Sciences (or equivalent) and a minimum of 6 credit points must come from the Biomedical Sciences (or equivalent). Otherwise, students may choose from not-OT units of study as well as Year 4 OT elective units of study (see Table 11.1).
Professional practice

Professional practice is an integral part of the occupational therapy program. Fieldwork education may consist of block placements and other guided learning experiences. These experiences provide students with an opportunity to practice skills and take responsibility commensurate with their background knowledge and level of development acquired during the course. Fieldwork block placements are periods of two to ten weeks where students attend a setting five days a week full time for approximately 37.5 hours per week. The placements occur during semester time and during recess periods, at all levels of the courses, and are located in both metropolitan, country facilities and, in some cases, overseas facilities.

Occupational Therapy professional practice/fieldwork education

Professional Practice I
Lectures/tutorials and a five-day placement either during inter-semester recess or at other times during the year.

Professional Practice II
Lectures/tutorials and a 2-week block placement during inter-semester recess. Placements may also occur at different times of the year, subject to availability. Students are also required to complete peer interview/assessment projects.

Professional Practice IIIA and IIIB
Lectures/tutorials, online education and two 7-week block placements during Semester 1. Placements may also occur at different times of the year, subject to availability. Students are also required to attend university before and after placements for professional practice briefing and debriefing classes.

Professional Practice IV
Lectures/tutorials, online education and an 8-week (pass program) or 6-week (honours program) placement during Semester 2. Students are required to attend university for a number of lectures and tutorials before and after placement and to complete assessments both on placement and on-campus.

Uniforms
Students may need to obtain uniforms to be worn while undertaking hospital placements where uniforms are required. Not all fieldwork sites require students to wear uniforms. Polo shirts, with the University crest and course name, can be obtained through the relevant student associations. A faculty name badge is required to be worn at all times during fieldwork placements. These badges can be obtained from the Students' Union.

Women
Short sleeves white blouse; navy blue culotte skirt or navy blue trousers; navy blue cardigan or jumper; navy, black or white closed shoes.

Men
White short sleeved shirt; navy blue trousers; navy blue cardigan or jumper; black or brown shoes.
11. Occupational Therapy
12. Physiotherapy

Courses of study
There is a wide range of courses offered in the discipline of physiotherapy.

- Two physiotherapy professional undergraduate degrees, the Bachelor of Applied Science (Physiotherapy) pass and honours degrees. Both degrees are offered on a full-time basis over four years.
- A two-year Master of Physiotherapy course provides an alternative professional pathway for students who hold a bachelor’s degree in a related discipline such as human movement to acquire the knowledge and skills to be registered as a beginning practitioner physiotherapist in NSW. See Chapter 22 for further information on the graduate entry program.
- The Master of Health Science (Physiotherapy) has specialist majors in cardiolungary physiotherapy, manipulative physiotherapy, neurological physiotherapy, paediatric physiotherapy and sports physiotherapy. This course is for students who hold a physiotherapy qualification and have at least two years clinical experience in one of the specialty areas. It is designed for physiotherapists who want to: advance their academic and clinical skills in a speciality physiotherapy area, promote a scientific approach to evaluation and practice, and foster and develop the role of physiotherapy in health care in a specialty area. See Chapter 22 for further information on this course.
- The research programs at masters and doctoral levels provide an opportunity of research and scholarship in specific areas of physiotherapy. Current research projects include the investigation of musculoskeletal, neurological and cardiolungary physiotherapy and physiotherapy management after breast cancer surgery. Chapter 25 has information on the research degrees offered by the faculty.

Professional information
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, private practices, schools and community, sports 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.

The Bachelor of Applied Science (Physiotherapy) course and the Master of Physiotherapy are regularly reviewed to ensure that each of the physiotherapy competencies formulated by the physiotherapy profession in Australia are addressed in the curriculum. Reference to specific competencies is made in statements of unit aims and objectives in student manuals and other materials.

The Bachelor of Applied Science (Physiotherapy) course and the graduate entry program of Master of Physiotherapy are accredited with the Australian Physiotherapy Council.

In common with other disciplines at the University of Sydney, all the professional programs in physiotherapy are developed to promote students’ development of generic as well as discipline-specific knowledge and skills. Generic skills, such as communication and teamwork skills, are necessary attributes of all graduates of higher education in this age of change. Graduates from the physiotherapy courses possess high capability of working 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.

Further information
Phone: +61 2 9351 9161
Website: www.fhs.usyd.edu.au

Bachelor of Applied Science (Physiotherapy)

The current undergraduate programs require four years of full-time study. The Bachelor of Applied Science (Physiotherapy) pass and honours degrees aim to equip students with the appropriate knowledge, skills and attitudes to work effectively as members of the physiotherapy profession.

Graduates of these full-time programs are eligible for registration as physiotherapists with the NSW Physiotherapists Registration Board.

Admission requirements
There are no formal prerequisites for HSC candidates to the Bachelor of Applied Science (Physiotherapy) programs. As most students will be interacting with computers during their program, experience in the use of computers would be an advantage. Assumed knowledge includes mathematics, physics and chemistry at HSC level. Students who have not completed these studies recently are advised to consider attending one or more of the pre-semester bridging programs offered by the University of Sydney. Please refer to the general admission requirements and the section on bridging courses both in Chapter 3. Information on bridging courses offered at the Faculty of Health Sciences campus at Lidcombe is available online at:


while bridging courses offered at the Camperdown campus are found at:


The profession of physiotherapy is physically demanding and requires for its practice the development of a range of precise physical skills. Prospective students should be aware that they will be expected to carry out and have carried out upon themselves as simulated patients, all the examination and treatment procedures used by physiotherapists. Such practical classes may involve partial disrobing. Participation in these classes is a requirement of the program.

Any prospective student who thinks that he/she may have a consideration, condition or disability, which may interfere with the development or practice of physical skills, or with participation in clinical education should consult the course coordinator before commencing the program.

Honours
The following information is specific to the physiotherapy honours program. Entry to the honours program is competitive and requires completion of the first two and a half years of the undergraduate
physiotherapy course with a credit or higher average without any failed grades.

An honours degree is awarded after satisfactory completion of all coursework and a dissertation during the fourth year of the course. There is no re-examination for the honours units of study.

Students who fail to meet this criterion in the honours program will be required to discontinue that program. They may be re-absorbed into the pass program provided they meet the criteria for retention and progression in this course. See Table 12.1.1 for the honours program course outlines.

For further information specific to the physiotherapy honours program, students are advised to contact the Honours Program Coordinator, Associate Professor Jack Croisie, telephone +61 2 9351 9180.

In order for honours students to have adequate time to pursue their research studies, modifications have been made to the pass program for these students. Modifications include: unit exemptions and additions (as outlined below). Honours students will be required to select four from the following five units of study offered in Semester 2 of Year 4:

- PHTY4096 Physiotherapy in Childhood
- PHTY4097 Physiotherapy in the Workplace
- PHTY4098 Physiotherapy in Recreation
- PHTY4099 Physiotherapy in the Community
- PHTY4100 Physiotherapy for Older People

Exemption: PHTY4109 Elective Studies

In addition, honours students will enrol in PHTY4101 Honours Research Dissertation.

Course outline

The course outlines for the Bachelor of Applied Science (Physiotherapy) pass and honours are presented in Tables 12.1, 12.1.1, 12.2 and 12.2.1. Units of study are described in Chapter 14.

Note: Students will normally complete all units listed in the sequence in which they appear in the faculty handbook. Permission to alter this sequence must be obtained from the course coordinator. Non-standard students who are completing units from more than one year of the program are required to seek permission to enrol in particular units from the designated academic program adviser. This will ensure that students' programs are not severely hampered by an inappropriate or unmanageable combination of units. Attendance at all lectures and tutorials is expected for all units. Students entering the program are required to complete all first year units within two years and all first and second year units within four years.

Table 12.1: Bachelor of Applied Science (Physiotherapy) Pass

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
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Year 3 (last offered in 2010)

Semester 1

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<tr>
<td>PHTY3051 Cardiopulmonary Physiotherapy B</td>
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<td>PHTY3052 Neurological Physiotherapy B</td>
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<td>P PHTY2049 Neurological Physiotherapy A</td>
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<tr>
<td>PHTY3053 Musculoskeletal Physiotherapy C</td>
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<td>P PHTY2050 Musculoskeletal Physiotherapy A, PHTY2051 Musculoskeletal Physiotherapy B, C PHTY3054 Musculoskeletal Physiotherapy D</td>
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<td>PHTY3054 Musculoskeletal Physiotherapy D</td>
<td>6</td>
<td>P PHTY2050 Musculoskeletal Physiotherapy A, PHTY2051 Musculoskeletal Physiotherapy B, C PHTY3053 Musculoskeletal Physiotherapy C</td>
<td>Semester 1</td>
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SEMESTER 1 TOTAL: 24 CREDIT POINTS

Semester 2

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<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
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<tbody>
<tr>
<td>PHTY3055 Physiotherapy Practicum A</td>
<td>8</td>
<td>P PHTY2046 Professional Practice, PHTY2047 Clinical Observation and Measurement, PHTY2048 Cardiopulmonary Physiotherapy A, PHTY2049 Neurological Physiotherapy A, PHTY2050 Musculoskeletal Physiotherapy A, PHTY2051 Musculoskeletal Physiotherapy B, PHTY3052 Neurological Physiotherapy B, PHTY3053 Musculoskeletal Physiotherapy C, PHTY3054 Musculoskeletal Physiotherapy D Note: Department permission required for enrolment in the following sessions: Semester 1</td>
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<td>P PHTY2046 Professional Practice, PHTY2047 Clinical Observation and Measurement, PHTY2048 Cardiopulmonary Physiotherapy A, PHTY2049 Neurological Physiotherapy A, PHTY2050 Musculoskeletal Physiotherapy A, PHTY2051 Musculoskeletal Physiotherapy B, PHTY3052 Neurological Physiotherapy B, PHTY3053 Musculoskeletal Physiotherapy C, PHTY3054 Musculoskeletal Physiotherapy D Note: Department permission required for enrolment in the following sessions: S1 Late Int S2 Late Int</td>
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SEMESTER 2 TOTAL: 24 CREDIT POINTS

Year 4 (last offered in 2011)

Semester 1

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<th>C: Corequisites</th>
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<tbody>
<tr>
<td>PHTY4092 Musculoskeletal Physiotherapy E</td>
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74
## 12. Physiotherapy

### Table 12.1.1: Bachelor of Applied Science (Physiotherapy) Honours

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<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
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<tr>
<td>PHTY4093 Cardiopulmonary &amp; Neurological Physio</td>
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<td>PHTY4094 Physiotherapy Practicum D</td>
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**SEMMESTER 1 TOTAL: 24 CREDIT POINTS**

### Semester 2

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<th>Credit points</th>
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<th>P: Prerequisites</th>
<th>C: Corequisites</th>
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<tr>
<td>PHTY4096 Physiotherapy in Childhood</td>
<td>4</td>
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<tr>
<td>PHTY4097 Physiotherapy in the Workplace</td>
<td>4</td>
<td>P PHTY4092 Musculoskeletal Physiotherapy E C PHTY4094 Physiotherapy Practicum D, PHTY4095 Physiotherapy Practicum E</td>
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<tr>
<td>PHTY4098 Physiotherapy in Recreation</td>
<td>4</td>
<td>P PHTY4092 Musculoskeletal Physiotherapy E, PHTY4093 Cardiopulmonary and Neurological Physio C PHTY4094 Physiotherapy Practicum D, PHTY4095 Physiotherapy Practicum E</td>
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<tr>
<td>PHTY4099 Physiotherapy in the Community</td>
<td>4</td>
<td>P PHTY4092 Musculoskeletal Physiotherapy E, PHTY4093 Cardiopulmonary and Neurological Physio C PHTY4094 Physiotherapy Practicum D, PHTY4095 Physiotherapy Practicum E</td>
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<tr>
<td>PHTY4100 Physiotherapy for Older People</td>
<td>4</td>
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<td>PHTY4109 Elective Studies</td>
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**SEMMESTER 2 TOTAL: 24 CREDIT POINTS**

### Course code SH120: Honours course; full-time, 4 years

**Year 1 to Year 3**

As per SH095 Pass course

**Year 4 (last offered in 2011)**

### Semester 1

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<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
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<th>N: Prohibition</th>
<th>Session</th>
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<tr>
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<tr>
<td>PHTY4093 Cardiopulmonary &amp; Neurological Physio</td>
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<tr>
<td>PHTY4094 Physiotherapy Practicum D</td>
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<td>P PHTY2046 Professional Practice, PHTY2047 Clinical Observation and Measurement, PHTY3051 Cardiopulmonary Physiotherapy B, PHTY3052 Neurological Physiotherapy B, PHTY3053 Musculoskeletal Physiotherapy C, PHTY3054 Musculoskeletal Physiotherapy D C PHTY4092 Musculoskeletal Physiotherapy E, PHTY4093 Cardiopulmonary &amp; Neurological Physio</td>
<td>S1 Late Int S2 Late Int</td>
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<td>PHTY4095 Physiotherapy Practicum E</td>
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**SEMMESTER 1 TOTAL: 24 CREDIT POINTS**

### Semester 2

Select four from the following five units of study:

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<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
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<tbody>
<tr>
<td>PHTY4096 Physiotherapy in Childhood</td>
<td>4</td>
<td>P PHTY4092 Musculoskeletal Physiotherapy E, PHTY4093 Cardiopulmonary and Neurological Physio C PHTY4094 Physiotherapy Practicum D, PHTY4095 Physiotherapy Practicum E</td>
<td>Semester 2</td>
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</tr>
<tr>
<td>PHTY4097 Physiotherapy in the Workplace</td>
<td>4</td>
<td>P PHTY4092 Musculoskeletal Physiotherapy E C PHTY4094 Physiotherapy Practicum D, PHTY4095 Physiotherapy Practicum E</td>
<td>Semester 2</td>
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### Table 12.2: Bachelor of Applied Science (Physiotherapy) Pass

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<th>Unit of study</th>
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<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
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</thead>
<tbody>
<tr>
<td>PHTY4098 Physiotherapy in Recreation</td>
<td>4</td>
<td>P PHTY4092 Musculoskeletal Physiotherapy E, PHTY4093 Cardiopulmonary and Neurological Physio</td>
<td>C PHTY4094 Physiotherapy Practicum D, PHTY4095 Physiotherapy Practicum E</td>
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<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>PHTY4099 Physiotherapy in the Community</td>
<td>4</td>
<td>P PHTY4092 Musculoskeletal Physiotherapy E, PHTY4093 Cardiopulmonary and Neurological Physio</td>
<td>C PHTY4094 Physiotherapy Practicum D, PHTY4095 Physiotherapy Practicum E</td>
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<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>PHTY4100 Physiotherapy for Older People</td>
<td>4</td>
<td>P PHTY4092 Musculoskeletal Physiotherapy E, PHTY4093 Cardiopulmonary and Neurological Physio</td>
<td>C PHTY4094 Physiotherapy Practicum D, PHTY4095 Physiotherapy Practicum E</td>
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<td>Semester 2</td>
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<td>and</td>
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<tr>
<td>PHTY4101 Honours Research Dissertation</td>
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**SEMESTER 2 TOTAL: 24 CREDIT POINTS**

Course code SH137: Pass course; full-time, 4 years

### Year 1

#### Semester 1

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<th>Unit of study</th>
<th>Credit points</th>
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<tbody>
<tr>
<td>BIOS1168 Functional Musculoskeletal Anatomy A</td>
<td>6</td>
<td>N BIOS1136 Functional Anatomy A, BIOS1159 Functional Anatomy A - Exercise Science</td>
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<td>Semester 1</td>
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<tr>
<td>EXSS1018 Biomechanics of Human Movement</td>
<td>6</td>
<td>A HSC mathematics</td>
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<td>Semester 1</td>
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<tr>
<td>HSBH1003 Health, Behaviour and Society</td>
<td>6</td>
<td>N BACH1130 Foundations of Health Sociology, BACH1132 Foundation of Psychology for Health Sciences, BACH1134 Health, Illness and Social Inquiry, BACH1161 Introductory Behavioural Health Sciences</td>
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**SEMESTER 1 TOTAL: 24 CREDIT POINTS**

#### Semester 2

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<tbody>
<tr>
<td>BIOS1169 Functional Musculoskeletal Anatomy B</td>
<td>6</td>
<td>P BIOS1136 Functional Anatomy A or BIOS1168 Functional Musculoskeletal Anatomy A or BIOS1159 Functional Anatomy A - Exercise Science N BIOS1139 Functional Anatomy B, BIOS1144 Functional Anatomy B (Physiotherapy), BIOS1160 Functional Anatomy B - Exercise Science BIOS1168 Functional Musculoskeletal Anatomy A may be considered a corequisite under special circumstances with permission from the Discipline of Biomedical Science</td>
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<tr>
<td>BIOS1171 Neuroscience</td>
<td>6</td>
<td>N BIOS1137 Introductory Neuroscience, BIOS2103 Neurosciences for Physiotherapists</td>
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<tr>
<td>EXSS1029 Muscle Mechanics and Training</td>
<td>6</td>
<td>A BIOS1137 Introductory Neuroscience or BIOS1166 Neuroscience, one of BIOS1130 Molecules and Energy, BIOS1167 Human Cell Biology, CHEM1101 Chemistry 1A, CHEM1001 Fundamentals of Chemistry 1A</td>
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<td>HSBH1007 Health Science and Research</td>
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**SEMESTER 2 TOTAL: 24 CREDIT POINTS**

### Year 2 (first offered in 2010)

#### Semester 1

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<th>C: Corequisites</th>
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<tr>
<td>EXSS2025 Motor Control and Learning</td>
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<td>PHTY2025 Clinical Observation and Measurement</td>
<td>6</td>
<td>P BIOS1168 Functional Musculoskeletal Anatomy A, BIOS1169 Functional Musculoskeletal Anatomy B, EXSS1018 Biomechanics of Human Movement C PHTY2053 Physiotherapy Evidence &amp; Practice</td>
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<tr>
<td>PHTY2053 Physiotherapy Evidence and Practice</td>
<td>6</td>
<td>P HSBH1003 Health, Behaviour and Society, HSBH1007 Health Science and Research C PHTY2052 Clinical Observation and Measurement</td>
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**SEMESTER 1 TOTAL: 24 CREDIT POINTS**

#### Semester 2

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Table 12.2.1: Bachelor of Applied Science (Physiotherapy) Honours

<table>
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<tr>
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<td>Semester 2</td>
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<tr>
<td>Honours Dissertation [12]</td>
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<td>And select two from the following four units of study:</td>
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<td>Physiotherapy in Childhood [6]</td>
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<td>Physiotherapy in the Workplace [6]</td>
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<td>Physiotherapy in Recreation [6]</td>
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<tr>
<td>Physiotherapy for Older Persons [6]</td>
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</table>
Clinical education

Clinical education provides students with the opportunity to complement the knowledge and skills acquired in the academic segments of the program. This is achieved through the assessment and treatment of patients in clinical settings under the supervision and guidance of clinical educators. Clinical education offers undergraduates the chance to integrate academic units and practical skills in a clinical setting thereby gaining experience in physiotherapy practice. Clinical education also provides opportunities for interprofessional learning.

During the undergraduate programs, students are allocated to one of five clinical schools. The five schools aligned with geographical areas are Northern Sydney, Central Sydney, Southeastern Sydney, Southwest Sydney and Western Sydney. For each school, rural areas and/or outer Sydney placements are incorporated as well as private practices and community facilities, which reside in the geographical regions designated to the particular school. Students complete clinical placements at sites mainly within their clinical school. All students are required to do at least one rural and/or regional placement. There may be opportunities for international placements.

In order to undertake Clinical Education students must:

1. obtain criminal record clearances
2. comply with the NSW Child Protection Act
3. comply with NSW Department of Health Policy Directives regarding immunisation and vaccination
4. comply with NSW Health Records and Information Privacy Act (2004) and complete declaration.

Information about these requirements is contained in Chapter 6, Clinical Education.

It is also a requirement that all physiotherapy students obtain a certificate of competency in Cardiopulmonary Resuscitation (CPR). This must be completed and evidence of competency shown before commencing the first clinical placement in second year. For example, St John Ambulance programs on CPR are available through the metropolitan and country areas. Life-saving certificates of CPR competency will also be accepted. CPR skills must be updated every 12 months.

Physiotherapy practicum dates

Year 2
In Semester 1 of Year 2, students will be assigned to clinical sites in order to undertake structured learning tasks related to their academic units in PHTY2052 Clinical Observation and Measurement and PHTY2053 Physiotherapy Evidence and Practice. This will be called a Mentored Clinical Placement. It will be for five days and attendance is compulsory.

Year 3
26 July to 27 August
6 September to 8 October
18 October to 19 November

Year 4 Pass/Honours
12 April to 14 May
24 May to 25 June

Uniform requirements for clinical practice

- Navy tailored trousers (straight legs)
- White short sleeved open neck shirt or Physiotherapy polo shirt with University insignia (as supplied by the Campus Bookstore)
- Black, or dark brown work shoes
- Navy cardigan/jumper
- Monotone coloured socks, either navy, black or white
- Approval for males and females to wear navy tailored long shorts is the clinical site’s decision. It is the student’s responsibility to get approval from the clinical site prior to wearing shorts. The clinical site’s decision is final.
- Students with special consideration due to religious and or cultural circumstances can discuss changes to the uniform requirements with their practicum coordinator.
Courses of study
The faculty offers a range of coursework and research degrees at undergraduate and graduate levels in the discipline of Speech Pathology.

Professional preparation degrees for speech pathology
For students who want to gain a speech pathology professional qualification you can study at either the bachelor or master level:

- The Bachelor of Applied Science (Speech Pathology) pass and honours degrees require four years of full-time study and will qualify you to practise as a speech pathologist.
- The Master of Speech Language Pathology is a two year full-time and 4 year part-time postgraduate degree which also qualifies you to practise as a speech pathologist.

Related undergraduate study
Students wishing to study topics in communication can enrol in the Bachelor of Health Science with a Hearing and Speech second major. (See Chapter 7 for further information.) This degree does not qualify you to practise as a speech pathologist but provides students with a good background for postgraduate study. The Bachelor of Health Science is available as a pass degree (three years) and an honours degree (four years).

Postgraduate degrees in speech pathology
Graduates who wish to become accredited speech language pathologists should undertake the Master of Speech Language Pathology (MSLP). This degree can be studied over two years full-time or four years part-time.

(No new places are being offered in the Graduate Diploma of Communication Disorders. Students currently enrolled in the MSLP who would like to graduate after Year 1, will be able to do so with the award of the Graduate Diploma of Communication Disorders. It does not qualify graduates to work as speech pathologists.)

For further information on postgraduate coursework degrees, see Chapter 24 of the handbook.

Research degrees in speech pathology
Students wishing to undertake research in the discipline of speech pathology and related areas of speech sciences have a range of options.

- A postgraduate research master's degree, the Master of Applied Science and a PhD degree are available for graduates in varied backgrounds who wish to undertake research in an area of communication sciences and/or disorders. Research areas include aphasia, dysarthria, dysphagia, language development/disorders, craniofacial anomalies, acoustic analysis of speech and stuttering.

For further information on the research degrees, see Chapter 25.

Professional information
The Faculty of Health Sciences oversees one of the oldest and largest programs of speech pathology professional preparation in Australia. Speech pathology involves the study and treatment of communication disorders in both children and adults. Speech pathologists work in diverse settings (hospitals, private practice, schools and early childhood services) to assess and treat individuals who may present with a wide variety of communication disorders. The Bachelor of Applied Science (Speech Pathology) prepares students to practise as speech pathologists (formerly known as speech therapists). The degree is accredited by Speech Pathology Australia. Reference to specific professional competencies is made in each unit outline.

The Bachelor of Health Sciences with a Hearing and Speech second major shares some common units of study with Years 1 and 2 of the Bachelor of Applied Science (Speech Pathology) course. The Hearing and Speech major does not qualify graduates to practise speech pathology but prepares them to pursue a variety of other career paths in areas involving either normal or impaired human communication. The Hearing and Speech major provides an excellent background for those who wish to pursue further education required for professional preparation in areas such as medicine, dentistry, education, rehabilitation counselling, speech pathology and audiology. Successful completion of the BHSci with a hearing and speech second major with at least a credit average will provide entry into the Master of Speech Language Pathology (MSLP) postgraduate course.

An honours program is available for the Bachelor of Applied Science (Speech Pathology) and provides opportunities for talented undergraduate students interested in research and/or pursuing graduate studies to obtain early experiences in the design and conduct of research in communication sciences and disorders.

The Master of Speech Language Pathology (MSLP) qualifies students to practise as speech pathologists. Students must hold a bachelor's degree in a related area to apply for entry into the MSLP. Enrolling students should note that the course requirements are spread across approximately 44 weeks of the year. Students intending to enrol part-time should be aware that the requirements for clinical placement means that they need to be able to attend block placements when they are available. Students enrolling full-time should be prepared to undertake a demanding course. The course has been accredited by Speech Pathology Australia.

The Master of Health Sciences with a Speech Pathology major is designed for qualified speech pathologists who want to further their studies through postgraduate coursework. This program is ideal for clinicians who wish to gain an advanced qualification within the field in which they are currently practicing but who do not wish to do research at the time. Note: some units of study are available only online (distance). See Chapter 15 for further details.

The Master of Applied Science is a research degree with admission open to individuals with backgrounds in any area related to the human communication sciences and/or communication disorders. This course 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. Topics are individualised to meet students' specific career objectives.

At the PhD level, 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 from a wide range of backgrounds relevant to the human communication sciences and/or communication disorders who have had previous research experience, such as an honours degree, a research master's degree or other equivalent preparation. Because of the expertise of the academics and the extensive facilities of the University, many different areas of research interests of students can be accommodated. Individuals with PhDs find rewarding careers in academic, research and clinical settings.
Facilities and resources
Research and teaching in speech pathology are supported by a large on-campus Communication Disorders Treatment and Research Clinic. The clinic is a centre of excellence that offers evidence-based practice in a full range of services for adults and children with communication difficulties, as well as functioning as a teaching and research laboratory. Audiology, speech science and psycholinguistic laboratories are also part of the on-campus clinic, and provide facilities for hearing assessments, the measurement of disordered and normal speech and high-quality speech recordings.

Further information
Phone: +61 2 9351 9161
Website: www.fhs.usyd.edu.au/

Bachelor of Applied Science (Speech Pathology)

The Bachelor of Applied Science (Speech Pathology) is an undergraduate degree that qualifies individuals to practise as speech pathologists.

Full-time and part-time study
The Bachelor of Applied Science (Speech Pathology) is structured as a full-time degree course offered over four years, with expected enrolment in units totalling 24 credit points each semester. However, the faculty recognises that some students cannot attend full-time and wish to complete their degrees in a longer time.

Students requesting to enrol part-time should note that daytime attendance at lectures and clinic placements, as well as clinic block placements, is required for completion of the BAAppSc (Speech Pathology) course.

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: 6 years from the initial academic year of enrolment.
- Maximum time: 10 years from the initial academic year of enrolment.
- The course is structured as a full-time course. Students must be aware of the possibility of clashes in timetables for units with different first numerals in their codes – e.g. CSCD2XXX and CSCD3XXX.
- Students must meet prerequisite and corequisite requirements as specified for enrolment in specific units of study.
- Where a unit of study has a prerequisite, a student is to enrol in that unit as well as the corequisite in the same semester.
- 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 for monitoring changes in curriculum which may affect their progression and for discussing these with the undergraduate course coordinator or the respective year coordinators.

Admission requirements
There are no specific prerequisites for admission to the Bachelor of Applied Science (Speech Pathology) course. The University of Sydney’s general admission requirements, outlined in Chapter 3, apply. Speech pathologists work with language and communication so good communication skills and a desire to work with people are very important. Students who have not studied chemistry to an equivalent of NSW Year 10 science are advised to do the chemistry bridging course to prepare them for the biomedical science units of study.

Honours
For information specific to the Speech Pathology honours program, students are advised to contact the Honours Coordinator of the Bachelor of Applied Science (Speech Pathology) course.

Students in the honours program complete all Year 1 and Year 2 units of study in the pass program. In Year 3, honours students undertake some of the same units of study in the pass program as well as units that are unique to the honours program. In Year 4, all units the honours students undertake are unique to the honours program.

Course outline
The course outlines for the Bachelor of Applied Science (Speech Pathology) pass and honours are presented in Tables 13.1, 13.1.1, 13.2 and 13.2.1, 13.3 and 13.3.1. Unit of study descriptions and a list of faculty electives are found in Chapter 14.

<table>
<thead>
<tr>
<th>Table 13.1: Bachelor of Applied Science (Speech Pathology) Pass</th>
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</thead>
<tbody>
<tr>
<td><strong>Unit of study</strong></td>
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<tr>
<td>---</td>
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<tr>
<td>Course code SH040: Pass course; full-time, 4 years</td>
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<tr>
<td><strong>Year 4: Clinical/Professional Year (last offered in 2010)</strong></td>
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<tr>
<td>Students in Year 4 of the course will be assigned to either Group A or B. Group assignment will be known by the end of Semester 1, Year 3. In Year 4, students in Group A enrol in units of study with the alpha ‘A’ in the names of the units (eg, ‘Advanced Topics A’) while students in Group B enrol in units of study containing the alpha ‘B’ in the name (eg, ‘Advanced Topics B’).</td>
</tr>
<tr>
<td><strong>Group A</strong></td>
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<tr>
<td><strong>Semester 1</strong></td>
</tr>
<tr>
<td>CSCD4026 Advanced Topics A</td>
</tr>
<tr>
<td>CSCD4027 Professional Development IVA</td>
</tr>
<tr>
<td>CSCD4028 Advanced Clinical IA</td>
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<tr>
<td><strong>Semester 2</strong></td>
</tr>
<tr>
<td>CSCD4029 Intermediate Clinical IIA</td>
</tr>
<tr>
<td>CSCD4032 Advanced Topics B</td>
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<tr>
<td>CSCD4033 Craniofacial Anomalies</td>
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<tr>
<td>CSCD4034 Language Impairments in Children III</td>
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<tr>
<td>CSCD4035 Communication and Lifelong Disability</td>
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<tr>
<td>CSCD4036 Professional Development III</td>
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<td>CSCD4037 Neurogenics II</td>
</tr>
<tr>
<td>CSCD4038 Swallowing Impairments</td>
</tr>
</tbody>
</table>

- Applied Science (Speech Pathology)

- Full-time and part-time study

- Admission requirements

- Honours

- Course outline

- Table 13.1: Bachelor of Applied Science (Speech Pathology) Pass
Table 13.1.1 Bachelor of Applied Science (Speech Pathology) Honours

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSCD4047 Advanced Clinical IIA: Adult</td>
<td>12</td>
<td>P CSCD3064 Intermediate Clinical IIA or CSCD3066 Intermediate Clinical IIB</td>
<td>N Students must advise the Speech Pathology Director of Clinical Education before enrolling in this unit of study if they do not have a current National Police Certificate or are a prohibited person under the NSW Working with Children Act (2001). Students must be able to supply proof of vaccination or positive serology results as per NSW Department of Health Requirements. Student must hold a current CPR certificate before they can enrol in this unit. Attendance at clinic orientation is compulsory. External placements may be scheduled during the Summer and Winter semesters depending on availability.</td>
<td>Semester 2</td>
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<tr>
<td>CSCD4048 Advanced Clinical IIA: Child</td>
<td>12</td>
<td>P CSCD3064 Intermediate Clinical IIA or CSCD3066 Intermediate Clinical IIB</td>
<td>N Students must advise the Speech Pathology Director of Clinical Education before enrolling in this unit of study if they do not have a current National Police Certificate or are a prohibited person under the NSW Working with Children Act (2001). Students must be able to supply proof of vaccination or positive serology results as per NSW Department of Health Requirements. Student must hold a current CPR certificate before they can enrol in this unit. Attendance at clinic orientation is compulsory. External placements may be scheduled during the Summer and Winter semesters depending on availability.</td>
<td>Semester 2</td>
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<tr>
<td>CSCD4049 Advanced Clinical IIB: Adult</td>
<td>12</td>
<td>P CSCD3064 Intermediate Clinical IIA or CSCD3066 Intermediate Clinical IIB</td>
<td>N Students must advise the Speech Pathology Director of Clinical Education before enrolling in this unit of study if they do not have a current National Police Certificate or are a prohibited person under the NSW Working with Children Act (2001). Students must be able to supply proof of vaccination or positive serology results as per NSW Department of Health Requirements. Student must hold a current CPR certificate before they can enrol in this unit. Attendance at clinic orientation is compulsory. External placements may be scheduled during the Summer and Winter semesters depending on availability.</td>
<td>Semester 1</td>
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<tr>
<td>CSCD4050 Advanced Clinical IIB: Child</td>
<td>12</td>
<td>P CSCD3064 Intermediate Clinical IIA or CSCD3066 Intermediate Clinical IIB</td>
<td>N Students must advise the Speech Pathology Director of Clinical Education before enrolling in this unit of study if they do not have a current National Police Certificate or are a prohibited person under the NSW Working with Children Act (2001). Students must be able to supply proof of vaccination or positive serology results as per NSW Department of Health Requirements. Student must hold a current CPR certificate before they can enrol in this unit. Attendance at clinic orientation is compulsory. External placements may be scheduled during the Summer and Winter semesters depending on availability.</td>
<td>Semester 1</td>
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</tr>
<tr>
<td>CSCD4030 Advanced Topics B</td>
<td>6</td>
<td>P CSCD3049 Audiological Management II, CSCD3024 Communication and Lifelong Disability, CSCD3034 Craniofacial Anomalies, CSCD3036 Language Impairments in Children III, CSCD3032 Professional Development III, CSCD3023 Neurogenics II, CSCD3037 Swallowing Impairments</td>
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<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>CSCD4031 Professional Development IVB</td>
<td>6</td>
<td>P CSCD3032 Professional Development III, CSCD3064 Intermediate Clinical IIA or CSCD3066 Intermediate Clinical IIB</td>
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<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>CSCD4032 Advanced Clinical IB</td>
<td>10</td>
<td>P CSCD3064 Intermediate Clinical IIA or CSCD3066 Intermediate Clinical IIB</td>
<td>C CSCD4043 Clinical Mentoring B</td>
<td>N Students must advise the Speech Pathology Director of Clinical Education before enrolling in this unit of study if they do not have a current National Police Certificate or are a prohibited person under the NSW Working with Children Act (2001). Students must be able to supply proof of vaccination or positive serology results as per NSW Department of Health Requirements. Student must hold a current CPR certificate before they can enrol in this unit. Attendance at clinic orientation is compulsory. External placements may be scheduled during the Summer and Winter semesters depending on availability.</td>
<td>Semester 2</td>
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<tr>
<td>CSCD4043 Clinical Mentoring B</td>
<td>2</td>
<td>C CSCD4032 Advanced Clinical IB</td>
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<td>Semester 2</td>
</tr>
</tbody>
</table>

Completion of the requirements of the 4-year Bachelor of Applied Science (Speech Pathology) course meets the eligibility requirements for practising membership status of Speech Pathology Australia.
### 13. Speech Pathology

#### Table 13.2: Bachelor of Applied Science (Speech Pathology) Pass

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year 4: Clinical/Professional Year (last offered in 2010)</strong></td>
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<tr>
<td><strong>Semester 1</strong></td>
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<tr>
<td>CSCD4035</td>
<td>22</td>
<td>P CSCD3053 Intermediate Clinical IH</td>
<td>N Students must advise the Speech Pathology Director of Clinical Education before enrolling in this unit of study if they do not have a current National Police Certificate or are a prohibited person under the NSW Working with Children Act (2001). Students must be able to supply proof of vaccination or positive serology results as per NSW Department of Health Requirements. Student must hold a current CPR certificate before they can enrol in this unit. Attendance at clinic orientation is compulsory. External placements may be scheduled during the Summer and Winter semesters depending on availability.</td>
<td>Semester 1</td>
<td>Semester 2</td>
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</tr>
<tr>
<td>CSCD4036</td>
<td>2</td>
<td>P CSCD3052 Professional Development IIIH, CSCD3053 Intermediate Clinical IH</td>
<td>C CSCD4044 Clinical Mentoring H</td>
<td>Semester 1</td>
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<tr>
<td><strong>SEMESTER 1 TOTAL: 24 CREDIT POINTS</strong></td>
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<td><strong>Semester 2</strong></td>
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<tr>
<td>CSCD4037</td>
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<td>P CSCD3053 Intermediate Clinical IH</td>
<td>C CSCD4044 Intermediate Clinical IH</td>
<td>Semester 1</td>
<td>Semester 2</td>
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<tr>
<td>CSCD4037</td>
<td>12</td>
<td>P CSCD3053 Intermediate Clinical IH</td>
<td>C CSCD4044 Intermediate Clinical IH</td>
<td>Semester 1</td>
<td>Semester 2</td>
<td></td>
</tr>
<tr>
<td>CSCD4038</td>
<td>10</td>
<td>P CSCD3051 Honours Research Seminar I, CSCD3054 Honours Research Seminar II, satisfactory performance in all Year 3 units of study</td>
<td>Semester 2</td>
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<tr>
<td>CSCD4044</td>
<td>2</td>
<td>C CSCD4037 Advanced Clinical IH</td>
<td>Semester 2</td>
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<td><strong>SEMESTER 2 TOTAL: 24 CREDIT POINTS</strong></td>
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<td><strong>Course code SH128: Pass course; full-time, 4 years</strong></td>
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<tr>
<td><strong>Year 3 (last offered in 2010)</strong></td>
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<td><strong>Semester 1</strong></td>
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<tr>
<td>CSCD3074</td>
<td>6</td>
<td>P BIOS1165 Hearing Science and Audiology</td>
<td>Semester 1</td>
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<td>CSCD3075</td>
<td>6</td>
<td>A BIOS2062 Neuroscience I: Communication Disorders</td>
<td>BIOS1066 Neuroscience I: Communication Disorders</td>
<td>Semester 1</td>
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<tr>
<td><strong>Neurogenic Language Disorders 1</strong></td>
<td></td>
<td>P BIOS1066 Neuroscience I: Communication Disorders</td>
<td>C CSCD3077 Intermediate Clinic 1: Child or CSCD3078 Intermediate Clinic 1: Adult or CSCD3087 Intermediate Clinic 1H: Adult</td>
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<tr>
<td><strong>This unit is a prerequisite or corequisite for adult clinical placements in Year 3. Students undertaking international studies in this semester must include studies in adult language disorders in their program to meet this requirement for Year 3 clinic</strong></td>
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<td>CSCD3076</td>
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<td>P CSCD1032 Human Communication</td>
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<tr>
<td><strong>Lifelong Disability and AAC</strong></td>
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<td>and either</td>
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<tr>
<td>CSCD3077</td>
<td>6</td>
<td>P Either CSCD2060 or CSCD2066 (Introductory Practice 2: Clinical) or CSCD2067 (Introductory Practice 2: Community); CSCD2058 Stuttering</td>
<td>C CSCD3075 Neurogenic Language Disorders 1</td>
<td>Semester 1</td>
<td>Semester 2</td>
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<tr>
<td><strong>Intermediate Clinic 1: Child</strong></td>
<td></td>
<td>P Either CSCD2060 or CSCD2066 (Introductory Practice 2: Clinical) or CSCD2067 (Introductory Practice 2: Community); CSCD2058 Stuttering</td>
<td>C CSCD3075 Neurogenic Language Disorders 1</td>
<td>Semester 1</td>
<td>Semester 2</td>
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<tr>
<td><strong>Note:</strong> Department permission required for enrolment in the following sessions: Semester 2 Student must hold a current CPR certificate before they can enrol in this unit. Attendance at clinic orientation is compulsory.**</td>
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<tr>
<td>CSCD3078</td>
<td>6</td>
<td>P Either CSCD2060 or CSCD2066 (Introductory Practice 2: Clinical) or CSCD2061 or CSCD2067 (Introductory Practice 2: Community); CSCD2058 Stuttering</td>
<td>Semester 1</td>
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<tr>
<td><strong>Intermediate Clinic 1: Adult</strong></td>
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<td>P Either CSCD2060 or CSCD2066 (Introductory Practice 2: Clinical) or CSCD2061 or CSCD2067 (Introductory Practice 2: Community); CSCD2058 Stuttering</td>
<td>Semester 1</td>
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<tr>
<td><strong>Note:</strong> Department permission required for enrolment in the following sessions: Semester 2 Student must hold a current CPR certificate before they can enrol in this unit. Attendance at clinic orientation is compulsory.**</td>
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<tr>
<td><strong>SEMESTER 1 TOTAL: 24 CREDIT POINTS</strong></td>
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<td><strong>Semester 2</strong></td>
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<td>Unit of study</td>
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<td>A: Assumed knowledge</td>
<td>P: Prerequisites</td>
<td>C: Corequisites</td>
<td>N: Prohibition</td>
<td>Session</td>
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<tr>
<td>CSCD3079 Voice and Voice Disorders 2</td>
<td>3</td>
<td>A BIOS1163 Speech Science, BIOS1165 Hearing Science and Audiology, CSCD1031 Clinical Phonetics &amp; Articulation</td>
<td>P CSCD2063 Voice and Voice Disorders 1</td>
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<td>Semester 2</td>
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<td>CSCD3080 Neurogenic Language Disorders 2</td>
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<td>P BIOS2062 Neuroscience II: Communication Disorders</td>
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<td>Semester 2</td>
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<tr>
<td>CSCD3081 Clinical Case Management</td>
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<td>P CSCD3077 Intermediate Clinic 1: Child or CSCD3078 Intermediate Clinic 1: Adult</td>
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<td>Semester 2</td>
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<tr>
<td>CSCD3082 Phonology, Language and Literacy</td>
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<td>P CSCD1033 Child Phonology, CSCD2060 Introductory Practice: Clinical, CSCD2061 Introductory Practice: Community, CSCD2057 Child Language</td>
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<td>Semester 2</td>
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<td>and either</td>
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<tr>
<td>CSCD3083 Intermediate Clinic 2: Adult &amp; Community</td>
<td>6</td>
<td>P CSCD2062 Motor Speech and Dysphagia, CSCD3075 Neurogenic Language Disorders 1, CSCD3077 Intermediate Clinic 1: Child</td>
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<td></td>
<td>Semester 1</td>
<td>Semester 2</td>
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<td>N Students must advise the Speech Pathology Director of Clinical Education before enrolling in this unit of study if they do not have a current National Police Certificate or are a prohibited person under the NSW Working with Children Act (2001). Students must be able to supply proof of vaccination or positive serology results as per NSW Department of Health Requirements</td>
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<td>Note: Department permission required for enrolment in the following sessions: Semester 1 Student must hold a current CPR certificate before they can enrol in this unit. Attendance at clinic orientation is compulsory. External placements may be scheduled during the Summer and Winter semesters depending on availability</td>
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<tr>
<td>CSCD3084 Intermediate Clinic 2: Child &amp; Community</td>
<td>6</td>
<td>P CSCD2062 Motor Speech and Dysphagia, CSCD3075 Neurogenic Language Disorders 1, CSCD3078 Intermediate Clinic 1: Adult</td>
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<td>Semester 1</td>
<td>Semester 2</td>
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<td>N Students must advise the Speech Pathology Director of Clinical Education before enrolling in this unit of study if they do not have a current National Police Certificate or are a prohibited person under the NSW Working with Children Act (2001). Students must be able to supply proof of vaccination or positive serology results as per NSW Department of Health Requirements</td>
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<td></td>
<td>Note: Department permission required for enrolment in the following sessions: Semester 1 Student must hold a current CPR certificate before they can enrol in this unit. Attendance at clinic orientation is compulsory. External placements may be scheduled during the Summer and Winter semesters depending on availability</td>
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</tr>
</tbody>
</table>

SEMESTER 2 TOTAL: 24 CREDIT POINTS

Year 4 (first offered in 2011)

Students in Year 4 of the course will be assigned to either Group A or B. Group assignment will be known by the end of Semester 1, Year 3. In Year 4, students in Group A enrol in their on-campus units of study in Semester 1 and off-campus units of study in Semester 2; students in Group B enrol in off-campus units of study in Semester 1 and on-campus units in Semester 2.

Group A

**Semester 1**

- Evidence Based Practice for Speech Pathology [6]
- Professional Issues [6]
- Advanced Practice A: Clinical [6]
- Advanced Practice A: Community [6]

**SEMESTER 1 TOTAL: 24 CREDIT POINTS**

**Semester 2**

- Advanced Practice A: Adult [12]
- Advanced Practice A: Paediatric [12]

**SEMESTER 2 TOTAL: 24 CREDIT POINTS**

Group B

**Semester 1**

- Advanced Practice B: Adult [12]
- Advanced Practice B: Paediatric [12]

**SEMESTER 1 TOTAL: 24 CREDIT POINTS**

**Semester 2**

- Evidence Based Practice for Speech Pathology [6]
- Professional Issues [6]
- Advanced Practice B: Clinical [6]
- Advanced Practice B: Community [6]

**SEMESTER 2 TOTAL: 24 CREDIT POINTS**

**Note**

Completion of the requirements of the 4-year Bachelor of Applied Science (Speech Pathology) course meets the eligibility requirements for practising membership status of Speech Pathology Australia.
### Table 13.2.1: Bachelor of Applied Science (Speech Pathology) Honours

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course code SH129: Honours program; full-time, 4 years</td>
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<td><strong>Year 3 (last offered in 2010)</strong></td>
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<tr>
<td><strong>Semester 1</strong></td>
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</tr>
<tr>
<td>CSCD3074 Specialist Studies</td>
<td>6</td>
<td>P BIOS1165 Hearing Science and Audiology</td>
<td>Semester 1</td>
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<td></td>
</tr>
</tbody>
</table>
| CSCD3075 Neurogenic Language Disorders 1 | 6             | A BIOS2062 Neuroscience II: Communication Disorders  
P BIOS1066 Neuroscience I: Communication Disorders  
C CSCD3077 Intermediate Clinic 1: Child or CSCD3078 Intermediate Clinic 1: Adult or  
CSCD3087 Intermediate Clinic 1H: Adult  
This unit is a prerequisite or corequisite for adult clinical placements in Year 3. Students undertaking international studies in this semester must include studies in adult language disorders in their program to meet this requirement for Year 3 clinic | Semester 1       |
| CSCD3076 Lifelong Disability and AAC | 6             | P CSCD1032 Human Communication | Semester 1       |
| CSCD3087 Intermediate Clinic 1H: Adult | 6             | P CSCD2058 Stuttering, CSCD2060 Introductory Practice 1: Clinical and CSCD2061 Introductory Practice 1: Community  
C CSCD3075 Neurogenic Language Disorders 1  
N Students must advise the Speech Pathology Director of Clinical Education before enrolling in this unit of study if they do not have a current National Police Certificate or are a prohibited person under the NSW Working with Children Act (2001). Students must be able to supply proof of vaccination or positive serology results as per NSW Department of Health Requirements  
Note: Department permission required for enrolment in the following sessions: Semester 2  
Student must hold a current CPR certificate before they can enrol in this unit. Attendance at clinic orientation is compulsory. Students must maintain a credit average and must not have a Fail grade in any unit of study to be enrolled in the honours program | Semester 1       |
| **Semester 2 TOTAL: 24 CREDIT POINTS** |               |                      |                  |                |                |          |
| BACH1143 Designing Health Research    | 3             |                      |                  |                |                | Semester 2 |
| CSCD3079 Voice and Voice Disorders 2 | 3             | A BIOS1163 Speech Science, BIOS1165 Hearing Science and Audiology, CSCD1031 Clinical Phonetics & Articulation  
P CSCD2063 Voice and Voice Disorders 1 | Semester 2       |
| CSCD3080 Neurogenic Language Disorders 2 | 3             | A CSCD3075 Neurogenic Language Disorders 1  
P CSCD2062 Neuroscience II: Communication Disorders | Semester 2       |
| CSCD3082 Phonology, Language and Literacy | 6             | P CSCD1033 Child Phonology, CSCD2060 Introductory Practice: Clinical, CSCD2061 Introductory Practice: Community, CSCD2057 Child Language | Semester 2       |
| CSCD3088 Research Seminar          | 3             | Students must maintain a credit average and must not have a Fail grade in any unit of study to be enrolled in the honours program | Semester 2       |
| **Semester 2 TOTAL: 24 CREDIT POINTS** |               |                      |                  |                |                |          |
| **Year 4 (first offered in 2011)**  |
| **Semester 1**                       |               |                      |                  |                |                |          |
| Advanced Practice H: Clinical [8]    |               |                      |                  |                |                |          |
| Advanced Practice H: Community [8]   |               |                      |                  |                |                |          |
| and either                          |               |                      |                  |                |                |          |
| Advanced Practice H: Paediatric [12] |               |                      |                  |                |                |          |
| or Advanced Practice H: Adult [12]  |               |                      |                  |                |                |          |
| **SEMESTER 1 TOTAL: 24 CREDIT POINTS** |               |                      |                  |                |                |          |
| **Semester 2**                       |               |                      |                  |                |                |          |
| Research Project [12]               |               |                      |                  |                |                |          |
| and either                          |               |                      |                  |                |                |          |
| Advanced Practice H: Adult [12]     |               |                      |                  |                |                |          |
| or Advanced Practice H: Paediatric [12] |               |                      |                  |                |                |          |
| **SEMESTER 2 TOTAL: 24 CREDIT POINTS** |               |                      |                  |                |                |          |

**Note**

Completion of the requirements of the 4-year Bachelor of Applied Science (Speech Pathology) Honours course meets the eligibility requirements for practising membership status of Speech Pathology Australia.
## Table 13.3: Bachelor of Applied Science (Speech Pathology) Pass

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course code SH128: Pass course; full-time, 4 years</td>
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<tr>
<td><strong>Year 1</strong></td>
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<tr>
<td><strong>Semester 1</strong></td>
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</tr>
<tr>
<td>BIOS1163 Speech Science</td>
<td>6</td>
<td>A Basic Chemistry</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>BIOS1167 Human Cell Biology</td>
<td>6</td>
<td></td>
<td>BIOS1163 Speech Science</td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>CS CD1032 Human Communication</td>
<td>6</td>
<td>Students must pass this unit in order to enrol in clinical units in Year 2</td>
<td>BIOS1161 Biochemistry and Human Biology or BIOS1167 Human Cell Biology or BIOL1003 Human Biology</td>
<td>BIOS1132 Neuroscience I, BIOS1141 Neuroscience II</td>
<td>Semester 1</td>
<td></td>
</tr>
<tr>
<td>CS CD1034 Linguistics, Phonetics and Articulation</td>
<td>6</td>
<td>A: Grammar bridging course or equivalent</td>
<td>BIOS1163 Speech Science (or equivalent)</td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
</tbody>
</table>

**SEMESTER 1 TOTAL: 24 CREDIT POINTS**

| **Semester 2**                                    |               |                      |                  |                |                |           |
| BACH1165 Psychology and Cognitive Factors (Intro) | 6             |                      | BIOS1163 Speech Science |            |                | Semester 2|
| BIOS1165 Hearing Science and Audiology            | 6             |                      | BIOS1163 Speech Science |            |                | Semester 2|
| BIOS1166 Neuroscience I: Communication Disorders  | 6             | BIOS1161 Biochemistry and Human Biology or BIOS1167 Human Cell Biology or BIOL1003 Human Biology | BIOS1132 Neuroscience I, BIOS1141 Neuroscience II | BIOS1166 Neuroscience I: Communication Disorders | Semester 2|

**SEMESTER 2 TOTAL: 24 CREDIT POINTS**

| **Year 2 (first offered in 2010)**                |               |                      |                  |                |                |           |
| **Semester 1**                                    |               |                      |                  |                |                |           |
| BIOS1162 Neuroscience II: Communication Disorders | 6             | BIOS1132 Neuroscience I and BIOS1141 Neuroscience II, or BIOS1166 Neuroscience | BIOS1163 Neuroscience I and BIOS1141 Neuroscience II, or BIOS1166 Neuroscience |                | Semester 1|
| CS CD2057 Child Language                          | 6             | CS CD1032 Human Communication | CS CD1030 Clinical Linguistics | CS CD2057 Child Language | CS CD2064 Introductory Practice 1: Clinical or CS CD2065 Introductory Practice 1: Community | Semester 1|
| CS CD2058 Stuttering                              | 6             | CS CD1032 Human Communication | CS CD2057 Child Language | CS CD2064 Introductory Practice 1: Clinical or CS CD2065 Introductory Practice 1: Community | CS CD2057 Child Language | Semester 1|
| CS CD2064 Introductory Practice 1: Clinical       | 6             | CS CD1032 Human Communication; either CS CD1030 Clinical Linguistics and CS CD1031 Clinical Phonetics, or CS CD1034 Linguistics, Phonetics and Articulation; CS CD1033 Child Phonology | CS CD1030 Clinical Linguistics and CS CD1031 Clinical Phonetics, or CS CD1034 Linguistics, Phonetics and Articulation; CS CD1033 Child Phonology | CS CD2057 Child Language | CS CD2064 Introductory Practice 1: Clinical or CS CD2065 Introductory Practice 1: Community | Semester 1|
| CS CD2065 Introductory Practice 1: Community      | 6             | CS CD1032 Human Communication; either CS CD1030 Clinical Linguistics and CS CD1031 Clinical Phonetics, or CS CD1034 Linguistics, Phonetics and Articulation; CS CD1033 Child Phonology | CS CD1030 Clinical Linguistics and CS CD1031 Clinical Phonetics, or CS CD1034 Linguistics, Phonetics and Articulation; CS CD1033 Child Phonology | CS CD2057 Child Language | CS CD2065 Introductory Practice 1: Community | Semester 1|

**SEMESTER 1 TOTAL: 24 CREDIT POINTS**

| **Semester 2**                                    |               |                      |                  |                |                |           |
| BACH2142 Cognitive Neuropsychology                | 6             | BACH1165 Psychology and Cognitive Factors (Intro) or PSYC1001 Psychology 1001 | BACH1165 Psychology and Cognitive Factors (Intro) or PSYC1001 Psychology 1001 |                | Semester 2|
| BACH2143 Counselling & Behaviour Management for CD | 6             |                      | BIOS1163 Speech Science | BIOS1166 Neuroscience I: Communication Disorders |                | Semester 2|
| CS CD2062 Motor Speech and Dysphagia              | 6             | BIOS1163 Speech Science | BIOS1166 Neuroscience I: Communication Disorders |                | Semester 2|

**SEMESTER 2 TOTAL: 24 CREDIT POINTS**
### Year 3 (first offered 2011)

**Semester 1**

- CSCD3074 Specialist Studies [6]
- CSCD3075 Neurogenic Language Disorders 1 [6]
- CSCD3076 Lifelong Disability and AAC [6]
  
  and either
  
  - CSCD3077 Intermediate Clinic 1: Child [6]
  
  or
  
  - CSCD3078 Intermediate Clinic 1: Adult [6]

**Semester 1 TOTAL: 24 CREDIT POINTS**

**Semester 2**

- CSCD3082 Phonology, Language and Literacy [6]
- CSCD3085 Speech Pathology Research Methods [6]
- CSCD3086 Voice and Voice Disorders [6]
  
  and either
  
  
  or
  

**Semester 2 TOTAL: 24 CREDIT POINTS**

### Year 4 (first offered in 2012)

Students in Year 4 of the course will be assigned to either Group A or B. Group assignment will be known by the end of Semester 1, Year 3. In Year 4, students in Group A enrol in their on-campus units of study in Semester 1 and off-campus units of study in Semester 2; students in Group B enrol in off-campus units of study in Semester 1 and on-campus units in Semester 2.

#### Group A

**Semester 1**

- Evidence Based Practice for Speech Pathology [6]
- Advanced Practice A: Clinical [6]
- Advanced Practice A: Community [6]

**SEMESTER 1 TOTAL: 24 CREDIT POINTS**

**Semester 2**

- Advanced Practice A: Adult [12]
- Advanced Practice A: Paediatric [12]

**SEMESTER 2 TOTAL: 24 CREDIT POINTS**

#### Group B

**Semester 1**

- Advanced Practice B: Adult [12]
- Advanced Practice B: Paediatric [12]

**SEMESTER 1 TOTAL: 24 CREDIT POINTS**

**Semester 2**

- Evidence Based Practice for Speech Pathology [6]
- Advanced Practice B: Clinical [6]
- Advanced Practice B: Community [6]

**SEMESTER 2 TOTAL: 24 CREDIT POINTS**
### Table 13.3.1: Bachelor of Applied Science (Speech Pathology) Honours

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition</th>
<th>Session</th>
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</thead>
<tbody>
<tr>
<td><strong>Year 1 and Year 2</strong></td>
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<td><strong>Semester 1</strong></td>
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<tr>
<td>CSCD3074 Specialist Studies [6]</td>
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<tr>
<td>CSCD3075 Neurogenic Language Disorders 1 [6]</td>
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<tr>
<td>CSCD3076 Lifelong Disability and AAC [6]</td>
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<tr>
<td>CSCD3087 Intermediate Clinic 1H: Adult [6]</td>
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<tr>
<td><strong>SEMESTER 1 TOTAL: 24 CREDIT POINTS</strong></td>
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<td><strong>Semester 2</strong></td>
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<tr>
<td>CSCD3082 Phonology, Language and Literacy [6]</td>
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<tr>
<td>CSCD3086 Voice and Voice Disorders [6]</td>
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<td>CSCD3089 Intermediate Clinic 2H: Child &amp; Community [6]</td>
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<td>CSCD3092 Speech Pathology Research Methods H [6]</td>
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<td><strong>SEMESTER 2 TOTAL: 24 CREDIT POINTS</strong></td>
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<tr>
<td><strong>Year 3 (first offered in 2011)</strong></td>
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<tr>
<td><strong>Semester 1</strong></td>
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<tr>
<td>Advanced Practice H: Clinical [6]</td>
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<td>Advanced Practice H: Community [6]</td>
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<td>and either</td>
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<td>Advanced Practice H: Adult [12]</td>
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<tr>
<td>Advanced Practice H: Paediatric [12]</td>
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<td><strong>SEMESTER 1 TOTAL: 24 CREDIT POINTS</strong></td>
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<td><strong>Semester 2</strong></td>
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<td>Research Project [12]</td>
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<td>and either</td>
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<tr>
<td>Advanced Practice H: Paediatric [12]</td>
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<td>or</td>
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<tr>
<td>Advanced Practice H: Adult [12]</td>
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<td><strong>SEMESTER 2 TOTAL: 24 CREDIT POINTS</strong></td>
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</table>

### Bachelor of Health Science (Hearing and Speech)

*The Bachelor of Health Science (Hearing and Speech) Pass course is no longer offered. It is possible to undertake the Bachelor of Health Science with a second major in Hearing and Speech. See Chapter 7 for further details.*

### Table 13.4: Bachelor of Health Science (Hearing and Speech) Honours

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course code SH069: Honours program; full-time, 4 years</strong></td>
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</table>
Clinical education

Students in the Bachelor of Applied Science (Speech Pathology) course participate in a wide variety of practicum experiences throughout their undergraduate education. These occur on-campus and in off-campus placements in metropolitan and country areas and sometimes interstate and overseas.

Dates

**Year 2**

*Pre-Semester 1*
Orientation, Wednesday to Friday in Orientation Week

*Semester 1*
Week 1 to Week 13, depending on availability

*Pre-Semester 2*
Orientation, Wednesday to Friday in Orientation Week

*Semester 2*
Week 1 to Week 13, depending on availability

**Year 3**

*Pre-Semester 1*
Wednesday to Friday in Orientation Week
Intensive block January, February (selected students)

*Semester 1*
Week 1 to Week 13, depending on availability

**Year 4**

*Pre-Semester 1 (only for students on-campus, Semester 1)*
Tuesday to Friday in Orientation Week

*Semester 1 and 2*
Week 1 to Week 13, depending on availability

*Pre-Semester 2 (only for students on-campus, Semester 2)*
Tuesday to Friday in Orientation Week

*Debriefing week for all Year 4 students*
Week 14, Semester 2 and one additional day usually in Week 17/18

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<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
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<tbody>
<tr>
<td>Years 1-3</td>
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<td>Year 4 (last offered in 2010)</td>
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<tr>
<td><strong>Semester 1</strong></td>
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</tr>
<tr>
<td>CSCD4039 Honours Paper I</td>
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<td>C CSCD4045 Honours Thesis I</td>
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<td>Semester 1</td>
</tr>
<tr>
<td>CSCD4045 Honours Thesis I</td>
<td>18</td>
<td>C CSCD4039 Honours Paper I</td>
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<td>Semester 1</td>
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<tr>
<td><strong>SEMESTER 1 TOTAL: 24 CREDIT POINTS</strong></td>
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<tr>
<td><strong>Semester 2</strong></td>
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<tr>
<td>CSCD4040 Honours Paper II</td>
<td>6</td>
<td>P CSCD4039 Honours Paper I, CSCD4045 Honours Thesis I</td>
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<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>CSCD4046 Honours Thesis II</td>
<td>18</td>
<td>P CSCD4039 Honours Paper I, CSCD4045 Honours Thesis I</td>
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<td>Semester 2</td>
</tr>
<tr>
<td><strong>SEMESTER 2 TOTAL: 24 CREDIT POINTS</strong></td>
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</tbody>
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**Inter-Semester**
Block placement in July and/or November to February
Intensive block, June/July or November/December (selected students)

**Pre-Semester 2**
Wednesday to Friday in Orientation Week

**Semester 2**
Week 1 to Week 13, depending on availability

**Year 4**

*Pre-Semester 1 (only for students on-campus, Semester 1)*
Tuesday to Friday in Orientation Week

*Semester 1 and 2*
Week 1 to Week 13, depending on availability

*Pre-Semester 2 (only for students on-campus, Semester 2)*
Tuesday to Friday in Orientation Week

*Debriefing week for all Year 4 students*
Week 14, Semester 2 and one additional day usually in Week 17/18

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This section contains a list of the units of study available to undergraduate students as general electives and research electives. It also contains details of all undergraduate units of study available in the Faculty of Health Sciences. It should be noted that:

- Not all units of study are offered each semester.
- The mode of presentation varies between units of study.
- The credit point values of units are not all the same.
- There may be limitations on enrolment in some units of study.

Students who require further information about the content or administration of the units of study and when they are offered should contact the coordinator of the specific unit.

Faculty elective list

The following list shows the units of study available as electives or research electives to undergraduate students throughout the faculty. The mode of presentation varies between academic units. Units are offered subject to sufficient demand and staff availability. See the pages following for descriptions of the units of study. Students who require further information on the content or administration of electives and when they are offered should contact the coordinator of the specific unit of study.

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCD4032 Health Planning, Policy and Evaluation</td>
<td>6</td>
<td>Note: Department permission required for enrolment</td>
<td>Semester 1/2</td>
</tr>
<tr>
<td>AHCD4018 Action Research</td>
<td>6</td>
<td>P AHCD2022 Introduction to Health Research</td>
<td>Semester 1/2</td>
</tr>
<tr>
<td>AHCD4034 Indigenous Community Health Promotion</td>
<td>6</td>
<td>Note: Department permission required for enrolment</td>
<td>Semester 1/2</td>
</tr>
<tr>
<td>AHCD4053 Human Rights and Social Justice</td>
<td>6</td>
<td>Note: Department permission required for enrolment</td>
<td>Semester 1/2</td>
</tr>
<tr>
<td>BACH2137 Health Policy Development</td>
<td>6</td>
<td>Note: Department permission required for enrolment in the following sessions: Semester 2</td>
<td>Semester 1/2</td>
</tr>
<tr>
<td>BACH3055 Cognitive Neuropsychology II</td>
<td>3</td>
<td>P BACH2109 Cognitive Neuropsychology I</td>
<td>Semester 2</td>
</tr>
<tr>
<td>BACH3075 Health Psychology</td>
<td>6</td>
<td>P BACH2138 Psychological Disorders and Their Treatment or BACH3144 Psychology and Mental Health or HSBH1003 Health, Behaviour and Society</td>
<td>Semester 1</td>
</tr>
<tr>
<td>BACH3081 Sociology of Sport</td>
<td>3</td>
<td>P BACH1130 Foundations of Health Sociology or BACH1134 Health, Illness and Social Inquiry</td>
<td>Semester 2</td>
</tr>
<tr>
<td>BACH3082 Sociology of the Aged and Ageing</td>
<td>3</td>
<td>P HSBH1006 Foundations of Health Science or BACH1130 Foundations of Health Sociology</td>
<td>Semester 1</td>
</tr>
<tr>
<td>BACH3127 History &amp; Philosophy of Science</td>
<td>6</td>
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<td>Semester 2</td>
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<tr>
<td>BACH3128 Health and Globalisation</td>
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<td>Semester 2</td>
</tr>
<tr>
<td>BACH3130 Sport, Society &amp; Social Theory</td>
<td>6</td>
<td>P BACH1130 Foundations of Health Sociology/Introduction to Health Sociology or BACH1134 Health, Illness and Social Inquiry or BACH1161 Introductory Behavioural Health Sciences</td>
<td>Semester 2</td>
</tr>
<tr>
<td>BACH3146 Cyberpsychology and e-Health</td>
<td>6</td>
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<td>Semester 2</td>
</tr>
<tr>
<td>BIOS1167 Human Cell Biology</td>
<td>6</td>
<td>A Basic Chemistry</td>
<td>Semester 1</td>
</tr>
<tr>
<td>BIOS1169 Functional Musculoskeletal Anatomy B</td>
<td>6</td>
<td>P BIOS1136 Functional Anatomy A or BIOS1168 Functional Musculoskeletal Anatomy A or BIOS1159 Functional Anatomy A - Exercise Science</td>
<td>Semester 1/2</td>
</tr>
<tr>
<td>BIOS1171 Neuroscience</td>
<td>6</td>
<td>N BIOS1137 Introductory Neuroscience, BIOS2103 Neurosciences for Physiotherapists</td>
<td>Semester 1/2</td>
</tr>
</tbody>
</table>
### Undergraduate units of study

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOS1172 Biological Aspects of Ageing</td>
<td>6</td>
<td>A Physiology of body systems</td>
<td>BIOS4036 Biology of Ageing</td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>BIOS1173 Disease in Ageing</td>
<td>6</td>
<td>A Physiology of body systems</td>
<td>BIOS4036 Health, Disease and Ageing</td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>BIOS2111 Introductory Toxicology</td>
<td>6</td>
<td>A Any Junior Biology unit of study</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
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<tr>
<td>BIOS3063 Project Design and Management</td>
<td>6</td>
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<td></td>
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<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>BIOS3065 Anatomical Analysis of Exercise</td>
<td>6</td>
<td>P BIOS1136 Functional Anatomy A or BIOS1159 Functional Anatomy A - Exercise Science and BIOS1160 Functional Anatomy B - Exercise Science or BIOS1144 Functional Anatomy B (Physiotherapy) or BIOS1139 Functional Anatomy B, or BIOS1168 Functional Musculoskeletal Anatomy A and BIOS1169 Functional Musculoskeletal Anatomy B</td>
<td></td>
<td>Preference will be given to students who have achieved graded passes in prerequisite units of study</td>
<td>Semester 2</td>
<td></td>
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<tr>
<td>BIOS3066 Current Issues in Healthcare</td>
<td>6</td>
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<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
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<tr>
<td>BIOS3068 Environmental Toxicology</td>
<td>6</td>
<td>A Basic body system anatomy and physiology</td>
<td>BIOS2111 Introductory Toxicology</td>
<td></td>
<td></td>
<td>Semester 2</td>
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<tr>
<td>BIOS4035 Sexuality for Health Professionals</td>
<td>3</td>
<td>This unit of study will be offered as a University wide elective and is only available to students in Year 2 or higher</td>
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<td>Semester 1</td>
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<tr>
<td>EXSS1032 Fundamentals of Exercise Science</td>
<td>6</td>
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<td>Semester 2</td>
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<tr>
<td>EXSS2026 Growth, Development and Ageing</td>
<td>6</td>
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<td>Semester 2</td>
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<tr>
<td>HSBH1005 Human Development</td>
<td>6</td>
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<td>Semester 2</td>
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<tr>
<td>HSBM4001 Sexology/Sexual Hlth: Global Perspective</td>
<td>6</td>
<td>This unit of study will be offered as a University wide elective</td>
<td></td>
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<td>Semester 1</td>
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<tr>
<td>ORTH2059 The Eye and Vision</td>
<td>6</td>
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<td>Semester 1</td>
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<tr>
<td>ORTH2060 Disability and Vision Impairment</td>
<td>6</td>
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<tr>
<td>REHB2026 Fundamentals of Rehabilitation</td>
<td>6</td>
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<td>Semester 1</td>
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<tr>
<td>REHB3062 Public Offenders: Criminality and Rehab</td>
<td>6</td>
<td>N REHB3051 Rehabilitation of Public Offenders</td>
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<td>Semester 1</td>
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<tr>
<td>REHB3064 Alcohol and Drug Misuse Rehabilitation</td>
<td>6</td>
<td>N REHB3061 Rehabilitation and Substance Abuse</td>
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<td>Semester 1</td>
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<tr>
<td>REHB3065 PTSD and Rehabilitation</td>
<td>6</td>
<td>N REHB3059 Rehabilitation and PTSD</td>
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<td>Semester 1</td>
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<tr>
<td>REHB3066 Chronic Pain: Disability and Rehab</td>
<td>6</td>
<td>N REHB3060 Chronic Pain and Rehabilitation</td>
<td></td>
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<td>Semester 2</td>
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</tbody>
</table>

#### Faculty research electives

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
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</thead>
<tbody>
<tr>
<td>AHCD4018 Action Research</td>
<td>6</td>
<td>P AHCD2022 Introduction to Health Research</td>
<td>Note: Department permission required for enrolment</td>
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<td>Semester 1</td>
</tr>
<tr>
<td>BACH3127 History &amp; Philosophy of Science</td>
<td>6</td>
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<td></td>
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<td>Semester 2</td>
</tr>
<tr>
<td>BACH4017 Epidemiological Research</td>
<td>3</td>
<td>P HIMT3032 Epidemiology</td>
<td></td>
<td></td>
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<td>Semester 2</td>
</tr>
<tr>
<td>BACH4019 History and Philosophy of Science</td>
<td>3</td>
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<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>BACH4043 Intermediate Statistics</td>
<td>3</td>
<td>P BACH1143 Designing Health Research, BACH1145 Quantitative Health and Social Research or equivalent</td>
<td>Note: Department permission required for enrolment</td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>BACH4046 Survey Research Methods</td>
<td>3</td>
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<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>BACH4055 Intermediate Statistics</td>
<td>6</td>
<td>P Either BACH1143 Designing Health Research and BACH1145 Quantitative Health and Social Research, or BACH2140 Research Methods in Health Sciences or HSBH1007 Health Science and Research, or equivalent Note: Department permission required for enrolment</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>BACH4056 Qualitative Research Methods</td>
<td>6</td>
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<td></td>
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<td>Semester 2</td>
</tr>
<tr>
<td>BACH4057 Survey Research Methods</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>BACH4071 Evidence Based Health Care Research</td>
<td>3</td>
<td>A Health research design units</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>BACH4073 Metabolic Epidemiology</td>
<td>3</td>
<td>A Health research design units</td>
<td>HIMT3032 Epidemiology</td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
</tbody>
</table>

The offering of these electives will depend on availability of staff and student demand.
Unit of study descriptions

AHCD1006

Study Skills
Credit points: 4  Session: Semester 1, Semester 2  Classes: 2hrs/week or according to student need  Assessment: Formative assessments only, individual and small group tutorials  Campus: Cumberland  Mode of delivery: Normal (lecture/lab/tutorial) Day
Note: Department permission required for enrolment.

This unit introduces students to the skills needed for successful tertiary study, particularly related to health science courses. Topics covered include time management, research skills, exam preparation skills and writing skills.

AHCD1009

Anatomy Support (A)
Credit points: 4  Session: Semester 1, Semester 2  Classes: 2hrs/week or according to student need  Assessment: Formative assessments only, individual and small group tutorials consultations  Campus: Cumberland  Mode of delivery: Normal (lecture/lab/tutorial) Day
Note: Department permission required for enrolment.

This unit commences two weeks prior to the start of the academic year. It begins by introducing students to the principles of studying anatomy and orienting them to the anatomy laboratories. The unit continues to be offered concurrently with the anatomy component of the student's course and provides the opportunity for students to revise and consolidate concepts covered in that component of their course.

AHCD1010

Anatomy Support (B)
Credit points: 2  Session: Semester 2  Classes: 2hrs/week or according to student need  Assessment: Formative assessments only, individual and small group tutorials  Campus: Cumberland  Mode of delivery: Normal (lecture/lab/tutorial) Day
Note: Department permission required for enrolment.

The unit runs concurrently with the anatomy component of the student's course and provides the opportunity for students to revise and consolidate concepts covered in that component of their course.

AHCD1011

Biological Sciences Orientation
Credit points: 2  Session: Semester 2  Classes: 2hrs/week or according to student need  Assessment: Formative assessments only, individual and small group tutorials  Campus: Cumberland  Mode of delivery: Normal (lecture/lab/tutorial) Day
Note: Department permission required for enrolment.

The material covered in this unit depends on the course being undertaken by the student. The pre-course option is offered only in Semester 2 and aims to provide students with an understanding of the fundamental concepts of chemistry and physiology needed for successful participation in the human biology component of their course in the following year.

AHCD1012

Biological Sciences Support (A)
Credit points: 6  Session: Semester 1, Semester 2  Classes: 2hrs/week or according to student need  Assessment: Formative assessments only, individual and small group tutorials  Campus: Cumberland  Mode of delivery: Normal (lecture/lab/tutorial) Day
Note: Department permission required for enrolment.

Biological Sciences Support (A) and (B) provide students with an opportunity to revise and consolidate content covered in human biology/physiology units. Both group and individual tuition is provided.

AHCD1013

Biological Sciences Support (B)
Credit points: 3  Session: Semester 1  Classes: 2hrs/week or according to student need  Assessment: Formative assessments only, individual and small group tutorials  Campus: Cumberland  Mode of delivery: Normal (lecture/lab/tutorial) Day
Note: Department permission required for enrolment.

The Biological Sciences Support units provide students with an opportunity to revise and consolidate content covered in human biology/physiology units. Both group and individual tuition is provided.

AHCD1014

Physics Support
Credit points: 6  Session: Semester 1, Semester 2  Classes: 2hrs/week or according to student need  Assessment: Formative assessments only, individual and small group tutorials  Campus: Cumberland  Mode of delivery: Normal (lecture/lab/tutorial) Day
Note: Department permission required for enrolment.

The unit is designed for students enrolled in Medical Radiation Sciences who may not have a strong background in physics. It aims at both preparing students for study in physics-related units, and the opportunity to revise and consolidate concepts covered in the physics component of their course. It also covers the mathematical concepts required.

AHCD1015

Research Methods Support (1)
Credit points: 3  Session: Semester 2  Classes: 2hrs/week or according to student need  Assessment: Formative assessments only, individual and small group tutorials  Campus: Cumberland  Mode of delivery: Normal (lecture/lab/tutorial) Day
Note: Department permission required for enrolment.

This unit aims to provide students with the opportunity to further understand and use experimental and descriptive research methods.

AHCD1016

Professional Studies Support (1A)
Credit points: 2  Session: Semester 1, Semester 2  Classes: 2hrs/week or according to student need  Assessment: Formative assessments only, individual and small group tutorials  Campus: Cumberland  Mode of delivery: Normal (lecture/lab/tutorial) Day
Note: Department permission required for enrolment.

This unit supports one or more of the professional units a student may be having difficulty with. It is based on individual student need.

AHCD1017

Professional Studies Support (1B)
Credit points: 4  Session: Semester 1, Semester 2  Classes: 2hrs/week or according to student need  Assessment: Formative assessments only, individual and small group tutorials  Campus: Cumberland  Mode of delivery: Normal (lecture/lab/tutorial) Day
Note: Department permission required for enrolment.

This unit supports one or more of the professional units a student may be having difficulty with. It is based on individual student need.

AHCD1018

Biomechanics Support (1)
Credit points: 2  Session: Semester 1, Semester 2  Classes: 2hrs/week or according to student need  Assessment: Formative assessments only, individual and small group tutorials  Campus: Cumberland  Mode of delivery: Normal (lecture/lab/tutorial) Day
Note: Department permission required for enrolment.

This unit aims to provide an introduction to the fundamental principles of biomechanics as well as provide students in the first year of their degree course with the opportunity to consolidate and revise material covered in the biomechanics component of their course.

AHCD1019

Neurobiology Support
Credit points: 3  Session: Semester 1, Semester 2  Classes: 2hrs/week or according to student need  Assessment: Formative assessments only, individual
and small group tutorials

**AHCD1020**

Biological Sciences Support (A)

**Credit points:** 6  
**Session:** Semester 1, Semester 2  
**Classes:** 2hrs/week or according to student need  
**Assessment:** Formative assessments only, individual and small group tutorials  
**Campus:** Cumberland  
**Mode of delivery:** Normal (lecture/lab/tutorial) Day

Note: Department permission required for enrolment.

This unit aims to introduce students to the fundamental concepts of neurobiology and to provide students with an opportunity to revise and consolidate content covered in the neurobiology component of their course.

**AHCD1021**

Biological Sciences Support (B)

**Credit points:** 6  
**Session:** Semester 1, Semester 2  
**Classes:** 2hrs/week or according to student need  
**Assessment:** Formative assessments only, individual and small group tutorials  
**Campus:** Cumberland  
**Mode of delivery:** Normal (lecture/lab/tutorial) Day

Note: Department permission required for enrolment.

The Behavioural Sciences Support units aim to introduce students to the fundamental concepts of behavioural sciences and to provide them with an opportunity to revise and consolidate content covered in the behavioural sciences component of their course.

**AHCD1057**

Biological Sciences Support

**Credit points:** 6  
**Session:** Semester 1, Semester 2  
**Classes:** 6hrs/block, 3 blocks/semester  
**Assessment:** Formative assessments only, individual and small group tutorials  
**Campus:** Cumberland  
**Mode of delivery:** Normal (lecture/lab/tutorial) Day

Note: Department permission required for enrolment.

This unit is conducted concurrently with Biological Sciences units in the Diploma of Health Science (Aboriginal Health & Community Development) program and enables the students to revise unit material and identify and develop the academic skills required to successfully complete the Biological Sciences units.

**AHCD2008**

Biomechanics Support (2)

**Credit points:** 2  
**Session:** Semester 1, Semester 2  
**Classes:** 2hrs/week or according to student need  
**Assessment:** Formative assessments only, individual and small group tutorials  
**Campus:** Cumberland  
**Mode of delivery:** Normal (lecture/lab/tutorial) Day

Note: Department permission required for enrolment.

This unit aims to provide students in the second year of their degree course with the opportunity to consolidate and revise material covered in the biomechanics component of their course.

**AHCD2009**

Professional Studies Support (2)

**Credit points:** 2  
**Session:** Semester 1, Semester 2  
**Classes:** 2hrs/week or according to student need  
**Assessment:** Formative assessments only, individual and small group tutorials  
**Campus:** Cumberland  
**Mode of delivery:** Normal (lecture/lab/tutorial) Day

Note: Department permission required for enrolment.

This unit supports one or more of the professional units a student may be having difficulty with. It is based on individual student need.

**AHCD2011**

Research Methods Support (2B)

**Credit points:** 4  
**Session:** Semester 1, Semester 2  
**Classes:** 2hrs/week or according to student need  
**Assessment:** Formative assessments only, individual and small group tutorials  
**Campus:** Cumberland  
**Mode of delivery:** Normal (lecture/lab/tutorial) Day

Note: Department permission required for enrolment.

This unit aim to provide students with the opportunity to further understand and use experimental and descriptive research methods.

**AHCD3017**

Health Promotion

**Credit points:** 6  
**Teacher/Coordinator:** Dr Freidoon Khavarpour  
**Session:** Semester 1, Semester 2  
**Classes:** 6 hrs/block, 3 blocks/semester  
**Assessment:** 1500 word individual analysis (40%), 500 word individual outline (20%), 1500 word initiative plan (40%)  
**Campus:** Cumberland  
**Mode of delivery:** Block Mode

This unit of study introduces you to the concept and principles of health promotion and provides you with a framework for developing health promotion initiatives in your professional capacity as an allied health practitioner. The unit is structured around three modules: the concept and meaning of health; health promotion practice: and designing and evaluating health promotion initiative.

**AHCD4018**

Action Research

**Credit points:** 6  
**Session:** Semester 1, Semester 2  
**Classes:** Block mode  
**Prerequisites:** AHCD2022 Introduction to Health Research  
**Assessment:** In-class assessment, written assignment  
**Campus:** Cumberland  
**Mode of delivery:** Block Mode

Note: Department permission required for enrolment.

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.

**AHCD4032**

Health Planning, Policy and Evaluation

**Credit points:** 6  
**Session:** Semester 1, Semester 2  
**Classes:** Block mode  
**Assessment:** In-class assessment, written assignment  
**Campus:** Cumberland  
**Mode of delivery:** Block Mode

Note: Department permission required for enrolment.

This unit of study provides the students with an understanding of the meaning and concept of policy and policy development within the Australian political structure. Various models of policy development and in particular the Australian policy development model will be examined. Application of these models to a current policy will be also investigated.

**AHCD4034**

Indigenous Community Health Promotion

**Credit points:** 6  
**Session:** Semester 1, Semester 2  
**Classes:** 5hrs/block, 3 blocks/semester  
**Assessment:** 750 word reflective paper (30%), 750 word short answer paper (30%), 2000 word essay (40%)  
**Practical field work:** 6hrs of fieldwork  
**Campus:** Cumberland  
**Mode of delivery:** Block Mode

Note: Department permission required for enrolment.

This unit of study introduces students to the concept and meaning of health promotion and how it is different from health education. The unit ends up with a comparative study of a mainstream and Indigenous health promotion initiative.

**AHCD4053**

Human Rights and Social Justice

**Credit points:** 6  
**Session:** Semester 1, Semester 2  
**Classes:** 8hrs/block, 3 blocks/semester  
**Assessment:** 800-1000 word essay (20%), 2000-2500 word report on a policy (50%), 500 word reflection (10%)  
**Campus:** Cumberland  
**Mode of delivery:** Block Mode

Note: Department permission required for enrolment.
This unit of study will examine human rights and social justice issues from an Australian Indigenous perspective at international, national and local levels. It discusses the effect of these issues on the health and welfare of Indigenous peoples’ lives. The unit will detail the optimum standard for health and justice advocated by the international human rights treaty system, and discusses the Australian government’s responsibility, accountability and the success and failures towards these benchmarks. The unit is based on participation and includes literature review and group discussions.

BACH1143 Designing Health Research
Credit points: 3 Teacher/Coordinator: Dr Tatjana Seizova-Cajic Session: Semester 2 Classes: 1hr lecture/week and fortnightly tutorials Assessment: 1500 word group report due Wks 12-13 (40%), 1.5hr MCQ/SAT exam in Wks 15-16 (60%) Campus: Cumberland Mode of delivery: Normal (lecture/lab/tutorial) Day

This unit introduces students to research methodology and design that is fundamental to the health professions. The unit of study presents an overview of the research process, as well as detailed information about ethics, sampling, measurement and both quantitative and qualitative approaches to research. Students will become familiar with main concepts and logic underlying all research designs, with specific terminology used in epidemiological studies and with the notion of evidence-based practice. Students will also develop skill in understanding, interpreting and evaluating research reports, doing literature search and review, selecting appropriate research methods to answer research questions and in presenting research findings using a standard format for quantitative studies.

BACH1147 Qualitative Health and Social Research
Credit points: 3 Teacher/Coordinator: Dr Russell Shuttleworth Session: Semester 1, Semester 2 Classes: 1hr lecture/week, 1hr tutorial every alternate week, commencing in Wks 2 and 3 Assessment: Two 1500 word assignments (50% ea) Campus: Cumberland Mode of delivery: Normal (lecture/lab/tutorial) Day

This subject introduces students to key elements in the design of qualitative research. The student will acquire skills in recognising research questions and problems which are appropriately investigated using qualitative methods. The unit will present a range of qualitative methodologies including naturalistic observation and in-depth interviews. Students will develop skills in recording and presenting qualitative data and in the use of analysis techniques suitable for qualitative data.

BACH1161 Introductory Behavioural Health Sciences
Credit points: 6 Teacher/Coordinator: Ms Karen Pepper, Mr Ian Andrews Session: Semester 1, Semester 2 Classes: 4hrs/week Prohibitions: BACH1132 Foundations of Health Psychology, BACH1134 Health, Illness and Social Inquiry, HSBH1003 Health, Behaviour and Society Assessment: Class exercise (17.5%), 1000 word essay (25%), end semester exam (57.5%) Campus: Cumberland Mode of delivery: Normal (lecture/lab/tutorial) Day

This unit provides an introduction to areas of psychology and sociology relevant to health and wellbeing. The unit provides the sociological tools (covering both theory and method) that are required to achieve social literacy in the domains of health and wellbeing as well as an introduction to the principles and applications of psychology as they pertain to these areas. The unit aims to develop a sociological imagination, a quality of mind that will be used to prompt students to question commonsense assumptions regarding health and wellbeing, including in specific areas such as exercise and sport. Students will also gain familiarity with the major paradigms and methodological approaches of contemporary psychology and will develop a facility in evaluating the application of psychological theory to specific health issues in their major area of study, such as addiction, stress, nutrition and diet and exercise adherence. Specifically, the sociology component of the unit will examine the origins, nature, and prospects of ‘modern’ societies; the nature of sociological explanation (the ‘sociological imagination’); the social patterns, social processes, and social relationships that underpin inequalities in Australian society, especially as they relate to health and wellbeing; the characteristics, and limitations, of the classical biomedical model; the diagnostic and prescriptive distinctions between biomedicine, individualist health promotion, and social medicine; the wider political and economic context of healthcare, and of community sport and recreational activities. The psychology component of the unit will examine links between mind and body; the principles of learning and behaviour change; the psychological and biological responses to stress and pain; pain management; the psychology of groups, clubs, and other organisations; and selected additional topics as appropriate (for example, communication, exercise and fitness, health promotion, psychological changes across the lifespan).

BACH1165 Psychology and Cognitive Factors (Intro)
Credit points: 6 Teacher/Coordinator: Dr Steve Cumming Session: Semester 1, Semester 2 Classes: 2hrs/week Assessment: Mid and end semester exam, written assignment Campus: Cumberland Mode of delivery: Normal (lecture/lab/tutorial) Day

This unit provides an introduction to developmental psychology and introduces students to an information processing approach to cognitive functions including attention, learning, memory, knowledge acquisition reasoning and decision making.

BACH2126 Maladaptive Behaviours/Behaviour Change
Credit points: 4 Teacher/Coordinator: Dr Mairwen Jones Session: Semester 1, Semester 2 Classes: 2hrs lectures/week (Wks 1-10), 1hr tutorials/week (Wks 1-13) Assessment: BACH1132 Foundations of Health Psychology or BACH1133 Introduction to Health Psychology Campus: Cumberland Mode of delivery: 25min small group (2-3 people) class presentation (problem and treatment) (40%), 2hr MCQ/SAT/essay exam (60%) Campus: Cumberland Mode of delivery: Normal (lecture/lab/tutorial) Day

This unit provides students with a general theoretical framework within which psychologically problematic behaviours are discussed. Students will be presented with an overview of current etiological theories and best-practice treatment approaches for a range of common psychological conditions with reference to controlled treatment outcome studies. This unit also explores the cognitive-behavioural approach to the management of maladaptive behaviour and psychological dysfunction based upon the application of learning principles. The unit examines the theory and application of behavioural management strategies in a variety of clinical settings and contrasts these with competing models of psychological therapy.

BACH2137 Health Policy Development
Credit points: 6 Teacher/Coordinator: Dr Zakia Hossain Session: Semester 1, Semester 2 Classes: 13.5hrs lectures, 12 tutorials Assessment: 1000 word project, 3000 word project, exam Campus: Cumberland Mode of delivery: Normal (lecture/lab/tutorial) Day

The unit examines development and implementation of health policies in Australia. It provides a socio-historical analysis on health planning and policy development in Australia. The unit uses cross-sectional analysis in identifying health issues and health priorities. It focuses on policy determinants, organisational context in policy making, and health policy and financing. Students will develop skills in assessing community health needs; developing health policy and implementation; and monitoring and evaluation of health programs.

BACH2140 Research Methods for Health Sciences
Credit points: 6 Teacher/Coordinator: Ms Karen Pepper, Dr Tatjana Seizova-Cajic Session: Semester 1, Semester 2 Classes: 2hr lecture/week Assessment: 2000 word report, 1.5hr end semester exam Campus: Cumberland Mode of delivery: Normal (lecture/lab/tutorial) Day

Note: Department permission required for enrolment in the following sessions: Semester 2.
Health science graduates are expected to be informed consumers of health research with an evidence-based practice perspective. The aim of this unit is to provide a foundation for critical appraisal of the main approaches and techniques used in health research. The unit introduces students to key elements common to research paradigms, such as problem formulation, research ethics, design, measurement, sampling, data collection and data analysis, and describes their application of a range of fundamental research designs. Research designs commonly used in health settings will be the focus of this unit. Thus, the fundamental principles of experimental and quasi-experimental group and single case research designs, epidemiological research, survey-based approaches, ethnography, phenomenology and grounded theory will be considered, along with methods of data collection including the use of standardised instruments, structured and naturalistic observation and interviewing. The unit will also introduce students to major quantitative and qualitative techniques appropriate for analysing research data.

**BACH2142 Cognitive Neuropsychology**

Credit points: 6  
Teacher/Coordinator: Dr Steven Cumming  
Session: 2 Classes: 4hrs/week  
Prerequisites: BACH1165 Psychology and Cognitive Factors (Intro) or PSYC1001 Psychology 1001  
Assessment: Assignment, end semester exam  
Campus: Cumberland  
Mode of delivery: Normal (lecture/lab/tutorial) Day

Student acquire knowledge of normal cognition, neuropsychological approach to brain-behaviour relationships and cognitive processes; the cognitive and behavioural consequences of brain damage and models of cognitive rehabilitation.

**BACH2143 Counselling & Behaviour Management for CD**

Credit points: 6  
Teacher/Coordinator: Dr Keith McLvety  
Session: 2 Classes: 4hrs/week  
Assessment: Case study, end semester exam  
Campus: Cumberland  
Mode of delivery: Normal (lecture/lab/tutorial) Day

Students will acquire knowledge of basic and advanced counselling, psychotherapeutic and behaviour management skills as they are used by students and professionals in health sciences working with individuals with communication disorders.

**BACH3055 Cognitive Neuropsychology II**

Credit points: 3  
Teacher/Coordinator: Assoc Prof Lynne Harris  
Session: 2 Classes: 1hr lecture, 1hr tutorial/week  
Prerequisites: BACH2109 Cognitive Neuropsychology I  
Assessment: 1hr exam (60%), 25min seminar presentation (40%)  
Campus: Cumberland  
Mode of delivery: Normal (lecture/lab/tutorial) Day

Note: Department permission required for enrolment.

This unit is concerned with the cognitive and behavioural consequences of brain damage and models of cognitive rehabilitation.

**BACH3075 Health Psychology**

Credit points: 6  
Teacher/Coordinator: Dr Steven Cumming  
Session: 1 Semester  
Classes: Lecture and seminar  
Prerequisites: BACH2138 Psychological Disorders and Their Treatment or BACH3144 Psychology and Mental Health or HSBH1003 Health, Behaviour and Society  
Assessment: Assignments, exam  
Campus: Cumberland  
Mode of delivery: Normal (lecture/lab/tutorial) Day

This unit examines two major areas of health psychology. Firstly, psychological approaches to understanding and managing pain and the relationship of pain to injury and chronic illness are considered. Pain is a complex multi-dimensional construct with sensory, emotional, motivational, behavioural and environmental components. Current theoretical debates regarding the nature and perception of acute and chronic pain are introduced and techniques currently used in the management of acute and chronic pain are surveyed. Secondly, students are acquainted with the major approaches to understanding, conceptualising stress and coping in our society. Stress represents a reaction to a situation or event which depends on personality, the person-environment fit and the presence of social support. Aspects of the work situation and human service organisations are identified as foci for the study of stress. The seminar program aims to give students a first hand knowledge of the assessment strategies used in stress research and management and direct participation in stress management skills, including relaxation, time management, goal setting and developing coping skills.

**BACH3081 Sociology of Sport**

Credit points: 3  
Teacher/Coordinator: Mr Ian Andrews  
Session: 2 Classes: On-campus, 2hrs/week  
Prerequisites: BACH1130 Foundations of Health Sociology or BACH1134 Health, Illness and Social Inquiry  
Prohibitions: BACH1310 Sport, Society and Social Theory  
Assessment: Assignment, exam  
Campus: Cumberland  
Mode of delivery: Normal (lecture/lab/tutorial) Day

This unit examines the nature of modern sporting forms and practices and relates them to broader social structures and cultural processes. These aims are realised through the reflexive application of a range of sociological theories and concepts. Topics covered include the relationship between sport and the key dimensions of social structure (class, gender, ethnicity, age and disability); ideology, power and politics in sport; the links between sport and ‘community’ and the relationship between the mass media and professional sports.

**BACH3082 Sociology of the Aged and Ageing**

Credit points: 3  
Teacher/Coordinator: Dr Zakia Hossain  
Session: 1 Semester  
Classes: 1hr lecture, 1hr seminar/week  
Prerequisites: HSBH1106 Foundations of Health Science or BACH1130 Foundations of Health Sociology  
Assessment: Seminar presentation (40%), project (60%)  
Campus: Cumberland  
Mode of delivery: Normal (lecture/lab/tutorial) Day

This unit of study uses sociological analysis to examine aspects of Australia's changing demographic profile. Ideological, policy, political, economic and legislative aspects will be analysed. Theories and models of ageing will be applied to patterns of community response, to media representations, and to the well being of older people. The unit examines structural and non-structural factors of their influence on health of older people. Effects of ageing and service provision in various ethnic communities, family reunion, refugee migration, mainstreaming and ethno-specific accommodation will be examined. Students will be expected to use these concepts in an analysis of current government interventions.

**BACH3127 History & Philosophy of Science**

Credit points: 6  
Teacher/Coordinator: Dr Rod Rothwell  
Session: 2 Classes: Distance education/WebCT (equivalent to 13 2hr face-to-face lectures)  
Assessment: 2000 word essay (40%), 3000 word essay (60%)  
Campus: Cumberland  
Mode of delivery: Distance Education

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  
Chalmers A, What is This Thing Called Science?, University of Queensland Press (1994)  

**BACH3128 Health and Globalisation**

Credit points: 6  
Teacher/Coordinator: Dr Zakia Hossain  
Session: 2 Classes: 1hr lecture for 10wks, 1hr seminar for 9wks  
Assessment: 2000 word essay, semester presentation  
Campus: Cumberland  
Mode of delivery: Normal (lecture/lab/tutorial) Day

The focus of the unit of study is to understand the meaning of globalisation and the impact of globalisation on health. The unit explores the changing trade, cultural processes and social cultural shifts and their impact on populations' health. The unit also aims to provide understanding of both direct and indirect impact of globalisation on
health. The direct impact of globalisation on health includes shifting disease patterns; shifting behaviour patterns (diet and smoking) and indirect impact includes changes in trade laws affecting workers' health, the existence of internet 'globalisation' on the health and utilisation of health care services.

BACH3130
Sport, Society & Social Theory
Credit points: 6 Teacher/Coordinator: Mr Ian Andrews Session: Semester 2 Classes: 2hr lecture for 12 weeks Prerequisites: BACH1130 Foundations of Health Sociology/Introduction to Health Sociology or BACH1134 Health, Illness and Social Inquiry or BACH1161 Introductory Behavioural Health Sciences Prohibitions: BACH3081 Sociology of Sport Assessment: 1000 word essay, 3000 word essay, 2hr exam Campus: Cumberland Mode of delivery: Normal (lecture/lab/tutorial) Day

This unit draws on the work of numerous social theorists to elucidate the origins, nature and prospects of modern sporting forms and practices. The theorists covered include Norbert Elias, Max Weber, Emile Durkheim, Karl Marx, Antonio Gramsci and Jurgen Habermas. The topics covered include: the social development of modern sports; the functional similarities of sport and religion; ideology, power and politics in contemporary sport; gender, feminism and women's sport; the history of the Olympic Games; the structural transformation of professional football leagues and the role of sport in the formation of self-identity.

Textbooks
Book of readings

BACH3146
Cyberpsychology and e-Health
Credit points: 6 Teacher/Coordinator: Dr Andrew Campbell Session: Semester 2 Classes: 1hr lectures for 12 weeks Assessment: Two 2000 word essays, quizzes, 2hr exam Campus: Cumberland Mode of delivery: Normal (lecture/lab/tutorial) Day

Cyberpsychology and e-health aims to educate those seeking careers in allied health on how societal and individual health is both affected and resourced by the internet. The course will be based on current research and policy guidelines set by the Australian and American Medical Associations, the American Psychological Association and Australian Psychological Society for the use of information technology in the following areas: informing allied health professionals of online resources for their profession; how types of ICT functions may affect the behaviour of youth and the elderly; ethics and viability of delivering general health and mental health resources online; the evolution of telemedicine and cyber-pharmacology practices; provision of psychological therapy over the internet; general health and mental health research and testing online; quality control and assessment of general and specific online health resources; and future directions of information technology and its application to health.

Textbooks
No set textbook but recommended reading will be outlined

BACH4017
Epidemiological Research
Credit points: 3 Teacher/Coordinator: Dr Kaye Brock Session: Semester 2 Classes: 2hr lectures, tutorials/week Prerequisites: HUMT3032 Epidemiology Assessment: Open book exam or assignment Campus: Cumberland Mode of delivery: Normal (lecture/lab/tutorial) Day

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 causal hypotheses.

BACH4019
History and Philosophy of Science
Credit points: 3 Teacher/Coordinator: Dr Rod Rothwell Session: Semester 2 Classes: Distance education Assessment: Two 1000 word assignments Campus: Cumberland Mode of delivery: Distance Education

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 scientific enterprise taking into account the social versus natural science controversy. Emphasis will be placed also on methodologies designated as hermeneutic/interpretive.

Textbooks

BACH4043
Intermediate Statistics
Credit points: 3 Teacher/Coordinator: Dr Rob Heard, Dr Zakia Hossain Session: Semester 2 Classes: Distance education/some intensive classes Prerequisites: BACH1143 Designing Health Research, BACH1145 Quantitative Health and Social Research or equivalent Assessment: Written assignments, exam Campus: Cumberland Mode of delivery: Block Mode

Note: Department permission required for enrolment.

In this unit, students will extend and consolidate the research methods and statistical skills acquired in previous research methods units. 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.

BACH4046
Survey Research Methods
Credit points: 3 Teacher/Coordinator: Dr Kate O'Loughlin Session: Semester 2 Classes: Monday, 5-8pm Assessment: Eight page essay (50%), 10 page essay (50%) Campus: Cumberland Mode of delivery: Normal (lecture/lab/tutorial) Evening

This unit examines survey research design principles and considers conceptualisation, sampling, questionnaire construction and pilot testing of data collection instruments. Techniques for the collection, coding and key punching 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.

BACH4055
Intermediate Statistics
Credit points: 3 Teacher/Coordinator: Dr Rob Heard Session: Semester 1 Classes: Distance education, some intensive classes Prerequisites: Either BACH1143 Designing Health Research and BACH1145 Quantitative Health and Social Research, or BACH2140 Research Methods in Health Sciences or HSBH1007 Health Science and Research, or equivalent Assessment: Written assignment, exam Campus: Cumberland Mode of delivery: Distance Education/Intensive on Campus

Note: Department permission required for enrolment.

In this unit, students will extend and consolidate the research methods and statistical skills acquired in BACH1143 Designing Health Research and BACH1145 Quantitative Health and Social Research (or equivalent units). 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.

BACH4056
Qualitative Research Methods
Credit points: 6 Session: Semester 2 Classes: On-campus, 3hrs/week Assessment: Assignments Campus: Cumberland Mode of delivery: Normal (lecture/lab/tutorial) Day

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. In addition, students work on a research project of their choice throughout the semester.

Textbooks
Silverman D, Doing Qualitative Research (2nd ed), Sage (2005)

BACH4057
Survey Research Methods
Credit points: 6 Teacher/Coordinator: Dr Kate O'Loughlin Session: Semester 1, Semester 2 Classes: 3hr lecture/week Assessment: Three written
This unit examines survey research design principles and considers conceptualisation, sampling, questionnaire construction and pilot testing of data collection instruments. Techniques for the collection, coding and key punching 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.

**BACH4071**

**Evidence Based Health Care Research**

**Credit points:** 3  
**Teacher/Coordinator:** Dr Kaye Brock  
**Session:** Semester 1, Semester 2  
**Classes:** Two 1-hour lectures per week and one tutorial per fortnight  
**Prerequisites:** Either MBLG (1001 or 1901) and 12 credit points of Junior Chemistry or either MBLG2071 or MBLG2971  
**Prohibitions:** BCHM2979, BCHM3002, BCHM3102, BCHM3002, BCHM3112  
**Assessment:** One 3-hour exam, practical per fortnight.  
**Campus:** Cumberland  
**Mode of delivery:** Normal (lecture/lab/tutorial) Day

Metabolic epidemiology is the study of the distribution and determinants of health outcomes associated with human metabolic status. Metabolic status can be defined variously by anthropometric measures (e.g., body mass index, fat distribution), physiological measures (e.g., muscle strength, energy expenditure and exercise levels) and nutritional status (e.g., dietary intake). This unit provides students with the background and skills necessary for critical reading of professional papers in the clinical and research literature concerned with the efficacy of environmental interventions and the role of environment and metabolism with other factors in the aetiology of health outcomes.

**BACH4073**

**Metabolic Epidemiology**

**Credit points:** 3  
**Teacher/Coordinator:** Dr Kaye Brock  
**Session:** Semester 1, Semester 2  
**Classes:** Two 2hrs lectures, tutorials/week  
**Prerequisites:** HIMT3002  
**Assumed knowledge:** Health research design units  
**Assessment:** Open book exam or assignment  
**Campus:** Cumberland  
**Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit of study aims to describe how cells work at the molecular level, with special emphasis on human biochemistry. The chemical reactions which occur inside cells are described in the first series of lectures. Cellular metabolism. Aspects of the molecular architecture of cells which enable them to transduce messages and communicate are described in the second half of the unit of study. At every stage there is emphasis on the 'whole body' consequences of reactions, pathways and processes. Cellular metabolism describes how cells extract energy from fuel molecules like fatty acids and carbohydrates, how the body controls the rate of fuel utilisation and how the mix of fuels is regulated (especially under different physiological circumstances such as starvation and exercise). The metabolic inter-relationships of the muscle, brain, adipose tissue and liver and the role of hormones in coordinating tissue metabolic relationships is discussed. The unit also discusses how the body lays down and stores vital fuel reserves such as fat and glycogen, how hormones modulate fuel partitioning between tissues and the strategies involved in digestion and absorption and transport of nutrients. Signal transduction covers how communication across membranes occurs (i.e. via surface receptors and signaling cascades). This allows detailed molecular discussion of the mechanism of hormone action and intracellular process targeting. The practical component complements the lectures by exposing students to experiments which investigate the measurement of glucose utilisation using radioactive tracers and the design of biochemical assay systems. During the unit of study, generic skills are nurtured by frequent use of computers and problem solving activities. However student exposure to generic skills will be extended by the introduction of exercises designed to teach oral communication, instruction writing and feedback articulation skills.

**BCHM3072**

**Human Molecular Cell Biology**

**Credit points:** 6  
**Teacher/Coordinator:** Mrs Jill Johnston, Prof Iain Campbell  
**Session:** Semester 2  
**Classes:** Two 1-hour lectures per week and one 6-hour practical per fortnight.  
**Prerequisites:** Either MBLG (1001 or 1901) and 12 CP of Intermediate BCHM/MBLG units, including BMED2802 and BMED2804  
**Prohibitions:** BCHM3972, BCHM3002, BCHM3004, BCHM3902, BCHM3004  
**Assessment:** One 2.5-hour exam, practical work.  
**Campus:** Camperdown/Darlington  
**Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit of study will explore the responses of cells to changes in their environment in both health and disease. The lecture course consists of four integrated modules. The first will provide an overview of the role of signalling mechanisms in the control of human cell biology and then focus on cell surface receptors and the downstream signal transduction events that they initiate. The second will examine how cells detect and respond to pathogen molecular patterns displayed by infectious agents and injured cells by discussing the roles of relevant cell surface receptors, cytokines and signal transduction pathways. The third and fourth will focus on the life, death and differentiation of human cells in response to intra-cellular and extra-cellular signals by discussing the eukaryotic cell cycle under normal and pathological circumstances and programmed cell death in response to abnormal extra-cellular and intra-cellular signals. In all modules emphasis will be placed on the molecular processes involved in human cell biology, how modern molecular and cell biology methods have led to our current understanding of them and the implications for them for pathologies such as cancer. The practical component is designed to complement the lecture course, providing students with experience in a wide range of techniques used in modern molecular cell biology.

**Textbooks**  

**BCHM3082**

**Medical and Metabolic Biochemistry**

**Credit points:** 6  
**Teacher/Coordinator:** Mrs Jill Johnston, Prof Philip Kuchel  
**Session:** Semester 2  
**Classes:** Two 1-hour lectures per week and one 6-hour practical per fortnight.  
**Prerequisites:** Either MBLG (1001 or 1901) and 12 CP of Intermediate BCHM/MBLG units, including BMED2802 and BMED2804  
**Prohibitions:** BCHM3972, BCHM3002, BCHM3004, BCHM3902, BCHM3004  
**Assessment:** One 2.5-hour exam, practical work.  
**Campus:** Camperdown/Darlington  
**Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit of study will explore the biochemical processes involved in the operation of cells and how they are integrated in tissues and in the whole human body in normal and diseased states. These concepts will be illustrated by considering whole-body aspects of energy utilisation, fat and glycogen storage and their regulation under normal conditions compared to obesity and diabetes. Key concepts that will be discussed include energy balance, regulation of metabolic rate, control of food intake, tissue interactions in fuel selection, the role of adipose tissue and transport of fuel molecules from storage organs and into cells. Particular emphasis will be placed on how the modern concepts of metabolomics, coupled with molecular biology methods and studies of the structure and function of enzymes, have led to our current understanding of how metabolic processes are normally
integrated and how they become deranged in disease states. The practical component is designed to complement the lecture course and will provide students with experience in a wide range of techniques used in modern medical and metabolic biochemistry.

Textbooks

BHSC3014 Honours Research Proposal

Credit points: 6 Teacher/Coordinator: Dr Nikki Wedgwood Session: Semester 2 Classes: No classes: individual meetings with research project supervisor Assessment: 3000 words (80%), seminar (20%). Campus: Cumberland Mode of delivery: Normal (lecture/lab/tutorial) Day

This unit is designed to assist honours student with the development of their individual research project for completion in Year 4. At the completion of this unit of study the student will have prepared a written proposal for a research project and a student grant application and ethics application, if appropriate. The development of the proposal and applications are undertaken in collaboration with an academic supervisor. This unit is compulsory for students who have been accepted into the honours program.

BHSC4001 Honours Research Seminar 1

Credit points: 3 Session: Semester 1 Prerequisites: BHSC3014 Honours Research Proposal Campus: Cumberland Mode of delivery: Normal (lecture/lab/tutorial) Day

Honours students undertake a research project in an area of specialised interest. Students will prepare and deliver a seminar on the progress of their research project to date, including a description of the research question, the process of investigation and a literature review.

BHSC4002 Honours Research Seminar 2

Credit points: 3 Session: Semester 2 Prerequisites: BHSC3014 Honours Research Proposal Campus: Cumberland Mode of delivery: Normal (lecture/lab/tutorial) Day

Honours students undertake a research project in an area of specialised interest. Students prepare and deliver a seminar on the progress of their research project to date with a focus on their findings and the implications of the findings.

BHSC4003 Honours Thesis/Research Report A

Credit points: 21 Session: Seminar 1 Corequisites: BHSC4001 Honours Research Seminar 1 Campus: Cumberland Mode of delivery: Normal (lecture/lab/tutorial) Day

In this unit the student undertakes a research project in an approved topic area. The student implements, under the supervision of an academic staff member, project designed in BHSC3003 Honours Research Proposal and submits either a thesis or a research report in a form suitable for submission to a refereed journal for publication. The choice of thesis or research report will be made in consultation with the student's academic supervisor.

BHSC4004 Honours Thesis/Research Report B

Credit points: 21 Session: Seminar 2 Corequisites: BHSC4002 Honours Research Seminar 2 Campus: Cumberland Mode of delivery: Normal (lecture/lab/tutorial) Day

Honours students will complete their research project and submit either a thesis or research report in a form suitable for submission to a refereed journal for publication.

BIOL1003 Human Biology

Credit points: 6 Session: Semester 1, Summer Main Classes: Two 1 hour lectures per week (3 lectures in some weeks). One 3 hour practical class and 6-9 hours HBOnline work every two weeks covering online practical activities, prework and homework. Prohibitions: BIOL1903, EDUH1016. Assumed knowledge: HSC 2-unit Biology. Students who have not completed HSC biology (or equivalent) are strongly advised to take the Biology Bridging Course (in February). Assessment: One 2 hour exam, assignments and quizzes. Campus: Campbelltown/Darlington Mode of delivery: Normal (lecture/lab/tutorial) Day

It is recommended that BIOL (1001 or 1911) be taken concurrently with this unit of study.

This Unit of Study has three main components: lectures, practicals and HBOnline activities. The unit of study provides an introduction to human evolution and ecology, cell biology, physiology and anatomy, through lectures and practical work. The unit of study includes human nutrition, distribution of essential requirements to and from cells, control of body functions and defence mechanisms. After discussion of reproduction and development, it concludes with modern studies and research prospects in biotechnology and human genetics.

This unit of study, together with BIOL (1001 or 1911 or 1002 or 1902), or MBGL (1001 or 1901), provides entry to Intermediate units of study in Biology, but the contents of BIOL (1002 or 1902) is assumed knowledge for BIOL (2011 or 2012) and PLNT 2003, and students entering these units with BIOL (1003 or 1903) will need to do some preparatory reading.

Textbooks

BIOS1155 Structure, Function and Disease A

Credit points: 6 Teacher/Coordinator: Dr Ann Murphy Session: Semester 1 Courses: Four 1hr lectures, one 2hr practical/week Assessment: 1hr mid semester assessment MCQ exam (40%), end semester MCQ exams (60%). Formative assessment provided Campus: Cumberland Mode of delivery: Normal (lecture/lab/tutorial) Day

This unit of study introduces the study of anatomy, physiology and pathophysiology. A detailed study of the normal function of the musculoskeletal, cardiovascular and respiratory systems is undertaken. This leads to a focus on the important diseases related to these systems and their effects on the body. The basic concepts of pharmacology will also be introduced to enable students to understand the action of drugs on each of the body systems as they are covered in this unit and in BIOS1158 Structure, Function and Disease B. Students are expected to complete self-directed learning packages prior to some practical sessions. Material will be presented in lectures and practical sessions. This unit includes laboratory classes in which human cadavers are studied; attendance at such classes is strongly encouraged.

BIOS1158 Structure, Function and Disease B

Credit points: 6 Teacher/Coordinator: Dr Elizabeth Hegedus Session: Semester 2 Courses: Four 1hr lectures, one 2hr practical/week Assessment: 1hr exam (30%), 2hr exam (70%). Campus: Cumberland Mode of delivery: Normal (lecture/lab/tutorial) Day

This unit of study examines the essential principles of infection control in health care practice and the immune system, highlighting its role in disease prevention and response to trauma and neoplasia. The part played by the immune system in producing disease is also covered. The normal structure and function of the digestive, urinary, reproductive, endocrine and nervous systems is described along with the pathophysiology of diseases associated with these systems. Specific diseases are studied because they are common and thus frequently encountered in practice, or because they provide significant insight into the reaction pattern of an injured organ. The bases for the management of these diseases will be examined. Material will be presented in lectures, tutorials and practical sessions. This unit includes laboratory classes in which human cadavers are studied; attendance at such classes is strongly encouraged.

Textbooks
BIOS1163
Speech Science
Credit points: 6
Teacher/Coordinator: Dr Helen Ritchie
Session: Semester 1
Classes: Four 1hr lectures/week, twelve 2hr practicals/semester
Assessment: 1hr mid semester exam (30%), 2hr end semester exams (70%)
Campus: Cumberland
Mode of delivery: Normal (lecture/lab/tutorial) Day

This unit aims to provide an understanding of the anatomy, physiology and physics of speech. This unit includes laboratory classes in which human cadavers are studied; attendance at such classes is required.

Textbooks
Seikel JA, Anatomy & Physiology for Speech, Language & Hearing (3rd ed)

BIOS1165
Hearing Science and Audiology
Credit points: 6
Teacher/Coordinator: Dr Helen Ritchie
Session: Semester 2
Classes: Five 1hr lectures/week, four 2hr practicals/semester
Prerequisites: BIOS1163 Speech Science
Assessment: 1hr exam (30%), 2hr exam (70%)
Campus: Cumberland
Mode of delivery: Normal (lecture/lab/tutorial) Day

This unit of study aims to provide an understanding of the anatomy, physiology and physics of hearing and immunology and pathology of diseases of the head and neck. It also includes the development of the human embryo and principles of abnormal development.

Textbooks
Seikel JA, Anatomy & Physiology for Speech, Language & Hearing (3rd ed)

BIOS1166
Neuroscience I: Communication Disorders
Credit points: 6
Teacher/Coordinator: Dr Damian Holinger
Session: Semester 2
Classes: Six 1hr lectures/week, 2hr practicals/week
Prerequisites: BIOS1161 Biochemistry and Human Biology or BIOS1167 Human Cell Biology or BIOL1003 Human Biology
Prohibitions: BIOS1132 Neuroscience I, BIOS1141 Neuroscience II
Assessment: Mid and end semester exams
Campus: Cumberland
Mode of delivery: Normal (lecture/lab/tutorial) Day

This unit of study includes fundamental concepts of nervous system functioning and muscle tissue. Anatomy of the brain and spinal cord is studied using models and human cadavers. Basic mechanisms of spinal reflexes and the function of the somatosensory sensory comprise the physiological component of the unit. Students are also introduced to the anatomy and physiology of the autonomic nervous system and motor pathways. Cases studies aimed at identifying simple neural problems associated with sensory and motor systems are specifically designed for students doing professional preparation degrees. This unit includes laboratory classes in which human cadavers are studied; attendance at such classes is required.

Textbooks
Crossman A and Neary D, Neuroanatomy: An Illustrated Colour Text (2nd ed), Churchill Livingstone

BIOS1167
Human Cell Biology
Credit points: 6
Teacher/Coordinator: Dr Diana Oakes
Session: Semester 1
Classes: 4hrs lectures/week
Assumed knowledge: Basic Chemistry Assessment: Workbooks, mid semester exam (20%), end semester exam (80%)
Campus: Cumberland
Mode of delivery: Normal (lecture/lab/tutorial) Day

This unit of study introduces students to the biological and biochemical processes that are fundamental to life. The material covered in this unit forms the basis of subsequent biomedical and professional units of study. Knowledge gained in this unit will help students to understand principles of health and disease and the scientific basis for many of the professional practices they will undertake in their careers. The following topics are studied: structure and function of cells, homeostasis, basic chemical processes of life, biochemistry of human function, energy and function (including metabolic processes and diseases), genetic code in health and disease (including cell division, basic genetics, protein synthesis and genetic diseases). The relevance of these fundamental principles to practices of health care is examined.

BIOS1168
Functional Musculoskeletal Anatomy A
Credit points: 6
Teacher/Coordinator: Mr Darren Reed, Dr Bronwen Ackermann
Session: Semester 1
Classes: Three 1hr lectures, one 2hr practical/week
Prohibitions: BIOS1127 Body Systems I, BIOS1133 Body Systems II and Pharmacology
Assessment: 8th formative assessments, mid semester exam (30%), end semester exam (70%)
Campus: Cumberland
Mode of delivery: Normal (lecture/lab/tutorial) Day

This unit of study introduces the basic concepts in musculoskeletal anatomy prior to a more detailed study of the gross anatomical structure of the upper limb as it relates to functional activities. Students will also study the histological structure of musculoskeletal tissues and surface anatomy of the upper limb. Material will be presented in lectures, practical sessions and online. Students will also be expected to undertake some independent learning activities. This unit includes laboratory classes in which human cadavers are studied; attendance at such classes is strongly encouraged.

Textbooks

BIOS1169
Functional Musculoskeletal Anatomy B
Credit points: 6
Teacher/Coordinator: Ms Jan Douglas-Morris, Dr Catherine Willis
Session: Semester 1
Classes: Six 1hr lectures/week, 2hr tutorial/week
Prohibitions: BIOS1136 Functional Anatomy A or BIOS1168 Functional Musculoskeletal Anatomy A or BIOS1159 Functional Anatomy A - Exercise Science
Assessment: Mid semester exam (30%), end semester practical exam (30%), end semester exam (40%)
Campus: Cumberland
Mode of delivery: Normal (lecture/lab/tutorial) Day
Note: BIOS1168 Functional Musculoskeletal Anatomy A may be considered a corequisite under special circumstances with permission from the Discipline of Biomedical Science

This unit of study examines the detailed gross anatomical structure and surface anatomy of the lower limb, trunk and head and neck. Included are the anatomical analyses of functional activities which involve the lower limb, back and neck. Students will also look at the anatomical basis of chewing, swallowing and communication. Material will be presented in lectures, practical sessions and online. Students will also be expected to undertake some independent learning activities. This unit includes laboratory classes in which human cadavers are studied; attendance at such classes is strongly encouraged.

Textbooks

BIOS1170
Body Systems: Structure and Function
Credit points: 6
Teacher/Coordinator: Dr Jamie Polson
Session: Semester 1
Classes: Three 1hr lectures, one 2hr practical/week
Prohibitions: BIOS1127 Body Systems I, BIOS1133 Body Systems II and Pharmacology
Assessment: Eight formative assessments, mid semester exam (30%), end semester exam (70%)
Campus: Cumberland
Mode of delivery: Normal (lecture/lab/tutorial) Day

This unit will present the gross anatomy, functional histology, physiology and pathophysiology of the cardiovascular, respiratory and renal systems. Specific diseases of these systems that are commonly encountered in health care practice will be described. The unit will also cover the characteristics of the body's fluids and the concept of acid-base balance within the body. This unit includes laboratory classes at which human cadaveric material is studied; attendance at such classes is strongly encouraged.

Textbooks
BIOS1171
Neuroscience
Credit points: 6 Teacher/Coordinator: Dr Alan Freeman, Dr Jin Huang Session: Semester 1, Semester 2 Classes: Three 1hr lectures, 2hrs practical/week, with a small online component Prohibitions: BIOS1137 Introductory Neuroscience, BIOS2103 Neurosciences for Physiotherapists Assessment: Mid and end semester exam Campus: Cumberland Mode of delivery: Normal (lecture/lab/tutorial) Day

This unit of study includes fundamental concepts of nervous system organization and function. Anatomy of the brain and spinal cord is studied using models to understand the cortical and subcortical pathways as well as integrating centres that control movement and posture. The physiology component introduces students to mechanisms of signal generation and transmission, basic mechanisms of spinal reflexes, the function of the somatosensory and autonomic nervous system and motor pathways. Case studies aimed at identifying simple neural problems associated with sensory and motor systems are specifically designed for students following professional preparation degrees.

Textbooks

BIOS1172
Biological Aspects of Ageing
Credit points: 6 Teacher/Coordinator: Dr Gary Lee Session: Semester 1 Classes: Distance education mode: independent learning package with email support. No on-campus attendance required Prohibitions: BIOS4036 Biology of Ageing Assumed knowledge: Physiology of body systems Assessment: 2hr exam (50%), 2000 word essay (50%) Campus: Cumberland Mode of delivery: Distance Education

This unit of study examines the physiological changes associated with the normal processes of ageing and the decrease in functional capacity which occurs as a result. It will include a physiological explanation of ageing in relation to the cardiovascular, respiratory, immune, nervous, musculoskeletal, renal and endocrine systems and the skin. An understanding of the normal processes of ageing will help health professionals to interpret the ageing experience from the point of view of the client, understand the functional limitations which result from ageing, and differentiate 'normal' from 'abnormal' ageing.

BIOS1173
Disease in Ageing
Credit points: 6 Teacher/Coordinator: Dr Peter Knight Session: Semester 2 Classes: Distance education mode: independent learning package with email support. No on-campus attendance required Prohibitions: BIOS4038 Health, Disease and Ageing Assumed knowledge: Physiology of body systems Assessment: 2hr exam (50%), 2000 word essay (50%) Campus: Cumberland Mode of delivery: Distance Education

This unit of study examines the disease processes and other physical health issues, which are important as people age. Students will study the factors which are responsible for the increased incidence of disease in the aged, the role of environmental factors in the development of disease, the relationships between disease and functional limitation, and the measures which can be taken to minimise the development and biological impact of disease. Students will also examine the relationships between the biomedical effects of ageing and sexuality. There will be in-depth consideration of one common disease of the aged, and its management in terms of prevention, treatment and residual disability.

BIOS2062
Neuroscience II: Communication Disorders
Credit points: 6 Teacher/Coordinator: Dr Roslyn Boehringer Session: Semester 1 Classes: 4hrs/week. Prerequisites: BIOS1132 Neuroscience I and BIOS1141 Neuroscience II, or BIOS1166 Neuroscience Assessment: Mid semester exam (30%), final exam (70%) Campus: Cumberland Mode of delivery: Normal (lecture/lab/tutorial) Day

This unit of study considers the development and anatomy of the brainstem and cranial nerves. The anatomy and physiology of special sensory systems and the control and integration of somatic motor activity with special reference to communication are explored comprehensively. Higher functions of the nervous system and adaptive properties as well as recovery of the nervous system after injury are also examined. Considerable emphasis is placed on the anatomical and physiological basis of neurological problems relating to communication disorders throughout the unit of study. This unit of study includes laboratory classes where tissues from human cadavers are examined in detail; attendance at such classes is required for the unit of study.

BIOS2111
Introductory Toxicology
Credit points: 6 Teacher/Coordinator: Dr Helen Ritchie Session: Semester 1 Classes: 3hrs/week. Assumed knowledge: Any Junior Biology unit of study Assessment: Assignment, end semester exam Campus: Cumberland Mode of delivery: Normal (lecture/lab/tutorial) Day

This unit of study will introduce students to the general principles of toxicology. Topics will include a study of chemical principles related to toxicology, dose-response, absorption, metabolism and elimination of environmental and industrial chemicals. The student will be introduced to the principles of hazard identification and risk assessment. An underpinning of basic chemical principles will be included.

Textbooks

BIOS3063
Project Design and Management
Credit points: 6 Teacher/Coordinator: Dr Gary Lee Session: Semester 1, Semester 2 Classes: 1hr lecture, 2hrs tutorial/week. Assessment: 12,000 word group report (70%), 1000 word individual report (30%) Campus: Cumberland Mode of delivery: Normal (lecture/lab/tutorial) Day

This unit of study examines the principles and factors involved in the design and management of services, programs, and projects. Students will develop skills in planning, developing, implementing and evaluating projects as well as be given an introduction to financial management.

BIOS3065
Anatomical Analysis of Exercise
Credit points: 6 Teacher/Coordinator: Dr Karen Ginn Session: Semester 2 Classes: 2hrs lecture, 2hrs practical, tutorial/week. Prerequisites: BIOS1136 Functional Anatomy A or BIOS1159 Functional Anatomy A: Exercise Science and BIOS1160 Functional Anatomy B- Exercise Science or BIOS1144 Functional Anatomy B (Physiotherapy) or BIOS1139 Functional Anatomy B, or BIOS1168 Functional Musculoskeletal Anatomy A and BIOS1169 Functional Musculoskeletal Anatomy B Assessment: Summative assessment: students have some choice in type and percentage value of exams: mid and end semester written exams; practical exams, project Campus: Cumberland Mode of delivery: Normal (lecture/lab/tutorial) Day Note: Preference will be given to students who have achieved graded passes in prerequisite units of study

This unit of study will extend the student's knowledge of functional musculoskeletal anatomy by applying functional anatomy principles to the analysis of exercises. Relevant research and advanced knowledge of functional musculoskeletal anatomical concepts will be used to explore exercises designed to: strengthen and lengthen specific muscles; improve muscle coordination; develop dynamic stability; and prevent the development of muscle imbalances that may contribute to musculoskeletal injury. The application of musculoskeletal anatomy principles to increase exercise difficulty and variety will also be explored. This unit will include laboratory classes in which human cadavers are studied; attendance at such classes is strongly encouraged.

BIOS3066
Current Issues in Healthcare
Credit points: 6 Teacher/Coordinator: Dr Diana Oakes Session: Semester 1 Classes: 3hrs/week. Assessment: Online assessment (20%), group work activities (40%), end semester exam (40%) Campus: Cumberland Mode of delivery: Normal (lecture/lab/tutorial) Day
This unit introduces students to selected developments that are impacting, or are likely to impact, on the practice and management of the health care in Australia. Because health care is driven by a multitude of forces, the scope of the developments studied is broad. Topics to be covered will be drawn from the basic sciences applicable to health care, and health management. Examples of the topics under consideration include complimentary and alternative medicine, assisted reproductive technologies, the relationship between vaccination and disease, and psychoneuroimmunology. Because issues current in health care will change from year to year, student should consult with the unit of study coordinator to ascertain what will be covered in the unit in a particular year. Material will be presented in lectures, with use of self-directed learning and individual or group projects. The unit integrates units of study completed earlier in the program, thus enabling students to apply their knowledge while developing the skills needed to analyse, understand and anticipate future directions in health care.

BIOS3068
Environmental Toxicology
Credit points: 6
Teacher/Coordinator: Dr Diana Oakes
Session: Semester 2
Classes: Three 1hr lectures/week.
Prerequisites: BIOS2111
Introductory Toxicology
Assumed knowledge: Basic body system anatomy and physiology
Assessment: 2hr end semester exam (60%), case study reports (40%)
Practical field work: Two 2hr practicals/semester
Campus: Cumberland
Mode of delivery: Normal (lecture/lab/tutorial) Day

The unit examines the chemical principles related to toxicology and the effects of toxic agents on various body systems as well as developmental and reproductive toxicology, genetic toxicology and carcinogenesis as well as potential sources of injury in the environment, with particular emphasis on the workplace. Job analyses will be used to evaluate environmental exposures. The mode of delivery will include lectures and practical sessions. In addition, the unit will be supported by case studies of toxic exposures in the workplace, learning materials (online worksheets) and assessment tasks that develop relevant generic skills (written communication).

Textbooks
Casarett and Doull, Essentials of Toxicology (2003)

BIOS4035
Sexuality for Health Professionals
Credit points: 3
Teacher/Coordinator: Dr Patricia Weersakoorn
Session: Semester 1
Classes: Two semesters;
This unit is offered online.
Assessment: Group work assignment, individual assignment, online mastery type multiple-choice test
Campus: Cumberland
Mode of delivery: On-line
Note: This unit of study will be offered as a University wide elective and is only available to students in Year 2 or higher.

This unit will examine the bio-psycho-social aspects of sexuality and health care, and assist health professionals to develop services for clients who have sexual or reproductive concerns. The course unit will provide a learning opportunity for the integration and application of prior learning in the disciplines involved. It will build on an existing knowledge base in the basic sciences and the professional disciplines. In addition, the students will be encouraged to examine their attitudes towards a range of sexual behaviours and develop skills in sexual history taking. Sexuality will be explored from a life cycle perspective. Sexual development will be traced from sexual differentiation to old age with consideration of the range of sexual expression at each stage. Students will explore normal and dysfunctional behaviour and available management options. They will be given the opportunity to explore individual interest areas in depth. Students will also be involved in experiential learning activities including value clarification exercises and off-campus experiences. Collaborative learning will be encouraged with online group discussions. Enrolment in this unit will be limited to 80 participants.

CHEM1001
Fundamentals of Chemistry 1A
Credit points: 6
Session: Semester 1
Classes: Three 1 hour lectures and one 1 hour tutorial per week; one 3 hour practical per week for 10 weeks.
Prohibitions: CHEM1002, CHEM1109, CHEM1903
Assumed knowledge: There is no assumed knowledge of chemistry for this unit of study, but students who have not undertaken an HSC chemistry course are strongly advised to complete a chemistry bridging course before lectures commence.
Assessment: Theory examination (70%), laboratory exercises and continuous assessment quizzes (30%)
Practical field work: A series of 10 three-hour laboratory sessions, one per week for 10 weeks of the semester.
Campus: Camperdown/Darlington
Mode of delivery: Normal (lecture/lab/tutorial) Day

The aim of the unit of study is to provide those students whose chemical background is weak (or non-existent) with a good grounding in fundamental chemical principles together with an overview of the relevance of chemistry. There is no prerequisite or assumed knowledge for entry to this unit of study. Lectures: A series of 39 lectures, three per week throughout the semester.

Textbooks
A booklet is contained in the booklet Junior Chemistry distributed at enrolment. Further information can be obtained from the School.

CHEM1002
Fundamentals of Chemistry 1B
Credit points: 6
Session: Semester 2
Classes: Three 1 hour lectures and one 1 hour tutorial per week; one 3 hour practical per week for 10 weeks.
Prerequisites: CHEM (1001 or 1101) or equivalent
Prohibitions: CHEM1102, CHEM1108, CHEM1902, CHEM1904
Assessment: Theory examination (70%), laboratory exercises and continuous assessment quizzes (30%)
Practical field work: A series of 10 three-hour laboratory sessions, one per week for 10 weeks of the semester.
Campus: Camperdown/Darlington
Mode of delivery: Normal (lecture/lab/tutorial) Day

CHEM1002 builds on CHEM1001 to provide a sound coverage of inorganic and organic chemistry. Lectures: A series of 39 lectures, three per week throughout the semester.

Textbooks
A booklet is contained in the booklet Junior Chemistry distributed at enrolment. Further information can be obtained from the School.

CHEM1101
Chemistry 1A
Credit points: 6
Session: Semester 1, Semester 2, Summer Main
Classes: Three 1 hour lectures and one 1 hour tutorial per week; one 3 hour practical per week for 10 weeks.
Prerequisites: Recommended concurrent units of study: 6 credit points of Junior Mathematics
Prohibitions: CHEM1001, CHEM1109, CHEM1901, CHEM1903
Assumed knowledge: HSC Chemistry and Mathematics
Assessment: Theory examination (70%), laboratory exercises and continuous assessment quizzes (30%)
Practical field work: A series of 10 three-hour laboratory sessions, one per week for 10 weeks of the semester.
Campus: Camperdown/Darlington
Mode of delivery: Normal (lecture/lab/tutorial) Day

Chemistry 1A is built on a satisfactory prior knowledge of the HSC Chemistry course. A brief revision of basic concepts of the high school course is given. Chemistry 1A covers chemical theory and physical chemistry. Lectures: A series of 39 lectures, three per week throughout the semester.

Textbooks
A booklet is contained in the booklet Junior Chemistry distributed at enrolment. Further information can be obtained from the School.

CHEM1102
Chemistry 1B
Credit points: 6
Session: Semester 1, Semester 2, Summer Main
Classes: One 3 hour lecture and 1 hour tutorial per week; one 3 hour practical per week for 10 weeks.
Prerequisites: CHEM (1101 or 1901) or a Distinction in CHEM1101 or equivalent
Corequisites: Recommended concurrent units of study: 6 credit points of Junior Mathematics
Prohibitions: CHEM1002, CHEM1108, CHEM1902, CHEM1904
Assessment: Theory examination (70%), laboratory exercises and continuous assessment quizzes (30%)
Practical field work: A series of 10 three-hour laboratory sessions, one per week for 10 weeks of the semester.
Campus: Camperdown/Darlington
Mode of delivery: Normal (lecture/lab/tutorial) Day

Chemistry 1B is built on a satisfactory prior knowledge of Chemistry 1A and covers inorganic and organic chemistry. Successful completion of Chemistry 1B is an acceptable prerequisite for entry into Intermediate Chemistry units of study. Lectures: A series of 39 lectures, three per week throughout the semester.

Textbooks
A booklet is contained in the booklet Junior Chemistry distributed at enrolment. Further information can be obtained from the School.
CSCD1032
Human Communication
Credit points: 6 Teacher/Coordinator: Dr Tricia McCabe Session: Semester 1 Classes: 4hrs lectures/week Assessment: Mid and end semester exams, written report Campus: Cumberland Mode of delivery: Normal (lecture/lab/tutorial) Day Note: Students must pass this unit in order to enrol in clinical units in Year 2

Students will explore the nature of the human communication system: introduction to phonology, orthography, morphology, semantics and grammar/syntax, drawing mainly from psycholinguistic and clinical approaches. Particular emphasis on grammar, phonetics and articulation assessment and intervention. Analysis of language for clinical purposes (especially grammar transcription and phonetic transcription skills). This unit of study prepares students with the necessary background knowledge to undertake phonology, language and clinical units later in the course.

Textbooks

CSCD2057
Child Language
Credit points: 6 Teacher/Coordinator: Dr Kimberly Docking, Dr Natalie Munro Session: Semester 1 Classes: Five 1hr lectures/week with associated Weekly activities Prerequisites: CSCD1030 Clinical Linguistics Corequisites: CSCD2064 Introductory Practice 1: Clinical or CSCD2065 Introductory Practice 1: Community Assumed knowledge: CSCD1032 Human Communication Assessment: Case-based assessment and therapy plan, clinical report critique and follow-up assessment plan, end semester case-based exam Campus: Cumberland Mode of delivery: Normal (lecture/lab/tutorial) Day Note: This unit is a prerequisite for the CSCD3082 Phonology, Language and Literacy unit in Year 3, Semester 2

This unit introduces students to spoken language impairments from birth to the school-aged child. The nature of child language impairments together with principles and practices for assessment, diagnosis, management planning and treatment are covered for the following paediatric clinical populations: pre-linguistic infants, toddlers, preschoolers and school-aged children.

Textbooks

CSCD2058
Stuttering
Credit points: 6 Teacher/Coordinator: Assoc Prof Michelle Lincoln Session: Semester 1 Classes: 3hrs lectures, 1hr half group tutorial/week Assumed knowledge: CSCD1032 Human Communication Assessment: Online tasks, assignments, prolonged speech viva (Barrier task), final exam Campus: Cumberland Mode of delivery: Normal (lecture/lab/tutorial) Day Note: This unit is a prerequisite for speech pathology (Intermediate) clinical units in Year 3

Participants will acquire the knowledge and skills to undertake the clinical management of children and adults who stutter. Participants will learn about clinically relevant theories and research findings pertaining to the management of stuttering, how to select, justify and implement clinical interventions, and demonstrate skills in researching and applying evidence-based practice to stuttering management.

Students will acquire skills in identifying and counting stuttering and producing the prolonged speech pattern. This unit of study prepares students to: evaluate research evidence for different assessment and intervention programs in stuttering; consider ethical and service issues related to delivering speech pathology services to culturally diverse populations.

Textbooks

CSCD2062
Motor Speech and Dysphagia
Credit points: 6 Teacher/Coordinator: Assoc Prof Kirrie Ballard Session: Semester 2 Classes: 2-4hrs/week Prerequisites: BIOS1166 Neuroscience I: Communication Disorders Assumed knowledge: BIOS1163 Speech Science Assessment: MBS assessment, viva, case assignment, end semester exam Campus: Cumberland Mode of delivery: Normal (lecture/lab/tutorial) Day

Students will acquire the knowledge and skills to conduct clinical assessment and management for clients with speech motor and motor programming disorders such as dysarthria and apraxia, as well as assessment and management of feeding and swallowing impairments in children and adults. Students will learn to describe, evaluate and conduct and justify interventions for these populations. A focus on case-based problem solving will be emphasised to achieve integration of theory and practical skills. This unit of study prepares students to
conduct appropriate and evidence-based clinical assessment and management for these populations.

Textbooks
Crazy MA & Groher ME. Introduction to Adult Swallowing Disorders, Butterworth Heinemann, St Louis (2003).
CD ROM: The Dynamic Swallow

CSCD2064
Introductory Practice 1: Clinical
Credit points: 6 Teacher/Coordinator: Ms Annie Chan Session: Semester 1 Classes: 2hrs lectures/week and clinical placement Prerequisites: CSCD1032 Human Communication; either CSCD1030 Clinical Linguistics and CSCD1031 Clinical Phonetics, or CSCD1034 Linguistics, Phonetics and Articulation; CSCD1033 Child Phonology Corequisites: CSCD2057 Child Language Prohibitions: Students must advise the Speech Pathology Director of Clinical Education before enrolling in this unit of study if they do not have a current National Police Certificate or are a prohibited person under the NSW Working with Children Act (2001) Assessment: Unit assessed on a Pass/Fail basis: clinical paperwork, clinical checklist (mid and end semester), worksheets, log book, written assignment. Campus: Cumberland Mode of delivery: Normal Day or Professional Practice
Note: Student must hold a current CPR certificate before they can enrol in this unit. Attendance at clinical orientation is compulsory. Students must pass this unit before they can enrol in Year 3 (Intermediate) speech pathology clinical units

Students work with an advanced student and participate in clinical service delivery in the on-campus clinic. Students must demonstrate competence in the context of direct supervision (novice level), in observing, seeking information about, accurately describing and participating in provision of clinical services to their client, seeking information relevant to their professional development and client care and show awareness of their impact on the client. To support clinical learning this unit will consider issues directly related to clinical practice units in the areas of professional relationships with families and other professionals, problem solving strategies for identifying and managing ethical issues involved in being a student, working with children and working with families, Indigenous issues in health service delivery, basic report writing and case presentation skills. Students will develop strategies for facilitating client learning. Students will also have knowledge of the on-campus clinic policies and procedures and government legislation.

Textbooks
Introductory Practice handbook (available from the Discipline)
Competency Based Occupational Standards (CBOS)-(revised), Speech Pathology Australia, Melbourne (2001)

CSCD2065
Introductory Practice 1: Community
Credit points: 6 Teacher/Coordinator: Ms Annie Chan Session: Semester 1 Classes: 2hrs lectures/week and clinical placement Prerequisites: CSCD1032 Human Communication; either CSCD1030 Clinical Linguistics and CSCD1031 Clinical Phonetics, or CSCD1034 Linguistics, Phonetics and Articulation; CSCD1033 Child Phonology Corequisites: CSCD2057 Child Language Prohibitions: Students must advise the Speech Pathology Director of Clinical Education before enrolling in this unit of study if they do not have a current National Police Certificate or are a prohibited person under the NSW Working with Children Act (2001) Assessment: Unit assessed on a Pass/Fail basis: clinical paperwork, clinical checklist (mid and end semester), worksheets, log book, written assignment. Campus: Cumberland Mode of delivery: Normal Day or Professional Practice
Note: Student must hold a current CPR certificate before they can enrol in this unit. Attendance at clinical orientation is compulsory. Students must pass this unit before they can enrol in Year 3 (Intermediate) speech pathology clinical units

Students do observations and prescribed activities in a preschool, long day care centre or kindergarten with children between 1 and 6 years as well as professional interactions with staff. Students will acquire knowledge of the functions and routines in an early educational setting, develop professional communication skills and confidence in working with other professionals, understand how language is used and targeted as a part of the curriculum in preschool settings, develop skills in carrying out language stimulation activities with preschool age children, and relate observations to relevant theory and research. To support your clinical learning this unit will consider issues directly related to clinical practice units in the areas of professional relationships with families and other professionals, problem solving strategies for identifying and managing ethical issues involved in being a student, working with children and working with families, Indigenous issues in health service delivery, basic report writing and case presentation skills. Students will develop strategies for facilitating client learning. Students will have knowledge of the on-campus clinic policies and procedures and government legislation.

Textbooks
Introductory Practice handbook (available from the Discipline)
Competency Based Occupational Standards (CBOS)-(revised), Speech Pathology Australia, Melbourne (2001)
CSCD3074 Specialist Studies
Credit points: 6 Teacher/Coordinator: Dr Alison Purcell Session: Semester 1 Classes: 4hrs/week Prerequisites: BIOS1165 Hearing Science and Audiology Assessment: Case-based assignment, end semester exam Campus: Cumberland Mode of delivery: Normal (lecture/lab/tutorial) Day

In this unit, students will learn about the different varieties of hearing loss and craniofacial abnormalities. Students will understand the impact of these disorders on communication and learn how to investigate and manage these types of communication impairments. The impact of culturally and linguistically diverse backgrounds for speech pathologists and their clients will be explored.

Textbooks

CSCD3075 Neurogenic Language Disorders 1
Credit points: 6 Teacher/Coordinator: Ms Christine Sheard Session: Semester 1 Classes: 4hrs/week Prerequisites: BIOS1066 Neuroscience I: Communication Disorders Corequisites: CSCD3077 Intermediate Clinic 1: Child or CSCD3078 Intermediate Clinic 1: Adult Credit points: 6 Session: Semester 1

This unit is a prerequisite or corequisite for adult clinical placements in Year 3. Students undertaking international studies in this semester must include studies in adult language disorders in their program to meet this requirement for Year 3 clinic

Students will acquire knowledge about neurologically based language disorders in adults. Students will learn about the characteristics of acquired aphasia, non-dominant hemisphere lesions, closed head injury and memory impairments in adults, and critically evaluate assessment and intervention strategies for these populations. This unit of study prepares students to undertake clinical placements with adult neurogenic populations.

Textbooks
Chapely P (ed), Language Intervention Strategies in Adult Aphasia (5th ed), Lippincott,Williams & Wilkins, Baltimore (2008)

CSCD3076 Lifelong Disability and AAC
Credit points: 6 Teacher/Coordinator: Mr David Trembath Session: Semester 1 Classes: 4hrs/week Prerequisites: CSCD1032 Human Communication Assessment: Case-based viva, written assignment, online assignment Assessment: Case-based assignment, end semester exam Mode of delivery: Normal (lecture/lab/tutorial) Day

This unit of study prepares students to undertake clinical placements with lifelong disability and alternative communication users. Students will learn about common developmental disabilities including cerebral palsy, intellectual disability, and pervasive developmental disorders including autism, their impact on communication and the use of augmentative and alternative communication systems. This unit prepares students to work in a collaborative team and apply a client-focused functional approach to assessment and intervention for people with complex communication needs.

Textbooks

CSCD3077 Intermediate Clinic 1: Child
Credit points: 6 Teacher/Coordinator: Mr Carl Sokkar Session: Semester 1, Semester 2 Classes: Clinic placement Prerequisites: Either CSCD2060 or CSCD2066 (Introductory Practice 2: Clinical) or CSCD2061 or CSCD2067 (Introductory Practice 2: Community); CSCD2058 Slurring Corequisites:

CSCD3075 Neurogenic Language Disorders 1 Prohibitions: Students must advise the Speech Pathology Director of Clinical Education before enrolling in this unit of study if they do not have a current National Police Certificate or are a prohibited person under the NSW Working with Children Act (2001). Students must be able to supply proof of vaccination or positive serology results as per NSW Department of Health Requirements Assessment: Competency assessment, required paperwork. Mode of delivery: Professional Practice

Note: Department permission required for enrolment in the following sessions: Semester 2.
Note: Student must hold a current CPR certificate before they can enrol in this unit. Attendance at clinic orientation is compulsory.

Students will be responsible for the management of paediatric clients and engage in supervisory conferences each week, during semester. Students may be placed in either on or off-campus clinics. Students will be expected at the end of this unit of study to demonstrate skills within the intermediate zone of COMPASS Competency Assessment in Speech Pathology for all 11 competencies with child clients across the range indicators (CBOS, 2001) of speech, language, voice and fluency disorders, unless the complexity of the disorder or specialist clinical setting indicates otherwise.

Textbooks
COMPASS Competency Based Occupational Standards (CBOS) for Speech Pathologists: Entry Level (2001)
CDTRC Clinics Handbook (distributed in hard copy but also available on the Professional Placement Speech Pathology eLearning site). For students placed in the CDTRC only

CSCD3078 Intermediate Clinic 1: Adult
Credit points: 6 Teacher/Coordinator: Mr Carl Sokkar Session: Semester 1, Semester 2 Classes: Clinic placement Prerequisites: Either CSCD2060 or CSCD2066 (Introductory Practice 2: Clinical) or CSCD2061 or CSCD2067 (Introductory Practice 2: Community); CSCD2058 Slurring Corequisites:

Students must advise the Speech Pathology Director of Clinical Education before enrolling in this unit of study if they do not have a current National Police Certificate or are a prohibited person under the NSW Working with Children Act (2001). Students must be able to supply proof of vaccination or positive serology results as per NSW Department of Health Requirements Assessment: Competency assessment, required paperwork. Mode of delivery: Professional Practice

Note: Department permission required for enrolment in the following sessions: Semester 2.
Note: Student must hold a current CPR certificate before they can enrol in this unit. Attendance at clinic orientation is compulsory.

Students will be responsible for planning and conducting an assessment of a paediatric client and related activities. Students will be responsible for the management of adult clients in on and/or off campus clinical settings. Students will be expected at the end of this unit of study to demonstrate skills within the intermediate zone of COMPASS Competency Assessment in Speech Pathology for all 11 competencies with child and adult clients across the range indicators (CBOS, 2001) of speech, language, voice and fluency disorders, unless the complexity of the disorder or specialist clinical setting indicates otherwise.

Textbooks
COMPASS Competency Based Occupational Standards (CBOS) for Speech Pathologists: Entry Level (2001)
CDTRC Clinics Handbook (distributed in hard copy but also available on the Professional Placement Speech Pathology eLearning site). For students placed in the CDTRC only

CSCD3079 Voice and Voice Disorders 2
Credit points: 3 Teacher/Coordinator: Dr Cate Madill Session: Semester 2 Classes: 3hrs/week Prerequisites: CSCD2063 Voice and Voice Disorders 1 Assumed knowledge: BIOS1163 Speech Science, BIOS1165 Hearing Science and Audiology, CSCD1031 Clinical Phonetics & Articulation Assessment: 1hr exam (30%), 2500 word assignment (70%), viva exam (pass/fail). Mode of delivery: Normal (lecture/lab/tutorial) Day

14. Undergraduate units of study

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This unit of study will enable students to describe, analyse and apply: a) the anatomical, physiological, aerodynamic, biomechanical, acoustic and perceptual principles of vocal function; b) principles and skills in the assessment and analysis of vocal function; c) different voice techniques and facilitating vocal change to the voice disordered population; and d) evaluation and management of individuals within a variety of phonatory disorders.

Textbooks

CSCD3080 Neurogenic Language Disorders 2
Credit points: 3 Teacher/Coordinator: Ms Christine Sheard Session: Semester 2 Classes: 2hrs/week Prerequisites: BIOS2062 Neuroscience II: Communication Disorders Assumed knowledge: CSCD3075 Neurogenic Language Disorders 1 Assessment: Case study, assignment Campus: Cumberland Mode of delivery: Normal (lecture/lab/tutorial) Day

Students will acquire advanced knowledge about the perception, comprehension and production of language and apply this to understanding the effects of brain injury and degeneration on language and communication. Students will learn about the evidence base for approaches to assessment and management of neurologically-based language disorders in adults/children, how to integrate diverse sources of information about complex clients to plan appropriate management and issues related to interprofessional practice. This unit of study prepares students to undertake advanced clinical placements with adult and some paediatric neurogenic populations.

Textbooks
Chapely R (ed), Language Intervention Strategies in Adult Aphasia (5th ed), Lippincott, Williams & Wilkins, Baltimore (2008)

CSCD3081 Clinical Case Management
Credit points: 3 Teacher/Coordinator: Ms Belinda Kenny, Dr Alison Purcell Session: Semester 2 Classes: 2hrs/week Prerequisites: CSCD3077 Intermediate Clinic 1: Child or CSCD3078 Intermediate Clinic 1: Adult Assessment: Case study assignment Campus: Cumberland Mode of delivery: Normal (lecture/lab/tutorial) Day

Students will consider complex clinical case studies which integrate information from across the diverse areas of communication disorders and involve advanced knowledge of ethics, interprofessional practice and clinical problem solving.

CSCD3082 Phonology, Language and Literacy
Credit points: 6 Teacher/Coordinator: Dr Natalie Munro, Dr Joanne Arculli, Dr Elise Baker Session: Semester 2 Classes: 4hrs/week Prerequisites: CSCD1033 Child Phonology, CSCD2060 Introductory Practice: Clinical, CSCD2061 Introductory Practice: Community, CSCD2057 Child Language Assessment; Presentation (40%), clinical report (50%), peer evaluations (10%) Campus: Cumberland Mode of delivery: Normal (lecture/lab/tutorial) Day

Students will acquire in-depth knowledge in the study of phonology, language and literacy as they relate to children and adolescents with communication disorders, in diverse social situations and cultures. This unit will cover the interactions between phonology, language and literacy in both acquisition and impairment. Students will learn how word learning is influenced by and influences phonological acquisition, and in turn how both influence literacy acquisition. Students will examine theoretical models of word learning, phonological processing, and reading and how these models can be used to understand and manage spoken and written communication impairments across the lifespan.

CSCD3083 Intermediate Clinic 2: Adult & Community
Credit points: 8 Teacher/Coordinator: Mr Carl Sokkar Session: Semester 1, Semester 2 Classes: Clinic placement Prerequisites: CSCD2062 Motor Speech and Dysphagia, CSCD3075 Neurogenic Language Disorders 1, CSCD3077 Intermediate Clinic 1: Child Prohibitions: Students must advise the Speech Pathology Director of Clinical Education before enrolling in this unit of study if they do not have a current National Police Certificate or are a prohibited person under the NSW Working with Children Act (2001). Students must be able to supply proof of vaccination or positive serology results as per NSW Department of Health Requirements Assessment: Competency assessment, required paperwork, case-based viva Campus: Cumberland Mode of delivery: Professional Practice

Note: Department permission required for enrolment in the following sessions: Semester 1.

Students will be responsible for planning and conducting an assessment of a paediatric client and related activities. Students will also be responsible for the management of adults in off-campus clinical settings in a weekly placement followed by a block placement. Students will be expected at the end of this unit of study to demonstrate skills within the intermediate zone of COMPASS Competency Assessment in Speech Pathology for all 11 competencies with adult clients across the range indicators (CBOS, 2001) of speech, language, voice and fluency disorders, unless the complexity of the disorder or specialist clinical setting indicates otherwise.

Textbooks
Competency Based Occupational Standards (CBOS) for Speech Pathologists: Entry Level (2001)
CSCC Clinic Handbook (distributed in hard copy but also available on the Professional Placement Speech Pathology eLearning site). For students placed in the CDTRC only

Academic lecture materials relevant to the caseload(s) at the placement site

CSCD3084 Intermediate Clinic 2: Child & Community
Credit points: 8 Teacher/Coordinator: Mr Carl Sokkar Session: Semester 1, Semester 2 Classes: Clinic placement Prerequisites: CSCD2062 Motor Speech and Dysphagia, CSCD3075 Neurogenic Language Disorders 1, CSCD3078 Intermediate Clinic 1: Adult Prohibitions: Students must advise the Speech Pathology Director of Clinical Education before enrolling in this unit of study if they do not have a current National Police Certificate or are a prohibited person under the NSW Working with Children Act (2001). Students must be able to supply proof of vaccination or positive serology results as per NSW Department of Health Requirements Assessment: Competency assessment, required paperwork, case based viva Campus: Cumberland Mode of delivery: Professional Practice

Note: Department permission required for enrolment in the following sessions: Semester 1.

Note: Student must hold a current CPR certificate before they can enrol in this unit. Attendance at clinic orientation is compulsory. External placements may be scheduled during the Summer and Winter semesters depending on availability

Students will be responsible for the management of paediatric client/s and engage in supervisory conferences each week, during semester. Students may be placed in either on or off-campus clinics. Students will also be responsible for the management of adult clients in off-campus clinical settings in a block placement. Students will be expected at the end of this unit of study to demonstrate skills within the intermediate zone of COMPASS Competency Assessment in Speech Pathology for all 11 competencies with child clients across the range indicators (CBOS, 2001) of speech, language, voice and fluency disorders, unless the complexity of the disorder or specialist clinical setting indicates otherwise.

Textbooks
Competency Based Occupational Standards (CBOS) for Speech Pathologists: Entry Level (2001)
CDTRC Clinic Handbook (distributed in hard copy but also available on the Professional Placement Speech Pathology eLearning site). For students placed in the CDTRC only

Academic lecture materials relevant to the caseload(s) at the placement site

CSCD3087 Intermediate Clinic 1H: Adult
Credit points: 6 Teacher/Coordinator: Mr Carl Sokkar Session: Semester 1, Semester 2 Classes: Clinic placement Prerequisites: CSCD2058 Stuttering, CSCD2060 Introductory Practice 1: Clinical and CSCD2061 Introductory Practice 1: Community Corequisites: CSCD3075 Neurogenic Language Disorders 1 Prohibitions: Students must advise the Speech Pathology Director of Clinical Education before enrolling in this unit of study if they do not have a current National Police Certificate or are a prohibited person under the NSW Working
with Children Act (2001). Students must be able to supply proof of vaccination or positive serology results as per NSW Department of Health Requirements Assessment: Competency assessment, required paperwork. 

**Cumberland Mode of delivery:** Professional Practice

**Note:** Department permission required for enrolment in the following sessions: Semester 2.

**Note:** Student must hold a current CPR certificate before they can enrol in this unit. Attendance at clinic orientation is compulsory. Students must maintain a credit average and must not have a Fail grade in any unit of study to be enrolled in the honours program.

Students will be responsible for planning and conducting an assessment of a paediatric client and related activities. Students will be responsible for the management of adult clients in on and/or off-campus clinical settings. Students will be expected at the end of this unit of study to demonstrate skills within the intermediate zone of COMPASS Competency Assessment in Speech Pathology for all 11 competencies with child and adult clients across the range indicators (CBOS, 2001) of speech, language, voice and fluency disorders, unless the complexity of the disorder or specialist clinical setting indicates otherwise.

**Textbooks**
- Competency Based Occupational Standards (CBOS) for Speech Pathologists: Entry Level (2001)
- CDTRC Clinic Handbook (distributed in hard copy but also available on the Professional Placement Speech Pathology eLearning site). For students placed in the CDTRC only Academic lecture materials relevant to the caseload(s) at the placement site

**CSCD3088 Research Seminar**

**Credit points:** 3 Teacher/Coordinator: Dr Natalie Munro Session: Semester 2 Classes: 1hr/week plus individual meetings with supervisor Assessment: Ethics application, literature review Campus: Cumberland Mode of delivery: Normal (lecture/lab/tutorial) Day

**Note:** Students must maintain a credit average and must not have a Fail grade in any unit of study to be enrolled in the honours program.

Students will acquire the knowledge and skills to develop a research proposal and ethics application for their individual research topic. Students will learn skills relevant to clinical research, including database searching, data analysis packages, bibliography management, the application of ethical principles in a clinical research context, oral and written communication skills in a professional and research context, communication and negotiation skills in setting up sites for a research project, enlisting subjects and finalising study design with a supervisor in a collegial manner.

**CSCD3089 Intermediate Clinic 2H: Child & Community**

**Credit points:** 6 Teacher/Coordinator: Mr Carl Sokkar Session: Semester 1, Semester 2 Classes: Clinic placement Prerequisites: CSCD3087 Intermediate Practice 1H: Adult; CSCD3062 Motor Speech and Dysphagia Prohibitions: Students must advise the Speech Pathology Director of Clinical Education before enrolling in this unit of study if they do not have a current National Police Certificate or are a prohibited person under the NSW Working with Children Act (2001). Students must be able to supply proof of vaccination or positive serology results as per NSW Department of Health Requirements Assessment: Competency assessment, required paperwork, case-based viva Campus: Cumberland Mode of delivery: Professional Practice

**Note:** Department permission required for enrolment in the following sessions: Semester 1.

**Note:** Student must hold a current CPR certificate before they can enrol in this unit. Attendance at clinic orientation is compulsory. Students must maintain a credit average and must not have a Fail grade in any unit of study to be enrolled in the honours program.

Students will be responsible for the management of paediatric client/s and engage in supervisory conferences each week, during semester. Students may be placed in either on or off-campus clinics. Students will also be responsible for the management of adult clients in off campus clinical settings in a block placement. Students will be expected at the end of this unit of study to demonstrate skills within the intermediate zone of COMPASS Competency Assessment in Speech Pathology for all 11 competencies with adult clients across the range indicators (CBOS, 2001) of speech, language, voice and fluency disorders, unless the complexity of the disorder or specialist clinical setting indicates otherwise.

**Textbooks**
- Competency Based Occupational Standards (CBOS) for Speech Pathologists: Entry Level (2001)
- CDTRC Clinic Handbook (distributed in hard copy but also available on the Professional Placement Speech Pathology eLearning site). For students placed in the CDTRC only Academic lecture materials relevant to the caseload(s) at the placement site.

**CSCD3090 Audiology 2**

**Credit points:** 6 Teacher/Coordinator: Ms Yetta Abrahams Session: Semester 2 Classes: 3hrs lectures/week including practicals with children and adults Prerequisites: BIO2115 Hearing Science and Audiology Prohibitions: Students must advise the Speech Pathology Director of Clinical Education before enrolling in this unit of study if they do not have a current National Police Certificate or are a prohibited person under the NSW Working with Children Act (2001) Assessment: Three assignments Campus: Cumberland Mode of delivery: Normal (lecture/lab/tutorial) Day

Introduction to complex audiological assessment and intervention techniques for hearing impaired adults and children. This unit of study may be undertaken as an elective unit with the permission of the program coordinator.

**CSCD3091 Fieldwork**

**Credit points:** 6 Teacher/Coordinator: Ms Annie Chan Session: Semester 2 Classes: Clinic placement and tutorials Prerequisites: CSCD1030 Clinical Linguistics, CSCD1031 Clinical Phonetics and Articulation and CSCD1032 Human Communication Prohibitions: Students must advise the Speech Pathology Director of Clinical Education before enrolling in this unit of study if they do not have a current National Police Certificate or are a prohibited person under the NSW Working with Children Act (2001) Assessment: Assessed on a Pass/Fail basis; paperwork, checklist (mid and end semester), worksheets, log book Campus: Cumberland Mode of delivery: Professional Practice

**Note:** Attendance at Fieldwork orientation is compulsory

Students do observations and prescribed activities in a preschool, long day care centre or kindergarten with children between 1 and 6 years as well as professional interactions with staff. Students will acquire knowledge of the functions and routines in an early educational setting, develop professional communication skills and confidence in working with other professionals, understand how language is used and targeted as a part of the curriculum in preschool settings, develop skills in carrying out language stimulation activities with preschool age children, and relate observations to relevant theory and research.

**Textbooks**
- Fieldwork Handbook

**CSCD4026 Advanced Topics A**

**Credit points:** 6 Teacher/Coordinator: Dr Tricia McCabe Session: Semester 1 Classes: On-campus, variable times depending on topic Prerequisites: CSCD3049 Audiological Management II, CSCD3032 Professional Development III, CSCD3023 Professional Development IIA, CSCD3032 Professional Development IIIB, CSCD3036 Intermediate Clinical IIA Assessment: Project contract (10%), progress report (10%), presentation (15%), mock job application (15%), final report (50%). Students must attend 80% of lectures and complete 2 online assignments.

Students enrolled in this unit of study will be undertaking studies on-campus during Semester 1 and will select a number of separate advanced study topics from among those offered by the program in areas previously studied in speech pathology and audiology. Focus is on advanced thinking and inquiry in each topic area undertaken.

**CSCD4027 Professional Development IVA**

**Credit points:** 6 Teacher/Coordinator: Ms Belinda Kenny, Ms Elizabeth Bourne Session: Semester 1 Classes: 3hrs/week on-campus Prerequisites: CSCD3032 Professional Development III, CSCD3064 Intermediate Clinical IVA or CSCD3066 Intermediate Clinical IIB Assessment: Project contract (10%), progress report (10%), presentation (15%), mock job application (15%), final report (50%). Students must attend 80% of lectures and complete 2 online assignments.**
Students enrolled in this unit of study will participate in learning experiences that integrate theoretical knowledge with clinical experience in order to prepare for the professional workplace. Students will cover issues in professional relationships, ethics, caseload management, legal requirements and professional self-regulation. Students complete a group quality improvement project (generally at an external site).

CSCD4028
Advanced Clinical IA

Credit points: 10 Teacher/Coordinator: Ms Nadia Madonna Session: Semester 1 Classes: Clinic placement Prerequisites: CSCD3064 Intermediate Clinical IIA or CSCD3066 Intermediate Clinical IIB Corequisites: CSCD4042 Clinical Mentoring A Assessment: Assessment of clinical competency at mid and end of each placement Campus: Cumberland Mode of delivery: Professional Practice

Students manage a varied client caseload and participate in a variety of clinical management and clinical service activities in the on-campus clinic. Students also engage in a one day per week off-campus community placement. They participate in supervisory conferences on a regular basis with their clinical educators and other students. Students also participate in the Advanced Assessment Clinic.

CSCD4030
Advanced Topics B

Credit points: 6 Teacher/Coordinator: Dr Tricia McCabe Session: Semester 2 Classes: On-campus, variable times depending on topic Prerequisites: CSCD3049 Audiological Management II, CSCD3024 Communication and Lifelong Disability, CSCD3034 Craniofacial Anomalies, CSCD3036 Language Impairments in Children III, CSCD3032 Professional Development III, CSCD3023 Neurogenics II, CSCD3037 Swallowing Impairments Assessment: Assignment (10%), class attendance Campus: Cumberland Mode of delivery: Normal (lecture/lab/tutorial) Day

Students enrolled in this unit of study will be undertaking studies on content of each Semester 2 and will select a number of separate advanced study topics from among those offered by the program in areas previously studied in speech pathology and audiology. Focus is on advanced thinking and inquiry in each topic area undertaken.

CSCD4031
Professional Development IVB

Credit points: 6 Teacher/Coordinator: Ms Belinda Kenny, Ms Elizabeth Bourne Session: Semester 2 Classes: 3hrs/week on-campus Prerequisites: CSCD3032 Professional Development III, CSCD3064 Intermediate Clinical IIA or CSCD3066 Intermediate Clinical IIB Assessment: Project contract (10%), progress report (10%), presentation (15%), mock job application (15%), final report (50%). Students must attend 80% of lectures and complete 2 online reflective statements (barrier tasks) Campus: Cumberland Mode of delivery: Normal (lecture/lab/tutorial) Day

Students enrolled in this unit of study will participate in learning experiences that integrate theoretical knowledge with clinical experience in order to prepare for the professional workplace. Students will cover issues in professional relationships, ethics, caseload management, legal requirements and professional self-regulation. Students complete a group quality improvement project (generally at an external site).

CSCD4032
Advanced Clinical IB

Credit points: 10 Teacher/Coordinator: Ms Nadia Madonna Session: Semester 2 Classes: Clinic placement Prerequisites: CSCD3064 Intermediate Clinical IIA or CSCD3066 Intermediate Clinical IIB Corequisites: CSCD4043 Clinical Mentoring B Prohibitions: Students must advise the Speech Pathology Director of Clinical Education before enrolling in this unit of study if they do not have a current National Police Certificate or are a prohibited person under the NSW Working with Children Act (2001). Students must be able to supply proof of vaccination or positive serology results as per NSW Department of Health Requirements Assessment: Assessment of clinical competency at mid and end of each placement Campus: Cumberland Mode of delivery: Professional Practice

Note: Student must hold a current CPR certificate before they can enrol in this unit. Attendance at clinic orientation is compulsory. External placements may be scheduled during the Summer and Winter semesters depending on availability

Students manage a varied client caseload and participate in a variety of clinical management and clinical service activities in the on-campus clinic. Students also engage in a one day per week off-campus community placement. They participate in supervisory conferences on a regular basis with their clinical educators and other students. Students also participate in the Advanced Assessment Clinic. To be eligible to receive a pass in this unit of study, students must have satisfactorily completed their portfolios to demonstrate competency for professional association membership upon graduation. They must also have participated in a required one day debriefing activity on-campus at the end of the semester or in other debriefing activities as agreed upon in advance by the Director of Clinical Education.

Textbooks
COMPASS Resource Manual

CSCD4035
Advanced Clinical IH

Credit points: 22 Teacher/Coordinator: Ms Elizabeth Bourne Session: Semester 1, Semester 2 Classes: 48 days attendance at clinical placement plus required orientation Prerequisites: CSCD3053 Intermediate Clinical IH Corequisites: Students must advise the Speech Pathology Director of Clinical Education before enrolling in this unit of study if they do not have a current National Police Certificate or are a prohibited person under the NSW Working with Children Act (2001). Students must be able to supply proof of vaccination or positive serology results as per NSW Department of Health Requirements Assessment: Assessment of clinical competency at mid and end of each placement Campus: Cumberland Mode of delivery: Professional Practice

Note: Student must hold a current CPR certificate before they can enrol in this unit. Attendance at clinic orientation is compulsory. External placements may be scheduled during the Summer and Winter semesters depending on availability

Students are placed in two off-campus clinic, hospital or other setting for four days per week for two 6 week blocks each. Over the semester they manage a varied child and adult caseload, participate in a variety of clinical management, clinical service and multidisciplinary team activities and participate in supervisory conferences on regular basis.

Textbooks
COMPASS Resource Manual

CSCD4036
Professional Development IVH

Credit points: 2 Teacher/Coordinator: Ms Elizabeth Bourne Session: Semester 1 Classes: 2hrs/week on-campus Prerequisites: CSCD3052 Professional Development IIH, CSCD3053 Intermediate Clinical IH Corequisites: CSCD4044 Clinical Monitoring H Assessment: Attendance (80% requirement), assessed on pass/fail basis Campus: Cumberland Mode of delivery: Normal (lecture/lab/tutorial) Day

Students enrolled in this unit of study will participate in learning experiences that integrate theoretical knowledge with clinical experience in order to prepare for the professional workplace. Students will cover issues in professional relationships, ethics, caseload management, legal requirements and professional self-regulation.

CSCD4037
Advanced Clinical IH

Credit points: 12 Teacher/Coordinator: Dr Alison Purcell Session: Semester 1, Semester 2 Classes: Clinic placement Prerequisites: CSCD3053 Intermediate Clinical IH Corequisites: CSCD4044 Clinical Monitoring H Prohibitions: Students must advise the Speech Pathology Director of Clinical Education before enrolling in this unit of study if they do not have a current National Police Certificate or are a prohibited person under the NSW Working with Children Act (2001). Students must be able to supply proof of vaccination or positive serology results as per NSW Department of Health Requirements Assessment: Assessment of clinical competency at mid and end of each placement. To be eligible to receive a pass in this unit of study, students must have satisfactorily completed their portfolios to demonstrate competency for professional association membership upon graduation. They must also have participated in a required one day debriefing activity on-campus at the end of the semester or in other debriefing activities as agreed upon in advance by the Director of Clinical Education Campus: Cumberland Mode of delivery: Professional Practice

Note: Student must hold a current CPR certificate before they can enrol in this unit. Attendance at clinic orientation is compulsory. External placements may be scheduled during the Summer and Winter semesters depending on availability
Students manage a varied client caseload and participate in a variety of clinical management and clinical service activities in the on-campus clinic. Students also engage in a one day per week off-campus community placement. They participate in supervisory conferences on a regular basis with their clinical educators and other students. Students also participate in the Advanced Assessment Clinic.

Textbooks
COMPASS Resource Manual

CSCD4038
Honours Thesis
Credit points: 10
Teacher/Coordinator: Dr Natalie Munro
Session: Semester 2
Classes: Independent learning
Corequisites: CSCD3005 Honours Research Seminar I, CSCD3054 Honours Research Seminar II, satisfactory performance in all Year 3 units of study
Assessment: Thesis (100%)
Campus: Cumberland
Mode of delivery: Normal (lecture/lab/tutorial) Day

This unit provides honours students with the opportunity to undertake a supervised research project in an area of human communication sciences or disorders. As part of this and the other honours units, each student designs and implements an approved research project and submits a thesis describing the project and its implications. In completing the research and thesis, each student works closely with an academic staff member who serves as the supervisor.

CSCD4039
Honours Paper I
Credit points: 5
Teacher/Coordinator: Dr Natalie Munro
Session: Semester 1
Classes: Independent learning
Corequisites: CSCD4045 Honours Thesis I
Assessment: Thesis (100%)
Campus: Cumberland
Mode of delivery: Normal (lecture/lab/tutorial) Day

Each student engages in an in-depth literature review related to the area of research and prepares a comprehensive outline of the topic. Seminars support students’ work.

CSCD4040
Honours Paper II
Credit points: 6
Teacher/Coordinator: Dr Natalie Munro
Session: Semester 2
Classes: Independent learning
Corequisites: CSCD4039 Honours Paper I, CSCD4045 Honours Thesis I
Assessment: Thesis (100%)
Campus: Cumberland
Mode of delivery: Normal (lecture/lab/tutorial) Day

The student continues the literature review related to the research project and prepares an integrated paper on the topic. Seminars support students’ work.

CSCD4042
Clinical Mentoring A
Credit points: 2
Teacher/Coordinator: Dr Alison Purcell
Session: Semester 1
Classes: Pairing with Yr 2 student in on-campus clinic placement
Corequisites: CSCD4028 Advanced Clinical IIA Assessment; Mentoring skills checklist, mid and end semester
Campus: Cumberland
Mode of delivery: Professional Practice

This unit provides students with the opportunity to begin developing clinical supervisory skills. Students participate in a clinical mentoring experience with novice students in the on-campus clinic. The students are responsible for supporting and facilitating the learning of the novice students. Students are expected to demonstrate competency in professional communication skills, team work and effective time management.

CSCD4043
Clinical Mentoring B
Credit points: 2
Teacher/Coordinator: Dr Alison Purcell
Session: Semester 2
Classes: Pairing with Yr 2 student in on-campus clinic placement
Corequisites: CSCD4032 Advanced Clinical IIB Assessment; Mentoring skills checklist, mid and end semester
Campus: Cumberland
Mode of delivery: Professional Practice

This unit provides students with the opportunity to begin developing clinical supervisory skills. Students participate in a clinical mentoring experience with novice students in the on-campus clinic. The students are responsible for supporting and facilitating the learning of the novice students. Students are expected to demonstrate competency in professional communication skills, team work and effective time management.

CSCD4044
Clinical Mentoring H
Credit points: 2
Teacher/Coordinator: Dr Alison Purcell
Session: Semester 2
Classes: Pairing with Yr 2 student in on-campus clinic placement
Corequisites: CSCD4037 Advanced Clinical IIH Assessment; Mentoring skills checklist, mid and end semester
Campus: Cumberland
Mode of delivery: Professional Practice

This unit provides students with the opportunity to begin developing clinical supervisory skills. Students participate in a clinical mentoring experience with novice students in the on-campus clinic. The students are responsible for supporting and facilitating the learning of the novice students. Students are expected to demonstrate competency in professional communication skills, team work and effective time management.

CSCD4045
Honours Thesis I
Credit points: 18
Teacher/Coordinator: Dr Natalie Munro
Session: Semester 1
Classes: Independent learning
Corequisites: CSCD4039 Honours Paper I
Campus: Cumberland
Mode of delivery: Normal (lecture/lab/tutorial) Day

This unit of study provides the student with the opportunity to undertake a supervised research project. The student develops a research study and submits an ethics proposal.

CSCD4046
Honours Thesis II
Credit points: 18
Teacher/Coordinator: Dr Natalie Munro
Session: Semester 2
Classes: Independent learning
Corequisites: CSCD4039 Honours Paper I, CSCD4045 Honours Thesis I
Assessment: Thesis (100%)
Campus: Cumberland
Mode of delivery: Normal (lecture/lab/tutorial) Day

This unit of study provides the student with the opportunity to undertake a supervised research project. The student submits a thesis describing the project. In completing the research and thesis, the student works closely with an academic staff member who serves as the supervisor.

CSCD4047
Advanced Clinical IIA: Adult
Credit points: 12
Teacher/Coordinator: Ms Elizabeth Bourne
Session: Semester 2
Classes: 24 days attendance at clinical placement plus required orientation
Corequisites: CSCD3064 Intermediate Clinical IIA or CSCD3066 Intermediate Clinical IIB
Prohibitions: Students must advise the Speech Pathology Director of Clinical Education before enrolling in this unit of study if they do not have a current National Police Certificate or are a prohibited person under the NSW Working with Children Act (2001). Students must be able to supply proof of vaccination or positive serology results as per NSW Department of Health Requirements
Assessment: Assessment of clinical competency at mid and end of placements. Satisfactory completion of adult clinical practice portfolio for eligibility for professional association membership upon graduation. Participation in a one day debriefing activity on-campus at the end of the semester or in other debriefing activities as agreed upon in advance by the Director of Clinical Education
Practical field work: Clinical experience (6 weeks)
Campus: Cumberland
Mode of delivery: Professional Practice
Note: Student must hold a current CPR certificate before they can enrol in this unit. Attendance at clinic orientation is compulsory. External placements may be scheduled during the Summer and Winter semesters depending on availability

Students are placed in one off-campus clinic, hospital, or other settings for four days per week for one 6 week block. Over the semester they manage a varied adult client caseload, participate in a variety of clinical management, clinical service and multidisciplinary team activities and participate in supervisory conferences on a regular basis.

Textbooks
COMPASS Resource Manual

CSCD4048
Advanced Clinical IIA: Child
Credit points: 12
Teacher/Coordinator: Ms Elizabeth Bourne
Session: Semester 2
Classes: 24 days attendance at clinical placement plus required orientation
Corequisites: CSCD3064 Intermediate Clinical IIA or CSCD3066
Intermediate Clinical IIB
Prohibitions: Students must advise the Speech Pathology Director of Clinical Education before enrolling in this unit if they do not have a current National Police Certificate or are a prohibited person under the NSW Working with Children Act (2001). Students must be able to supply proof of vaccination or positive serology results as per NSW Department of Health Requirements. Assessment: Assessment of clinical competency at mid and end of placement. Satisfactory completion of child clinical practice portfolio for eligibility for professional association membership upon graduation. Participation in one day debriefing activity on-campus at the end of the semester or in other debriefing activities as agreed upon in advance by the Director of Clinical Education. Practical field work: Clinical experience (6 weeks) Campus: Cumberland Mode of delivery: Normal (lecture/lab/tutorial) Day
Note: Student must hold a current CPR certificate before they can enrol in this unit. Attendance at clinical orientation is compulsory. External placements may be scheduled during the Summer and Winter semesters depending on availability

Students are placed in one off-campus clinic, hospital, or other setting for four days per week for one 6–7 week block. Over the semester they manage a varied child client caseload, participate in a variety of clinical management, clinical service and multidisciplinary team activities and participate in supervisory conferences on a regular basis.

Textbooks
COMPASS Resource Manual

CSCD4049
Advanced Clinical IIB: Adult
Credit points: 12 Teacher/Coordinator: Ms Elizabeth Bourne Session: Semester 1 Classes: 24 days attendance at clinical placement plus required orientation. Prerequisites: CSCD3064 Intermediate Clinical IIA or CSCD3066 Intermediate Clinical IIB Prohibitions: Students must advise the Speech Pathology Director of Clinical Education before enrolling in this unit if they do not have a current National Police Certificate or are a prohibited person under the NSW Working with Children Act (2001). Students must be able to supply proof of vaccination or positive serology results as per NSW Department of Health Requirements. Assessment: Assessment of clinical competency at mid and end of each placement. Practical field work: Clinical placements (6 weeks) Campus: Cumberland Mode of delivery: Professional Practice
Note: Student must hold a current CPR certificate before they can enrol in this unit. Attendance at clinical orientation is compulsory. External placements may be scheduled during the Summer and Winter semesters depending on availability

Students are placed in one off-campus clinic, hospital, or other setting for four days per week for one 6 week block. Over the semester they manage a varied adult caseload, participate in a variety of clinical management, clinical service, multidisciplinary team activities and participate in supervisory conferences on a regular basis.

Textbooks
COMPASS Resource Manual

CSCD4050
Advanced Clinical IIB: Child
Credit points: 12 Teacher/Coordinator: Ms Elizabeth Bourne Session: Semester 1 Classes: 24 days attendance at clinical placement plus required orientation. Prerequisites: CSCD3064 Intermediate Clinical IIA or CSCD3066 Intermediate Clinical IIB Prohibitions: Students must advise the Speech Pathology Director of Clinical Education before enrolling in this unit if they do not have a current National Police Certificate or are a prohibited person under the NSW Working with Children Act (2001). Students must be able to supply proof of vaccination or positive serology results as per NSW Department of Health Requirements. Assessment: Assessment of clinical competency at mid and end of each placement. Practical field work: Clinical placements (6 weeks) Campus: Cumberland Mode of delivery: Professional Practice
Note: Student must hold a current CPR certificate before they can enrol in this unit. Attendance at clinical orientation is compulsory. External placements may be scheduled during the Summer and Winter semesters depending on availability

Students are placed in one off-campus clinic, hospital, or other setting for four days per week for one 6 week block. Over the semester they manage a varied child caseload, participate in a variety of clinical management, clinical service, multidisciplinary team activities and participate in supervisory conferences on a regular basis.

Textbooks
COMPASS Resource Manual

EXSS1002
Fundamentals of Exercise Science
Credit points: 6 Teacher/Coordinator: Dr Nathan Johnson Session: Semester 2 Classes: 3hrs lectures, 2hrs practical/week. Assessment: Practical skills assessment (20%), mid semester exam (25%), end semester exam (55%) Campus: Cumberland Mode of delivery: Normal (lecture/lab/tutorial) Day
This unit aims to provide students with an understanding of the fundamental principles of exercise science and an introduction to their application to physical activity, sport, fitness and health. A focus of fundamentals of Exercise Science is the practical application of testing procedures to the measurement of physiological function. In this unit issues related to work (and its measurement), energy supply, physiological capacity and muscular fitness are covered, with emphasis on the integration of these concepts, the use of scientific rigour and evidence-based practice. Practical classes will cover various fundamental skills for exercise scientists including standard health screening procedures and the principles and practice aerobic and muscular fitness testing. The exercise prescription component of the unit introduces students to the concepts of programming for cardio-respiratory/aerobic and muscular fitness for healthy individuals. A major emphasis of the unit is the acquisition of laboratory based testing/assessment skills.

Textbooks
No textbook required, students recommended to obtain unit of study manual

EXSS1029
Muscle Mechanics and Training
Credit points: 6 Teacher/Coordinator: Mr Tom Gwinn Session: Semester 1, Semester 2 Classes: 3hrs lectures, 2hrs practical/week. Assumed knowledge: BIO1137 Introductory Neuroscience or BIO1166 Neuroscience, one of BIO1130 Molecules and Energy, BIO1167 Human Cell Biology, CHEM1101 Chemistry 1A, CHEM1001 Fundamentals of Chemistry 1A Assessment: Mid semester exam (20%), practical report (5%), end semester exam (75%) Campus: Cumberland Mode of delivery: Normal (lecture/lab/tutorial) Day
This unit focuses on the sarcomere, and its molecular components, as the basis of skeletal muscle function and adaptability. Starting from the cross bridge cycle, students progress to explore the functional implications of altered assemblies of sarcomeres in series or in parallel. Data is presented on sarcomere remodelling of human muscle in response to training and disuse. Students then apply this information to deduce the effects of these adaptations on muscle function, including alterations in the capacity to produce force and power, and on the passive length-tension properties of muscle. The control of muscle activation is examined both at the cellular level and at the whole muscle level. Students acquire professional skills through participation in a progressive high-resistance weight training program. Lecture material presents dose-response relations for high resistance training in terms of both minimal effective and optimal values for load, sets and frequency of training. Practical classes examine muscle structure and maximal voluntary responses.

Textbooks
No textbook required, students recommended to obtain unit of study manual
and the maintenance of posture and balance. Models will be developed which emphasise the control of movement as an interaction between the nervous system, skeletal muscle and the environment. This unit considers the mechanics of movement and clinical disorders to extend the application of the motor system model.

**EXSS2017**

**Biochemistry of Exercise**

**Credit points:** 6  
**Teacher/Coordinator:** Dr Kieron Rooney  
**Session:** Semester 1  
**Classes:** 3hrs lectures, 3hrs practicals (alternate weeks)  
**Prerequisites:** EXSS1031 Cell Metabolism and Biochemistry  
**Assessment:** Mid semester exam (35%), end semester exam (50%), reports (12%), practical (3%)  
**Campus:** Cumberland  
**Mode of delivery:** Normal (lecture/lab/tutorial) Day  
**Note:** Department permission required for enrolment.

This unit investigates the biochemical strategies that maintain energy balance in exercising muscle. The structure of the ATP producing pathways and their kinetic characteristics in terms of maximum flux and flux capacity will be described. The role of signals representing exercise intensity and duration in the regulation of oxidative phosphorylation, glycolysis and creatine kinase reaction will be examined in depth. These mechanisms will be demonstrated by reference to specific examples of high power output (sprinting) and long duration (endurance) activities. The processes of fuel mobilisation during exercise and of fuel storage at rest will be described.

**EXSS2018**

**Biomechanical Analysis of Movement**

**Credit points:** 6  
**Teacher/Coordinator:** Dr Benedicte Vanwanseele  
**Session:** Semester 1  
**Classes:** 2hrs lectures, 2hrs practicals  
**Prerequisites:** EXSS1018 Biomechanics of Human Movement  
**Assessment:** Group project, mid semester exam, end semester exam  
**Campus:** Cumberland  
**Mode of delivery:** Normal (lecture/lab/tutorial) Day

The main emphasis of this unit is in developing practical expertise in techniques for the biomechanical analysis of human movement. Students will conduct a 2D video analysis project that makes use of a computer software package (KAVideo). A second component of this unit is aimed at further development of mathematical and problem-solving skills. Topics include static and dynamic equilibrium, calculation of centre of mass, and determination of joint torques using inverse dynamics.

**EXSS2019**

**Exercise Physiology - Acute Responses**

**Credit points:** 6  
**Teacher/Coordinator:** Dr Chin Mei Chow  
**Session:** Semester 1  
**Classes:** 3hrs lectures, 2hrs practicals, 1hr tutorials  
**Assumed knowledge:** BIOS1133 Body Systems: Structure and Function I. Either EXSS1032 Fundamentals of Exercise Science or EXSS1033 Principles of Exercise Science  
**Assessment:** Mid semester exam, end semester exam  
**Campus:** Cumberland  
**Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit will investigate the acute responses to exercise, with a specific emphasis on the roles of respiratory system and the cardiovascular system in oxygen transport and the significance of submaximal and maximal oxygen consumption during exercise. In addition, the concepts of acid-base balance during exercise and of lactate and ventilatory thresholds will be examined. Factors determining provision and oxidation of substrate and interactions among carbohydrates and fatty acids will also be investigated. The cellular events underlying muscle plasticity will be considered in relation to their influence on muscle performance or fatigue. The practical sessions play an essential role in this unit of study with students acquiring skills in the collection of cardiorespiratory data, respiratory gas analysis and metabolic calculations. The practical content of the unit, together with the practicals for the unit of study EXSS2022 Exercise Physiology Training Adaptation (Semester 2), is based on the model of assessment/exercise prescription/reassessment which forms the core of future professional practice.

**EXSS2021**

**Nourishment, Health and Performance**

**Credit points:** 6  
**Teacher/Coordinator:** Dr Helen O'Connor  
**Session:** Semester 2  
**Classes:** 3hrs lectures, 1hr tutorial/week  
**Prerequisites:** Either: EXSS2017 Biochemistry of Exercise and EXSS2019 Exercise Physiology-Acute responses, or EXSS2028 Exercise Physiology and Biochemistry  
**Assessment:** Presentation assignment, end semester exam

This unit provides students with an understanding of the principles of nutrition to optimise physical performance in sport, recreation and occupation. This unit defines the importance of macro and micro nutrients in the maintenance of health, and the specific roles of carbohydrate, protein and lipids in energy metabolism during exercise. In addition, the interaction between dietary intake and physical activity and its effects on energy-balance, cardiovascular health and other lifestyle diseases are considered.

**EXSS2022**

**Exercise Physiology-Training Adaptations**

**Credit points:** 6  
**Teacher/Coordinator:** Dr Chin Mei Chow  
**Session:** Semester 2  
**Classes:** 3hrs lectures, 2hrs practicals  
**Prerequisites:** Either: EXSS2017 Biochemistry of Exercise and EXSS2019 Exercise Physiology-Acute responses, or EXSS2028 Exercise Physiology and Biochemistry  
**Assumed knowledge:** BCHM2072 Human Biochemistry  
**Assessment:** Mid semester exam, end semester exam  
**Campus:** Cumberland  
**Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit is concerned with the physiological adaptations associated with training. This unit will focus on cardiorespiratory and metabolic adaptations to endurance, high resistance and interval/sprint training. The implications of training will be discussed with respect to improved fatigue resistance, resulting from changes in the structural and functional capacities of organ systems under normal conditions as well as altered environmental conditions such as altitude and temperature. The mechanisms behind muscle damage and fatigue, including acidosis and excitation-coupling failure, will be examined in the untrained individual and the elite athlete with respect to their specific stimulus and appropriate recovery. This unit will build on fundamental topics of EXSS2028 Exercise Physiology and Biochemistry, and will apply theory to practice with a hands-on approach through the conduct of both sprint and endurance training programs.

**EXSS2025**

**Motor Control and Learning**

**Credit points:** 6  
**Teacher/Coordinator:** Assoc Prof Nicholas O'Dwyer, Dr Roger Adams  
**Session:** Semester 1, Semester 2  
**Classes:** 2hrs lectures, 2hrs tutorials/week  
**Assessment:** Tutorial presentation (15%), compulsory online quiz (MCQ, SAQ) (0%), group training project report (35%), end semester exam (MCQ, SAQ) (50%)  
**Campus:** Cumberland  
**Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit of study provides students with a broad overview of motor control and learning with the aim of stimulating them to think about the mechanisms of normal human movement. Both a behavioural and a neurophysiological approach are taken to the acquisition and execution of skilled motor actions. The behavioural approach is directed at the structures and processes underlying movement without considering their physical basis, while the neurophysiological approach is directed at the neuromuscular machinery and the functional neural connections that govern movement. The unit consists of 3 modules. The first module examines the information processing and energetic capacities of the learner that underpin motor performance; that is, characteristics of the perceptual-motor system such as memory, attention, reaction time, speed-accuracy trade-off, force control, economy of energy, coordination, automaticity, lateralisation, arousal and stress, talent and expertise. The second module examines features of the learning environment that can be manipulated to promote motor learning such as goals, motivation, instruction, practice conditions and feedback. The third module examines applications to teaching motor skills, coaching and rehabilitation and includes a group project in which a motor skill is trained, thereby enabling students to apply the principles of motor control and learning that they have learned.
This unit of study aims to provide the student with an appreciation of growth, development and ageing of the human across the lifespan. Physiologic changes, motor skill development and physical performance will be examined and related to morphology and stages of childhood and adolescent growth. The relationships between growth, development, gender and physical activity will be explored. The biological changes and consequences of ageing on physiologic and psychological health, disease and exercise capacity will be investigated. The student will also be able to gain an understanding of exercise prescription for pregnant women, children, adolescents and older adults.

EXSS2027 
**Exercise Physiology for Clinicians**

**Credit points:** 6  
**Teacher/Coordinator:** Dr Chin-Moi Chow  
**Session:** Semester 1  
**Classes:** 3hrs lectures, 2hrs practical/week  

**Assumed knowledge:** EXSS1032 Fundamentals of Exercise Science, BIOS1133 Body Systems: Structure & Function 1 or BIOS1170 Body Systems: Structure and Function  
**Assessment:** Mid semester exam (20%), end semester exam (80%)  
**Campus:** Cumberland  
**Mode of delivery:** Normal (lecture/lab/tutorial) Day

The aim of this unit is to provide students with a broad understanding of the physiological responses and adaptations to physical activity and inactivity. The unit has a primary focus on the application of exercise as both a treatment modality and a tool in rehabilitation. The unit describes the basic metabolic, cardiovascular, respiratory, thermoregulatory and endocrine responses and adaptations to exercise training in healthy, asymptomatic individuals (children, adults and the elderly). The normal exercise response is compared with that in health disorders such as diabetes, arthritis, and heart and lung disease. Particular attention is given to exercise testing in clinical practice.

EXSS208 Exercise Physiology and Biochemistry

**Credit points:** 6  
**Teacher/Coordinator:** Dr Chin-Moi Chow  
**Session:** Semester 1  
**Classes:** 3hrs lectures, 2hrs practical/week  

**Prohibitions:** EXSS2017 Biochemistry of Exercise, EXSS2019 Exercise Physiology-Acute Responses  
**Assumed knowledge:** BIOS1167 Human Cell Biology or EXSS1032 Fundamentals of Exercise Science  
**Assessment:** 1hr mid semester exam, 2hr end semester exam  
**Campus:** Cumberland  
**Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit discusses the acute responses to exercise with a specific emphasis on the roles of the respiratory and cardiovascular systems in oxygen transport and the significance of sub-maximal and maximal oxygen consumption in the limitations to performance. Furthermore, this unit develops an understanding of the specific metabolic response to exercise at the peripheral cellular level and the biochemical strategies that maintain energy balance during exercise and a return to homeostasis in recovery. Students will put theory into practice with weekly laboratory tasks that encourage skill acquisition in the collection of real-time physiological data of the respiratory and cardiovascular response to exercise and subsequent metabolic calculations for the discussion of fuel mobilisation during exercise.

EXSS3023 
**Exercise Testing and Prescription**

**Credit points:** 6  
**Teacher/Coordinator:** Dr Corinne Caillaud  
**Session:** Semester 1, Semester 2  
**Classes:** 3hrs lectures, 2hrs practicals  
**Assumed knowledge:** EXSS2022 Exercise Physiology-Training Adaptations or EXSS2027 Exercise Physiology for Physicians or EXSS2028 Exercise Physiology and Biochemistry  
**Assessment:** Mid semester exam, assignment, end semester exam  
**Campus:** Cumberland  
**Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit is designed to provide a comprehensive and critical examination of exercise testing and programming in low-risk populations. The scientific evidence for exercise dosages for aerobic exercise and resistance training required for health and fitness outcomes will be critically reviewed. Other aspects of exercise programming such as flexibility, warm up and instructional technique will also be covered in this unit. Through the use of lectures and case studies, students will learn how to integrate both the physiological components and logistical aspects of exercise performance, to devise individualised exercise test batteries and prescriptions. Although not a co-requisite, students will benefit from undertaking EXSS3024 Exercise, Health and Disease in parallel with Exercise Testing and Prescription.

EXSS3024 
**Exercise, Health and Disease**

**Credit points:** 6  
**Teacher/Coordinator:** Dr Jacqui Raymond, Mrs Belinda Parmenter  
**Session:** Semester 1, Semester 2  
**Classes:** 3hrs lectures, 2hrs practicals  
**Assumed knowledge:** Either: both EXSS2019 Exercise Physiology-Acute Responses and EXSS2022 Exercise Physiology-Training Adaptations, or EXSS2027 Exercise Physiology for Physicians or EXSS2028 Exercise Physiology and Biochemistry  
**Assessment:** Case study exam, end semester exam, practical exam  
**Campus:** Cumberland  
**Mode of delivery:** Normal (lecture/lab/tutorial) Day

The aim of this unit is to investigate the application of exercise science to the promotion and maintenance of health via the prevention of chronic disease and the management of people suffering from chronic disease. Students will explore a range of topics including pathophysiology, risk assessment, clinical exercise testing, the role of exercise and client monitoring. Emphasis will be placed on the scientific evidence underpinning the use of exercise and effective doses in those chronic diseases which are responsive to an exercise intervention. The chronic disease conditions covered include metabolic syndrome, diabetes and cardiovascular and peripheral vascular disease.

EXSS3027 
**Exercise and Rehabilitation**

**Credit points:** 6  
**Teacher/Coordinator:** Dr Jacqui Raymond, Mrs Belinda Parmenter  
**Session:** Semester 2  
**Classes:** 3hrs lectures, 2hrs practicals  
**Prequisites:** EXSS3024 Exercise, Health and Disease  
**Assumed knowledge:** Either: both EXSS2019 Exercise Physiology-Acute Responses and EXSS2022 Exercise Physiology-Training Adaptations, or EXSS2027 Exercise Physiology for Physicians or EXSS2028 Exercise Physiology and Biochemistry  
**Assessment:** Practical exam, case study exam, end semester exam  
**Campus:** Cumberland  
**Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit examines the pathophysiological basis of exercise limitations and the use of exercise in the management of a range of musculoskeletal and respiratory conditions such as chronic low back pain, osteoarthritis, osteoporosis, asthma and chronic obstructive pulmonary disease. Throughout the unit, discussion of the effects of disease on the exercise response is used to enhance understanding of normal exercise physiology and biomechanical function. Similar attention is paid to the contributions of disuse and deconditioning to exacerbation of exercise impairment imposed by disease or injury. Completion of 140 hours of workplace experience is a requirement for successful completion of Exercise and Rehabilitation, and this can be accrued during the undergraduate program.

EXSS3036 
**Research and Practice**

**Credit points:** 5  
**Teacher/Coordinator:** Dr Mark Halaki  
**Session:** Semester 1  
**Classes:** Two 1hr lectures, 2hr practical/week  
**Assumed knowledge:** Basic biomechanics, physiological and motor learning principles, basic hypothesis
training, elementary knowledge of exercise science industry. Assessment: 1hr exam (35%), 2500 word research report (35%), 3000 word assignment (30%) Campus: Cumberland Mode of delivery: Normal (lecture/lab/tutorial) Day

The aim of this unit is to explore: (i) the scientific method using knowledge integrated from previous units of study; and (ii) professional issues related to practice in the field of exercise and sport science. This exploration will include: critical review of scientific writing, proposing research, the communication of scientific knowledge, research design, data collection, data analysis, statistical tests, ethics in research, evidence-based practice and professional and ethical behaviour. Activities and assessment will focus on practical applications in exercise and sport science. Emphasis will be placed on generic skills such as communication, teamwork, independent and critical thinking and practical skills.

**EXSS3037**

**Exercise Pharmacology and Immunology**

Credit points: 6 Teacher/Coordinator: Dr Rhonda Orr Session: Semester 1 Classes: 3hrs lectures, 4 tutorials/semester Prerequisites: Either (BIOS1133 Body Systems Structure and Function I, BIOS2098 Body Systems Structure and Function II and EXSS2019 Exercise Physiology-Acute Responses) or (BIOS1170 Body Systems: Structure and Function and EXSS2028 Exercise Physiology and Biochemistry) Assessment: Mid semester exam (40%), end semester exam (60%) Campus: Cumberland Mode of delivery: Normal (lecture/lab/tutorial) Day

This unit of study will introduce the student to the principles of pharmacology and immunology as well as the effect and influence of exercise on the respective fields. Students will gain an understanding of the pharmacokinetic and pharmacodynamic action of drugs in the body. Students will be able to describe the site and mechanism of action of selected drug groups, to identify the therapeutic use of the drug and its adverse effects, to examine the effect of the exercise and disease on drug action, and the effect of the drug on the exercise response. Special emphasis will be given to drugs used for therapeutic medication, for recreational purposes and for performance enhancement in sport. The nature of immunity, the immune response, pathological disorders of the immune system and its response to exercise and ageing will be examined.

**EXSS3038**

**Ergonomics**

Credit points: 6 Session: Semester 2 Classes: 2hrs practical/week Assumed knowledge: Either BIOS1159 Functional Anatomy A-Exercise and BIOS1160 Functional Anatomy B-Exercise, or BIOS1168 Functional Anatomy A and BIOS1169 Functional Anatomy A. EXSS1018 Biomechanics of Human Movement Assessment: Mid semester exam (30%), assignment (30%), end semester exam (40%) Campus: Cumberland Mode of delivery: Normal (lecture/lab/tutorial) Day

Ergonomics is concerned with optimising health, safety and performance in human activities. This unit will broaden the student's knowledge of human tolerance to physical tasks by considering tasks and practice will be critically reviewed. Special attention will be given to the role of speed, strength and endurance in sports performance. Fundamental questions concerning the nature of the stimulus, training thresholds, plasticity of muscle, dose-response relationships, detraining and overtraining will be investigated. Teaching and learning strategies include lectures, case studies, practical test and measurement skills. On completion of this unit of study students will demonstrate competency within the sports testing environment and a capacity to provide well researched consultancy advice on sports training theory and practice.

**EXSS3041**

**Management, Marketing and the Law**

Credit points: 6 Teacher/Coordinator: Assoc Prof Nick O'Dwyer Session: Semester 2 Classes: 2hrs lectures, 1hr tutorial/week Assessment: Assignment (40%), end semester exam (60%) Campus: Cumberland Mode of delivery: Normal (lecture/lab/tutorial) Day

This unit presents an overview of starting a small business, adapting current marketing principles and being aware of the many pitfalls that will be encountered along the way. Attention is given to the fundamentals of business planning, staff structuring, and understanding of current occupancy costs together with an insight into the basics of budgetary controls. Media buying, advertising and franchising are also reviewed. Proficiency in the area of legal obligations for leasing, insurance, consumer protection, third party liability and associated legislative obligations such as Occupational Health and Safety is developed. Negotiation skills and business obligations are introduced to augment the level of expertise when leaving university to work within an established firm or commence your own practice, partnership or solely owned company.

**EXSS3042**

**Nutrition for Health, Exercise and Sport**

Credit points: 6 Teacher/Coordinator: Dr Helen O'Connor Session: Semester 1 Classes: 4hr lectures, tutorial, practical/week for 13 weeks Prerequisites: BIOS1167 Human Cell Biology Assessment: Presentation (30%), end semester exam (70%) Campus: Cumberland Mode of delivery: Normal (lecture/lab/tutorial) Evening

This unit provides students with background knowledge in nutrition as applied to public health and exercise performance. Emphasis is given to the major, nutrition related public health issues faced by western countries including the impact of diet on obesity, diabetes mellitus, cardiovascular disease and cancer. Students will learn to appreciate how manipulation of diet is used in the management of the abovementioned lifestyle diseases. In addition, students will learn about the way diet can optimise exercise performance through provision of adequate energy and ideal distribution of macronutrients. Use of dietary supplements and nutritional ergogenic aids and the benefits of sports nutrition strategies such as ‘carbohydrate loading’ will also be a focus. This unit of study has a strong practical emphasis.

**EXSS3043**

**High Performance Coaching**

Credit points: 6 Session: Semester 2 Classes: Two 1hr lectures, 2hr practical, tutorial/week Prohibitions: EXSS1034 Sport Coaching Assumed knowledge: EXSS2016 Motor Control, EXSS2026 Growth, Development and Ageing, BACH1161 Introduction to Behavioural Science Assessment: 2000 word report (45%), 1500 word review (30%), 2hr exam (30%) Campus: Cumberland Mode of delivery: Normal (lecture/lab/tutorial) Day

This unit provides an introduction to the principles of sports coaching and the role of a high performance coach. The unit aims to integrate and apply the concepts acquired over the course of the degree. Students will conduct athlete profiling, sports analyses and performance analyses for the development of periodised training programs. The psychological and behavioural aspects of sport and training will also be explored, providing students with practical skills essential for the development of optimum athletic performance. Students will develop practical knowledge relating to the application of motor control and learning in skill acquisition. The issue of talent identification will be explored using relevant knowledge acquired from previous units of study. Students will also be able to draw on their understanding of various physical and psychological disorders to examine the area of inclusive coaching/athletes with disabilities. The
emerging area of athlete development will be discussed, focusing on the promotion of educated and rounded athletes to enhance both competitive performance and life after sport. Legal and business considerations relating to sports coaching and the structure of the Australian coaching scheme will be explored to provide students with an understanding of the sport and coaching industries.

EXSS3044
Biomechanics of Sports Techniques
Credit points: 6 Teacher/Coordinator: Dr Edouard Rene Ferdinands Session: Semester 1 Classes: Two 1hr lectures, two 1hr tutorial or prac session/week Prerequisites: EXSS1018 Biomechanics of Human Movement Assessment: 1hr mid semester exam (20%), written assignment (20%), 2hr end semester exam (60%) Campus: Cumberland Mode of delivery: Normal (lecture/lab/tutorial) Day

The prime focus of this unit is the application of biomechanical principles to the analysis, understanding, assessment, feedback and improvement of techniques to enhance sport performance. Students will be introduced to the biomechanical analysis of various popular sports such as cricket, golf, soccer, weight lifting, tennis, throwing, etc. Many of the cases studies involve the development of practical assessment competency. Skills include the development of a qualitative analysis framework in which to use biomechanical principles to analyse all sporting techniques. On completion of this unit, students will have the specialised knowledge to work with athletes in sports testing environment, and develop a career in which they can work with elite coaches and athletes.

EXSS3046
Clinical Exercise Practice
Credit points: 6 Teacher/Coordinator: Dr Jacqui Raymond Session: Semester 2 Classes: 4hrs lectures, tutorials, practical/week Prerequisites: EXSS3032 Exercise Testing and Prescription for Exercise Intended for Disease, EXSS3037 Exercise Pharmacology & Immunology Corequisites: EXSS3027 Exercise and Rehabilitation Assessment: Written assignment, practical competency assessment Campus: Cumberland Mode of delivery: Normal (lecture/lab/tutorial) Day Note: Department permission required for enrolment.

This unit introduces students to a range of issues related to exercise physiology professional practice and service delivery. Topics covered include oral and written communication skills and clinical decision making. Students will also undertake practical work with clients. This practical work will reinforce the content covered in lectures/tutorials and allow the student to build their confidence and skill level in an area of exercise delivery for clinical populations. Students will need to be flexible with times for practical work as this will depend on clinical resources.

EXSS3047
Nutrition Practice for Health & Exercise
Credit points: 3 Teacher/Coordinator: Dr Helen O'Connor Session: Semester 1 Classes: 2hr lecture, tutorial, practical/week for 10 weeks, 10hr field research project Corequisites: NUTR3911 Nutritional Assessment Methods, NUTR3921 Methods in Nutrition Practice Assessment: Group presentation (30%), final exam (70%) Campus: Cumberland Mode of delivery: Normal (lecture/lab/tutorial) Evening

This unit provides the theoretical background supporting the manipulation of diet to enhance sports performance. Students will learn about the way diet can optimise exercise performance through the provision of adequate energy and ideal distribution of macronutrients. Use of dietary supplements and nutritional ergogenic aids and the benefit of sports nutrition strategies such as 'carbohydrate loading' will also be a focus. This unit of study has a strong practical emphasis so that in addition to provision of a theoretical rationale for diet manipulation, students will be introduced to practical diet strategies to improve nutritional status and exercise performance. Students will have the opportunity to undertake a small field-based research project.

EXSS3048
Applied Nutrition
Credit points: 6 Teacher/Coordinator: Dr Helen O'Connor, Dr Kieron Rooney, Dr Nathan Johnson Session: Semester 1 Classes: 2hr lectures, 2hr practical classes/week Corequisites: NUTR3911 Nutritional Assessment Methods, NUTR3921 Methods in Nutrition Practice Assessment: Presentation, report, practical exam, end semester exam Campus: Cumberland Mode of delivery: Normal (lecture/lab/tutorial) Day

This unit provides students with background knowledge in nutrition as applied to public health and exercise performance. Emphasis is given to the major, nutrition-related public health issues faced by western countries including the impact of diet on obesity, diabetes mellitus, cardiovascular disease and cancer. Students will study how diets and individuals can be assessed for nutritional adequacy and how diet can be manipulated to treat the above mentioned lifestyle diseases. In addition, students will learn about the way diet can optimise exercise performance through provision of adequate energy and ideal distribution of macronutrients. Use of dietary supplements and nutritional ergogenic aids and the benefit of sports nutrition strategies such as 'carbohydrate loading' will also be a focus. This unit of study has a strong practical emphasis so that in addition to provision of a theoretical rationale for diet manipulation, students will be introduced to practical diet strategies used to improve nutritional status and exercise performance. An opportunity to attain a Level I International Society for Kinanthropometry accreditation will also be available through the practical anthropometry classes in this unit of study.

Textbooks

EXSS4004
Honours Thesis A
Credit points: 24 Teacher/Coordinator: Dr Kieron Rooney Session: Semester 1 Classes: No on-campus classes, although workshop attendance is compulsory Prerequisites: EXSS3004 Honours Thesis A Assessment: Continuous assessment, thesis examination Campus: Cumberland Mode of delivery: Normal (lecture/lab/tutorial) Day

Honours students undertake a research project in an area of exercise and sport science. Each student designs and implements an approved research project, and submits a thesis describing the project and its implications. In completing the research thesis, the student works closely with an academic staff member who serves as the supervisor.

EXSS4005
Honours Thesis B
Credit points: 24 Teacher/Coordinator: Dr Kieron Rooney Session: Semester 1, Semester 2 Classes: No on-campus classes, although workshop attendance is compulsory Prerequisites: EXSS4004 Honours Thesis A Assessment: Continuous assessment, thesis examination Campus: Cumberland Mode of delivery: Normal (lecture/lab/tutorial) Day

Honours students will complete their research projects and write a thesis describing the project and its implications. Students will continue to work closely with the academic staff member who is their supervisor.

HSBH1003
Health, Behaviour and Society
Credit points: 6 Teacher/Coordinator: Ms Karen Pepper Session: Semester 1 Classes: 2hrs lecture, 1hr tutorial/week Prohibitions: BACH1130 Foundations of Health Sociology, BACH1132 Foundation of Psychology for the Health Sciences, BACH1153 Introduction to Health Psychology, BACH1134 Health, Illness and Social Inquiry, BACH1161 Introductory Behavioural Health Sciences Assessment: 1hr in-class essay, group presentation, end semester exam Campus: Cumberland Mode of delivery: Normal (lecture/lab/tutorial) Day

This unit provides an introduction to areas of behavioural and social sciences relevant to health and wellbeing. The unit lays the foundation of theory and method necessary for understanding how broad social and organisational structures as well as individual characteristics and behaviours contribute to health and health inequalities.
HSBH1005 Human Development
Credit points: 6  Teacher/Coordinator: Dr Andrew Campbell  Session: Semester 2  Classes: Two 1hr lectures, 1hr tutorial/week  Assessment: Project (20%), seminar presentation (20%), 1000 word essay (20%), 2hr exam (40%)  Campus: Camperdown/Darlington  Mode of delivery: Normal (lecture/lab/tutorial) Day

This unit of study considers the important psychosocial and functional changes that occur across the lifespan from gestation to old age. Psychosocial factors important for understanding major national health priority areas such as asthma, mental health, cardiovascular disease, arthritis and musculoskeletal disease, cancer, injury, and diabetes across the lifespan are considered.

HSBH1006 Foundations of Health Science
Credit points: 6  Teacher/Coordinator: Assoc Prof Lynne Harris  Session: Semester 1  Classes: Two 1hr lectures, 1hr tutorial/week and WebCT online learning support  Assessment: Information literacy (10%), seminar presentation (15%), literature review (25%), 2hr final exam (50%)  Campus: Camperdown/Darlington  Mode of delivery: Normal (lecture/lab/tutorial) Day

This is an introductory unit for students entering the health sciences. This unit aims to expose students to a range of definitions of health, and key concepts in health and health systems. Students will develop a range of core skills and competencies needed in the study and practice of health sciences and a basis for work practice in the health system or for postgraduate study. Topics include: What is health?; How is health status classified?; Biomedical, psychological and sociological aspects of health and health care; What ‘should’ a health care system do?; How do we measure health status in an individual, a community and a nation? An integrated sciences model of health care is explored which covers the five domains of biological, behavioural, cognitive, socio-cultural and environmental.

HSBH1007 Health Science and Research
Credit points: 6  Teacher/Coordinator: Ms Karen Pepper  Session: Semester 1, Semester 2  Classes: Two 1hr lectures, 1hr tutorial/week and WebCT online learning support  Assessment: 2000 word written report (40%), 1.5hr MCQ/SAT exam (60%)  Campus: Cumberland  Mode of delivery: Normal (lecture/lab/tutorial) Day

This unit introduces students to key research paradigms in health, and to the major approaches to designing and evaluating basic and applied research in health. Students are exposed to the types of research which inform our understanding of normal and abnormal functions of the human body and of treatment and preventative health care. Students will be engaged in the generation of new knowledge through evidenced based practice and evidence based innovation. Current issues in health science research will be identified, with emphasis on the role of technology in health and e-health.

HSBH1008 Health Determinants and Interventions
Credit points: 6  Teacher/Coordinator: Dr Toni Schofeld  Session: Semester 2  Classes: Two 1hr lectures, 1hr tutorial/week and WebCT online learning support  Assessment: Project (20%), seminar presentation (20%), 1000 word essay (20%), 2hr exam (40%)  Campus: Camperdown/Darlington  Mode of delivery: Normal (lecture/lab/tutorial) Day

This unit has two components. Health Determinants will introduce students to the key factors determining health status in the Australian context. It will explore biomedical and genetic factors, acquired health behaviours, and social, cultural and environmental determinants of health status. Health and wellbeing will be explored through life expectancy, functioning, disability, illness, disease and injury. Initiatives to promote preventable hospitalisation and increased health and wellbeing across population groups will be examined. Health Interventions outlines the distinction between primary and secondary prevention and examines the evidence base for a range of intervention strategies including public health, preventative and restorative health care. Traditional interventions to promote outcomes through prevention, health promotion, treatment, care, rehabilitation and counselling will be explored alongside complementary and alternative medical (CAM). Healthy ageing and age-related illness will be highlighted.

HSBH1009 Health Care Resources and Systems
Credit points: 6  Teacher/Coordinator: Dr Zakia Hossain  Session: Semester 2  Classes: Two 1hr lectures, 1hr tutorial/week and WebCT online learning support  Assessment: Teamwork project (30%), assignment (30%), 2hr MCQ/SAT exam (40%)  Campus: Camperdown/Darlington  Mode of delivery: Normal (lecture/lab/tutorial) Day

This unit explores the organisation and structure of health care delivery systems. National and international frameworks regarding the provision of services to minority and culturally diverse groups, health care policy frameworks, and health care service structure and models of health care funding will be examined. Specifically, students will view the globalisation of health through human, material, financial, research, evaluation, monitoring, surveillance and technology. Issues of communication, advocacy and service delivery in teams will be examined. Safety and quality in health care systems will be highlighted.

Textbooks

HSBH3001 Health and Indigenous Populations
Credit points: 6  Teacher/Coordinator: Dr Freidoon Khavargour  Session: Semester 2  Classes: 1hr lecture, 1hr tutorial/week  Prerequisites: HSBH1006 Foundations of Health Science, HSBH1007 Health Science and Research, HSBH1008 Health Determinants and Interventions, HSBH1009 Health Care Resources and Systems  Assessment: Two short essays (25% ea), media and data analysis (50%)  Campus: Camperdown/Darlington  Mode of delivery: Normal (lecture/lab/tutorial) Day

This unit of study aims to provide students with an insight and respect for Indigenous perspectives on health and health care. This unit also explores established theories about health and illness from western and non-western perspectives. The complexity of Aboriginal and Torres Straight Islander health in rural, remote and urban contexts in Australia will be explored. Health of other Indigenous populations outside Australia and their complexities provide a global focus across several cultures.

HSBH3002 Health Information Science
Credit points: 6  Session: Semester 1  Classes: 2hr lecture/week, 1hr tutorial, practical/fortnight  Prerequisites: HSBH1006 Foundations of Health Science, HSBH1007 Health Science and Research, HSBH1008 Health Determinants and Interventions, HSBH1009 Health Care Resources and Systems  Assessment: Group assignment (20%), 2hr exam (80%)  Campus: Camperdown/Darlington  Mode of delivery: Normal (lecture/lab/tutorial) Day

This unit will explore basic concepts in the e-Health field including data, information and knowledge in relation to the collection, use and storage of health information. The role of e-Health and health information systems from the perspective of how they can support health care practitioners will be covered. In addition, e-Health will be considered from the perspective of health consumers. Topics can include amongst others: web-based health information systems; legacy data in the Australian healthcare system; electronic health records and personal health records; structuring and searching health data and databases; point of care clinical systems. Consideration of informatics principles will be included.

HSBH3003 Health Service Strategy and Policy
Credit points: 6  Teacher/Coordinator: Dr Kate O'Loughlin  Session: Semester 2  Classes: Two 1hr lectures, 1hr tutorial/week  Prerequisites: HSBH1006 Foundations of Health Science, HSBH1007 Health Science and Research, HSBH1008 Health Determinants and Interventions, HSBH1009 Health Care Resources and Systems  Assessment: Assignment (40%), exam (60%)  Campus: Camperdown/Darlington  Mode of delivery: Normal (lecture/lab/tutorial) Day

This unit of study offers students an insight into the larger picture of how a nation sets priorities for health services. The importance of
evidence-based health policy development in planning health services will be highlighted. Strategies for increasing the cost-effectiveness of health services will be covered. Issues of communication and advocacy in health are portrayed. Students will gain skills in health service needs assessment, measuring cost-effectiveness, macroeconomic evaluation of health services and systems and health equity assessment.

HSBH3004 Health, Ethics and the Law
Credit points: 6 Teacher/Coordinator: Dr Rose Leontini Session: Semester 1 1 Classes: Two 1hr lectures, 1hr tutorial/week Prerequisites: HSBH1006 Foundations of Health Science, HSBH1007 Health Science and Research, HSBH1108 Health Determinants and Interventions, HSBH1109 Health Care Resources and Systems Assessment: Seminar participation (10%), group report (30%), group presentation (20%), end semester exam (40%) Campus: Camperdown/Darlington Mode of delivery: Normal (lecture/lab/tutorial) Day

This unit of study outlines the legislative role of governments and the role of legislation in health and health services. Fundamental ethical principles applied to ethical issues in health and health research are covered. Medico-legal aspects of health and health services as well as standards and medico-legal privacy principles will be explored. Students will develop an understanding of professionally acceptable behaviours appropriate to practice in the health professions.

HSBH3005 Evidence Based Health Care
Credit points: 6 Teacher/Coordinator: Dr Alex Broom Session: Semester 2 2 Classes: 2hr lecture, 1hr tutorial/week Prerequisites: HSBH1106 Foundations of Health Science, HSBH1107 Health Science and Research, HSBH1108 Health Determinants and Interventions, HSBH1109 Health Care Resources and Systems Assessment: 2000 word essay (50%), 1hr exam (50%) Campus: Camperdown/Darlington Mode of delivery: Normal (lecture/lab/tutorial) Day

This unit will explore theoretical frameworks and practical applications of evidence based health care (EBHC) within the health professions. EBHC is an approach to health care practice in which the practitioner is aware of the evidence (based on research) that bears on practice, the strength of that evidence in the context of decision making regarding an individual client. This unit will also introduce students to the social, philosophical and historical underpinnings of EBHC, emphasising the importance of developing a critical understanding of the production, application and translation of 'evidence' in a range of healthcare contexts.

Research Methods in Health
Credit points: 6 Teacher/Coordinator: Dr Tatjena Selzova-Cajic Session: Semester 1 1 Classes: 26hrs of lectures, 18 hrs of tutorials Prerequisites: HSBH1106 Foundations of Health Science, HSBH1107 Health Science and Research, HSBH1108 Health Determinants and Interventions, HSBH1109 Health Care Resources and Systems Prohibitions: Intermediate Statistics (BACH4043, BACH4055, BACH5253) Assessment: Assessment, various weeks (15%), assignment 2 (20%), assignment 3 (30%), exam (35%) Campus: Camperdown/Darlington Mode of delivery: Normal (lecture/lab/tutorial) Day

The aim of this unit is to provide a foundation for critical appraisal of techniques used in health research. The major quantitative and qualitative techniques appropriate for analysing research data in an evidence-based practice environment will be studied.

HSBH3006 International Health Project
Credit points: 6 Teacher/Coordinator: Dr Zakia Hossain Session: Semester 2 2 Classes: Two 1hr lectures, one 1hr tutorial/week for 3 weeks, independent learning package with email support during work placement Prerequisites: HSBH1106 Foundations of Health Science, HSBH1107 Health Science and Research, HSBH1108 Health Determinants and Interventions, HSBH1109 Health Care Resources and Systems Assessment: Project development, project report Practical field work; Work placement in a developing country Campus: Camperdown/Darlington Mode of delivery: Normal (lecture/lab/tutorial) Day

This unit examines health, illness and health care issues from international perspectives. The unit focuses on global burden of disease, global governance, structural adjustment program and ITRIP and their implications at national and international levels. It integrates organisational dimensions, changing patterns of global economy, restructuring of health care and socio-cultural approaches to international health. The unit uses both theoretical and practical approaches. At the practical level, students will be expected to have work experience for four weeks in a developing country. During this work experience they are expected to develop a series of alternate approaches in a problem solving project related to health and health care policies. The project will be selected from the WHO priority areas of health and global burden of disease. The project will focus on the following: global health problems and local solutions; burden of diseases, health care system and policy implementation from a global perspective; and the role of international organisations in health promotion.

Textbooks

HSBH3010 Health and Lifelong Disability
Credit points: 6 Teacher/Coordinator: Mr David Trembath Session: Semester 2 2 Classes: 2hrs lectures/week, online tutorials Prerequisites: HSBH1106 Foundations of Health Science, HSBH1107 Health Science and Research, HSBH1108 Health Determinants and Interventions, HSBH1109 Health Care Resources and Systems Assessment: 5min group video presentation (20%), 2000 word essay (40%), 1.5hr case-based exam (40%) Campus: Camperdown/Darlington Mode of delivery: Normal (lecture/lab/tutorial) Day

This unit of study will explore the roles and responsibilities of health professionals who work with children, adolescents and adults with lifelong physical and intellectual disabilities and their families. Using an interprofessional case-based curriculum, students will examine the nature of lifelong disability: factors which affect the participation of persons with lifelong disability in everyday life activities including education, leisure, and employment; and strategies for increasing their participation in these activities. Students will be supported to critique research literature, to examine the roles and responsibilities of allied health professionals in the context of working with persons with lifelong disability, and to develop practical strategies for interacting and working collaboratively and successfully with children, adolescents, and adults with lifelong disabilities, their families and fellow professionals. It is expected that through a combination of face-to-face teaching and online case-based learning activities, this unit will assist students in preparing to work with individuals with lifelong disabilities in a range of workplace settings.

HSBH3011 Rural Health
Credit points: 6 Teacher/Coordinator: Ms Sheila Keane Session: Semester 1 1 Classes: Distance education mode, web-based learning: Week 1 lecture (2hrs) and mid-term workshop (4hrs) on-campus with mandatory attendance; 1hr tutorial/week by teleconference Prerequisites: HSBH1106 Foundations of Health Science, HSBH1107 Health Science and Research, HSBH1108 Health Determinants and Interventions, HSBH1109 Health Care Resources and Systems Assessment: Attendance at all on-campus lectures and workshops (mandatory), attendance at tutorials by teleconference (10%), participation in eLearning activities (30%), group case presentation during workshop on campus (20%), final assignment (40%) Campus: Camperdown/Darlington Mode of delivery: Distance Education/Intensive on Campus

This unit introduces students to issues in rural health care. Topics covered include the nature and varieties of rural lifestyles, impact of lifestyle on health status, population health perspectives, prevalence and distribution of common health conditions in rural Australia, rural health promotion, injury prevention and education, settlement and health care for refugees, Indigenous health services, community-based health service delivery in rural settings, rural health workforce, eHealth, eLearning and eResearch for rural health practice, and innovation in health service delivery for example cross sector service coordination and interdisciplinary practice.

Textbooks

HSBM4001
Sexology/Sexual Hlth: Global Perspective
Credit points: 6 Teacher/Coordinator: Dr Patricia Weerakoon, Dr Russell Shuttleworth Session: Semester 1, Semester 2 Classes: Web based on Web CT6 platform. No on-campus attendance required. Assessment: All assessments will be completed and submitted online. Assessment 1, 500-800 word reflective report on values and attitudes to sexology. Week 2 (10%); assessment 2, group work and submission of 1000 word report, Week 3 (20%); assessments 4 and 5, 2000-2500 word independent reports on two selected scenarios with an appropriate experiential community-based activity, due exam week (50%) Campus: Cumberland Mode of delivery: On-line
Note: This unit of study will be offered as a University wide elective

The unit provides students with an overview of sexology as a science and a profession in a global context. Students will work in a multi professional, multicultural environment and develop an awareness of sexology and sexual health as an integral part of life and wellbeing that transcends discipline and professional groups as well as geographic and cultural boundaries. Students will be sensitised to the range of sex attitudes and values in the community. The initial learning modules in the unit will introduce the students to the multidisciplinary nature of the study of sex. The students will then apply this multidisciplinary framework to a series of scenarios that explore issues of sexology at personal, family, community, country and global levels. These scenarios will include: sexual dysfunction and management through the lifecycle; issues of gender concerns including transgender and homosexuality; women’s health including gender inequalities; HIV, AIDS and other sexually transmissible infections; adolescent sex education and sexual risk taking behaviour; sex in illness, people with a disability and the aged. Students will evaluate the most recent literature in the area and demonstrate the ability to discuss relevant issues in keeping with the definitions of sexual rights provided by the World Health Organisation (WHO) and the World Association of Sexology (WAS). All students will work in groups on two scenarios (the specific scenarios for the group work will vary depending on current national and global issues). Individual students will select two other scenarios to investigate independently. These individual assignments will have an experiential community based component. Sexuality and sexology is intrinsic to the wellbeing and quality of life of all people, and this unit of study would benefit students in all disciplines of the university.

Textbooks
Collected readings provided online

MATH1011
Application of Calculus
Credit points: 3 Session: Semester 1, Summer Main Classes: Two 1 hour lectures and one 1 hour tutorial per week. Prohibitions: MATH1111, MATH1001, MATH1901, MATH1906, BDM1003 Assumed knowledge: HSC Mathematics Assessment: One 1.5 hour examination, assignments and quizzes. Campus: Camperdown/Darlington Mode of delivery: Normal (lecture/lab/tutorial) Day

This unit is designed for science students who do not intend to undertake higher year mathematics and statistics. It includes the fitting of data to various functions and demonstrates the use of calculus in optimisation problems. It extends differential calculus to functions of two variables and develops integral calculus, including the definite integral and multiple integrals.

Textbooks
As set out in the Junior Mathematics Handbook

MATH1015
Biostatistics
Credit points: 3 Session: Semester 1 Classes: Two 1 hour lectures and one 1 hour tutorial per week. Prohibitions: MATH1005, MATH1905, STAT1021, STAT1022, ECMT1010, BIOM1003 Assumed knowledge: HSC Mathematics Assessment: One 1.5 hour examination, assignments and quizzes. Campus: Camperdown/Darlington Mode of delivery: Normal (lecture/lab/tutorial) Day

MATH1015 is designed to provide a thorough preparation in statistics for students in the Biological and Medical Sciences. It offers a comprehensive introduction to data analysis, probability and sampling, inference including t-tests, confidence intervals and chi-squared goodness of fit tests.

There are comprehensive details of this unit of study in the Junior Mathematics Handbook distributed at the time of enrolment.

Textbooks
As set out in the Junior Mathematics Handbook

MBLG2071
Molecular Biology and Genetics A
Credit points: 6 Teacher/Coordinator: Ms Vanessa Gysbers Session: Semester 1 Classes: Two 1-hour lectures per week; one 1-hour tutorial and one 4-hour practical per fortnight Prerequisites: MBLG1001 or MBLG1901 and 12 CP of Junior Chemistry. Prohibitions: MBLG2971, MBLG2771, MBLG2871, MBLG2001, MBLG2910, MBLG2901, MBLG2111, PLNT2001, AGCH2001, BCHM2001, BCHM2101, BCHM2901 Assessment: One 2.5-hour exam, practical work, laboratory reports. Campus: Camperdown/Darlington Mode of delivery: Normal (lecture/lab/tutorial) Day

Note: Students enrolled in the combined BAppSc (Exercise and Sport Science)/Bachelor of Science/Bachelor of Nutrition must have completed all Junior units for this course (CHEM1101, BACH1161, BIOS1159, EKSS1018 CHEM1102, BIOS1135, BIOS1160, EKSS1033, MBLG1001) prior to enrolling in this unit.

This unit of study extends the basic concepts introduced in MBLG1001/1901 and provides a firm foundation for students wishing to continue in the molecular biosciences as well as for those students who intend to apply molecular techniques to other biological or medical questions. The unit explores the regulation of the flow of genetic information in both eukaryotes and prokaryotes. The central focus is on the control of replication, transcription and translation and how these processes can be studied and manipulated in the laboratory. The processes of DNA mutation and repair are also discussed. Experiments in model organisms are presented to illustrate current advancements in the field, together with discussion of work carried out in human systems and the relevance to human genetic diseases. Tools of molecular biology are taught within the context of recombinant DNA cloning - with an emphasis on essential knowledge required to use plasmid vectors. The methods of gene introduction (examples of transgenic plants and animals) are also discussed along with recent developments in stem cell biology. Other techniques include the separation and analysis of of macromolecules, like DNA, RNA and proteins, by gel electrophoresis and Southern, Northern & Western blotting. Analysis of gene expression by microarrays is also discussed. In the genomics section, topics include structure, packaging and complexity of the genome: assigning genes to specific chromosomes, physical mapping of genomes as well as DNA and genome sequencing methods and international projects in genome mapping.

The practical course complements the theory and builds on the skills learnt in MBLG1001. Specifically students will: use spectrophotometry for the identification and quantification of nucleic acids, explore the lac operon system for the investigation of gene expression control, perform plasmid isolation, and complete a PCR analysis for detection of polymorphisms. As with MBLG1001, strong emphasis is placed on the acquisition of generic and fundamental technical skills.

Textbooks

MRTY1031
Medical Radiation Physics
Credit points: 6 Teacher/Coordinator: Dr Barry Egerton Session: Semester 1 Classes: 4hrs lectures, 2hrs tutorials/week and directed independent learning Assumed knowledge: HSC Physics, 2 unit Maths Assessment: Two common and stream specific tests (10% ea), 1hr MCQ/SAQ class test (30%), 2hr end semester MCQ/SAQ exam (50%) Practical field work: Practical classes will be provided as required. Campus: Camperdown/Darlington Mode of delivery: Normal (lecture/lab/tutorial) Day

Note: Students without the assumed knowledge are strongly advised to enrol in the Foundation Mathematics and Physics Bridging Courses offered prior to the commencement of Semester 1

This unit introduces students to the safe use of ionising radiation common to all medical radiations. It commences with an examination of the structure of the matter, the various modes of radioactive decay together with the types of ionising radiation and their interactions with matter. Discipline specific fundamental physics will also be covered.

Textbooks
This unit of study introduces the student to the key generic components of professional practice, patient care, communication skills and ethical behaviour. Students will also be introduced to their discipline specific practice, which will include a short clinical placement.

**Textbooks**

Discipline specific text

### MRTY1032 Preparation for Practice

**Credit points:** 6  
**Teacher/Coordinator:** Ms Nikki Field  
**Session:** Semester 1  
**Classes:** 4hrs lectures, 2hrs tutorials/week and directed independent learning  
**Assessment:** 500 word assignment (16%), two group presentations (22% ea.), 2hr final exam (40%)  
**Practical field work:** Practical classes will provide students with experience in patient care, practitioner patient communication and fundamental discipline specific practice  
**Campus:** Cumberland  
**Mode of delivery:** Normal (lecture/lab/tutorial)  
**Day**

Note: The clinical placement component will be undertaken during semester break and must be completed prior to Semester 2

### MRTY1033 Radiographic Practice 1

**Credit points:** 6  
**Teacher/Coordinator:** Ms Sue Miller  
**Session:** Semester 2  
**Classes:** 4hrs lectures, 2hrs tutorials/week and directed independent learning  
**Prerequisites:** MRTY1032 Preparation for Practice  
**Assessment:** Assignment, class tests, exam  
**Practical field work:** Practical classes will provide students with experience in patient care, practitioner patient communication and fundamental discipline specific practice  
**Campus:** Cumberland  
**Mode of delivery:** Normal (lecture/lab/tutorial)  
**Day**

This unit of study integrates knowledge from both basic and applied clinical sciences and focuses on the radiographer and the patient. Professional practice and personal development issues are considered at the same time as designated techniques. This unit of study will introduce the student to the basic principles of radiography. This unit will also provide students with the knowledge and skills to perform radiographic examinations of the chest, upper and lower limbs and abdomen.

**Textbooks**

Merrill's Atlas of Radiographic Positions

### MRTY1034 Nuclear Medicine Practice 1

**Credit points:** 6  
**Teacher/Coordinator:** Dr John O'Byrne, Dr Elaine Ryan  
**Session:** Semester 2  
**Classes:** 4hrs lectures, 1hr tutorial and 2hr lab/week, and directed independent learning  
**Prerequisites:** MRTY1031 Medical Radiation Physics  
**Assessment:** Assignments, laboratories, tutorials, mid semester test, 2hr end semester exam  
**Campus:** Camperdown/Darlington  
**Mode of delivery:** Normal (lecture/lab/tutorial)  
**Day**

This unit explores the effects of ionising and non-ionising radiation on biological systems, including implications for radiological protection. Additionally, the physical principals of optics, optical fibres, electricity and magnetism are described. These provide the foundation for understanding medical radiation equipment such as ultrasonic transducers, cyclotrons and radiation detectors.

**Textbooks**


### MRTY2081 Clinical Education 2.1DR

**Credit points:** 6  
**Teacher/Coordinator:** Mr Andrew Kilgour  
**Session:** Semester 1  
**Classes:** On-campus and clinical site. 35hrs/week for 8 weeks  
**Prerequisites:** MRTY1033 Radiographic Practice 1  
**Prohibitions:** No current cardiopulmonary resuscitation certificate, unsatisfactory criminal record check and non-compliance with Child Protection (Prohibited Employment) Act 1998, failure to acquire a PIRM, failure to provide a written current immunity status  
**Assessment:** Clinical departmental assessment (25%), written case studies (50%), university supervisor assessment (25%)  
**Campus:** Cumberland  
**Mode of delivery:** Professional Practice

Note: Department permission required for enrolment in the following sessions: Semester 2

This unit of study requires students to attend six (6) weeks of clinical practice in the workplace. During this unit of study, students will practice the radiographic skills basic to anatomical areas such as the chest and extremities. Students are required to reflect upon their professional role and acquire competencies in general skeletal and chest radiography.

**Textbooks**

Students are supplied with a clinical workbook specific to their UoS

### MRTY2082 Radiographic Physics 2

**Credit points:** 6  
**Teacher/Coordinator:** Dr Elaine Ryan  
**Session:** Semester 1  
**Classes:** 4hrs lectures, 2hrs tutorials/week and directed independent learning  
**Prerequisites:** MRTY1031 Medical Radiation Physics  
**Assessment:** Practical or assignment (20%), mid semester exam (30%), final exam (50%)  
**Campus:** Cumberland  
**Mode of delivery:** Normal (lecture/lab/tutorial)  
**Day**

This unit of study introduces the student to the construction, design and operation of general radiographic equipment. Sections on conventional tomography, computerised tomography, computed radiography, digital radiography and nuclear medicine are included.

**Textbooks**

Seeram, Computed Tomography (3rd ed), (2009)  
Bushong, Radiologic Science for Technologists (9th ed), (2009)  

### MRTY2083 Nuclear Medicine Practice 2.1

**Credit points:** 6  
**Teacher/Coordinator:** Ms Elisabeth Kilburn-Watt  
**Session:** Semester 1  
**Classes:** 4hrs lectures, 2hrs tutorials/week and directed independent learning  
**Prerequisites:** MRTY1034 Nuclear Medicine Practice 1  
**Assessment:** Class test, assignment, final exam  
**Practical field work:** Practical classes will provide students with experience in procedures, computer and radiopharmacy  
**Campus:** Cumberland  
**Mode of delivery:** Normal (lecture/lab/tutorial)  
**Day**

This unit of study extends the learning of the most commonly performed imaging procedures in nuclear medicine and introduces the appreciation of abnormal studies. Computer analysis of functional data and tomographic imaging, reconstruction and display will be presented. It provides a study of the pathophysiology and altered radiopharmaceutical bio-distributions and the variations of imaging procedures that may be undertaken. Further theoretical aspects of acquisition and radiopharmaceutical use will be developed. Aspects of quality control of nuclear medicine practice will be introduced.

**Textbooks**

Nuclear Medicine and PET Technology and Techniques (5th ed), Mosby
MRTY2084  
Nuclear Medicine Physics 2  
Credit points: 6  
Teacher/Coordinator: Assoc Prof Dale Bailey  
Session: Semester 1  
Classes: 4hrs lectures, 2hrs tutorials/week and directed independent learning  
Prerequisites: MRTY1031 Medical Radiation Physics  
Assessment: Practical/tutorials, class test, final exam  
Practical field work: Practical classes will provide students with experience in radiation detection, measurement and gamma camera functional parameters  
Campus: Cumberland  
Mode of delivery: Normal (lecture/lab/tutorial) Day  

This course covers the physical fundamentals of nuclear medicine imaging from the instrumentation and computing perspectives. Starting with simple detectors, students will learn about the components of the gamma camera in detail, the use of computers for data acquisition and analysis, and the bases for tomographic imaging. Some discussion of complementary imaging devices such as X-ray CT is included. The course lays the foundations for students in understanding the functional measurement, imaging and analysis techniques used in nuclear medicine.

Textbooks  

MRTY2085  
Clinical Education 2.1NM  
Credit points: 6  
Teacher/Coordinator: Ms Tracey Smith  
Session: Semester 1, Semester 2  
Classes: On-campus tutorials, off-campus clinical placement, 35hrs/week for 6 weeks  
Prerequisites: MRTY1034 Nuclear Medicine Practice  
1 Prohibitions: No current cardiopulmonary resuscitation certificate, unsatisfactory criminal record check and non-compliance with Child Protection (Prohibited Employment) Act 1998, failure to acquire a PRM, failure to have a written record of current immunity status  
Assessment: Clinical assessment, oral case study, practical test  
Campus: Cumberland  
Mode of delivery: Professional Practice  

Note: Department permission required for enrolment in the following sessions: Semester 2.  

This unit of study will provide the student with a structured program where the knowledge, skills and attributes to practice are applied to the clinical setting. Students will focus on developing their simulation, planning and treatment skills in superficial, orthovoltage, single photon and parallel opposed techniques.

Textbooks  

MRTY2086  
Radiation Therapy Practice 2.1  
Credit points: 6  
Teacher/Coordinator: Ms Yobelli Jimenez  
Session: Semester 1  
Classes: 2hrs lectures, 4hrs tutorials/week and directed independent learning  
Prerequisites: MRTY1035 Radiation Therapy Practice 1  
Assessment: Class test, module presentations, final exam  
Practical field work: Practical classes will provide the student with experience in planning pelvic and primary breast tumour techniques using 3D treatment planning systems  
Campus: Cumberland  
Mode of delivery: Normal (lecture/lab/tutorial) Day  

This unit of study concentrates on the acquisition of the knowledge and skills to enable the student to satisfactorily plan, calculate and treat radical radiation therapy techniques of the pelvis and breast. Oncology principles and the role of the radiation therapist as a supporter of psychosocial health and educator of the patient will also be covered.

Textbooks  
Washington C & Leaver D, Principles and Practice of Radiation Therapy (2nd ed), Mosby, St Louis (2004)  
Online web-based materials  

MRTY2087  
Radiation Therapy Physics 2  
Credit points: 6  
Session: Semester 1  
Classes: 4hrs lectures, 2hrs tutorials/week and directed independent learning  
Prerequisites: MRTY1031 Medical Radiation Physics  
Assessment: Class test, assignment, final exam  
Campus: Cumberland  
Mode of delivery: Normal (lecture/lab/tutorial) Day  

This unit of study concentrates on the physical principles and application of ionising radiation in radiation therapy. The method and measurement of radiation therapy beams will also be covered.

Textbooks  

MRTY2088  
Clinical Education 2.1RT  
Credit points: 6  
Teacher/Coordinator: Ms Natalie Charlton  
Session: Semester 1, Semester 2  
Classes: Clinical placement (35hrs/week for 6 weeks)  
Prerequisites: MRTY1035 Radiation Therapy Practice 1  
Prohibitions: No current cardiopulmonary resuscitation certificate, unsatisfactory criminal record check and non-compliance with Child Protection (Prohibited Employment) Act 1998, failure to acquire a PRM, failure to have a written record of current immunity status  
Assessment: Practical skills exam, clinical achievement manual, final clinical assessment  
Campus: Cumberland  
Mode of delivery: Professional Practice  

Note: Department permission required for enrolment in the following sessions: Semester 2.  

This unit of study places students in clinical radiation oncology centres throughout Australia. This unit aims to provide the student with a structured program where the knowledge, skills and attributes to practice are applied to the clinical setting. Students will focus on developing their simulation, planning and treatment skills in superficial, orthovoltage, single photon and parallel opposed techniques.

Textbooks  

MRTY2089  
Integrated Diagnosis and Treatment  
Credit points: 6  
Teacher/Coordinator: Mr John Robinson  
Session: Semester 1, Semester 2  
Classes: 5hrs lectures, 2hrs tutorials/week and directed independent learning  
Prerequisites: MRTY1031 Medical Radiation Physics  
Assessment: Assignment, class test, final exam  
Campus: Cumberland  
Mode of delivery: Normal (lecture/lab/tutorial) Day  

Students will develop an appreciation of the applications of diagnostic imaging modalities to different disease states. The relationship of appropriate therapy will be incorporated together with relevant ethical and radiation implications for the patient and health professional.

Textbooks  
Students are supplied with online reading material  

MRTY2090  
Clinical Education 2.2DR  
Credit points: 6  
Teacher/Coordinator: Mr Andrew Kilgour  
Session: Semester 1, Semester 2  
Classes: On-campus and clinical centre, 35hrs/week for 6 weeks  
Prerequisites: MRTY1031 Clinical Education 2.1DR  
Prohibitions: No current cardiopulmonary resuscitation certificate, unsatisfactory criminal record check and non-compliance with Child Protection (Prohibited Employment) Act 1998, failure to acquire a PRM, failure to have a written record of current immunity status  
Assessment: Clinical departmental assessment (50%), written case studies (30%), two radiographic health assessments (20%)  
Practical field work: Clinical placement of 6 weeks  
Campus: Cumberland  
Mode of delivery: Professional Practice  

Note: Department permission required for enrolment in the following sessions: Semester 1.  

This unit of study requires students to attend six (6) weeks of clinical practice in the workplace. During this unit of study, students will practice the radiographic skills basic to anatomical areas such as the pelvic girdle, spine and skull/face, whilst consolidating their general skeletal radiography. Students are required to reflect upon their professional role and acquire competencies in skeletal, spinal and skull radiography.

Textbooks  
Students are supplied with a clinical workbook specific to their UoS  

MRTY2091  
Clinical Education 2.3DR  
Credit points: 6  
Teacher/Coordinator: Mr Andrew Kilgour  
Session: Semester 1, Semester 2  
Classes: On-campus and clinical centre, 35hrs/week for 6 weeks  
Prerequisites: MRTY1031 Clinical Education 2.1DR  
Prohibitions: No current cardiopulmonary resuscitation certificate, unsatisfactory criminal record check and non-compliance with Child Protection (Prohibited Employment) Act 1998, failure to acquire a PRM, failure to have a written record of current immunity  

Note: No current 117
This unit of study provides the student with a structured program of clinical experience to attain skills and applied knowledge in nuclear medicine procedures. Students will be required to demonstrate a range of skills, attributes and knowledge at a level above that of MRTY2093 Clinical Education 2.2NM and that is nearing those required of an entry level practitioner.

**Textbooks**
- Nuclear Medicine and PET Technology and Techniques (5th ed), Mosby

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**MRTY2095 Nuclear Medicine Practice 2.2**

*Credit points:* 6  
*Teacher/Coordinator:* Ms Elisabeth Kilburn-Watt  
*Session:* Semester 2  
*Classes:* 6hrs lectures, 3hrs tutorials/week and directed independent learning  
*Assessment:* Assignment, group presentation, final exam  
*Practical field work:* Practical classes will provide students with experience in procedures, computer and radiopharmacy  
*Campus:* Cumberland  
*Mode of delivery:* Normal (lecture/lab/tutorial) Day

This unit of study examines a number of body systems and the application of radiopharmaceuticals in nuclear medicine procedures. It provides a study of the pathophysiology and altered radiopharmaceutical bio-distributions and the variations of imaging procedures that may be undertaken. Further theoretical aspects of acquisition, interpretation and radiopharmaceutical use will be developed. Computer analysis of functional data and tomographic imaging, reconstruction and display will be presented. Aspects of quality control of nuclear medicine practice will be developed.

**Textbooks**
- Nuclear Medicine and PET Technology and Techniques (5th ed), Mosby

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**MRTY2096 Clinical Education 2.2RT**

*Credit points:* 6  
*Teacher/Coordinator:* Ms Natalie Charlton  
*Session:* Semester 2  
*Classes:* Clinical placement, 35hrs/week for 6 weeks  
*Prohibitions:* MRTY2088 Clinical Education 2.1RT  
*Prerequisites:* No current cardiopulmonary resuscitation certificate, unsatisfactory criminal record check and non-compliance with Child Protection (Prohibited Employment) Act 1998, failure to acquire a PRM, failure to have a written record of current immunity status  
*Assessment:* Case study, clinical achievement manual, final clinical assessment  
*Campus:* Cumberland  
*Mode of delivery:* Professional Practice  
*Note:* Department permission required for enrolment in the following sessions: Semester 1

This unit of study places students in clinical radiation oncology centres throughout Australia. This unit aims to provide the student with a structured program where the knowledge, skills and attributes to practice are applied to the clinical setting. Students will focus on developing their simulation, planning and treatment skills in pelvis and tangent breast techniques.

**Textbooks**

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**MRTY2097 Clinical Education 2.3RT**

*Credit points:* 6  
*Teacher/Coordinator:* Ms Natalie Charlton  
*Session:* Semester 1  
*Classes:* Clinical placement, 35hrs/week for 6 weeks  
*Prohibitions:* MRTY2088 Clinical Education 2.1RT  
*Prerequisites:* No current cardiopulmonary resuscitation certificate, unsatisfactory criminal record check and non-compliance with Child Protection (Prohibited Employment) Act 1998, failure to acquire a PRM, failure to have a written record of current immunity status  
*Assessment:* Practical skills exam, clinical achievement manual, final clinical assessment  
*Campus:* Cumberland  
*Mode of delivery:* Professional Practice  
*Note:* Department permission required for enrolment in the following sessions: Semester 1

This unit of study places students in clinical radiation oncology centres throughout Australia. This unit aims to provide the student with a structured program where the knowledge, skills and attributes to practice are applied to the clinical setting. Students will focus on
it takes to work at a high professional standard. Students will become familiar with documents relating to their professional practice such as codes of conduct and licensing, and be able to use these documents in their ethical decision making.

Textbooks

MRTY3105
Radiographic Practice 3
Credit points: 6 Teacher/Coordinator: Mr Warren Reed Session: Semester 1, 2 Classes: On-campus lectures, tutorials, practicals Assumed knowledge: MRTY2092 Radiographic Practice 2.2, MRTY2091 Clinical Education 2.3DR Assessment: Assignment, class tests, web-based assessment Practical field work: Practical classes will provide students with experience in patient care, practitioner patient communication and fundamental discipline specific practice
Campus: Cumberland Mode of delivery: Normal (lecture/lab/tutorial) Day

This unit of study integrates knowledge from both basic and applied clinical sciences and focuses on the radiographer and the patient. Professional practice and personal development issues are considered at the same time as designated techniques. In this unit, the student will investigate specialised radiographic techniques and study the roles of additional imaging modalities in the diagnosis and management of trauma, injury and disease. Trauma imaging, CT, MRI, angiography, mammography and contrast media examinations (not previously covered in Radiographic Practice 2) will form the basis of lectures and tutorials for this semester. Aspects covered will include patient preparation, contrast media administration, technical considerations, radiographic pathology and routine protocols for the specialised modalities discussed.

Textbooks

MRTY3106
Clinical Education 3DR
Credit points: 6 Teacher/Coordinator: Mr Andrew Kilgour Session: Semester 1, 2 Classes: On-campus and clinical centre Assumed knowledge: MRTY2091 Clinical Education 2.3DR, MRTY2092 Radiographic Practice 2.2 Prohibitions: No current cardiopulmonary resuscitation certificate, unsatisfactory criminal record check and non-compliance with Child Protection (Prohibited Employment) Act 1998, failure to acquire a PRM, failure to have a written record of current immunity status Assessment: Clinical departmental assessment (25%), written case studies (25%), OSCE (25%) Practical field work: Clinical placement of 6 weeks
Campus: Cumberland Mode of delivery: Professional Practice
Note: Department permission required for enrolment in the following sessions: Semester 2

This unit of study requires students to attend six (6) weeks of clinical practice in the workplace. During this unit, students will practice the radiographic skills basic to anatomical areas such as the renal, GIT systems whilst consolidating their skills in pelvic girdle, spine, skull/face and skeletal radiography. Students are required to reflect upon their professional role and acquire competencies in GIT, renal, skeletal, spinal and skull radiography.

Textbooks
Students are supplied with a clinical workbook specific to their UoS

MRTY3107
Radiographic Physics 3
Credit points: 6 Teacher/Coordinator: Dr Elaine Ryan Session: Semester 2 Classes: Three 1hr lectures, 2hr practical/tutorial or self-directed learning Assessment: Assignment (stream specific), final exam
Campus: Cumberland Mode of delivery: Normal (lecture/lab/tutorial) Day

This unit of study covers quality assurance, dose control and image quality optimisation for various imaging modalities. These include advanced CT, DSA and MRI. This unit will also look at how image display and observation affect the diagnostic outcome.

Textbooks
Seeram, Computed Tomography (3rd ed), (2009)
Bushang, Radiologic Science for Technologists (9th ed), (2009)
MRTY3108 Nuclear Medicine Practice 3
Credit points: 6 Teacher/Coordinator: Ms Elisabeth Kilburn-Watt Session: Semester 1
Classes: On-campus lectures, tutorials, practical
Prohibitions: No current cardiopulmonary resuscitation certificate, unsatisfactory criminal record check and non-compliance with Child Protection (Prohibited Employment) Act 1998, failure to acquire a PRM, failure to have a written record of current immunity status Assumed knowledge: MRTY2085 Nuclear Medicine Practice 2.2, MRTY2204 Clinical Education 2.3NM Assessment: Report, practical, final exam Practical field work: Practical classes will provide students with experience in procedures, computer and radiopharmacy Campus: Cumberland Mode of delivery: Normal (lecture/lab/tutorial) Day
This unit of study examines a number of body systems and the application of radiopharmaceuticals in nuclear medicine imaging and therapeutic procedures. It provides a study of the pathophysiology and altered radiopharmaceutical bio-distributions and the variations in imaging procedures and interpretation that may be undertaken. Further theoretical aspects of acquisition, non-imaging procedures and radiopharmaceutical use and quality assurance will be developed.

Textbooks
Nuclear Medicine and PET Technology and Techniques (5th ed), Mosby

MRTY3109 Clinical Education 3NM
Credit points: 6 Session: Semester 1, Semester 2 Classes: On-campus tutorials, off-campus clinical placement (6 weeks) Prohibitions: MRTY2083 Clinical Education 2.2NM, MRTY2094 Clinical Education 2.3NM Assumptions: Failure to have the following will result in a removal from clinical placement: criminal record check, personal radiation monitor, immunity status record, student identification badge Assessment: Clinical assessment, written assignment, practical achievements Practical field work: 35hrs/week for 6 weeks, off-campus, split in two 3 weeks blocks Campus: Cumberland Mode of delivery: Professional Practice
Note: Department permission required for enrolment in the following sessions: Semester 2.
Note: All the required clinical achievements must be completed to pass this unit
This unit of study will provide the student with a structured program of clinical experience to attain skills and applied knowledge in nuclear medicine procedures. Students will be required to demonstrate a range of skills, attributes and knowledge at a level that meets the requirements for an entry level practitioner.

Textbooks
Nuclear Medicine and PET Technology and Techniques (5th ed), Mosby

MRTY3110 Nuclear Medicine Physics 3
Credit points: 6 Teacher/Coordinator: Ms Tracey Smith Session: Semester 2 Classes: 3hr lecture, 2hr practical, tutorial/week Assumed knowledge: MRTY2084 Nuclear Medicine Physics 2 Assessment: Satisfactory performance of practicals (attendance required) (20%), major assignment (30%), final exam (50%), Practical field work: Practical classes will provide students exercises in image reconstruction, cyclotron operation and radiation safety in departmental/laboratory design Campus: Cumberland Mode of delivery: Normal (lecture/lab/tutorial) Day
This unit aims to complete the student's knowledge of instrumentation and analytical tools in contemporary nuclear medicine. Advanced issues in SPECT, especially corrections for quantitative imaging, lead on to an in-depth treatment of positron emission tomography (PET). The physical principles of cyclotrons and nuclear magnetic resonance are introduced, along with extension to complementary imaging to MRI. Other nuclear techniques such as spectroscopy and whole body counting methods are covered. Finally, there is a discussion on aspects of radiation safety, regulatory issues, and departmental design.

Textbooks

MRTY3111 Radiation Therapy Practice 3.1
Credit points: 6 Teacher/Coordinator: Ms Danielle Milinkovic Session: Semester 1 Classes: On-campus independent research, group discussion forums, practical classes Assumed knowledge: MRTY2088 Radiation Therapy Practice 2.2 Assessment: Group presentation work, class test, final exam Practical field work: Practical classes will provide students with experience in using two and three dimensional radiation therapy planning computers to plan complex radiation therapy treatment techniques Campus: Cumberland Mode of delivery: Normal (lecture/lab/tutorial) Day
This unit of study applies the knowledge gained in MRTY2098 Radiation Therapy Practice 2.2 to more complex routine radiation therapy procedures. It will concentrate on the acquisition of knowledge and skills to enable the student to satisfactorily plan, calculate and treat supraclavicular and axilla, multi-field thorax and mini mantle techniques. Physics and oncology modules will be presented to encourage a more holistic understanding of each planning technique. Advances in radiation therapy planning and the role of the radiation therapist as a supporter of psychosocial health and educator of the patients will also be covered.

Textbooks
Washington C & Leaver D, Principles and Practice of Radiation Therapy (2nd ed), Mosby, St Louis (2004)
Online web based materials

MRTY3112 Clinical Education 3RT
Credit points: 6 Teacher/Coordinator: Ms Natalie Charlton Session: Semester 1, Semester 2 Classes: Clinical placement (35hrs/week for 6 weeks) Prohibitions: MRTY2086 Radiation Therapy Practice 2.2, MRTY2097 Clinical Education 2.3RT Assumptions: No current cardiopulmonary resuscitation certificate, unsatisfactory criminal record check and non-compliance with Child Protection (Prohibited Employment) Act 1998, failure to acquire a PRM, failure to have a written record of current immunity status Assessment: Case study, final clinical assessment, clinical achievement manual Campus: Cumberland Mode of delivery: Professional Practice
Note: Department permission required for enrolment in the following sessions: Semester 2.
This unit of study places students in clinical radiation oncology centres throughout Australia. This unit aims to provide the student with a structured program where the knowledge, skills and attributes to practice are applied to the clinical setting. Students will focus on developing their simulation, planning and treatment skills in four-field breast and multi-field thorax techniques.

Textbooks

MRTY3113 Radiation Therapy Practice 3.2
Credit points: 6 Teacher/Coordinator: Ms Danielle Milinkovic Session: Semester 2 Classes: On-campus independent research, group discussion forums, practical classes Prohibitions: MRTY2087 Radiation Therapy Physical Assessment 2 Assumed knowledge: MRTY3111 Radiation Therapy Practice 3.1 Assessment: Assignment, class test, final exam Practical field work: Practical classes will provide students with experience in using two and three dimensional radiation therapy planning computers to plan complex radiation therapy treatment techniques Campus: Cumberland Mode of delivery: Normal (lecture/lab/tutorial) Day
This unit of study applies the knowledge gained in MRTY2086 Radiation Therapy Practice 2.1 and MRTY2098 Radiation Therapy Practice 2.2 to more complex routine radiation therapy procedures. It will concentrate on the acquisition of knowledge and skills to enable the student to satisfactorily plan, calculate and treat maxillary/antrum and Parotid techniques. Physics and oncology modules will be presented to encourage a more holistic understanding of each technique. Advances in radiation therapy planning in all of these areas will be addressed. Oncology principles and the role of the radiation therapist as a supporter of psychosocial health and educator of the patients will also be covered.

MRTY3115 Introductory Sonography
Credit points: 6 Teacher/Coordinator: Ms Jili Clarke (unit coordinator), Ms Joanne Lomas, Ms Belinda Tong Session: Semester 1 Classes: Two 1hr lectures/week, one 1hr practical class/fortnight Assumed knowledge: BIOS1155 Structure, Function and Disease A, BIOS1158 Structure, Function and Disease B Assessment: 30min MCQ/SAQ class test (15%), 45min mid semester MCQ/SAQ class test (20%), 2hr end semester MCQ/SAQ exam (65%) Campus: Cumberland Mode of delivery: Normal (lecture/lab/tutorial) Day
This unit of study is designed to introduce students to key concepts in sonography, including the physics of ultrasound, as well as the principles underlying ultrasonic imaging. Students will explore the structure and function of normal tissues and disease processes using ultrasound imaging. The unit will provide an introductory understanding of the basic principles and techniques of ultrasound imaging, including the physics of ultrasound, basic properties of ultrasound waves, and the clinical applications of ultrasound imaging in various body systems.
MRTRY3116

CT for Nuclear Medicine Technologists

Credit points: 6 Teacher/Coordinator: Ms Edwina Adams Session: Semester 2 Classes: Seven 2hr lectures with directed independent work Assessment: Two portfolio submissions (30%), group oral presentation (35%), 2500 word written assignment (40%) Campus: Cumberland Mode of delivery: Normal (lecture/lab/tutorial) Day

This unit of study develops the knowledge and understanding of computed tomography (CT) as it applies to nuclear medicine. The focus will be on ensuring quality nuclear medicine CT studies and a high standard of radiation safety. The unit will address radiographic principles and radiation safety; CT instrumentation design and image reconstruction methods; CT scan acquisition and impact of scan parameters on patient dose; attenuation correction and co-registration in nuclear medicine CT systems; and quality control.

Textbooks

Seeram E, Computed Tomography (2nd ed), Elsevier, St Louis (2007)

MRTRY3117

Diagnostic Imaging for Rad Therapists

Credit points: 6 Session: Semester 2 Classes: Off-campus mode: no on-campus attendance required Assessment: WebCT discussion (10%), 1500 word assignment (35%), 3000 word assignment (55%) Campus: Cumberland Mode of delivery: Distance Education

This unit of study provides the radiation therapist 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.

Textbooks


MRTRY3118

MR Theory

Credit points: 6 Teacher/Coordinator: Dr Roger Bourne Session: Semester 2 Classes: Web-based distance education mode: independent learning package with email support. A non-compulsory practical exercise may be conducted on-campus with students to be advised Assessment: 2000 word assignment (40%), 3000 word assignment (60%) Campus: Cumberland Mode of delivery: On-line

This unit of study addresses the principles of magnetic resonance imaging. The areas addressed will be image contrast, factors affecting image formation and pulse sequences used from spin echo (SE) to echo planar imaging (EPI). The applications of MRI in medical imaging will be addressed with the effects of signal-to-noise ratio (SNR), fat saturation, artefacts and flow effects being discussed. The biological effects and aspects of patient safety will be included in the unit of study.

MRTRY4032

Honours Thesis 1A

Credit points: 24 Session: Semester 1 Assessment: Research proposal (15%), literature review (15%) Campus: Cumberland Mode of delivery: Normal (lecture/lab/tutorial) Day

Honours students undertake a supervised research study in an area of medical radiation sciences. Each student will design and implement an approved research study and submit a thesis describing the study and its implications. While completing the research and thesis, each student will work closely with the academic staff member who is their supervisor.

MRTRY4033

Honours Thesis 1B

Credit points: 24 Session: Semester 2 Assessment: Assignment (60%), oral presentation (10%) Campus: Cumberland Mode of delivery: Normal (lecture/lab/tutorial) Day

Honours students undertake a supervised research study in an area of medical radiation sciences. Each student will design and implement an approved research study and submit a thesis describing the study and its implications. While completing the research and thesis, each student will work closely with the academic staff member who is their supervisor.

MRTRY4034

Honours Thesis A

Credit points: 12 Session: Semester 1 Assessment: Continuous plus oral and thesis examination. All students must keep to a detailed timeline for each stage of the thesis project Campus: Cumberland Mode of delivery: Normal (lecture/lab/tutorial) Day

Honours students undertake a supervised research project in an area of medical radiation sciences. Each student will design and implement an approved research project and submit a thesis describing the project and its implications. In completing the research thesis, the student will work closely with the academic staff member who is their supervisor. There are no formal classes but students are required to meet regularly with their supervisor and attend compulsory workshops.

MRTRY4035

Honours Thesis B

Credit points: 12 Session: Semester 2 Assessment: Continuous plus oral and thesis examination. All students must keep to a detailed timeline for each stage of the thesis project Campus: Cumberland Mode of delivery: Normal (lecture/lab/tutorial) Day

Honours students undertake a supervised research project in an area of medical radiation sciences. Each student will design and implement an approved research project and submit a thesis describing the project and its implications. In completing the research thesis, the student will work closely with the academic staff member who is their supervisor. There are no formal classes but students are required to meet regularly with their supervisor and attend compulsory workshops.

MRTRY4036

Honours Thesis C

Credit points: 12 Session: Semester 1 Assessment: Continuous plus oral and thesis examination. All students must keep to a detailed timeline for each stage of the thesis project Campus: Cumberland Mode of delivery: Normal (lecture/lab/tutorial) Day

Honours students undertake a supervised research project in an area of medical radiation sciences. Each student will design and implement an approved research project and submit a thesis describing the project and its implications. In completing the research thesis, the student will work closely with the academic staff member who is their supervisor. There are no formal classes but students are required to meet regularly with their supervisor and attend compulsory workshops.

MRTRY4037

Honours Thesis D

Credit points: 12 Session: Semester 2 Assessment: Continuous plus oral and thesis examination. All students must keep to a detailed timeline for each
Honours students undertake a supervised research project in an area of medical radiation sciences. Each student will design and implement an approved research project and submit a thesis describing the project and its implications. In completing the research thesis, the student will work closely with the academic staff member who is their supervisor. There are no formal classes but students are required to meet regularly with their supervisor and attend compulsory workshops.

**NURS5022**

**Social Contexts of Health**

**Credit points:** 6  **Session:** Semester 1  **Classes:** Thirteen 1.5 hour tutorials and one 3 hour practical class and 6-9 hours HBOnline work every two weeks covering online practical activities, prework and homework. **Prohibitions:** BIOC1003, BIOC1005, BIOC2003, BIOC2005  **Assessment:** exam, written scientific report, workshops

This unit of study complements Introduction to Nursing Practice and further develops the understanding of the exercise of clinical judgement in practice and the role of nursing in assisting those experiencing hospitalisation. Such assistance includes but is not limited to: maintenance of appropriate fluid status, infection control, oral medications, effective levels of oxygenation and pain relief. This knowledge will be extended to incorporate the experience of caring for patients when the body fails to function as expected, particularly where surgery is required. This unit of study will further develop skills in physical assessment, communication, and documentation.

**NURS5083**

**Human Bioscience in Health**

**Credit points:** 6  **Session:** Semester 2  **Assessment:** essay, exam, medical administration assessment  **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit of study will examine various biological processes to assist students in developing their understanding of human bodily structure and function and the contribution this makes to body functions in health. The major body systems and following physiological concepts will be addressed within the context of neuro-hormonal regulation, and the body’s maintenance of a general state of homeostasis: Oxygenation, metabolism, elimination, movement, pH & fluid-electrolyte balance, immunity & reproduction.

**NURS5084**

**Nursing the Acutely Ill Person**

**Credit points:** 6  **Session:** Semester 2  **Classes:** Thirteen 2 hour lectures, twelve 2 hour laboratory, six 2 hour tutorials and clinical placements  **Prerequisites:** NURS5082 Developing Nursing Practice  **Assessment:** essay, exam, medical administration assessment  **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit of study complements Illness Experience and Nursing Care, focusing on the responses of individuals and others to disruption to health. Here the focus is particularly on the commonly occurring conditions which are often chronic but which may exhibit acute phases. Such conditions may include: asthma, cardiac disease, diabetes, renal failure. A life span approach will be in evidence throughout as these diseases manifest and are treated differently as they occur at different life stages. In this unit of study students will further develop comprehensive health assessment skills and their understandings of accurate medication administration.
health problems as experienced by children, young people and adults, including older persons, of varying cultural and gender backgrounds. These problems are explored in view of the latest evidence for risk/protective factors, symptomatology, nursing care, and psychotherapeutic and physical treatment approaches. Co-morbidities, including substance use and physical health conditions, will also be explored. The nurse’s effective use of self and the therapeutic nurse/client interpersonal relationship as core mental health nursing skills are addressed from both a theoretical and practical perspective. Students will develop and consolidate key mental health assessment and clinical skills including foundation counselling skills. The care continuum in mental health, and the scope of nursing practice in a range of mental health and ethico-legal contexts are addressed with the overall aim of generating nursing care that supports effective outcomes for mental health consumers and their family/carers.

NURS5086
Drug Therapy, Disease & Nursing Practice
Credit points: 6  Session: Semester 2 Classes: thirteen 2 hour lectures, six 2 hour tutorials Prerequisites: NURS5001 Assessment: essay, case study, exam  Campus: Camperdown/Darlington  Mode of delivery: Normal (lecture/lab/tutorial)  Day

The knowledge acquired in Bioscience in Health about the cellular and systemic organisation and normal functioning of the human body will be used as a foundation for this unit of study. Basic cellular changes associated with disease processes such as inflammation, infection, neoplasia, thrombosis, ischaemia, haemodynamic disturbance and disturbances of neuro and hormonal transmission will be explored. Pharmacological interventions aimed at restoring or replacing the function of specific cells, tissues or organs affected by these pathological changes will be considered.

NURS6001
Nursing Observations and Bio Parameters
Credit points: 6  Session: Semester 1 Classes: Nineteen 1 hour lectures Prerequisites: NURS5001 and NURS5002 and NURS5003 and NURS5004 and NURS5005 and NURS5006 and NURS5007 and NURS5008 Assessment: mini-poster, essay, exam  Campus: Camperdown/Darlington  Mode of delivery: Normal (lecture/lab/tutorial)  Day

Intelligent observation and monitoring of patients’ progress characterises that aspect of nursing that has often been referred to as the ‘art of nursing’. Technology enhances, complements, and increases the complexity of nurses’ practices in observing and monitoring and can itself become the focus of practice without the development of embodied clinical expertise. This unit of study allows the students to develop an understanding of the scientific basis of nursing observations by establishing links to the physiological concepts that support the methodology used in observation and monitoring of people across the life span in nursing practice; and it also provides a basis for understanding how more sophisticated clinical capabilities, such as pattern recognition, develop with experience and mindful attention to clinical matters. The development of these clinical capabilities is assisted through examining the wider nursing spectrum of knowledge underpinning observation and monitoring in order to facilitate patient care, the development of effective nursing practices, and the generation of nursing knowledge.

NURS6002
Maternity, Child & Adolescent Nursing I
Credit points: 6  Session: Semester 1 Classes: Ten 3 hour lectures, ten 2 hour tutorials and clinical placements Prerequisites: NURS5001 and NURS5002 and NURS5003 and NURS5004 and NURS5005 and NURS5006 and NURS5007 and NURS5008 Assessment: research roundtable exercise, family health history report, group summary of article, group presentation, exam, off-campus clinical  Campus: Camperdown/Darlington  Mode of delivery: Normal (lecture/lab/tutorial)  Day

The family will provide the central organising frame through which conception, normal pregnancy, childbirth, early parenting, childhood and adolescence will be examined within this unit of study. Utilising a developmental life stage approach, issues and current nursing/midwifery research and practice related to preconception, pregnancy, childbirth, care of the newborn through to adolescence will be discussed and analysed. The great diversity of family structures and life in modern Australia will be addressed to enable students to understand the role of the nurse in assisting families during life transitions such as becoming parents. Normal childhood and adolescent developmental stages will be addressed in order to provide a frame of reference for recognising deviations and the potential for disruption to the health and wellbeing of the individual and their family. Disruptions to health that may require hospitalisation, and the subsequent impact on the individual (newborn, child and/or adolescent) and their family will be examined within the unit of study. The unit of study will take account of, and address the particular aspects related to the provision of care for Indigenous people and those from different cultures.

NURS6003
Nursing Care for Chronic Conditions
Credit points: 6  Session: Semester 1 Classes: Ten 2 hour lectures, six 3 hour laboratory and clinical placements Prerequisites: NURS5001 and NURS5002 and NURS5003 and NURS5004 and NURS5005 and NURS5006 and NURS5007 and NURS5008 Assessment: essay, exam, medication calculation test, clinical performance assessment, off campus clinical performance  Campus: Camperdown/Darlington  Mode of delivery: Normal (lecture/lab/tutorial)  Day

This unit of study addresses nursing practices designed to meet the needs of individuals and families who are either living with long-term health conditions or terminal illness. An emphasis is placed on an holistic approach to nursing care in a variety of health care settings. Continuity of care between hospital and community settings is emphasized, using a case management model of care. Upon completion of this unit, students will have acquired an understanding of the nature of chronic illness and the demands these illnesses place on individuals, their families and communities. Students will be able to: (i) identify and describe the most common chronic health conditions experienced by the Australian population, and (ii) assess, plan and implement nursing care for these patients and evaluate the effectiveness of their care. For patients and their families experiencing the terminal phase of an illness, students will be able to provide appropriate symptom management and psychosocial care to ensure a peaceful death. In the case of Indigenous health, students will study the importance of community involvement in care delivery for affected individuals. The unit will involve a period of supervised clinical experience in practice settings where students may experience caring for chronic conditions using a case management approach.

NURS6004
Nursing and the Politics of Health Care
Credit points: 6  Session: Semester 2 Classes: Six 2 hour lectures and four 2 hour tutorials Prerequisites: NURS5001 and NURS5002 and NURS5003 and NURS5004 and NURS5005 and NURS5006 and NURS5007 and NURS5008 Assessment: essay, exam, tutorial presentation activity  Campus: Camperdown/Darlington  Mode of delivery: Normal (lecture/lab/tutorial)  Day

This unit of study critically analyses the Australian health-care system, with an emphasis on its structure, funding arrangements, and the ways in which it is influenced by contemporary ideologies and economic and political factors. The unit focuses on current political issues and debates (including those concerning nursing) and the ways in which these affect health policy and the delivery of care in Australia and elsewhere, as well as on issues of access and equity and resource allocation. The Australian health care system is compared with other OECD country systems to help students to think critically about the effectiveness of the Australian system in global terms.

NURS6005
Acute Care and Nursing Practice II
Credit points: 6  Session: Semester 2 Classes: Eleven 2 hour lectures, five 2 hour tutorials, five 2 hour laboratory and clinical placements Prerequisites: NURS5001 and NURS5002 and NURS5003 and NURS5004 and NURS5005 and NURS5006 and NURS5007 and NURS5008 and NURS5009 Assessment: assignments, exam, clinical assessment  Campus: Camperdown/Darlington  Mode of delivery: Normal (lecture/lab/tutorial)  Day
This unit of study addresses nursing practices and interventions that are designed to meet the needs of seriously or critically ill patients being nursed in high acuity settings of acute hospitals. It builds on the knowledge, capabilities and experiences gained in Acute Care and Nursing Practice I. The unit specifically focuses on high acuity environments, technological possibilities within such environments and their effects on the patient. The unit will examine acute life threatening health care problems, such as, interruption to: circulation; neurological function; respiratory function; and; elimination. Physiological compensatory mechanisms, nursing assessment and specific biomedical and nursing interventions are investigated.

NURS6006
Mental Health Nursing Practice II
Credit points: 6
Session: Semester 2
Classes: Ten 2 hour lectures, ten 2 hour tutorials and clinical placements
Prerequisites: NURS5001 and NURS5002 and NURS5003 and NURS5004 and NURS5005 and NURS5006 and NURS5007 and NURS5008
Assessment: assignments, exam, clinical assessment
Campus: Camperdown/Darlington
Mode of delivery: Normal (lecture/lab/tutorial) Day

This unit extends knowledge and capabilities developed in Mental Health Nursing Practice I. The principles of primary health care will be integrated in the development of nursing care for people experiencing identified psychopathologies for individuals experiencing enduring chronic mental illness across diverse age, gender and cultural backgrounds. Students will gain knowledge of the characteristics and dynamics of individuals living on a day-by-day basis with long-term mental health problems and develop beginning practitioner capabilities to deliver the current best practice that enables and empowers consumers to achieve their right to quality of life. The principles of least to most restrictive mental health nursing environments (as per the National Standards of Mental Health Care) will be examined. Issues of more complexity within mental health will be addressed. The effect of dynamic influences such as substance use, and homelessness on the mental health and lifestyle of the individual and family and/or significant others will be considered. Post-traumatic stress in relation to victims of violence, trauma and incarceration will be explored. Students in this unit of study will identify and critique published research as it informs their developing practice and relates to the development of mental health nursing. They will also appraise research development opportunities in mental health by identifying research possibilities for mental health nursing and society.

NURS6007
Community Nursing
Credit points: 6
Session: Semester 2
Classes: Ten 2 hour lectures, nine 2 hour laboratory and clinical placements
Prerequisites: NURS5001 and NURS5002 and NURS5003 and NURS5004 and NURS5005 and NURS5006 and NURS5007 and NURS5008
Assessment: assignment, exam, tutorial presentation, clinical assessment
Campus: Camperdown/Darlington
Mode of delivery: Normal (lecture/lab/tutorial) Day

Increasingly complex and chronic health conditions are being managed in the community. This unit of study examines the major concepts and principles of community health nursing including self care, continuity of care, primary health care, health promotion/illness prevention, community assessment, family assessment, and home care. Approaches to the provision nursing care for people of all ages with acute, chronic or life threatening illness in settings where they live will be critiqued. Particular attention is given to the home visit process; its therapeutical nature, communication skills and safety issues. Epidemiological concepts and methodologies integral to community health nursing are explored. Students undertake a community assessment using a 'community profile' approach. This approach will be extended to explore and plan for the health needs of vulnerable groups within the Australian community including Aboriginal and Torres Strait Islanders, people living with disability, minority cultural groups and the homeless. Community clinical placements afford students the opportunity to consolidate and integrate theoretical knowledge and community nursing practice.

NURS6008
Inquiry and Research in Nursing
Credit points: 6
Session: Semester 2
Classes: Nine 2 hour lectures
Prerequisites: NURS5007 and NURS5008 and NURS5009 and NURS5010 and NURS5007 and NURS5008
Assessment: exam, group tutorial presentation, online quiz, essay
Campus: Camperdown/Darlington
Mode of delivery: Normal (lecture/lab/tutorial) Day

This unit of study will extend students' ability to utilise research in their nursing practice and understand research approaches that have proved successful for improving nursing practice(s) and patient care. Students will develop skills and knowledge appropriate to working in a research-informed manner, identifying areas where research could enhance practice and generate knowledge, and using this in their professional role in assessing research relevant to their professional practice. This unit of study will provide students with the tools to appreciate the process of inquiry, and the methods used to construct nursing knowledge and provide evidence for practice. The ability to differentiate between these various modes of inquiry and the appropriateness of their use in the investigation of nursing practice will be developed.

Students will have the opportunity to critique the contribution of research to informing nursing practice and healthcare. Throughout the unit students will gain knowledge and experience of literature reviews, critiquing studies, research ethics and governance, and the factors that guide the development of a research project.

NUTR2911
Food Science Introductory (Advanced)
Credit points: 6
Teacher/Coordinator: Dr Kim Bell-Anderson
Session: Semester 1
Classes: Three 1 hour lectures and one 2.5 hour practical per week
Prerequisites: MBLG(1001 or 1901) and CHEM (1001 or 1101 or 1903 or 1108) and CHEM (1002 or 1102 or 1902 or 1104 or 1109) and BICL (1001 or 1111) and BICL (1002 or 1033 or 1902 or 1903); For Combined BAppSc (Exercise and Sport Science)/BSc(Nutrition) degree completion of all Junior units in the table of units for this course (CHEM1101, BACH1161, BIOS1159, EKSS1018 CHEM1102, BIOS1133, BIOS1160, EKSS1033, MBLG1001)
Prohibitions: NUTR2901 Assessment: One 3-hour exam, one 1-hour theory of practical exam, one assignment and 5 quizzes
Campus: Camperdown/Darlington
Mode of delivery: Normal (lecture/lab/tutorial) Day

This unit of study aims to give a broad appreciation of foods as commodities, that is, the origin, history, cultural and nutritional importance of the major foods for human use. Further, aspects of food processing and cooking that affect the nutritional quality of these foods will be discussed. Food groups covered include animal foods, seafood, cereals, sugars, fats and oils, dairy products, legumes, nuts, vegetables, fruits, herbs and spices and alcohol.

Topics in food science and technology include the principles of food preservation, aspects of the preparation and processing of cereals, dairy products, fats and oils, sugars and starches and meats. Food legislation is discussed as well as food additives, naturally occurring toxicants in foods, food pollutants, food safety, food hygiene and food microbiology. Practical classes investigate the nutritional and physical composition of food commodities, and demonstrate their behaviour and functional properties during normal culinary processes.

Textbooks
Information about the major nutrients, vitamins, the major and trace elements is presented with respect to food sources, consumption patterns, requirements for health, absorption, metabolism, nutritional/disease significance, deficiency states and the consequences of excess intakes.

Practical classes cover aspects of food analysis of the student's own diet. The practicals are designed to give students hands-on experience in the determination of major and minor nutrients in foods using procedures and instrumentation used in food research and analytical laboratories. The data obtained in the laboratory will be compared with that obtained with reference to published data in food composition tables. Students will gain an appreciation of the limitations of both methods of data collection and will become competent in the use and interpretation of food composition software packages.

Textbooks

NUTR3911
Nutritional Assessment Methods
Credit points: 6
Teacher/Coordinator: Ms Katherine Jukic, Dr Janelle Gifford
Session: Semester 1 Classes: One 2-hour lecture and one 3-hour tutorial per week
Assessment: One 2-hour exam, 3-4 assignments and in-class quizzes
Campus: Camperdown/Darlington Mode of delivery: Normal

This unit of study covers Dietary Assessment Methods: purposes of dietary assessment; uses of dietary data; classic dietary assessment methods and their use, application, strengths, weaknesses, sources of measurement error; quantifying portion sizes; evaluating dietary assessment for validity and reliability; dietary reference standards; food composition databases; appraising and interpreting dietary assessment methods in published literature.

This unit of study also covers Anthropometry, Body Composition & Nutritional Biochemistry: anthropometric and body composition methods for the assessment of nutritional status; reference standards for assessing body composition; anthropometric measurements; biochemical and haematological indices for nutritional assessment.

Textbooks

NUTR3912
Community and Public Health Nutrition
Credit points: 6
Teacher/Coordinator: Ms Katherine Jukic, Ms Sue Amanatidis
Session: Semester 2 Classes: Two 1-hour lectures and one 3-hour workshop/tutorial session per week
Assessment: One 2-hour exam and 1-2 assignments
Campus: Camperdown/Darlington Mode of delivery: Normal

This unit of study covers topics such as: nutrition through the life cycle from infancy to old age; nutrition in vulnerable groups; and theories of food habits. It helps students gain skills and knowledge in planning, implementing and evaluating nutrition health promotion programs for various population groups. Topics covered include: principles of health promotion, effective nutrition promotion strategies, program evaluation and program planning. This course also looks at current public health nutrition strategies for promoting health and preventing diet-related diseases.

Textbooks
NUTR3921
Methods in Nutrition Practice
Credit points: 6
Teacher/Coordinator: Ms Katherine Jukic, A/Prof Margaret Allman-Farinelli
Session: Semester 1 Classes: One 2-hour lecture and one 3-hour tutorial/lab/workshop per week
Assessment: One 2-hour exam and two assignments
Campus: Camperdown/Darlington Mode of delivery: Normal

This unit of study covers basic concepts in: Survey & Questionnaire Design (data collection methods, designing surveys and research protocols, designing and piloting short questionnaires, focus groups); Nutritional Epidemiology (hypothesis, study designs, epidemiological measures and methods, sources of bias, critical appraisal of published data/literature); Statistics (statistical methods, statistical packages, statistics terminology).

Textbooks

NUTR3922
Nutrition and Chronic Disease
Credit points: 6
Teacher/Coordinator: Ms Katherine Jukic, A/Prof Margaret Allman-Farinelli
Session: Semester 2 Classes: Two 1-hour lectures and one 3-hour workshop/tutorial per week
Assessment: One 2.5-hour exam, one to two assignments
Campus: Camperdown/Darlington Mode of delivery: Normal

This unit of study examines the relationship and evidence for the role of nutrition in the etiology of chronic diseases, such as cancer, coronary heart disease, hypertension, obesity, dental caries and osteoporosis. It also investigates the current nutrition policies and guidelines that are aimed at preventing these diseases at a population level. Students will also get an opportunity to examine the current popular fad diets on the market and to develop communication skills for promoting positive nutrition messages.

Textbooks

NUTR4001
Clinical Nutritional Science A
Credit points: 24
Teacher/Coordinator: Ms Beth Rohrlach
Session: Semester 1 Classes: 24 hours per week consisting of lectures, practical classes and tutorials
Assessment: One 2-hour exam, one 2-hour exam and 1-2 assignments
Campus: Camperdown/Darlington Mode of delivery: Normal

Note: Department permission required for enrolment.

Students enrolled in the Honours program study various advanced aspects of clinical nutritional science. The program may include lectures, tutorials, seminars and practicals. Assessment will include projects, examination, assignments, and may include classwork.

NUTR4002
Clinical Nutritional Science B
Credit points: 24
Teacher/Coordinator: Ms Beth Rohrlach and Ms Margaret Nicholson
Session: Semester 2 Classes: 20 week full time attendance of practical placement at clinical/community/food service sites
Assessment: Practical work, assignments and attendance
Campus: Camperdown/Darlington Mode of delivery: Normal

Note: Department permission required for enrolment.

All students must achieve competency in the 3 areas of clinical, community and food service dietetics. Students undertake dietetic clinical training at two or more hospitals, Community placements occur at community nutrition centres, public health units and food industry sites. Food service placements are usually part of a hospital food service department or other suitable site. The semester is of 20 weeks duration and placement starts early (usually late June) to accommodate this.
in activities? How do I structure and adapt activities so they possess greater therapeutic potential all persons, regardless of the presence of a health condition?

OCCP1098 Teaching Occupations and Performance
Credit points: 6 Session: Semester 2 Classes: 2hr lecture, 2hr tutorial/week and self-directed learning Assessment: Assignments, case reports, presentations and/or exams Campus: Cumberland Mode of delivery: Normal (lecture/lab/tutorial) Day

Teaching and learning is a fundamental, collaborative process applicable to all areas of occupational therapy practice - whether working in partnership with one person or a group of people, providing direct, indirect or consultative services. Anchored in specific principles of teaching and learning relevant to the provision of occupational therapy, students will develop proficiency in using a range of processes to facilitate people's understanding of activities and routines in everyday life and the performance of day-to-day activities and routines. In doing so, students will learn: How do I help people learn to perform activities and develop new routines where they live, work and play? What specific methods do I use to foster learning within different contexts? How do I best consider the learning process for persons with or without health conditions?

OCCP1099 Occupational Performance: Healthcare 1
Credit points: 6 Session: Semester 2 Classes: 2hr lecture, 2hr tutorial/week and self-directed learning Assessment: Assignments, case reports, presentations, vivas and/or exams Campus: Cumberland Mode of delivery: Normal (lecture/lab/tutorial) Day

For adults who experience significant challenges to daily life activities and receive intensive services within physical health (and related) settings, occupational therapy is essential to enhancing, restoring, or maintaining performance of the primary activities necessary for returning to the community (e.g., self-care, mobility) and for helping families and others to address day-to-day challenges that arise. Mindful of a client-centred approach, students will acquire basic assessment, intervention, and evaluation skills necessary for working as an occupational therapist within interdisciplinary healthcare teams. In doing so, students will learn: What occupational therapy processes do I use when a person's performance of self-care and mobility activities is significantly challenged? Within physical health care settings, how do I help enhance, restore, or maintain performance in daily life activities of concern? How do I incorporate a client-centred approach within health care systems? How do I help clients and families address current and future challenges related to daily life?

OCCP1100 Professional Practice I
Credit points: 6 Session: Semester 2 Classes: 1hr lecture, 2hr tutorial/week, 40hr practical and self-directed learning Assessment: Assignments, case reports, presentations, vivas and/or exams Campus: Cumberland Mode of delivery: Professional Practice

Establishing a professional identity and integrating practice with theory is essential to provide quality occupational therapy services. Focusing on professional development in preparation for practice in all areas, during the semester students will acquire supervisory relationship and elemental teamwork skills; gain basic information literacy skills; cultivate a professional approach to work; enhance communication (written and verbal) skills and reflect critically on professional development. At the end of the semester, students will participate in a supervised one-week, full-time experience within a professional service setting.

OCCP2084 Occupational Performance: Healthcare 2
Credit points: 6 Session: Semester 1 Classes: 2hr lecture, 3hrs tutorial/week and self directed learning Assessment: A combination of assignments, case reports, presentations vivas and/or exams Campus: Cumberland Mode of delivery: Normal (lecture/lab/tutorial) Day

NUTR4101 Nutrition Research A
Credit points: 12 Session: Semester 1, Semester 2 Campus: Camperdown/Darlington Mode of delivery: Normal (lecture/lab/tutorial) Day
Note: Department permission required for enrolment.

Students enrolled in the Honours program study various advanced aspects of nutrition research. The program may include lectures, tutorials, seminars and practicals. Students will undertake a research project. Assessment will include the project and may include examination and coursework.

NUTR4102 Nutrition Research B
Credit points: 12 Session: Semester 1, Semester 2 Corequisites: NUTR4101 Campus: Camperdown/Darlington Mode of delivery: Normal (lecture/lab/tutorial) Day

See NUTR4101

NUTR4103 Nutrition Research C
Credit points: 12 Session: Semester 1, Semester 2 Corequisites: NUTR4102 Campus: Camperdown/Darlington Mode of delivery: Normal (lecture/lab/tutorial) Day

See NUTR4101

NUTR4104 Nutrition Research D
Credit points: 12 Session: Semester 1, Semester 2 Corequisites: NUTR4103 Campus: Camperdown/Darlington Mode of delivery: Normal (lecture/lab/tutorial) Day

See NUTR4101.

OCCP1096 Understanding Occupation-People-Context
Credit points: 6 Session: Semester 1 Classes: 2hr lecture, 2hr tutorial/week and self-directed learning Assessment: Assignments, case reports, presentations, vivas and/or exams Campus: Cumberland Mode of delivery: Normal (lecture/lab/tutorial) Day

The process of understanding and appreciating people's occupations in context (that is, participation in meaningful and purposeful daily life activities within diverse environments) is a fundamental skill necessary for occupational therapy practice. Using a client-centred perspective to explore participation in day-to-day activities, students will investigate various perspectives of human occupation across the lifespan and develop the therapeutic communication skills to discover where, when, how and why people from different backgrounds occupy their time. In doing so, students will learn: How do I explore how people (with or without health conditions) participate in daily life activities? How do I find out about the activities and routines in which persons of different ages and cultures participate? What processes do I use to understand and appreciate the association between what people do in day-to-day life and their health and quality of life?

OCCP1097 Analysing Occupation and Performance
Credit points: 6 Session: Semester 1 Classes: 2hr lecture, 2hr tutorial/week and self-directed learning Assessment: Assignments, case reports, presentations, vivas and/or exams Campus: Cumberland Mode of delivery: Normal (lecture/lab/tutorial) Day

The expertise to analyse: a) self-care, mobility, domestic, social, educational, play, leisure, economic, and community activities (i.e., task analysis); b) a person's performance of activities (i.e., activity analysis); and c) the context in which people participate in activities (i.e., environmental analysis) is a fundamental skill for occupational therapy practice. Using various methods of systematic analysis, students will develop the skills to identify and enhance the inherent therapeutic potential of activities for children, youth and adults. In doing so, students will learn: How do I figure out what enables (and hinders) people's participation in and performance of activities? How do I identify environmental factors that influence people's performance...
For adults who experience significant challenges to perform daily life activities and need interdisciplinary team services within psychosocial health (and related) settings, occupational therapy is essential to enhance, restore, or maintain performance and participation in a routine of daily life activities to return to and live in the community. Mindful of client-centred approach, students will acquire basic assessment, intervention, and evaluation skills relevant for adults within psychosocial health contexts and begin assuming the role of occupational therapists perform within healthcare teams. In doing so, students will learn: What occupational therapy assessment, intervention & evaluation processes do and use when a person’s participation in a routine of daily activities and performance of day-to-day activities is significantly challenged? Within psychosocial health settings, how do I help enhance, restore, or maintain performance in daily life activities of concern? How do I incorporate a client-centred approach within healthcare settings?

OCCP2085
Occupational Performance: Home & Family
Credit points: 6
Session: Semester 1
Classes: 2hr lecture, 2hrs tutorial/week and self directed learning
Assessment: A combination of assignments, case reports, presentations, vivas and/or exams
Campus: Cumberland
Mode of delivery: Normal (lecture/lab/tutorial) Day

For children, youth, and families living in the community and who experience performance challenges, occupational therapy is useful to enhance, restore, or maintain participation in day-to-day activities. Integrating an understanding of childhood development with family-centred practice, students will develop specific assessment, intervention, and evaluation skills to promote participation in day-to-day activities from infancy through adolescence. In doing so, students will learn: How do I provide occupational therapy within a family context? How can I promote quality in life through participation in everyday occupation? How do I consider the complex interaction of a person’s capacity (physical, emotional and cognitive functioning) with environmental factors whilst focusing on the performance of activities of concern to families?

OCCP2086
Professional Practice 2
Credit points: 6
Session: Semester 1
Classes: 1hr lecture, 2hr tutorial/week with 80hrs practical and self directed learning
Assessment: OCCP1099
Occupational Performance: Healthcare 1, OCCP1100 Professional Practice I
A combination of assignments, case reports, presentations, vivas and/or exams
Campus: Cumberland
Mode of delivery: Normal (lecture/lab/tutorial) Day or Professional Practice

Using evidence to creatively solve problems and support professional decisions and working effectively as a collaborative team member is essential to provide quality services. This unit is continuing a focus on professional development in preparation for practice in all areas. During the semester students will acquire the necessary information literacy skills to locate, examine, and evaluate different types of evidence to support their critical reasoning and consolidate their collaborative teamwork skills. In doing so, students will learn: How do I effectively use evidence to support the practice of occupational therapy? What methods do I use to promote effective team collaboration to the benefit of service recipients? At the end of the semester, students will participate in a supervised two-week, full-time experience within a professional service setting.

OCCP2087
Occupational Performance: Community
Credit points: 6
Session: Semester 2
Classes: 2hr lecture, 2hr tutorial/week and self directed learning
Assessment: A combination of assignments, case reports, presentations, vivas and/or exams
Campus: Cumberland
Mode of delivery: Normal (lecture/lab/tutorial) Day

For adults experiencing challenges participating in community, social and civic activities and who could benefit from occupational therapy services, occupational therapy is useful to enhance, restore, or maintain participation within environments outside the home. Considering a broader community context, students will further develop assessment, intervention, and evaluation skills relevant to the participation of more complex activities within the community, such as transportation, shopping and similar activities. In doing so, students will learn: How can I advocate for and promote people’s participation in activities within their local communities? How do I consider the complexity of interaction of a person’s capacity (physical, emotional and cognitive functioning) with environmental factors whilst focusing on the performance of activities in the community?

OCCP2088
Occupational Performance: Child & Family
Credit points: 6
Session: Semester 2
Classes: 2hr lecture, 3hr tutorial/week and self directed learning
Assessment: A combination of assignments, case reports, presentations, vivas and/or exams
Campus: Cumberland
Mode of delivery: Normal (lecture/lab/tutorial) Day

For adults experiencing challenges performing day-to-day activities and could benefit from services in order to continue living in the community. Occupational therapy is useful to enhance, restore, or maintain performance of and participation in self-care, mobility, domestic, social, and leisure activities within the home. Paying particular attention to the typical social context (family) within which people live, students will further develop assessment, intervention, and evaluation skills relevant to the performance of daily life activities within the home. In doing so, students will learn: Within a home context, how do I best provide occupational therapy services from a client-centred perspective? How do I involve families when focusing on the performance of day-to-day activities within the home? How might home environments be modified to enhance safety and performance of everyday activities?

OCCP3029
Honours Research Seminar I
Credit points: 3
Session: Semester 2
Classes: 2hrs/week on-campus
Assessment: 5000 word research proposal (80%), seminar/class participation (20%) 
Campus: Cumberland
Mode of delivery: Normal (lecture/lab/tutorial) Day

This seminar is designed to assist honours students with the development of their individual research projects for completion of their thesis in Year 4. At the completion of this unit of study each student will have prepared a written proposal for his/her research project. The development of the research proposal is undertaken in collaboration with an academic supervisor.

OCCP3032
Occ Therapy Theory and Process III
Credit points: 3
Session: Semester 2
Classes: 2hr lecture/week, plus WebCT and group work
Assessment: Peer evaluation, Wks 7 & 11 (25%), industry evaluation, Wk 16 (15%), project presentation, Wk 16 (25%), participation (25%) 
Campus: Cumberland
Mode of delivery: Normal (lecture/lab/tutorial) Day

This unit of study aims to explore the theory and processes of effective management for current and future occupational therapy practice in varying health care contexts. Consideration will be given to the impact of current and emerging professional issues as well as broader issues in the health care sector and in the community.

OCCP3061
Professional Practice IIIA
Credit points: 12
Session: Semester 1
Classes: Clinical/fieldwork placement
Assessment: OCCP2081 Professional Practice II
Performance report, presentation, assignment
Practical field work: 7 week clinical placement
Campus: Cumberland
Mode of delivery: Professional Practice
Note: Department permission required for enrolment in the following sessions:
Semester 2.

This unit of study provides students with opportunities to demonstrate professional behaviours, integrate and apply theory and skills learned in the previous four semesters of Professional Practice and other units in the course to occupational therapy service provision; assessing, determining goals, planning, implementing, evaluating, reporting and documenting, with guidance/supervision from one or more fieldwork educators. Students will be consolidating and expanding on previous knowledge and skills.
OCCP3064
Human Occupations III
Credit points: 3
Session: Semester 2
Classes: Eleven 1hr lectures, seven 2hr tutorials
Assessment: 10min presentation (pairs) (10%), 1500 word assignment (pairs) (40%), 1500 word assignment, attendance requirements
Campus: Cumberland
Mode of delivery: Normal (lecture/lab/tutorial) Day

This unit examines the area of productivity, including occupational choice, paid and non-paid work and productivity throughout the lifespan. Students will be given the opportunity to analyse productivity occupations, study the organisational systems in which they are performed and assess individual functional capabilities for work. The selection of occupational therapy intervention strategies to improve human performance in the area of productivity will be outlined.

OCCP3065
Professional Practice III B
Credit points: 12
Session: Semester 1, Semester 2
Classes: Clinical/fieldwork placement (7 weeks)
Prerequisites: OCCP2061 Professional Practice II Assessment: Presentation, performance reports
Campus: Cumberland
Mode of delivery: Professional Practice
Note: Department permission required for enrolment in the following sessions: Semester 2.

This unit of study provides students with opportunities to demonstrate professional behaviours and integrate and apply theory and skills learned in previous units of study in the course to occupational therapy service provision with guidance/supervision from one or more fieldwork educators.

OCCP3066
Components of Occ Performance III
Credit points: 5
Session: 2 Classes
Unit 1: twelve 2hr lectures; unit 2: thirteen 1hr lectures, four 2hr tutorials
Assessment: Unit 1: 2hr exam (50%); unit 2: 1500 word assignment (30%), independent inquiry tasks (20%). Students must pass both units
Campus: Cumberland
Mode of delivery: Normal (lecture/lab/tutorial) Day

This unit of study examines the cognitive component in order to identify and intervene when human performance deficits exist in this area to restore, maintain and enhance human occupational performance. The intrapersonal and interpersonal components in occupational therapy mental health practice area will also be studied further.

OCCP4019
Honours Research Seminar II
Credit points: 4
Session: Semester 1
Classes: On-campus, 2hrs/week
Assessment: Oral presentation (60%), seminar/class participation (40%)
Campus: Cumberland
Mode of delivery: Normal (lecture/lab/tutorial) Day

The seminar is designed to assist and support honours students with their ongoing research project, to enable them to develop problem-solving strategies in the conduct of research and to develop their skills in oral presentation of research projects. This unit of study also provides a continuing opportunity for honours students to discuss, with relevant staff, concerns regarding data analysis and interpretation related to their individual projects.

OCCP4051
Professional Practice IV
Credit points: 24
Session: Semester 1, Semester 2
Classes: Clinical/fieldwork placement
Prerequisites: OCCP3061 Professional Practice II A, OCCP3065 Professional Practice III B
Assessment: Fieldwork component (performance report, presentation and assignments) and on-campus component (presentation and assignments)
Campus: Cumberland
Mode of delivery: Professional Practice
Note: Department permission required for enrolment in the following sessions: Semester 1.

This unit of study has one 8 week block placement in a professional setting plus briefings and debriefings and an on-campus component, to facilitate integration of on-and off-campus learning. It provides students with the opportunity to consolidate and further develop, with supervision, knowledge, skills and attitudes necessary for safe and effective delivery of occupational therapy services in both traditional and specialised areas of practice.

OCCP4056
OT in Learning & Co-ord Difficulties
Credit points: 8
Session: Semester 1
Classes: Thirteen 4hr lectures
Assessment: 1500 word assignment, 1000 word report, 3000 word report, attendance requirements
Campus: Cumberland
Mode of delivery: Normal (lecture/lab/tutorial) Day

Note: Department permission required for enrolment.

This unit will give opportunities for students to study the impact of learning disabilities on children's home and school occupational performance. During the semester, students will study: various explanations of learning disorders; common assessment procedures used by occupational therapists to identify problems; interventions. The focus will be on direct intervention as experienced in private practice occupational therapy for children and consultation with schools. Students will be required to test at least one young child (typical child, rather than children with difficulties) aged between 3-4. Students who participate in this elective will be eligible for fourth year fieldwork placement in a public school in Killara.

OCCP4062
Community Based Rehabilitation
Credit points: 8
Session: Semester 1
Classes: Thirteen 2hr lectures
Assessment: 40min seminar group presentation and handout (40%), 2500 word (per student) manual (group) (60%), attendance requirements
Campus: Cumberland
Mode of delivery: Normal (lecture/lab/tutorial) Day

Many western trained therapists entering community practice (whether in developing counties or developed countries) have little idea of the issues that they will encounter in practice. Developing countries have many years of experience in CBR, therefore we can learn from their experience by firstly reviewing the literature in these areas (most CBR literature is of limited circulation and not easily accessible, if at all, by normal literature review mechanism: this school has an extensive range of literature in the Operation International files to enable people to undertake a review of most pertinent issues). Issues of CBR will be explored and developed to gain a greater understanding of the requirements for working in this area.

OCCP4063
Evaluation of OT Programs
Credit points: 8
Session: Semester 1
Classes: Thirteen 4hr lectures/tutorials
Assessment: 1000 word report (20%), 4000 word report (80%), attendance requirements
Campus: Cumberland
Mode of delivery: Normal (lecture/lab/tutorial) Day

This unit of study gives students the opportunity to utilise their developing research/evaluation knowledge and learn to apply it to occupational therapy program evaluation, one common use of the research process in professional practice. It is designed to introduce students to some of the issues and practices associated with program and professional activity evaluation. The purpose of this unit of study is to help students develop the knowledge and skills that will allow them to write good, practical project and evaluation proposals, the kind that will get supported and will make a positive contribution to addressing client needs and those of the workplace and profession.

OCCP4068
OT in Occ Health, Safety & Rehab
Credit points: 8
Session: Semester 1
Classes: Thirteen 4hr lectures/tutorials
Prerequisites: OCCP3064 Human Occupations III
Assessment: 4000 words report (60%), 2000 word report (40%), satisfactory completion of independent learning tasks, attendance requirements
Campus: Cumberland
Mode of delivery: Normal (lecture/lab/tutorial) Day

This unit of study gives students the opportunity to extend their knowledge and skills of occupational health, safety and rehabilitation developed in OCCP3064 Human Occupations III and other units of study. Students will explore the issues of work-related injuries and disorders and how these impact on the occupational roles of individuals. There is also input from a sociological perspective. Students will learn how to conduct a functional assessment, including writing a report. There will also be content that addresses relevant ergonomic issues in the workplace and consideration of the hierarchy of controls in determining appropriate interventions, including education
and training, as well as workplace modifications. Relevant legislation, regulations and competency standards will be used to guide the content and assessment of this unit.

**OCCP4070 Research Elective Independent Study**

**Credit points:** 3  
**Teacher/Coordinator:** Various  
**Session:** Semester 1  
**Semester 2**  
**Classes:** Independent study  
**Assumed knowledge:** BACH1141 Analysing Health Research: General, BACH1143 Designing Health Research, BACH1145 Quantitative Health and Social Research or BACH1139 Health and Research Design: General, or equivalent  
**Assessment:** 2000 word assignment (100%)  
**Campus:** Cumberland  
**Mode of delivery:** Normal (lecture/lab/tutorial) Day  

Note: Department permission required for enrolment. Note: For Occupation Therapy honours 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.

**Textbooks**  
Course notes and readings provided dependent on the research methodology

**OCCP4071 Professional Practice IV (Hons)**

**Credit points:** 20  
**Session:** Semester 1  
**Classes:** Clinical/fieldwork placement  
**Prerequisites:** OCCP361 Professional Practice IIIA, OCCP365 Professional Practice IIB  
**Assessment:** Performance report, presentation, assignments  
**Practical field work:** Clinical placement (6 weeks)  
**Campus:** Cumberland  
**Mode of delivery:** Professional Practice

This unit of study has one 6 week block placement in a professional setting plus briefings and debriefings to facilitate the integration of on and off-campus learning. It provides students with the opportunity to consolidate and further develop, with supervision, the knowledge, skills and attitudes necessary for safe and effective delivery of occupational therapy services in both traditional and specialised areas of practice.

**OCCP4072 Honours Thesis**

**Credit points:** 24  
**Session:** Semester 2  
**Classes:** Independent learning  
**Assessment:** Thesis (50% literature review chapter, 50% journal manuscript with method and results formatted ready for submission)  
**Campus:** Cumberland  
**Mode of delivery:** Normal (lecture/lab/tutorial) Day or Distance Education

This unit of study provides honours students with the opportunity to undertake a supervised research project in an area of occupational therapy. As part of this and the other honours units of study, each student designs and implements an approved research project and submits a thesis describing the project and its implications. In completing the research and thesis, each student works closely with an academic staff member who serves as the supervisor.

**OCCP4075 Mental Health Interventions**

**Credit points:** 8  
**Session:** Semester 1  
**Classes:** Thirteen 2hr lectures, online components  
**Assumed knowledge:** OCCP1091 Components of Occ Performance IA, OCCP2044 Components of Occ Performance IIB, OCCP3066 Components of Occ Performance III  
**Assessment:** Ten in-class quizzes (30%), 2hr open book exam (70%), attendance requirements  
**Campus:** Cumberland  
**Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit of study will extend the students knowledge and practical intervention skills in mental health clinical practice. Intervention skills and strategies developed will be both generic and occupational therapy specific. There will be a large experiential learning component so that students will develop a practical ‘how-to’ confidence in the clinical application of various techniques with particular consumer populations. In line with current state and national directions, this unit will be guided by principles of wellness and recovery. A range of cognitive focused interventions, psycho-education, family interventions, early intervention, mental health promotion, relapse prevention and strategies to develop effective individual rehabilitation plans are some of the techniques and skills students will develop and practice within this unit.

**OCCP4076 Technology for Living**

**Credit points:** 8  
**Teacher/Coordinator:** Dr Graeme Smith, Ms Gemma McDonald  
**Session:** Semester 1  
**Classes:** Thirteen 4hr lectures  
**Assessment:** Case study assessment (50%), class test (30%), debate (20%)  
**Practical field work:** At least one external visit  
**Campus:** Cumberland  
**Mode of delivery:** Normal (lecture/lab/tutorial) Day  

Note: Department permission required for enrolment. Note: Internet activity is required as part of this course

This course evaluates various conceptual frameworks that can aid our understanding of the application of this assistive technology. It also examines various assessment tools that are currently in use in different parts of the world. A thorough study of recent literature and research on the application of modern technology will be a key part of the course. Practical aspects of the course will include demonstrations and hands-on use of modern assistive technologies. Visits will also be undertaken to key assistive technology centres in Sydney. Both theoretical and practical aspects of the course will come together in a series of case studies, drawn from the real experiences of people with a disability.

**Textbooks**  
Cook A & Polger J, Cook & Hussey's Assistive Technologies- Principles and Practice (3rd ed), Mosby (2007) contains useful material on most aspects of the course. Students will be directed to journal articles, other reference material and research, much of which is available online

**OCCP4077 Professional Elective - General**

**Credit points:** 8  
**Session:** Semester 1  
**Classes:** Modes of delivery will vary depending on the topic chosen  
**Assessment:** Two to three pieces of assessment equivalent to 8 credit points, attendance requirements  
**Campus:** Cumberland  
**Mode of delivery:** Distance Education or Normal (lecture/lab/tutorial) Day  

Note: Department permission required for enrolment.

This unit of study will present a topic for a professional elective that allows students to explore an area of OT practice in depth. The specific topic will be determined from time to time as teaching staff, visiting scholars and resources are available. The unit will extend the learning students have achieved in the topic in the first three years of the course requiring an increase in the depth of student understanding in the topic area than that required in earlier parts of the course.

**OCCP4078 People with Intellectual Disability**

**Credit points:** 8  
**Session:** Semester 1  
**Classes:** 4hrs/week  
**Assessment:** 1800 word individual essay (30%), class presentation with 650 word handout (15%), group project presentation with 850 word handout (20%), 2200 word individual report (35%), two 350 word audit tasks (1 individual, 1 group)  
**Campus:** Cumberland  
**Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit aims to develop students' knowledge, skill and attitudes for working with people with intellectual disability, with a focus mainly on adults, their participation and support needs. Students will study: the definition of intellectual disability; the abilities and support needs of people with intellectual disability; the service settings which people with intellectual disability use, their occupational roles in those settings, individual planning, choice and self-determination, guardianship, positive support for challenging behaviour, ageing and dementia, and families. There will be a detailed focus on ‘Active Support’ as an important approach to supporting people with intellectual disability participate fully (with support) in domestic and community life. Students will learn how to use Active Support techniques when working directly with people with intellectual disability, as well as learning how to train and support carers and direct-care staff in the use of these techniques. Classroom teaching will be supported by a small-group fieldwork project conducted in disability service settings.

**Textbooks**  
Dempsey I & Nankervis K (eds), Community Disability Services: An Evidence-Based Approach to Practice, UNSW Press, Sydney (2006) A list of readings will be provided. Many readings are available online.
ORTH2059

The Eye and Vision

Credit points: 6 Teacher/Coordinator: Dr Kathryn Rose Session: Semester 1 Normal (lecture/lab/tutorial) Day
Prerequisites: This unit of study is delivered using varied methods including face-to-face lectures, tutorials and online learning Assessment: Practical skills (30%), community placement and reflection report (10%), written exam. Wks 15-16 (60%) Mode of delivery: Normal (lecture/lab/tutorial) Day

In this subject, the normal eye and ocular systems will be introduced. The unit commences with basic anatomy, embryology, physiology and optics of the eye using a systematic approach, followed by sensory, visual functions and nourishment and protective systems of the eye. There is an introduction to the specialised methods of testing in a paediatric population. Basic clinical skills and assessment will be introduced, including testing of visual acuity, colour vision and contrast sensitivity. This unit of study is also offered by the discipline of Applied Visual Sciences as an elective to all students enrolled in the Bachelor of Health Sciences.

ORTH2060

Disability and Vision Impairment

Credit points: 6 Teacher/Coordinator: Assoc Prof Elaine Cornell Session: Semester 2 Classes: This unit of study will be delivered using varied methods including face-to-face and online delivery. Assessment: Group work, case studies Mode of delivery: Normal (lecture/lab/tutorial) Day

In this unit of study, the common causes of vision impairment will be introduced, with emphasis on the nature of the rehabilitation process. Students will be encouraged to identify the person's particular needs and be aware of available strategies that can help to meet these needs. This subject is offered as an elective to all students enrolled in the Bachelor of Health Sciences.

PHTY2052

Clinical Observation and Measurement

Credit points: 6 Teacher/Coordinator: Dr Mark Hancock Session: Semester 1 Classes: 56 face-to-face hours Prerequisites: BIOS1168 Functional Musculoskeletal Anatomy A, BIOS1169 Functional Musculoskeletal Anatomy B, EXSS1018 Biomechanics of Human Movement Corequisites: PHTY2053 Physiotherapy Evidence & Practice Assessment: Written assignment, practical viva exam, written exam Mode of delivery: Normal (lecture/lab/tutorial) Day

This unit of study examines the observation and measurement of normal movement using methods that are suitable for clinical application. The importance of measurement is emphasised and the validity and reliability of different procedures are studied. There are three broad modules, the first being 'impairment' which includes the measurement of a range of common impairments such as weakness, pain and decreased range of movement. The second module is 'activity' and it involves observation and description of everyday activities such as standing up, walking and reaching. The mechanics associated with these everyday activities will be covered in lectures to provide a foundation for structured observation. The third module is 'participation' and this covers types of measures designed to determine the impact of impairments on levels of participation. Each module considers the development and change in impairments and activities over the lifespan. This is supplemented with lectures and tutorials on assessing normal motor development in children. The principles and practice of manual handling will be covered in the context of each tutorial. A short module on surface anatomy is included in this unit of study. In addition, students will be assigned to clinical sites and will undertake structured learning tasks which apply principles taught in this unit of study.

PHTY2053

Physiotherapy Evidence and Practice

Credit points: 6 Teacher/Coordinator: Dr Alison Harmer, Ms Vicki Williams Session: Semester 1 Classes: 56 face-to-face hours Prerequisites: HSBH1003 Health, Behaviour and Society, HSBH1007 Health Science and Research Corequisites: PHTY2052 Clinical Observation and Measurement Assessment: Two written assignments, written exam Mode of delivery: Normal (lecture/lab/tutorial) Day

This unit of study consists of two modules. The evidence-based practice module develops the skills required to practise evidence-based physiotherapy. The students learn how to ask suitable clinical questions about effects of therapy, patient prognosis or the utility of diagnostic instruments; and to locate and critically evaluate published evidence so as to make a sound clinical decision regarding the applicability of evidence to patients. The professional practice module introduces the student to broad and specific issues and practices in healthcare delivery affecting physiotherapists. This includes the roles and responsibilities of physiotherapists and other health professionals in the context of the changing healthcare environment. Students will explore the NSW Physiotherapy Registration Board policy on professional conduct and learn to apply this policy in ethical and clinical decision-making. The importance of communication, documentation and respect for cultural differences in professional practice will be 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 other health acts and the meaning of professional misconduct and other associated behaviours will be explored. In addition, students will be assigned to clinical units and will undertake structured learning tasks, which apply principles taught in this unit.

PHTY2054

Musculoskeletal Physiotherapy A

Credit points: 6 Teacher/Coordinator: Dr Debra Shirley Session: Semester 2 Classes: Eighteen 1hr lectures, eighteen 2hr tutorials Prerequisites: BIOS1168 Functional Musculoskeletal Anatomy A, BIOS1169 Functional Musculoskeletal Anatomy B Corequisites: EXSS1029 Muscle Mechanics and Training, PHTY2052 Clinical Observation and Measurement, PHTY2053 Physiotherapy Evidence & Practice, PHTY2055 Musculoskeletal Physiotherapy B Assessment: 2 practical viva exams, 1 written exam Mode of delivery: Normal (lecture/lab/tutorial) Day

This unit of study lays the foundations for musculoskeletal physiotherapy, integrating knowledge from basic sciences and relating it to patho-anatomy of generalised musculoskeletal disorders. Students will develop knowledge and skills in various generalised treatment modalities including manual handling, exercise prescription, casting, splinting, taping and application of electrophysical apparatus. This unit of study complements Musculoskeletal Physiotherapy B and lays the foundations for Musculoskeletal Physiotherapy C, D, E and F which will further develop diagnostic and treatment skills in disorders of the lower limb, spine, upper extremity and more complex musculoskeletal conditions.

PHTY2055

Musculoskeletal Physiotherapy B

Credit points: 6 Teacher/Coordinator: Dr Leslie Nicholson Session: Semester 2 Classes: Eighteen 1hr lectures, eighteen 2hr tutorials Prerequisites: BIOS1168 Functional Musculoskeletal Anatomy A, BIOS1169 Functional Musculoskeletal Anatomy B Corequisites: EXSS1029 Muscle Mechanics and Training, PHTY2052 Clinical Observation and Measurement, PHTY2053 Physiotherapy Evidence & Practice, PHTY2054 Musculoskeletal Physiotherapy A Assessment: 2 practical viva exams, 1 written exam Mode of delivery: Normal (lecture/lab/tutorial) Day

This unit of study develops the skills required to assess, diagnose and manage simple musculoskeletal disorders of the lower extremity at a level appropriate to commence physiotherapy practicums. This unit will integrate knowledge from earlier foundation science and physiotherapy units of study. Students will develop the ability to select and implement interventions based on clinical reasoning, principles of evidence based practice and safety. Interventions will include selected electrophysical agents, exercise prescription, taping, manual therapy and the prescription of walking aids. This unit of study complements Musculoskeletal Physiotherapy A and lays the foundation for Musculoskeletal Physiotherapy C, D E and F which will further develop skills in disorders of the spine, upper extremity and more complex musculoskeletal conditions.
PHTY2056
Neurological Physiotherapy A
Credit points: 6
Teacher/Coordinator: Ms Angela Stark
Session: Semester 2
Classes: Eighteen 2hr tutorials
Prerequisites: BIOS1171 Neuroscience, EXSS2025 Motor Control and Learning
Corequisites: EXSS11029 Muscle Mechanics and Training, PHTY2052 Clinical Observation and Measurement, PHTY2053 Physiotherapy Evidence and Practice
Assessment: 2 practical viva exams, 1 written exam
Campus: Cumberland
Mode of delivery: Normal (lecture/lab/tutorial) Day

This unit of study introduces pathology, impairments, activity limitations and participation restrictions arising from conditions of acute onset, using examples such as stroke, traumatic brain injury, cerebral palsy and Guillain Barré syndrome. Impairments such as weakness, loss of dexterity, loss of sensation and spasticity as well as secondary adaptations to these impairments, such as the development of contracture, will be studied. In addition, this unit of study will provide the foundations for students to develop an ability to apply relevant theoretical and data-based scientific findings to clinical practice in the area of motor disability arising from disease or trauma to the nervous system. Students will learn to measure, assess, and train everyday activities such as rolling over and getting out of bed, sitting, standing up, standing, walking, reaching and manipulating objects with the hand. The contribution of other health professionals to the rehabilitation process is also addressed.

PHTY2057
Cardiopulmonary Physiotherapy A
Credit points: 6
Teacher/Coordinator: Dr Zoe McKeeough
Session: Semester 2
Classes: 18 hr lectures, 18 hr tutorials/semester
Prerequisites: BIOS1170 Body Systems: Structure and Function, EXSS3027 Exercise Physiology for Clinicians
Corequisites: EXSS11029 Muscle Mechanics and Training, PHTY2052 Clinical Observation and Measurement, PHTY2053 Physiotherapy Evidence and Practice
Assessment: 2 practical viva exams, 1 written exam
Campus: Cumberland
Mode of delivery: Normal (lecture/lab/tutorial) Day

This unit of study will introduce students to the knowledge, skills and clinical decision making processes necessary for effective assessment and treatment of patients across the age spectrum with acute and chronic respiratory and cardiac dysfunction. In particular, students will evaluate the pathophysiological and functional consequences of surgery (abdominal, thoracic and cardiac); infective, inflammatory; restrictive; and obstructive pulmonary disorders, and coronary artery disease. Students will learn the practical skills and develop treatment strategies to effectively manage respiratory problems. Additionally this unit will develop the student's knowledge of exercise and aims to apply the principles of exercise testing, prescription and training to patients who have cardiac and pulmonary limitations to exercise. The unit will provide students with an opportunity to apply, integrate and extend knowledge gained through the foundation sciences and earlier physiotherapy units of study.

PHTY3051
Cardiopulmonary Physiotherapy B
Credit points: 6
Teacher/Coordinator: Dr Lyndal Maxwell
Session: Semester 1
Classes: Wks 1-6: two 1hr lectures, two 2hr tutorials/week; Wks 8-13: 1 hr lecture, 2hr tutorial/week
Prerequisites: EXSS2024 Applied Physiology, PHTY2048 Cardiopulmonary Physiotherapy A
Assessment: Mid semester presentation, written assignment, end semester written exam
Campus: Cumberland
Mode of delivery: Normal (lecture/lab/tutorial) Day

The aim of this unit is to continue to develop knowledge and skills in the assessment and treatment of patients across the age spectrum with acute and chronic pulmonary dysfunction. This unit will introduce students to the knowledge, skills and clinical decision making processes necessary for effective treatment of patients across the age spectrum with acute and chronic cardiac dysfunction. This unit will develop the student's knowledge of exercise and aims to apply the principles of exercise testing, prescription and training to patients who have cardiac and pulmonary limitations to exercise and to other special populations. In addition, students will examine specific clinical and professional issues relating to the intensive care and acute care environment. The emphasis will be on appropriate assessment, safe and effective management of intubated and non-intubated patients.

PHTY3052
Neurological Physiotherapy B
Credit points: 4
Teacher/Coordinator: Dr Colleen Canning
Session: Semester 1
Classes: Prerequisites: PHTY2049 Neurological Physiotherapy A Assessment: End semester practical assessment, end semester written exam
Corequisites: PHTY2051 Neurological Physiotherapy A; PHTY2052 Clinical Observation and Measurement, PHTY2053 Physiotherapy Evidence and Practice
Assessment: 2 practical viva exams, 1 written exam
Campus: Cumberland
Mode of delivery: Normal (lecture/lab/tutorial) Day

This unit consists of two modules. The first module introduces pathology, impairments, activity limitations and participation restrictions arising from conditions of acute onset which do not recover and require adaptation such as spinal cord injury and spina bifida. Impairments such as spasm, overactivity, anorexia reflexes, skin breakdown, as well as adaptations to these impairments such as the development of contracture and loss of fitness will be studied. Students will learn to assess, train and measure outcome of everyday activities for these populations such as mobility via aided gait or wheelchair and hand function using a tenodesis grasp. The second module examines the pathology, impairments, activity limitations and participation restrictions arising from degenerative conditions which require adaptation such as Parkinsonism, multiple sclerosis and motor neuron disease. Impairments such as bradykinesia, dyskinesia, rigidity, tremor, ataxia and fatigue as well as adaptations to impairments such as the development of contracture and loss of fitness will be studied. Students will learn to assess and train or prescribe appropriate aids to enable activities such as rolling over, sitting, mobility, transferring and reaching and manipulating objects to be carried out.

PHTY3053
Musculoskeletal Physiotherapy C
Credit points: 8
Teacher/Coordinator: Ms Karyn Whelan, Dr Julia Hush
Session: Semester 1
Classes: 2hr lectures, 4hrs practicals, tutorials/week
Prerequisites: PHTY2050 Musculoskeletal Physiotherapy A, PHTY2051 Musculoskeletal Physiotherapy B
Corequisites: PHTY3054 Musculoskeletal Physiotherapy D Assessment: Mid semester practical assessment, end semester written exam
Assessment: 2 practical viva exams, 1 written exam
Campus: Cumberland
Mode of delivery: Normal (lecture/lab/tutorial) Day

The overall aim of this unit is to further develop skills for assessment, diagnosis and management of musculoskeletal conditions with a focus on the upper extremity across the lifespan. The unit will cover selected musculoskeletal conditions of the upper extremity including fractures, dislocations, surgery, peripheral nerve injury and soft tissue injury. Students will develop their existing ability to select and implement physiotherapy interventions based on principles of clinical reasoning, evidence based practice and safety. Interventions will include patient education and advice, exercise prescription, manual therapy, external support and selected electrophysical agents. This unit of study integrates knowledge from earlier foundation science and physiotherapy subjects (particularly Musculoskeletal Physiotherapy A and Musculoskeletal Physiotherapy B). This unit will complement Musculoskeletal Physiotherapy D and contribute to the foundations of Musculoskeletal Physiotherapy E.

PHTY3054
Musculoskeletal Physiotherapy D
Credit points: 6
Teacher/Coordinator: Dr Susan Coulson
Session: Semester 1
Classes: Wks 1-6: 1hr lecture, 2hr tutorial/week; Wks 7, 9-13: 2hrs lectures, two 2hrs tutorials/week
Prerequisites: PHTY2050 Musculoskeletal Physiotherapy A, PHTY2051 Musculoskeletal Physiotherapy B
Corequisites: PHTY3053 Musculoskeletal Physiotherapy C
Assessment: Mid semester practical assessment, end semester written exam
Campus: Cumberland
Mode of delivery: Normal (lecture/lab/tutorial) Day

This module aims to provide a detailed approach to history taking and performance of the physical examination and treatment of a patient with cervical or thoracic spine pain. With the integration of communication and listening skills, application of sound physical testing procedures and clinical reasoning, the aim is to enable students to be able to diagnose/triage and treat patients with cervical pain or thoracic spine pain. Students will learn how to assess, treat, reasses and monitor cervical and thoracic spine conditions, using evidence-based practice strategies and to understand how to differentiate symptoms arising from different regions, e.g., shoulder vs cervical spine and monitor the outcomes of treatment. This unit
also includes modules on chronic pain cognitive behaviour therapy and common disorders of the face, head and neck including TMJ.

This unit of study complements Musculoskeletal Physiotherapy C and lays the foundations for Musculoskeletal Physiotherapy E which will further develop skills in the management of more complex musculoskeletal conditions.

**PHTY3055**

**Physiotherapy Practicum A**

**Credit points:** 8  
**Teacher/Coordinator:** Ms Julia Patrick  
**Session:** Semester 1, Semester 2  
**Classes:** Clinical placement  
**Prerequisites:** PHTY2046 Professional Practice, PHTY2047 Clinical Observation and Measurement, PHTY2048 Cardiopulmonary Physiotherapy A, PHTY2049 Neurological Physiotherapy A, PHTY2050 Musculoskeletal Physiotherapy A, PHTY2051 Musculoskeletal Physiotherapy B, PHTY2052 Neurological Physiotherapy B, PHTY3053 Musculoskeletal Physiotherapy C, PHTY3054 Musculoskeletal Physiotherapy D  
**Assessment:** 100% assessment based on clinical performance, written material, communication skills, organisational skills and professionalism  
**Campus:** Cumberland  
**Mode of delivery:** Professional Practice  

Note: Department permission required for enrolment in the following sessions: Semester 1.

This unit of study involves clinical placements in one of the following areas: rehabilitation, acute care, ambulatory/outpatients, community health and an elective unit such as paediatrics, private practice, burns or hand therapy. Students will be required to demonstrate competence in both the specific clinical skills for each area as well as the generic skills and attributes of physiotherapy professionals. During practicums there will be opportunities for interprofessional learning. In addition, students will be responsible for individual and group training sessions such as strength and fitness programs. Physiotherapy practicum A, B, C, D, E are all five week placements which require full attendance (37 hours per week) at clinical facilities. In addition, at least one of the placements will be in a rural or regional setting.

**PHTY3056**

**Physiotherapy Practicum B**

**Credit points:** 8  
**Teacher/Coordinator:** Ms Julia Patrick  
**Session:** S1 Late Int, S2 Late Int  
**Classes:** Clinical placement  
**Prerequisites:** PHTY2046 Professional Practice, PHTY2047 Clinical Observation and Measurement, PHTY2048 Cardiopulmonary Physiotherapy A, PHTY2049 Neurological Physiotherapy A, PHTY2050 Musculoskeletal Physiotherapy A, PHTY2051 Musculoskeletal Physiotherapy B, PHTY3052 Neurological Physiotherapy B, PHTY3053 Musculoskeletal Physiotherapy C, PHTY3054 Musculoskeletal Physiotherapy D  
**Assessment:** 100% assessment based on clinical performance, written material, communication skills, organisational skills and professionalism  
**Campus:** Cumberland  
**Mode of delivery:** Professional Practice  

Note: Department permission required for enrolment in the following sessions: S1 Late Int.

This unit of study involves clinical placements in one of the following areas: rehabilitation, acute care, ambulatory/outpatients, community health and an elective unit such as paediatrics, private practice, burns or hand therapy. Students will be required to demonstrate competence in both the specific clinical skills for each area as well as the generic skills and attributes of physiotherapy professionals. During practicums there will be opportunities for interprofessional learning. In addition, students will be responsible for individual and group training sessions such as strength and fitness programs. Physiotherapy practicum A, B, C, D, E are all five week placements which require full attendance (37 hours per week) at clinical facilities. In addition, at least one of the placements will be in a rural or regional setting.

**PHTY4093**

**Cardiopulmonary & Neurological Physio**

**Credit points:** 4  
**Teacher/Coordinator:** Dr Lyndal Maxwell, Dr Louise Ada  
**Session:** Semester 1  
**Classes:** Fifteen 1hr lectures, twelve 2hr tutorials  
**Prerequisites:** PHTY3051 Cardiopulmonary Physiotherapy B, PHTY3052 Neurological Physiotherapy B  
**Assessment:** Two written assignments (50% ea)  
**Campus:** Cumberland  
**Mode of delivery:** Normal (lecture/lab/tutorial) Day  

This unit examines the theoretical basis for clinical intervention in cardiopulmonary and neurological physiotherapy. The cardiopulmonary module will examine a range of complex clinical issues organised on a physiological basis including multi-system dysfunction (physiological, psychological and social) across the age spectrum. The neurological module will examine the history of neurological rehabilitation, acute neuromedical and neurological surgical interventions and the management of some less common neurological conditions. Students will be expected to evaluate the scientific basis and ethical, legal and practical implications of current physiotherapy interventions in relation to both cardiopulmonary and neurological conditions.

**PHTY4094**

**Physiotherapy Practicum D**

**Credit points:** 8  
**Teacher/Coordinator:** Ms Julia Patrick  
**Session:** S1 Late Int, S2 Late Int  
**Classes:** Clinical placement  
**Prerequisites:** PHTY2046 Professional Practice, PHTY2047 Clinical Observation and Measurement, PHTY2048 Cardiopulmonary Physiotherapy A, PHTY2049 Neurological Physiotherapy A, PHTY2050 Musculoskeletal Physiotherapy A, PHTY2051 Musculoskeletal Physiotherapy B, PHTY3052 Neurological Physiotherapy B, PHTY3053 Musculoskeletal Physiotherapy C, PHTY3054 Musculoskeletal Physiotherapy D  
**Corequisites:** PHTY4092 Musculoskeletal Physiotherapy E, PHTY4093 Cardiopulmonary & Neurological Physio  
**Assessment:** 100% assessment based on clinical performance, written material, communication skills, organisational skills and professionalism  
**Campus:** Cumberland  
**Mode of delivery:** Professional Practice  

Note: Department permission required for enrolment in the following sessions: S2 Late Int.

These units of study (PHTY4094 and PHTY4095) involve clinical placement in two of the following areas not previously covered in physiotherapy practicum A, B or C: rehabilitation, acute care, ambulatory/outpatients, community health and an elective unit such as paediatrics, private practice, burns or hand therapy. Students will
be required to demonstrate competence in both the specific clinical
skills for each area as well as the generic skills and attributes of
physiotherapy professionals. During practicums there will be
opportunities for interprofessional learning. Physiotherapy practicums A, B, C, D, E are all five week placements which require full-time
attendance (37 hours per week) at clinical facilities. In addition, at
least one of the placements will be in a rural or regional setting.

PHTY4095
Physiotherapy Practicum E
Credit points: 8 Teacher/Coordinator: Ms Julia Patrick Session: S1 Late Int. 2 Late Int. Classes: Clinical placement Prerequisites: PHTY2046 Professional Practice, PHTY2047 Clinical Observation and Measurement, PHTY3051 Cardiopulmonary Physiotherapy B, PHTY3052 Neurological Physiotherapy B, PHTY3053 Musculoskeletal Physiotherapy C, PHTY3054 Musculoskeletal Physiotherapy D Corequisites: PHTY4092 Musculoskeletal Physiotherapy E, PHTY4093 Cardiopulmonary & Neurological Physio Assessment: 100% assessment based on clinical performance, written material, consultation notes, and learning methods. Mode of delivery: Professional Practice
Note: Department permission required for enrolment in the following sessions: S2 Late Int.

These units of study (PHTY4094 and PHTY4095) involve clinical placement in two of the following areas not previously covered in
physiotherapy practicum A, B or C: rehabilitation, acute care, ambulatory/outpatients, community health and an elective unit such as paediatrics, private practice, burns or hand therapy. Students will be required to demonstrate competence in both the specific clinical skills for each area as well as the generic skills and attributes of physiotherapy professionals. During practicums there will be
opportunities for interprofessional learning. Physiotherapy Practicums A, B, C, D, E are all five week placements which require full-time
attendance (37 hours per week) at clinical facilities. In addition, at
least one of the placements will be in a rural or regional setting.

PHTY4096
Physiotherapy in Childhood
Credit points: 4 Teacher/Coordinator: Ms Jane Butler Session: Semester 2 Classes: 1hr lecture/week, 2hr tutorials every 2nd week plus structured independent learning activities Prerequisites: PHTY4092 Musculoskeletal Physiotherapy E, PHTY4093 Cardiopulmonary and Neurological Physio Corequisites: PHTY4094 Physiotherapy Practicum D, PHTY4095 Physiotherapy Practicum E Assessment: Mid semester group assignment (40%), end semester written exam (60%) Campus: Cumberland Mode of delivery: Normal (lecture/lab/tutorial) Day

This unit of study aims to prepare the student as a competent entry-level practitioner in the area of paediatric physiotherapy. The student will become aware of the changes which occur from infancy through to maturity in neuromotor, musculoskeletal and
cardiopulmonary development and will address issues related to
assessment and training strategies in children with potential
dysfunction in those systems. The emphasis of teaching strategy will
be on problem solving for paediatric clinical scenarios via an approach of clinical reasoning. This learning approach will emphasise the
importance of teamwork that will prepare the student for the health
care setting. The unit will provide opportunity for the students to
incorporate information gained from other units of study in order to
achieve the learning outcomes of each clinical scenario.

PHTY4097
Physiotherapy in the Workplace
Credit points: 4 Teacher/Coordinator: Dr Martin Mackey Session: Semester 2 Classes: 1hr lecture/week, 2hr tutorials every 2nd week plus directed independent learning activities Prerequisites: PHTY4092 Musculoskeletal Physiotherapy E Corequisites: PHTY4094 Physiotherapy Practicum D, PHTY4095 Physiotherapy Practicum E Assessment: Poster presentation (40%), written report (60%) Campus: Cumberland Mode of delivery: Normal (lecture/lab/tutorial) Day

This unit provides a framework for exploring a broad and emerging
role of physiotherapy in the field of occupational health and safety with a focus on work injury prevention and early injury assessment
and management. An evidence-based, risk management approach
will be used to explore the patterns, causation and control of workplace
injury and illness in Australia with particular emphasis on spinal,
shoulder and upper limb disorders. Students will gain an understanding of the principles of ergonomics and task analysis and how these can be applied to work injury prevention. To this effect, the role of the physiotherapist in workplace consultancy will be evaluated.
Assessment and management of work related disability will be explored. The unit will explore theoretical sociological perspectives
on work and organisations in relation to injury causation and rehabilitation and examine the legislative and regulatory framework underpinning the process of injury assessment and management.
Specific injury assessment and management strategies such as functional capacity evaluations and functional restoration programs will also be addressed.

PHTY4098
Physiotherapy in Recreation
Credit points: 4 Teacher/Coordinator: Dr Debra Shirley Session: Semester 2 Classes: 1hr lecture, 2hr tutorials/week including directed independent learning activities Prerequisites: PHTY4092 Musculoskeletal Physiotherapy E, PHTY4093 Cardiopulmonary and Neurological Physio Corequisites: PHTY4094 Physiotherapy Practicum D, PHTY4095 Physiotherapy Practicum E Assessment: Mid semester group assignment (40%), end semester written exam (60%) Campus: Cumberland Mode of delivery: Normal (lecture/lab/tutorial) Day

The aim of this unit of study is for participants to apply the knowledge, skills and reasoning gained during coursework and clinical practicums to recreational activities. Participants will integrate this knowledge to
design injury prevention/screening programs for people participating in recreational activities, to develop injury management programs for all recreation groups to facilitate their return to recreation and to plan and implement activity modification programs for those who are unable to participate in standard recreational activities. The relationship of public health issues, e.g., osteoporosis and childhood obesity, to recreation will also be explored. This unit of study will equip participants to
manage complex and coexisting problems across the lifespan.

PHTY4099
Physiotherapy in the Community
Credit points: 4 Teacher/Coordinator: Dr Alison Harmer Session: Semester 2 Classes: 1hr lecture, 2hr tutorials/week including directed independent learning activities Prerequisites: PHTY4092 Musculoskeletal Physiotherapy E, PHTY4093 Cardiopulmonary and Neurological Physio Corequisites: PHTY4094 Physiotherapy Practicum D, PHTY4095 Physiotherapy Practicum E Assessment: Mid semester group seminar (40%), end semester written assignment (60%) Campus: Cumberland Mode of delivery: Normal (lecture/lab/tutorial) Day

This unit covers the topic of community physiotherapy under two main themes. The first theme addresses the contribution of physiotherapy to the management of particular population groups who receive health care in community settings as a consequence of either personal choice or due to the nature of their chronic disease state; for example, individuals with diabetes, mental illness, and cancer. Health care issues specific to women, to men and to indigenous people will also be addressed. The second major theme will address physiotherapy service delivery in various community-based settings. This aspect of the unit will cover the process of developing a physiotherapy service, including issues such as strategic planning, quality management, health promotion and how to adapt physiotherapy services in the community according to cultural and socio-economic need. Teaching and learning methods will consist of lectures, tutorials and independent learning with student seminars covering some of the topics.

PHTY4100
Physiotherapy for Older People
Credit points: 4 Teacher/Coordinator: Assoc Prof Jack Cropley Session: Semester 2 Classes: 3hrs/week plus structured independent learning activities Prerequisites: PHTY4092 Musculoskeletal Physiotherapy E, PHTY4093 Cardiopulmonary and Neurological Physio Corequisites: PHTY4094 Physiotherapy Practicum D, PHTY4095 Physiotherapy Practicum E Assessment: Mid semester group seminar (40%), end semester written assignment (60%) Campus: Cumberland Mode of delivery: Normal (lecture/lab/tutorial) Day
This unit of study is designed to enable students to examine the physiological, psychological and social changes associated with healthy ageing and the more common impairments, disabilities and handicap that arise in an older population. Integration of material from core areas of musculoskeletal, neurological and cardipulmonary physiotherapy will be required in order to plan management and modify physiotherapy intervention for older persons. The role of the physiotherapist in a variety of environments and in conjunction with other health care resources will be discussed.

**PHTY4101 Honours Research Dissertation**

**Credit points:** 8  
**Teacher/Coordinator:** Assoc Prof Jack Croisbie  
**Session:** Semester 2  
**Classes:** 6hrs/week  
**Assessment:** Dissertation  
**Campus:** Cumberland  
**Mode of delivery:** Normal (lecture/lab/tutorial) Day

The overall aim of this unit of study is to provide an opportunity for students of outstanding ability to develop research skills, and specifically, to participate in an investigative study of an aspect of the theoretical or clinical basis of physiotherapy. This unit of study comprises lectures on issues related to conduct of research and fieldwork in which the student participates in a research project. For the fieldwork component, the student will work under the supervision of an academic staff member on a project in which ethical approval has been obtained. The student will also gain experience in scientific writing by the completion of their dissertation. The dissertation will be on a topic broadly related to the project on which the student works.

**PHTY4109 Elective Studies**

**Credit points:** 4  
**Teacher/Coordinator:** Dr Susan Coulson  
**Session:** Semester 2  
**Corequisites:** PHTY4094 Physiotherapy Practicum D, PHTY4095 Physiotherapy Practicum E  
**Assessment:** A variety of assessment methods will be employed dependent upon the nature of the elective topic selected by the student.  
**Campus:** Cumberland  
**Mode of delivery:** Normal (lecture/lab/tutorial) Day

Students will select an approved topic from a list of non-physiotherapy topics offered by the discipline of Physiotherapy.

**PSYC1001 Psychology 1001**

**Credit points:** 6  
**Session:** Semester 1, Summer Main  
**Classes:** Three 1 hour lectures and one 1 hour tutorial per week, plus 1 hour per week of additional web-based (self-paced) material related to the tutorial.  
**Assessment:** One 2.5hr exam, one 1000w essay, multiple tutorial tests, experimental participation.  
**Campus:** Camperdown/Darlington  
**Mode of delivery:** Normal (lecture/lab/tutorial) Day

Psychology 1001 is a general introduction to the main topics and methods of psychology, and is the basis for advanced work as well as being of use to those not proceeding with the subject. Psychology 1001 covers the following areas: science and statistics in psychology; behavioural neuroscience; applied psychology; social psychology; personality theory; human development. This unit is also offered in the Sydney Summer School. For more information consult the website:  
http://www.usyd.edu.au/summerschool/  
**Textbooks**  

**REHB3062 Public Offenders: Criminality and Rehab**

**Credit points:** 6  
**Teacher/Coordinator:** Mrs Caroline Howe  
**Session:** Semester 1  
**Classes:** Distance only  
**Prohibitions:** REHB3061 Rehabilitation of Public Offenders  
**Assessment:** Mid semester exam (40%), 2000 word essay (60%)  
**Campus:** Cumberland  
**Mode of delivery:** Distance Education

This unit introduces students to issues relating to the rehabilitation of public offenders including adults (males and females) and youth offenders. Students will study the major theories of criminality and community attitudes impacting on government approaches to rehabilitation and incarceration policy. The unit will examine the different approaches and policies to the incarceration of adult males and females and young people and the goals of these approaches. Special attention will be paid to examining the nature of the objectives and desired outcomes of incarceration. Students will analyse the roles and functions of personnel employed within the prison system, including that of custodial personnel and professional workers. In particular the unit will look at the various health issues associated with public offender rehabilitation, including drug addiction, mental illness and HIV/AIDS, the health services available within the prisons and the role played by the various health professionals employed to deal with such problems. Students will also be introduced to the probation and parole system and to the various alternative to full-time incarceration, including community service, day release, work release, and weekend detention. They will examine the aims and objectives of these alternatives and the roles and functions of professional workers (including health workers) employed to administer these programs.

**REHB3064 Alcohol and Drug Misuse Rehabilitation**

**Credit points:** 6  
**Teacher/Coordinator:** Mrs Caroline Howe  
**Session:** Semester 1  
**Classes:** Distance education  
**Prohibitions:** REHB3061 Rehabilitation and Substance Abuse  
**Assessment:** 1500 word mid semester essay (40%), 2000 word essay (60%)  
**Campus:** Cumberland  
**Mode of delivery:** Distance Education

This unit introduces students to issues relating to a major public health problem: the misuse of alcohol and other addictive drugs. The unit introduces students to two major aspects of this area: issues relating to the development of health prevention/health promotion policy, covering the philosophies of harm minimisation and zero tolerance; approaches to rehabilitation and treatment of those overusing both alcohol and other drugs. The unit commences with an analysis of public health policy approaches to the rehabilitation and treatment of people overusing alcohol and other harmful drugs. Students will be required to undertake an exercise involving an analysis of the effectiveness of the two major policy approaches to the problem of drug overuse and abuse: harm reduction and zero tolerance. They will be required to examine the evidence supporting these two approaches to public health policy. In the second part of the unit students will study the major therapeutic approaches to treatment and rehabilitation. This will include familiarisation with Alcoholics Anonymous, clinically based approaches including transactional analysis and other group therapy oriented approaches, the various behavioural therapies, therapeutic communities, methadone maintenance, needle exchange and recent trails in safe injection facilities. They will become familiar with the nature of services offered.
Chronic non-cancer pain is a disabling phenomenon and a significant challenge for health professionals. Theories of chronic pain will be presented and students will engage in contemporary research relating to chronic pain management. Current innovations in treatment in this area will be explored. Students will also look at different outcome measures including quality of life. Interdisciplinary team approaches to planning client management will be investigated. The unit will also look at the importance of self management for the health professional to reduce the risks of burnout in working with this population of clients.

**Textbooks**

**STAT2012 Statistical Tests**

**Credit points:** 6  
**Session:** Semester 2  
**Classes:** Three 1 hour lectures, one 1 hour tutorial and one 1 hour computer laboratory per week.  
**Prerequisites:** MATH (1005 or 1905 or 1015)  
**Prohibitions:** STAT2004, STAT2912  
**Assessment:** One 2 hour exam, assignments and/or quizzes, and computer practical reports.  
**Campus:** Camperdown/Darlington  
**Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit provides an introduction to the standard methods of statistical analysis of data: Tests of hypotheses and confidence intervals, including t-tests, analysis of variance, regression - least squares and robust methods, power of tests, non-parametric tests, non-parametric smoothing, tests for count data, goodness of fit, contingency tables. Graphical methods and diagnostic methods are used throughout with all analyses discussed in the context of computation with real data using an interactive statistical package.
The Faculty of Health Sciences offers a wide range of postgraduate programs and students may choose either a research or a coursework pathway. The following listings outline our postgraduate programs at certificate, diploma, master’s degree and doctorate levels. Information in this chapter should be read in conjunction with the Resolutions of the Senate in the *University of Sydney Calendar* and the *University Postgraduate Studies* handbook.

### Research degrees
- Doctor of Philosophy
- Master of Applied Science

For information on the research degrees offered by the Faculty of Health Sciences, please see Chapter 25.

### Coursework programs
Further information on the coursework programs offered by the faculty is provided in the relevant chapters of the handbook.

#### Faculty coursework degrees
- Graduate Certificate/Master of Health Sciences with majors in:
  - Gerontology
  - Indigenous Health
  - Occupational Therapy
  - Orthoptics
  - Speech Pathology
- Graduate Certificate/Master of Health Science (Developmental Disability)
- Graduate Certificate/Graduate Diploma/Master of Health Science (Sexual Health)

#### Behavioural and Social Sciences in Health
- Graduate Certificate/Graduate Diploma/Master of Health Science (Education)

#### Exercise and Sport Science
- Master of Exercise Physiology
- Graduate Certificate/Graduate Diploma of Health Science (Exercise and Sport Science)
- Master of Exercise and Sport Science

#### Health Informatics
- Master of Health Informatics
- Graduate Certificate/Master of Health Science (Clinical Data Management)

#### Medical Radiation Sciences
- Master of Diagnostic Radiography
- Master of Nuclear Medicine
- Master of Radiation Therapy
- Graduate Certificate/Graduate Diploma/Master of Health Science (Medical Radiation Sciences)
- Graduate Certificate/Graduate Diploma/Master of Health Science (Medical Sonography)

#### Occupational Therapy
- Master of Occupational Therapy

#### Orthoptics
- Master of Orthoptics

#### Physiotherapy
- Master of Physiotherapy
- Master of Health Science (Physiotherapy) with majors in:
  - Cardiopulmonary Physiotherapy
  - Manipulative Physiotherapy
  - Neurological Physiotherapy
  - Paediatric Physiotherapy
  - Sports Physiotherapy

#### Rehabilitation Counselling
- Graduate Diploma/Master of Rehabilitation Counselling

#### Speech Pathology
- Master of Speech Language Pathology

### Notes
1. Units of study will only be offered where there is sufficient demand.
2. Unit of study choice for international students enrolled as full-time students on-campus may be constrained due to visa requirements for campus attendance.
3. International students may enrol part-time in distance mode if studying from their home country but visa restrictions preclude part-time study in on-campus mode.

### Faculty degrees

#### Graduate Certificate of Health Sciences/Master of Health Sciences
These courses allow students who have a background in the health professions and/or relevant disciplines or equivalent professional qualifications and work experience to develop discipline or cross discipline based knowledge and research skills so they can critically evaluate and integrate evidence-based practice into their work across a range of health disciplines.

#### Graduate Certificate of Health Sciences/Master of Health Sciences
These courses provide graduates with the opportunity to extend their undergraduate education by providing them with flexible pathways (majors) for professional development.

The opportunity for choice of units of study provides students with flexibility and enables them to select subjects relevant to their professional development needs, thus equipping students with the knowledge, understanding and expertise to work within the contemporary health care sector.
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 in distance mode. While many of the units of study are available in Semesters 1 and 2 each year some units are only offered in one semester each year. 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, online web-based and/or contract learning.

For the graduate certificate, students must complete four units of study. Students are required to undertake at least two of the four specified generic core units of study and choose an additional two units from the range of six credit point graduate units offered in the Faculty of Health Sciences. Alternatively, students may choose to complete a specialist major (please refer to requirement details for each major later in this section) that will be certificated when the student graduates. Students will need to familiarise themselves with the semesters units are offered in and any prerequisites or assumed knowledge that may exist for units of study.

For the master’s, students must complete eight units of study. Students are required to undertake at least two of the four specified generic core units of study and choose an additional six units from the range of six credit point graduate units offered in the Faculty of Health Sciences. Alternatively, students may choose to complete a specialist major (please refer to requirement details for each major later in this section) that will be certificated when the student graduates. Students will need to familiarise themselves with the semesters units are offered in and any prerequisites or assumed knowledge that may exist for units of study.

Students who do not complete all requirements for the Master of Health Sciences may be able to exit with the award of Graduate Certificate of Health Sciences. Alternatively, students may choose to complete a specialist major (please refer to requirement details for each major later in this section) that will be certificated when the student graduates. Students will need to familiarise themselves with the semesters units are offered in and any prerequisites or assumed knowledge that may exist for units of study.

Students who do not complete all requirements for the Master of Health Sciences may be able to exit with the award of Graduate Diploma of Health Sciences with successful completion of 36 credit points or with the award of Graduate Certificate of Health Sciences with successful completion of at least 24 credit points. Students who are not qualified to enrol in the masters degree may, upon approval of the course coordinator, be permitted to enrol in the Graduate Certificate. Conditional upon satisfactory performance, students may then be able to articulate to the Master of Health Sciences coursework program.

Admission requirements
In order to qualify for admission to either coursework program, applicants shall have:
1. a bachelor’s degree in health science with satisfactory performance, or
2. a bachelor’s degree in social, welfare or biological sciences, with satisfactory performance, or
3. a bachelor’s degree in a health profession with satisfactory performance, or
4. 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 the faculty.

Applicants should check each major for details of any additional specific entry requirements.

Honours
Candidates with a 65 per cent pass or better in all units of study, including a 75 per cent pass or better in at least two units of study, may apply to complete the additional honours requirement of a dissertation. Students should check the requirements of the specific majors for entry to the honours degree.

Course outline
The course outlines for the generic Graduate Certificate of Health Sciences and the Master of Health Sciences are presented in Tables 15.1 and 15.2. The course outlines for the degrees with a Gerontology major are shown in Tables 15.3 and 15.4; for Indigenous Health, see Tables 15.5 and 15.6; for Occupational Therapy, see Tables 15.7 and 15.8; for the Orthoptics major, see Tables 15.9 and 15.10; and for Speech Pathology, see Tables 15.11 and 15.12.

The honours degree, common to all majors, is outlined in Table 15.13. Unit descriptions and a list of faculty electives are outlined in Chapter 26.

The generalist award

Graduate Certificate of Health Sciences
For the award of the Graduate Certificate of Health Sciences, students must complete four units of study. Students are required to undertake at least two of the four specified generic core units of study and choose an additional two units from the range of six credit point graduate units offered in the Faculty of Health Sciences.

Master of Health Sciences
Master’s students must complete eight units of study. Students are required to undertake at least two of the four specified generic core units of study and choose an additional six units from the range of six credit point graduate units offered in the Faculty of Health Sciences.

Honours
Articulation into the Master of Health Sciences (Honours) is contingent upon the student achieving an overall credit average and distinctions in at least two units of study in the Master of Health Sciences pass course. Students wanting to articulate into the honours program should contact the course coordinator during their last semester of candidature in the Master of Health Sciences course.

Course outline
The course outlines for the Graduate Certificate and the Master of Health Sciences are presented in Tables 15.1 and 15.2. The course outline for the honours degree is shown in Table 15.13. Unit descriptions and a list of faculty electives are found in Chapter 26.
**Table 15.1: Graduate Certificate of Health Sciences**

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course code SG034</td>
<td>24</td>
<td>Broadband internet access is desirable</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The generalist award comprises the following:

At least two of the following generic core units of study:

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>BACH5186 Professional Development Skills</td>
<td>6</td>
<td>Broadband internet access is desirable</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BACH5341 Research &amp; Inquiry in Health Professions</td>
<td>6</td>
<td>Research Project Development, BACH4047 Developing a Research Project, BACH5068 Developing a Research Project, DHSC7002 Research &amp; Inquiry in Health Professions, DHSC7005 Developing a Research Project</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HIMT5069 Health Care Systems</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHTY5190 Evidence-Based Decision Making</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

At least one (maximum two) electives offered by the Faculty of Health Sciences. See Chapter 26 for unit descriptions.

TOTAL: 24 CREDIT POINTS

**Table 15.2: Master of Health Sciences**

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course code SC144</td>
<td>48</td>
<td>Broadband internet access is desirable</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The generalist award comprises the following:

At least two of the following generic core units of study:

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>BACH5186 Professional Development Skills</td>
<td>6</td>
<td>Broadband internet access is desirable</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BACH5341 Research &amp; Inquiry in Health Professions</td>
<td>6</td>
<td>Research Project Development, BACH4047 Developing a Research Project, BACH5068 Developing a Research Project, DHSC7002 Research &amp; Inquiry in Health Professions, DHSC7005 Developing a Research Project</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HIMT5069 Health Care Systems</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHTY5190 Evidence-Based Decision Making</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

At least four (maximum six) electives offered by the Faculty of Health Sciences. See Chapter 26 for unit descriptions.

TOTAL: 48 CREDIT POINTS

**The Gerontology major**

Note: There is no new intake into the Gerontology major in 2010. The information below is for continuing students only.

The Gerontology major 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 major comprises four foundation units of study (Ageing and Society, Psychology of Ageing, Ageing, Biology and Health, Mental Health in Later Life) that introduce students to the multidisciplinary underpinnings of gerontology and a range of specialist electives.

**Graduate Certificate of Health Sciences, Gerontology major**

A Graduate Certificate with a Gerontology major requires students to complete at least two Gerontology units of study and at least one (maximum two) generic core units.

**Master of Health Sciences, Gerontology major**

A Master of Health Sciences with a Gerontology major requires students to complete at least four (maximum six) Gerontology units of study and at least two (maximum four) generic core units.

**Honours**

Articulation into the Master of Health Sciences (Honours) with a Gerontology major is contingent upon the student achieving an overall credit average and distinctions in at least two specialist Gerontology units of study in the Master of Health Sciences pass course. The dissertation component must be completed on a topic area of direct relevance to gerontology.

**Course outline**

The course outlines for the Graduate Certificate and the Master of Health Sciences with a Gerontology major are presented in Tables 15.3 and 15.4. The course outline for the honours degree is shown in Table 15.13. Unit descriptions and a list of faculty electives are found in Chapter 26.
## Table 15.3: Graduate Certificate of Health Sciences with a Gerontology major

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course code SG034: Credit points for the award: 24</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The Gerontology major comprises the following:

### Two core Gerontology units of study:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>BACH5027</td>
<td>Mental Health in Later Life</td>
<td>Semester 1</td>
</tr>
<tr>
<td>BACH5343</td>
<td>Ageing and Society</td>
<td>Semester 1</td>
</tr>
</tbody>
</table>

### One generic core unit of study:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>BACH5186</td>
<td>Professional Development Skills</td>
<td></td>
</tr>
</tbody>
</table>

### One elective from either the specialist Gerontology electives or the generic core units of study listed below:

#### Specialist Gerontology units of study

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>BACH5026</td>
<td>Special Investigation</td>
<td>Semester 1</td>
</tr>
<tr>
<td>BACH5036</td>
<td>Community Aged Care</td>
<td>Semester 1</td>
</tr>
<tr>
<td>BACH5147</td>
<td>Psychology of Ageing</td>
<td>Semester 2</td>
</tr>
<tr>
<td>BACH5344</td>
<td>Contemporary Issues in Gerontology</td>
<td>Semester 2</td>
</tr>
<tr>
<td>BIOS5041</td>
<td>Ageing, Biology and Health</td>
<td>Semester 2</td>
</tr>
<tr>
<td>BIOS5079</td>
<td>Sexuality and Ageing</td>
<td>Semester 2</td>
</tr>
<tr>
<td>OCCC5187</td>
<td>Falls Prevention With Older People</td>
<td>Semester 1</td>
</tr>
</tbody>
</table>

#### Generic core units of study

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>BACH5341</td>
<td>Research &amp; Inquiry in Health Professions</td>
<td>Semester 1</td>
</tr>
<tr>
<td></td>
<td>Note: Department permission required for enrolment</td>
<td></td>
</tr>
<tr>
<td>HIMT5069</td>
<td>Health Care Systems</td>
<td>Semester 1</td>
</tr>
<tr>
<td>PHTY5190</td>
<td>Evidence-Based Decision Making</td>
<td>Semester 1</td>
</tr>
</tbody>
</table>

**TOTAL: 24 CREDIT POINTS**

## Table 15.4: Master of Health Sciences with a Gerontology major

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course code SC144: Credit points for the award: 48</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The Gerontology major comprises the following:

### Four core Gerontology units of study:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>BACH5027</td>
<td>Mental Health in Later Life</td>
<td>Semester 1</td>
</tr>
<tr>
<td>BACH5147</td>
<td>Psychology of Ageing</td>
<td>Semester 2</td>
</tr>
<tr>
<td>BACH5343</td>
<td>Ageing and Society</td>
<td>Semester 1</td>
</tr>
<tr>
<td>BIOS5041</td>
<td>Ageing, Biology and Health</td>
<td>Semester 2</td>
</tr>
</tbody>
</table>

### The following generic core unit of study:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>BACH5186</td>
<td>Professional Development Skills</td>
<td>Semester 1</td>
</tr>
</tbody>
</table>

### One of the following generic core units of study:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>BACH5341</td>
<td>Research &amp; Inquiry in Health Professions</td>
<td>Semester 1</td>
</tr>
<tr>
<td></td>
<td>Note: Department permission required for enrolment</td>
<td></td>
</tr>
<tr>
<td>HIMT5069</td>
<td>Health Care Systems</td>
<td>Semester 1</td>
</tr>
<tr>
<td>PHTY5190</td>
<td>Evidence-Based Decision Making</td>
<td>Semester 1</td>
</tr>
</tbody>
</table>
## The Indigenous Health major

**Note:** There is no new intake into the Indigenous Health major in 2010. The information below is for continuing students only.

The graduate courses in the Indigenous Health major aims to provide those currently working, or intending to work, in the field of Indigenous health with core knowledge and skills appropriate to maintaining health, preventing diseases and promoting the well-being of Indigenous people. The course focuses on the health needs of Indigenous people and their communities and is delivered in distance and block mode. (Block mode subject to sufficient numbers.)

### Entry requirements for the Indigenous Health major

Applicants for either the Graduate Certificate or Master of Health Sciences should possess the following:

- Completed degree in health science or other relevant areas, or evidence of equivalent professional qualification, and/or
- Experience to demonstrate the capacity to pursue graduate studies, and
- A minimum of two years work experience in areas of health and related fields.

### Graduate Certificate of Health Sciences, Indigenous Health major

This course will provide students with the relevant core skills and attributes that are required for work in the context of Indigenous health. Students must undertake four units of study. These are two generic core units and two core specialist units of study from the Indigenous Health major.

### Master of Health Sciences, Indigenous Health major

This course enables students to apply theory to practice in Indigenous health settings and develop advanced knowledge, skills in the field.

Students must undertake units of study in health promotion and primary health care in Indigenous contexts, as well as units that focus on community development and contemporary issues in the field.

### Honours

Candidates in the MHlthSci who have achieved a 65 per cent credit average or better in all units of study and a 75 per cent 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 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.

### Course outline

To achieve the Indigenous Health major, the student must successfully complete all core units of study identified for the major as shown in the Tables 15.5 and 15.6. The course outline for the honours degree is shown in Table 15.13. Unit descriptions and a list of faculty electives are found in Chapter 26.

### Table 15.5: Graduate Certificate of Health Sciences with an Indigenous Health major

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course code SG034: Credit points for the award: 24</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Indigenous Health major comprises the following:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Two core Indigenous Health units of study:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AHCD5052 Intro to Indigenous Community Health</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1, 2</td>
</tr>
<tr>
<td>AHCD5054 Indigenous Health: Research &amp; Evaluation</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1, 2</td>
</tr>
<tr>
<td>This unit of study is not available in 2010</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Two generic core units of study:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BACH5341 Research &amp; Inquiry in Health Professions</td>
<td>6</td>
<td>N BACH3126 Research Project Development, BACH4047 Developing a Research Project, BACH5268 Developing a Research Project, DHSC7002 Research &amp; Inquiry in Health Professions, DHSC7005 Developing a Research Project</td>
<td>Semester 1, 2</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Table 15.5: Graduate Certificate of Health Sciences with an Indigenous Health major

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
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<th>N: Prohibition</th>
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<tbody>
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<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>The Indigenous Health major comprises the following:</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td><strong>Two core Indigenous Health units of study:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td>Semester 1, 2</td>
</tr>
<tr>
<td>AHCD5054 Indigenous Health: Research &amp; Evaluation</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1, 2</td>
</tr>
<tr>
<td>This unit of study is not available in 2010</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Two generic core units of study:</strong></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>BACH5341 Research &amp; Inquiry in Health Professions</td>
<td>6</td>
<td>N BACH3126 Research Project Development, BACH4047 Developing a Research Project, BACH5268 Developing a Research Project, DHSC7002 Research &amp; Inquiry in Health Professions, DHSC7005 Developing a Research Project</td>
<td>Semester 1, 2</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The Indigenous Health major comprises the following:

Two core Indigenous Health units of study:

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
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<tbody>
<tr>
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<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>AHCD5054 Indigenous Health: Research &amp; Evaluation</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
</tbody>
</table>

This unit of study is not available in 2010

The following two generic core units of study:

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>BACH5341 Research &amp; Inquiry in Health Professions</td>
<td>6</td>
<td></td>
<td>N BACH3126 Research Project Development, BACH4047 Developing a Research Project, BACH5268 Developing a Research Project, DHSC7002 Research &amp; Inquiry in Health Professions, DHSC7005 Developing a Research Project</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HIMT5069 Health Care Systems</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1 Semester 2</td>
</tr>
</tbody>
</table>

The following Indigenous Health electives:

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCD5039 Health Promotion</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1 Semester 2</td>
</tr>
<tr>
<td>AHCD5060 Community Development B</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1 Semester 2</td>
</tr>
<tr>
<td>AHCD5070 Indigenous Primary Health Care</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>AHCD5071 Contemporary Issues in Indigenous Health</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
</tbody>
</table>

TOTAL: 48 CREDIT POINTS

The Occupational Therapy major

The Occupational Therapy major is designed to provide specific professional development for occupational therapists who wish to extend their knowledge, skills and attitudes as practitioners, teachers and learners.

The occupational therapy major covers paediatric, adult and gerontology specialty units of study.

Entry requirements for the Occupational Therapy major

Applicants will need to possess a bachelor’s degree in occupational therapy or equivalent.

Graduate Certificate of Health Sciences with an Occupational Therapy major

The Graduate Certificate of Health Sciences with an Occupational Therapy major is designed to provide specific professional development for occupational therapists who wish to extend their knowledge, skills and attitudes as practitioners, teachers and learners.

Master of Health Sciences with an Occupational Therapy major

The Master of Health Sciences with an Occupational Therapy major is designed to provide advanced study in occupational therapy and related topics to prepare graduate students to lead practice through knowledge and actions.

Honours

Candidates in the MHlthSci who have achieved a 65 per cent credit average or better in all units of study and a 75 per cent 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. The dissertation will be deemed to be worth 12 credit points and will normally be completed in one semester.

Course outline

The course outline for the Graduate Certificate of Health Sciences with a Occupational Therapy major is presented in Tables 15.7 while that for the master's program is presented in Tables 15.8. The course outline for the honours degree is shown in Table 15.13. Unit descriptions and a list of faculty electives are found in Chapter 26.
Table 15.7: Graduate Certificate of Health Sciences with an Occupational Therapy major

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course code SG034: Credit points for award: 24</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>The Occupational Therapy major comprises the following:</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>At least one of the following core Occupational Therapy units of study:</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>OCCP5186 Theory in Occupational Therapy</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>OCCP5231 Client-Centred Assessment in OT</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>At least one (maximum two) of the following generic core units of study:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BACH5186 Professional Development Skills</td>
<td>6</td>
<td>Broadband internet access is desirable</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td></td>
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<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>BACH5341 Research &amp; Inquiry in Health Professions</td>
<td>6</td>
<td>N BACH3126 Research Project Development, BACH4047 Developing a Research Project, BACH5068 Developing a Research Project, DHSC7002 Research &amp; Inquiry in Health Professions, DHSC7005 Developing a Research Project</td>
<td></td>
<td></td>
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<td>Semester 1</td>
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<tr>
<td></td>
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<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>HIMT5069 Health Care Systems</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>PHTY5190 Evidence-Based Decision Making</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>At least one (maximum two) of the occupational therapy specialist electives:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BACH5026 Special Investigation</td>
<td>6</td>
<td>Note: Department permission required for enrolment</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>OCCP5070 Selected Topic</td>
<td>6</td>
<td>Note: Department permission required for enrolment The focus of this unit may change from year to year. See Discipline website for unit of study listings and additional details</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
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<tr>
<td></td>
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<td></td>
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<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>OCCP5143 Driving Assessment and Training A</td>
<td>6</td>
<td>A This unit of study is available only to qualified occupational therapists with a minimum of two years experience. Less than two years experience requires permission of the instructor C OCCP5144 Driving Assessment and Training B Note: Department permission required for enrolment This unit of study must be taken concurrently with OCCP5144 Driving Assessment and Training B and are conducted in the same two week block. Please check website for the dates of the block mode</td>
<td></td>
<td></td>
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<td>Semester 1</td>
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<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>OCCP5144 Driving Assessment and Training B</td>
<td>6</td>
<td>A This unit of study is available only to qualified occupational therapists with a minimum of two years experience. Less than two years experience requires permission of the instructor C OCCP5143 Driving Assessment and Training A Note: Department permission required for enrolment This unit of study must be taken concurrently with OCCP5143 Driving Assessment and Training A and are conducted in the same two week block. Please check website for the dates of the block mode</td>
<td></td>
<td></td>
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<td>Semester 1</td>
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<td></td>
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<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>OCCP5187 Falls Prevention With Older People</td>
<td>6</td>
<td>Available to MOT students</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>OCCP5233 Child &amp; Adolescent Mental Health in OT</td>
<td>6</td>
<td>A Knowledge of child and adolescent development</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>OCCP5235 Stroke Rehabilitation</td>
<td>6</td>
<td>P Undergraduate degree in allied health (occupational therapy, physiotherapy, speech pathology) or MOT student, otherwise on request to unit coordinator</td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>OCCP5236 SI and NDT: An Integrated Approach</td>
<td>6</td>
<td>A Basic knowledge of typical development</td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>Other Occupational Therapy specialist units or electives.</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>TOTAL: 24 CREDIT POINTS</td>
<td></td>
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</tr>
<tr>
<td>Note</td>
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<td></td>
</tr>
</tbody>
</table>

Units offered will vary according to availability of staff and student demand, and may vary from year to year.

Table 15.8: Master of Health Sciences with an Occupational Therapy major

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course code SC144: Credit points for award: 48</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Occupational Therapy major comprises the following:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Two core Occupational Therapy units of study:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>OCCP5186 Theory in Occupational Therapy</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>OCCP5231 Client-Centred Assessment in OT</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>Two of the following generic core units of study:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BACH5186 Professional Development Skills</td>
<td>6</td>
<td>Broadband internet access is desirable</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
</tbody>
</table>
### 15. Postgraduate studies and faculty degrees

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>BACH5341 Research &amp; Inquiry in Health Professions</td>
<td>6</td>
<td>N BACH5326 Research Project Development, BACH4047 Developing a Research Project, BACH5268 Developing a Research Project, DHSC7002 Research &amp; Inquiry in Health Professions, DHSC7005 Developing a Research Project</td>
<td>Semester 1</td>
<td>Semester 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HIMT5069 Health Care Systems</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>PHTY5190 Evidence-Based Decision Making</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
</tbody>
</table>

#### Four of the following specialist electives:

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>BACH5026 Special Investigation</td>
<td>6</td>
<td>Note: Department permission required for enrolment</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>OCCP5070 Selected Topic</td>
<td>6</td>
<td>Note: Department permission required for enrolment The focus of this unit may change from year to year. See Discipline website for unit of study listings and additional details</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>OCCP5143 Driving Assessment and Training A</td>
<td>6</td>
<td>A This unit of study is available only to qualified occupational therapists with a minimum of two years experience. Less than two years experience requires permission of the instructor</td>
<td>C OCCP5144 Driving Assessment and Training B</td>
<td>Note: Department permission required for enrolment This unit of study must be taken concurrently with OCCP5144 Driving Assessment and Training B and are conducted in the same two week block. Please check website for the dates of the block mode</td>
<td>Semester 1</td>
<td>Semester 2</td>
</tr>
<tr>
<td>OCCP5144 Driving Assessment and Training B</td>
<td>6</td>
<td>A This unit of study is available only to qualified occupational therapists with a minimum of two years experience. Less than two years experience requires permission of the instructor</td>
<td>C OCCP5143 Driving Assessment and Training A</td>
<td>Note: Department permission required for enrolment This unit of study must be taken concurrently with OCCP5143 Driving Assessment and Training A and are conducted in the same two week block. Please check website for the dates of the block mode</td>
<td>Semester 1</td>
<td>Semester 2</td>
</tr>
<tr>
<td>OCCP5185 Selected Topic</td>
<td>3</td>
<td>Note: Department permission required for enrolment</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>OCCP5187 Falls Prevention With Older People</td>
<td>6</td>
<td>Available to MOT students</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>OCCP5233 Child &amp; Adolescent Mental Health in OT</td>
<td>6</td>
<td>A Knowledge of child and adolescent development</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>OCCP5235 Stroke Rehabilitation</td>
<td>6</td>
<td>P Undergraduate degree in allied health (occupational therapy, physiotherapy, speech pathology) or MOT student, otherwise on request to unit coordinator</td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>OCCP5236 SI and NDT: An Integrated Approach</td>
<td>6</td>
<td>A Basic knowledge of typical development</td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
</tbody>
</table>

Any of the postgraduate units from the MHlthSci (Developmental Disability) or other faculty electives. See Chapter 26 for a list of faculty electives and unit descriptions.

**TOTAL: 48 CREDIT POINTS**

### Note

Units offered will vary according to availability of staff and student demand, and may vary from year to year.

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**The Orthoptics major**

The graduate courses in the Orthoptics major aims to provide professional and academic development for practitioners currently working in the field of orthoptics. It will enhance the knowledge and skills in areas of specialist practice, some of which require certification to enable practice. To complete the award with an Orthoptics major, the student must successfully complete the relevant unit(s) of study as outlined in the tables below. The course will focus on developing personal learning skills through independent learning and research based teaching methods. It will be delivered in mixed modes of face to face learning, distance WebCT and practical exposure. It can be studied either in a full or part-time mode.

Three courses are offered: a Graduate Certificate, a Master’s and a Master’s with honours. Students can articulate between the Graduate Certificate and Master’s degree and need to complete course requirements as identified below.

**Graduate Certificate of Health Sciences, Orthoptics major**

Students are required to complete 4 units of study (6 credit points each unit). Two of the units will be core units as determined by the faculty. Two of the units are specialty orthoptic areas.

**Master of Health Sciences, Orthoptics major**

For the award of the Master of Health Sciences, Orthoptics major, students are required to complete 8 units of study (6 credit points each unit). Two of the units will be core units as determined by the Faculty. Six of the units are specialty areas.

**Honours**

Candidates in the MHlthSci who have achieved a 65 per cent credit average or better in all units of study and a 75 per cent 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. The dissertation will be deemed to be worth 12 credit points and will normally be completed in one semester.

**Course outline**

The course outlines for the Graduate Certificate of Health Sciences and the Master of Health Sciences with an Orthoptics major are presented in Tables 15.9 and 15.10. The course outline for the honours degree is shown in Table 15.13. Unit descriptions and a list of faculty electives are found in Chapter 26.
Table 15.9: Graduate Certificate of Health Sciences with an Orthoptics major

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course code SG034: Credit points for the award: 24</td>
<td></td>
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</tr>
<tr>
<td>The Orthoptics major comprises the following:</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Two core Orthoptics units of study:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ORTH5054 Refraction Practice</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>ORTH5055 Peri Operative Practice</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>Two generic core units of study:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BACH5341 Research &amp; Inquiry in Health Professions</td>
<td>6</td>
<td>N BACH3126 Research Project Development, BACH4047 Developing a Research Project, BACH5268 Developing a Research Project, DHSC7002 Research &amp; Inquiry in Health Professions, DHSC7005 Developing a Research Project</td>
<td>Semester 1</td>
<td>Semester 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HIMT5069 Health Care Systems</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1 Semester 2</td>
</tr>
<tr>
<td>TOTAL: 24 CREDIT POINTS</td>
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<td></td>
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<td></td>
</tr>
</tbody>
</table>

Table 15.10: Master of Health Sciences with an Orthoptics major

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course code SC144: Credit points for the award: 48</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>The Orthoptics major comprises the following:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Two core Orthoptics units of study:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ORTH5054 Refraction Practice</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>ORTH5055 Peri Operative Practice</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
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<tr>
<td>Two generic core units of study:</td>
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</tr>
<tr>
<td>BACH5341 Research &amp; Inquiry in Health Professions</td>
<td>6</td>
<td>N BACH3126 Research Project Development, BACH4047 Developing a Research Project, BACH5268 Developing a Research Project, DHSC7002 Research &amp; Inquiry in Health Professions, DHSC7005 Developing a Research Project</td>
<td>Semester 1</td>
<td>Semester 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HIMT5069 Health Care Systems</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1 Semester 2</td>
</tr>
<tr>
<td>Four specialist units of study:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>ORTH5056 Vision and Driving</td>
<td>6</td>
<td>P Qualification that enables registration with the Australian Orthoptic Board</td>
<td>Completion of this unit will enable official notification to the licensing authority in the state where the participant practices</td>
<td>Semester 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ORTH5057 Advanced Ocular Motility</td>
<td>6</td>
<td>P Qualification that enables registration with the Australian Orthoptic Board</td>
<td>Semester 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ORTH5058 Vision Impairment</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>ORTH5059 Current Issues in Ophthalmology</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>TOTAL: 48 CREDIT POINTS</td>
<td></td>
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</tr>
</tbody>
</table>

The Speech Pathology major

The Graduate Certificate and Master's degree with a speech pathology major are designed for qualified speech pathologists who want to further their studies through postgraduate coursework. This major is ideal for clinicians who wish to gain an advanced qualification within the field in which they are currently practising, but do not want to do research at this time. Intending students should note that units are offered as either face-to-face learning or by online learning mode. The course is available to international students by distance education only.

Three courses are offered: a Graduate Certificate, a Master's and a Master's with honours. Students can articulate between the Graduate Certificate and Master's and need to complete course requirements as identified below.

Entry requirements for the Speech Pathology major

In addition to the standard entry requirements for the Masters of Health Science, you will need to have:

- a degree in Speech Pathology from an appropriately recognised University; and
- worked as a speech pathologist in the last 5 years.
Graduate Certificate of Health Sciences, Speech Pathology major

Students are required to complete 4 units of study (6 credit points each unit).

Master of Health Sciences, Speech Pathology major

For the award of the Master of Health Sciences with a speech pathology major, students are required to complete 48 credit points of study.

Professional recognition

The Graduate Certificate or the Master of Health Sciences with a speech pathology major does NOT qualify students to work as a speech pathologist. Graduates wishing to gain a professional qualification should enrol in the Master of Speech Language Pathology (see Chapter 24 for details).

Honours

Candidates in the MHlthSci who have achieved a 65 per cent credit average or better in all units of study and a 75 per cent 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. The dissertation will be deemed to be worth 12 credit points and will normally be completed in one semester.

Course outline

The course outlines for the Graduate Certificate of Health Sciences and the Master of Health Sciences with a speech pathology major are presented in Tables 15.11 and 15.12. The course outline for the honours degree is shown in Table 15.13. Unit descriptions and a list of faculty electives are found in Chapter 26.

Table 15.11: Graduate Certificate of Health Sciences with a Speech Pathology major

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course code SG034: Credit points for the award: 24</td>
<td></td>
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<tr>
<td>The Speech Pathology major comprises the following:</td>
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</tr>
<tr>
<td>Two core Speech Pathology units of study:</td>
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</tr>
<tr>
<td>CSCD5032 Research Led Practice</td>
<td>6</td>
<td>P CSCD5022 Specialist Studies 1, CSCD5023 Swallowing and Neurogenics 1, CSCD5025 Specialist Studies 2, CSCD5028 Specialist Studies 3, CSCD5029 Neurogenics 2, CSCD5031 Clinical Practice 2; or equivalents</td>
<td>Semester 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>C CSCD5053 Clinical Practice 3 - Paediatric or CSCD5054 Clinical Practice 3 - Adult; or equivalents</td>
<td>Semester 2</td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td></td>
<td>Students enrolling in degree codes SG034 and SC144 will need to seek permission from the unit coordinator for enrolment</td>
<td>Semester 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CSCD5055 Leadership in Speech Pathology</td>
<td>6</td>
<td>A Degree in Speech Pathology, employment as a speech pathologist for at least 6 months in the last 5 years</td>
<td>Semester 1</td>
<td></td>
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<tr>
<td>Two generic core units of study:</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>BACH5341 Research &amp; Inquiry in Health Professions</td>
<td>6</td>
<td>N BACH3126 Research Project Development, BACH4047 Developing a Research Project, BACH5268 Developing a Research Project, DHSC7002 Research &amp; Inquiry in Health Professions, DHSC7005 Developing a Research Project</td>
<td>Semester 1</td>
<td></td>
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<td></td>
<td></td>
<td>Semester 2</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>HIMT5069 Health Care Systems</td>
<td>6</td>
<td></td>
<td>Semester 1</td>
<td></td>
<td></td>
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<td></td>
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<td></td>
<td>Semester 2</td>
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<tr>
<td>TOTAL: 24 CREDIT POINTS</td>
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</table>

Table 15.12: Master of Health Sciences with a Speech Pathology major

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course code SC144: Credit points for the award: 48</td>
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<tr>
<td>The Speech Pathology major comprises the following:</td>
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</tr>
<tr>
<td>Two core Speech Pathology units of study:</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CSCD5032 Research Led Practice</td>
<td>6</td>
<td>P CSCD5022 Specialist Studies 1, CSCD5023 Swallowing and Neurogenics 1, CSCD5025 Specialist Studies 2, CSCD5028 Specialist Studies 3, CSCD5029 Neurogenics 2, CSCD5031 Clinical Practice 2; or equivalents</td>
<td>Semester 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>C CSCD5053 Clinical Practice 3 - Paediatric or CSCD5054 Clinical Practice 3 - Adult; or equivalents</td>
<td>Semester 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Students enrolling in degree codes SG034 and SC144 will need to seek permission from the unit coordinator for enrolment</td>
<td>Semester 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CSCD5055 Leadership in Speech Pathology</td>
<td>6</td>
<td>A Degree in Speech Pathology, employment as a speech pathologist for at least 6 months in the last 5 years</td>
<td>Semester 1</td>
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<tr>
<td>The following two generic core units of study:</td>
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</tr>
<tr>
<td>BACH5341 Research &amp; Inquiry in Health Professions</td>
<td>6</td>
<td>N BACH3126 Research Project Development, BACH4047 Developing a Research Project, BACH5268 Developing a Research Project, DHSC7002 Research &amp; Inquiry in Health Professions, DHSC7005 Developing a Research Project</td>
<td>Semester 1</td>
<td></td>
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<td></td>
<td></td>
<td>Semester 2</td>
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<td></td>
</tr>
<tr>
<td>HIMT5069 Health Care Systems</td>
<td>6</td>
<td></td>
<td>Semester 1</td>
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<td></td>
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<td></td>
<td>Semester 2</td>
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</tbody>
</table>
At least 12 credit points from the following Speech Pathology electives:

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSCD5033 Applied Clinical Research</td>
<td>6</td>
<td></td>
<td>P CSCD5022 Specialist Studies 1, CSCD5023 Swallowing and Neurogenics 1, CSCD5025 Specialist Studies 2, CSCD5028 Specialist Studies 3, CSCD5029 Neurogenics 2, CSCD5031 Clinical Practice 2</td>
<td>C CSCD5053 Clinical Practice 3 - Paediatric or CSCD5054 Clinical Practice 3 - Adult; or equivalent Students enrolling in degree codes SG034 and SC144 will need to seek permission from the Unit Coordinator for enrolment.</td>
<td>Semester 1</td>
<td></td>
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<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>CSCD5051 Trends in Speech-Language Pathology</td>
<td>12</td>
<td></td>
<td>P CSCD5050 Scholarship in Speech-Language Pathology or BACH5341 Research and Inquiry in Health Professions</td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>CSCD5052 Clinical Review in Speech-Language Pathology</td>
<td>12</td>
<td></td>
<td>P CSCD5050 Scholarship in Speech-Language Pathology or BACH5341 Research &amp; Inquiry in Health Professions, CSCD5051 Trends in Speech-Language Pathology</td>
<td></td>
<td></td>
<td>Semester 1 Semester 2</td>
</tr>
<tr>
<td>GSD5001 Critical Issues-Developmental Disability</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>GSD5004 Multidisciplinary-Collaborative Practice</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>GSD5007 Communication &amp; Developmental Disability</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>GSD5011 Autism Spectrum Disorders</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>GSD5019 Literacy - Developmental Disability</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
</tbody>
</table>

Up to 12 credit points from any postgraduate health units

Students may choose an extra 12 credit points from the speech pathology electives or from other units offered in any health faculty at the University of Sydney. These electives could come from diverse areas or may form a minor specialisation in (for example) Health Promotion, Indigenous Health or Clinical Education. Students interested in honours should consider including 12 credit points of additional research methods units after obtaining advice from the program coordinator.

TOTAL: 48 CREDIT POINTS

Table 15.13: Master of Health Sciences (Honours)

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSGS5001 Research Dissertation</td>
<td>12</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1 Semester 2</td>
</tr>
</tbody>
</table>

Graduate Studies in Developmental Disability

The graduate programs in Developmental Disability provide flexible multi-disciplinary education for professionals in the rapidly developing field of developmental disabilities. The program, unique in Australia, is a joint initiative of the Centre for Developmental Disability Studies and the Faculty of Health Sciences. Developed and presented by a multidisciplinary team of developmental disability researchers and practitioners, the program offers students the opportunity to:
consider issues facing people with developmental disability, their families and carers from a scholarly perspective
challenge their own discipline and contribute to multidisciplinary practice which affords respect to individuals with developmental disability, their families, advocates and carers
learn together with students from a range of disciplines keen to advance their knowledge and skills to provide intellectual leadership to the field
develop specialist skills underpinned by theory, scholarship and research in the field of developmental disabilities
gain a postgraduate credential indicating a specialisation in the developmental disability field.

It is expected that intending students will be competent practitioners in their chosen professions. The program welcomes medical, nursing, dental, allied health, social work, behavioural science, educational and other professionals interested in extending their professional development to respond to the leadership challenges of this sector.

The program is not intended to be profession specific, rather it is premised on interdisciplinary and multidisciplinary approaches to educating specialists in the social, community, health, educational and personal care and support needs of people with developmental disabilities and their families. This course aims to provide postgraduate professional development for the diverse range of professionals who have chosen to develop specialised expertise in understanding and addressing the diverse needs and interests of people with developmental disabilities and their families. The course supports the development of the highest standards of academic and clinical skills through an emphasis on systematic research, critique and analysis of theoretical, social, contextual, policy and practice frameworks and methodologies.

The core unit of study, GSDD5001 Critical Issues Development Disability, is compulsory for all students, and normally taken in the first semester of enrolment. Credit transfer is not usually available for this core unit: exceptional circumstances only will be considered. 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 medical, nursing, dental, allied health, social work, behavioural science, educational and other professions to gain a graduate credential in the developmental disability field within the framework and principles of adult and independent learning. The core unit of study is conducted by distance education (off-campus) and online.

There is a choice of off-campus units of study as well as on-campus units. It is possible to complete the entire program at a distance according to your professional and educational needs and interests.

Admission requirements

• A bachelor’s degree in an area of occupational relevance, such as health sciences, medicine, dentistry, nursing, welfare, law, psychology, education, 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 a computer with internet connection is essential for participation.

Course outline

The compulsory core unit, GSDD5001 Critical Issues-Developmental Disability, will ordinarily be undertaken in Semester 1 along with the required number of units from the Developmental Disability studies stream.

The course outline for the Graduate Certificate of Health Science (Developmental Disability) course is presented in Table 15.14. Unit descriptions and a list of faculty electives are found in Chapter 26.

Table 15.14: Graduate Certificate of Health Science (Developmental Disability)

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course code SG028: Credit points for award: 24</td>
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<tr>
<td>Off-campus: full-time, 1 semester; part-time, 2 semesters</td>
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</table>

Full-time mode

Semester 1

GSDD5001 Critical Issues-Developmental Disability 6 Semester 1
Two Developmental Disability studies stream electives [12] (see note 2)
Elective [6] (see note 3)
SEMESTER 1 TOTAL: 24 CREDIT POINTS

Part-time mode

Semester 1

GSDD5001 Critical Issues-Developmental Disability 6 Semester 1
Developmental Disability studies stream elective [6] (see note 2)
SEMESTER 1 TOTAL: 12 CREDIT POINTS

Semester 2

Developmental Disability studies stream elective [6] (see note 2)
Master of Health Science (Developmental Disability) Pass and Honours

These programs are designed for medical, nursing, dental, allied health, social work, behavioural science, educational and other professionals to develop, at an advanced level, the ability to challenge their own discipline and contribute to multi-disciplinary 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 core unit of study is conducted by distance education (off-campus) and online. There is a choice of off-campus units of study as well as on-campus units. It is possible to complete the entire program at a distance according to your professional and educational needs and interests.

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 a computer with internet connection is essential for participation.

Table 15.15: Master of Health Science (Developmental Disability) Pass

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elective [6] (see note 3)</td>
<td></td>
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<tr>
<td>SEMESTER 2 TOTAL: 12 CREDIT POINTS</td>
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</tbody>
</table>

Notes

1. GSDD5001 Critical Issues in Developmental Disability must be taken in the first semester of enrolment.
2. Choose electives totalling a minimum of 12 credit points from the Developmental Disability Studies stream units (see elective list below Table 15.15.1.).
3. Choose electives up to 6 credit points, relevant to specialisation, from across the Faculty or University.

Honours

Students in the master's program who have achieved 65 per cent (Credit) or better in all units of study and 75 per cent (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.

Course outline

The core unit GSDD5001 Critical Issues – Developmental Disability, plus at least two units from the Developmental Disability studies stream will ordinarily be undertaken in the first semester. The course outlines for the Master of Health Science (Developmental Disability) pass and honours are presented in Tables 15.15 and 15.15.1. Unit descriptions and a list of faculty electives are found in Chapter 26.
### Developmental Disability studies stream elective [6] (see note 2)

<table>
<thead>
<tr>
<th>Session</th>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEMESTER 1 TOTAL: 12 CREDIT POINTS</td>
<td>Developmental Disability studies stream elective [6] (see note 2)</td>
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<tr>
<td>Semester 2</td>
<td>Developmental Disability studies stream elective [6] (see note 2)</td>
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<td></td>
<td>Elective [6] (see note 3)</td>
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<tr>
<td>SEMESTER 2 TOTAL: 12 CREDIT POINTS</td>
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<tr>
<td>Year 2</td>
<td>Developmental Disability studies stream elective [6] (see note 2)</td>
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<tr>
<td>Semester 2</td>
<td>Developmental Disability studies stream elective [6] (see note 2)</td>
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<tr>
<td></td>
<td>Elective [6] (see note 3)</td>
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<tr>
<td>SEMESTER 2 TOTAL: 12 CREDIT POINTS</td>
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</tbody>
</table>

#### Notes

1. GSDD5001 Critical Issues in Developmental Disability must be taken in the first semester of enrolment.
2. Choose electives totalling a minimum of 24 credit points from the Developmental Disability Studies stream units (see elective list below Table 15.15.1).
3. Choose electives up to 18 credit points, relevant to specialisation, from across the Faculty or University.

### Table 15.15.1: Master of Health Science (Developmental Disability) Honours

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
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<tr>
<td>Course code SC111: Credit points for award: 60</td>
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<tr>
<td>Off-campus: full-time, 3 semester; part-time, 5 semesters</td>
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<tr>
<td>Full-time mode</td>
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<tr>
<td>Year 1</td>
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<tr>
<td>Year 2 (one semester)</td>
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<tr>
<td>GSDD5009 Dissertation</td>
<td>12</td>
<td></td>
<td></td>
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<td></td>
<td>Semester 1 Semester 2</td>
</tr>
<tr>
<td>Part-time mode</td>
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<tr>
<td>Years 1 and 2</td>
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<tr>
<td>As per Pass course</td>
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<tr>
<td>Year 3 (one semester)</td>
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<tr>
<td>GSDD5009 Dissertation</td>
<td>12</td>
<td></td>
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<td></td>
<td></td>
<td>Semester 1 Semester 2</td>
</tr>
<tr>
<td>The dissertation will normally be completed in the semester immediately following completion of all the coursework.</td>
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</tbody>
</table>

### Electives for Graduate Studies in Developmental Disability

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>Electives</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Units of study will vary from year to year and will generally be available every second year. Please contact Ms Lata Britto on +61 2 9351 9238 (<a href="mailto:l.britto@usyd.edu.au">l.britto@usyd.edu.au</a>) or visit <a href="http://www.fhs.usyd.edu.au/disabilityinitiative">www.fhs.usyd.edu.au/disabilityinitiative</a> for details of units of study currently on offer and available on enrolment.</td>
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<td>Semester 1</td>
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</tr>
<tr>
<td>GSDD5007 Communication &amp; Developmental Disability</td>
<td>6</td>
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<td>Semester 1</td>
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<tr>
<td>GSDD5013 Community Living</td>
<td>6</td>
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<td>Semester 1</td>
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<tr>
<td>GSDD5014 Parenting with Developmental Disability</td>
<td>6</td>
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<td></td>
<td>Semester 1</td>
</tr>
</tbody>
</table>
## Graduate Studies in Sexual Health

Program website: www.fhs.usyd.edu.au/sexual_health

The graduate program in Sexual Health provides flexible pathways for professionals to extend their expertise in this specialised area. The program uses a blended e-learning mode with many of the units of study delivered on the Blackboard/WebCT (internet-based) delivery platform. The program is offered in both distance and on-campus delivery modes.

This program provides an internationally relevant, multi-disciplinary learning experience in human sexuality and sexual health. It has been designed from the viewpoint that sexual health is an essential part of holistic health and wellbeing. Sexual health care is addressed from the perspective of preventative and acute care, as well as rehabilitation. It is structured to provide a core competency base in Sexual Health, with opportunity to develop specialist skills in areas of particular interest. The course is appropriate for professionals in any of the health-related professions (medical, nursing and allied health), as well as other professionals dealing with people (counsellors, family planning workers, social workers, teachers and clergy).

ASSERT (Australian Society for Sexuality Educators Researchers and Therapists) and the Sexual Health Chapter of the Australian College of Physicians together with internationally renowned sexologists have worked with the University of Sydney to develop the program, and will have an active role in course delivery.

There are three courses available within the graduate program in Sexual Health. These are:

- Graduate Certificate of Health Science (Sexual Health)
- Graduate Diploma of Health Science (Sexual Health)
- Master of Health Science (Sexual Health)

All courses in the graduate program in Sexual Health may be completed full-time or part-time.

In order to qualify for the award of Graduate Certificate of Health Sciences (Sexual Health), students are required to successfully complete units of study to the value of 24 credit points.

In order to qualify for the award of Graduate Diploma of Health Sciences (Sexual Health), students are required to successfully complete units of study to the value of 36 credit points.

In order to qualify for the degree of Master of Health Sciences (Sexual Health), students are required to successfully complete units of study to the value of 48 credit points.

In addition, non-award enrolment is available. Non-award students who successfully complete a unit of study will receive a certificate of completion. Students enrolling for the award programs within five years of completion of a non-award unit will receive credit for that unit of study.

## Graduate Certificate of Health Science (Sexual Health)

The certificate is the baseline level of entry to the program. It provides an opportunity for any professional interested in the area to obtain a basic qualification in sexuality and sexual health.

Units of study completed in the graduate certificate can be credited to the diploma and master’s degree programs. Equivalent units of study completed in other tertiary programs may be credited towards the graduate certificate.
The Graduate Certificate course is offered in both distance delivery mode (Semester 1 and Semester 2 enrolments) and on-campus mode (Semester 2 enrolment).

**Admission requirements**
- A bachelor's degree or equivalent qualification; or
- other experience or qualifications that provide a sound basis for professional development in the field of sexual health.

**Course outline**
There are two core units for the Graduate Certificate of Health Science (Sexual Health) course.
- BIOS5069 Introduction to Sexual Health
- BIOS5070 Communication Skills in Sexual Health

The course outline for the Graduate Certificate of Health Science (Sexual Health) is presented in Table 15.16. Unit descriptions and a list of faculty electives are found in Chapter 26.

### Table 15.16: Graduate Certificate of Health Science (Sexual Health)

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course code SG030; Credit points for award: 24</td>
<td></td>
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<td>Full-time, minimum 1 semester; part-time, minimum 2 semesters</td>
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</table>

#### Full-time mode

**Year 1**

**Semester 1**

- BIOS5069 Introduction to Sexual Health 6 Semester 1
- BIOS5070 Communication Skills in Sexual Health 6 Semester 1

Sexual Health electives [12] (see list below Table 15.18)

**SEMESTER 1 TOTAL: 24 CREDIT POINTS**

**Part-time mode**

**Year 1**

**Semester 1**

- BIOS5069 Introduction to Sexual Health 6 Semester 1
- BIOS5070 Communication Skills in Sexual Health 6 Semester 1

**SEMESTER 1 TOTAL: 12 CREDIT POINTS**

**Semester 2**

Sexual Health electives [12] (see list below Table 15.18)

**SEMESTER 2 TOTAL: 12 CREDIT POINTS**

---

**Graduate Diploma of Health Science (Sexual Health)**

The diploma provides a multi-disciplinary learning experience in human sexuality and sexual health that allows students to obtain a core competency base, and to develop more advanced skills in areas of particular interest.

Units of study completed in the Graduate Diploma can be credited to the master's degree program. Equivalent units of study completed in other tertiary programs may be credited towards the diploma.

The diploma course is offered in both distance delivery mode (Semester 1 and Semester 2 enrolments) and on-campus mode (Semester 2 enrolment).

**Admission requirements**
- A bachelor's degree or equivalent qualification; or
- a Graduate Certificate level qualification in sexual health and/or sexuality.

**Course outline**
There are three core units that have to be completed for the Graduate Diploma of Health Science (Sexual Health) course.
- BIOS5069 Introduction to Sexual Health
- BIOS5070 Communication Skills in Sexual Health
- BIOS5075 Managing Sexual Dysfunctions

The course outline for the Graduate Diploma of Health Science (Sexual Health) is presented in Table 15.17. Unit descriptions and a list of faculty electives are found in Chapter 26.
Table 15.17: Graduate Diploma of Health Science (Sexual Health)

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course code SF057: Credit points for award: 36</td>
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<tr>
<td>Full-time, minimum 2 semesters; part-time, minimum 3 semesters</td>
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</tbody>
</table>

**Full-time mode**

**Year 1**

**Semester 1**

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOS5069 Introduction to Sexual Health</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1, Semester 1</td>
</tr>
<tr>
<td>BIOS5075 Managing Sexual Dysfunctions</td>
<td>6</td>
<td></td>
<td>BIOS5074 Exploring Sexual Function &amp; Dysfunction</td>
<td></td>
<td></td>
<td>Semester 1, Semester 1</td>
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<tr>
<td>Sexual Health elective [6] (see list below Table 15.18)</td>
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<tr>
<td><strong>SEMESTER 1 TOTAL: 18 CREDIT POINTS</strong></td>
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</table>

**Semester 2**

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOS5070 Communication Skills in Sexual Health</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1, Semester 2</td>
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<tr>
<td>Sexual Health elective [12] (see list below Table 15.18)</td>
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<tr>
<td><strong>SEMESTER 2 TOTAL: 18 CREDIT POINTS</strong></td>
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</table>

**Part-time mode**

**Year 1**

**Semester 1**

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOS5069 Introduction to Sexual Health</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1, Semester 2</td>
</tr>
<tr>
<td>BIOS5070 Communication Skills in Sexual Health</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1, Semester 2</td>
</tr>
<tr>
<td><strong>SEMESTER 1 TOTAL: 12 CREDIT POINTS</strong></td>
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</table>

**Semester 2**

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
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</thead>
<tbody>
<tr>
<td>Sexual Health electives [12] (see list below Table 15.18)</td>
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<tr>
<td><strong>SEMESTER 2 TOTAL: 12 CREDIT POINTS</strong></td>
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</tbody>
</table>

**Year 2**

**Semester 1**

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOS5075 Managing Sexual Dysfunctions</td>
<td>6</td>
<td></td>
<td>BIOS5074 Exploring Sexual Function &amp; Dysfunction</td>
<td></td>
<td></td>
<td>Semester 1, Semester 1</td>
</tr>
<tr>
<td>Sexual Health elective [6] (see list below Table 15.18)</td>
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<tr>
<td><strong>SEMESTER 1 TOTAL: 12 CREDIT POINTS</strong></td>
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</table>

**Master of Health Science (Sexual Health)**

This degree equips professionals with the in-depth knowledge and skills to deal with all types of sexual health concerns, and the competence to provide leadership in sexuality education, research and counselling. Building on core units of study, students have the opportunity to focus on particular areas of interest.

This degree will include a 2 week on-campus counselling intensive as part of the core unit of study BIOS5087 Sexual Counselling Practicum. There is also a requirement of 80 hours of supervised placement.

Units of study completed in the Graduate Diploma can be credited to the master’s degree. Equivalent units of study completed in other tertiary programs may be credited.

**Admission requirements**

- A bachelor’s degree or equivalent qualification, in a relevant area, or
- a Diploma in Sexual Health Counselling.

**Course outline**

Core units of study for the Master of Health Science (Sexual Health) course include:

- BIOS5069 Introduction to Sexual Health
- BIOS5070 Communication Skills in Sexual Health
- BIOS5075 Managing Sexual Dysfunctions
- BIOS5087 Sexual Counselling Practicum
- BIOS5067 Sexual Health Placement and Supervision

The course outline for the Master of Health Science (Sexual Health) is presented in Table 15.18. Unit descriptions and a list of faculty electives are found in Chapter 26.
# Table 15.18: Master of Health Science (Sexual Health)

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course code SC109: Credit points for award: 48</td>
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<tr>
<td>Full-time, minimum 2 semesters; part-time, minimum 4 semesters</td>
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</table>

## Full-time mode

### Semester 1

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOS5069         Introduction to Sexual Health</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>BIOS5070         Communication Skills in Sexual Health</td>
<td>6</td>
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<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>BIOS5075         Managing Sexual Dysfunctions</td>
<td>6</td>
<td>N BIOS5074 Exploring Sexual Function &amp; Dysfunction</td>
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<td>Semester 1</td>
</tr>
<tr>
<td>Sexual Health elective [6] (see list below)</td>
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</tr>
<tr>
<td><strong>SEMESTER 1 TOTAL: 24 CREDIT POINTS</strong></td>
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### Semester 2

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<thead>
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<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOS5087         Sexual Health Placement and Supervision</td>
<td>6</td>
<td>Students may enrol in the unit BIOS5085 Principles of Sexual Health Research (offered in Semester 1) as an alternative core choice of study. This unit is appropriate for students interested in a research career in sexuality and sexual health</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>BIOS5087         Sexual Counselling Practicum</td>
<td>6</td>
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<td></td>
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<td>Semester 2</td>
</tr>
<tr>
<td>Sexual Health electives [12] (see list below)</td>
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</tr>
<tr>
<td><strong>SEMESTER 2 TOTAL: 24 CREDIT POINTS</strong></td>
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</table>

## Part-time mode

### Year 1

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOS5069         Introduction to Sexual Health</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>BIOS5070         Communication Skills in Sexual Health</td>
<td>6</td>
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<td>Semester 1</td>
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<tr>
<td><strong>SEMESTER 1 TOTAL: 12 CREDIT POINTS</strong></td>
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### Year 2

<table>
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<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOS5075         Managing Sexual Dysfunctions</td>
<td>6</td>
<td>N BIOS5074 Exploring Sexual Function &amp; Dysfunction</td>
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<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>Sexual Health elective [6] (see list below)</td>
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</tr>
<tr>
<td><strong>SEMESTER 1 TOTAL: 12 CREDIT POINTS</strong></td>
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### Semester 2

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
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<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOS5087         Sexual Health Placement and Supervision</td>
<td>6</td>
<td>Students may enrol in the unit BIOS5085 Principles of Sexual Health Research (offered in Semester 1) as an alternative core choice of study. This unit is appropriate for students interested in a research career in sexuality and sexual health</td>
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<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>Sexual Health elective [6] (see list below)</td>
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</tr>
<tr>
<td><strong>SEMESTER 2 TOTAL: 12 CREDIT POINTS</strong></td>
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</table>

## Master of Health Science (Sexual Health) elective list

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>Electives for Graduate Studies in Sexual Health</td>
<td></td>
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</tr>
<tr>
<td>Students may choose from the electives listed below. Some electives will NOT be offered every year.</td>
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</table>

### Semester 1

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>BACH341         Research &amp; Inquiry in Health Professions</td>
<td>6</td>
<td>N BACH3126 Research Project Development, BACH4047 Developing a Research Project, BACH5268 Developing a Research Project, DHSC7002 Research &amp; Inquiry in Health Professions, DHSC7005 Developing a Research Project</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
</tbody>
</table>

154
### Unit of study

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOS5067 Sexual Health Placement and Supervision</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1 or 2</td>
</tr>
<tr>
<td>BIOS5071 Counselling in Sexual Health I</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>BIOS5075 Managing Sexual Dysfunctions</td>
<td>6</td>
<td>N BIOS5074 Exploring Sexual Function &amp; Dysfunction</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>BIOS5077 Advanced Reproductive Health</td>
<td>6</td>
<td>N BIOS5076 Understanding Reproductive Health</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>BIOS5085 Principles of Sexual Health Research</td>
<td>6</td>
<td>Note: Department permission required for enrolment</td>
<td>Students enrolled in the master's program should note that this unit of study could be taken as an alternative to the core unit BIOS5067 Sexual Health Placement and Supervision. This unit of study is appropriate for students interested in a research career in sexuality and sexual health. Students may also enrol in BIOS5341 instead of this unit of study</td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>BIOS5088 Sexuality in Illness and Disability</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>SEXH5109 Introduction to STIs &amp; HIV</td>
<td>6</td>
<td>P Core units of Graduate Program of Sexual Health</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>SEXH5206 Diagnostic Methods in Sexual Health</td>
<td>6</td>
<td>Note: Department permission required for enrolment</td>
<td>Students who are not enrolled in the STD/HIV program through the Faculty of Medicine must apply to Dr Richard Hillman for permission to enrol in this unit of study.</td>
<td></td>
<td></td>
<td>S1 Intensive Semester 1</td>
</tr>
</tbody>
</table>

#### Semester 2

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>BACH5341 Research &amp; Inquiry in Health Professions</td>
<td>6</td>
<td>N BACH3126 Research Project Development, BACH4047 Developing a Research Project, BACH5068 Developing a Research Project, DHSC7002 Research &amp; Inquiry in Health Professions, DHSC7005 Developing a Research Project</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1 or 2</td>
</tr>
<tr>
<td>BIOS5067 Sexual Health Placement and Supervision</td>
<td>6</td>
<td>Students may enrol in the unit BIOS5085 Principles of Sexual Health Research (offered in Semester 1) as an alternative core choice of study. This unit is appropriate for students interested in a research career in sexuality and sexual health</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1 or 2</td>
</tr>
<tr>
<td>BIOS5072 Counselling in Sexual Health II</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>BIOS5079 Sexuality and Ageing</td>
<td>6</td>
<td>N BIOS5078 Basics of Sexuality in Ageing</td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>BIOS5083 Sex, Gender and Sexuality</td>
<td>6</td>
<td>N BIOS5082 Understanding Gender and Sexuality</td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>BIOS5086 Sexual Health Research Project</td>
<td>6</td>
<td>P BIOS5085 Principles of Sexual Health Research This unit is appropriate for students interested in a research career in sexuality and sexual health</td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>BIOS5087 Sexual Counselling Practicum</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>SEXH5008 Sex and Society</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>SEXH5101 Public Health Aspects of STDs</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>S2 Intensive Semester 2a</td>
</tr>
<tr>
<td>SEXH5102 Public Health Aspects of HIV/AIDS</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>SEXH5205 Advanced Adolescent Sexual Health</td>
<td>6</td>
<td>N SEXH5204 Students are advised to select EITHER SEXH5204 (4 credit points) OR SEXH5205 (6 credit points). Students completing SEXH5204 will NOT be able to undertake SEXH5205. Students are advised to consult with the Unit Coordinator if they need assistance with this selection.</td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
</tbody>
</table>

### Notes

1. Electives can be taken in either Semester 1 or 2.
2. Electives can be taken in either Year 1 or 2.
3. Note that some of the units listed are core units for the Graduate Diploma/Master of Health Science (Sexual Health) course.
Health Science (Education)

Health Science Education refers to the theory and practice of teaching and learning undertaken by health professionals in a variety of contexts across the health sciences, including undergraduate and postgraduate university teaching and clinical education, staff development and continuing professional education and patient and community health education. Studies in this specialist area have been offered by the Faculty of Health Sciences since 1989.

The Health Science (Education) program is designed to give an additional professional qualification as a teacher facilitating student learning and as a manager of education programs, including curriculum leadership and scholarly inquiry into teaching and learning.

People who enrol in this program are current or aspiring teachers from medicine and the allied health fields including nursing, physiotherapy, occupational therapy, orthoptics, communication disorders, medical radiation sciences, exercise and sports science, social work, pharmacy, podiatry, dental therapy, health information management and the complementary therapies including homeopathy, chiropractic and acupuncture.

Teachers from across the health professions work as academics and tutors in universities and colleges, educational designers for flexible and distance delivery of learning, clinical teachers and supervisors in rural, remote and metropolitan fieldwork settings, nurse educators and clinical nurse specialists in public and private hospitals and the armed services, 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. Some branch out into non-health roles, such as training in the private sector and teaching in technical colleges.

The extent of the interdependence between education and health is illuminated by Tones’ (1987) well known phrase "Education for Health". This succinctly captures why education is congruent with the nature of service delivery and has resulted in the professionalisation of teaching across the health sector. In keeping with the diversity of teaching possibilities, the Health Science (Education) program is designed to enable career portability between the different fields of education; in turn, this promotes common cause amongst educators across the health arena.

The curriculum is conceptualised around a professional practice model of teaching derived from the key roles an educator has in any educational institution or health service organisation, and the competencies required to undertake these roles effectively through scholarship and best practice.

All units of study assume participants will have diverse requirements depending on their teaching role, type of workplace, and likely target population of learners. The curriculum is designed to be inclusive of international contexts whether you are an international student or an Australian national working offshore. The two core units provide a foundation in the theory of adult education and design for effective learning. The electives provide study options across four streams: university and clinical education, in service and continuing education; technology based and distance education; patient and community health education. Assessment in all units is assignment-based and focuses on scholarship, application to authentic contexts and reflective practice. There are no examinations.

Studies maximise flexibility by offering distance delivery using print-based independent learning packages, web-based interaction and web resources and email support from the lecturer. Some optional workshops are offered on the Cumberland campus depending on the number of participants. Students studying offshore through the Singapore Institute of Management have some face-to-face classes for the core units only. Electives available through the Master of Medical Education use web delivery and on-campus workshops on the Camperdown site. There are no residential attendance requirements. Computers, email and reliable web access are essential.

Studies in university teaching for academic staff at the University of Sydney

The Health Science (Education) program in collaboration with the Master of Medical Education offers increased opportunity for teacher development for both new or experienced academics across the faculties that provide education for the health professions at the University of Sydney. While some units of study are directed to practical skill development for promoting student learning in small and large groups, other units consider more complex pedagogical issues, such as teaching clinical reasoning or facilitating problem-based learning. All units engage academics with the process of scholarly inquiry in the pursuit of enhancing quality in student learning.

As part of the cross institution learning initiative, credit is given for units of study completed by academic staff from the faculty of Health Sciences through the Master of Medical Education (Faculty of Medicine). Credit is also available for units of study undertaken as part of the Graduate Certificate in Educational Studies (Higher Education) (Faculty of Education and Institute of Teaching and Learning).

For further information about graduate studies in Health Science (Education), see www.fhs.usyd.edu.au/bach/future_students.

Structure of the Awards – Health Science (Education)

The Health Science (Education) program is structured as a three stage masters, in which each of the earlier stages offers a linked award. This articulated format enables a participant to enrol in the award that best meets individual needs. Enrolment might be directly into the master’s or start with the graduate certificate.

<table>
<thead>
<tr>
<th>Course Award</th>
<th>Units of study</th>
<th>Credit points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate Certificate</td>
<td>4 units</td>
<td>24</td>
</tr>
<tr>
<td>Graduate Diploma</td>
<td>6 units</td>
<td>36</td>
</tr>
<tr>
<td>Master's Degree</td>
<td>8 units</td>
<td>48</td>
</tr>
<tr>
<td>Honours (Option )</td>
<td>10 units</td>
<td>60</td>
</tr>
</tbody>
</table>

Admission requirement

In order to qualify for admission to either the Graduate Certificate, Graduate Diploma or Master's degree, applicants shall:

1. hold a bachelor's degree in a health sciences field or other relevant area, or
2. have such professional qualifications and/or experience that will satisfy the faculty, and
3. have a minimum of one year’s full-time professional experience.
Current or recent experience in teaching is considered desirable. Admission for all students will be contingent on availability of student places. Mid-year enrolment is an option.

**Level of entry**

Students elect their level of entry according to their study goals. Most students enter at the Master's level. Some students enter at the graduate certificate level and choose the option to articulate to the Master's at a later date. 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 full-time study as the second semester, requiring only two units of study, is only equivalent to a part-time load.

**Articulation to a higher award**

Participants wishing to transfer (or articulate) from the Graduate Certificate or the Graduate Diploma to the Master's degree should complete a course transfer form and submit this to Student Central by 30 October. Participants with non-graduate entry will need to achieve a credit average to be eligible for articulation from the Graduate Certificate to the Diploma or Master's.

**Early exit**

A participant who elects to exit early from a higher articulated award must satisfactorily complete the credit point requirements for the lesser award.

**Honours**

Articulation into the Master of Health Science (Education) Honours course is contingent upon the student achieving an overall credit average and a Distinction in at least two units of study in the Master of Health Science (Education) pass course. Evidence may be required of the applicant's ability to write a critical literature review to a high standard. The dissertation will be deemed to be worth 12 credit points and will normally be completed within one semester. Applicants should contact the course coordinator before applying.

**Course outline**

The course outline for each award is described in Tables 16.1, 16.2, 16.3 and 16.3.1. Education electives available in Semesters 1 and 2 are listed following Table 16.5.1. See Chapter 26 for unit descriptions and for a list of faculty and research electives.

---

### Table 16.1: Graduate Certificate of Health Science (Education)

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course code SG032:</td>
<td>24</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full-time, 1 semester; part-time, 2 semesters</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Full-time mode**

**Year 1**

<table>
<thead>
<tr>
<th>Course code</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>BACH5001 Adult Learning</td>
<td>6</td>
<td>Broadband internet access is desirable</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1 Semester 2</td>
</tr>
<tr>
<td>BACH5002 Educational Design</td>
<td>6</td>
<td>Broadband internet access is desirable</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1 Semester 2</td>
</tr>
<tr>
<td>Two electives (12) (see note)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**YEAR 1 TOTAL: 24 CREDIT POINTS**

**Part-time mode**

**Year 1**

<table>
<thead>
<tr>
<th>Course code</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>BACH5001 Adult Learning</td>
<td>6</td>
<td>Broadband internet access is desirable</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1 Semester 2</td>
</tr>
<tr>
<td>Elective (6) (see note)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**SEMESTER 1 TOTAL: 12 CREDIT POINTS**

**Year 2**

<table>
<thead>
<tr>
<th>Course code</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>BACH5002 Educational Design</td>
<td>6</td>
<td>Broadband internet access is desirable</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1 Semester 2</td>
</tr>
<tr>
<td>Elective (6) (see note)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**SEMESTER 2 TOTAL: 12 CREDIT POINTS**

**Note**

Students undertake two (2) professional electives of 6 credit points each. Generally these electives are taken from Education List A or List B found in the Behavioural and Social Sciences in Health electives list following Table 16.5.1.

---

### Table 16.2: Graduate Diploma of Health Science (Education)

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course code SF046:</td>
<td>36</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Part-time, 3 semesters</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unit of study</td>
<td>Credit points</td>
<td>A: Assumed knowledge</td>
<td>P: Prerequisites</td>
<td>C: Corequisites</td>
<td>N: Prohibition</td>
<td>Session</td>
</tr>
<tr>
<td>--------------------</td>
<td>---------------</td>
<td>----------------------</td>
<td>------------------</td>
<td>----------------</td>
<td>----------------</td>
<td>---------------</td>
</tr>
</tbody>
</table>

**Year 1**

**Semester 1**

BACH5001  
Adult Learning  
6  
Broadband internet access is desirable  
Semester 1

Elective [6] (see note)

SEASON 1 TOTAL: 12 CREDIT POINTS

**Semester 2**

Students commencing studies in Semester 2 should undertake BACH5001 Adult Learning as their first core unit.

BACH5002  
Educational Design  
6  
Broadband internet access is desirable  
Semester 1

Elective [6] (see note)

SEASON 2 TOTAL: 12 CREDIT POINTS

**Year 2**

Two electives [12] (see note)

YEAR 2 TOTAL: 12 CREDIT POINTS

**Note**

Students undertake four professional electives of 6 credit points each. Generally these electives are taken from Education List A or List B found in the Behavioural and Social Sciences in Health electives list following Table 16.5.1.

---

### Table 16.3: Master of Health Science (Education) Pass

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
</table>

**Course code SC066:** Credit points for award: 48  
Full-time, 2 semesters; part-time, 4 semesters

**Full-time mode**

**Year 1**

**Semester 1**

BACH5001  
Adult Learning  
6  
Broadband internet access is desirable  
Semester 1

Three electives [18] (see note)

SEASON 1 TOTAL: 24 CREDIT POINTS

**Semester 2**

Students commencing studies in Semester 2 should undertake BACH5001 Adult Learning as their first core unit.

BACH5002  
Educational Design  
6  
Broadband internet access is desirable  
Semester 1

Three electives [18] (see note)

SEASON 2 TOTAL: 24 CREDIT POINTS

**Part-time mode**

**Year 1**

**Semester 1**

BACH5001  
Adult Learning  
6  
Broadband internet access is desirable  
Semester 1

Elective [6] (see note)

SEASON 1 TOTAL: 12 CREDIT POINTS

**Semester 2**

Students commencing studies in Semester 2 should undertake BACH5001 Adult Learning as their first core unit.

BACH5002  
Educational Design  
6  
Broadband internet access is desirable  
Semester 1

Elective [6] (see note)

SEASON 2 TOTAL: 12 CREDIT POINTS
### Table 16.3.1: Master of Health Science (Education) Honours

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course code SC082</td>
<td>Credit points for award: 60</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full-time, 3 semesters; part-time, 5 semesters</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Full-time mode

**Year 1**

As per Pass course

**Year 2**

<table>
<thead>
<tr>
<th>Course code</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>BACH5263 Dissertation</td>
<td>12</td>
<td>Note: Department permission required for enrolment</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1 Semester 2</td>
</tr>
</tbody>
</table>

#### Part-time mode

**Years 1 and 2**

As per Pass course

**Year 3**

<table>
<thead>
<tr>
<th>Course code</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>BACH5263 Dissertation</td>
<td>12</td>
<td>Note: Department permission required for enrolment</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1 Semester 2</td>
</tr>
</tbody>
</table>

**Note**

Students must 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 Distinction grade. Students should contact the course coordinator before enrolling.

---

### Table 16.4: Master of Health Science (Behavioural Science) Pass

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course code SC047</td>
<td>Credit points for award: 48</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Off-campus; part-time, minimum 4 semesters</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

**Master of Health Science (Behavioural Science)**

*Note: This course is no longer open to new enrolments. The information below is provided for continuing students already enrolled in the program.*

**Honours**

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

**Course outline**

The course outlines for graduate coursework studies in Behavioural Science are presented in Tables 16.4 and 16.4.1. See information following Table 16.5.1 for elective streams. See Chapter 26 for unit descriptions and a list of faculty and research electives.

---

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Table 16.4.1: Master of Health Science (Behavioural Science) Honours

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part-time mode (no new intake in 2010)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research elective [6]</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Three electives [18] (see note)</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>YEAR 1 TOTAL: 24 CREDIT POINTS</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Year 2</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Four electives [24] (see note)</td>
<td></td>
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</tr>
<tr>
<td>YEAR 2 TOTAL: 24 CREDIT POINTS</td>
<td></td>
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</tr>
<tr>
<td>Note</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Generally electives are taken from the elective list following Table 16.5.1.</td>
<td></td>
<td></td>
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</tbody>
</table>

Table 16.5: Master of Health Science (Child and Adolescent Health) Pass

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part-time mode (no new intake in 2010)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research elective [6]</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Two Child and Adolescent Health electives [12] (see note)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elective [6] (see note)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>YEAR 1 TOTAL: 24 CREDIT POINTS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Master of Health Science (Child and Adolescent Health)

Note: This course is no longer open to new enrolments. The information below is provided for continuing students already enrolled in the program.

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

Course outline
The course outlines for graduate coursework studies in Child and Adolescent Health are presented in Tables 16.5 and 16.5.1. See elective streams following Table 16.5.1 for a list of Child and Adolescent Health elective units of study. See Chapter 26 for unit descriptions and a list of faculty and research electives.
### Year 2

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credit Points</th>
<th>Assumed Knowledge</th>
<th>Prerequisites</th>
<th>Corequisites</th>
<th>Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two Child and Adolescent Health electives</td>
<td>12</td>
<td>(see note)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Two electives</td>
<td>12</td>
<td>(see note)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**YEAR 2 TOTAL: 24 CREDIT POINTS**

### Note

Generally electives are taken from the elective list following Table 16.5.1. Students are encouraged to select electives from the Child and Adolescent stream.

### Table 16.5.1: Master of Health Science (Child and Adolescent Health) Honours

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credit Points</th>
<th>Assumed Knowledge</th>
<th>Prerequisites</th>
<th>Corequisites</th>
<th>Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>SC116</td>
<td>60</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Part-time, 5 semesters</td>
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<td></td>
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</tr>
<tr>
<td>Part-time mode (no new intake in 2010)</td>
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</tbody>
</table>

**Year 1 and Year 2**

As per Pass course

**Year 3**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credit Points</th>
<th>Assumed Knowledge</th>
<th>Prerequisites</th>
<th>Corequisites</th>
<th>Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>BACH5263</td>
<td>12</td>
<td></td>
<td></td>
<td>Note: Department permission required for enrolment</td>
<td></td>
<td>Semester 1 Semester 2</td>
</tr>
</tbody>
</table>

### Note

Students must 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 Distinction grade.

### Behavioural and Community Health Sciences electives

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credit Points</th>
<th>Assumed Knowledge</th>
<th>Prerequisites</th>
<th>Corequisites</th>
<th>Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>BACH5063</td>
<td>6</td>
<td></td>
<td>P BACH5313</td>
<td>Note: Department permission required for enrolment</td>
<td></td>
<td>Semester 2</td>
</tr>
</tbody>
</table>

**Elective streams**

Depending on the degree program, 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.

### Child and Adolescent Health

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credit Points</th>
<th>Assumed Knowledge</th>
<th>Prerequisites</th>
<th>Corequisites</th>
<th>Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>BACH5138</td>
<td>6</td>
<td></td>
<td>P BACH5313</td>
<td>Note: Department permission required for enrolment in the following sessions: Semester 1</td>
<td></td>
<td>Semester 1 Semester 2</td>
</tr>
<tr>
<td>BACH5198</td>
<td>6</td>
<td></td>
<td>A Previous study of psychology at undergraduate level or BACH5321 Psychology for Graduate Students</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BACH5309</td>
<td>6</td>
<td>P BACH5063</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1 Semester 2</td>
</tr>
<tr>
<td>BACH5313</td>
<td>6</td>
<td></td>
<td>A Previous study of psychology at undergraduate level is assumed</td>
<td></td>
<td></td>
<td>Semester 1 Semester 2</td>
</tr>
</tbody>
</table>

### Counselling

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credit Points</th>
<th>Assumed Knowledge</th>
<th>Prerequisites</th>
<th>Corequisites</th>
<th>Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>BACH5138</td>
<td>6</td>
<td></td>
<td>P BACH5309</td>
<td>Note: Department permission required for enrolment in the following sessions: Semester 1</td>
<td></td>
<td>Semester 1 Semester 2</td>
</tr>
<tr>
<td>BACH5139</td>
<td>6</td>
<td></td>
<td>P BACH5143</td>
<td>Note: Department permission required for enrolment</td>
<td></td>
<td>Semester 1 Semester 2</td>
</tr>
<tr>
<td>BACH5143</td>
<td>6</td>
<td></td>
<td>A Basic counselling skills</td>
<td></td>
<td></td>
<td>Semester 1 Semester 2</td>
</tr>
<tr>
<td>BACH5323</td>
<td>6</td>
<td></td>
<td>P BACH5324</td>
<td>Note: Department permission required for enrolment in the following sessions: Semester 1</td>
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<td>Semester 1 Semester 2</td>
</tr>
</tbody>
</table>

### Psychotherapy

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credit Points</th>
<th>Assumed Knowledge</th>
<th>Prerequisites</th>
<th>Corequisites</th>
<th>Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>BACH5324</td>
<td>6</td>
<td></td>
<td>P BACH5323</td>
<td>Note: Department permission required for enrolment in the following sessions: Semester 1</td>
<td></td>
<td>Semester 1 Semester 2</td>
</tr>
</tbody>
</table>
### Education

#### List A (normally offered in Semester 1)

<table>
<thead>
<tr>
<th>Unit of Study</th>
<th>Credit Points</th>
<th>Assumed Knowledge</th>
<th>Prerequisites</th>
<th>Corequisites</th>
<th>Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>BACH5001 Adult Learning</td>
<td>6</td>
<td>Broadband internet access is desirable</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>BACH5002 Educational Design</td>
<td>6</td>
<td>Broadband internet access is desirable</td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>BACH5003 Clinical Teaching and Supervision</td>
<td>6</td>
<td>A Some knowledge of adult learning theory and group dynamics useful</td>
<td>Broadband internet access is desirable</td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>BACH5118 Learning in Groups</td>
<td>6</td>
<td>Broadband internet access is desirable</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>BACH5151 Independent Investigation I</td>
<td>6</td>
<td>A Basic principles of adult learning and educational design are useful</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>BACH5153 Assessment of Learning</td>
<td>6</td>
<td>A Knowledge of adult learning and educational design is useful</td>
<td>Broadband internet access is desirable</td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>BACH5336 Lecturing and Large Group Teaching</td>
<td>6</td>
<td>A BACH5001 Adult Learning and BACH5002 Educational Design</td>
<td>Broadband internet access is essential</td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
</tbody>
</table>

#### List B (normally offered in Semester 2)

<table>
<thead>
<tr>
<th>Unit of Study</th>
<th>Credit Points</th>
<th>Assumed Knowledge</th>
<th>Prerequisites</th>
<th>Corequisites</th>
<th>Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>BACH5001 Adult Learning</td>
<td>6</td>
<td>Broadband internet access is desirable</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>BACH5002 Educational Design</td>
<td>6</td>
<td>Broadband internet access is desirable</td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>BACH5003 Facilitating Learning</td>
<td>6</td>
<td>A Some knowledge of adult learning theory and group dynamics useful</td>
<td>Broadband internet access is desirable</td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>BACH5007 Curriculum Leadership</td>
<td>6</td>
<td>A BACH5001 Adult Learning and BACH5002 Educational Design</td>
<td>Broadband internet access is desirable</td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>BACH5022 Independent Investigation II</td>
<td>6</td>
<td>A Basic principles of adult learning and educational design are useful</td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>BACH5042 Teaching Clinical Reasoning</td>
<td>6</td>
<td>A Some knowledge of Adult Learning theory is useful</td>
<td>Broadband internet access is desirable</td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>BACH5116 Developing eLearning in Health Contexts</td>
<td>6</td>
<td>A Basic computer skills and some knowledge of adult learning theory would be useful</td>
<td>Broadband internet access is essential</td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>BACH5284 Learning in the Workplace</td>
<td>6</td>
<td>A BACH5001 Adult Learning and BACH5002 Educational Design</td>
<td>Broadband internet access is essential</td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
</tbody>
</table>

### Improving Health Systems

<table>
<thead>
<tr>
<th>Unit of Study</th>
<th>Credit Points</th>
<th>Assumed Knowledge</th>
<th>Prerequisites</th>
<th>Corequisites</th>
<th>Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>BACH5026 Special Investigation</td>
<td>6</td>
<td>Note: Department permission required for enrolment</td>
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<td>Semester 1</td>
</tr>
<tr>
<td>BACH5328 Evaluating Health Interventions</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
</tbody>
</table>

### International Health

<table>
<thead>
<tr>
<th>Unit of Study</th>
<th>Credit Points</th>
<th>Assumed Knowledge</th>
<th>Prerequisites</th>
<th>Corequisites</th>
<th>Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>BACH5196 International Health and Society</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
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<td>Semester 1</td>
</tr>
</tbody>
</table>

### Research electives

<table>
<thead>
<tr>
<th>Unit of Study</th>
<th>Credit Points</th>
<th>Assumed Knowledge</th>
<th>Prerequisites</th>
<th>Corequisites</th>
<th>Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>BACH5011 Survey Research Methods</td>
<td>6</td>
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<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>BACH5253 Intermediate Statistics</td>
<td>6</td>
<td>P BACH1143 Designing Health Research, BACH1145 Quantitative Health and Social Research; or equivalent</td>
<td>Note: Department permission required for enrolment</td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>BACH5255 Qualitative Research Methods</td>
<td>6</td>
<td></td>
<td></td>
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<td>Semester 2</td>
</tr>
<tr>
<td>BACH5298 History and Philosophy of Science</td>
<td>6</td>
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<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>BACH5300 Action Research</td>
<td>6</td>
<td>Note: Department permission required for enrolment</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>BACH5302 Epidemiological Research</td>
<td>6</td>
<td>A Previous study of research methods at undergraduate level</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>BACH5328 Evaluating Health Interventions</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>BACH5341 Research &amp; Inquiry in Health Professions</td>
<td>6</td>
<td>N BACH3126 Research Project Development, BACH4047 Developing a Research Project, BACH5268 Developing a Research Project, DHSC7002 Research &amp; Inquiry in Health Professions, DHSC7005 Developing a Research Project</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
</tbody>
</table>

### Other

<table>
<thead>
<tr>
<th>Unit of Study</th>
<th>Credit Points</th>
<th>Assumed Knowledge</th>
<th>Prerequisites</th>
<th>Corequisites</th>
<th>Prohibition</th>
<th>Session</th>
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<tbody>
<tr>
<td>BACH5165 Post Trauma Stress</td>
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<td>Semester 1</td>
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<tr>
<td>BACH5180 Stress and Illness: Management Issues</td>
<td>6</td>
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<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>BACH5186 Professional Development Skills</td>
<td>6</td>
<td>Broadband internet access is desirable</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>Unit of study</td>
<td>Credit points</td>
<td>Session</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>BACH5224 Organisational Management</td>
<td>6</td>
<td>Semester 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BACH5321 Psychology for Graduate Students</td>
<td>6</td>
<td>Semester 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BACH5338 Cyberpsychology and Online Health</td>
<td>6</td>
<td>Semester 2</td>
<td></td>
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</tr>
</tbody>
</table>
Master of Exercise Physiology

This course is a 2 year graduate entry master's degree designed to produce graduates who possess the knowledge, competencies and clinical experience required for safe and effective clinical exercise practice. Students follow a prescribed program of study with a total of 96 credit points.

The honours program is an optional, additional semester of full-time study in which the student conducts a research project and writes a thesis under the supervision of a member of the academic staff. Admission is competitive and based on the student’s marks across all units of study. The student must be eligible for the award of a pass degree, and be considered by the head of the program to have the academic aptitude to conduct a research project.

Admission requirements

Admission to the Master of Exercise Physiology is competitive. Applicants are considered on the basis of the undergraduate degree obtained and the grade point average obtained in that degree. The minimum entry standard will be a Grade Point Average (GPA) of 4.5 or greater (approximately equivalent to a credit average or better) in the bachelor's degree.

To qualify for admission to this course, applicants shall possess:

1. an award of Bachelor of Applied Science (Exercise and Sport Science) from The University of Sydney or the University of Western Sydney, or
2. an award of Bachelor of Science (Health and Sports Science) from the University of NSW, or
3. an award of Bachelor of Exercise Science from the University of Wollongong, the Charles Sturt University or the Australian Catholic University, or
4. an award of Bachelor of Exercise Science and Rehabilitation from the University of Wollongong, or
5. an award of Bachelor of Sport and Exercise Science from Southern Cross University, or
6. an award of Bachelor of Exercise Science and Nutrition (majored in Exercise Science) from Southern Cross University, or
7. an award of Bachelor of Exercise and Sport Science from University of Newcastle, or
8. such studies from a University degree as are deemed to be equivalent to (1), (2), (3), (4), (5), (6) or (7).

Applicants who possess academic qualifications other than listed in ((1), (2), (3), (4), (5), (6) or (7) above must provide a portfolio to the discipline of Exercise and Sport Science detailing their previous tertiary studies, in addition to their UAC application. In particular, unit of study descriptions pertaining to previous studies in the following assumed knowledge areas will need to be supplied: human anatomy, human physiology, biomechanics/physics, psychology/ behavioural science, and research design/statistics.

In addition, applicants will also need to possess a current certificate of competency in Cardiopulmonary Resuscitation (CPR). This certificate must be kept current throughout the candidature.

Professional experience

Across the two year course, students engage in 500-650 hours of clinical experience. Students commence by gaining experience with low risk clients (at least 140 hours) and progress to working with clients with chronic disease conditions (at least 360 hours).

In order to undertake clinical experience, students must:

- have a current certificate of competency in Cardiopulmonary Resuscitation (CPR) before attending any practicum placement
- undergo a criminal records check
- seek medical advice and vaccination according to the NSW Health Department Policy Directive
- comply with the requirements of the NSW Child Protection (Prohibited Employment) Act
- comply with the NSW Health Records and Information Privacy Act (2002).

Failure to do so may jeopardise placements and the ability to fulfil course requirements.

Uniform requirements

Students are required to dress professionally when attending clinical placements. Students should wear the Exercise and Sport Science polo shirt (as supplied by the Student Guild), smart dark trousers, slacks or skirt (length to be at least to the top of the knee), closed-in, flat-heeled, dark leather shoes (no sports shoes unless they are of an appropriate colour and are neat and tidy).

Careers

Graduates of the Master of Exercise Physiology are equipped to work in exercise rehabilitation. Graduates may work in private practice or in the health care system.

Professional recognition

An application for accreditation by the Australian Association of Exercise and Sports Science (AAESS) National Universities Course Accreditation Program at the level of Exercise Physiologist is in preparation. However, in the interim, graduates would be able to apply for Exercise Physiologist accreditation through the evidence-based application process which AAESS has in place. The AAESS accredited Exercise Physiologist is the practitioner who is competent for practice with clients with chronic disease and disability. The AAESS accredited Exercise Physiologist is eligible to provide services under Medicare, Workcover, Private Health Insurance Funds and the Department of Veterans Affairs.

Course outline

The course outlines for the Master of Exercise Physiology pass and honours are presented in Tables 17.1 and 17.1.1. See Chapter 26 for unit descriptions and a list of faculty and research electives.
### Table 17.1: Master of Exercise Physiology

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
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<tbody>
<tr>
<td>Course code SC149: Credit points for award: 96</td>
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<tr>
<td>Full-time, 4 semesters</td>
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<tr>
<td><strong>Full-time mode</strong></td>
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<tr>
<td><strong>Year 1 (first offered in 2010)</strong></td>
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<tr>
<td><strong>Semester 1</strong></td>
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</tr>
<tr>
<td>EXSS5029 Exercise Metabolism and Physiology</td>
<td>6</td>
<td>A Good working knowledge by students of basic human biochemistry and physiology</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>EXSS5050 Human Motor Learning and Control</td>
<td>6</td>
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<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>EXSS5058 Principles of Exercise Programming</td>
<td>6</td>
<td>C EXSS5029 Exercise, Metabolism and Physiology; EXSS5059 Professional Practice Students must have a current CPR certificate of competency</td>
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<tr>
<td>EXSS5059 Professional Practice</td>
<td>6</td>
<td>C EXSS5029 Exercise, Metabolism and Physiology; EXSS5058 Principles of Exercise Programming Students must have a current CPR certificate of competency prior to undertaking clinical work.</td>
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<td><strong>Semester 2</strong></td>
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<td>EXSS5048 Exercise Throughout the Lifespan</td>
<td>6</td>
<td>P EXSS5029 Exercise Metabolism and Physiology</td>
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<td>Semester 2</td>
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<tr>
<td>EXSS5060 Advanced Exercise Programming</td>
<td>6</td>
<td>P EXSS5058 Principles of Exercise Programming Students must have a current CPR certificate of competency</td>
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<td>Semester 2</td>
</tr>
<tr>
<td>EXSS5061 Clinical Exercise Practice</td>
<td>6</td>
<td>A EXSS5029 Exercise, Metabolism and Physiology; EXSS5058 Principles of Exercise Programming Students must have a current CPR certificate of competency</td>
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<td></td>
<td>Semester 2</td>
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<tr>
<td>EXSS5062 Musculoskeletal Principles of Exercise</td>
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<td>Semester 2</td>
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<td>EXSS5064 Clinical Exercise Science Case Studies 1</td>
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<tr>
<td>EXSS5065 Nutrition and Pharmacology</td>
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<td><strong>SEMESTER 1 TOTAL: 24 CREDIT POINTS</strong></td>
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<td><strong>Semester 2</strong></td>
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<tr>
<td>EXSS5051 Clinical Biomechanics</td>
<td>6</td>
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<tr>
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<tr>
<td>EXSS5066 Clinical Exercise Science Case Studies 2</td>
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<tr>
<td><strong>SEMESTER 2 TOTAL: 24 CREDIT POINTS</strong></td>
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### Table 17.1.1: Master of Exercise Physiology (Honours)

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
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<tbody>
<tr>
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<tr>
<td>As per Pass course</td>
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<td><strong>Year 3 (first offered in 2012)</strong></td>
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<tr>
<td><strong>Semester 1</strong></td>
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<tr>
<td>EXSS5063 Exercise Dissertation</td>
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<td><strong>SEMESTER 1 TOTAL: 24 CREDIT POINTS</strong></td>
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</table>
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 requirements
1. To qualify for admission, applicants shall possess an Australian bachelor’s degree in medicine, physiotherapy, occupational therapy, nursing, physical education or other related fields (or overseas equivalent). A background in anatomy or biomechanics and physiology is essential.
2. A bachelor’s degree and additional qualification or experience as deemed appropriate by the head of the academic unit.

Course outline
The course outline for the Graduate Certificate of Health Science (Exercise and Sport Science) is presented in Table 17.2. See Chapter 26 for unit descriptions and a list of faculty and research electives.

Table 17.2: Graduate Certificate of Health Science (Exercise and Sport Science)

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
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<td>Course code SG026: Credit points for award: 24</td>
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</tr>
<tr>
<td>EXSS5029 Exercise Metabolism and Physiology</td>
<td>6</td>
<td>A Good working knowledge by students of basic human biochemistry and physiology</td>
<td></td>
<td></td>
<td>Semester 1</td>
<td></td>
</tr>
<tr>
<td>Electives [18] (see elective list below)</td>
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<tr>
<td>SEMESTER 1 TOTAL: 24 CREDIT POINTS</td>
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<td>Part-time mode</td>
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<td>Semester 1</td>
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<td></td>
</tr>
<tr>
<td>EXSS5029 Exercise Metabolism and Physiology</td>
<td>6</td>
<td>A Good working knowledge by students of basic human biochemistry and physiology</td>
<td></td>
<td></td>
<td>Semester 1</td>
<td></td>
</tr>
<tr>
<td>Elective [6] (see elective list below)</td>
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<tr>
<td>Semester 2</td>
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<tr>
<td>Electives [12] (see elective list below)</td>
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<tr>
<td>SEMESTER 2 TOTAL: 12 CREDIT POINTS</td>
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</table>

Electives for Graduate Certificate of Health Science (Exercise and Sport Science)
Electives may be chosen from the list below, or subject to head of academic unit approval, may be taken from within or outside the Faculty.

<table>
<thead>
<tr>
<th>Electives</th>
<th>Credit points</th>
<th>Assumptions</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>BACH5341 Research &amp; Inquiry in Health Professions</td>
<td>6</td>
<td>N BACH3126 Research Project Development, BACH4047 Developing a Research Project, BACH5268 Developing a Research Project, DHSC7002 Research &amp; Inquiry in Health Professions, DHSC7009 Developing a Research Project</td>
<td>Semester 1 Semester 2</td>
</tr>
<tr>
<td>EXSS5030 Human Mechanics</td>
<td>6</td>
<td>A Fundamental functional anatomy</td>
<td>Semester 1</td>
</tr>
<tr>
<td>EXSS5036 Exercise for Clinical Populations</td>
<td>6</td>
<td>P EXSS5029 Exercise Metabolism and Physiology</td>
<td>Semester 2</td>
</tr>
<tr>
<td>EXSS5044 Advanced Exercise Physiology</td>
<td>6</td>
<td>P EXSS5029 Exercise Metabolism and Physiology</td>
<td>Semester 2</td>
</tr>
<tr>
<td>EXSS5046 Sports Biomechanics</td>
<td>6</td>
<td>P EXSS5030 Human Mechanics</td>
<td>Semester 2</td>
</tr>
<tr>
<td>EXSS5047 Nutrition for Health, Exercise and Sport</td>
<td>6</td>
<td>A Undergraduate biology and physiology (biochemistry is desirable)</td>
<td>Semester 1</td>
</tr>
<tr>
<td>EXSS5048 Exercise Throughout the Lifespan</td>
<td>6</td>
<td>P EXSS5029 Exercise Metabolism and Physiology</td>
<td>Semester 2</td>
</tr>
<tr>
<td>EXSS5049 Athlete Exercise Testing and Training</td>
<td>6</td>
<td>P EXSS5029 Exercise Metabolism and Physiology</td>
<td>Semester 2</td>
</tr>
<tr>
<td>EXSS5050 Human Motor Learning and Control</td>
<td>6</td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>EXSS5051 Clinical Biomechanics</td>
<td>6</td>
<td>P EXSS5030 Human Mechanics Not available during concurrent enrolment in EXSS5046 Sports Biomechanics. Prerequisite and concurrent enrolment rules do not apply to degree code SC149 Master of Exercise Physiology.</td>
<td>Semester 2</td>
</tr>
<tr>
<td>EXSS5055 High Performance Coaching</td>
<td>6</td>
<td>A Undergraduate level Motor Control; Growth and Development; Behavioural Science</td>
<td>Semester 2</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 bachelor’s degree (pass or honours) in medicine, physiotherapy, occupational therapy, nursing, physical education or other related fields (or overseas equivalent).

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 17.3. See Chapter 26 for unit descriptions and a list of faculty and research electives.

Table 17.3: Graduate Diploma of Health Science (Exercise and Sport Science)

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
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<td>Part-time, minimum 2 semesters</td>
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<tr>
<td>Semester 1</td>
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<td></td>
</tr>
<tr>
<td>EXSS5029 Exercise Metabolism and Physiology</td>
<td>6</td>
<td>A Good working knowledge by students of basic human biochemistry and physiology</td>
<td>Semester 1</td>
<td></td>
<td></td>
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<tr>
<td>Electives [18] (see elective list below)</td>
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<td>Semester 2</td>
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<tr>
<td>Electives [12] (see elective list below)</td>
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<tr>
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<tr>
<td>Electives for Graduate Diploma of Health Science (Exercise and Sport Science)</td>
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<tr>
<td>Electives may be chosen from the list below, or subject to head of academic unit approval, may be taken from within or outside the Faculty.</td>
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<tr>
<td>BACH5026 Special Investigation</td>
<td>6</td>
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<td>Semester 1</td>
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<tr>
<td>Semester 2</td>
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<tr>
<td>BACH5341 Research &amp; Inquiry in Health Professions</td>
<td>6</td>
<td>N BACH3126 Research Project Development, BACH4047 Developing a Research Project, BACH5056 Developing a Research Project, BACH7002 Research &amp; Inquiry in Health Professions, DHSC7005 Developing a Research Project</td>
<td>Semester 1</td>
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<td>Semester 2</td>
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</tr>
<tr>
<td>EXSS55030 Human Mechanics</td>
<td>6</td>
<td>A Fundamental functional anatomy</td>
<td>Semester 1</td>
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<td></td>
</tr>
<tr>
<td>EXSS55036 Exercise for Clinical Populations</td>
<td>6</td>
<td>P EXSS5029 Exercise Metabolism and Physiology</td>
<td>Semester 2</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>EXSS55044 Advanced Exercise Physiology</td>
<td>6</td>
<td>P EXSS5029 Exercise Metabolism and Physiology</td>
<td>Semester 2</td>
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<tr>
<td>EXSS55046 Sports Biomechanics</td>
<td>6</td>
<td>P EXSS5030 Human Mechanics</td>
<td>Semester 2</td>
<td></td>
<td></td>
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<tr>
<td>EXSS55047 Nutrition for Health, Exercise and Sport</td>
<td>6</td>
<td>A Undergraduate biology and physiology (biochemistry is desirable)</td>
<td>Semester 1</td>
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<tr>
<td>EXSS55048 Exercise Throughout the Lifespan</td>
<td>6</td>
<td>P EXSS5029 Exercise Metabolism and Physiology</td>
<td>Semester 2</td>
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<tr>
<td>EXSS55049 Athlete Exercise Testing and Training</td>
<td>6</td>
<td>P EXSS5029 Exercise Metabolism and Physiology</td>
<td>Semester 2</td>
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<td>EXSS55050 Human Motor Learning and Control</td>
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<td>Semester 1</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>EXSS55051 Clinical Biomechanics</td>
<td>6</td>
<td>P EXSS5030 Human Mechanics</td>
<td>Not available during concurrent enrolment in EXSS5046 Sports Biomechanics. Prerequisite and concurrent enrolment rules do not apply to degree code SC149 Master of Exercise Physiology.</td>
<td>Semester 2</td>
<td></td>
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<tr>
<td>EXSS55055 High Performance Coaching</td>
<td>6</td>
<td>A Undergraduate level Motor Control; Growth and Development; Behavioural Science</td>
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<tr>
<td>EXSS55056 Clinical Exercise Science Practicum</td>
<td>12</td>
<td>A Information contained in ACSM's Guidelines for Exercise Testing and Prescription (7th ed), Lippincott Williams &amp; Wilkins (2006)</td>
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<tr>
<td>C EXSS5029 Exercise Metabolism and Physiology</td>
<td>Note: Department permission required for enrolment</td>
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</table>
Master of Exercise and Sport Science

This course will provide advanced study in the broad discipline of exercise and sport science. Through selection of appropriate elective units, students will gain skills that may be applied to both elite athlete performance as well as more clinically oriented studies. The course is designed to equip students with an in-depth understanding of applied physiology, biomechanics, and motor learning together with the skills to conduct exercise testing and prescription for symptomatic and asymptomatic population groups and elite athletes. Elective studies can be in the areas of ageing, nutrition, public health and psychosocial attributes.

A distinguishing feature of the Masters of Exercise and Sport Science is that students have frequent access to laboratory facilities and equipment. Graduates will have practical skill in laboratory testing of exercise performance which can be applied to their area of specialisation.

Admission requirements
To qualify for admission, applicants shall possess an Australian bachelor's degree (Pass or Honours) (or overseas equivalent) in medicine, physiotherapy, occupational therapy, nursing, physical education or other related fields. A background in anatomy or biomechanics and physiology is essential. Progression into the 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 Exercise and Sport Science is presented in Table 17.4. See Chapter 26 for unit descriptions and a list of faculty and research electives.

Table 17.4: Master of Exercise and Sport Science

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course code SC155: Credit points for award: 48</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Full-time, 2 semesters; part-time, 4 semesters</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Full-time mode

Year 1

Semester 1

| EXSS5029 Exercise Metabolism and Physiology | 6 | A Good working knowledge by students of basic human biochemistry and physiology | Semester 1 |
| Electives [18] (see elective list below) | | | |
| SEMESTER 1 TOTAL: 24 CREDIT POINTS | | | |

Semester 2

| Electives [24] (see elective list below) | | | |
| SEMESTER 2 TOTAL: 24 CREDIT POINTS | | | |

Part-time mode

Year 1

Semester 1

| EXSS5029 Exercise Metabolism and Physiology | 6 | A Good working knowledge by students of basic human biochemistry and physiology | Semester 1 |
| Elective [6] (see elective list below) | | | |
| SEMESTER 1 TOTAL: 12 CREDIT POINTS | | | |

Semester 2

| Electives [12] (see elective list below) | | | |
| SEMESTER 2 TOTAL: 12 CREDIT POINTS | | | |

Year 2

Semester 1

| Electives [12] (see elective list below) | | | |
| SEMESTER 1 TOTAL: 12 CREDIT POINTS | | | |

Semester 2

| Electives [12] (see elective list below) | | | |
| SEMESTER 2 TOTAL: 12 CREDIT POINTS | | | |

Electives for Master of Exercise and Sport Science

Electives may be chosen from the list below, or subject to head of academic unit approval, may be taken from within or outside the Faculty.

| BACH5340 Healthy Behaviours-Promoting Self Change | 6 | | Semester 2 |
### Table 17.5: Master of Exercise and Sport Science (Clinical Exercise Science) Pass

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>BACH5341 Research &amp; Inquiry in Health Professions</td>
<td>6</td>
<td>N BACH3126 Research Project Development, BACH4047 Developing a Research Project, BACH5268 Developing a Research Project, DHSC7007 Research &amp; Inquiry in Health Professions, DHSC7008 Developing a Research Project</td>
<td>Semester 1 Semester 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EXSS5030 Human Mechanics</td>
<td>6</td>
<td>A Fundamental functional anatomy</td>
<td>Semester 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EXSS5036 Exercise for Clinical Populations</td>
<td>6</td>
<td>P EXSS5029 Exercise Metabolism and Physiology</td>
<td>Semester 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EXSS5044 Advanced Exercise Physiology</td>
<td>6</td>
<td>A Undergraduate biology and physiology (biochemistry is desirable)</td>
<td>Semester 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EXSS5047 Nutrition for Health, Exercise and Sport</td>
<td>6</td>
<td></td>
<td>Semester 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EXSS5050 Human Motor Learning and Control</td>
<td>6</td>
<td></td>
<td>Semester 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EXSS5051 Clinical Biomechanics</td>
<td>6</td>
<td>P EXSS5030 Human Mechanics Not available during concurrent enrolment in EXSS5046 Sports Biomechanics. Prerequisite and concurrent enrolment rules do not apply to degree code SC149 Master of Exercise Physiology.</td>
<td>Semester 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EXSS5056 Clinical Exercise Science Practicum 1</td>
<td>12</td>
<td>A Information contained in ACSM's Guidelines for Exercise Testing and Prescription (7th ed), Lippincott Williams &amp; Wilkins (2006) C EXSS5029 Exercise Metabolism and Physiology Note: Department permission required for enrolment</td>
<td>Semester 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EXSS5057 Clinical Exercise Science Practicum 2</td>
<td>12</td>
<td>A EXSS5029 Exercise Metabolism and Physiology Information contained in ACSM's Guidelines for Exercise Testing and Prescription (7th ed), Lippincott Williams &amp; Wilkins (2006) P EXSS5056 Clinical Exercise Practicum 2 Note: Department permission required for enrolment</td>
<td>Semester 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PUBH5021 Global Obesity and Health Promotion</td>
<td>6</td>
<td></td>
<td>Semester 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PUBH5022 Physical Activity and Public Health</td>
<td>6</td>
<td>A Prior research methods coursework at a master's level, similar to PUBH5010 Epidemiology Methods and Uses at the University of Sydney.</td>
<td>Semester 2</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: The following courses are no longer open to new enrolments. The information below is provided for continuing students already enrolled in the programs.

Full-time mode

**Year 1**

**Semester 1**

**EXSS5029** Exercise Metabolism and Physiology

Credit points: 6
A: Good working knowledge by students of basic human biochemistry and physiology

Electives [18] (see elective list below)

**SEMrTER 1 TOTAL: 24 CREDIT POINTS**

**Semester 2**

**EXSS5048** Exercise Throughout the Lifespan

Credit points: 6
P EXSS5029 Exercise Metabolism and Physiology

Electives [18] (see elective list below)

**SEMrTER 2 TOTAL: 24 CREDIT POINTS**

Part-time mode

**Year 1**

**Semester 1**

**EXSS5029** Exercise Metabolism and Physiology

Credit points: 6
A: Good working knowledge by students of basic human biochemistry and physiology

Elective [6] (see elective list below)

**SEMrTER 1 TOTAL: 12 CREDIT POINTS**

**Semester 2**

**EXSS5048** Exercise Throughout the Lifespan

Credit points: 6
P EXSS5029 Exercise Metabolism and Physiology

Elective [6] (see elective list below)

**SEMrTER 2 TOTAL: 12 CREDIT POINTS**
### Table 17.5.1: Master of Exercise and Sport Science (Clinical Exercise Science) Honours

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course code SC130: Credit points for award: 72</td>
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<tr>
<td>Full-time, 3 semesters; part-time, 5 semesters</td>
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<tr>
<td><strong>Full-time mode</strong></td>
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<td><strong>Year 1</strong></td>
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<tr>
<td>As per Pass course</td>
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<tr>
<td><strong>Year 2</strong></td>
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<tr>
<td><strong>Semester 1</strong></td>
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</tr>
<tr>
<td>EXSS5063 Exercise Dissertation</td>
<td>24</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1 Semester 2</td>
</tr>
<tr>
<td>SEMESTER 1 TOTAL: 24 CREDIT POINTS</td>
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</tr>
<tr>
<td><strong>Part-time mode</strong></td>
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<tr>
<td><strong>Years 1 and 2</strong></td>
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</tr>
<tr>
<td>As per Pass course</td>
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<td></td>
</tr>
<tr>
<td>Unit of study</td>
<td>Credit points</td>
<td>A: Assumed knowledge</td>
<td>P: Prerequisites</td>
<td>C: Corequisites</td>
<td>N: Prohibition</td>
<td>Session</td>
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<td><strong>Year 3</strong></td>
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<tr>
<td>EXSS5063 Exercise Dissertation</td>
<td>24</td>
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<td>Semester 1</td>
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<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>SEMESTER 1 TOTAL: 24 CREDIT POINTS</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

Table 17.6: Master of Exercise and Sport Science (Sports Performance) Pass

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course code SC127: Credit points for award: 48</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Full-time, 2 semesters; part-time, 4 semesters</td>
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<td></td>
</tr>
</tbody>
</table>

**Full-time mode**

| Year 1                          |               |                      |                  |                |                |                 |
| **Semester 1**                  |               |                      |                  |                |                |                 |
| EXSS5029 Exercise Metabolism and Physiology | 6            | A Good working knowledge by students of basic human biochemistry and physiology | Semester 1 |
| Electives [18] (see elective list below) |               |                      |                  |                |                |                 |
| SEMESTER 1 TOTAL: 24 CREDIT POINTS |               |                      |                  |                |                |                 |
| **Semester 2**                  |               |                      |                  |                |                |                 |
| EXSS5044 Advanced Exercise Physiology | 6           | P EXSS5029 Exercise Metabolism and Physiology | Semester 2 |
| EXSS5046 Sports Biomechanics    | 6            | P EXSS5030 Human Mechanics | Semester 2 |
| EXSS5049 Athlete Exercise Testing and Training | 6          | P EXSS5029 Exercise Metabolism and Physiology | Semester 2 |
| Elective [6] (see elective list below) |               |                      |                  |                |                |                 |
| SEMESTER 2 TOTAL: 24 CREDIT POINTS |               |                      |                  |                |                |                 |

**Part-time mode**

| Year 1                          |               |                      |                  |                |                |                 |
| **Semester 1**                  |               |                      |                  |                |                |                 |
| EXSS5029 Exercise Metabolism and Physiology | 6            | A Good working knowledge by students of basic human biochemistry and physiology | Semester 1 |
| Elective [6] (see elective list below) |               |                      |                  |                |                |                 |
| SEMESTER 1 TOTAL: 12 CREDIT POINTS |               |                      |                  |                |                |                 |
| **Semester 2**                  |               |                      |                  |                |                |                 |
| EXSS5044 Advanced Exercise Physiology | 6           | P EXSS5029 Exercise Metabolism and Physiology | Semester 2 |
| EXSS5046 Sports Biomechanics    | 6            | P EXSS5030 Human Mechanics | Semester 2 |
| SEMESTER 2 TOTAL: 12 CREDIT POINTS |               |                      |                  |                |                |                 |

**Year 2**

| **Semester 1**                  |               |                      |                  |                |                |                 |
| Electives [12] (see elective list below) |               |                      |                  |                |                |                 |
| SEMESTER 1 TOTAL: 12 CREDIT POINTS |               |                      |                  |                |                |                 |
| **Semester 2**                  |               |                      |                  |                |                |                 |
| EXSS5049 Athlete Exercise Testing and Training | 6          | P EXSS5029 Exercise Metabolism and Physiology | Semester 2 |
| Elective [6] (see elective list below) |               |                      |                  |                |                |                 |
| SEMESTER 2 TOTAL: 12 CREDIT POINTS |               |                      |                  |                |                |                 |

**Electives for Master of Exercise and Sport Science (Sports Performance)**

Electives may be chosen from the list below, or subject to head of Discipline's approval, may be taken from within or outside the Discipline or Faculty.

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>BACH5026 Special Investigation</td>
<td>6</td>
<td>Note: Department permission required for enrolment</td>
<td>Semester 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BACH5341 Research &amp; Inquiry in Health Professions</td>
<td>6</td>
<td>N BACH3126 Research Project Development, BACH4047 Developing a Research Project, BACH5268 Developing a Research Project, DHSC7002 Research &amp; Inquiry in Health Professions, DHSC7005 Developing a Research Project</td>
<td>Semester 1</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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### Table 17.6.1: Master of Exercise and Sport Science (Sports Performance) Honours

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXSS5030 Human Mechanics</td>
<td>6</td>
<td>A Fundamental functional anatomy</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>EXSS5047 Nutrition for Health, Exercise and Sport</td>
<td>6</td>
<td>A Undergraduate biology and physiology (biochemistry is desirable)</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>EXSS5050 Human Motor Learning and Control</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>EXSS5055 High Performance Coaching</td>
<td>6</td>
<td>A Undergraduate level Motor Control, Growth and Development, Behavioural Science</td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
</tbody>
</table>

**Full-time mode**

**Year 1**
As per Pass course

**Year 2**

**Semester 1**
- EXSS5063 Exercise Dissertation 24

**SEMESTER 1 TOTAL: 24 CREDIT POINTS**

**Part-time mode**

**Years 1 and 2**
As per Pass course

**Year 3**

**Semester 1**
- EXSS5063 Exercise Dissertation 24

**SEMESTER 1 TOTAL: 24 CREDIT POINTS**

---

17. Exercise and Sport Science
Master of Health Informatics

Information exchange is the core of a safe, efficient and effective health system. The underlying aim of the Master of Health Informatics program is to provide graduates with the required knowledge and skills to be able to understand and improve the way in which health care delivery and patient outcomes are enhanced through the effective use and exchange of information.

Health systems internationally are coming under increasing pressures driven by demographic, social and technological change. Existing models of health care delivery will not be sustainable in future decades. Information and communication technologies have a significant role to play in creating opportunities for new models of care delivery. Examples range from telemedicine applications supporting care delivery in the community to sophisticated clinical decision support systems accessible to clinicians at the point of care.

The Master of Health Informatics is intended to attract a diverse range of students with relevant undergraduate qualifications in health, computer science or related areas and provide them with the opportunity to complete an advanced program of study for entry to the health informatics profession. Reflecting the broad nature of health informatics the professional bodies associated with the profession are: the Australian College of Health Informaticians (www.achi.org.au); the Health Informatics Society of Australia (www.hisa.org.au), and the Health Information Management Association of Australia (www.himaa.org.au). The two key bodies internationally are the International Medical Informatics Association (www.imia.org) and the American Medical Informatics Association (www.amia.org).

The course focuses on three central knowledge areas: information and computer science, principles of health informatics, and research methods and analysis applied to health informatics. Each of these knowledge areas will underpin the philosophy of using information technology to improve quality, safety and cost efficiency of healthcare. The course consists of 12 compulsory units of study and four electives. It is delivered full-time over two years or students may elect to enrol part-time. The program provides a range of delivery modes to suit part-time students. Students may receive credit transfer for core units of study; however credit transfer for electives must be replaced with alternative units of study. Electives can be chosen from across the University of Sydney and include offerings by the School of Information Technologies and the School of Public Health.

The Master of Health Informatics is designed for those graduates who wish to pursue a career as health informatics specialists or for health professionals who wish to increase their knowledge and skills in this developing area.

Admission requirements

In order to qualify for admission to the Master of Health Informatics, applicants shall have:

- a bachelor’s degree from an Australian tertiary institution or equivalent in a health related area, such as medicine, nursing or allied health, or
- A bachelor’s degree from an Australian tertiary institution or equivalent in a non-health related area, such as computer science or commerce. (In this case, students must complete two prescribed units of study as electives - Fundamentals of Medical Terminology and Health Care System.)

Applicants should normally have at least a Grade Point Average (GPA) of 4.5 or greater (approximately equivalent to a credit average or better) in their bachelor’s degree.

Course outline

The course outlines for the Master of Health Informatics pass and honours degrees are presented in Tables 18.1 and 18.1.1. Unit descriptions and a list of faculty electives are found in Chapter 26. Students can also choose electives from the Schools of Public Health and Information Technologies.

Table 18.1: Master of Health Informatics

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course code SC143: Credit points for award: 96</td>
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</tr>
<tr>
<td>Full-time, 4 semesters; part-time, minimum 8 semesters</td>
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<tr>
<td><strong>Full-time mode</strong></td>
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<tr>
<td><strong>Year 1</strong></td>
<td></td>
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<tr>
<td><strong>Semester 1</strong></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>BACH5341 Research &amp; Inquiry in Health Professions</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1, Semester 2</td>
</tr>
<tr>
<td>BACH53125 Research Project Development, BACH4047 Developing a Research Project, BACH5268 Developing a Research Project, DHSC7002 Research &amp; Inquiry in Health Professions, DHSC7005 Developing a Research Project</td>
<td>Semester 1, Semester 2</td>
<td></td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>HIMT5085 Information Systems in Health Care</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
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<td>Semester 1, Semester 2</td>
</tr>
<tr>
<td>C HIMT5086 Health Informatics Principles</td>
<td></td>
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<td>Semester 1, Semester 2</td>
</tr>
<tr>
<td>HIMT5086 Health Informatics Principles</td>
<td>6</td>
<td></td>
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<td>Semester 1, Semester 2</td>
</tr>
<tr>
<td>C HIMT5085 Information Systems in Health Care</td>
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<td>Semester 1, Semester 2</td>
</tr>
<tr>
<td>Elective [6] (see elective list below)</td>
<td></td>
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</tr>
<tr>
<td>SEMESTER 1 TOTAL: 24 CREDIT POINTS</td>
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</tr>
</tbody>
</table>
### Health Informatics

#### Unit of study Credit points  A: Assumed knowledge  P: Prerequisites  C: Corequisites  N: Prohibition  Session

<table>
<thead>
<tr>
<th>Semester 2</th>
<th></th>
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<th></th>
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</thead>
<tbody>
<tr>
<td>BACH5068</td>
<td>6</td>
<td>Students must have access to a PC to load and use the statistics packages SAS or SPSS</td>
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#### Part-time mode

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<td>Intermediate level of object oriented programming such as Java.</td>
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#### Year 3 (first offered in 2010)

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<td>P: Prerequisites</td>
<td>C: Corequisites</td>
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<td>Electives</td>
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<td>Electives taken may vary in credit points, but the total electives taken must equal 18 credit points. Electives may be chosen from across the University of Sydney, including offerings from the Schools of Public Health and Information Technologies, with approval of the course coordinator.</td>
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<th>P: Prerequisites</th>
<th>C: Corequisites</th>
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# Graduate Certificate of Health Science (Clinical Data Management)

This course is designed to provide health professionals with knowledge and skills in the management of clinical data used in clinical trials and other projects.

The course is suitable for nurses, health information managers, data managers and other health professionals working with, or planning to work with, clinical data and other health databases. A residential school is normally held at the beginning of Semester 2.

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:

- a bachelor's degree in an appropriate discipline from an Australian tertiary institution, or
- a bachelor's degree in an appropriate discipline from an overseas institute equivalent to an Australian bachelor degree, or
- experience and/or a qualification as deemed appropriate by the head of academic unit.

Applicants must be able to demonstrate familiarity with major software such as 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 18.2. Unit descriptions and a list of faculty electives are found in Chapter 26.

### Table 18.2: Graduate Certificate of Health Science (Clinical Data Management)

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<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
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Course code SG017: Credit points for award: 24
### 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, five units of study are offered by distance education and the remainder of the program is presented via a range of flexible modes including workshops and block teaching.

A one-week residential school is normally held at the beginning of Semester 2. The option of an additional honours year is available. The honours program includes directed independent study via dissertation.

### Admission requirements

- A bachelor's degree in an appropriate discipline from an Australian tertiary institution or equivalent, or
- Experience and/or qualifications as deemed appropriate by the head of academic unit.

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 master's program.

### Course outline

The course outlines for the Master of Health Science (Clinical Data Management) pass and honours are presented in Tables 18.3 and 18.3.1. Unit descriptions and a list of faculty electives are found in Chapter 26.

### Table 18.3: Master of Health Science (Clinical Data Management) Pass

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<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
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<td>Course code SC097: Part-time, 4 semesters (5 units off-campus and 3 units flexible mode including workshops and block teaching)</td>
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### SEMESTER 2 TOTAL: 24 CREDIT POINTS

#### Part-time mode

#### Year 1

**Semester 1**

- **HIMT5025** Clinical Trials and Data Management: 6
- **HIMT5027** Introduction to Epidemiology: 6

**SEMESTER 1 TOTAL: 12 CREDIT POINTS**

**Semester 2**

- **HIMT5023** Fundamentals of Medical Terminology: 6
- **HIMT5052** Database Management Systems: 6

**Students enrolling in HIMT5052 are required to attend a 4-day workshop at the beginning of Semester 2.**

**SEMESTER 2 TOTAL: 12 CREDIT POINTS**

#### Year 2

**Semester 1**

- **BACH5068** Statistics for Clinical Research: 6
- **HIMT5067** Evidence Based Health Care: 6

**SEMESTER 1 TOTAL: 12 CREDIT POINTS**

**Semester 2**

- **HIMT5065** Project Management: 6
- **HIMT5066** Advanced Clinical Data Management: 6

**P HIMT5025 Clinical Trials and Data Management**

**SEMESTER 2 TOTAL: 12 CREDIT POINTS**

---

**Table 18.3.1: Master of Health Science (Clinical Data Management) Honours**

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
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<tbody>
<tr>
<td>Course code SC098: Credit points for award: 60</td>
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<td>Full-time, 3 semesters; part-time, 5 semesters</td>
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</table>

### Full-time mode

#### Year 1

As per Pass course

#### Year 2

- **HIMT5061** Dissertation: 12

**SEMESTER 1**

**SEMESTER 2**

### Part-time mode

#### Years 1 and 2

As per Pass course

#### Year 3

**Semester 1**

- **HIMT5062** Dissertation A: 6

**P BACH5341 Research & Inquiry in Health Professions**

**SEMESTER 1**

**SEMESTER 2**

- **HIMT5063** Dissertation B: 6

**SEMESTER 2**
Bachelor of Health Sciences/Master of Health Informatics

Note: There will be no further intakes to the combined Bachelor of Health Sciences/Master of Health Informatics. Students wishing to pursue a career in this field must first complete a three-year generalist degree such as the Bachelor of Health Sciences before progressing to the Master of Health Informatics.

Table 18.4: Bachelor of Health Sciences/Master of Health Informatics

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 4 (last offered in 2010)</td>
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<td></td>
</tr>
<tr>
<td>HIMT5058 Health Informatics Applications</td>
<td>6</td>
<td></td>
<td></td>
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<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>HIMT5088 Health Informatics Evaluation</td>
<td>6</td>
<td></td>
<td></td>
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<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>HIMT5089 Health Systems Data Analysis</td>
<td>6</td>
<td>P BACH5068 Statistics for Clinical Research</td>
<td></td>
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<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>Elective [6] (see note)</td>
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<tr>
<td>SEMESTER 1 TOTAL: 24 CREDIT POINTS</td>
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<tr>
<td>HIMT5060 Integration for Health Informatics</td>
<td>6</td>
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<td>HIMT5065 Project Management</td>
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<tr>
<td>HIMT5079 Health Informatics Research Project</td>
<td>6</td>
<td>P BACH5341 Research &amp; Inquiry in Health Professions</td>
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<tr>
<td>Elective [6] (see note)</td>
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<td>SEMESTER 2 TOTAL: 24 CREDIT POINTS</td>
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Note
Elective choice should be discussed with the BHS/MHI course coordinator prior to selection.

Table 18.4.1: Bachelor of Health Sciences/Master of Health Informatics (Honours)

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
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<td>HIMT5058 Health Informatics Applications</td>
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<td>Semester 1</td>
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<tr>
<td>HIMT5062 Dissertation A</td>
<td>6</td>
<td>P BACH5341 Research &amp; Inquiry in Health Professions</td>
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<td>Semester 1</td>
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<tr>
<td>HIMT5088 Health Informatics Evaluation</td>
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<td>Semester 2</td>
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<tr>
<td>HIMT5089 Health Systems Data Analysis</td>
<td>6</td>
<td>P BACH5068 Statistics for Clinical Research</td>
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<td></td>
<td>Semester 1</td>
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<td>SEMESTER 1 TOTAL: 24 CREDIT POINTS</td>
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<td>HIMT5060 Integration for Health Informatics</td>
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<td>Semester 2</td>
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<td>HIMT5065 Project Management</td>
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19. Medical Radiation Sciences

The Faculty of Health Sciences is a leader in the provision of a wide range of postgraduate programs, both coursework and research, in the discipline of medical radiation sciences. There are four distinct postgraduate programs offered within the discipline.

Graduate entry level programs
Master of Diagnostic Radiography (MDR), Master of Nuclear Medicine (MNM) and Master of Radiation Therapy (MRT), plus honours options for the three professional areas.

These programs prepare entrants for practice in three professional streams – diagnostic radiography, nuclear medicine and radiation therapy.

Graduate Entry Coordinators
Dr John Atyeo (Curriculum design, course planning and staffing)
Associate Professor Michael Kassiou (Curriculum review)
Ms Elisabeth Kilburn-Watt (Students)

Postgraduate coursework programs in Medical Radiation Sciences
Postgraduate MRS Coursework Coordinators
Associate Professor Michael Kassiou (Curriculum review)

Graduate entry programs

Admission requirements
The admission requirements for Master of Diagnostic Radiography, Master of Nuclear Medicine and Master of Radiation Therapy are as below:

- Applicant should possess a bachelor’s degree in any field.
- Students must have achieved a Grade Point Average (GPA) of 4.5 or greater (approximately equivalent to a credit average or better) in their bachelor’s degree. Entry will be on a competitive basis. Students whose undergraduate degree is health or science related are likely to be more competitive. Transcripts and other evidence will be required to confirm applicant’s academic backgrounds. For more details, please contact the discipline of Medical Radiation Sciences.
- The English language proficiency requirement is an IELTS score of at least 7.0 with at least 6.5 in speaking and writing for international students from a non-English speaking academic background.

Master of Diagnostic Radiography
The MDR aims to prepare graduates who hold an undergraduate degree for professional practice as a diagnostic radiographer. As this program leads to eligibility to practice, students in the course will be assisted in achieving prescribed professional competencies through practical and theoretical skill acquisition and by undertaking clinical fieldwork placements. Students undertake clinical placements in centres which are part of both the public and private sector.

During these placements they have the opportunity to develop an understanding of the career path they have chosen and its place in the modern medical environment. The pace of work in the MDR is reflective of postgraduate expectations as is the level and complexity of the issues dealt with in the degree, including research project design.

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 produce medical images and critically analyse these 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.

Honours
At the end of Semester 1 Year 1 and the completion of 24 credit points of study, students who meet the academic criteria may articulate into the honours program. To be eligible, students must have achieved a weighted average mark (WAM) of at least 70 per cent in their first semester of study.

Instead of choosing an elective as per the pass program, honours students will complete the specific unit of study MRSC5008 Honours Dissertation A as well as MRSC5021 Honours Dissertation B. The honours dissertation will follow the University policy regarding length of written output, that it should not exceed 20,000 words: www.usyd.edu.au/ab/policies/Guidelines_Terms.pdf. Honours grades will be determined by the performance of students in the honours dissertation as well as related units of study and follow university guidelines on assessment of coursework masters honours:
Course outline
The course will be offered full-time at a postgraduate level leading to the award of the degree, Master of Diagnostic Radiography. The degree will be offered at the pass or honours level. The general structure of the course is two years, full-time with four semesters of four 6 credit point units including theoretical and clinical units of study, as based on a 16 week teaching calendar. Clinical placements will occur both during semester times and outside normal semester times as detailed in the clinical placement calendars.

The course outlines for the Master of Diagnostic Radiography pass and honours are presented in Tables 19.1 and 19.1.1. See Chapter 26 for unit descriptions and a list of faculty and research electives.

Table 19.1: Master of Diagnostic Radiography (Pass)

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
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<tbody>
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<tr>
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<tr>
<td>MRSC5001 Professional Practice Radiography 1</td>
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<td>MRSC5002 Medical Radiation Science 1</td>
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<td>MRSC5003 Foundations of Health Care Practice</td>
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</tr>
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<td>MRSC5026 Clinical Studies Radiography 1</td>
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<td>SEMESTER 1 TOTAL: 24 CREDIT POINTS</td>
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<tr>
<td>BACH5341 Research &amp; Inquiry in Health Professions</td>
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<td>N BACH3126 Research Project Development, BACH4047 Developing a Research Project, BACH5268 Developing a Research Project, DHSC7002 Research &amp; Inquiry in Health Professions, DHSC7005 Developing a Research Project</td>
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<tr>
<td>MRSC5005 Professional Practice Radiography 2</td>
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<tr>
<td>MRSC5027 Clinical Studies Radiography 2</td>
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<td>Elective [6] (see elective list below Table 19.3.1)</td>
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<td>SEMESTER 2 TOTAL: 24 CREDIT POINTS</td>
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<tr>
<td>HIMT5009 Evidence Based Health Care</td>
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<td>MRSC5028 Clinical Studies Radiography 3</td>
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<tr>
<td>MRSC5038 Medical Radiation Science Radiography 2</td>
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<td>P MRSC5002 Medical Radiation Science 1</td>
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<td>SEMESTER 1 TOTAL: 24 CREDIT POINTS</td>
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<td>Semester 2</td>
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<td>MRSC5014 Professional Practice Radiography 4</td>
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<td>P MRSC5013 Professional Practice Radiography 3</td>
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<td>Semester 2</td>
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<td>MRSC5039 Medical Radiation Science Radiography 3</td>
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<td>P MRSC5038 Medical Radiation Science Radiography 2</td>
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<td>Semester 2</td>
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<tr>
<td>MRSC5044 Advanced MRS Practice</td>
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<td>P MRSC5013 Professional Practice Radiography 3 or MRSC5022 Professional Practice Nuclear Medicine 3 or MRSC5024 Professional Practice Rad Therapy 3</td>
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<td>Semester 2</td>
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<td>SEMESTER 2 TOTAL: 24 CREDIT POINTS</td>
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</table>

Table 19.1.1: Master of Diagnostic Radiography (Honours)

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
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<tr>
<td>Course code SC132: Credit points for award: 96</td>
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</tbody>
</table>

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Master of Nuclear Medicine

The MNM aims to prepare graduates who hold an undergraduate degree, for professional practice as a nuclear medicine technologist. As this program leads to eligibility to practice, students in the course will be assisted in achieving prescribed professional competencies through practical and theoretical skill acquisition and by undertaking clinical fieldwork placements. Students undertake clinical placements in centres which are part of both the public and private sector.

During these placements they have the opportunity to develop an understanding of the career path they have chosen and its place in the modern medical environment. The pace of work in the MNM is reflective of postgraduate expectations as is the level and complexity of the issues dealt with in the degree, including research project design.

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 (PET), and radiopharmaceuticals produced from a 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.

**Honours**

At the end of Semester 1 Year 1 and the completion of 24 credit points of study, students who meet the academic criteria may articulate into the honours program. To be eligible, students must have achieved a weighted average mark (WAM) of at least 70 per cent in their first semester of study.

Instead of choosing an elective as per the pass program, honours students will complete the specific unit of study MRSC5008 Honours Dissertation A as well as MRSC5021 Honours Dissertation B. The honours dissertation will follow the University policy regarding length of written output, that it should not exceed 20,000 words: www.usyd.edu.au/ab/policies/Guidelines_Terms.pdf. Honours grades will be determined by the performance of students in the honours dissertation as well as related units of study and follow university guidelines on assessment of coursework masters honours: www.fhs.usyd.edu.au/learn_teach/mhonsmrkngmatrix.doc.
Course outline
The course will be offered full-time at a postgraduate level leading to
the award of the degree, Master of Nuclear Medicine. The degree will
be offered at the pass or honours level.

The general structure of the course is two years, full-time with four
semesters of four 6 credit point units including theoretical and clinical
units of study, as based on a 16 week teaching calendar. Clinical
placements will occur both during semester times and outside normal
semester times as detailed in the clinical placement calendars.

The course outlines for the Master of Nuclear Medicine pass and
honours are presented in Tables 19.2 and 19.2.1. See Chapter 26 for
unit descriptions and a list of faculty and research electives.

Table 19.2: Master of Nuclear Medicine (Pass)

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
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<td>MRC5009 Professional Practice Nuclear Medicine 1</td>
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<td>MRC5030 Clinical Studies Nuclear Medicine 1</td>
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## Table 19.2.1: Master of Nuclear Medicine (Honours)

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### Year 1

#### Semester 1

As per Pass course

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**SEMESTER 2 TOTAL: 24 CREDIT POINTS**

#### Semester 2

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**SEMESTER 2 TOTAL: 24 CREDIT POINTS**

### Year 2

#### Semester 1

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**SEMESTER 1 TOTAL: 24 CREDIT POINTS**

#### Semester 2

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**SEMESTER 2 TOTAL: 24 CREDIT POINTS**

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### Master of Radiation Therapy

The MRT aims to prepare graduates who hold an undergraduate degree, for professional practice as a radiation therapist. As this program leads to eligibility to practice, students in the course will be assisted in achieving prescribed professional competencies through practical and theoretical skill acquisition and by undertaking clinical fieldwork placements. Students undertake clinical placements in centres which are part of both the public and private sector.

During these placements they have the opportunity to develop an understanding of the career path they have chosen and its place in the modern medical environment. The pace of work in the MRT is reflective of postgraduate expectations as is the level and complexity of the issues dealt with in the degree, including research project design.

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 treatment simulators and CT scans, the design and calculation of the treatment technique using sophisticated 3 dimensional 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.

### Honours

At the end of Semester 1 Year 1 and the completion of 24 credit points of study, students who meet the academic criteria may articulate into the honours program. To be eligible, students must have achieved a weighted average mark (WAM) of at least 70 per cent in their first semester of study.

Instead of choosing an elective as per the pass program, honours students will complete the specific unit of study MRSC5008 Honours Dissertation A as well as MRSC5021 Honours Dissertation B.
honours dissertation will follow the University policy regarding length of written output, that it should not exceed 20,000 words: www.usyd.edu.au/ab/policies/Guidelines_Terms.pdf. Honours grades will be determined by the performance of students in the honours dissertation as well as related units of study and follow university guidelines on assessment of coursework masters honours: www.fhs.usyd.edu.au/learn_teach/mhonsmrkngmatrix.doc.

Course outline

The course will be offered full-time at a postgraduate level leading to the award of the degree, Master of Radiation Therapy. The degree will be offered at the pass or honours level.

Table 19.3: Master of Radiation Therapy (Pass)

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Year 1

Semester 1

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SEMESTER 1 TOTAL: 24 CREDIT POINTS

Semester 2

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SEMESTER 2 TOTAL: 24 CREDIT POINTS

Year 2

Semester 1

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SEMESTER 1 TOTAL: 24 CREDIT POINTS

Semester 2

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SEMESTER 2 TOTAL: 24 CREDIT POINTS

The general structure of the course is two years, full-time with four semesters of four 6 credit point units including theoretical and clinical units of study, as based on a 16 week teaching calendar. Clinical placements will occur both during semester times and outside normal semester times as detailed in the clinical placement calendars.

The course outlines for the Master of Radiation Therapy pass and honours are presented in Tables 19.3 and 19.3.1. See Chapter 26 for unit descriptions and a list of faculty and research electives.
Table 19.3.1: Master of Radiation Therapy (Honours)

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<td>MRSC5035 Clinical Studies Radiation Therapy 2</td>
<td>6</td>
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<td>Semester 1</td>
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<td>MRSC5021 Honours Dissertation B</td>
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<td>MRSC5008 Honours Dissertation A</td>
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<td>6</td>
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<td>MRSC5012 Professional Practice Radiation Therapy 2</td>
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<td>MRSC5036 Clinical Studies Radiation Therapy 3</td>
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<td>MRSC5035 Clinical Studies Radiation Therapy 2</td>
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<td>MRSC5042 Medical Radiation Science Rad Therapy 2</td>
<td>6</td>
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<td>MRSC5002 Medical Radiation Science 1</td>
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<td>MRSC5024 Professional Practice Radiation Therapy 3</td>
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<td>MRSC5037 Clinical Studies Radiation Therapy 4</td>
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<td>MRSC5036 Clinical Studies Radiation Therapy 3</td>
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<tr>
<td>MRSC5043 Medical Radiation Science Rad Therapy 3</td>
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<td>MRSC5042 Medical Radiation Science Rad Therapy 2</td>
<td>Semester 2</td>
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<tr>
<td>MRSC5044 Advanced MRS Practice</td>
<td>6</td>
<td></td>
<td>MRSC5013 Professional Practice Radiography 3 or MRSC5022 Professional Practice Nuclear Medicine 3 or MRSC5024 Professional Practice Rad Therapy 3</td>
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<td>SEMESTER 2 TOTAL: 24 CREDIT POINTS</td>
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Graduate entry electives

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
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<tbody>
<tr>
<td>AHCD5052 Intro to Indigenous Community Health</td>
<td>6</td>
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<td>Semester 1 Semester 2</td>
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<tr>
<td>BACHS321 Psychology for Graduate Students</td>
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<td></td>
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<td>Semester 1 Semester 2</td>
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<tr>
<td>HIMT5023 Fundamentals of Medical Terminology</td>
<td>6</td>
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<td>Semester 2</td>
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</tbody>
</table>

Graduate Certificate of Health Science (Medical Radiation Sciences)

This program aims to advance the knowledge, skills, and attributes of medical radiation professionals in their field of specialisation, and to broaden their exposure to the wider field of health sciences. It is a two semester (minimum) off-campus course, comprising 24 credit points. There is no requirement to complete a coherent major area. Up to 6 credit points may be gained by studying an approved unit from outside the University. There are no obligatory units of study in this stage of the program.
Students who successfully complete the Graduate Certificate 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;
- translate their learning to the workplace and take a place as a senior practitioner; and
- apply informed critical thinking to their professional activities.

It should be noted that the MRS graduate coursework program does not lead in any way to accreditation or licensure to practise as a radiographer, radiation therapist or nuclear medicine scientist in Australia. This can only be achieved by completing the undergraduate or graduate entry degree accredited by the relevant professional body.

**Admission requirements**

- Diploma in the medical radiation science field (specifically diagnostic radiography, nuclear medicine and radiation therapy); 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.

Students with professional accreditation in the fields of diagnostic radiography, nuclear medicine and radiation therapy, but less than a diploma qualification, will be required to:

- have at least three years recent clinical experience;
- present evidence to the head of academic unit of their ability to study at postgraduate level; and
- complete any enabling subjects that may be required by the head of academic unit.

**Course outline**

The course outline for the Graduate Certificate of Health Science (Medical Radiation Sciences) is presented in Table 19.4. A minimum of 12 credit points must be completed from Medical Radiation Sciences electives (listed after Table 19.6). See Chapter 26 for unit descriptions and a list of faculty and research electives.

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 19.4: Graduate Certificate of Health Science (Medical Radiation Sciences)**

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course code SG024: Credit points for award: 24</td>
<td></td>
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<tr>
<td>Off-campus: part-time, 2 semesters</td>
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<td>Semester 1</td>
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<tr>
<td>Two electives [12] (see elective list below Table 19.6)</td>
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<tr>
<td>SEMESTER 1 TOTAL: 12 CREDIT POINTS</td>
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<td>Semester 2</td>
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<tr>
<td>Two electives [12] (see elective list below Table 19.6)</td>
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<tr>
<td>SEMESTER 2 TOTAL: 12 CREDIT POINTS</td>
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</table>

**Graduate Diploma of Health Science (Medical Radiation Sciences)**

This program aims to advance the knowledge, skills, and attributes of medical radiation 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 issued by the Discipline of Medical Radiation Sciences, there should be a minimum of 30 credit points from a major area. Up to 12 credit points may be gained by studying electives from outside the University. There is one obligatory unit of study that must be completed by all 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.

It should be noted that the MRS graduate coursework program does not lead in any way to accreditation or licensure to practise as a radiographer, radiation therapist or nuclear medicine scientist in Australia. This can only be achieved by completing the undergraduate or graduate entry degree accredited by the relevant professional body.

**Admission requirements**

- Bachelor’s degree in a relevant field, or
- Graduate Certificate of Health Science (Medical Radiation Sciences) from The University of Sydney, or equivalent qualification from another University, or
- Diploma of Applied Science (Medical Radiation Technology) from The University of Sydney, or equivalent qualification from another University, 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.

Students who entered the Graduate Certificate of Health Science (Medical Radiation Sciences) with less than an undergraduate diploma
will be required to achieve at least a credit average to be admitted to the Graduate Diploma. Should the student articulate to the higher degree, the lower level award will be relinquished.

Course outline
The course outline for the Graduate Diploma of Health Science (Medical Radiation Sciences) is presented in Table 19.5. A minimum of 18 credit points (inclusive of core subjects) must be completed from Medical Radiation Sciences elective units of study listed below. The remaining credit points may be completed from other academic units within the Faculty of Health Sciences. See Chapter 26 for unit descriptions and a list of faculty and research electives.

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 19.5: Graduate Diploma of Health Science (Medical Radiation Sciences)

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
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<td>Semester 1</td>
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<tr>
<td>Two electives [12] (see elective list below Table 19.6)</td>
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<tr>
<td>SEMESTER 1 TOTAL: 12 CREDIT POINTS</td>
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<td>Two electives [12] (see elective list below Table 19.6)</td>
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<td>SEMESTER 2 TOTAL: 12 CREDIT POINTS</td>
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<td>6</td>
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<td>Semester 1</td>
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<tr>
<td>Current Issues in Medical Radiations</td>
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<td>Semester 2</td>
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<td>Elective [6] (see elective list below Table 19.6)</td>
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<td>SEMESTER 1 TOTAL: 12 CREDIT POINTS</td>
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</table>

Master of Health Science (Medical Radiation Sciences)

This course aims to advance the knowledge, skills, and attributes of medical radiation 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 Discipline 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 Master’s course. Holders of the Graduate Certificate of Health Science (Medical Radiation Sciences) 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 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
- apply informed critical thinking to their professional activities.

It should be noted that the MRS graduate coursework program does not lead in any way to accreditation or licensure to practise as a radiographer, radiation therapist or nuclear medicine scientist in Australia. This can only be achieved by completing the undergraduate or graduate entry degree accredited by the relevant professional body.

Admission requirements
- Bachelor’s degree in a relevant field, or
- Graduate Certificate of Health Science (Medical Radiation Sciences) from The University of Sydney, or equivalent qualification from another University, 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.

Students who entered the Graduate Certificate or Graduate Diploma of Health Science (Medical Radiation Sciences) with an undergraduate diploma or less will be required to achieve at least a credit average to be able to articulate to the Master of Health Science (Medical Radiation Sciences).

Acceptance into the MRS graduate program and articulation from any level of the program to any higher level is at the discretion of the academic adviser and program coordinator. The lower level award will be relinquished on achieving the higher award; however, full credit transfer will be given for the 4 units of study completed in the Graduate Certificate or the 6 units completed in the Graduate Diploma, leaving only a further four or two units of study respectively to be completed to achieve the Master’s.
Course outline
The course outline for the Master of Health Science (Medical Radiation Sciences) by Coursework is presented in Table 19.6. A minimum of 24 credit points (inclusive of core subjects) must be completed from Medical Radiation Sciences electives. The remaining credit points may be completed from other academic units within the Faculty of Health Sciences. See Chapter 26 for unit descriptions and a list of faculty and research electives.

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 19.6: Master of Health Science (Medical Radiation Sciences)

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
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<tr>
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Year 1

Semester 1

Two electives [12] (see elective list below)

SEMESTER 1 TOTAL: 12 CREDIT POINTS

Semester 2

Two electives [12] (see elective list below)

SEMESTER 2 TOTAL: 12 CREDIT POINTS

Year 2

Semester 1

MRTY5024
Current Issues in Medical Radiations 6 Semester 1

Elective [6] (see elective list below)

SEMESTER 1 TOTAL: 12 CREDIT POINTS

Semester 2

Two electives [12] (see elective list below)

SEMESTER 2 TOTAL: 12 CREDIT POINTS

Medical Radiation Sciences electives

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
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<th>Session</th>
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<tr>
<td>Semester 1</td>
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<tr>
<td>BACH5085 Clinical Teaching and Supervision 6</td>
<td>A Some knowledge of adult learning theory is useful</td>
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<td>Semester 1</td>
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<tr>
<td>MRTY5030 Advanced Radiographic Pathology 6</td>
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<td>Semester 1</td>
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<tr>
<td>MRTY5039 CT Applications 6</td>
<td></td>
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<td>Semester 1</td>
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<tr>
<td>MRTY5042 Digital Communications in Med Radiations 6</td>
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<td>Semester 1</td>
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<tr>
<td>MRTY5043 Directed Studies A 6</td>
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<tr>
<td>MRTY5047 History of Medical Radiations 6</td>
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<tr>
<td>MRTY5057 Prevention and Care of Radiation Injury 6</td>
<td>A Basic biology</td>
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<td>Semester 1</td>
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<tr>
<td>MRTY5058 Quality Management in Medical Radiations 6</td>
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<tr>
<td>MRTY5062 Specialised Skeletal Scintigraphy 6</td>
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<tr>
<td>MRTY5064 Stabilisation and Positioning 6</td>
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<tr>
<td>MRTY5098 Radiographic Image Interpretation A 6</td>
<td>A It is recommended that MRTY5030 Advanced Radiographic Pathology be completed before taking this unit</td>
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<tr>
<td>MRTY5107 Brachytherapy: Principles and Practice 6</td>
<td>N Not available to students who have previously completed MRTY5094 Brachytherapy Theory.</td>
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<td>Semester 1</td>
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</table>
### Graduate Certificate of Health Science (Medical Sonography)

The course is a two semester part-time course comprising 24 credit points, which aims to develop skills and knowledge relevant to specialists or limited scope applications of diagnostic ultrasound. It does not meet the requirements of accreditation as a sonographer. Students wishing to articulate from the Graduate Certificate to higher levels within the program must gain an at least a credit average.

Students who successfully complete the Graduate Certificate program will be better able to:
- carry out sonographic procedures in their specialised field
- develop an understanding of ultrasound imaging and procedures
- 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**
- Diploma in a medical radiation science field (specifically diagnostic radiography, nuclear medicine and radiation therapy), 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.

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### Table: Units of Study

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Semester 2</strong></td>
<td></td>
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<tr>
<td>BACH5042 Teaching Clinical Reasoning</td>
<td>6</td>
<td>A Some knowledge of Adult Learning theory is useful</td>
<td>Semester 2</td>
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<tr>
<td>MRTY5041 CT Practice II</td>
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<td>Semester 2</td>
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<tr>
<td>MRTY5044 Directed Studies B</td>
<td>6</td>
<td>P MRTY5043 Directed Studies A</td>
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<tr>
<td>MRTY5054 Nuclear Cardiology</td>
<td>6</td>
<td>A Basic principles of nuclear medicine imaging</td>
<td>Semester 2</td>
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<td>MRTY5056 Patient/Practitioner Communication</td>
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<td>MRTY5059 Radiation Safety</td>
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<tr>
<td>MRTY5060 Radiation Therapy Tmt Planning Systems</td>
<td>6</td>
<td>A MRTY5038 Diagnostic Imaging for Radiation Therapists is useful but not essential</td>
<td>Semester 2</td>
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<tr>
<td>MRTY5063 Applied Positron Emission Tomography</td>
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<td>MRTY5087 Advanced MR Theory</td>
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<td>P MRTY5051 MR Theory</td>
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<td>MRTY5090 Advanced Multiplanar Anatomy A</td>
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</tr>
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<td>MRTY5091 Advanced Multiplanar Anatomy B</td>
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<td>MRTY5096 Advanced Nuclear Medicine Practice</td>
<td>6</td>
<td>A Clinical experience in nuclear medicine</td>
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<td>MRTY5099 Radiographic Image Interpretation B</td>
<td>6</td>
<td>A It is recommended that MRTY5098 Radiographic Image Interpretation A be completed prior to enrolling in this unit</td>
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<td>MRTY5100 Radiographic Image Interpretation C</td>
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<td>A It is recommended that MRTY5098 Radiographic Image Interpretation A be completed prior to enrolling in this unit</td>
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<td>BACH5002 Educational Design</td>
<td>6</td>
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<td>BACH5186 Professional Development Skills</td>
<td>6</td>
<td>Broadband internet access is desirable</td>
<td>Semester 2</td>
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<td>MRTY5024 Current Issues in Medical Radiations</td>
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<td>MRTY5040 CT Practice I</td>
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<td>MRTY5051 MR Theory</td>
<td>6</td>
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<td>MRTY5052 MR Applications 1</td>
<td>6</td>
<td>P MRTY5051 MR Theory</td>
<td>Semester 1</td>
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<td>MRTY5053 MR Applications 2</td>
<td>6</td>
<td>P MRTY5051 MR Theory</td>
<td>Semester 1</td>
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<tr>
<td>MRTY5097 CT for Nuclear Medicine Technologists</td>
<td>6</td>
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<td>Semester 1</td>
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<tr>
<td>MRTY5106 Breast Imaging</td>
<td>6</td>
<td></td>
<td>Semester 1</td>
</tr>
</tbody>
</table>

**Notes**

1. Units offered in both semesters are run subject to sufficient applications.
2. For the list of Faculty electives, see Chapter 26.
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 and radiation therapy, but less than a diploma qualification, will be required to:

- have at least three years recent clinical experience
- present evidence to the head of academic unit of their ability to study at postgraduate level
- complete any enabling units of study that may be required by the head of academic unit.

Course outline
The course outline for the Graduate Certificate of Health Science (Medical Sonography) is presented in Table 19.7. See Chapter 26 for unit descriptions and a list of faculty and research electives.

Table 19.7: Graduate Certificate of Health Science (Medical Sonography)

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
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<tbody>
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<tr>
<td>Clinical Practice elective [4] (see note 1)</td>
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<tr>
<td>BIOS5047 Biological Sciences 4 Semester 1</td>
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<tr>
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<td>SEMESTER 1 TOTAL: 14 CREDIT POINTS</td>
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<td><strong>Semester 2</strong></td>
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<tr>
<td>Sonography elective [6] (see note 2)</td>
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<tr>
<td>Sonography elective or elective [4] or [6] (see note 2)</td>
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<td>SEMESTER 2 TOTAL: 10 CREDIT POINTS</td>
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<td><strong>Notes</strong></td>
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</tr>
<tr>
<td>1. Clinical Practice elective may be taken in Semester 1 or 2.</td>
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<tr>
<td>2. Electives are outlined below Table 19.9. The choice of electives must be approved by the course coordinator prior to enrolment. On-campus residential may be required for some units of study.</td>
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</table>

Graduate Diploma of Health Science (Medical Sonography)
This course 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 four semester part-time course comprising 48 credit points, offered in an off-campus mode with on-campus blocks. Students who successfully complete the Graduate Diploma program will be better able to:

- carry out a wide range of sonographic procedures in general sonography or a specialised field
- develop competence and professional identity as a sonographer
- discuss advances in medical sonography and their implications for the profession, the health service consumer, and society in general
- integrate a thorough knowledge of the physical principles of ultrasound into practice for optimum outcomes
- apply informed critical thinking to their professional activities.

The Graduate Diploma is fully accredited by the Australasian Sonographers Accreditation Registry (ASAR).

Admission requirements
- Bachelor’s degree in a relevant field, or
- Graduate Certificate of Health Science (Medical Sonography) from the University of Sydney*, or equivalent qualification from another University, or
- Diploma of Applied Science (Medical Radiation Technology) from the University of Sydney, or equivalent qualification from another University, 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, and
- At least one year of relevant work experience (in the field of their undergraduate studies), and
- A condition of the course is that each student is engaged in sonography for at least 18 hours per week throughout the entire course.

* 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 19.8. See Chapter 26 for unit descriptions and a list of faculty and research electives.
## Table 19.8: Graduate Diploma of Health Science (Medical Sonography)

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
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</thead>
<tbody>
<tr>
<td>Off-campus: part-time, 4 semesters</td>
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</tbody>
</table>

### Year 1

#### Semester 1

- Clinical Practice elective [4] (see note 1)
- BIOS5047 Biological Sciences 4 Semester 1
- MRTY5088 Physics and Instrumentation I 6 Semester 1

**SEMESTER 1 TOTAL: 14 CREDIT POINTS**

#### Semester 2

- MRTY5067 Professional Issues 4 Semester 2
- Sonography elective [6] (see note 2)

**SEMESTER 2 TOTAL: 10 CREDIT POINTS**

### Year 2

#### Semester 1

- MRTY5068 Physics and Instrumentation II 4 Semester 1
- P MRTY5088 Physics and Instrumentation I
- Sonography elective [6] (see note 2)
- Clinical Practice elective [4]

**SEMESTER 1 TOTAL: 14 CREDIT POINTS**

#### Semester 2

- Sonography elective [6] (see note 2)
- Clinical Practice elective [4]

**SEMESTER 1 TOTAL: 10 CREDIT POINTS**

### Notes

1. Clinical Practice elective in Year 1 may be taken in Semester 1 or 2.
2. Electives are outlined below Table 19.9. The choice of electives must be approved by the course coordinator prior to enrolment. On-campus residential is required in Year 1 and Year 2. Students wishing to meet accreditation requirements for the Australasian Sonographers Accreditation Registry (ASAR) must consult with an academic adviser regarding choice of electives.

---

**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.

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.
- develop competence and professional identity as a sonographer.
- integrate a thorough knowledge of the physical principles of ultrasound into practice for optimum outcomes.
- 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 potentially take a place as a senior practitioner.
- apply informed critical thinking to their professional activities.

### Admission requirements

- Degree in Medical Radiation Sciences, or
- 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 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**
- Equivalent qualification from a professional body***
- 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.

* Holders of the Graduate Diploma of Applied Science (Medical Ultrasonography) or the Graduate Diploma of Health Science (Medical Sonography) will receive credit transfer for 48 credit points of the master's course, and the Graduate Diploma will be relinquished on achieving the master's qualification.

** Applicants who have completed a University Graduate Diploma holding ASAR accreditation within 5 years, with marks of a credit average, or assessed as equivalent by the head of academic unit.
and who have at least 2 years or equivalent recent graduate experience, will receive credit transfer of 36 credit points towards the master's by coursework program.

*** Applicants who have completed a professional qualification holding ASAR accreditation within 5 years, with marks of a credit average, or assessed as equivalent by the head of academic unit, and who have at least 2 years or equivalent recent graduate experience, will receive credit transfer of 24 credit points towards the master's by coursework program.

Course outline
The course outline for the Master of Health Science (Medical Sonography) is presented in Table 19.9. See Chapter 26 for unit descriptions and a list of faculty and research electives.

Table 19.9: Master of Health Science (Medical Sonography)

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
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<tr>
<td>BIOS5047 Biological Sciences</td>
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<tr>
<td>Elective or Sonography elective [6] (see note 2)</td>
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<tr>
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</tbody>
</table>

Notes
1. Clinical Practice elective in Year 1 may be taken in Semester 1 or 2.
2. Electives are listed below. The choice of electives must be approved by the course coordinator prior to enrolment. On-campus residential is required in Year 1 and Year 2. Students wishing to meet accreditation requirements for the Australasian Sonographers Accreditation Registry (ASAR) must consult with an academic adviser regarding choice of electives.
## Medical Sonography Electives

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
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<tbody>
<tr>
<td><strong>Sonography electives (6 credit points)</strong></td>
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<tr>
<td>MRTY5069 Sonography in Obstetrics and Gynaecology</td>
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<td>MRTY5072 Independent Study in Sonography</td>
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<tr>
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<td>MRTY5074 Superficial Structures Sonography</td>
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<tr>
<td>BACH5085 Clinical Teaching and Supervision</td>
<td>6</td>
<td>A Some knowledge of adult learning theory is useful</td>
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<td>BACH5298 History and Philosophy of Science</td>
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<td>Not available to Doctor of Health Science students</td>
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<td>MRTY5043 Directed Studies A</td>
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<tr>
<td>MRTY5044 Directed Studies B</td>
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<td>P MRTY5043 Directed Studies A</td>
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<tr>
<td>or Elective or research elective (see Chapter 26 for descriptions), subject to approval by program coordinator.</td>
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<td>or Medical Radiation Sciences elective units of study (see elective list below Table 19.6), subject to approval by program coordinator.</td>
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<td>or (see note 1 below)</td>
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<tr>
<td>MRTY5067 Professional Issues</td>
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<tr>
<td>MRTY5088 Physics and Instrumentation I</td>
<td>6</td>
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<td><strong>Notes</strong></td>
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<tr>
<td>1. MRTY5067 and MRTY5088 are core units for the graduate diploma/master's degree. However, they are available as electives for the graduate certificate course.</td>
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<td>2. Some electives offered may depend on sufficient enrolments.</td>
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Master of Occupational Therapy

The Master of Occupational Therapy provides an advanced program of study for entry to the occupational therapy profession for students who have completed an undergraduate degree. The course is built around a conceptual framework titled "Education of Community of Practice Capability now and in the Future: Towards Person-Environment Occupation Fit".

The curriculum is designed around the professional competency requirements for occupational therapy practice. The course is accredited with OT Australia and the World Federation of Occupational Therapists.

Note: Students may be required to satisfactory complete an English proficiency assessment prior to professional practice or fieldwork placements.

Admission requirements
To qualify for admission applicants will:

• have achieved a Grade Point Average (GPA) of 4.5 or greater (approximately equivalent to a credit average or better) in their bachelor's degree, and
• possess an undergraduate degree from an institution recognised by the University of Sydney. As a guide, preferred degrees have content related to human health (biological, social and behavioural sciences, public health), or human functioning (education, anthropology, anthroprometics, built environment).

Note: Students without a human health and/or human functioning background may be advised to complete prescribed units of study in anatomy and/or psychology as electives.

Assumed knowledge
Students are expected to enter the program with the following skills. Where these skills require further development students should seek additional preparation prior to commencing Semester 1, for example via bridging courses, community college programs and summer schools according to your level of need.

1. Competence in English language is expected prior to entering this course. Where English competence is insufficient prospective students should pursue, or may be required to complete, intensive English language preparation prior to commencement of the course.
2. International students are required to achieve an average IELTS score of 7.0 with a minimum score of 7.0 for writing and speaking. International student enrolment offers may include a requirement to complete intensive English preparation prior to commencement of the course.
3. Students will be expected to demonstrate competence in computing skills, particularly word processing and internet searching skills from the beginning of the course.

Honours
At the end of Year 1 (48 credit points) students with academic performance that meets the criteria are able to apply to transfer to an honours degree. The Master of Occupational Therapy honours degree is undertaken by coursework and a research dissertation.

To be eligible for admission to this degree students must already be enrolled in the Master of Occupational Therapy and have achieved at least a weighted average mark of 70 per cent in Year 1 coursework. Students who have achieved this level of performance may apply to have their enrolment transferred to the honours degree. To be awarded honours, students must achieve at least a weighted average grade of 70 per cent or above in all coursework, and must successfully complete a research dissertation of equivalent standard. Should a student fail to achieve the overall weighted average mark of 70 per cent for coursework units of study, s/he may complete the dissertation but will not be awarded an honours degree.

Enrolment for the honours dissertation is a minimum of two semesters. Re-enrolment will be necessary if the dissertation cannot be submitted within that time frame.

Course outline
The course outlines for the new Master of Occupational Therapy and Master of Occupational Therapy (Honours) programs are presented in Tables 20.1 and 20.1.1. See Chapter 26 for unit descriptions and a list of faculty and research electives.

Table 20.1 Master of Occupational Therapy

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
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<tbody>
<tr>
<td>Course code SC141: Credit points for award: 96</td>
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<td>On-campus: full-time, 4 semesters; part-time, 8 semesters</td>
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<td><strong>Full-time mode</strong></td>
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<tr>
<td>OCCP5207 Assessing Evidence for OT Practice</td>
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<tr>
<td>OCCP5217 OT Assessment and Planning</td>
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<td>OCCP5237 Introduction to OT Theory and Practice</td>
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### 20. Occupational Therapy

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<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
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<td>BACHS138</td>
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<td>A Undergraduate psychology</td>
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<td>Semester 1 and 2</td>
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<td>Abnormal Psychology and Mental Health</td>
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<td>Note: Department permission required for enrolment in the following sessions: Semester 1 and Semester 2</td>
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<tr>
<td>Clin Oriented Musculoskeletal Anatomy</td>
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<td>BIOS5091</td>
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<tr>
<td>Clinically Based Neuroscience</td>
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#### Semester 2

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<tbody>
<tr>
<td>OCCP5208</td>
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<td>P Musculo-skeletal anatomy knowledge</td>
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<td>Biomechanical &amp; Sensorimotor Strategies</td>
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<td>OCCP5218</td>
<td>6</td>
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<td>OCCP5208 Biomechanical &amp; Sensorimotor Strategies</td>
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<td>Semester 2</td>
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<td>OT in Home and Community Environments</td>
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<td>OCCP5219</td>
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<td>P OCCP5217 OT Assessment and Planning</td>
<td>OCCP5208 Biomechanical &amp; Sensorimotor Strategies</td>
<td>OCCP5208 Biomechanical &amp; Sensorimotor Strategies</td>
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<td>OT in School and Work Environments</td>
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<td>OCCP5238</td>
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<td>Students must complete statutory obligations prior to all fieldwork placements: required vaccinations, criminal records check, working with children declaration and cardiopulmonary resuscitation (CPR) training.</td>
<td>OCCP5208 Biomechanical &amp; Sensorimotor Strategies</td>
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<td>Semester 2</td>
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<tr>
<td>Developing OT Prof. Skills in Practice</td>
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#### Year 2

##### Semester 1

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<td>Psychosocial and Cognitive Strategies</td>
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<td>OCCP5228</td>
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<td>P OCCP5208 Biomechanical &amp; Sensorimotor Strategies, OCCP5218 OT in Home &amp; Community Environments, OCCP5219 OT in School &amp; Work Environments</td>
<td>OCCP5217 OT Assessment and Planning</td>
<td>OCCP5208 Biomechanical &amp; Sensorimotor Strategies</td>
<td>OCCP5208 Biomechanical &amp; Sensorimotor Strategies</td>
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<td>P OCCP5237 Introduction to OT Theory and Practice; OCCP5238 Developing OT Prof Skills in Practice</td>
<td>Students must complete statutory obligations prior to all fieldwork placements: required vaccinations, criminal records check, working with children declaration and cardiopulmonary resuscitation (CPR) training.</td>
<td>OCCP5208 Biomechanical &amp; Sensorimotor Strategies</td>
<td>OCCP5208 Biomechanical &amp; Sensorimotor Strategies</td>
<td>Semester 1</td>
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<tr>
<td>Community Based OT Fieldwork</td>
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##### Semester 2

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<tr>
<td>OCCP5240</td>
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<td>P OCCP5237 Introduction to OT Theory and Practice, OCCP5238 Developing OT Prof Skills in Practice, OCCP5239 Community Based OT Fieldwork</td>
<td>OCCP5237 Introduction to OT Theory and Practice, OCCP5238 Developing OT Prof Skills in Practice, OCCP5239 Community Based OT Fieldwork</td>
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<td>Implementing Skills in OT Prof Practice</td>
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<td>Evaluation of OT Practice</td>
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<td>Semester 1 and 2</td>
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<tr>
<td>Reflexivity and OT Professional Practice</td>
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#### Part-time mode

##### Year 1 (First offered in 2010)

##### Semester 1

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<tbody>
<tr>
<td>OCCP5237</td>
<td>6</td>
<td>A Skills are assumed in the following areas: communicating in English, computer and word processing, interacting positively with others. Students must complete statutory obligations prior to all fieldwork placements: required vaccinations, criminal records check, working with children declaration and cardiopulmonary resuscitation (CPR) training.</td>
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<td>Semester 1</td>
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<tr>
<td>Introduction to OT Theory and Practice</td>
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<td>BACHS138</td>
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<td>A Undergraduate psychology</td>
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<td>Semester 1 and 2</td>
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<td>Abnormal Psychology and Mental Health</td>
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<td>Note: Department permission required for enrolment in the following sessions: Semester 1 and Semester 2</td>
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<tr>
<td>Unit of study</td>
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<td>OCCP5208 Biomechanical &amp; Sensorimotor Strategies</td>
<td>6 P Musculo-skeletal anatomy knowledge</td>
<td>Semester 2</td>
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<td>OCCP5218 OT in Home and Community Environments</td>
<td>6 P Musculo-skeletal anatomy knowledge C OCCP5208 Biomechanical &amp; Sensorimotor Strategies</td>
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<td>6 C OCCP5237 Introduction to OT Theory and Practice</td>
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<td>OCCP5217 OT Assessment and Planning</td>
<td>6 A English and computing skills C OCCP5237 Introduction to OT Theory and Practice</td>
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<td>OCCP5219 OT in School and Work Environments</td>
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<td>OCCP5238 Developing OT Prof. Skills in Practice</td>
<td>6 P OCCP5237 Introduction to OT Theory and Practice Students must complete statutory obligations prior to all fieldwork placements: required vaccinations, criminal records check, working with children declaration and cardiopulmonary resuscitation (CPR) training.</td>
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<tr>
<td>OCCP5222 Psychosocial and Cognitive Strategies</td>
<td>6 P OCCP5217 OT Assessment and Planning</td>
<td>Semester 1</td>
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<tr>
<td>OCCP5239 Community Based OT Fieldwork</td>
<td>6 P OCCP5237 Introduction to OT Theory and Practice; OCCP5238 Developing OT Prof Skills in Practice Students must complete statutory obligations prior to all fieldwork placements: required vaccinations, criminal records check, working with children declaration and cardiopulmonary resuscitation (CPR) training.</td>
<td>Semester 1</td>
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<td><strong>SEMESTER 1 TOTAL: 12 CREDIT POINTS</strong></td>
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<td><strong>Semester 2</strong></td>
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<tr>
<td>OCCP5240 Implementing Skills in OT Prof Practice</td>
<td>9 P OCCP5237 Introduction to OT Theory and Practice, OCCP5238 Developing OT Prof Skills in Practice, OCCP5239 Community Based OT Fieldwork Students must complete statutory obligations prior to all fieldwork placements: required vaccinations, criminal records check, working with children declaration and cardiopulmonary resuscitation (CPR) training.</td>
<td>Semester 1, 2</td>
<td></td>
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</tr>
<tr>
<td>OCCP5241 Evaluation of OT Practice</td>
<td>6 P OCCP5207 Assessing Evidence for OT Practice, OCCP5217 OT Assessment and Planning, OCCP5237 Introduction to OT Theory and Practice, OCCP5238 Developing OT Professional Skills in Practice C OCCP5240 Implementing Skills in OT Professional Practice Note: Department permission required for enrolment in the following sessions: Semester 1</td>
<td>Semester 2</td>
<td></td>
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<tr>
<td><strong>SEMESTER 2 TOTAL: 15 CREDIT POINTS</strong></td>
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<tr>
<td><strong>Year 4 (offered in 2010 only)</strong></td>
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<tr>
<td><strong>Semester 1</strong></td>
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<tr>
<td>Elective [6]</td>
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</tr>
<tr>
<td><strong>Note</strong></td>
<td></td>
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</tr>
<tr>
<td>Depending on the credit point value of the elective chosen in the previous year, students may be required to enrol in an additional 3 credit point unit to achieve the required 96 credit points for graduation.</td>
<td></td>
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<tr>
<td><strong>SEMESTER 1 TOTAL: 6 CREDIT POINTS</strong></td>
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<tr>
<td><strong>Semester 2</strong></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>OCCP5241 Evaluation of OT Practice</td>
<td>6 P OCCP5207 Assessing Evidence for OT Practice, OCCP5217 OT Assessment and Planning, OCCP5237 Introduction to OT Theory and Practice, OCCP5238 Developing OT Professional Skills in Practice C OCCP5240 Implementing Skills in OT Professional Practice Note: Department permission required for enrolment in the following sessions: Semester 1</td>
<td>Semester 1, 2</td>
<td></td>
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</tbody>
</table>

201. Occupational Therapy
### 20. Occupational Therapy

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>OCCP5242 Reflexivity and OT Professional Practice</td>
<td>9</td>
<td>P OCCP5237 Introduction to OT Theory and Practice, OCCP5238 Developing OT Prof Skills in Practice, OCCP5239 Community Based OT Fieldwork</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1 Semester 2</td>
</tr>
<tr>
<td>P OCCP5240 Implementing Skills in OT Professional Practice</td>
<td></td>
<td>Note: Department permission required for enrolment in the following sessions: Semester 1 Students must complete statutory obligations prior to all fieldwork placements: required vaccinations, criminal records check, working with children declaration and cardiopulmonary resuscitation (CPR) training.</td>
<td></td>
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</tr>
</tbody>
</table>

**SEMESTER 2 TOTAL: 15 CREDIT POINTS**

**Note**

Students wishing to change from part-time to full-time mode must consult with the course coordinator in advance before enrolling for Year 3.

---

**Table 20.1.1: Master of Occupational Therapy (Honours)**

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course code SC142: Credit points for award: 96 On-campus: full-time, 4 semesters; part-time, 8 semesters</td>
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<tr>
<td>Full-time mode</td>
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<tr>
<td>Year 1</td>
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<tr>
<td>Year 2</td>
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<tr>
<td>Semester 1</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>OCCP5222 Psychosocial and Cognitive Strategies</td>
<td>6</td>
<td>P OCCP5217 OT Assessment and Planning</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>OCCP5229 Person - Environment - Occupation</td>
<td>6</td>
<td>P OCCP5208 Biomechanical &amp; Sensorimotor Strategies, OCCP5218 OT in Home &amp; Community Environments, OCCP5219 OT in School &amp; Work Environments</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>OCCP5239 Community Based OT Fieldwork</td>
<td>6</td>
<td>P OCCP5237 Introduction to OT Theory and Practice, OCCP5238 Developing OT Prof Skills in Practice</td>
<td>Students must complete statutory obligations prior to all fieldwork placements: required vaccinations, criminal records check, working with children declaration and cardiopulmonary resuscitation (CPR) training.</td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>OCCP5243 OT Honours Project Development</td>
<td>6</td>
<td>P OCCP5207 Assessing Evidence for OT Practice</td>
<td></td>
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<td></td>
<td>Semester 1 Semester 2</td>
</tr>
<tr>
<td><strong>SEMESTER 1 TOTAL: 24 CREDIT POINTS</strong></td>
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<tr>
<td>Semester 2</td>
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<td></td>
</tr>
<tr>
<td>OCCP5240 Implementing Skills in OT Prof Practice</td>
<td>9</td>
<td>P OCCP5237 Introduction to OT Theory and Practice, OCCP5238 Developing OT Prof Skills in Practice, OCCP5239 Community Based OT Fieldwork</td>
<td>Note: Department permission required for enrolment in the following sessions: Semester 1 Students must complete statutory obligations prior to all fieldwork placements: required vaccinations, criminal records check, working with children declaration and cardiopulmonary resuscitation (CPR) training.</td>
<td></td>
<td></td>
<td>Semester 1 Semester 2</td>
</tr>
<tr>
<td>OCCP5242 Reflexivity and OT Professional Practice</td>
<td>9</td>
<td>P OCCP5237 Introduction to OT Theory and Practice, OCCP5238 Developing OT Prof Skills in Practice, OCCP5240 Implementing Skills in OT Professional Practice</td>
<td>Note: Department permission required for enrolment in the following sessions: Semester 1 Students must complete statutory obligations prior to all fieldwork placements: required vaccinations, criminal records check, working with children declaration and cardiopulmonary resuscitation (CPR) training.</td>
<td></td>
<td></td>
<td>Semester 1 Semester 2</td>
</tr>
<tr>
<td>OCCP5244 OT Honours Research Thesis</td>
<td>6</td>
<td>P OCCP5243 OT Honours Project Development</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1 Semester 2</td>
</tr>
<tr>
<td><strong>SEMESTER 2 TOTAL: 24 CREDIT POINTS</strong></td>
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<tr>
<td>Part-time mode</td>
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<tr>
<td>Years 1-2</td>
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<tr>
<td>Year 3</td>
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<tr>
<td>Semester 1</td>
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</tr>
<tr>
<td>OCCP5222 Psychosocial and Cognitive Strategies</td>
<td>6</td>
<td>P OCCP5217 OT Assessment and Planning</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>OCCP5239 Community Based OT Fieldwork</td>
<td>6</td>
<td>P OCCP5237 Introduction to OT Theory and Practice, OCCP5238 Developing OT Prof Skills in Practice</td>
<td>Students must complete statutory obligations prior to all fieldwork placements: required vaccinations, criminal records check, working with children declaration and cardiopulmonary resuscitation (CPR) training.</td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td><strong>SEMESTER 1 TOTAL: 12 CREDIT POINTS</strong></td>
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</tbody>
</table>
### Master of Health Science (Occupational Therapy)

**Note:** The Master of Health Science (Occupational Therapy) is no longer open to new enrolments. New students should enrol in the Master of Health Science with an Occupational Therapy major. See Chapter 15 for further information.

The Master of Health Science (Occupational Therapy) course is designed to provide advanced study in occupational therapy and related topics to prepare graduate students to lead practice through knowledge and actions.

Participants enrolled in this program may complete their studies with a specialist focus: a specialty requires that 50 per cent of credit points are completed in an identified topic area. These topic areas are negotiated between the student and course coordinator with approval of the head of academic unit. The course has both coursework and inquiry project options. 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.

**Honours**

Candidates in the MHlthSc (OT) who have achieved 65 per cent Credit or better in all units of study and 75 per cent Distinction or better in at least two units of study may be invited to complete the additional honours requirement of a dissertation.

**Admission requirements**

Applicants for admission to the Master of Health Science (Occupational Therapy) shall possess:

1. an award of Bachelor of Applied Science (Occupational Therapy) from Cumberland College of Health Sciences or the University of Sydney, or
2. an award of Bachelor of Applied Science (Honours) in Occupational Therapy from the University of Sydney, or
3. 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. an award of Master of Occupational Therapy from The University of Sydney, or
5. such qualifications as are deemed equivalent to (1), (2), (3) or (4), or
6. 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 outlines for the Master of Health Science (Occupational Therapy) pass and honours are presented in Tables 20.2 and 20.2.1. See Chapter 26 for unit descriptions and a list of faculty and research electives.
Table 20.2: Master of Health Science (Occupational Therapy) Pass

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
</table>
| Course code SC074: Credit points for award: 48
| Part-time, off-campus, 2 to 4 semesters |

**Part-time mode (no new intake in 2010)**

**Year 1**

**Choose 24 credit points from:**

- Topics in Theory (see note 1)
- Topics in Research (see note 2)
- Professional Practice Topics (see note 3)

**Year 2**

**Choose 24 credit points from:**

Professional Practice Topics (see note 3)

**Notes**

1. Topics in Theory are listed in Section A of Master of Health Science (Occupational Therapy) electives outlined below Table 20.2.1.
2. Topics in Research are listed in Section B of Master of Health Science (Occupational Therapy) electives outlined below Table 20.2.1.
3. Professional Practice Topics are listed in Section C of Master of Health Science (Occupational Therapy) electives outlined below Table 20.2.1.

Table 20.2.1: Master of Health Science (Occupational Therapy) Honours

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course code SC075: Credit points for award: 60</td>
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<tr>
<td>Off-campus: Part-time, 5 semesters</td>
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</tbody>
</table>

**Part-time mode**

**Years 1 and 2 (no commencing students in 2010)**

As per Pass course

**Year 3**

- OCCP5136 Dissertation 12
  - Normally student doing OCCP5136 Dissertation has already completed 48 credit points
  - Note: Department permission required for enrollment
  - Semester 1
  - Semester 2

**Master of Health Science (Occupational Therapy) electives**

The MHlthSc (OT) consists of three topic areas from which participants select specific units of study: topics in theory, topics in research and professional practice topics. Participants are required to complete a minimum of 6 credit points from Topics in Theory and a minimum of 6 credit points from Topics in Research. Specific units of study contained in these topic areas are described below.

**A) Topics in Theory**

1. Core Theory units (minimum 6 credit points)

**B) Topics in Research**

**C) Professional Practice Topics**

1. Topics in Assessment
2. Topics in Enhancing Human Occupation
3. Inquiry Topics/Projects

**Electives for Master of Health Science (Occupational Therapy)**

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
</table>
| The offering of any one of these elective units of study will depend on sufficient student demand and staff availability.

**A. Topics in Theory**

**Core Theory units**

- OCCP5186 Theory in Occupational Therapy 6
  - Semester 1

204
### B. Topics in Research

<table>
<thead>
<tr>
<th>Unit of Study</th>
<th>Credit Points</th>
<th>A: Assumed Knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>BACH5026 Special Investigation</td>
<td>6</td>
<td></td>
<td></td>
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<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>BACH5341 Research &amp; Inquiry in Health Professions</td>
<td>6</td>
<td>N BACH3126 Research Project Development, BACH4047 Developing a Research Project, BACH5268 Developing a Research Project, DHSC7002 Research &amp; Inquiry in Health Professions, DHSC7005 Developing a Research Project</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>OCCP5145 Research Elective Independent Study</td>
<td>6</td>
<td>A BACH1143 Designing Health Research, BACH1145 Quantitative Health and Social Research, BACH1147 Qualitative Health and Social Research, or equivalent</td>
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<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>PHTYS190 Evidence-Based Decision Making</td>
<td>6</td>
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<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
</tbody>
</table>

### C. Professional Practice Topics

Professional Practice Topics are divided into three broad topic areas:

1. Topics in Assessment
2. Topics in Enhancing Human Occupation
3. Inquiry Topics/Projects

Masters candidates 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.

#### 1. Topics in Assessment

<table>
<thead>
<tr>
<th>Unit of Study</th>
<th>Credit Points</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>OCCP5231 Client-Centred Assessment in OT</td>
<td>6</td>
<td>Semester 2</td>
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<tr>
<td>or Faculty and other research electives (see Chapter 26 for a list of electives)</td>
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<td></td>
</tr>
</tbody>
</table>

#### 2. Topics in Enhancing Human Occupation

<table>
<thead>
<tr>
<th>Unit of Study</th>
<th>Credit Points</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>OCCP5143 Driving Assessment and Training A</td>
<td>6</td>
<td>Semester 1</td>
</tr>
<tr>
<td>This unit of study is available only to qualified occupational therapists with a minimum of two years experience. Less than two years experience requires permission of the instructor C OCCP5144 Driving Assessment and Training B Note: Department permission required for enrolment. This unit of study must be taken concurrently with OCCP5144 Driving Assessment and Training B and are conducted in the same two week block. Please check website for the dates of the block mode</td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>OCCP5144 Driving Assessment and Training B</td>
<td>6</td>
<td>Semester 1</td>
</tr>
<tr>
<td>This unit of study is available only to qualified occupational therapists with a minimum of two years experience. Less than two years experience requires permission of the instructor C OCCP5143 Driving Assessment and Training A Note: Department permission required for enrolment. This unit of study must be taken concurrently with OCCP5143 Driving Assessment and Training A and are conducted in the same two week block. Please check website for the dates of the block mode</td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>OCCP5187 Falls Prevention With Older People</td>
<td>6</td>
<td>Semester 1</td>
</tr>
<tr>
<td>Available to MOT students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>OCCP5233 Child &amp; Adolescent Mental Health in OT</td>
<td>6</td>
<td>Semester 1</td>
</tr>
<tr>
<td>A Knowledge of child and adolescent development</td>
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<tr>
<td>OCCP5235 Stroke Rehabilitation</td>
<td>6</td>
<td>Semester 2</td>
</tr>
<tr>
<td>P Undergraduate degree in allied health (occupational therapy, physiotherapy, speech pathology) or MOT student, otherwise on request to unit coordinator</td>
<td></td>
<td></td>
</tr>
<tr>
<td>OCCP5236 SI and NDT: An Integrated Approach</td>
<td>6</td>
<td>Semester 2</td>
</tr>
<tr>
<td>A Basic knowledge of typical development</td>
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</tbody>
</table>

#### 3. Inquiry Topics/Projects

<table>
<thead>
<tr>
<th>Unit of Study</th>
<th>Credit Points</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>BACH5026 Special Investigation</td>
<td>6</td>
<td>Semester 1</td>
</tr>
<tr>
<td>Note: Department permission required for enrolment</td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>OCCP5970 Selected Topic</td>
<td>6</td>
<td>Semester 1</td>
</tr>
<tr>
<td>Note: Department permission required for enrolment</td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>OCCP5185 Selected Topic</td>
<td>3</td>
<td>Semester 1</td>
</tr>
<tr>
<td>Note: Department permission required for enrolment</td>
<td></td>
<td>Semester 2</td>
</tr>
</tbody>
</table>
20. Occupational Therapy
Master of Orthoptics

Orthoptists are allied health professionals and key members of the medical eye care team who prevent, manage and research disorders of the eye and vision systems. They have particular expertise in the assessment and treatment of binocular vision (use of the two eyes as a pair).

Orthoptists support patients who have visual problems associated with conditions such as stroke and head injury, work with partially sighted people and treat children with lazy eyes.

Orthoptists assist in the assessment of patients with eye diseases and are skilled in many of the exacting diagnostic procedures related to disorders of the eye and visual system such as testing peripheral vision, ultrasonography, biometry, assisting in minor surgery and client instruction in the use of contact lenses.

The program aims to prepare graduates for registration with the Australian Orthoptic Board to be able to practice in Australia and may be completed on a full-time basis over two years or a part-time basis over four years.

Admission requirements

- Applicants must possess a bachelor’s degree in a field other than orthoptics.
- If the prior bachelor’s degree includes general human anatomy and physiology, the student will be eligible for admission without further study.

Students applying for the program who do not meet the admission criteria will be required to complete specific units of study on a non-award basis, prescribed by the academic unit. Students are advised to contact the academic adviser as early as possible to discuss eligibility: phone +61 2 9351 9251.

Course outline

The course outline for the Master of Orthoptics is presented in Table 21.1 and 21.2. Unit of study descriptions and a list of faculty electives are found in Chapter 26.

**Table 21.1: Master of Orthoptics**

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orth50023 Geriatrics</td>
<td>6</td>
<td></td>
<td>P Orth5023 Ocular Pathology A, Orth5026 Ocular Pathology B, Orth5024 Professional Experience 1A, ORTH5027 Professional Experience 1B, ORTH5028 Professional Experience 1C, ORTH5029 Clinical Management of Refractive Errors</td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>Orth50033 Professional Development</td>
<td>6</td>
<td>A Broad body of knowledge and clinical experience in orthoptics and ophthalmology, from completing earlier units of study</td>
<td>P BACH5268 Developing a Research Project or BACH5341 Research &amp; Inquiry in Health Professions</td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td><strong>SEMESTER 1 TOTAL: 12 CREDIT POINTS</strong></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Orth50036 Professional Experience 2B</td>
<td>4</td>
<td>Note: Department permission required for enrolment</td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>Orth50037 Professional Experience 2C</td>
<td>4</td>
<td>Note: Department permission required for enrolment</td>
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<td>Semester 2</td>
</tr>
<tr>
<td>Orth50038 Research Project</td>
<td>6</td>
<td>P Orth5022 Binocular Vision and Strabismus A, Orth5025 Binocular Vision and Strabismus B, Orth5023 Ocular Pathology A, Orth5026 Ocular Pathology B, Orth5024 Professional Experience 1A, ORTH5027 Professional Experience 1B, ORTH5028 Professional Experience 1C, ORTH5029 Clinical Management of Refractive Errors, BACH5268 Developing a Research Project or BACH5341 Research &amp; Inquiry in Health Professions, ORTH5033 Professional Development</td>
<td>C ORTH5035 Professional Experience 2A and ORTH5036 Professional Experience 2B or ORTH5037 Professional Experience 2C</td>
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<td>Semester 2</td>
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<td><strong>SEMESTER 2 TOTAL: 14 CREDIT POINTS</strong></td>
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**Notes**

ORT5019 Special Study A is the recommended research elective unit of study.

Part-time students may enrol in units of study that total no more than 17 credit points per semester. Selection of the units of study must take into account prerequisites between semesters and years. Students wishing to enrol in part-time mode must first discuss this with an academic adviser of the Master of Orthoptics.
# Table 21.2: Master of Orthoptics

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
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</thead>
<tbody>
<tr>
<td>Course code SC110: Credit points for award: 96</td>
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<tr>
<td>On-campus: full-time, minimum 4 semesters; part-time, minimum 8 semesters</td>
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<tr>
<td>BACH5341 Research &amp; Inquiry in Health Professions</td>
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<td>N BACH3126 Research Project Development, BACH4047 Developing a Research Project, BACH5268 Developing a Research Project, DHSC7002 Research &amp; Inquiry in Health Professions, DHSC7005 Developing a Research Project</td>
<td>Semester 1</td>
<td>Semester 2</td>
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<tr>
<td>ORTH5039 The Eye and Visual Systems</td>
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<td>ORTH5040 Binocular Vision</td>
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<td>ORTH5041 Introduction to Professional Practice</td>
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<td><strong>SEMESTER 1 TOTAL: 24 CREDIT POINTS</strong></td>
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<tr>
<td>ORTH5029 Clinical Management of Refractive Error</td>
<td>6</td>
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<td>Offered sem 1 for SH124/SH131, offered sem 2 for SC110.</td>
<td>Semester 1</td>
<td>Semester 2</td>
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<tr>
<td>ORTH5042 Anterior Seg &amp; Ocular Surface Disorders</td>
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<tr>
<td>ORTH5043 Concomitant Strabismus</td>
<td>6</td>
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<td>Semester 2</td>
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<tr>
<td>ORTH5045 Professional Practice B</td>
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<td><strong>SEMESTER 2 TOTAL: 24 CREDIT POINTS</strong></td>
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<tr>
<td>ORTH5031 Eye Movement Disorders</td>
<td>6</td>
<td></td>
<td>P ORTH5040 Binocular Vision and ORTH5043 Concomitant Strabismus</td>
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<td>ORTH5044 Professional Practice A</td>
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<td>ORTH5046 Neuro Orthoptics</td>
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<tr>
<td>ORTH5047 Research Project 1</td>
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<tr>
<td>ORTH5048 Professional Practice C</td>
<td>6</td>
<td></td>
<td>Note: Department permission required for enrolment in the following sessions: Semester 1</td>
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<tr>
<td>ORTH5049 Professional Practice D</td>
<td>6</td>
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<td>Note: Department permission required for enrolment in the following sessions: Semester 1</td>
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<tr>
<td>ORTH5050 Ocular Pathology</td>
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<td>ORTH5051 Research Project 2</td>
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<td>Semester 2</td>
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<tr>
<td>Part-time students may enrol in units of study that total no more than 17 credit points per semester. Selection of the units of study must take into account prerequisites between semesters and years. Students wishing to enrol in part-time mode must first discuss this with an academic adviser of the Master of Orthoptics.</td>
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</tbody>
</table>

**Bachelor of Health Sciences/Master of Clinical Vision Sciences**

*Note: There will be no further intakes to the combined Bachelor of Health Sciences/Master of Clinical Vision Sciences. Students wishing to pursue a career in Orthoptics should first complete a three-year generalist degree such as the Bachelor of Health Sciences before progressing to the Master of Orthoptics.*
Table 21.3: Bachelor of Health Sciences/Master of Clinical Vision Sciences

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course code SH124/SC151: Pass course; full-time, 4 years</td>
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<td><strong>Year 4 (last offered in 2010)</strong></td>
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<tr>
<td><strong>Semester 1</strong></td>
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<tr>
<td>ORTH5029</td>
<td>6</td>
<td>Clinical Management of Refractive Error</td>
<td>Offered sem 1 for SH124/SH131, offered sem 2 for SC110.</td>
<td>Semester 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ORTH5031</td>
<td>6</td>
<td>Eye Movement Disorders</td>
<td>ORTH5040 Binocular Vision and ORTH5043 Concomitant Strabismus</td>
<td>Semester 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ORTH5046</td>
<td>6</td>
<td>Neuro Orthoptics</td>
<td></td>
<td>Semester 1</td>
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<td>ORTH5047</td>
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<td>Research Project 1</td>
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<td>Semester 1</td>
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<td><strong>SEMESTER 1 TOTAL: 24 CREDIT POINTS</strong></td>
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<tr>
<td>ORTH5048</td>
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<td>Note: Department permission required for enrolment in the following sessions: Semester 1</td>
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<td>Note: Department permission required for enrolment in the following sessions: Semester 1</td>
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<td>Semester 2</td>
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<tr>
<td>ORTH5053</td>
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Table 21.4: Bachelor of Health Sciences/Master of Clinical Vision Sciences

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
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<tbody>
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<tr>
<td>BIOS1155</td>
<td>6</td>
<td>Structure, Function and Disease A</td>
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<td>Semester 1</td>
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<tr>
<td>ORTH2059</td>
<td>6</td>
<td>The Eye and Vision</td>
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<td>Semester 1</td>
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<td>ORTH5040</td>
<td>6</td>
<td>Binocular Vision</td>
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<td>Semester 1</td>
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<tr>
<td>ORTH5041</td>
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<td>Introduction to Professional Practice</td>
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<td>Semester 1</td>
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<td><strong>SEMESTER 1 TOTAL: 24 CREDIT POINTS</strong></td>
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<tr>
<td><strong>Semester 2</strong></td>
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<tr>
<td>BIOS1158</td>
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<td>Structure, Function and Disease B</td>
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<td>Disability and Vision Impairment</td>
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<tr>
<td>ORTH5042</td>
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<td>Anterior Seg &amp; Ocular Surface Disorders</td>
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<td>ORTH5043</td>
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<td>Concomitant Strabismus</td>
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<tr>
<td>ORTH5044</td>
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<td>Offered Semester 1 for SH124/SH131, offered Semester 2 for SC110</td>
<td>Semester 1</td>
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<tr>
<td>ORTH5045</td>
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<td>Professional Practice B</td>
<td>Offered Semester 1 for SH124/SH131, offered Semester 2 for SC110</td>
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<tr>
<td>HSBH3004</td>
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<td>Health, Ethics and the Law</td>
<td>HSBH1006 Foundations of Health Science, HSBH1007 Health Science and Research, HSBH1008 Health Determinants and Interventions, HSBH1009 Health Care Resources and Systems</td>
<td>Semester 1</td>
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<tr>
<td>Senior BHS elective [6] (see list below)</td>
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<td><strong>SEMESTER 1 TOTAL: 24 CREDIT POINTS</strong></td>
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## Unit of study

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<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
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### Semester 2

<table>
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<tr>
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<td>ORTH5050 Ocular Pathology</td>
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<td>Semester 2</td>
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<tr>
<td>ORTH5052 Current Topics in CVS</td>
<td>6</td>
<td>Semester 2</td>
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</table>

- Senior BHS elective [6] (see list below)
- Research elective [6]

**SEMESTER 2 TOTAL: 24 CREDIT POINTS**

**Year 4 (offered in 2011 and 2012 only)**

### Semester 1

<table>
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<th>Credit points</th>
<th>Session</th>
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<tbody>
<tr>
<td>ORTH5029 Management of Refractive Error</td>
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<td>ORTH5031 Eye Movement Disorders</td>
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<td>ORTH5046 Neuro Orthoptics</td>
<td>6</td>
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<tr>
<td>ORTH5047 Research Project 1</td>
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**SEMESTER 1 TOTAL: 24 CREDIT POINTS**

### Semester 2

<table>
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<th>Unit of study</th>
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<tbody>
<tr>
<td>ORTH5048 Professional Practice C</td>
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<tr>
<td>ORTH5049 Professional Practice D</td>
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<tr>
<td>ORTH5051 Research Project 2</td>
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**SEMESTER 2 TOTAL: 24 CREDIT POINTS**

### Senior BHS units of study

<table>
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<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>Session</th>
</tr>
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<tbody>
<tr>
<td>HSBH3001 Health and Indigenous Populations</td>
<td>6</td>
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<tr>
<td>HSBH3002 Health Information Science</td>
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</tr>
<tr>
<td>HSBH3003 Health Service Strategy and Policy</td>
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</tr>
<tr>
<td>HSBH3005 Evidence Based Health Care</td>
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</tr>
<tr>
<td>HSBH3006 Research Methods in Health</td>
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<td>Semester 1</td>
</tr>
<tr>
<td>HSBH3009 International Health Project</td>
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<td>Semester 2</td>
</tr>
<tr>
<td>HSBH3010 Health and Lifelong Disability</td>
<td>6</td>
<td>Semester 2</td>
</tr>
<tr>
<td>HSBH3011 Rural Health</td>
<td>6</td>
<td>Semester 1</td>
</tr>
</tbody>
</table>
22. Physiotherapy

Master of Physiotherapy (Graduate Entry Master's Program)

Course coordinators
Ms Angela Stark; +61 2 9351 9549, or
Dr Colleen Canning; +61 2 9351 9263

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
• encourage the undertaking of research within the profession.

The course is accredited with the Australian Physiotherapy Council.

Admission requirements
To qualify for admission to this course, applicants shall possess:

1. an award of Bachelor of Applied Science (Exercise and Sport Science) from the University of Sydney, or
2. an award of Bachelor of Health Science (Health Care Science stream only) from the University of Sydney, 2007 intake, or
3. an award of Bachelor of Health Science with a Movement Science second major from the University of Sydney, 2008 intake onwards, or
4. an award of Bachelor of Exercise Science and Rehabilitation from the University of Wollongong, or
5. an award of Bachelor of Science (Health and Sports Science) from the University of New South Wales, including completion of the elective NEUR3101 Muscle and Motor Control (or its equivalent), or
6. an award of Bachelor of Exercise Science from the Australian Catholic University (Sydney Campus), which includes the elective “Advanced Motor Control and Learning”; or
7. such studies as are deemed to be equivalent to (1), (2), (3), (4), (5) and/or (6).

To enter this course, the applicant shall normally have at least a Grade Point Average (GPA) of 4.5 or greater (approximately equivalent to a credit average or better) in their bachelor's degree.

The selection process will involve a review of the applicant's ability to meet the admission requirements. Where more applicants exist than the number of places available, admission will be determined on the basis of merit, including the grade point average (GPA).

In order to undertake clinical education students must:

1. obtain criminal record clearances
2. comply with the NSW Child Protection Act
3. comply with NSW Department of Health Policy Directives regarding immunisation and vaccination
4. comply with NSW Health Records and Information Privacy Act (2004) and complete declaration.

Information about these requirements is contained in Chapter 6, Clinical Education.

Physiotherapy practicum dates

Year 2
1 March to 2 April
12 April to 14 May
24 May to 25 June
18 October to 19 November

It is also a requirement that all physiotherapy students obtain a certificate of competency in Cardiopulmonary Resuscitation (CPR). This must be completed and evidence of competency shown before commencing the first clinical placement in second year. For example, St John Ambulance programs on CPR are available through the metropolitan and country areas. Life-saving certificates of CPR competency will also be accepted. CPR skills must be updated every 12 months.

Uniform requirements for clinical practice

• Navy tailored trousers (straight legs)
• White short sleeved open neck shirt or Physiotherapy polo shirt with University insignia (as supplied by the Campus Bookstore)
• Black, or dark brown work shoes
• Navy cardigan/jumper
• Monotone coloured socks, either navy, black or white
• Approval for males and females to wear navy tailored long shorts is the clinical site's decision. It is the student's responsibility to get approval from the clinical site prior to wearing shorts. The clinical site's decision is final.

Students with special consideration due to religious or cultural circumstances can discuss changes to the uniform requirements with their practicum coordinator.

Course outline
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. The course outline for the graduate entry master's program is presented in Table 22.1. See Chapter 26 for unit descriptions of study and a list of faculty and research electives.

Table 22.1: Master of Physiotherapy (Graduate Entry Master's Program)

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course code SC104: Credit points for award: 96</td>
<td>Full-time, 4 semesters</td>
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<tr>
<td><strong>Year 1</strong></td>
<td></td>
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<tr>
<td><strong>Semester 1</strong></td>
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</tr>
<tr>
<td>BIOS5055 Neurosciences for Physiotherapists</td>
<td>3</td>
<td>A Basic neuroscience</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>BIOS5073 Functional Musculoskeletal Anatomy</td>
<td>3</td>
<td>A Basic musculoskeletal anatomy (about 50 hours approximating BIOS1168 Functional Musculoskeletal Anatomy A and BIOS1169 Functional Musculoskeletal Anatomy B)</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>PHTY5170 Cardiopulmonary Physiotherapy I</td>
<td>4</td>
<td>C BIOS5055 Neurosciences for Physiotherapists, BIOS5073 Functional Musculoskeletal Anatomy</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>PHTY5171 Musculoskeletal Physiotherapy I</td>
<td>6</td>
<td>C BIOS5055 Neurosciences for Physiotherapists, BIOS5073 Functional Musculoskeletal Anatomy</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>PHTY5172 Musculoskeletal Physiotherapy II</td>
<td>4</td>
<td>C BIOS5055 Neurosciences for Physiotherapists, BIOS5073 Functional Musculoskeletal Anatomy</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>PHTY5176 Neurological Physiotherapy I</td>
<td>4</td>
<td>C BIOS5055 Neurosciences for Physiotherapists, BIOS5073 Functional Musculoskeletal Anatomy</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td><strong>SEMESTER 1 TOTAL: 24 CREDIT POINTS</strong></td>
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<tr>
<td><strong>Semester 2</strong></td>
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</tr>
<tr>
<td>PHTY5173 Scientific Practice I</td>
<td>3</td>
<td>A Background research methods equivalent to HSBH1007 Health Science and Research</td>
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<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>PHTY5174 Professional Practice I</td>
<td>3</td>
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<td>Semester 2</td>
</tr>
<tr>
<td>PHTY5175 Cardiopulmonary Physiotherapy II</td>
<td>4</td>
<td>P PHTY5170 Cardiopulmonary Physiotherapy I</td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>PHTY5177 Neurological Physiotherapy II</td>
<td>4</td>
<td>P PHTY5176 Neurological Physiotherapy I</td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>PHTY5178 Musculoskeletal Physiotherapy III</td>
<td>6</td>
<td>P PHTY5171 Musculoskeletal Physiotherapy I, PHTY5172 Musculoskeletal Physiotherapy II</td>
<td>C</td>
<td>PHTY5179 Musculoskeletal Physiotherapy IV</td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>PHTY5179 Musculoskeletal Physiotherapy IV</td>
<td>4</td>
<td>P PHTY5171 Musculoskeletal Physiotherapy I, PHTY5172 Musculoskeletal Physiotherapy II</td>
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<td></td>
<td>Semester 2</td>
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<td><strong>SEMESTER 2 TOTAL: 24 CREDIT POINTS</strong></td>
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<td><strong>Semester 1</strong></td>
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</tr>
<tr>
<td>PHTY5180 Physiotherapy Practicum I</td>
<td>6</td>
<td>P PHTY5175 Cardiopulmonary Physiotherapy II, PHTY5177 Neurological Physiotherapy II, PHTY5178 Musculoskeletal Physiotherapy III, PHTY5179 Musculoskeletal Physiotherapy IV</td>
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<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>PHTY5181 Physiotherapy Practicum II</td>
<td>6</td>
<td>P PHTY5175 Cardiopulmonary Physiotherapy II, PHTY5177 Neurological Physiotherapy II, PHTY5178 Musculoskeletal Physiotherapy III, PHTY5179 Musculoskeletal Physiotherapy IV</td>
<td></td>
<td></td>
<td></td>
<td>S1 Late Int</td>
</tr>
<tr>
<td>PHTY5182 Physiotherapy Practicum III</td>
<td>6</td>
<td>P PHTY5175 Cardiopulmonary Physiotherapy II, PHTY5177 Neurological Physiotherapy II, PHTY5178 Musculoskeletal Physiotherapy III, PHTY5179 Musculoskeletal Physiotherapy IV</td>
<td></td>
<td></td>
<td></td>
<td>S1 Late Int</td>
</tr>
<tr>
<td>PHTY5183 Professional Practice II</td>
<td>4</td>
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<td>Semester 1</td>
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</tr>
<tr>
<td>PHTY5184 Advanced Physiotherapy</td>
<td>4</td>
<td>P PHTY5178 Musculoskeletal Physiotherapy III, PHTY5179 Musculoskeletal Physiotherapy IV, PHTY5175 Cardiopulmonary Physiotherapy II, PHTY5177 Neurological Physiotherapy II</td>
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<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>PHTY5184 Paediatric Physiotherapy</td>
<td>4</td>
<td>P PHTY5178 Musculoskeletal Physiotherapy III, PHTY5179 Musculoskeletal Physiotherapy IV, PHTY5175 Cardiopulmonary Physiotherapy II, PHTY5177 Neurological Physiotherapy II</td>
<td></td>
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<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>PHTY5185 Physiotherapy for Older Persons</td>
<td>4</td>
<td>P PHTY5175 Cardiopulmonary Physiotherapy II, PHTY5177 Neurological Physiotherapy II, PHTY5178 Musculoskeletal Physiotherapy III, PHTY5179 Musculoskeletal Physiotherapy IV</td>
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<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>PHTY5186 Physiotherapy in Selected Populations</td>
<td>4</td>
<td>P PHTY5175 Cardiopulmonary Physiotherapy II, PHTY5177 Neurological Physiotherapy II, PHTY5178 Musculoskeletal Physiotherapy III, PHTY5179 Musculoskeletal Physiotherapy IV</td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>PHTY5187 Scientific Practice II</td>
<td>4</td>
<td>P PHTY5180 Physiotherapy Practicum I, PHTY5181 Physiotherapy Practicum II, PHTY5182 Physiotherapy Practicum III</td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>PHTY5189 Physiotherapy Practicum IV</td>
<td>6</td>
<td>P PHTY5180 Physiotherapy Practicum I, PHTY5181 Physiotherapy Practicum II, PHTY5182 Physiotherapy Practicum III, C PHTY5183 Advanced Physiotherapy, PHTY5184 Paediatric Physiotherapy, PHTY5185 Physiotherapy for Older Persons, PHTY5186 Physiotherapy in Selected Populations</td>
<td></td>
<td></td>
<td></td>
<td>S1 Late Int, S2 Late Int</td>
</tr>
<tr>
<td><strong>SEMESTER 2 TOTAL: 26 CREDIT POINTS</strong></td>
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</tr>
</tbody>
</table>

Note: Department permission required for enrolment in the following sessions: S1 Late Int, S2 Late Int
Master of Health Science (Physiotherapy)

Postgraduate coordinator
Dr Leslie Nicholson; +61 2 9351 9369

Course coordinators
Cardiopulmonary Physiotherapy: Associate Professor Jennifer Alison; +61 2 9351 9371
Manipulative Physiotherapy: Dr Robert Boland; +61 2 9351 9156
Neurological Physiotherapy: Dr Sharon Kilbreath; +61 2 9351 9272
Paediatric Physiotherapy: Ms Jane Butler; +61 2 9351 9265
Sports Physiotherapy: Dr Leslie Nicholson; +61 2 9351 9369

Course aims
The principal aims of the course are to produce a body of graduates:

• with advanced academic and clinical skills in cardiopulmonary physiotherapy, manipulative physiotherapy, neurological physiotherapy, paediatric physiotherapy or sports physiotherapy that promote a scientific approach to evaluation and practice;
• who will foster and develop the role of physiotherapy in health care in the specialty areas of cardiopulmonary physiotherapy, manipulative physiotherapy, neurological physiotherapy, paediatric physiotherapy or sports physiotherapy.

Admission requirements
To qualify for admission to this course applicants shall possess:

1. an award of Bachelor of Applied Science (Physiotherapy) from Cumberland College of Health Sciences or from the University of Sydney, or
2. an award of Master of Physiotherapy from the University of Sydney, or
3. 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
4. such qualifications as are deemed to be equivalent to (1), (2) or (3), or
5. other evidence of academic, general and/or professional qualifications as will satisfy the Faculty that the applicant possesses the educational preparation and capacity to pursue graduate studies.

In addition, to enter this course, the applicant shall have at least two years clinical experience in physiotherapy in the area of the major in which the applicant wishes to enrol and demonstrate ongoing participation in high quality continuing education in physiotherapy.

The Master of Health Science (Physiotherapy) provides specialist post-graduate education for physiotherapists wishing to gain qualifications at the masters level in the specialty areas of Cardiopulmonary Physiotherapy, Manipulative Physiotherapy, Neurological Physiotherapy, Paediatric Physiotherapy, or Sports Physiotherapy.

This course is composed of specified units of study totalling 48 credit points. Some units of study are offered in flexible delivery mode consisting of short on-campus block attendance and distance education. For 2010, this course is not offered for international on-campus enrolment. Units of study will be offered subject to minimum student enrolment.

The courses offered by the Discipline of Physiotherapy will proceed dependent upon minimum enrolment numbers.

Course outline
No new enrolments for 2010 will be accepted into the specialist Physiotherapy courses as these are currently under review. Please consult the relevant course coordinators for further details.

The course outline for the Cardiopulmonary Physiotherapy major is presented in Table 22.2, the Manipulative Physiotherapy major in Table 22.3, the Neurological Physiotherapy major in Table 22.4, the course outline for the Paediatric Physiotherapy major is found in Table 22.5, and the Sports Physiotherapy major is outlined in Table 22.6.

See Chapter 26 for unit descriptions and a list of faculty and research electives.

Table 22.2: Master of Health Science (Physiotherapy), Cardiopulmonary Physiotherapy major

Note: No new enrolments in 2010. The information provided is for continuing students only.

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course code SC148: Credit points for the award: 48</td>
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<tr>
<td>Off-campus: full or part-time, 2 to 4 semesters. Some on-campus attendance will be required.</td>
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</table>

Full-time mode

Semester 1

<table>
<thead>
<tr>
<th>PHTY5111 Clinical Practice A</th>
<th>6</th>
<th>C BIOS5089 Advanced Musculoskeletal Anatomy, PHTY5124 Advanced Musculoskeletal Disorders A (for Manipulative stream) or PHTY5103 Musculoskeletal Sports Injuries A (for Sports stream)</th>
<th>Semester 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHTY5121 Advanced Cardiopulmonary Physiotherapy</td>
<td>6</td>
<td>C PHTY5190 Evidence-Based Decision Making</td>
<td>Semester 2</td>
</tr>
<tr>
<td>PHTY5190 Evidence-Based Decision Making</td>
<td>6</td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>PHTY5191 Topics in Specialised Physiotherapy</td>
<td>6</td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>SEMESTER 1 TOTAL: 24 CREDIT POINTS</td>
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Semester 2

<p>| PHTY5105 Theoretical Basis of Clinical Practice | 6 | | Semester 2 |</p>
<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHTY5113 Clinical Practice B</td>
<td>6</td>
<td></td>
<td>P (BIOS5089 Advanced Musculoskeletal Anatomy, PHTY5124 Advanced Musculoskeletal Disorders A and PHTY5111 Clinical Practice A (for Manipulative stream) OR PHTY5124 PHTY5103 Musculoskeletal Sports Injuries A (for Sports stream) C (PHTY5107 Advanced Musculoskeletal Complex Cases and PHTY5126 Advanced Musculoskeletal Disorders B (for Manipulative stream)) OR PHTY5106 Musculoskeletal Sports Injuries B (for Sports stream)) Note: Department permission required for enrolment in the following sessions: Semester 1 Pre and co-requisites will depend upon the stream in which the student is enrolled.</td>
<td>Semester 1</td>
<td></td>
</tr>
<tr>
<td>PHTY5163 Physiotherapy in Pulmonary Rehab</td>
<td>6</td>
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<td>Semester 2</td>
</tr>
<tr>
<td>PHTY5169 Physiotherapy Management in Acute Care</td>
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<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>SEMESTER 2 TOTAL: 24 CREDIT POINTS</td>
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<td>Part-time mode</td>
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</tr>
<tr>
<td>PHTY5121 Advanced Cardiopulmonary Physiotherapy</td>
<td>6</td>
<td>C</td>
<td>PHTY5190 Evidence-Based Decision Making</td>
<td>Semester 1</td>
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</tr>
<tr>
<td>PHTY5190 Evidence-Based Decision Making</td>
<td>6</td>
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<td>Semester 1</td>
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<td>SEMESTER 1 TOTAL: 12 CREDIT POINTS</td>
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</tr>
<tr>
<td>PHTY5105 Theoretical Basis of Clinical Practice</td>
<td>6</td>
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<td>Semester 2</td>
</tr>
<tr>
<td>PHTY5163 Physiotherapy in Pulmonary Rehab</td>
<td>6</td>
<td></td>
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<td>Semester 2</td>
</tr>
<tr>
<td>SEMESTER 2 TOTAL: 12 CREDIT POINTS</td>
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<td>Year 2</td>
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<td>Semester 1</td>
<td></td>
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</tr>
<tr>
<td>PHTY5111 Clinical Practice A</td>
<td>6</td>
<td>C</td>
<td>BIOS5089 Advanced Musculoskeletal Anatomy, PHTY5124 Advanced Musculoskeletal Disorders A (for Manipulative stream) or PHTY5103 Musculoskeletal Sports Injuries A (for Sports stream) Note: Department permission required for enrolment in the following sessions: Semester 2 Pre and co-requisites will depend upon the stream in which the student is enrolled.</td>
<td>Semester 1</td>
<td></td>
</tr>
<tr>
<td>PHTY5191 Topics in Specialised Physiotherapy</td>
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<tr>
<td>SEMESTER 1 TOTAL: 12 CREDIT POINTS</td>
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<tr>
<td>Semester 2</td>
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</tr>
<tr>
<td>PHTY5113 Clinical Practice B</td>
<td>6</td>
<td></td>
<td>P (BIOS5089 Advanced Musculoskeletal Anatomy, PHTY5124 Advanced Musculoskeletal Disorders A and PHTY5111 Clinical Practice A (for Manipulative stream) OR PHTY5124 PHTY5103 Musculoskeletal Sports Injuries A (for Sports stream) C (PHTY5107 Advanced Musculoskeletal Complex Cases and PHTY5126 Advanced Musculoskeletal Disorders B (for Manipulative stream)) OR PHTY5106 Musculoskeletal Sports Injuries B (for Sports stream)) Note: Department permission required for enrolment in the following sessions: Semester 1 Pre and co-requisites will depend upon the stream in which the student is enrolled.</td>
<td>Semester 1</td>
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<tr>
<td>PHTY5169 Physiotherapy Management in Acute Care</td>
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<td>Semester 2</td>
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<tr>
<td>SEMESTER 2 TOTAL: 12 CREDIT POINTS</td>
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Table 22.3: Master of Health Science (Physiotherapy), Manipulative Physiotherapy major

Note: No new enrolments in 2010. The information provided is for continuing students only.

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>Session</th>
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<td>Off-campus: full or part-time, 2 to 4 semesters. Some on-campus attendance will be required.</td>
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<tr>
<td>Full-time mode</td>
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<td>Semester 1</td>
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<tr>
<td>BIOS5089 Advanced Musculoskeletal Anatomy</td>
<td>6</td>
<td>P</td>
<td>Successful completion of undergraduate unit(s) covering detailed musculoskeletal anatomy of the limbs and trunk</td>
<td>Semester 1</td>
<td></td>
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</tbody>
</table>
### Unit of study Credit points A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition Session

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<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHTY5111 Clinical Practice A</td>
<td>6</td>
<td>C BIOS5089 Advanced Musculoskeletal Anatomy, PHTY5124 Advanced Musculoskeletal Disorders A (for Manipulative stream) or PHTY5103 Musculoskeletal Sports Injuries A (for Sports stream) Note: Department permission required for enrolment in the following sessions: Semester 2 Pre and co-requisites will depend upon the stream in which the student is enrolled.</td>
<td>Semester 1</td>
<td>Semester 2</td>
<td></td>
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<tr>
<td>PHTY5124 Advanced Musculoskeletal Disorders A</td>
<td>6</td>
<td>C BIOS5089 Advanced Musculoskeletal Anatomy</td>
<td>Semester 1</td>
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<tr>
<td>PHTY5190 Evidence-Based Decision Making</td>
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<tr>
<td>SEMESTER 1 TOTAL: 24 CREDIT POINTS</td>
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<td>Semester 2</td>
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### Semester 2

<table>
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<th>C: Corequisites</th>
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</tr>
<tr>
<td>PHTY5107 Advanced Musculoskeletal Complex Cases</td>
<td>6</td>
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<td>Semester 2</td>
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<td>C BIOS5089 Advanced Musculoskeletal Athletics B or PHTY5126 Advanced Musculoskeletal Disorders B In other cases departmental permission required for enrolment</td>
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<tr>
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<td>6</td>
<td>P (BIOS5089 Advanced Musculoskeletal Anatomy, PHTY5124 Advanced Musculoskeletal Disorders A and PHTY5111 Clinical Practice A (for Manipulative stream)) OR PHTY5124 PHTY5103 Musculoskeletal Sports Injuries A (for Sports stream) C (PHTY5107 Advanced Musculoskeletal Complex Cases and PHTY5126 Advanced Musculoskeletal Disorders B (for Manipulative stream)) OR PHTY5106 Musculoskeletal Sports Injuries B (for Sports stream) Note: Department permission required for enrolment in the following sessions: Semester 1 Pre and co-requisites will depend upon the stream in which the student is enrolled.</td>
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<td>Semester 2</td>
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<tr>
<td>PHTY5126 Advanced Musculoskeletal Disorders B</td>
<td>6</td>
<td>P BIOS5089 Advanced Musculoskeletal Anatomy</td>
<td>Semester 2</td>
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<td>SEMESTER 2 TOTAL: 24 CREDIT POINTS</td>
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<td>Semester 2</td>
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### Part-time mode

**Year 1**

<table>
<thead>
<tr>
<th>Semester 1</th>
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<tbody>
<tr>
<td>BIOS5089 Advanced Musculoskeletal Anatomy</td>
<td>6</td>
</tr>
<tr>
<td>PHTY5124 Advanced Musculoskeletal Disorders A</td>
<td>6</td>
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<tr>
<td>PHTY5105 Theoretical Basis of Clinical Practice</td>
<td>6</td>
</tr>
<tr>
<td>PHTY5126 Advanced Musculoskeletal Disorders B</td>
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**Year 2**

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<td>PHTY5111 Clinical Practice A</td>
<td>6</td>
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<td>PHTY5190 Evidence-Based Decision Making</td>
<td>6</td>
</tr>
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<td>SEMESTER 1 TOTAL: 12 CREDIT POINTS</td>
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</tr>
<tr>
<td>PHTY5107 Advanced Musculoskeletal Complex Cases</td>
<td>6</td>
</tr>
<tr>
<td>PHTY5113 Clinical Practice B</td>
<td>6</td>
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<tr>
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Table 22.4: Master of Health Science (Physiotherapy), Neurological Physiotherapy major
Note: No new enrolments in 2010. The information provided is for continuing students only.

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<tr>
<th>Unit of study</th>
<th>Credit points</th>
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<th>P: Prerequisites</th>
<th>C: Corequisites</th>
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<td>Off-campus: full or part-time, 2 to 4 semesters. Some on-campus attendance will be required.</td>
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### Full-time mode

#### Semester 1

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<tr>
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<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
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<td>A 2 years neurology clinical experience</td>
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<th>C: Corequisites</th>
<th>N: Prohibition</th>
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Faculty elective [6]

**SEMESTER 1 TOTAL: 24 CREDIT POINTS**

#### Semester 2

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<th>C: Corequisites</th>
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<th>P: Prerequisites</th>
<th>C: Corequisites</th>
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<th>Session</th>
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<tbody>
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<td>P BIOS5089 Advanced Musculoskeletal Anatomy, PHTY5124 Advanced Musculoskeletal Disorders A (for Manipulative stream) or PHTY5103 Musculoskeletal Sports Injuries A (for Sports stream)</td>
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<tr>
<td>C PHTY5107 Advanced Musculoskeletal Complex Cases and PHTY5126 Advanced Musculoskeletal Disorders B (for Manipulative stream) or PHTY5106 Musculoskeletal Sports Injuries B (for Sports stream)</td>
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<th>P: Prerequisites</th>
<th>C: Corequisites</th>
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<th>Session</th>
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Faculty elective [6]

**SEMESTER 2 TOTAL: 24 CREDIT POINTS**

### Part-time mode

#### Year 1

#### Semester 1

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<th>C: Corequisites</th>
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<tbody>
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Faculty elective [6]

**SEMESTER 1 TOTAL: 12 CREDIT POINTS**

#### Semester 2

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<th>C: Corequisites</th>
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Faculty elective [6]

**SEMESTER 2 TOTAL: 12 CREDIT POINTS**

#### Year 2

#### Semester 1

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<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
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<tbody>
<tr>
<td>PHTY5111 Clinical Practice A</td>
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<td>BIOS5089 Advanced Musculoskeletal Anatomy, PHTY5124 Advanced Musculoskeletal Disorders A (for Manipulative stream) or PHTY5103 Musculoskeletal Sports Injuries A (for Sports stream)</td>
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<td>Semester 1</td>
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<tr>
<td>BIOS5089 Advanced Musculoskeletal Anatomy, PHTY5124 Advanced Musculoskeletal Disorders A (for Manipulative stream) or PHTY5103 Musculoskeletal Sports Injuries A (for Sports stream)</td>
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<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHTY5114 Optimising Motor Performance A</td>
<td>6</td>
<td>A 2 years neurology clinical experience</td>
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<td></td>
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<td>Semester 1</td>
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**SEMESTER 1 TOTAL: 12 CREDIT POINTS**

#### Semester 2

<table>
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<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
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<tbody>
<tr>
<td>PHTY5113 Clinical Practice B</td>
<td>6</td>
<td>P BIOS5089 Advanced Musculoskeletal Anatomy, PHTY5124 Advanced Musculoskeletal Disorders A (for Manipulative stream) or PHTY5103 Musculoskeletal Sports Injuries A (for Sports stream)</td>
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<td>Semester 2</td>
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<td>C PHTY5107 Advanced Musculoskeletal Complex Cases and PHTY5126 Advanced Musculoskeletal Disorders B (for Manipulative stream) or PHTY5106 Musculoskeletal Sports Injuries B (for Sports stream)</td>
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<td>Note: Department permission required for enrolment in the following sessions: Semester 1 Pre and co-requisites will depend upon the stream in which the student is enrolled.</td>
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<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
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<tbody>
<tr>
<td>PHTY5116 Optimising Motor Performance B</td>
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<td>A 2 years of clinical experience in physiotherapy</td>
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**SEMESTER 2 TOTAL: 12 CREDIT POINTS**
# Table 22.5: Master of Health Science (Physiotherapy), Paediatric Physiotherapy major

Note: No new enrolments in 2010. The information provided is for continuing students only.

<table>
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<th>Unit of study</th>
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<th>C: Corequisites</th>
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<td>Semester 2</td>
</tr>
<tr>
<td>PHTY5111: Clinical Practice A</td>
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<td>Semester 2</td>
</tr>
<tr>
<td>PHTY5190: Evidence-Based Decision Making</td>
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<td>Semester 1</td>
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<tr>
<td>PHTY5191: Topics in Specialised Physiotherapy</td>
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<tr>
<td>PHTY5105: Theoretical Basis of Clinical Practice</td>
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<tr>
<td>PHTY5113: Clinical Practice B</td>
<td>6</td>
<td>BIOS5089 Advanced Musculoskeletal Anatomy, PHTY5124 Advanced Musculoskeletal Disorders A and PHTY5111 Clinical Practice A (for Manipulative stream) OR PHTY5124 PHTY5103 Musculoskeletal Sports Injuries A (for Sports stream)</td>
<td>PHTY5107 Advanced Musculoskeletal Complex Cases and PHTY5126 Advanced Musculoskeletal Disorders B (for Manipulative stream) OR PHTY5106 Musculoskeletal Sports Injuries B (for Sports stream)</td>
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<td>Note: Department permission required for enrolment in the following sessions: Semester 2 Pre and co-requisites will depend upon the stream in which the student is enrolled.</td>
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<tr>
<td>PHTY5132: Topics in Paediatric Physiotherapy</td>
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<td>2 years paediatric physiotherapy clinical experience</td>
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## Part-time mode

### Year 1

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<td>PHTY5190: Evidence-Based Decision Making</td>
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### Year 2

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<td>PHTY5105: Theoretical Basis of Clinical Practice</td>
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<td>PHTY5131: Concepts in Paediatric Physiotherapy</td>
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Table 22.6: Master of Health Science (Physiotherapy), Sports Physiotherapy major

Note: No new enrolments in 2010. The information provided is for continuing students only.

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<th>C: Corequisites</th>
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<td>BIOS5089</td>
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<td>C BIOS5089 Advanced Musculoskeletal Anatomy</td>
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<tr>
<td>PHTY5111</td>
<td>6</td>
<td>C BIOS5089 Advanced Musculoskeletal Anatomy, PHTY5124 Advanced Musculoskeletal Disorders A or PHTY5103 Musculoskeletal Sports Injuries A</td>
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<td>Note: Department permission required for enrolment in the following sessions: Semester 2 Pre and co-requisites will depend on the stream in which the student is enrolled.</td>
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<td>P Successful completion of undergraduate unit(s) covering detailed musculoskeletal anatomy of the limbs and trunk</td>
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</tr>
<tr>
<td>PHTY5111</td>
<td>6</td>
<td>C BIOS5089 Advanced Musculoskeletal Anatomy, PHTY5124 Advanced Musculoskeletal Disorders A or PHTY5103 Musculoskeletal Sports Injuries A</td>
<td>Semester 3</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Note: Department permission required for enrolment in the following sessions: Semester 3 Pre and co-requisites will depend on the stream in which the student is enrolled.</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

Part-time mode

Year 1

| Semester 1    |               |                      |                 |                |                |         |
| BIOS5089      | 6             | P Successful completion of undergraduate unit(s) covering detailed musculoskeletal anatomy of the limbs and trunk | Semester 1       |                |                |         |
| PHTY5103      | 6             | C BIOS5089 Advanced Musculoskeletal Anatomy | Semester 1       |                |                |         |
| SEMESTER 1 TOTAL: 12 CREDIT POINTS | | | | | | |

Semester 2

| BIOS5089      | 6             | P BIOS5089 Advanced Musculoskeletal Anatomy | Semester 2       |                |                |         |
| PHTY5105      | 6             | P BIOS5089 Advanced Musculoskeletal Anatomy | Semester 2       |                |                |         |
| PHTY5106      | 6             | P BIOS5089 Advanced Musculoskeletal Anatomy | Semester 2       |                |                |         |
| SEMESTER 2 TOTAL: 12 CREDIT POINTS | | | | | | |
### Physiotherapy

#### Unit of study

<table>
<thead>
<tr>
<th>Session</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Unit of study</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year 2</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Semester 1</strong></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>PHTY5111 Clinical Practice A</td>
<td>6</td>
<td>BIOS5089 Advanced Musculoskeletal Anatomy, PHTY5124 Advanced Musculoskeletal Disorders A (for Manipulative stream) or PHTY5103 Musculoskeletal Sports Injuries A (for Sports stream)</td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>Note: Department permission required for enrolment in the following sessions: Semester 2 Pre and co-requisites will depend upon the stream in which the student is enrolled.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>PHTY5107 Advanced Musculoskeletal Complex Cases</td>
<td>6</td>
<td>BIOS5089 Advanced Musculoskeletal Anatomy, PHTY5103 Musculoskeletal Sports Injuries A or PHTY5124 Advanced Musculoskeletal Disorders A</td>
<td>PHTY5106 Musculoskeletal Sports Injuries B or PHTY5126 Advanced Musculoskeletal Disorders B</td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>Note: Departmental permission required for enrolment</td>
<td></td>
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</tr>
<tr>
<td>PHTY5113 Clinical Practice B</td>
<td>6</td>
<td>BIOS5089 Advanced Musculoskeletal Anatomy, PHTY5124 Advanced Musculoskeletal Disorders A and PHTY5111 Clinical Practice A (for Manipulative stream)</td>
<td>PHTY5107 Advanced Musculoskeletal Complex Cases and PHTY5126 Advanced Musculoskeletal Disorders B (for Manipulative stream) or PHTY5106 Musculoskeletal Sports Injuries B (for Sports stream)</td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>Note: Department permission required for enrolment in the following sessions: Semester 1 Pre and co-requisites will depend upon the stream in which the student is enrolled.</td>
<td></td>
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<tr>
<td><strong>Semester 2</strong></td>
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<td></td>
</tr>
<tr>
<td>PHTY5121 Advanced Cardiopulmonary Physiotherapy</td>
<td>6</td>
<td>PHTY5190 Evidence-Based Decision Making</td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>PHTY5190 Evidence-Based Decision Making</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td><strong>SEMMESTER 1 TOTAL: 12 CREDIT POINTS</strong></td>
<td></td>
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<tr>
<td>PHTY5105 Theoretical Basis of Clinical Practice</td>
<td>6</td>
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<td>Semester 2</td>
</tr>
<tr>
<td>PHTY5169 Physiotherapy Management in Acute Care</td>
<td>6</td>
<td></td>
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<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td><strong>SEMMESTER 2 TOTAL: 12 CREDIT POINTS</strong></td>
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<td><strong>Year 2</strong></td>
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<tr>
<td><strong>Semester 1</strong></td>
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<td></td>
</tr>
<tr>
<td>PHTY5191 Topics in Cardiopulmonary Physiotherapy</td>
<td>6</td>
<td></td>
<td>Note: Department permission required for enrolment</td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>PHTY5120 Clinical Cardiopulmonary Physiotherapy A</td>
<td>6</td>
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<td>Note: Department permission required for enrolment</td>
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<td>Semester 1</td>
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<tr>
<td><strong>SEMMESTER 1 TOTAL: 12 CREDIT POINTS</strong></td>
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<tr>
<td><strong>Semester 2</strong></td>
<td></td>
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<td></td>
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<tr>
<td>PHTY5123 Clinical Cardiopulmonary Physiotherapy B</td>
<td>6</td>
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<td>Note: Department permission required for enrolment</td>
<td></td>
<td>Semester 2</td>
</tr>
</tbody>
</table>

Note: The following courses are no longer open to new enrolments. The information provided is for continuing students already enrolled in these programs.

### Table 22.7: Master of Health Science (Cardiopulmonary Physiotherapy)

<table>
<thead>
<tr>
<th>Session</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Unit of study</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year 1 (no commencing students in 2010)</strong></td>
<td></td>
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</tr>
<tr>
<td><strong>Semester 1</strong></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHTY5121 Advanced Cardiopulmonary Physiotherapy</td>
<td>6</td>
<td>PHTY5190 Evidence-Based Decision Making</td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>PHTY5190 Evidence-Based Decision Making</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td><strong>SEMMESTER 1 TOTAL: 12 CREDIT POINTS</strong></td>
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<td></td>
<td></td>
</tr>
<tr>
<td><strong>Semester 2</strong></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>PHTY5105 Theoretical Basis of Clinical Practice</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>PHTY5169 Physiotherapy Management in Acute Care</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
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<td><strong>Semester 1</strong></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>PHTY5191 Topics in Cardiopulmonary Physiotherapy</td>
<td>6</td>
<td></td>
<td>Note: Department permission required for enrolment</td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>PHTY5120 Clinical Cardiopulmonary Physiotherapy A</td>
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<td>Note: Department permission required for enrolment</td>
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<td>Semester 1</td>
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<tr>
<td><strong>SEMMESTER 1 TOTAL: 12 CREDIT POINTS</strong></td>
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<tr>
<td><strong>Semester 2</strong></td>
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</tr>
<tr>
<td>PHTY5123 Clinical Cardiopulmonary Physiotherapy B</td>
<td>6</td>
<td></td>
<td>Note: Department permission required for enrolment</td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>Unit of study</td>
<td>Credit points</td>
<td>A: Assumed knowledge</td>
<td>P: Prerequisites</td>
<td>C: Corequisites</td>
<td>N: Prohibition</td>
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</tr>
<tr>
<td>PHTY5163 Physiotherapy in Pulmonary Rehab</td>
<td>6</td>
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</tbody>
</table>

**SEMMESTER 2 TOTAL: 12 CREDIT POINTS**

### Table 22.8: Master of Health Science (Manipulative Physiotherapy)

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course code SC085: Credit points for award: 48</td>
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<tr>
<td>Part-time, 4 semesters</td>
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</tbody>
</table>

**Part-time mode**

**Year 1 (no commencing students in 2010)**

#### Semester 1

- **BIOS5089 Advanced Musculoskeletal Anatomy**
  - 6 P Successful completion of undergraduate unit(s) covering detailed musculoskeletal anatomy of the limbs and trunk
- **PHTY5124 Advanced Musculoskeletal Disorders A**
  - 6 C BIOS5089 Advanced Musculoskeletal Anatomy

**SEMESTER 1 TOTAL: 12 CREDIT POINTS**

#### Semester 2

- **PHTY5105 Theoretical Basis of Clinical Practice**
  - 6
- **PHTY5126 Advanced Musculoskeletal Disorders B**
  - 6 P BIOS5089 Advanced Musculoskeletal Anatomy

**SEMESTER 2 TOTAL: 12 CREDIT POINTS**

**Year 2 (continuing students only)**

#### Semester 1

- **PHTY5125 Clinical Manipulative Physiotherapy A**
  - 6 C BIOS5089 Advanced Musculoskeletal Anatomy, PHTY5124 Advanced Musculoskeletal Disorders A
    - Note: Department permission required for enrolment
- **PHTY5100 Evidence-Based Decision Making**
  - 6

**SEMESTER 1 TOTAL: 12 CREDIT POINTS**

#### Semester 2

- **PHTY5107 Advanced Musculoskeletal Complex Cases**
  - 6 P BIOS5089 Advanced Musculoskeletal Anatomy, PHTY5103 Musculoskeletal Sports Injuries A or PHTY5124 Advanced Musculoskeletal Disorders A
    - Note: Department permission required for enrolment
- **PHTY5128 Clinical Manipulative Physiotherapy B**
  - 6 P BIOS5089 Advanced Musculoskeletal, Anatomy or PHTY5101 Advanced Anatomy and Biomechanics, PHTY5124 Advanced Musculoskeletal Disorders A, PHTY5125 Clinical Manipulative Physiotherapy A
    - C PHTY5106 Musculoskeletal Sports Injuries B or PHTY5126 Advanced Musculoskeletal Disorders B
    - Note: Department permission required for enrolment

**SEMESTER 2 TOTAL: 12 CREDIT POINTS**

### Table 22.9: Master of Health Science (Sports Physiotherapy)

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
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</thead>
<tbody>
<tr>
<td>Course code SC090: Credit points for award: 48</td>
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<tr>
<td>Part-time mode</td>
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</tr>
</tbody>
</table>

**Year 1 (no commencing students in 2010)**

#### Semester 1

- **BIOS5089 Advanced Musculoskeletal Anatomy**
  - 6 P Successful completion of undergraduate unit(s) covering detailed musculoskeletal anatomy of the limbs and trunk
- **PHTY5103 Musculoskeletal Sports Injuries A**
  - 6 C BIOS5089 Advanced Musculoskeletal Anatomy

**SEMESTER 1 TOTAL: 12 CREDIT POINTS**
<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Semester 2</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHTY5105 Theoretical Basis of Clinical Practice</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>PHTY5106 Musculoskeletal Sports Injuries B</td>
<td>6</td>
<td>P BIOS5089 Advanced Musculoskeletal Anatomy</td>
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<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td><strong>Year 2</strong></td>
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<tr>
<td><strong>Semester 1</strong></td>
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<tr>
<td>PHTY5104 Clinical Sports Physiotherapy A</td>
<td>6</td>
<td>C PHTY5103 Musculoskeletal Sports Injuries A or PHTY5124 Advanced Musculoskeletal Disorders A, and (BIOS5089 Advanced Musculoskeletal Anatomy or PHTY5101 Advanced Anatomy and Biomechanics)</td>
<td></td>
<td></td>
<td>Note: Department permission required for enrolment</td>
<td>Semester 1</td>
</tr>
<tr>
<td>PHTY5190 Evidence-Based Decision Making</td>
<td>6</td>
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<td>Semester 1</td>
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<tr>
<td><strong>Semester 2</strong></td>
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</tr>
<tr>
<td>PHTY5107 Advanced Musculoskeletal Complex Cases</td>
<td>6</td>
<td>P BIOS5089 Advanced Musculoskeletal Anatomy, PHTY5103 Musculoskeletal Sports Injuries A or PHTY5124 Advanced Musculoskeletal Disorders A, and (PHTY5106 Musculoskeletal Sports Injuries B or PHTY5126 Advanced Musculoskeletal Disorders B)</td>
<td></td>
<td></td>
<td>In other cases departmental permission required for enrolment</td>
<td>Semester 2</td>
</tr>
<tr>
<td>PHTY5108 Clinical Sports Physiotherapy B</td>
<td>6</td>
<td>P PHTY5103 Musculoskeletal Sports Injuries A, C PHTY5106 Musculoskeletal Sports Injuries B or PHTY5126 Advanced Musculoskeletal Disorders B, and BIOS5089 Advanced Musculoskeletal Anatomy or PHTY5101 Advanced Anatomy and Biomechanics</td>
<td></td>
<td></td>
<td>Note: Department permission required for enrolment</td>
<td>Semester 2</td>
</tr>
</tbody>
</table>

**SEMESTER 2 TOTAL: 12 CREDIT POINTS**
23. Rehabilitation Counselling

Graduate Diploma in Rehabilitation Counselling/Master of Rehabilitation Counselling

These courses offer 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 are qualified to provide specialist counselling, rehabilitation, and case management services to people who have experienced injury, disability or social disadvantage. They may work in government/public, community or private rehabilitation settings, as rehabilitation coordinators in industry, vocational/social trainers, counsellors in drug and alcohol, psychiatric and correctional settings. They also work as human resource managers and private rehabilitation consultants. Supervised practical experience in work settings ensures students make vital links with industry.

The Graduate Diploma in Rehabilitation Counselling can be completed on a one year full-time basis or over a longer period via the off-campus (distance education) mode. The Master of Rehabilitation Counselling can be completed over two years full-time or longer via the off-campus (distance education) mode.

Students wishing to articulate from the Graduate Diploma to the Master's will need to apply directly to the Course Coordinator by 30 October of their finishing year and will need to achieve an overall credit average to be eligible. A student enrolled in the Master of Rehabilitation Counselling who elects to exit early from the Masters must satisfactorily complete the requirements for the Graduate Diploma.

Admission requirements

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

1. have completed a bachelor's degree in an appropriate area other than rehabilitation counselling; or
2. submit such other evidence of general and professional qualifications and experience to satisfy the faculty 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 faculty; and
3. 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.

To qualify for direct admission to the Masters degree by Coursework in Rehabilitation Counselling, applicants must:

1. have completed a bachelor's degree in an appropriate area other than rehabilitation counselling with a Grade Point Average (GPA) of 4.5 or greater (approximately equivalent to a credit average or better); or
2. submit such other evidence of general and professional qualifications and experience to satisfy the faculty that the applicant possesses the educational preparation and capacity to undertake the coursework and dissertation requirements, and satisfy such additional requirements for admission to the program, if any, as may be prescribed by the faculty; and
3. 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.
4. Applicants who have completed the Graduate Diploma in Rehabilitation Counselling within the previous 5 years with a credit average or better, may apply to enter.

Course outline

The course outline for the graduate Rehabilitation Counselling programs are presented in Tables 23.3 and 23.4. Unit of study descriptions and a list of faculty and research electives are found in Chapter 26.

<table>
<thead>
<tr>
<th>Table 23.1: Graduate Diploma in Rehabilitation Counselling</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit of study</strong></td>
</tr>
<tr>
<td>Course code SF061: Credit points for award: 48</td>
</tr>
<tr>
<td>On and off-campus: full-time, 2 semesters; part-time, 4 semesters (see note)</td>
</tr>
</tbody>
</table>

Full-time mode

<table>
<thead>
<tr>
<th>Semester 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>REHB5060 Rehabilitation Philosophy</td>
</tr>
<tr>
<td>REHB5070 Vocational Development and Counselling</td>
</tr>
<tr>
<td>REHB5071 Work Injury and Workers' Compensation</td>
</tr>
<tr>
<td>REHB5076 Introductory Rehabilitation Counselling</td>
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</tbody>
</table>

SEMMETER 1 TOTAL: 24 CREDIT POINTS

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## Table 23.2: Master of Rehabilitation Counselling

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>REHB5060</td>
<td>6</td>
<td>N REHB5012 Medical Aspects of Disability, REHB5047 Psychosocial Aspects of Disability</td>
<td>Semester 2</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>REHB5076</td>
<td>6</td>
<td>P REHB5076 Introductory Rehabilitation Counselling</td>
<td>Semester 2</td>
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<tr>
<td>REHB5073</td>
<td>6</td>
<td>P REHB5070 Vocational Development and Counselling</td>
<td>Semester 2</td>
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<tr>
<td>REHB5074</td>
<td>6</td>
<td>A University of Sydney Code of Conduct</td>
<td>Semester 1</td>
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</tr>
</tbody>
</table>

**Note:** Department permission required for enrolment in the following sessions: Semester 1

Students will be approved to undertake field placement by obtaining:

- a) criminal record check,
- b) signing the Prohibited Employment Declaration Child Protection Act 1998,
- c) the Health Records and Information Privacy Act, 2004.

**SEMESTER 2 TOTAL: 24 CREDIT POINTS**

### Part-time mode

#### Year 1

**Semester 1**

| REHB5060     | 6             | N REHB5045 Rehabilitation Theory | Semester 1 |
| REHB5076     | 6             | N REHB5043 Rehabilitation Counselling A | Semester 1 |

**SEMESTER 1 TOTAL: 12 CREDIT POINTS**

**Semester 2**

| REHB5061     | 6             | N REHB5012 Medical Aspects of Disability, REHB5047 Psychosocial Aspects of Disability | Semester 2 |
| REHB5072     | 6             | P REHB5076 Introductory Rehabilitation Counselling | Semester 2 |

**SEMESTER 2 TOTAL: 12 CREDIT POINTS**

#### Year 2

**Semester 1**

| REHB5070     | 6             | N REHB5044 Vocational Development and Counselling | Semester 1 |
| REHB5071     | 6             | N REHB5046 Work Injury and Disability | Semester 1 |

**SEMESTER 1 TOTAL: 12 CREDIT POINTS**

**Semester 2**

| REHB5073     | 6             | P REHB5070 Vocational Development and Counselling | Semester 2 |
| REHB5074     | 6             | A University of Sydney Code of Conduct | Semester 1 |

**SEMESTER 2 TOTAL: 12 CREDIT POINTS**
## 23. Rehabilitation Counselling

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Full-time mode</strong></td>
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SEMESTER 2 TOTAL: 12 CREDIT POINTS

Year 2 (first offered in 2010)

Semester 1

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SEMESTER 1 TOTAL: 12 CREDIT POINTS

Semester 2

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<tbody>
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SEMESTER 2 TOTAL: 12 CREDIT POINTS

Year 3 (first offered in 2011)

Semester 1

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SEMESTER 1 TOTAL: 12 CREDIT POINTS

Semester 2

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SEMESTER 2 TOTAL: 12 CREDIT POINTS

Year 4 (first offered in 2012)

Semester 1

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<tbody>
<tr>
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SEMESTER 1 TOTAL: 12 CREDIT POINTS

Semester 2

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SEMESTER 2 TOTAL: 12 CREDIT POINTS

Master of Rehabilitation Counselling electives

Semester 1

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<th>C: Corequisites</th>
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Semester 2

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<td>REHB5068 Public Offenders: Aspects of Rehab</td>
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Note

The offering of these electives will depend on availability of staff and student demand.
Field experience and professional practice

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 counselling practice as applied in different fields/levels of service provision
- 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 and Master (Rehabilitation Counselling) students are required to complete 175 and 385 hours respectively. This includes two field placements at separate agencies in the case of Master’s students.

Fieldwork placements will usually occur during normal working hours of professional rehabilitation counsellors - approximately 9.00am to 5.00pm Monday to Friday. If these times are unsuitable for a student, it is the responsibility of the student to find an alternative placement agency and to have the agency and the terms of the placement endorsed by the Professional Practice coordinators.

Various camps will also be offered to students through the semester to attend. These are live in placements over a one week period.

Attendance at various seminars, conferences and Rehabilitation Counselling Vocational Assessment Clinics may also be awarded field experience credit through prior arrangement only.

Bachelor of Health Sciences/Master of Rehabilitation Counselling

Note: There will be no further intakes to the combined Bachelor of Health Sciences/Master of Rehabilitation Counselling. Students wishing to pursue a career in this area should first complete a three-year generalist degree such as the Bachelor of Health Sciences before progressing to the Master of Rehabilitation Counselling.

Course outline

The course outline for the Bachelor of Health Sciences/Master of Rehabilitation Counselling course is presented in Tables 23.3 and 23.4. Descriptions of the undergraduate units of study and a list of faculty and research electives are found in Chapter 14 while postgraduate unit descriptions and elective lists are in Chapter 26.

Table 23.3: Bachelor of Health Sciences/Master of Rehabilitation Counselling

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
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<td>Course code SH126/SC152: Pass course; full-time, 4 years</td>
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<td>REHB5070 Vocational Development and Counselling</td>
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<td>REHB5071 Work Injury and Workers' Compensation</td>
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<td>REHB5046 Work Injury and Disability</td>
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<td>6</td>
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<td>REHB5042 Psychiatric Rehabilitation</td>
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<td>REHB5078 Rehab Counselling Dissertation A</td>
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<tr>
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</table>
Electives may be chosen from units of study available throughout the University, subject to approval, availability and minimum enrolment. A list of electives available in the Faculty of Health Sciences is included in Chapter 14 of the handbook.

Table 23.4: Bachelor of Health Sciences/Master of Rehabilitation Counselling

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
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<td>REHB5061 Applied Psychosocial and Medical Rehab                                6                      N REHB5012 Medical Aspects of Disability, REHB5047 Psychosocial Aspects of Disability</td>
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<td>REHB5074 Professional Practice A                                               6                      A University of Sydney Code of Conduct, N REHB5048 Field Experience I, REHB5054 Field Experience II</td>
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<td>Note: Department permission required for enrolment in the following sessions: Semester 1 Students will be approved to undertake field placement by obtaining a) criminal record check, b) signing the Prohibited Employment Declaration Child Protection (Prohibited Employment) Act 1998 c) the Health Records and Information Privacy Act, 2004</td>
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### Year 4 (offered in 2011 and 2012 only)

#### Semester 1
REHB5070 Vocational Development and Counselling [6]
REHB5071 Work Injury and Workers’ Compensation [6]
REHB5077 Psychiatric Rehabilitation [6]
REHB5078 Rehab Counselling Dissertation A [6]

**SEMESTER 1 TOTAL: 24 CREDIT POINTS**

#### Semester 2
REHB5073 Client Assessment and Job Placement [6]
REHB5079 Perspectives on Rehab Legislation [6]
REHB5080 Professional Practice B
REHB5081 Rehab Counselling Dissertation B [6]

**SEMESTER 2 TOTAL: 24 CREDIT POINTS**

### Bachelor of Health Sciences Senior electives

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<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
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<td>6</td>
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<td>Rehabilitation and PTSD, REHB3065 PTSD and Rehabilitation</td>
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<td>REHB5026 Chronic Pain Rehabilitation</td>
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<td>REHB5016 Rehabilitation of Public Offenders</td>
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### Notes
1. Electives may be chosen from units of study available throughout the University, subject to approval, availability and minimum enrolment. A list of electives available in the Faculty of Health Sciences is included in Chapter 14 of the handbook.
2. Rehabilitation Counselling students are encouraged to take REHB2026 Fundamentals of Rehabilitation as one of their BHS electives.
24. Speech Pathology

Postgraduate Coordinator (MSLP): Associate Professor Kirrie Ballard
Postgraduate Coordinator (Research Programs): Associate Professor Leanne Togher
Phone: +61 2 9351 9161
Website: www.fhs.usyd.edu.au

The faculty has one of the largest programs in the discipline of speech language pathology in Australia. Together expert academics and master clinical staff in areas related to communication and speech pathology offer a mentored and a stimulating learning environment and research opportunities that are supported by the extensive facilities and resources.

Programs of study
Coursework programs
Master of Speech Language Pathology (MSLP) is a professional entry coursework program that qualifies students to practise as speech pathologists.

The MSLP is available as a full-time (2 years) or part-time (4 years) program. Students must hold a bachelor’s degree in a related area to apply for entry into the MSLP. Enrolling students should note that the course requirements are spread across approximately 48 weeks of the year. Students intending to enrol part time should be aware that the requirements for clinical placement means that they need to be able to attend block placements when they are available. Students enrolling full time should be prepared to undertake a demanding course. The course is accredited by Speech Pathology Australia.

Research degrees
See Chapter 25 for information on the research degrees offered by the faculty in relation to speech pathology.

Master of Speech Language Pathology

This program has been designed for graduates with a bachelor’s degree in a relevant area. The curriculum is designed to enable students to learn in a way that resembles the clinical practice of speech pathology. Case-based learning and clinical placements help students acquire the skills necessary to qualify and practise as speech pathologists in Australia.

Speech pathologists work with children and adults with communication difficulties. These communication difficulties include problems with speaking, understanding what people say, reading, writing, voice problems and stuttering. Speech pathologists also work with children and adults who have swallowing difficulties or need alternative ways to communicate.

Admission requirements
Applicants for the graduate speech pathology program must possess:

1. the award of Bachelor of Health Science (Hearing and Speech) from the University of Sydney, or
2. such studies as are deemed to be equivalent to (1). Equivalent programs may include an undergraduate degree in linguistics, health, education, speech and hearing or the social, physical or biological sciences. Students with these degrees will need to provide details of their previous tertiary studies with their application. In particular, unit descriptions of studies in the areas of human anatomy and physiology, neuroscience, psychology and sociology, research design/statistics, phonetics and linguistics should be submitted. Coursework in these areas is preferred. Students without the requisite knowledge in each of these areas may be required to undertake qualifying units of study that may be done in a Summer School program or by enrolment in undergraduate units of study.

Applicants should normally have at least a Grade Point Average (GPA) of 4.5 or greater (approximately equivalent to a credit average or better) in their bachelor’s degree.

Curriculum structure
The curriculum is designed around the competency requirements for speech pathology professional practice. The curriculum incorporates 18 compulsory units of study. These units will provide students with the competencies expected of a beginning practitioner in speech pathology. Students with the requisite academic standard based on their results in Year 1 of the degree may apply to transfer into honours in Year 2.

Course outline
This course enables students with requisite knowledge and skills from their previous studies to undertake study in speech pathology. The course will build on their existing knowledge. The course is comprised of 96 credit points and is structured around four academic blocks and four clinical blocks. The clinical blocks may occur outside normal semester times. The academic program will require all students (including part-time students) to attend in orientation week and for 13 teaching weeks in each semester and sometimes outside these semester periods.

The course outline for the Master of Speech Language Pathology (Pass) is presented in Table 24.1. See Chapter 26 for unit descriptions and a list of faculty and research electives.
<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
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<td>6 P</td>
<td>CSCD5019 Speech Pathology Practice (Introduction), CSCD5020 Articulation and Phonology, CSCD5021 Language 1, CSCD5022 Specialist Studies 1 Note: Department permission required for enrolment in the following sessions: Semester 1</td>
<td>Semester 1</td>
<td>Semester 2</td>
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<td><strong>SEMESTER 2 TOTAL: 12 CREDIT POINTS</strong></td>
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<tr>
<td>Semester 1</td>
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<td>CSCD5026 Specialist Studies 3</td>
<td>6 A</td>
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<td>Semester 1</td>
<td>Semester 1</td>
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<td>6 A</td>
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<td>Semester 1</td>
<td>Semester 2</td>
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<td><strong>SEMESTER 1 TOTAL: 12 CREDIT POINTS</strong></td>
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<tr>
<td>Semester 2</td>
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<tr>
<td>CSCD5030 Professional Development 2</td>
<td>6 P</td>
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<td>Semester 1</td>
<td>Semester 2</td>
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<tr>
<td>CSCD5031 Clinical Practice 2</td>
<td>6 P</td>
<td>CSCD5023 Swallowing and Neurogenics 1, CSCD5024 Language 2, CSCD5026 Professional Development 1, CSCD5027 Clinical Practice 1</td>
<td>Semester 1</td>
<td>Semester 2</td>
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<td><strong>SEMESTER 2 TOTAL: 12 CREDIT POINTS</strong></td>
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<tr>
<td>CSCD5032 Research Led Practice</td>
<td>6 P</td>
<td>CSCD5022 Specialist Studies 1, CSCD5023 Swallowing and Neurogenics 1, CSCD5025 Specialist Studies 2, CSCD5028 Specialist Studies 3, CSCD5029 Neurogenics 2, CSCD5031 Clinical Practice 2; or equivalents</td>
<td>CSCD5053 Clinical Practice 3 - Paediatric or CSCD5054 Clinical Practice 3 - Adult; or equivalents</td>
<td>Semester 2</td>
<td></td>
<td></td>
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<tr>
<td>CSCD5053 Clinical Practice 3 - Paediatric</td>
<td>6 P</td>
<td>CSCD5027 Clinical Practice 1, CSCD5028 Specialist Studies 3, CSCD5029 Neurogenics 2, CSCD5030 Professional Development 2 or CSCD5035 Professional Development 2H, CSCD5031 Clinical Practice 2</td>
<td>Semester 1</td>
<td>Semester 2</td>
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<tr>
<td><strong>SEMESTER 1 TOTAL: 12 CREDIT POINTS</strong></td>
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</table>
Master of Speech Language Pathology (Honours)

At the end of Year 1 (48 credit points) students with academic performance that meets the criteria are able to transfer to a master’s honours degree. The Master of Speech Language Pathology honours degree is undertaken by coursework and a research dissertation. To be eligible for admission to this degree students must already be enrolled in the Master of Speech Language Pathology and have achieved at least a weighted average mark of 70 per cent in Year 1 coursework. Students who have achieved this level of performance may apply to have their enrolment transferred to the honours degree. In the honours degree the research dissertation replaces 15 credit points of coursework.

To be awarded honours, students must achieve at least a weighted average grade of 70 per cent or above in all coursework, and must successfully complete a research dissertation of equivalent standard. Should a student fail to achieve the overall weighted average mark of 70 per cent for coursework units of study, s/he may complete the dissertation but will not be awarded an honours degree. There is a single grade of honours. Enrolment for the honours dissertation is a minimum of two semesters. Re-enrolment will be necessary if the dissertation cannot be submitted within that time frame.

Course outline

The course outline for the Master of Speech Language Pathology (Honours) is presented in Table 24.1.1. See Chapter 26 for unit descriptions and a list of faculty and research electives.

Table 24.1.1: Master of Speech Language Pathology (Honours)

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
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<tbody>
<tr>
<td>SCSD5026</td>
<td>6</td>
<td>A SCSD5021 Language 1, SCSD5023 Swallowing and Neurogenics 1, SCSD5024 Language 2</td>
<td>Semester 1</td>
<td>Semester 2</td>
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<td>Specialist Studies 3</td>
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<td>This unit is a prerequisite for SCSD5032 Research Led Practice, SCSD5033 Applied Clinical Research, SCSD5053 Clinical Practice 3 - Paediatric</td>
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<td>SCSD5029</td>
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<td>A SCSD5023 Swallowing and Neurogenics 1</td>
<td>Semester 1</td>
<td>Semester 1</td>
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<tr>
<td>Neurogenics 2</td>
<td></td>
<td>This unit of study is a prerequisite for SCSD5032 Research Led Practice, SCSD5033 Applied Clinical Research, SCSD5053 Clinical Practice 3 - Paediatric</td>
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<tr>
<td>SCSD5031</td>
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<td>P SCSD5023 Swallowing and Neurogenics 1, SCSD5024 Language 2, SCSD5026 Professional Development 1, SCSD5027 Clinical Practice 1</td>
<td>Semester 1</td>
<td>Semester 2</td>
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<tr>
<td>Clinical Practice 2</td>
<td></td>
<td>This unit is a prerequisite for SCSD5053 Clinical Practice 3 - Paediatric</td>
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<tr>
<td>SCSD5035</td>
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<td>Note: Department permission required for enrolment in the following sessions: Semester 2</td>
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<tr>
<td>Professional Development 2H</td>
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<td>This unit is a prerequisite for SCSD5053 Clinical Practice 3 - Paediatric and SCSD5054 Clinical Practice 3 - Adult</td>
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<tr>
<td>SCSD5036</td>
<td>3</td>
<td>P SCSD5027 Clinical Practice 1, SCSD5028 Specialist Studies 3, SCSD5029 Neurogenics 2</td>
<td>Semester 1</td>
<td>Semester 2</td>
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<tr>
<td>Research in Clinical Practice 1</td>
<td></td>
<td>This unit is a prerequisite for SCSD5053 Clinical Practice 3 - Paediatric and SCSD5054 Clinical Practice 3 - Adult</td>
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SEMINER 1 TOTAL: 24 CREDIT POINTS

Semester 2

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<th>N: Prohibition</th>
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<tr>
<td>Clinical Practice 3 - Paediatric</td>
<td></td>
<td>Specialist Studies 3, SCSD5029 Neurogenics 2, SCSD5030 Professional Development 2 or SCSD5035 Professional Development 2H,</td>
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<tr>
<td>SCSD5031 Clinical Practice 2</td>
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SEMESTER 2 TOTAL: 12 CREDIT POINTS
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<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
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<tbody>
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<td>CSCD5054 Clinical Practice 3 - Adult</td>
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<td>P CSCD5027 Clinical Practice 1, CSCD5028 Specialist Studies 3, CSCD5029 Neurogenics 2, CSCD5030 Professional Development 2 or CSCD5035 Professional Development 2H, CSCD5031 Clinical Practice 2</td>
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<td>Semester 2</td>
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</tbody>
</table>

SEMESTER 2 TOTAL: 24 CREDIT POINTS
25. Research degrees

The faculty offers a wide range of research programs in the health sciences area. The faculty’s research effort is performed in the following areas:

**Research groups**
- Ageing and Human Development
- Clinical and Rehabilitation Sciences
- Disability and Community
- Exercise, Health and Performance
- Health Informatics and Statistics
- Medical Imaging and Radiation Sciences

**Research units**
- Ageing Work and Health Unit
- Health Informatics Research Evaluation Unit

**Research centre**
- Australian Stuttering Research Centre

Each of these bodies conducts a wide range of research and further details may be found at: www.fhs.usyd.edu.au/research_innovation/index.shtml.

The faculty offers the following postgraduate research degrees that may be taken across any of these faculty research areas:
- Doctor of Philosophy
- Doctor of Health Science (for continuing students only)
- Master of Applied Science

**Course design**
The courses have different designs but there are a number of common features. All higher degree research students must complete an annual progress report and interview annually.

Students are expected to participate regularly in University and faculty forums and conferences, virtual or campus-based, as active members of the research community.

**Doctor of Philosophy (PhD)**
The PhD is designed to provide graduates with the opportunity to undertake in-depth study in a specialised area. It is a research degree that, for most students, has a minimum period of candidature of three years. The PhD degree is important for academic appointments and research appointments in government and industrial research and development organisations.

The Faculty of Health Sciences is able to offer supervision across a broad range of research topics. Areas of research expertise are available on respective faculty research group websites. To access this information visit the faculty’s website (www.fhs.usyd.edu.au) and follow the links to the research area of your choice.

**Program aims**
The PhD has two intents. One is to prepare a substantial piece of research work that represents a significant contribution to the particular field of study, while the other is to train candidates in the general area of research methodology, equipping them with skills which will serve them in any area of research.

**Admission requirements**
The minimum admission requirement to the PhD is a master’s degree, or a bachelor’s degree with first or second class honours, from the University of Sydney, or equivalent qualification. Alternatively, you may be admitted having passed a qualifying examination at an equivalent standard. This could be the completion of a period of relevant advanced study and research towards a master’s degree at the University of Sydney.

The proposed course of advanced study and research must receive approval from the Faculty research group convenor or unit director, who also certifies that appropriate supervisors and resources are available. In most instances, a period of probationary candidature of...
two semesters is required. Some coursework may be required, but in no case is a major component.

Supervision
PhD students are expected to work individually and under the direction of their primary supervisor and one or more associate supervisors on advanced study and research in one of the chosen research areas.

Doctor of Health Science (HScD)

Note: No new intake in 2010. The information provided below is for continuing students only.

The focus of the Doctor of Health Science (HScD) program is on developing the researching professional, in comparison with the PhDs greater focus on preparing professional researchers and academics. Students extend their professional knowledge and practice, develop their research skills, and conduct relevant research in health professional settings. The program is interprofessional and multidisciplinary in its approach.

There are particular pathways between many of the faculty’s master’s by coursework degree programs and this degree program. Prospective students interested in developing a plan of advanced study connecting a master’s by coursework to the Doctor of Health Science should consult with the academic coordinator for their chosen master’s course and/or the academic coordinator for the Doctor of Health Science program.

For full details see the HScD website: www.fhs.usyd.edu.au/dhs

Program aims
The broad aim is to strengthen the relationship between the university and the professional workplace through improving linkages between workplace practice and practice-based research. The program provides advanced professional development for professionals working in the health field who wish to acquire the knowledge and skills required to assume leadership. These roles might be, for example, as program planners, clinical managers, clinicians who conduct some research, and/or educators. There is an emphasis on systematic and scientific investigation to interpret theory and research, critique current methods and interventions, and translate these findings into a form which can direct present and future practice. Current health practice requires health professionals to take an evidence-based practice approach, to be more responsive to health systems issues, to be more focused on efficacy of clinical interventions, and to be more flexible in the ways services are provided. These changes require current and aspiring leaders in the health professions to develop sophisticated intellectual and practical skills that have not, until recently, been in high demand, and to develop new ways of organising the delivery of care to clients in organisations with diminishing resources.

Graduates will have developed high quality research and inquiry skills. These skills will enable them to conduct research that will contribute to the development of their professions and enhance health practice generally by means of promoting a greater understanding amongst health professionals of the knowledge, roles and practices necessary for high quality health service delivery. This will enable them, for instance, to design, implement and evaluate health care programs to ensure they are responsive to meeting current health needs. The degree is thus not intended to be just profession specific; rather it is premised on the idea of greater professional flexibility and the development of new forms of practical knowledge through disciplinary and/or multidisciplinary study. The Doctor of Health Science program offers a path for professionals in health related areas to extend their expertise and to initiate research in workplace settings.

Time limits
Candidates can proceed on a full or part-time basis. The normal maximum length of candidature would be four years full-time and eight years part-time.

The University of Sydney (Doctor of Philosophy (PhD)) Rule 2004 is outlined in the General University section at the back of the handbook.

Admission requirements
The Dean may admit an applicant to candidature for the degree if the applicant holds or has fulfilled the requirements for:

- Bachelor of Applied Science or the Bachelor of Health Sciences with First or Second Class honours from the University of Sydney, or an undergraduate degree in the health sciences deemed to be equivalent, or
- Master of Applied Science from the University of Sydney, or
- Master of Health Science from the University of Sydney with a credit average of at least 70, or equivalent, and
- a minimum of three years recent, full-time experience in the health field, or equivalent.

Course design
The program, primarily designed for part-time study, has a normal expectation of the equivalent of three years full-time study, consisting of up to one-third coursework and the remaining in independent research and study, leading to production of a thesis. While a full-time study program is detailed in Table 25.1 below, units of study to suit an individual student’s needs may not always be available.

The coursework component, comprising a minimum of 6 to a maximum of 8 units of study, assists students to develop their expertise. Students are able to specialise in any of the profession-specific areas within the faculty, although not all areas will be available for any one intake. An outline of the coursework component is presented in Table 25.1. Course work is typically completed in the first third of candidature; however, this may be varied with the supervisor’s approval where appropriate.

The research component is the conduct of a research project under the direction of a supervisor and one or more associate supervisors appointed by the University. The outcomes will be scholarly, reflect rigorous research and will make an original contribution to knowledge.

The degree is awarded when the candidate has completed all course requirements and the candidate’s thesis has been successfully examined. (Details of the examination process are found in Chapter 28 of this handbook.)

Coursework units of study

Core units
BACH5026 Special Investigation
DHSC7001 Theory in the Health Professions
DHSC7003 Foundations for Doctoral Studies
DHSC7005 Developing a Research Proposal
DHSC7006 Leading in the Health Professions

Required research methods unit of study
One unit selected from the following list and approved by the student’s supervisor:
BACH5011 Survey Research Methods
BACH5068 Statistics for Clinical Research
BACH5253 Intermediate Statistics
BACH5255 Qualitative Research Methods
BACH5328 Evaluating Health Interventions

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25. Research degrees

PUBH5018 Introductory Biostatistics
PHTY5190 Evidence-Based Decision Making

For descriptions of these units, see Chapter 26.

Students should note that some of the above may only be available by distance mode while others may only be available in on-campus mode. Details of mode and semester of availability are included in the unit of study descriptions. Students may also select a research unit of study offered elsewhere in the University, but not on this list, with permission of their supervisor.

Elective unit/s of study
Students will normally complete one or two electives, approved by the student's supervisor, to extend their knowledge and capabilities in relevant research and/or practice in keeping with the aims of the Doctor of Health Science program.

Electives will usually be chosen from the range of graduate units of study currently offered within the faculty and University. Unit of study descriptions and a list of faculty electives are found in Chapter 26.

Students will select their electives in consultation with their supervisors. An initial agreed coursework program must be specified in the application for admission.

Students should note that some of the above may only be available by distance mode while others may only be available in on-campus mode. Details of mode and semester of availability are included in the unit of study descriptions.

Research and thesis
Thesis
The primary product of the student's research and study is the thesis. The topic of the research and thesis shall be approved by the faculty. The student shall submit for examination a thesis of 60,000 words (or equivalent), which shall be a substantial and original contribution to the subject concerned. The thesis may be presented in traditional form or as thesis including publication/s according to University rules.

Research presentations
Students will be expected to present their work to their peers at least three times in research forums (one of which should be external to the University). Two will take the form of 'work in progress' colloquia. The last might be analogous to an oral defence of the nearly completed thesis.

Opportunities internal to the University will include both faculty research forums and University research conferences open to all health sciences researchers. Students are expected to participate regularly in University and faculty forums and conferences, virtual or campus-based, as active members of the research community. Flexible modes of communication are sometimes used to involve students located at a distance in on-campus activities. The level and frequency of participation is agreed in principle on admission.

Students completing the program in off-campus mode are normally expected to attend the faculty forums. During that period of residence and at other times by mutual agreement they are expected to make contact with significant academic staff within the faculty.

Credit transfer
An applicant applying for credit transfer will have satisfied the admission criteria listed above and have demonstrated a high level of competency. In general, no more than 50 per cent of the total coursework credit points for the award of the degree will be granted credit transfer. Credit transfer will only be granted for units of study undertaken within the last five years. Application for credit transfer is made as part of the Application for Admission to the HScD program.

For credit for coursework, academic achievement will be at credit level of at least 70 in any unit of study for which credit transfer is sought, with the exception of BACH5186 Professional Development Skills where a distinction level of at least 75 is required. Approval for credit transfer will be granted by the Sub Dean (Research Students) on the recommendation of the Doctor of Health Science Program Coordinator, in consultation with the student's supervisors.

 Normally, credit transfer will only be granted for previously completed units of study that can be demonstrated as directly contributing to the student'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.

Core units of study
Credit transfer is granted for core units of study only in certain circumstances. Credit may be granted if the units of study were undertaken while enrolled in a Master's by coursework in the Faculty of Health Sciences as part of a planned pathway to doctoral research degree candidature. 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, at the required level in another award program.

Elective units of study
Prospective 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 student's thesis research project. Credit transfer applications must be signed off by the student's supervisor and the program's academic coordinator and approved by the Sub Dean (Research Students).

Research units of study and thesis
For those with a part-completed candidature in a research master's degree, up to two semesters (full-time equivalent) credit transfer may be granted for the research thesis component. Students should take into account that while such credit transfer will reduce the minimum time of thesis submission, it 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 Sub Dean (Research Students) on the recommendation of the HScD program coordinator after consultation with the student's supervisor.

Progression
All higher degree research students complete an annual progress report and are interviewed annually. Satisfactory progress is indicated by:

• Achieving objectives agreed with the supervisor for the year or milestone above.
• Achieving approval of the student's research proposal.
• Presenting to peers at least once in approximately the first, middle and final thirds of candidature.

Unsatisfactory progress is indicated by failure to achieve the milestones above. Additionally, requiring leave of absence for more than 12 months would be taken to indicate unsatisfactory progress.

Costs
Local students should note that under the Research Training Scheme (RTS) a maximum of four years full-time equivalent enrolment in the course is allowable. During local student's enrolment the Higher Education Contribution Scheme (HECS) exemption applies at either a full-time rate (for local students enrolled full-time) or a part-time rate (for local students enrolled part-time).

International students must pay fees for part-time or full-time study. Thus, full-time students enrolled in the coursework component are required to enrol in four units of study per semester (24 credit points)
and part-time students are required to enrol in two units of study per semester (12 credit points). Student should take this into account when planning their research and study program. Students who are unable to meet these requirements or wish to seek further information about progression rate in the program should seek advice.

**Further enquiries**
Phone: +61 2 9351 9355
Fax: +61 2 9036 7303
Email: fhs.resadmin@usyd.edu.au

**Course outline**
The course outline for the Doctor of Health Science is presented in Table 25.1. Unit of study descriptions and a list of faculty electives are found in Chapter 26.

### Table 25.1: Doctor of Health Science

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
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<th>Session</th>
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<td>Course code SB017</td>
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<tr>
<td>On or off-campus: full-time, minimum 3 years, maximum 4 years; part-time, minimum 3 years, maximum 8 years</td>
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</table>

#### Full-time mode

**Year 1 (Coursework)**

**Semester 1**
- BACH5026 Special Investigation 6 Note: Department permission required for enrolment Semester 1 Semester 2
- DHSC7001 Theory in the Health Professions 6 Note: Department permission required for enrolment Semester 1
- DHSC7003 Foundations for Doctoral Studies 6 Note: Department permission required for enrolment Semester 1

One approved elective [6]

**SEMESTER 1 TOTAL: 24 CREDIT POINTS**

**Semester 2**
- DHSC7005 Developing a Research Proposal 6 P DHSC7003 Foundations for Doctoral Studies Note: Department permission required for enrolment Semester 1 Semester 2
- DHSC7006 Leading in the Health Professions 6 Note: Department permission required for enrolment Semester 2

Two approved electives [12]

**SEMESTER 2 TOTAL: 24 CREDIT POINTS**

**Years 2 and 3 (Research Thesis)**

#### Part-time mode

**Year 1 (Coursework)**

**Semester 1**
- DHSC7001 Theory in the Health Professions 6 Note: Department permission required for enrolment Semester 1
- DHSC7003 Foundations for Doctoral Studies 6 Note: Department permission required for enrolment Semester 1

**SEMESTER 1 TOTAL: 12 CREDIT POINTS**

**Semester 2**
- BACH5026 Special Investigation 6 Note: Department permission required for enrolment Semester 1 Semester 2

1 approved elective [6]

**SEMESTER 2 TOTAL: 12 CREDIT POINTS**

**Year 2 (Coursework)**

**Semester 1**
- DHSC7005 Developing a Research Proposal 6 P DHSC7003 Foundations for Doctoral Studies Note: Department permission required for enrolment Semester 1 Semester 2

1 approved elective [6]

**SEMESTER 1 TOTAL: 12 CREDIT POINTS**

**Semester 2**
- DHSC7006 Leading in the Health Professions 6 Note: Department permission required for enrolment Semester 2

1 approved elective [6]

**SEMESTER 2 TOTAL: 12 CREDIT POINTS**
Master of Applied Science (MAppSc)

The master's degree offers candidates, from a wide range of disciplines and training, the opportunity to pursue their research interests within the faculty. Candidates are expected to work individually and under the direction of a primary supervisor and one or more associate supervisors on advanced study and research in one of the chosen research areas. At the end of the candidature, a student is expected to present a thesis for examination.

The minimum admission requirement to the master's degree is a relevant bachelor's degree from the University of Sydney or another Australian university or an overseas institution of higher education, equivalent to an Australian bachelor's degree or present such evidence of general or academic qualifications as will satisfy the faculty that the applicant possesses the educational preparation and capacity to pursue graduate studies.

The proposed research topic must receive approval from the convener of the appropriate research group or unit director within the faculty who will also certify that appropriate supervisors and resources are available.

The faculty can offer supervision over a broad range of research topics. Areas of research expertise are available on the respective Faculty Research Group websites. To access information visit the Faculty of Health Sciences at www.fhs.usyd.edu.au, and follow the links to the research area of your choice.

Research thesis and research electives are the major components of the course. Additional coursework may be required where this is considered necessary for the development of the thesis.

Applications

- 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.
- An application shall be made on the prescribed form and shall be lodged with the Research and Innovation Office (Cumberland).
- 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 of the Research and Innovation Office (Cumberland), from time to time.
- An applicant 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.

Time limits

Candidates can proceed on a full or part-time basis. The maximum length of candidature would be four semesters full-time and eight semesters part-time.

Enrolment

1. The Faculty may:
   1.1 permit an applicant to enrol as a master's degree by Research candidate in one of the following Master of Applied Science areas:
      1.1.1 Behavioural Science Biomedical Sciences
      1.1.2 Communication Sciences and Disorders
      1.1.3 Education
      1.1.4 Exercise and Sport Science
      1.1.5 Gerontology
      1.1.6 Health Information Management
      1.1.7 Indigenous Community Health Medical Radiation Sciences
      1.1.8 Occupational Therapy
      1.1.9 Orthoptics
      1.1.10 Physiotherapy
      1.1.11 Rehabilitation Counselling
      1.1.12 Stuttering
   1.2 permit an applicant to enrol as a master's qualifying student for the purpose of preparing for candidature in any of the above master's degree courses. On successful completion of the Qualifying Program, a prospective master's degree student is required to apply for admission to the master's degree program.
   2. An applicant enrolled as a master's degree candidate or as a qualifying student will not be permitted to undertake concurrently other graduate studies in the University, or elsewhere, except with the approval of the Faculty.
   3. An applicant will not be permitted to enrol as a qualifying student or degree candidate unless the head of the academic unit has certified that the applicant is considered suited to undertake the program and that the current research interests of members of Faculty and the availability of resources for the proposed research have been discussed with the applicant.
   4. A candidate shall be eligible for admission to a master's degree candidate if the applicant has:
      4.1 Qualified for admission in terms of the admission requirements (see Section on Admission Requirements under each academic unit), OR
      4.1.1 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
      4.1.2 Satisfied the Faculty that the applicant can devote sufficient time to advanced study and research, AND
      4.1.3 An applicant may be required to submit additional information to satisfy the head of the academic unit.

Course requirements

- Course Requirements

1. General
   1.1 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.
   1.2 A candidate shall be eligible for admission to the degree of Master of Applied Science if the candidate:
      1.2.1 undertakes the prescribed course of study for the degree, and
      1.2.2 completes the prescribed program of the research thesis which involves original investigation or review, and
      1.2.3 submits and has accepted a thesis prepared under the super vision of an academic supervisor appointed by the Faculty.

2. Minimum time
   2.1 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.
2.2 A candidate shall not normally be eligible for admission to the degree:
2.2.1 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
2.2.2 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**
3.1 A qualifying student shall complete the program within two years.
3.2 A candidate shall present for examination:
3.2.1 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
3.2.2 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**
4.1 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**
5.1 The work other than fieldwork should be carried out in the academic unit and such other areas as appropriate or under such conditions as the Faculty may determine.
5.2 The Faculty shall appoint a supervisor from the academic staff of the Faculty/University.
5.3 Where the Faculty considers it appropriate, it may appoint academic associate supervisors. In the case of part-time students, the Faculty may appoint associate supervisors in the student’s region or workplace.

6. **Progress reports**
6.1 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 the academic unit to the Higher Degree Research Subcommittee.

7. **Research subject**
7.1 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.

Research thesis

Research Thesis

1. On completion of studies, a master’s degree candidate will submit a thesis which complies with the following requirements:
1.1 The greater proportion of the work described must have been completed subsequent to initial enrolment, and
1.2 It must be a distinct contribution to the knowledge of the subject whether by original investigation or by review, and
1.3 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 jointly 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.
6.1 The thesis shall be submitted to the Head, Student Central (Cumberland) with a certificate signed by the supervisors certifying that the form of presentation in the candidate’s thesis is satisfactory.
6.2 If the head of the academic unit declines to accept the thesis, the supervisor may appeal in writing to the Research Training Subcommittee.
6.3 If the supervisor or supervisor(s) decline(s) to certify the thesis is ready for examination and the head of the academic unit declines to accept the thesis, a candidate may appeal to the Research Training Subcommittee.

Examination of thesis

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 Central (Cumberland).
3. The candidate may be required to attend the University 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 the academic unit for recommendation to the Research Training Subcommittee, 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 Research Training Subcommittee, the examiners’ reports may be released to the candidate by the relevant head of the academic unit.

Master of Applied Science – SC108

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 academic 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 each area of study.

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.

Master of Applied Science (Communication Sciences and Disorders) – SC052

Note: For continuing students only

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:

- 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
- 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.

Master of Applied Science (Medical Radiation Sciences) – SC045

Note: For continuing students only
The Master of Applied Science (Medical Radiation Sciences) 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. An important element of the program is the presentation by students on an aspect of their research at the annual faculty research forum.

Admission requirements
Applicants may enter the research master's program with any of the following requirements:

1. a bachelor's degree in an appropriate discipline from an Australian tertiary institution, or
2. a bachelor's degree in an appropriate discipline from an overseas institution equivalent to an Australian bachelor's degree, or
3. a Diploma of Applied Science and a Graduate Diploma of Health Science (Sonography), or
4. A Diploma of Applied Science and a Graduate Diploma of Health Science (Medical Radiation Sciences).

A student entering through (1), (2), (3) or (4) 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 postgraduate experience. Applicants in the above categories, particularly for students entering through (3) or (4), may be required to complete a qualifying course program.

Admission to the course is subject to the availability of suitable supervisors in the discipline.

Master of Applied Science (Occupational Therapy) – SC008

Note: For continuing students only
The Master of Applied Science (Occupational Therapy) 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
To qualify for admission, applicants shall possess:

1. an award of Bachelor of Applied Science (Occupational Therapy) from Cumberland College of Health Sciences or the University of Sydney, or
2. an award of Bachelor of Applied Science (Honours) in Occupational Therapy from the University of Sydney, or
3. 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. 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 (4), 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.

Occupational therapists without these qualifications may be admitted to candidature for the MAppSc(OT) degree by first enrolling in the MHlthSc(OT) pass course. Following completion of the equivalent of one semester of part-time enrolment, students may apply to transfer to candidature for the MAppSc(OT) degree.

Master of Applied Science (Physiotherapy) – SC025

Note: For continuing students only
Course aims
The Master of Applied Science (Physiotherapy) course is a research degree designed to provide an opportunity for research and scholarship in specific areas of physiotherapy.

Admission requirements
The faculty may, on the recommendation of the head of academic unit concerned, admit to candidature for a degree of Master, an applicant:

- 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.
- who, in addition, meets any other requirements for admission to a particular program that has been prescribed by the faculty.

* Appropriate courses are those deemed equivalent to the Bachelor degree in Physiotherapy from Cumberland College of Health Sciences or the University of Sydney.
25. Research degrees
This section contains a list of the units of study available to postgraduate students as general electives and research electives. It also contains details of all postgraduate units of study available in the Faculty of Health Sciences. It should be noted that:

- Not all units of study are offered each semester.
- The mode of presentation varies between units of study.
- The credit point values of units are not all the same.
- There may be limitations on enrolment in some units of study.

Students who require further information about the content or administration of the units of study and when they are offered should contact the coordinator of the specific unit.

Faculty elective lists

The following list shows the units of study available as electives or research electives to postgraduate students throughout the faculty. The mode of presentation varies between academic units. Units are offered subject to sufficient demand and staff availability. See the pages following for descriptions of the units of study. Students who require further information on the content or administration of electives and when they are offered should contact the coordinator of the specific unit of study.

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCD5039 Health Promotion</td>
<td>6</td>
<td></td>
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<td>Semester 1</td>
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<tr>
<td>AHCD5052 Intro to Indigenous Community Health</td>
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<td>Semester 1</td>
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<tr>
<td>BACH5001 Adult Learning</td>
<td>6</td>
<td>Broadband internet access is desirable</td>
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<td>Semester 1</td>
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<tr>
<td>BACH5002 Educational Design</td>
<td>6</td>
<td>Broadband internet access is desirable</td>
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<td>Semester 1</td>
</tr>
<tr>
<td>BACH5007 Curriculum Leadership</td>
<td>6</td>
<td>A BACH5001 Adult Learning and BACH5002 Educational Design</td>
<td>Broadband internet access is desirable</td>
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<td>Semester 2</td>
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<tr>
<td>BACH5022 Independent Investigation II</td>
<td>6</td>
<td>A Basic principles of adult learning and educational design are useful</td>
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<td>Semester 2</td>
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<tr>
<td>BACH5027 Mental Health in Later Life</td>
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<tr>
<td>BACH5036 Community Aged Care</td>
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<tr>
<td>BACH5042 Teaching Clinical Reasoning</td>
<td>6</td>
<td>A Some knowledge of Adult Learning theory is useful</td>
<td>Broadband internet access is desirable</td>
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<td>Semester 2</td>
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<tr>
<td>BACH5063 Therapies for Children and Adolescents</td>
<td>6</td>
<td>P BACH5063 Note: Department permission required for enrolment</td>
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<td>Semester 2</td>
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<tr>
<td>BACH5085 Clinical Teaching and Supervision</td>
<td>6</td>
<td>A Some knowledge of adult learning theory is useful</td>
<td>Broadband internet access is desirable</td>
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<td>Semester 1</td>
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<tr>
<td>BACH5116 Developing eLearning in Health Contexts</td>
<td>6</td>
<td>A Basic computer skills and some knowledge of adult learning theory would be useful</td>
<td>Broadband internet access is essential</td>
<td></td>
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<td>Semester 2</td>
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<tr>
<td>BACH5118 Learning in Groups</td>
<td>6</td>
<td>Broadband internet access is desirable</td>
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<td>Semester 1</td>
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<tr>
<td>BACH5138 Abnormal Psychology and Mental Health</td>
<td>6</td>
<td>A Undergraduate psychology Note: Department permission required for enrolment in the following sessions: Semester 1</td>
<td></td>
<td>Semester 2</td>
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<td>Semester 1</td>
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<tr>
<td>BACH5139 Behaviour Mod &amp; Cog Behavioural Therapy</td>
<td>6</td>
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<tr>
<td>BACH5143 Counselling</td>
<td>6</td>
<td>A Undergraduate psychology Note: Department permission required for enrolment in the following sessions: Semester 1</td>
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<td>Semester 2</td>
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<td>Semester 1</td>
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<tr>
<td>BACH5147 Psychology of Ageing</td>
<td>6</td>
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<tr>
<td>BACH5151 Independent Investigation I</td>
<td>6</td>
<td>A Basic principles of adult learning and educational design are useful</td>
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<td>Semester 1</td>
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<tr>
<td>BACH5153 Assessment of Learning</td>
<td>6</td>
<td>A Knowledge of adult learning and educational design is useful</td>
<td>Broadband internet access is desirable</td>
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<td>Semester 1</td>
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<tr>
<td>Unit of study</td>
<td>Credit points</td>
<td>A: Assumed knowledge</td>
<td>P: Prerequisites</td>
<td>C: Corequisites</td>
<td>N: Prohibition</td>
<td>Session</td>
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<td>BACH5165 Post Trauma Stress</td>
<td>6</td>
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<tr>
<td>BACH5180 Stress and Illness: Management Issues</td>
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<tr>
<td>BACH5186 Professional Development Skills</td>
<td>6</td>
<td>Broadband internet access is desirable</td>
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<tr>
<td>BACH5196 International Health and Society</td>
<td>6</td>
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<td>Semester 1</td>
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<tr>
<td>BACH5198 Contemporary Issues 1</td>
<td>6</td>
<td>A Previous study of psychology at undergraduate level or BACH5321 Psychology for Graduate Students</td>
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<td>Semester 1</td>
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<tr>
<td>BACH5200 Contemporary Issues 2</td>
<td>6</td>
<td>P BACH5198 Contemporary Issues I</td>
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<td>Semester 1</td>
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<tr>
<td>BACH5224 Organisational Management</td>
<td>6</td>
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<td>Semester 1</td>
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<tr>
<td>BACH5284 Learning in the Workplace</td>
<td>6</td>
<td>A BACH5001 Adult Learning and BACH5002 Educational Design Broadband internet access is desirable</td>
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<td>Semester 2</td>
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<tr>
<td>BACH5309 Assessment of Children and Adolescents</td>
<td>6</td>
<td>P Three year undergraduate degree in psychology and BACH5313 Child and Adolescent Psychology</td>
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<td>Semester 2</td>
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<tr>
<td>BACH5313 Child and Adolescent Psychology</td>
<td>6</td>
<td>A Previous study of psychology at undergraduate level is assumed</td>
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<tr>
<td>BACH5321 Psychology for Graduate Students</td>
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<tr>
<td>BACH5323 Advanced Counselling Skills</td>
<td>6</td>
<td>A Basic counselling skills P BACH5143 Counselling</td>
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<tr>
<td>BACH5324 Psychotherapy</td>
<td>6</td>
<td>P BACH5143 Counselling C BACH5323 Advanced Counselling Skills</td>
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<td>Semester 2</td>
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<tr>
<td>BACH5336 Lecturing and Large Group Teaching</td>
<td>6</td>
<td>A BACH5001 Adult Learning and BACH5002 Educational Design Broadband internet access is essential</td>
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<tr>
<td>BACH5338 Cybersychology and Online Health</td>
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<td>BACH5340 Healthy Behaviours-Promoting Self Change</td>
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<tr>
<td>BACH5343 Ageing and Society</td>
<td>6</td>
<td>N BACH5041 Introduction to Gerontology</td>
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<tr>
<td>BIOS5041 Ageing, Biology and Health</td>
<td>6</td>
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<td>Semester 2</td>
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<tr>
<td>EXSS5029 Exercise Metabolism and Physiology</td>
<td>6</td>
<td>A Good working knowledge by students of basic human biochemistry and physiology</td>
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<td>Semester 1</td>
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<tr>
<td>EXSS5030 Human Mechanics</td>
<td>6</td>
<td>A Fundamental functional anatomy</td>
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<td>Semester 1</td>
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<tr>
<td>HIMT5023 Fundamentals of Medical Terminology</td>
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<td>Semester 2</td>
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<tr>
<td>HIMT5027 Introduction to Epidemiology</td>
<td>6</td>
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<tr>
<td>HIMT5067 Evidence Based Health Care</td>
<td>6</td>
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<td>Semester 1</td>
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<tr>
<td>HIMT5069 Health Care Systems</td>
<td>6</td>
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<td>Semester 1</td>
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<tr>
<td>MRTY5056 Patient/Practitioner Communication</td>
<td>6</td>
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<tr>
<td>OCCP5187 Falls Prevention With Older People</td>
<td>6</td>
<td>Available to MOT students</td>
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<td>Semester 1</td>
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<tr>
<td>PHTY5134 Therapy in Disorders of the Hand</td>
<td>6</td>
<td>A Graduate experience in hand therapy as a qualified physiotherapist or occupational therapist Note: Department permission required for enrolment</td>
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<td>Semester 2</td>
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</tbody>
</table>

Faculty research electives

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>Note: Department permission required for enrolment</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>BACH5011 Survey Research Methods</td>
<td>6</td>
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<td>Semester 1</td>
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<tr>
<td>BACH5026 Special Investigation</td>
<td>6</td>
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<td>Semester 2</td>
</tr>
<tr>
<td>BACH5068 Statistics for Clinical Research</td>
<td>6</td>
<td>Students must have access to a PC to load and use the statistics packages SAS or SPSS</td>
<td>Semester 1</td>
</tr>
<tr>
<td>BACH5255 Qualitative Research Methods</td>
<td>6</td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>BACH5298 History and Philosophy of Science</td>
<td>6</td>
<td>Not available to Doctor of Health Science students</td>
<td>Semester 2</td>
</tr>
<tr>
<td>BACH5302 Epidemiological Research</td>
<td>6</td>
<td>A Previous study of research methods at undergraduate level</td>
<td>Semester 1</td>
</tr>
<tr>
<td>BACH5328 Evaluating Health Interventions</td>
<td>6</td>
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<td>Semester 2</td>
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Unit of study descriptions

AHCDS039
Health Promotion
Credit points: 6  Teacher/Coordinator: Dr Freidoon Khavarpour  Session: Semester 1, Semester 2  Classes: External/distance mode  Assessment: 2000 word focus questions, 2000 word review of a health care setting, developing an action plan, 2500 words  Campus: Cumberland  Mode of delivery: Distance Education
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.

AHCDS052
Intro to Indigenous Community Health
Credit points: 6  Teacher/Coordinator: Dr Freidoon Khavarpour  Session: Semester 1, Semester 2  Classes: External/distance mode  Assessment: 2000 word focus questions, 2000 word review of a health care setting, developing an action plan, 2500 words  Campus: Cumberland  Mode of delivery: Distance Education
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 orientated 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.

BACH5001
Adult Learning
Credit points: 6  Teacher/Coordinator: Ms Victoria Neville  Session: Semester 1  Classes: External/distance mode  Assessment: Assignment: Assignment based (non-exam)  Campus: Cumberland  Mode of delivery: Distance Education
Note: Broadband internet access is desirable
The unit has been designed to encourage you to think critically about the concepts, strategies and theories of adult learning (traditional and contemporary) from theoretical and research literature relevant to education across the health sciences and services. The purpose of this process is to enable you to make informed, evidence-based arguments for enhancing deep approaches to student learning and encouraging self-regulated learning in your own teaching practice.

BACH5002
Educational Design
Credit points: 6  Teacher/Coordinator: Ms Fran Everingham  Session: Semester 1, Semester 2  Classes: Distance Learning, No on-campus classes.  Assessment: Planning project submitted as two assignments (non-exam)  Campus: Cumberland  Mode of delivery: Distance Education
Note: Broadband internet access is desirable
This unit examines the procedures and practices used by an educational designer in collecting and analysing data required for planning and proposing educational programs and designing effective learning plans. The models and readings recognise the differences and commonalities in the design needs of academics, clinical teachers and professional educators in university and further education settings, clinical and workplace contexts, and patient and community health education. Current concerns, such as evidence based design, constructive alignment, flexible and technology based modes of delivery and student approaches to learning are addressed. Participants experience design processes, such as pedagogical reasoning, by undertaking a small design project relevant to their setting.

Textbooks

BACH5003
Facilitating Learning
Credit points: 6  Teacher/Coordinator: Ms Fran Everingham  Session: Semester 2  Classes: Distance learning, no on-campus classes  Assumed knowledge: Some knowledge of adult learning theory and group dynamics  Assessment: Assessment: Assignment based (non-exam)  Campus: Cumberland  Mode of delivery: Distance Education
Note: Broadband internet access is desirable. Access to video equipment is required.
This unit engages new and experienced academic teachers, clinical educators and tutors, and community and patient educators with the opportunity to explore, practice and develop use of the key teacher competencies of explaining, variation, questioning, demonstration and use this as a source for personal reflection and professional development. In additional to considering the facilitation of learning in face-to-face settings participants will also experience the emerging practice of online group-based learning as both a learner and an eModerator and use this to explore and review the pedagogical implications for design.

Textbooks
Recommended:

BACH5007
Curriculum Leadership
Credit points: 6  Teacher/Coordinator: Ms Fran Everingham  Session: Semester 2  Classes: Distance learning, no on-campus classes  Assumed knowledge: BACH5001 Adult Learning and BACH5002 Educational Design  Assessment: Context, briefing and discussion papers (no exam)  Campus: Cumberland  Mode of delivery: Distance Education
Note: Broadband internet access is desirable
Leadership in curriculum requires: a strategic knowledge about the policy and professional context in order to build a shared curriculum platform for curriculum deliberation; the capacity to undertake critical inquiry to inform curriculum design questions; a ‘clear focus on course design with a conceptual grounding in research on student learning’
Mental Health in Later Life

The ability to engage with others to theorise, design and elaborate a relevant and effective pedagogical framework; negotiation of curriculum innovation and management of change, and dealing with accountability and continued quality through evaluation. These issues are relevant to anyone designing a program that requires a ladder of outcomes associated with some form of certification, accreditation or professional recognition whether you work in a university, health service or vocational training institution.

BACH5011
Survey Research Methods
Credit points: 6
Teacher/Coordinator: Dr Kate O'Loughlin
Session: Semester 1, Semester 2
Classes: Individual supervision; night classes and distance education
Assessment: Three written assignments (33.3% ea)
Campus: Cumberland
Mode of delivery: Distance Education or Normal (lecture/lab/tutorial) Evening

This unit examines survey research design principles and considers conceptualisation, 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.

BACH5022
Independent Investigation II
Credit points: 6
Teacher/Coordinator: Ms Fran Everingham
Session: Semester 2
Classes: Distance mode only
Assumed knowledge: Basic principles of adult learning and educational design are useful
Assessment: Negotiated
campus: Cumberland
Mode of delivery: Distance Education

In this unit, individual participants can pursue an in-depth study of an educational issue of their choice. This is a self-directed independent learning contract including the opportunity for negotiated assessment. Many students use this unit to undertake an extended critical review to inform an educational project or innovation in their workplace or to explore a research topic in preparation for higher degree study in the field of education. Prospective students must discuss their topic of interest with the unit coordinator prior to enrolling in this unit.

BACH5026
Special Investigation
Credit points: 6
Teacher/Coordinator: Assoc Prof Roger Stancilffe
Session: Semester 1, Semester 2
Classes: Independent learning; contract arrangement with supervisor
Assessment: Negotiated learning contract
campus: Cumberland
Mode of delivery: Distance Education

Note: Department permission required for enrolment.

This unit provides participants with an opportunity to investigate an area relevant to a theory, practice or a significant topic or issue of relevance to their professional interest. Many students use this as an opportunity to undertake a critical review of the literature or explore an innovation in their workplace. Prospective students need to contact their program coordinator to discuss their topic.

BACH5027
Mental Health in Later Life
Credit points: 6
Session: Semester 1, Semester 2
Classes: External/distance mode; independent learning package
Assessment: Two assignments
campus: Cumberland
Mode of delivery: Distance Education

The unit aims to provide a broad understanding of factors affecting mental health in later life.

BACH5036
Community Aged Care
Credit points: 6
Session: Semester 1
Classes: Distance mode
Assessment: 3 essays
campus: Cumberland
Mode of delivery: Distance Education

This unit examines the development and implementation of community care policy for frail and disabled older people. There are 3 modules: the policy context; programs and services; community profile and analysis.

BACH5042
Teaching Clinical Reasoning
Credit points: 6
Teacher/Coordinator: Ms Victoria Neville
Session: Semester 2
Classes: External/distance mode; independent learning package with WebCT support
Assumed knowledge: Some knowledge of Adult Learning theory is useful
Assessment: Assignment based (non-exam)
campus: Cumberland
Mode of delivery: Distance Education

Note: Broadband internet access is desirable

Participants explore theories and models of clinical reasoning and decision-making from the medical, nursing and allied health, theoretical and research literature. A range of strategies to facilitate the development of clinical reasoning will be examined. Participants will have the opportunity to argue with evidence for the application of strategies to their teaching context.

BACH5063
Therapies for Children and Adolescents
Credit points: 6
Session: Semester 2
Classes: Contract learning
Prerequisites: BACH5313
Assessment: Assignments
campus: Cumberland
Mode of delivery: Distance Education

Note: Department permission required for enrolment.

This unit will provide students with an understanding of the major forms of therapy for children, adolescents and their families, research methods appropriate to their study, and an overview of current issues in working therapeutically with children and adolescents. The focus of this elective is on the mastery of the principles of learning theory, functional analysis of behaviour and behaviour management strategies. Students will be encouraged to pursue an area of special interest within the field related to their area of professional practice.

Textbooks
A manual will be provided

BACH5068
Statistics for Clinical Research
Credit points: 6
Teacher/Coordinator: Dr Rob Heard, Dr Zakia Hossain
Session: Semester 1, Semester 2
Classes: Off-campus
Assessment: Four assignments, total length 6000 words equivalent
campus: Cumberland
Mode of delivery: On-line

Note: Students must have access to a PC to load and use the statistics packages SAS or SPSS

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 locations 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 by hand and with the assistance of a computer package SAS or SPSS; and present statistical data.

Textbooks
Various recommended texts on introductory statistics

BACH5085
Clinical Teaching and Supervision
Credit points: 6
Teacher/Coordinator: Ms Victoria Neville
Session: Semester 1
Classes: External/distance mode; independent learning package with WebCT support
Assumed knowledge: Some knowledge of adult learning theory is useful
Assessment: Assignment based (non-exam)
campus: Cumberland
Mode of delivery: Distance Education

Note: Broadband internet access is desirable

This unit of study is concerned with exploring current theory and best practice teaching and supervision in clinical settings. Participants will be expected to develop a critical and research-informed understanding of the clinical setting as a highly complex and specialised context for student learning. You will be introduced to the principles of roles and responsibilities of clinical educators/supervisors/teachers, styles and models of clinical supervision, clinical assessment, and other important issues. These issues include integrating theory into clinical practice,
mentoring and preceptorship, managing difficult situations, reflections, etc. Participants will be expected to argue with evidence for the application of strategies to their own teaching contexts.

**BACH5116 Developing eLearning in Health Contexts**

**Credit points:** 6  
**Teacher/Coordinator:** Ms Victoria Neville  
**Session:** Semester 1  
**Classes:** WebCT  
**Assumed knowledge:** Basic computer skills and some knowledge of adult learning theory would be useful.  
**Assessment:** Assignment based (non exam)  
**Campus:** Cumberland  
**Mode of delivery:** Online  
**Note:** Broadband internet access is essential

In this unit of study, participants will be introduced to the research and theoretical literature, and evolving technologies in the field of eLearning. Participants will apply elements of best practice in their design of elearning for their own contexts. On completion of this unit, participants should be able to provide an evidence based educational rationale for their choice of elearning design and use of relevant technologies. Weekly participation in online discussion forum is mandatory.

**BACH5118 Learning in Groups**

**Credit points:** 6  
**Teacher/Coordinator:** Ms Fran Everingham  
**Session:** Semester 2  
**Classes:** Distance mode, no on-campus classes  
**Assessment:** Online group assignment, observation report, reflective report  
**Campus:** Cumberland  
**Mode of delivery:** Distance Education  
**Note:** Broadband internet access is desirable

This unit is concerned with working in groups and learning in groups and leadership. The focus is on group processes and the way in which we can facilitate these in an educational leadership role, or as a teacher, learner or participant in order to achieve effective learning and productive work related goals. The common core of knowledge for working effectively in these types of groups is group dynamics (how groups function). The unit does not directly address personal growth and therapeutic groups, or social support through groups other than the extent to which these may have a learning agenda. Participants discuss and critique the theoretical explanations of group processes and apply these to group functioning. Skills are developed in noticing and diagnosing aspects of group process. Participants work in interprofessional groups to undertake an online project and consideration of professional, indigenous and culturally diverse groups is essential. Some knowledge of adult learning theory is an advantage (readings are suggested).

**Textbooks**


**BACH5138 Abnormal Psychology and Mental Health**

**Credit points:** 6  
**Teacher/Coordinator:** Dr Chris Lennings  
**Session:** Semester 1, Semester 2  
**Classes:** Contract learning (Semester 1); external/distance mode (Semester 2)  
**Assumed knowledge:** Undergraduate psychology  
**Assessment:** Five case studies, literature review  
**Campus:** Cumberland  
**Mode of delivery:** Distance Education  
**Note:** Department permission required for enrolment in the following sessions: Semester 1.

This unit develops an awareness 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 IV 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 2 and 3 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 six seminars in Semester 1 of each year. Assessment requires students to complete five case studies and conduct a literature review.

**Textbooks**


**BACH5139 Behaviour Mod & Cog Behavioural Therapy**

**Credit points:** 6  
**Teacher/Coordinator:** Dr Mairwen Jones  
**Session:** Semester 1  
**Classes:** On-campus, 2hr classes/week  
**Assessment:** Assignments, exam  
**Campus:** Cumberland  
**Mode of delivery:** Normal (lecture/lab/tutorial) Day

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 problems 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, timetabled study unit.

**Textbooks**


**BACH5143 Counselling**

**Credit points:** 6  
**Teacher/Coordinator:** Dr Chris Lennings  
**Session:** Semester 1, Semester 2  
**Classes:** Class attendance required (Semester 1), distance learning (Semester 2)  
**Assumed knowledge:** Basic computer skills and some knowledge of adult learning theory would be useful  
**Assessment:** Audio-tape, literature review  
**Campus:** Cumberland  
**Mode of delivery:** Normal (lecture/lab/tutorial) Day  
**Note:** Department permission required for enrolment in the following sessions: Semester 1.

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 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**


**BACH5147 Psychology of Ageing**

**Credit points:** 6  
**Teacher/Coordinator:** Assoc Prof Lynne Harris, Dr Steve Cumming  
**Session:** Semester 2  
**Classes:** Independent Learning Assessment  
**Exercises (40%); 2500 word essay (60%)  
**Campus:** Cumberland  
**Mode of delivery:** Distance Education

This unit examines the psychology of late adulthood from a biopsychosocial approach. The psychological impact of changes in social, environmental, economic and relationship patterns that occur as people age are considered, as well as the psychological concomitants of the physical ageing process. The interrelationship between biological, social and environmental factors with psychological function will be considered in the context of healthy ageing and of age-related physical and mental illnesses. Broader issues related to psychologically appropriate design and delivery of therapeutic services for older adults will be highlighted.

**BACH5151 Independent Investigation I**

**Credit points:** 6  
**Teacher/Coordinator:** Ms Fran Everingham  
**Session:** Semester 1  
**Classes:** Distance mode, contract learning  
**Assumed knowledge:** Basic principles of adult learning and educational design are useful  
**Assessment:** Negotiated  
**Campus:** Cumberland  
**Mode of delivery:** Distance Education
In this unit, individual participants can pursue an in-depth study of an educational issue of their choice. This is a self-directed independent learning contract including the opportunity for negotiated assessment. Many students use this unit to undertake an extended critical review to inform an educational project or innovation in their workplace or to explore a research topic in preparation for higher degree study in the field of education. Prospective students must discuss their topic of interest with the unit coordinator prior to enrolling in this unit.

**BACH5153**  
Assessment of Learning  
**Credit points:** 6  
**Teacher/Coordinator:** Ms Fran Everingham  
**Session:** Semester 1  
**Classes:** Distance learning only, no on-campus classes  
**Assumed knowledge:** Knowledge of adult learning and educational design is useful  
**Assessment:** One online group assignment, one individual design report (non-exam)  
**Campus:** Cumberland  
**Mode of delivery:** Distance Education  
*Note: Broadband internet access is desirable*

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. You will draw on contemporary research and best practice to design and critique assessment plans and protocols; support colleagues in the design of appropriate assessment and raise important issues for discussion; and learn to work effectively in an interdisciplinary, multi-institutional and possibly cross-cultural team to tackle assessment issues of common concern.

**BACH5165**  
Post Trauma Stress  
**Credit points:** 6  
**Session:** Semester 1  
**Classes:** On-campus contract learning  
**Assessment:** Assignments  
**Campus:** Cumberland  
**Mode of delivery:** Normal (lecture/lab/tutorial) Day  

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.

**BACH5180**  
Stress and Illness: Management Issues  
**Credit points:** 6  
**Session:** Semester 1  
**Classes:** On-campus contract learning  
**Assessment:** Assignments  
**Campus:** Cumberland  
**Mode of delivery:** Normal (lecture/lab/tutorial) Day  

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*  

**BACH5186**  
Professional Development Skills  
**Credit points:** 6  
**Teacher/Coordinator:** Ms Victoria Neville  
**Session:** Semester 1, Semester 2  
**Classes:** Distance education with WebCT support; no on-campus attendance required  
**Assessment:** Assignments  
**Campus:** Cumberland  
**Mode of delivery:** Distance Education  
*Note: Broadband internet access is desirable*

Participants in this unit of study will be expected to 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 annotating. This unit also addresses ways for communicating and presenting information and ideas based on these information sources, such as writing a critical analysis, formation of tables and graphs, critical literature review. Participation in WebCT discussion forum is mandatory.

**BACH5196**  
International Health and Society  
**Credit points:** 6  
**Teacher/Coordinator:** Dr Zakia Hossain  
**Session:** Semester 1, Semester 2  
**Classes:** External/distance mode: independent learning package  
**Assessment:** Project, assignment  
**Campus:** Cumberland  
**Mode of delivery:** Distance Education  

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 well-being and analyses the current health issues and health priorities in developed and developing countries. The unit also addresses health and development in the 21st century, critical issues in global health and shaping the future of health through global partnerships.

**BACH5198**  
Contemporary Issues 1  
**Credit points:** 6  
**Teacher/Coordinator:** Dr Chris Lennings  
**Session:** Semester 1, Semester 2  
**Classes:** Distance education mode: contract learning (no on-campus attendance required)  
**Assumed knowledge:** Previous study of psychology at undergraduate level or BACH5321 Psychology for Graduate Students  
**Assessment:** Four focused inquiries  
**Campus:** Cumberland  
**Mode of delivery:** Distance Education  

This unit will enable students to study in-depth four areas of special interest related to child and adolescent health and adjustment. These four 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)

**BACH5200**  
Contemporary Issues 2  
**Credit points:** 6  
**Teacher/Coordinator:** Dr Chris Lennings  
**Session:** Semester 1, Semester 2  
**Classes:** Distance education: contract learning  
**Prerequisites:** BACH5198 Contemporary Issues I  
**Assessment:** Four critical reviews  
**Campus:** Cumberland  
**Mode of delivery:** Distance Education  

This unit will enable students to study in depth four areas of special interest related to child and adolescent health and adjustment not previously studied in BACH5198 Contemporary Issues 1. These four 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)

**BACH5224**  
Organisational Management  
**Credit points:** 6  
**Teacher/Coordinator:** Dr Kate O'Loughlin  
**Session:** Semester 1  
**Classes:** Distance education  
**Assessment:** Three written assignments (25%, 30%, 45%)  
**Campus:** Cumberland  
**Mode of delivery:** Distance Education  

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 these as a
Qualitative Research Methods
Credit points: 6 Teacher/Coordinator: Dr Russell Shuttleworth Session: Semester 2 Classes: On-campus, 3hrs lecture, lab, tutorial/week and distance mode Assessment: Assignments, exam Practical field work: 2hrs fieldwork Campus: Cumberland Mode of delivery: Normal (lecture/lab/tutorial) Day or Distance Education
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; students also work on a research project of their choice throughout the semester.

Textbooks
Silverman D, Doing Qualitative Research (2nd ed), Sage (2005)

Dissertation
Credit points: 12 Teacher/Coordinator: Please contact your program coordinator Session: Semester 1, Semester 2 Classes: Supervised project: external/distance mode Assessment: 12,000 word written report Campus: Cumberland Mode of delivery: Distance Education
Note: Department permission required for enrolment.

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.

Learning in the Workplace
Credit points: 6 Teacher/Coordinator: Ms Fran Everingham Session: Semester 2 Classes: Distance learning only, no on-campus classes Assumed knowledge: BACH5001 Adult Learning and BACH5002 Educational Design Assessment: Assignment based Campus: Cumberland Mode of delivery: Distance Education
Note: Broadband internet access is desirable
Participants explore the main challenges facing educators delivering training and professional development in the workplace. For example, the effects of the changing nature of work; the culturally diverse work force; multi-disciplinary service delivery; job redesign; skills shortages, workplace standards; staff retention; and information and communication technologies. Education trends associated with these changes are considered; such as, on the job training, competency-based education, mandatory continuing education, simulation, 'new grad training', AIN and EN training, informal and incidental learning, transfer of learning, life long learning and interprofessional learning. [This unit is not available for students who have completed BACH5024 In-service and Continuing Education].

History and Philosophy of Science
Credit points: 6 Teacher/Coordinator: Dr Rodd Rothwell Session: Semester 2 Classes: On-campus only: no on-campus classes. Assessment: Two 1000 word assignments Campus: Cumberland Mode of delivery: On-line
Note: Not available to Doctor of Health Science students
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

Action Research
Credit points: 6 Teacher/Coordinator: Dr Freidoon Khavarpour Session: Semester 1 Classes: No on-campus attendance required Assessment: Three assignments Campus: Cumberland Mode of delivery: Distance Education
Note: Department permission required for enrolment.
Action research is a participatory, process concerned with developing practical knowledge in the pursuit of worthwhile human purposes. In participation with others, health professionals and researchers bring action and reflection, theory and practice together in the pursuit of practical solutions to pressing issues of health and wellbeing among individuals and their communities. Action research is a set of practices for systematic development of knowledge grounded in a participatory worldview. It is rather different from traditional academic research, with different purposes, based in different relationships, and with different ways of conceiving knowledge and its relation to practice. Action research can be applied in community work, complex systems research, collaborative inquiry, improving health interventions and in other ways. This unit is suitable for research students developing action research, participatory research or similar projects, and for health professionals who are serious about improving their practice.

Epidemiological Research
Credit points: 6 Teacher/Coordinator: Dr Kaye Brook Session: Semester 1, Semester 2 Classes: On-campus, 3hrs/week. Assumed knowledge: Previous study of research methods at undergraduate level Assessment: Assignments, exam Campus: Cumberland Mode of delivery: Normal (lecture/lab/tutorial) Day

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
Hennekens & Buring, Epidemiology in Medicine

Assessment of Children and Adolescents
Credit points: 6 Session: Semester 2 Classes: Contract learning, including on-campus attendance of 3hrs/night. Also available by distance education with special conditions (contact coordinator) Prerequisites: Three year undergraduate degree in psychology and BACH5313 Child and Adolescent Psychology Assessment: Case study, literature review Practical field work: Observation of assessment and use of psychological tests. Distance students must have access to a registered psychologist who can supervise their work Campus: Cumberland Mode of delivery: Normal (lecture/lab/tutorial) Day or Distance Education

This unit introduces students to the concepts of psychological assessment including norming, reliability, validity, and standardised administration. The unit familiarises students with cognitive and educational tests and assessment of adaptive function for children and adolescents. Students will be required to undertake supervised administration of one of the Wechsler Scales of Intelligence for
BACH5313 Counselling

**Corequisites:**

2 Classes: BACH5324

A counselling session they have undertaken, complete a counselling education mode. Assessment requires students to critically analyse BACH5143 Counselling. This unit is also available in distance teaching techniques in specific settings. The unit is taught as a model. It is expected that students will acquire skill in the use of skills, and to begin to specialise into a preferred treatment position psychology as an essential ingredient in understanding health and predicting what they might do at any one time. The unit aims to 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. This unit is only available to students who have no undergraduate studies in psychology.

BACH5321 Psychology for Graduate Students

Credit points: 6 Teacher/Coordinator: Dr Chris Lennings Session: Semester 1, Semester 2 Classes: Distance education Assessment: Literature review; three practiced exercises

This unit 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 work. 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. This unit is only available to students who have no undergraduate studies in psychology.

BACH5323 Advanced Counselling Skills

Credit points: 6 Teacher/Coordinator: Dr Chris Lennings Session: Semester 1 Classes: Contract learning, including attendance at 6 seminars. Also available by distance education mode

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 BACH5143 Counselling. This unit is also available in distance education mode. Assessment requires students to critically analyse a counselling session they have undertaken, complete a counselling management plan.

BACH5324 Psychotherapy

Credit points: 6 Teacher/Coordinator: Dr Chris Lennings Session: Semester 1 Classes: Contract learning, including attendance at 6 seminars

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. The unit is delivered as a series of six seminars.

BACH5328 Evaluating Health Interventions

Credit points: 6 Teacher/Coordinator: Dr Zakia Hossain Session: Semester 2 Classes: Web-based Assessment: Continuous, Project based assignments and participation

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.

BACH5336 Lecturing and Large Group Teaching

Credit points: 6 Teacher/Coordinator: Ms Fran Everingham Session: Semester 1 Classes: Distance learning only, no on-campus classes. Assessment: BACH5001 Adult Learning and BACH5002 Educational Design

This unit examines the context of large group teaching with a particular focus on effective lectures and lecturing within and outside university settings. Lecture structure is considered in the light of recent evidence concerning the impact of memory, attention and motivation in the process of student learning and the transfer of learning. Design issues, such as strategies to engage deep learning, monitoring understanding, and flexibility offered by the new information and communication technologies are explored. Relevant micro-skills of teaching, such as getting and keeping attention, explaining, variation, dynamic structuring and managing disruption are addressed.

BACH5338 Cyberpsychology and Online Health

Credit points: 6 Teacher/Coordinator: Dr Andrew Campbell Session: Semester 2 Classes: On-campus; 2hrs lectures, lab, tutorial/week Assessment: Assignments, exam

Cyberpsychology and e-health aims to educate those seeking careers in allied health on how societal and individual health is both affected and resourced by the internet. The unit of study will be based on current research and policy guidelines set by the Australian and American Medical Associations, the American Psychological Association and Australian Psychological Society for the use of information technology in the following areas; informing allied health professionals of online resources for their profession; how types of ICT functions may affect the behaviour of youth and the elderly; ethics and viability of delivering general health and mental health resources online; the evolution of telemedicine and cyber-pharmacology practices; provision of psychological therapy over the internet; general health and mental health research and testing online; quality control...
and assessment of general and specific online health resources; future directions of information technology and its application to health.

Textbooks
No set textbook, but recommended reading will be provided

BACH5340
Healthy Behaviours-Promoting Self Change
Credit points: 6
Teacher/Coordinator: Dr Gornath Sitarthan
Session: Semester 2
Classes: 2hrs lectures
Assessment: Two assignments: 1500 & 3000 words (25%, 50% respectively), short answer exam (25%)
Campus: Cumberland
Mode of delivery: Normal (lecture/lab/tutorial) Day

The aim of this unit is to advance student's knowledge on lifestyle factors that enhance health and prevent illness. Mortality from today's leading causes of death would be markedly reduced if people adopt health protective behaviours, such as not smoking, responsible consumption of alcohol, regular exercises, healthy diets etc. Some of the major issues covered by this unit will include: lifestyles, risk factors, and health; interdisciplinary perspectives on preventing illness; developmental, gender and sociocultural factors in health; effective methods for promoting health in the community (e.g., social marketing, opportunistic advocacy, community mobilisations, etc); reducing alcohol/substance misuse; improving healthy eating habits; promoting physical activities; macrolevel analyses of program impacts. Researchers, health promotion practitioners, health planners, and policy analysts will be invited to present lectures.

BACH5341
Research & Inquiry in Health Professions
Credit points: 6
Teacher/Coordinator: Dr Kaye Brock and Dr Reb Heard (Sem 1), Dr Tatjana Seizova-Cajic (Sem 2)
Session: Semester 1, Semester 2
Classes: Distance mode (students must have access to the internet); 3hr group on-campus consultations (optional)
Prohibitions: BACH3126 Research Project Development, BACH4047 Developing a Research Project, BACH5268 Developing a Research Project
Assessment: 3 assignments
Campus: Cumberland
Mode of delivery: Distance Education

This unit provides an overview of the research process and focuses on the formulation of a proposal for a small research project. It provides students with an opportunity to learn about (or update their knowledge of) research methods at the introductory level and acts as an introduction to the research electives which concentrate on a particular methodology or aspect of the research process. Students explore quantitative and qualitative approaches to research with their own specific research question in mind. Basic research designs are considered (including interview, observation, longitudinal and cross-sectional designs, experiment, single case study, survey) together with their suitability for investigating different types of research questions. Students also learn about ethics in research, sampling, validity and reliability of measures and descriptive statistics.

Textbooks

BACH5343
Ageing and Society
Credit points: 6
Session: Semester 1
Classes: Distance mode. No on-campus attendance required
Prohibitions: BACH5041 Introduction to Gerontology
Assessment: Two 2000 word essays (33% ea), 2000 word critical reflection (34%)
Campus: Cumberland
Mode of delivery: Distance Education

This unit is an introduction to social gerontology, the field of study dealing with the social aspects of human ageing. The unit design allows participants from different countries to locate their own nation's ageing in a global framework. It comprises three modules: (i) Population ageing and public policy examines the social impact of, and policy responses to, the worldwide phenomenon of demographic ageing, with particular focus on work/retirement, health and aged care; (ii) Social diversity, communities and networks examines local-level social influences on the resources and vulnerabilities of ageing individuals, with particular focus on social participation/exclusion and social support; (iii) Ageing in socio-cultural context explores how culture (meanings, attitudes, values and associated institutional practices) influences concepts of the life course, with particular focus on how ageing and older people are represented in popular discourse, public administration and professional practice.

BACH5344
Contemporary Issues in Gerontology
Credit points: 6
Teacher/Coordinator: Prof Mark Mathews
Session: Semester 2
Classes: Web-supported. No on-campus attendance required
Assessment: Two 3000 word written reports
Campus: Cumberland
Mode of delivery: On-line

The rapidity and scale of global ageing poses unprecedented challenges and opportunities for individuals, societies and governments. This unit provides a topical approach to changing trends and emerging issues associated with individual and population ageing. Participants will choose two topics for indepth study and assessment. Topics for 2010 will be drawn from: gerontological perspectives on 'quality of life'; aged care policy; issues for the 21st century; older people and the internet; promoting engagement in daily living; continence care; gender and ageing; other topics to be determined.

BIOS5504
Ageing, Biology and Health
Credit points: 6
Teacher/Coordinator: Dr Peter Knight
Session: Semester 2
Classes: Web-based. No on-campus attendance required
Assessment: Three 2000 word essays
Campus: Cumberland
Mode of delivery: On-line

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. It has three modules: the normal process of ageing (which addresses the factors contributing to ageing, the effects of ageing on body systems, and the relationship between ageing and disease); the effects of hospitalisation and medications on the aged; and preventive gerontology focusing on nutrition and exercise.

BIOS5507
Biological Sciences
Credit points: 4
Teacher/Coordinator: Dr Laura Bateman
Session: Semester 1
Classes: On-campus and distance education mode
Assessment: Written exam, assignment, group participation, case reports and presentation
Campus: Cumberland
Mode of delivery: Distance Education/Intensive on Campus

This unit examines the general principles and mechanisms of the pathology of diseases which may be encountered in the practice of general and specialty sonography. It also covers basic embryological development.

Textbooks

BIOS5505
Neurosciences for Physiotherapists
Credit points: 3
Teacher/Coordinator: Dr John Burne
Session: Semester 1
Classes: 3hrs/week
Assumed knowledge: Basic neuroscience
Assessment: Mid semester written exam (20%), end semester written exam (80%)
Campus: Cumberland
Mode of delivery: Normal (lecture/lab/tutorial) Day

This unit provides an introduction to the anatomy and sensory physiology of the visual, auditory and nociceptive systems. The anatomy and physiology of the cortical and subcortical pathways and integrating centres that control movement and posture are summarized. The basic organization of the associative areas of the cerebral cortex is described and their role in sleep and memory introduced. Material will be presented in lectures, tutorials and online. Students will be expected to undertake some independent learning tutorials. This unit includes laboratory classes in which human
Basic Sciences: Offered in off-campus online learning mode

6

Introduction to Sexual Health

This unit is appropriate for students interested in a research career in sexuality and sexual health

The aim of this unit is to provide the student with the opportunity to apply the competencies and skills learned in the other units in a practical field work situation. The student will have a choice of working in the research, education or counselling fields of sexual health. The University will assist the student to find a suitable professional placement and supervision. This unit is designed to provide the student with an overview of sexual health and sexuality as a science and as a profession. Sex, sexuality and sexual health will be approached in a holistic manner in keeping with the definitions of the World Health Organisation (WHO) and the World Association of Sexology (WAS). The history of sexual health and sexuality will be presented in a manner as to encourage critical evaluation of personal and professional ideas and choices. The unit will provide an understanding of the bio-psychosocial aspects of sexuality and health care in a manner such as to promote positive attitudes to sexuality and sexual health. Students will work in a multicultural, multi-professional, multi-cultural environment and be encouraged to develop an awareness of sexuality and sexual health as an integral part of life and wellbeing that transcends discipline and professional groups as well as geographic and cultural boundaries. The students will also explore ways of discussing and communicating with clients of varying socio-cultural backgrounds on sexual health issues in the context of their own professional situation. The students will be sensitised to their attitudes and beliefs in the area of sexual and reproductive health, and consider the range of attitudes, beliefs and values in the context of the clients' religious and socio-cultural background. The students will also explore ways of discussing and communicating with clients on sexual health issues in the context of the clients' comfort and context and their own professional situation. At the end of the unit, the student will be able to: have an understanding of the terminology of sexual health and be aware of the effect perceptions of meaning affect professional communication patterns; identify their own values and biases and discuss the effect these may have on their provision of sexual health care to clients; demonstrate an understanding of the principles of taking a history taking and be able to apply the PLISSIT management model in the students' professional context; be able to describe briefly the theories of general counselling; understand the range of personal and community agenda individuals bring to sexuality and sexual health, and how these affect professional communication; describe changes in social definition and construction of sexuality over time and how these influence professional communication and practice; demonstrate an ability to perceive sexual health issues within local and global context. This unit will be offered in a distance mode, using the WebCT delivery platform. Assessment will include online quizzes, case based small group work assignments and an audiotaped interview with a reflective report. Synchronous online discussions will be held at times convenient to the students.

This on-campus delivery mode will replace online discussions and activities with small group tutorials, presentations and seminars.

This unit builds upon BIOS5057 Communication Skills in Sexual Health. Students may enrol concurrently in BIOS5057 and BIOS5060. The unit will explore the range of counselling approaches related to sexuality and sexual expression. Students will look at the philosophical approaches, scientific background and evidence base for the more
popular counselling approaches. The students will explore the common patterns of presentations in sexual concerns and dysfunctions with special reference to cultural and socio-cultural influences. This unit will enable students to identify specific counselling models and understand the underlying Sexuality and reproductive aspects to the area of sexual health counselling, especially in the context of different cultural and socio-cultural backgrounds. Specific topics will include: the role of pattern recognition as part of the counselling process and the process of identifying common patterns underlying client presentations; an overview of common counselling models (including cognitive, behavioural, systems theory, solution focused and narrative) and their application to sexual health; an overview of non-formal and alternate methods of 'counselling' such as tantric sex and surrogacy; understanding the evidence base for counselling practice and assessing the effectiveness of counselling models; applying counselling models to different areas of sexual health; understanding the problems and issues in counselling such as cross-cultural and religious factors related to sexual expression. This unit will be offered in a distance mode, using WebCT (internet based).

**BIOS5072 Counselling in Sexual Health II**

**Credit points:** 6  
**Teacher/Coordinator:** Dr Gomathi Sitharthan  
**Session:** Semester 2  
**Classes:** Off-campus, online learning mode  
**Assessment:** Will include online quizzes, case based small group work assignments and individual activity reports  
**Campus:** Cumberland  
**Mode of delivery:** On-line

This unit builds upon the earlier units in the counselling stream, namely, BIOS5070 Communication Skills in Sexual Health and BIOS5071 Counselling Strategies in Sexual Health I. Successful completion of these is a prerequisite for enrolment in this unit. This unit will provide the student an in-depth knowledge of the common counselling models in sexual health. These will include: the FLISSIT model and its application; the SNARCH model of counselling; cognitive behavioural therapy; systems model. A critical analysis of these models in terms of their applicability and outcome in varying sexual health situations and socio-cultural groups will be explored. Students will select one model that is most relevant to their personal and professional interest, and critically review the use and effectiveness in sexual health. They will then demonstrate their ability to apply this model in a hypothetical clinical situation, and defend the use of this method to the other members of the group. This unit will be offered in a distance mode, using WebCT (internet based).

**BIOS5073 Functional Musculoskeletal Anatomy**

**Credit points:** 3  
**Teacher/Coordinator:** Ms Jan Douglas-Morris  
**Session:** Semester 1  
**Classes:** 3hrs/week  
**Assumed knowledge:** Basic musculoskeletal anatomy (about 50 hours approximating BIOS1168 Functional Musculoskeletal Anatomy A and BIOS1169 Functional Musculoskeletal Anatomy B)  
**Assessment:** 4-hour semester practical exam (40%), end semester MCQ exam (60%)  
**Campus:** Cumberland  
**Mode of delivery:** Normal (lecture/lab/tutorial) Day

Assuming a knowledge of basic functional musculoskeletal anatomy, this unit will cover an in-depth exploration of the functional anatomy of the upper and lower limbs, trunk, pelvis, thorax and neck. Material will be presented in lectures, tutorials, laboratory classes and online. Students will be expected to undertake some independent learning activities. This unit includes laboratory classes in which human cadavers are studied; attendance at such classes is strongly encouraged.  

**Textbooks**  

**BIOS5075 Managing Sexual Dysfunctions**

**Credit points:** 6  
**Teacher/Coordinator:** Dr Patricia Weerakoon  
**Session:** Semester 2  
**Classes:** No on-campus attendance required. Offered in a distance mode, using the WebCT (internet based) delivery platform  
**Assessment:** Online quizzes, case based small group work assignments, individual activity reports and reflective reports on professional practice  
**Campus:** Cumberland  
**Mode of delivery:** Distance Education

This unit will provide the student with an understanding of the biological and psychosocial factors that influence the sexual response in males and females and the changes that take place through the lifecycle. The students will explore the concept of normality of sexual function and behaviour and the psychosocial factors that determine them. The students will critically evaluate the current models of the sexual response in males and females through the lifecycle and the range of sexual dysfunctions. The student will gain the competency to evaluate available management options from biological and psychosocial perspectives and select those appropriate for specific clients. At the end of the unit, the student will be able to: critically discuss the concept of "normality" and the range of values and behaviours in a socio-cultural context, demonstrating the ability to explore this from their personal context; discuss and critically evaluate the models used to explain the adult sexual response in males and females, based on current research; critique current classifications of sexual dysfunction and demonstrate the ability to evaluate common sexual concerns and dysfunctions based on current evidence and research; critically discuss the range of possible psychological, social and physical reasons for specific sexual dysfunctions, and place these in the context of clients' socio-cultural and religious background and beliefs; list and critically evaluate the management options available for the management of sexual concerns, as well as reflect on how these impact on their own professional practice.

**Textbooks**  

**BIOS5077 Advanced Reproductive Health**

**Credit points:** 6  
**Teacher/Coordinator:** Unit coordinator: Dr Katherine Brown; FHS coordinator: Dr Patricia Weerakoon  
**Session:** Semester 1  
**Classes:** Distance education- no on-campus attendance required, using the WebCT (internet based) delivery platform  
**Prohibitions:** BIOS5076 Understanding Reproductive Health  
**Assessment:** Online quizzes, case-based small group work assignments, individual activity report as well as reflective reports on professional practice  
**Campus:** Cumberland  
**Mode of delivery:** Distance Education

The students will explore current information on common issues that arise in reproductive health from adolescence to old age including the biological and psychological aspects of pregnancy, infertlility, termination of pregnancy and genetic counselling as they relate to sexuality and sexual health. This unit will provide the student with the skills to detect and manage issues in clients who present with reproductive concerns related to sexual health. They will have the opportunity to critically review and evaluate the current state of reproductive health in specific areas of personal and professional interest to the student. At the conclusion of this module students will be able to: critically evaluate the resources available to assist clients with reproductive health issues particularly related to sexual health from adolescence to old age; explore the options available for clients seeking contraceptive advice with special reference to their own cultural and socio-religious background; discuss the options available for clients presenting with an unplanned pregnancy and the problems with access in specific client situations; discuss the issues regarding sexuality that may arise during and after pregnancy; critically review the current literature on the intimacy and relationship issues that may arise for a couple with sub-fertility; demonstrate the ability to critically evaluate the evidence and research base to specific reproductive issues such as reproduction in older ages and genetic counselling.

**BIOS5079 Sexuality and Ageing**

**Credit points:** 6  
**Teacher/Coordinator:** Dr Russell Shuttleworth  
**Session:** Semester 2  
**Classes:** Distance education delivery- no on-campus attendance required, using the WebCT (internet based) delivery platform  
**Prohibitions:** BIOS5076 Basics of Sexuality in Ageing  
**Assessment:** Online quizzes, case-based small group work assignments and individual activity reports as well as reflective reports on professional practice  
**Campus:** Cumberland  
**Mode of delivery:** Distance Education

Students will explore and critically assess the literature on the sexual and reproductive changes that take place in older adults and the social,
This unit of study is appropriate for students interested in a research career in a specific area in sexual health and identify a specific area for research. The student will then develop a research plan and ethics application as well as assess the feasibility of accomplishing the research. The unit will be directly supervised by an academic in the program and supported by a WebCT site. Students will work individually with their supervisor. At the completion of the unit, the student will be able to: explore and critically evaluate the current state of research and evidence base in a specific area of sexual health; review the ethical issues of research in sexual health and write an ethics proposal; identify an area of research, develop a research plan and assess the feasibility of conducting the research.

BIOS5506 Sexual Health Research Project

Credit points: 6  Teacher/Coordinator: Dr Patricia Weerakoon  Session: Semester 2  Classes: Online in WebCT format. Students will be required to attend a 2 day on-campus session at the end of Semester 2  Prerequisites: BIOS5085 Principles of Sexual Health Research  Assessment: The student will produce a major report in the format of a journal article at the end of this unit of study. They will also present the results of their research at a research symposium. Assessment will be based on the quality of the report and presentation  Campus: Cumberland  Mode of delivery: Distance Education/Intensive on Campus  Note: This unit is appropriate for students interested in a research career in sexuality and sexual health

The aim of this unit is to provide the opportunity to implement the research project planned in BIOS5085 Principles of Sexual Health Research and present the outcomes at a student conference as well as in the form of a major report in the format of a journal article. This unit will be directly supervised by an academic in the program and supported by a WebCT site. Students will be encouraged to participate in online discussions with students enrolled in research Master's and PhD degrees in the graduate program in sexual health. At the completion of the unit, the student will be able to: conduct a research project in a selected area of sexual health; analyse and discuss the results and write up the project as a journal article; present research results at a research symposium.

BIOS5087 Sexual Counselling Practicum

Credit points: 6  Teacher/Coordinator: Dr Gomathi Sitharthan  Session: Semester 2  Classes: Intensive face-to-face training, comprising lectures/demonstrations, small group discussion, role-plays, feedbacks and site visits. There will also be an online component  Assessment: Assessment will include reflective report on scenarios, role play and peer review and group discussions based on case studies. Students will be graded as satisfactory and unsatisfactory  Campus: Cumberland  Mode of delivery: Normal (lecture/lab/tutorial) Day  Note: This unit will provide practical instruction in the application of specific counselling approaches in sexual health. Students will explore the issues of providing counselling in a variety of situations, including: clients of different ages and gender; clients from cultures different to their own; a variety of sexual concerns and problems. The students will also be sensitised to specific issues in sexual health counselling communications, and learn to deal with these effectively in their practice. This would include dealing with: situations where the client misunderstands the question and/or motives of the counsellor; situations where the client's personal characteristics, background and motivation for counselling influence the communication process; situations where the counsellor's personal characteristics, background and previous professional experience may influence the effectiveness of the counselling process; inappropriate client sexual behaviour. At the end of this unit, the student will be able to demonstrate the ability to: take a sexual history; conceptualise a client's presenting issues; design basic counselling interventions applied to sexual health; identify counselling outcomes; provide general counselling to individuals presenting with sexual health difficulties; deal with clients from a variety of backgrounds, socio-cultural backgrounds with a variety of sexual health concerns.
BIOS5088
Sexuality in Illness and Disability
Credit points: 6
Teacher/Coordinator: Dr Russell Shuttleworth
Session: Semester 1
Classes: Distance education mode, using the WebCT (internet-based) delivery platform.
No on-campus attendance required.
Assessment: Assignment will include online quizzes, case-based small group work assignments and individual activity reports.
Campus: Cumberland
Mode of delivery: Online

The unit will provide the students with an overview of the models of disability. The students will be sensitised to the sexual health needs of those with physical disability and intellectual disability and sexual concerns following disease and surgery. The unit is an introductory unit to the topic. The students will explore the range of counselling options and support structures available in the area of sexual and reproductive health to disabled people. The students will do this in the context of their own professional situation. At the end of the unit the student will be able to: discuss the models of disability (medical, social, psychological, psychosocial) from the point of view of the factors that influence individual’s reaction to and adjustment to disability and the communities reactions; demonstrate an understanding of the sexual concerns at individual, community and health care levels in people with intellectual disability, development disability and mental illness; demonstrate an understanding of the sexual concerns at individual, community and health care levels in people with a physical disability of various causations such as spinal cord injury and brain injury; discuss the individual and health care consequences of the sexual concerns that are likely in people with illnesses (e.g., heart attacks, COPD, cancer), surgery (e.g., prostatectomy, stoma therapy) and on therapeutic medication; demonstrate an ability to identify and manage as appropriate the sexual concerns in illness and in people with disability.

BIOS5089
Advanced Musculoskeletal Anatomy
Credit points: 6
Teacher/Coordinator: Dr Bronwen Ackermann
Session: Semester 1
Classes: 4hrs lecture discussion/practical 2nd weekly
Prerequisites: Successful completion of undergraduate unit(s) covering detailed musculoskeletal anatomy of the limbs and trunk.
Assessment: Intra-semester exam (40%), end semester exam (60%)
Campus: Cumberland
Mode of delivery: Normal (lecture/lab/tutorial) Day

This unit will extend undergraduate knowledge of the functional anatomy of the neuro-musculo-skeletal system by using recent research evidence to evaluate the validity of clinical assessment procedures, interpretation of assessment findings and treatment approaches in neuro-musculo-skeletal disorders. It will explore possible additional treatment techniques consistent with an approach to rehabilitation that is valid with respect to functional anatomy while appreciating the limitations of current functional anatomy knowledge in evaluating the assessment and treatment of the neuro-musculo-skeletal system. In the study of advanced musculoskeletal anatomy this unit will use current relevant research literature to extend students’ critical evaluation and life-long learning skills.

BIOS5090
Clin Oriented Musculoskeletal Anatomy
Credit points: 6
Teacher/Coordinator: Dr Catherine Willis
Session: Semester 1, Semester 2
Classes: On-campus lectures, tutorials and practical classes
Assessment: Written exams, assignments
Campus: Cumberland
Mode of delivery: Normal (lecture/lab/tutorial) Day

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 studied have been carefully selected to support the knowledge required by health practitioners and there is particular emphasis on the functional applications of knowledge within the framework of clinical situations. A study of the gross anatomy of the upper limb and histological features of the musculoskeletal system or a study of the gross anatomy of the lower limb, torso and head and neck are currently available. The unit includes laboratory classes where tissues from cadavers are examined in detail: attendance at such classes are required for this unit. Instructional methodology will include: lectures, practical classes, CD-ROM-based learning support packages and online.

BIOS5091
Clinically Based Neurosceince
Credit points: 6
Teacher/Coordinator: Dr Jin Huang
Session: Semester 1
Classes: Three 1hr lectures/week and small online component
Assessment: Assignment, mid and end semester exams
Campus: Cumberland
Mode of delivery: Normal (lecture/lab/tutorial) Day

This unit of study introduces fundamental concepts of nervous system organisation and function. Anatomy of the brain and spinal cord is studied using models to understand cortical and subcortical pathways as well as integrating centres that control movement and posture. The physiology component will introduce students to mechanisms underlying signal generation and neural transmission, mechanisms of spinal reflexes, the function of the somatosensory and autonomic nervous system and motor pathways. Tutorials will consist of case studies aimed at identifying simple neural problems associated with sensory and motor systems and are specifically designed for students following professional preparation degrees.

Textbooks

COMP5138
Database Management Systems
Credit points: 6
Session: Semester 1, Semester 2
Classes: One 2 hour lecture and one 1 hour tutorial per week.
Assumed knowledge: Intermediate level of object oriented programming such as Java.
Assessment: Assignments, written exam.
Campus: Camperdown/Darlington
Mode of delivery: Normal (lecture/lab/tutorial) Day

This unit of study provides a conceptual and practical introduction to the use of common platforms that manage large relational databases. Students will understand the foundations of database management and enhance their theoretical and practical knowledge of the widespread relational database systems, as these are used for both operational (OLTP) and decision-support (OLAP) purposes. The unit covers the main aspects of SQL, the industry-standard database query language. Students will further develop the ability to create robust relational database designs by studying conceptual modelling, relational design and normalization theory. This unit also covers aspects of relational database management systems which are important for database administration. Topics covered include storage structures, indexing and its impact on query plans, transaction management and data warehousing.

Objectives: In this unit students will develop the ability to:
- Understand the foundations of database management;
- Strengthen their theoretical knowledge of database systems in general and relational data model and systems in particular;
- Create robust relational database designs;
- Understand the theory and applications of relational query processing and optimization;
- Study the critical issues in data and database administration;
- Explore the key emerging topics in database management.

CSCD5018
Core Studies
Credit points: 3
Teacher/Coordinator: Dr Cate Madill
Session: Semester 1
Classes: 4hrs lectures, practicals/week on-campus
Assessment: Three written exams conducted throughout the semester.
Campus: Cumberland
Mode of delivery: Normal (lecture/lab/tutorial) Day

Basic introduction to human anatomy, physiology and neurophysiology underlying the body systems essential for production of speech, language and swallowing. Basic physics of sound is also covered.
CSCD5019
Speech Pathology Practice (Introduction)
Credit points: 3  Teacher/Coordinator: Dr Natalie Munro  Session: Semester 1
Classes: 2  hrs/week on-campus  Assessment: Practical, written assignments
Campus: Cumberland  Mode of delivery: Normal (lecture/lab/tutorial) Day

An introduction to speech pathology practice. Students will gain an understanding of communication and its components through various theoretical, experiential and practical activities. This unit of study is a prerequisite for CSCD5027 Clinical Practice 1.

CSCD5020
Articulation and Phonology
Credit points: 6  Teacher/Coordinator: Dr Tricia McCabe  Session: Semester 1
Classes: 4  hrs/week on-campus  Assumed knowledge: Ability to transcribe normal adult speech in broad phonetic transcription  Assessment: Two assignments, exam, pass/fail quiz
Campus: Cumberland  Mode of delivery: Normal (lecture/lab/tutorial) Day

Students will acquire an understanding of normal aspects of articulation and phonological development, the nature of phonological and articulatory impairments in children and techniques for assessment, analysis, diagnosis and intervention. This unit of study is a prerequisite for CSCD5027 Clinical Practice 1.

CSCD5021
Language 1
Credit points: 6  Teacher/Coordinator: Dr Natalie Munro  Session: Semester 1
Classes: 4  hrs/week on-campus  Assumed knowledge: Understanding of basic linguistics, including grammatical analysis  Assessment: Written assignment, exam
Campus: Cumberland  Mode of delivery: Normal (lecture/lab/tutorial) Day

Theoretical and applied knowledge in language development and disorders. This unit of study is a prerequisite for enrolment in CSCD5027 Clinical Practice 1.

CSCD5022
Specialist Studies 1
Credit points: 6  Session: Semester 1  Classes: 3-5  hrs/week on-campus  Assessment: Progressive assessment, including viva and written exam
Campus: Cumberland  Mode of delivery: Normal (lecture/lab/tutorial) Day

Assessment, diagnosis and management of specialist populations, including fluency and clients with complex communication needs. This unit of study is a prerequisite for enrolment in CSCD5027 Clinical Practice 1.

CSCD5023
Swallowing and Neurogenics 1
Credit points: 6  Teacher/Coordinator: A/Prof Kirrie Ballard  Session: Semester 2  Classes: 2  hrs/week off-campus  Prerequisites: CSCD5018 Core Studies  Assessment: 4  exams (25% ea), MBRS barrier task
Campus: Cumberland  Mode of delivery: Normal (lecture/lab/tutorial) Day

Central and peripheral nervous system dysfunction and description assessment and intervention for paediatric feeding and adult swallowing disorders, as well as for neurological speech and language disorders. Introduction to aphasia. This unit of study is a prerequisite for CSCD5031 Clinical Practice 2, CSCD5032 Research Led Practice and CSCD5033 Applied Clinical Research.

CSCD5024
Language 2
Credit points: 6  Teacher/Coordinator: Dr Natalie Munro  Session: Semester 2  Classes: 4  hrs/week on-campus  Assumed knowledge: CSCD5020 Articulation and Phonology, CSCD5021 Language 1  Assessment: Written assignment, exam
Campus: Cumberland  Mode of delivery: Normal (lecture/lab/tutorial) Day

Assessment, diagnosis and management of language disorders in school age and other populations. This unit of study is assumed knowledge for CSCD5028 Specialist Studies 3.

CSCD5025
Specialist Studies 2
Credit points: 3  Teacher/Coordinator: Dr Cate Madill  Session: Semester 2
Classes: 4hrs/week on-campus  Assumed knowledge: Anatomy of the head and neck, thorax and respiratory system  Assessment: Progressive assessment, written exam
Campus: Cumberland  Mode of delivery: Normal (lecture/lab/tutorial) Day

Assessment, diagnosis and management of voice disorders. This unit of study will enable students to describe, analyse and apply: 1) the anatomical, physiological, aerodynamic, biomechanical, acoustic and perceptual principles of vocal function; 2) principles and skills in the assessment and analysis of vocal function; and 3) different vocal techniques and facilitating vocal change to the voice disordered population; 4) evaluation and management of individuals with a variety of phonatory disorders and 5) different voice techniques and facilitating vocal change in the non-disordered population; in relation to themselves, a fellow student and class cases. This unit of study is a prerequisite for CSCD5032 Research Led Practice and CSCD5033 Applied Clinical Research.

CSCD5026
Professional Development 1
Credit points: 3  Session: Semester 2  Classes: 2hrs/week on-campus  Assessment: Progressive assessment and written exam. Reports (40%), assignment (60%), 2 barrier tasks
Campus: Cumberland  Mode of delivery: Normal (lecture/lab/tutorial) Day

Issues relevant to speech pathology practice and service delivery. Includes study of professional ethics, relevant state and federal legislation and workplace contexts. This unit of study is a prerequisite for CSCD5030 Professional Development 2 and CSCD5031 Clinical Practice 2.

CSCD5027
Clinical Practice 1
Credit points: 6  Teacher/Coordinator: Dr Alison Purcell  Session: Semester 1
Classes: 10  hrs/week on-campus  Assessment: Assessment depending on availability  Prerequisites: CSCD5019 Speech Pathology Practice (Introduction), CSCD5020 Articulation and Phonology, CSCD5021 Language 1, CSCD5022 Specialist Studies 1  Assessment: Progressive competency based assessment
Campus: Cumberland  Mode of delivery: Professional Practice

Note: Department permission required for enrolment in the following sessions:
Semester 1.

Clinical placement to develop clinical competencies related to client assessment and management, communication skills, report writing, case management and professional development. This unit of study is a prerequisite for CSCD5031 Clinical Practice 2.

Textbooks

CSCD5028
Specialist Studies 3
Credit points: 6  Teacher/Coordinator: Dr Alison Purcell  Session: Semester 1
Classes: 4hrs/week on-campus  Assumed knowledge: CSCD5021 Language 1, CSCD5023 Swallowing and Neurogenics 1, CSCD5024 Language 2  Assessment: Assignment (40%), assignment (20%), exam (40%)
Campus: Cumberland  Mode of delivery: Normal (lecture/lab/tutorial) Day

Note: This unit is a prerequisite for CSCD5032 Research Led Practice, CSCD5033 Applied Clinical Research, CSCD5053 Clinical Practice 3 - Paediatric, CSCD5054 Clinical Practice 3 - Adult

Assessment, diagnosis and intervention of children and adults with complex speech and/or language problems, including those due to sensory, cognitive and developmental impairments.

CSCD5029
Neurogenics 2
Credit points: 6  Teacher/Coordinator: Ms Christine Sheard  Session: Semester 1  Classes: Block mode and 4hrs/week on-campus  Assumed
knowledge: CSCD5023 Swallowing and Neuromotorics 1 Assessment: Written assignment
Campus: Cumberland Mode of delivery: Normal (lecture/lab/tutorial) Day
Note: This unit of study is a prerequisite for CSCD5032 Research Led Practice, CSCD5033 Applied Clinical Research, CSCD5053 Clinical Practice 3 - Paediatric and CSCD5054 Clinical Practice 3 - Adult
Assessment, diagnosis and management of acquired aphasia and related cognitive communication impairments from perspectives of impairment, disability and handicap (limitation, activity and health/participation).
Textbooks
Chapey R (ed), Language Intervention Strategies in Adult Aphasia (5th ed), Lippincott Williams & Wilkins, Baltimore (2008)
CSCD5030 Professional Development 2
Credit points: 6 Teacher/Coordinator: Ms Belinda Kenny Session: Semester 1, Semester 2 Classes: 2hrs/week on-campus Prerequisites: CSCD5026 Professional Development 1 Assessment: Case study response (50%), report (50%) Campus: Cumberland Mode of delivery: Normal (lecture/lab/tutorial) Day
Note: This unit is a prerequisite for CSCD5053 Clinical Practice 3 - Paediatric and CSCD5054 Clinical Practice 3 - Adult
Advanced issues in speech pathology practice including ethics, management of clients and services, government political and legal influences, professional self regulation and recruitment. This unit of study prepares students for evidence based practice research and completion of Quality Improvement projects in future clinical placement.
CSCD5031 Clinical Practice 2
Credit points: 6 Teacher/Coordinator: Ms Elizabeth Bourne Session: Semester 1, Semester 2 Classes: Block mode or weekly placement, on and off-campus depending on availability Prerequisites: CSCD5023 Swallowing and Neurogenics 1, CSCD5024 Language 2, CSCD5026 Professional Development 1, CSCD5027 Clinical Practice 1 Assessment: Clinical competency assessment at mid and end placement Campus: Cumberland Mode of delivery: Clinical Experience
Note: This unit is a prerequisite for CSCD5053 Clinical Practice 3 - Paediatric and CSCD5054 Clinical Practice 3 - Adult
Students attend a speech pathology clinic to consolidate their client skills in areas required for competency as a beginning practitioner in speech pathology.
Textbooks
COMPASS Resource Manual
CSCD5032 Research Led Practice
Credit points: 6 Teacher/Coordinator: Dr Tricia McCabe Session: Semester 2 Classes: Online or learning contract Prerequisites: CSCD5022 Specialist Studies 1, CSCD5023 Swallowing and Neurogenics 1, CSCD5025 Specialist Studies 2, CSCD5028 Specialist Studies 3, CSCD5029 Neurogenics 2, CSCD5031 Clinical Practice 2 or equivalents Corequisites: CSCD5033 Clinical Practice 3 - Paediatric or CSCD5054 Clinical Practice 3 - Adult; or equivalents Assessment: Assignments: four WebCT submissions, two CAP, one CAT, implementation plan Campus: Cumberland Mode of delivery: Normal (lecture/lab/tutorial) Day or On-line
Note: Students enrolling in degree codes SG034 and SC144 will need to seek permission from the Unit Coordinator for enrolment
This unit will provide the opportunity for students to apply the skills needed for critical evaluation of literature pertinent to speech pathology practice and the principles underlying evidence-based practice. Students will focus on specific areas of specialised practice. These areas will be chosen to strengthen the student's professional portfolio demonstrating competencies in all required areas.
Textbooks
Dollaghan CA, The Handbook of Evidence-Based Practice in Communication Disorders, Brookes, Baltimore (2007)
CSCD5033 Applied Clinical Research
Credit points: 6 Teacher/Coordinator: Ms Belinda Kenny Session: Semester 1, Semester 2 Classes: Online or learning contract Prerequisites: CSCD5022 Specialist Studies 1, CSCD5023 Swallowing and Neurogenics 1, CSCD5025 Specialist Studies 2, CSCD5031 Clinical Practice 2 Corequisites: CSCD5053 Clinical Practice 3 - Paediatric or CSCD5054 Clinical Practice 3 - Adult; or equivalent Assessment: Project contract (10%), progress report (10%), presentation (20%), final report (60%) Campus: Cumberland Mode of delivery: Normal (lecture/lab/tutorial) Day or On-line
Note: Students enrolling in degree codes SG034 and SC144 will need to seek permission from the Unit Coordinator for enrolment.
Students complete a work based quality improvement project, and document plans, progress and outcomes.
CSCD5035 Professional Development 2H
Credit points: 3 Teacher/Coordinator: Ms Belinda Kenny Session: Semester 1, Semester 2 Classes: Block mode and 2hrs/week on-campus Prerequisites: CSCD5026 Professional Development 1 Assessment: Report (100%) Campus: Cumberland Mode of delivery: Normal (lecture/lab/tutorial) Day
Note: Department permission required for enrolment in the following sessions: Semester 2.
Note: This unit is a prerequisite for CSCD5053 Clinical Practice 3 - Paediatric and CSCD5054 Clinical Practice 3 - Adult
Advanced issues in speech pathology practice including ethics, management of clients and services, government political and legal influences, professional self regulation and recruitment.
CSCD5036 Research in Clinical Practice 1
Credit points: 3 Teacher/Coordinator: Assoc Prof Kirrie Ballard Session: Semester 1, Semester 2 Classes: On-campus with distance component Assessment: Participation in seminars, written assignments at mid and end semester Campus: Cumberland Mode of delivery: Normal (lecture/lab/tutorial) Day
Note: Department permission required for enrolment in the following sessions: Semester 2.
Note: This unit is a prerequisite for CSCD5053 Clinical Practice 3 - Paediatric and CSCD5054 Clinical Practice 3 - Adult
Advanced investigation in nominated areas and development of a proposal for independent research. Students will also be required to develop a paper that demonstrates the application of academic literature to a clinical problem.
CSCD5037 Research in Clinical Practice 2
Credit points: 12 Teacher/Coordinator: Assoc Prof Kirrie Ballard Session: Semester 2 Classes: On-campus with distance component Prerequisites: CSCD5036 Research in Clinical Practice 1 Assessment: Dissertation, seminar presentation Campus: Cumberland Mode of delivery: Normal (lecture/lab/tutorial) Day
Students will carry out research under supervision. Students may be required to undertake and satisfactorily complete coursework as part of this unit. Students will submit their dissertation in journal article format.
CSCD5051 Trends in Speech-Language Pathology
Credit points: 12 Teacher/Coordinator: Dr Tricia McCabe Session: Semester 2 Classes: WebCT contact, variable Prerequisites: CSCD5050 Scholarship in Speech-Language Pathology or BACH5341 Research and Inquiry in Health Professions Assessment: Participation in WebCT based activities, two annotated bibliographies Campus: Cumberland Mode of delivery: Distance Education
This unit will involve the students in conducting critiques of the literature across selected topic areas of speech-language pathology; stuttering, voice, child language and phonology, neurogenic disorders, disability and diversity, and to write appropriate academic works in those areas.
Textbooks
Access to online journals required
CSCD5052 Clinical Review in Speech-Lang Pathology
Credit points: 12 Session: Semester 1, Semester 2 Classes: WebCT contact, variable Prerequisites: CSCD5050 Scholarship in Speech-Language Pathology or BACH5341 Research & Inquiry in Health Professions, CSCD5051 Trends in
This unit will involve the students in conducting literature based research into a major clinical area of speech-language pathology: stuttering, voice, child language, phonology, neurogenic disorders, disability or diversity. Students will apply critical skills from earlier units of study to write a review of an area of clinical concern, with a view to possible submission for publication.

Textbooks
Access to online journals required

CSCD5053
Clinical Practice 3 - Paediatric
Credit points: 6 Teacher/Coordinator: Ms Elizabeth Bourne Session: Semester 1, Semester 2 Classes: Clinical placement Prerequisites: CSCD5027, CSCD5028, CSCD5030, CSCD5031, CSCD5032, CSCD5035, CSCD5036
Campus: Cumberland
Mode of delivery: Clinical Experience
Students attend a speech pathology clinical placement to consolidate their skills with paediatric clients in areas required for competency as an entry-level practitioner in speech pathology.

Textbooks
COMPASS Resource Manual

CSCD5054
Clinical Practice 3 - Adult
Credit points: 6 Teacher/Coordinator: Ms Elizabeth Bourne Session: Semester 1, Semester 2 Classes: Clinical placement Prerequisites: CSCD5027, CSCD5028, CSCD5030, CSCD5031, CSCD5032, CSCD5035, CSCD5036
Assessment: 1. Clinical placements in adult settings. 2. One clinical placement portfolio. 3. Three assignments.
Campus: Cumberland
Mode of delivery: Clinical Experience
Students attend a speech pathology clinical placement to consolidate their skills with adult clients in areas required for competency as an entry-level practitioner in speech pathology.

Textbooks
COMPASS Resource Manual

CSCD5055
Leadership in Speech Pathology
Credit points: 6 Teacher/Coordinator: Dr Tricia McCabe; Ms Belinda Kenny Session: Semester 1, Semester 2 Classes: Clinical placement Prerequisites: CSCD5027, CSCD5028, CSCD5030, CSCD5031, CSCD5032, CSCD5035, CSCD5036
Assessment: 1. Leadership assignments. 2. Three assignments.
Campus: Cumberland
Mode of delivery: Distance Education
This unit is designed to provide a research foundation for clinical decision making on a whole-of-practice basis. Major themes will include legal and ethical issues in speech pathology, clinical education theory and practice, and managing emergent issues in speech pathology in the light of available evidence. These are topics which are current or imminent for the profession. This content will change as new issues arise. The unit will review these themes from a manager/team leader’s perspective.

DHSC7001
Theory in the Health Professions
Credit points: 6 Teacher/Coordinator: Dr Rod Rotherwell Session: Semester 1 Classes: External/distance mode Assessment: Three assignments
Campus: Cumberland
Mode of delivery: Distance Education
Note: Department permission required for enrolment.

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.

DHSC7003
Foundations for Doctoral Studies
Credit points: 6 Teacher/Coordinator: Dr Mary Jane Mahony Session: Semester 1 Classes: Off-campus/distance mode Assessment: Continuous
Campus: Cumberland
Mode of delivery: Distance Education
Note: Department permission required for enrolment.

Corresponding with 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.

DHSC7005
Developing a Research Proposal
Credit points: 6 Teacher/Coordinator: Dr Kate O'Loughlin Session: Semester 1, Semester 2 Classes: By distance education. No scheduled classes. Students who are able may attend scheduled evening classes for BACH5341 Research & Inquiry in Health Professions. Semester 2 on-campus. Prerequisites: DHSC7003 Foundations for Doctoral Studies Assessment: 3 assignments
Campus: Cumberland
Mode of delivery: Distance Education
Note: Department permission required for enrolment.

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. Emphasis is placed on the issues of validity and reliability of data collection techniques. Basic statistical procedures are briefly reviewed. Finally, students develop a research proposal, including elements for an application for ethics approval when relevant, for answering a research question of their choosing. This unit of study is designed for higher degree research students. Postgraduate coursework students intending to progress to a research degree may also enrol with permission of the unit coordinator.

Textbooks

DHSC7006
Leading in the Health Professions
Credit points: 6 Session: Semester 2 Classes: Web-based, with both synchronous and asynchronous participation required. No on-campus attendance required; possibility of some optional on-campus activities Assessment: Class participation (normally online), case study/s, report
Campus: Cumberland
Mode of delivery: On-line
Note: Department permission required for enrolment.

Students will explore concepts of leadership through extensive reading, contributions by guest experts, workplace observation and analysis, and class discussion. Through structured critical reflection they will
also consider how to develop their own personal skills and knowledge to improve their leadership capability.

EXSS5029 Exercise Metabolism and Physiology
Credit points: 6 Teacher/Coordinator: Mr Tom Gwinn Session: Semester 1 Classes: 2hrs lecture, 2hrs practical/week Assumed knowledge: Good working knowledge by students of basic human biochemistry and physiology Assessment: Mid semester exam (40%), end semester exam, practical assignments (60%) Campus: Cumberland Mode of delivery: Normal (lecture/lab/tutorial) Evening

The subject has a major emphasis on the responses of skeletal muscle metabolism to the acute stress imposed by exercise, and how muscle metabolism is altered by endurance training. Respiratory gas analysis of whole body metabolism is used to investigate muscle metabolism, and students will gain skills in both practical aspects of collection of gas exchange data and in the calculation and interpretation of data in terms of oxygen consumption, carbon dioxide production and fuel oxidation. In addition, the acute cardiovascular and respiratory responses to exercises are examined and cardiac adaptations to training are discussed. This unit of study will be offered by full-time and part-time coursework on-campus.

EXSS5030 Human Mechanics
Credit points: 6 Teacher/Coordinator: Assoc Prof Richard Smith Session: Semester 1 Classes: Normal evening: 2hrs lecture, 2hrs practical/week Assumed knowledge: Fundamental functional anatomy Assessment: Assignment (40%), theory (30%), practical exams (30%) Practical field work: Practical assignment included Campus: Cumberland Mode of delivery: Normal (lecture/lab/tutorial) Evening

This unit aims to investigate how the musculoskeletal properties of the human body affect performance of exercise, sport and functional activity. Emphasis will be placed on structure and function of the major joints and their associated muscles in the production of movement and power. The examination of cadaveric specimens will enhance this aspect of learning. The unit begins with an examination of the mechanical properties of muscle, considers the implications of their arrangement on the skeleton and studies the coordination requirements for functional movement. 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. This knowledge is finally integrated in a practical investigation of the mechanisms of walking. The skills of critical thinking, intellectual curiosity, problem solving, logical and independent thought, will be stimulated by reading, discussion, team work in laboratory classes and class exercises. This unit of study will be offered by full-time and part-time coursework on-campus.

Textbooks
Norkin & Levange, Joint Structure & Function
Leiber RI, Skeletal Muscle Structure and Function

EXSS5036 Exercise for Clinical Populations
Credit points: 6 Teacher/Coordinator: Assoc Prof Glen Davis Session: Semester 2 Classes: 2hrs lecture, 2hrs practical/week Prerequisites: EXSS5029 Exercise Metabolism and Physiology Assessment: Assignment (40%), final exam (60%) Campus: Cumberland Mode of delivery: Normal (lecture/lab/tutorial) Day

This unit considers the application of exercise science to the promotion and maintenance of health for individuals with clinical conditions of complex and/or compound aetiology. The health risks associated with a sedentary lifestyle, based on exercise epidemiology and experimental exercise interventions are reviewed. Exercise testing and prescription for healthy adults is reviewed to form a basis for such interventions in the clinical populations. The pathophysiological bases of exercise limitations in various diseases and disability categories, and the clinical use of exercise assessment for these populations are studied. Using pathophysiology as a basic strategic approach to therapeutic exercise prescription and training are determined for each disorder. This approach will be applied across the broad 'classes' of disease and disability, with specific focus upon neuromuscular and skeletal conditions, metabolic diseases, cardiovascular and respiratory dysfunction, and “other” populations. Throughout the unit, there is strong emphasis on the biological basis of the application of exercise to health promotion, and rehabilitation in optimising function in the daily life of people with chronic health disorders. This unit of study will be offered by full-time and part-time coursework on-campus.

EXSS5044 Advanced Exercise Physiology
Credit points: 6 Teacher/Coordinator: Dr Kieron Rooney Session: Semester 2 Classes: 4hrs/week Prerequisites: EXSS5029 Exercise Metabolism and Physiology Assessment: 3000 word assignment and oral presentation (30%), 2hr written exam (70%) Campus: Cumberland Mode of delivery: Normal (lecture/lab/tutorial) Day

This unit of study will focus on the following three areas: exercise endocrinology, signalling pathways in adaptation to exercise and immune responses to exercise. The hormonal responses to exercise related to fuel mobilisation, exercise intensity, exercise training and their interactions will be discussed, with a focus on blood glucose homeostasis. In addition, the signals for training adaptation at the molecular level will be explored. The unit will also examine the immune system responses to exercise with discussion of the factors that can affect resistance to infection. Environmental factors (e.g., the role of heat shock proteins in the biogenesis of mitochondria and in limiting ischemia-reperfusion injury) will also be discussed. This unit of study will be offered on campus supported with WebCT resources.

Textbooks
Reading materials will be recommended for individual lectures

EXSS5046 Sports Biomechanics
Credit points: 6 Teacher/Coordinator: Dr Rene Ferdinands Session: Semester 2 Classes: 4hrs/week on-campus supported with web CT resources Prerequisites: EXSS5030 Human Mechanics Assumption knowledge: Undergraduate biology and physiology (biochemistry is desirable) Assessment: Assignment (30%), exams (70%) Campus: Cumberland Mode of delivery: Normal (lecture/lab/tutorial) Day

In this unit participants will apply the principles of biomechanics to the assessment and optimisation of sporting skill and the prevention of injury. A range of sports will be selected as case studies. A review of kinetics, work, power and efficiency will be undertaken at the beginning of the unit in preparation for the applications. The building of practical biomechanical assessment competency will form an important part of the unit.

EXSS5047 Nutrition for Health, Exercise and Sport
Credit points: 6 Teacher/Coordinator: Dr Helen O’Connor Session: Semester 1 Classes: 4hrs/week on-campus lecture, practical, tutorial Prerequisites: EXSS5029 Exercise Metabolism and Physiology Assessment: Presentation (30%), final exam (70%) Campus: Cumberland Mode of delivery: Normal (lecture/lab/tutorial) Day

This unit provides students with background knowledge in nutrition as applied to public health and exercise performance. Public health issues such as obesity, diabetes mellitus, cardiovascular disease and cancer will be a focus. In addition, exercise nutrition strategies such as carbohydrate loading, use of ergogenic aids and strategies for muscle bulking, pre-event eating and making weight will be studied. Students will have an opportunity in the unit to obtain an internationally recognised accreditation in anthropometry. The unit will have a strong practical focus. This unit of study will be offered on campus supported with WebCT resources.

EXSS5048 Exercise Throughout the Lifespan
Credit points: 6 Teacher/Coordinator: Prof Maria Fiastrone Singh Session: Semester 2 Classes: 4hrs/week Prerequisites: EXSS5029 Exercise Metabolism and Physiology Assessment: Assignment (30%), end semester exam (70%) Campus: Cumberland Mode of delivery: Normal (lecture/lab/tutorial) Day

This unit of study aims to provide the student with an understanding of the rationale and recommendations for the use of exercise and the
promotion of physical activity in adolescents and older adults, including those with chronic disease and disability. The student will explore evidence for the contribution of exercise to psychological health and well-being, bone health, improvement in body composition associated with poor health outcomes and for the prevention and treatment of chronic disease and disability. Appropriate exercise modalities and implementing the exercise prescription will also be examined. This unit of study will be offered on campus supported with WebCT resources.

**EXSS5049**

**Athlete Exercise Testing and Training**

**Credit points:** 6  
**Teacher/Coordinator:** Dr Nathan Johnson  
**Session:** Semester 2  
**Classes:** 4hrs/week  
**Prerequisites:** EXSS5029 Exercise Metabolism and Physiology  
**Assessment:** Written assessment (40%), laboratory report (25%), end-semester exam (40%)  
**Campus:** Cumberland  
**Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit provides students with knowledge about the application of testing procedures to the identification and evaluation of athletic ability and about the provision of training programs for the preparation and treatment of athletes. The exercise testing component critically reviews principles and methods for assessing anaerobic power and capacity, endurance and muscle strength and power in athletes. The exercise prescription component covers athletes training programs for increasing anaerobic power and capacity, endurance, speed and muscle strength and power. Issues related to athletic training, such as does-response, overtraining, detraining, periodicity, warm-up and acclimatisation will also be addressed. Practical classes are designed to support the lecture material and will cover various athlete testing protocols.

**EXSS5050**

**Human Motor Learning and Control**

**Credit points:** 6  
**Teacher/Coordinator:** Assoc Prof Nicholas O'Dwyer, Dr Roger Adams  
**Session:** Semester 1  
**Classes:** 4hrs/week  
**Assessment:** Oral presentation (25%), mid-semester essays (25%), final exam (50%)  
**Campus:** Cumberland  
**Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit takes both a behavioural and a neurophysiological approach to the acquisition and execution of skilled motor actions. These approaches overlap, with the behavioural approach being primarily directed at the structures and processes underlying movement without considering their physical basis, while the neurophysiological approach is primarily directed at the neuromuscular machinery and the functional neural connections that govern movement. The information processing and emergent capacities that underpin motor performance are examined; that is, memory, attention, reaction time, planning, speed-accuracy trade-off, force control, economy of energy, coordination, multi-task performance, automaticity, lateralisation, arousal and stress, effort and resources, talent and expert-novice skill differences. The features of learning that can be manipulated to promote motor learning are examined, such as goals, motivation, instruction, practice conditions and feedback, imagery and mental rehearsal; and their applications to teaching motor skills, coaching and rehabilitation are considered. Consideration is given to the interaction between automatic and conscious control systems in the production of motor behaviour and how this informs strategies for error correction in motor performance. The ecological and motor program approaches to motor learning are considered. Students will read relevant research and theoretical material and be expected to report and interpret their findings and contribute to class discussion. This unit of study will be offered on campus supported with WebCT resources.

**EXSS5051**

**Clinical Biomechanics**

**Credit points:** 6  
**Teacher/Coordinator:** Dr Benedicte Vanwanseele  
**Session:** Semester 2  
**Classes:** 2hrs lectures, 2hrs practicals/week  
**Prerequisites:** EXSS5030 Human Mechanics  
**Assessment:** Assignment (30%), exams (70%)  
**Practical field work:** 2hrs/week  
**Campus:** Cumberland  
**Mode of delivery:** Normal (lecture/lab/tutorial) Day

Note: Not available during concurrent enrolment in EXSS5046 Sports Biomechanics. Prerequisite and concurrent enrolment rules do not apply to degree code SC149 Master of Exercise Physiology.

A review of kinetics, work, power and efficiency will be undertaken at the beginning of the unit in preparation for the applications. The course offers an introduction to some of the issues in clinical biomechanics, including: gait, work related tasks, musculoskeletal and injury biomechanics. It will further develop the understanding of biomechanics through clinical applications, including normal and pathological gait. Material properties of tissues and the influence of exercises and rehabilitation on tissue development and health will be discussed. The mechanical properties of tissues and anatomical structures will be related to injury occurrence and prevention. This unit of study will be offered on campus supported with WebCT resources.

**Textbooks**

- Basic Biomechanics of the Musculoskeletal System

**EXSS5055**

**High Performance Coaching**

**Credit points:** 6  
**Teacher/Coordinator:** Mr Dieter Wilhelmi  
**Session:** Semester 2  
**Classes:** Two 1hr lectures, 2hr practical, tutorial/week  
**Assumed knowledge:** Undergraduate level Motor Control; Growth and Development; Behavioural Science  
**Assessment:** Periodised training program (40%), 4000 word report (40%), 1hr exam (20%)  
**Campus:** Cumberland  
**Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit provides an introduction to the principles of sports coaching and the role of a high performance coach. The unit aims to integrate and apply the concepts acquired over the course of the degree. Students will conduct further developing sports analysts and performance analyses for the development of periodised training programs. The psychological and behavioural aspects of sport and training will also be explored, providing students with practical skills essential for the development of optimum athletic performance. Students will develop practical knowledge relating to the application of motor control and learning in skill acquisition. The issue of talent identification will be explored using relevant knowledge acquired from previous units of study. Students will also be able to draw on their understanding of various physical and psychological disorders to examine the area of inclusive coaching / athletes with disabilities. The emerging area of athlete development will be discussed, focusing on the promotion of educated and rounded athletes to enhance both competitive performance and life after sport. Legal and business considerations relating to sports coaching, and the structure of the Australian coaching scheme will be explored to provide students with an understanding of the sport and coaching industries.

**EXSS5056**

**Clinical Exercise Science Practicum 1**

**Credit points:** 12  
**Teacher/Coordinator:** Dr Jacqueline Raymond, Ms Elodie Williams  
**Session:** Semester 1  
**Classes:** Tutorials plus approximately 160hrs off-campus  
**Prerequisites:** EXSS5029 Exercise Metabolism and Physiology  
**Assumed knowledge:** Information contained in ACSM’s Guidelines for Exercise Testing and Prescription (7th ed), Lippincott Williams & Wilkins (2006)  
**Assessment:** Case management mark, practical competency exam, student presentation  
**Practical field work:** Approximately 200hrs off-campus at clinical sites  
**Campus:** Cumberland  
**Mode of delivery:** Professional Practice

Note: Department permission required for enrolment.

This unit is designed to provide students with the opportunity to learn and demonstrate the knowledge, skills and abilities of the clinical exercise psychologist. Theory will be applied to practice of graded exercise testing for healthy and diseased populations, exercise supervision and counselling for healthy and diseased populations and emergency procedures related to exercise testing and training situations. Students will have the opportunity to case manage a cohort of patients and provide feedback to patients and allied health staff orally and in written reports.

**Textbooks**

- Recommended: ACSM's Resources for Clinical Exercise Physiology (1st ed), Lippincott Williams & Wilkins (2002)  
EXSS5057
Clinical Exercise Science Practicum 2
Credit points: 12 Teacher/Coordinator: Dr Jacqueline Raymond, Ms Eloide Worsley Session: Semester 2 Classes: Tutorials plus approximately 16hrs/week of practicum. Practicum commitment is 2 days/week. Times and days vary depending on clinical site, usually between 7am-5pm. Prerequisites: EXSS5059, Clinical Exercise Science Practicum 2, Assumed knowledge: EXSS5029 Exercise, Metabolism and Physiology. Information contained in ACSM's Guidelines for Exercise Testing and Prescription (7th ed), Lippincott Williams & Wilkins (2006) Assessment: Case management mark, practical competency exam, student presentation Practical field work: Approximately 200hrs off-campus at clinical sites Campus: Cumberland Mode of delivery: Professional Practice
Note: Department permission required for enrolment.

The student will continue clinical placements specifically in the area of complex and chronic medical conditions. This unit is designed to provide students with the opportunity to learn and demonstrate the skills and attributes required for exercise testing and prescription for populations with cardiovascular, pulmonary, metabolic, orthopaedic, musculoskeletal, neuromuscular and/or immunological disease/disability.

Notebooks

EXSS5058
Principles of Exercise Programming
Credit points: 6 Session: Semester 1 Classes: Lectures, tutorials, short CET placements plus online learning of reading materials and WebCT lectures. Class time is 3hrs lectures, 2hrs tutorial/practical classes Corequisites: EXSS5029 Exercise, Metabolism and Physiology; EXSS5059 Professional Practice Assessment: Exams, assignments, practical skills assessment. Practical field work: Practical classes Campus: Cumberland Mode of delivery: Normal (lecture/lab/tutorial) Day
Note: Students must have a current CPR certificate of competency

The aim of this unit is to provide a comprehensive and critical examination of exercise testing and programming for low-risk populations. The scientific evidence for exercise dosages of aerobic exercise and resistance training required for health and fitness outcomes will be critically reviewed. Other aspects of exercise programming such as flexibility, warm up and instructional techniques will also be covered in this unit. How exercise testing and exercise prescription may be deployed in the amelioration of “lifestyle diseases” such as obesity, diabetes and prevention of cardiovascular risk will be a central focus. Factors relating to exercise adoption and adherence will be discussed along with strategies based in behavioural theory that enhance participation and reduce drop-out. Through the use of lectures and case studies, students will integrate both the physiological components and logistical aspects of exercise performance, to devise individualised exercise test batteries and deploy exercise prescriptions for healthy individuals. Students will be able to apply practical skills learnt in this unit towards their placement in Professional Practice.

EXSS5059
Professional Practice
Credit points: 6 Session: Semester 1 Classes: 2hr lecture, tutorial or prac each week; 60hrs professional placement across the semester Corequisites: EXSS5029 Exercise, Metabolism and Physiology; EXSS5058 Principles of Exercise Programming Assessment: Case report, practical skills, professional performance Campus: Cumberland Mode of delivery: Professional Practice
Note: Students must have a current CPR certificate of competency prior to undertaking clinical work.

The aim of this unit is to introduce the student to a range of issues related to exercise physiology professional practice and service delivery. Topics covered include working in multidisciplinary teams, professional ethics and oral and written communications skills. This unit of study will also provide an introduction to supervised clinical practice. Students will work with low risk clientele, building their confidence and developing skills acquired in this and other units of study taken in this semester.

EXSS5060
Advanced Exercise Programming
Credit points: 6 Teacher/Coordinator: Assoc Prof Glen Davis Session: Semester 2 Classes: Lectures, tutorials, short CET placements plus online learning of reading materials and WebCT lectures. Class time is 2hrs lectures, 2hrs tutorial/practical classes/week Prerequisites: EXSS5058 Principles of Exercise Programming Assumed knowledge: EXSS5029 Exercise, Metabolism and Physiology Assessment: Exams, assignments, practical skills assessment Campus: Cumberland Mode of delivery: Normal (lecture/lab/tutorial) Day
Note: Students must have a current CPR certificate of competency

The aim of this unit is to provide comprehensive and critical examination of the physiological responses during exercise, with particular emphasis upon diagnostic exercise testing and clinical exercise prescription. A focus of this unit will be the application of exercise testing and prescription to the promotion and maintenance of health for individuals with clinical conditions of complex and/or compound aetiology. The pathophysiologically bases of exercise limitations in various diseases and disability populations, and the clinical use of exercise assessment for these individuals are studied with particular reference to the cardiorespiratory and musculoskeletal systems. Through the use of lectures, case studies and short CET placements, students will integrate advanced concepts of exercise physiology into logistical aspects of exercise performance for healthy and clinical populations, and thereby devise individualised exercise assessment and deploy exercise prescriptions for a broad range of individuals.

EXSS5061
Clinical Exercise Practice
Credit points: 6 Session: Semester 2 Classes: 2hr lecture or tutorial each week; 80hrs professional placement across the semester Prerequisites: EXSS5059 Professional Practice Corequisites: EXSS5060 Advanced Exercise Programming Assumed knowledge: EXSS5029 Exercise, Metabolism and Physiology; EXSS5058 Principles of Exercise Programming Assessment: Case report, practical skills, professional performance Campus: Cumberland Mode of delivery: Professional Practice
This unit of study will develop more advanced skills related to exercise physiology professional practice and service delivery. As part of this unit, students will learn about evidence-based practice and how the scientific evidence can be used in clinical decision making about appropriate interventions for individual clients. Students will also undertake a clinical placement, and will be able to develop skills acquired in this and other units of study, including client assessment and design and implementation of an exercise management plan.

EXSS5062
Musculoskeletal Principles of Exercise
Credit points: 6 Session: Semester 2 Classes: 2hrs lectures, 2hrs tutorials/week. Assessment: Exam, assignments, practical skills assessment Campus: Cumberland Mode of delivery: Normal (lecture/lab/tutorial) Day
This unit aims to investigate how the musculoskeletal properties of the human body affect exercise and functional activity. Emphasis will be placed on structure and function of the major joints and their associated muscles in the production of movement. The unit begins with an examination of the mechanical properties of tissues, considers the implications of their arrangement on the skeleton and studies the coordination requirements for functional movement. Functional testing methods such as range of motion, balance will be used to assess physical functions. This unit of study will broaden the student's knowledge of human tolerance to physical tasks by considering tasks with particular reference to the cardiorespiratory and musculoskeletal systems. Through the use of lectures, case studies and short CET placements, students will integrate advanced concepts of exercise physiology into logistical aspects of exercise performance for healthy and clinical populations, and thereby devise individualised exercise assessment and deploy exercise prescriptions for a broad range of individuals.

EXSS5063
Exercise Dissertation
Credit points: 24 Teacher/Coordinator: Dr Benedicte Vanwanseele Session: Semester 1, Semester 2 Classes: Meet with Supervisor as required Assessment: Evaluation of literature review, Research Dissertation Campus: Cumberland Mode of delivery: Normal (lecture/lab/tutorial) Day
This unit aims to investigate how the musculoskeletal properties of the human body affect exercise and functional activity. Emphasis will be placed on structure and function of the major joints and their associated muscles in the production of movement. The unit begins with an examination of the mechanical properties of tissues, considers the implications of their arrangement on the skeleton and studies the coordination requirements for functional movement. Functional testing methods such as range of motion, balance will be used to assess physical functions. This unit of study will broaden the student's knowledge of human tolerance to physical tasks by considering tasks performed across a spectrum of settings, including occupational, and activities of daily living. An understanding of the principles of matching environmental and task related parameters to human characteristics will be developed.
In this unit students conduct an investigative project related to exercising 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.

GSDD5001  
Critical Issues-Developmental Disability  
Credit points: 6  
Teacher/Coordinator: Prof Trevor Parmenter  
Session: Semester 1  
1 Classes: Web-based learning: no on-campus attendance required  
Assessment: Contribution to online discussion and two minor, one major assignments  
Campus: Cumberland  
Mode of delivery: On-line

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, (including physical and mental health and family issues), 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.

GSDD5006  
Inquiry Topic  
Credit points: 6  
Teacher/Coordinator: Prof Trevor Parmenter, Dr Russell Shuttleworth  
Session: Semester 1, Semester 2  
2 Classes: Online and distance education, with independent directed study  
Assessment: 6000 word report  
Campus: Cumberland  
Mode of delivery: On-line

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.

GSDD5007  
Communication & Developmental Disability  
Credit points: 6  
Session: Semester 1  
1 Classes: Web-based training: no on-campus attendance required  
Assessment: Participation in online discussion groups (10%), assignments (90%)  
Campus: Cumberland  
Mode of delivery: On-line

This unit introduces students to the empirical literature on communication issues for people with life long disability. Students will be introduced to the communication issues that impact on the lives of people with long disability and those who support them, functional communication assessment and intervention strategies, and the importance of multi modal communication systems in facilitating community participation. Adults who use AAC, parents, and clinicians will participate in the design, presentation and evaluation of the unit of study and share their stories that relate to communication issues.

GSDD5009  
Dissertation  
Credit points: 12  
Teacher/Coordinator: Prof Trevor Parmenter, Dr Russell Shuttleworth  
Session: Semester 1, Semester 2  
2 Classes: Off-campus with independent directed study, online and distance education  
Assessment: 12,000 word dissertation  
Campus: Cumberland  
Mode of delivery: On-line

The honours dissertation is an extra 12 credit point 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.

GSDD5013  
Community Living  
Credit points: 6  
Teacher/Coordinator: Dr Roger Stancliffe  
Session: Semester 1  
1 Classes: Web-based training: no on-campus attendance required  
Assessment: Individual reports (90%); participation in on-line discussion (10%)  
Campus: Cumberland  
Mode of delivery: On-line

This unit provides students with an understanding of contemporary issues in provision of community living services to people with a developmental disability. The unit will be of most benefit to those students who have some experience of developmental disability services. Topics to be covered include: deinstitutionalisation and community living. Differing approaches to provision of accommodation support in the community, including group homes, supported living, semi-independent living, and co-residency. The funding, legislative and regulatory environment in which community living services currently operate. Quality service provision in community living with a focus on resident outcomes, and the evaluation and management of quality. Values underpinning community living and quality service. The Active Support Model and quality provision of community living services. Safety, risk management and self-determination. National and international data on provision of community living services.

GSDD5014  
Parenting with Developmental Disability  
Credit points: 6  
Teacher/Coordinator: Dr Rachel Mayes  
Session: Semester 1  
1 Classes: Web-based training: no on-campus attendance required  
Assessment: Group assignment/presentation, individual report  
Campus: Cumberland  
Mode of delivery: On-line

This unit introduces students to the challenges and achievements typically found in the lives of parents with a developmental disability and their children. Students will critically examine ‘popular’ and professional narratives about, and responses to parents with a developmental disability. Students will become familiar with the empirical literature on parenting with a developmental disability, including but not limited to evidence-based parent education and family support strategies. Students will apply this knowledge to identify service gaps, and opportunities in their own local area to promote the health and wellbeing of families headed by a parent with a developmental disability.

GSDD5015  
Physical Health-Developmental Disability  
Credit points: 6  
Teacher/Coordinator: Dr Seeta Durvasula (Lecturer, Faculty of Medicine) Centre for Developmental Disability Studies  
Session: Semester 2  
2 Classes: Web-based training: no on-campus attendance required  
Assessment: Contribution to online tutorials and group work, 2 reports  
Campus: Cumberland  
Mode of delivery: On-line

This unit provides an overview of the main physical health conditions in people with developmental disability. Topics include mortality and life span; genetics of developmental disability, including important syndromes and their relevant features: an examination of major conditions such as epilepsy, sensory impairments, endocrinological disorders, gastro-oesophageal and nutritional problems. A practical, multidisciplinary approach to comprehensive health assessment and management will be considered. Students will also critically review the factors influencing health and health care access in people with developmental disability. Students will have the opportunity to examine a topic of individual interest in further depth.

GSDD5016  
Sexuality and Developmental Disability  
Credit points: 6  
Teacher/Coordinator: Dr Russell Shuttleworth  
Session: Semester 2  
2 Classes: Web-based training: no on-campus attendance required  
Assessed knowledge: Knowledge of the structure and function of male and female genitalia and the sexual response cycle; knowledge of and/or experience with people with developmental disability  
Assessment: Individual report, group report, evidence of group participation in online discussion  
Campus: Cumberland  
Mode of delivery: On-line
This unit will provide the students with an overview of historical, cultural and sociological perspectives on the sexuality of people with developmental disability. Students will become aware of the relationships between identity, gender and sexuality and how these are shaped by cultural and societal attitudes and beliefs. Students will explore issues of sexual preferences, knowledge about and decision-making and control over sexuality, sex education and sexual and reproductive health through examination of the life stories of women and men with developmental disability. Students will demonstrate the ability to discuss approaches/programs and formal services in relation to sexuality with people with a developmental disability, their family members, carers or advocates and assist them to understand, appreciate and support the realisation of sexuality for people with developmental disability.

HIMT5023
Fundamentals of Medical Terminology
Credit points: 6 Teacher/Coordinator: Ms Janelle Craig Session: Semester 2 Classes: Web-based: no on-campus attendance required Assessment: Assignments, exam Campus: Cumberland Mode of delivery: On-line

This unit is designed to provide the student with the knowledge necessary to understand the information contained in health records. 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.

HIMT5025
Clinical Trials and Data Management
Credit points: 6 Teacher/Coordinator: Dr Mary Lam Session: Semester 1 Classes: Online delivery Assessment: Assignments Campus: Cumberland Mode of delivery: On-line

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.

HIMT5027
Introduction to Epidemiology
Credit points: 6 Teacher/Coordinator: Dr Mary Lam Session: Semester 1 Classes: Distance education Assessment: Assignments, exam Campus: Cumberland Mode of delivery: Distance Education

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.

HIMT5052
Database Management Systems
Credit points: 5 Teacher/Coordinator: Dr Mary Lam Session: Semester 2 Classes: 4-day block workshop on campus Assessment: Three assignments Campus: Cumberland Mode of delivery: Block Mode

Note: Students enrolling in HIMT5052 are required to attend a 4-day workshop at the beginning of Semester 2.

This unit provides a theoretical and practical introduction to relational database management systems. Concepts covered include systems analysis and design, entity-relationship modelling, data integrity, and normalisation, query languages (SQL); database implementation and management (forms, queries, reports and security) in MS Access.

HIMT5058
Health Informatics Applications
Credit points: 6 Teacher/Coordinator: Ms Janelle Craig Session: Semester 1 Classes: Intensive compulsory block mode (six by 4hrs) plus individual and small group independent learning and e-learning activities Assessment: Presentation, two 2000 word assignments Campus: Cumberland Mode of delivery: Block Mode

This unit this unit utilises case study analysis, review of contemporary literature and presentations to explore different health informatics topic areas. Students are provided with the opportunity to develop and enhance their information seeking and critical appraisal skills as they investigate and report on key themes, issues and trends in health informatics. A focus of the unit will be reviewing and investigating current and future technology applications such as: telemedicine and health in the home, web-based applications, cyber-consultations and wireless technology.

HIMT5059
Health Classification Systems
Credit points: 6 Session: Semester 2 Classes: Intensive, compulsory block mode (six by 4hrs) plus individual and small group independent learning and e-learning activities Assessment: 1500 word assignment, 2000 word essay, 2hr exam Campus: Cumberland Mode of delivery: Block Mode

This unit introduces the student to the concepts of organising health information in a logical way to interface with an electronic information system. The significance of terminologies such as the Systematised Nomenclature of Medicine - Clinical Terms (SNOMED-CT), and the Unified Medical Language System (UMLS) will be investigated. The design and role of various health classification systems such as the International Classification of Diseases (ICD), the International Classification of Primary Care (ICPC) and casemix systems (AR-DRGs, AN-SNAP, MH-CASC) will also be undertaken.

HIMT5060
Integration for Health Informatics
Credit points: 5 Teacher/Coordinator: Dr Joanne Callen Session: Semester 2 Classes: Intensive compulsory block mode (six by 4hrs) plus individual and small group independent learning and e-learning activities Assessment: Three 2000 word assignments Campus: Cumberland Mode of delivery: Block Mode

This unit aims to provide an understanding of the organisational, people and social issues related to the successful implementation and use of health information systems in health care organisations. In this unit there is an analysis of relevant theories and principles as an understanding of these frameworks is essential for the successful diffusion of health information systems. Information and communication technology integration is challenging as healthcare organisations are complex and diverse with a variety of professionals working within this unit. They will cover issues that are often seen as barriers to information diffusion such as: organisational culture; communication; change management and work flow.

HIMT5061
Dissertation
Credit points: 12 Teacher/Coordinator: Dr Joanne Callen Session: Semester 1, Semester 2 Classes: Off-campus directed independent study (some on-campus attendance may be required) Assessment: Completion of a publishable paper reporting outcome of investigation Campus: Cumberland Mode of delivery: Distance Education/Intensive on Campus

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.

HIMT5062
Dissertation A
Credit points: 6 Teacher/Coordinator: Dr Joanne Callen Session: Semester 1, Semester 2 Classes: Supervised research activity with on-campus presentation Prerequisites: BACH5341 Research & Inquiry in Health Professions Assessment: 1 x 1500 word progress plan, 1 x 20min presentation Campus: Cumberland Mode of delivery: Normal (lecture/lab/tutorial) Day
Honours students will develop a proposal to undertake an investigation in an area of specialised interest in health informatics.

HIMT5063
Dissertation B
Credit points: 6
Teacher/Coordinator: Dr Joanne Callen
Session: Semester 2
Class: Directed independent study (some on-campus attendance may be required)
Campus: Cumberland
Mode of delivery: Distance Education/Intensive on Campus

The dissertation requires the completion of a publishable paper reporting an original investigation of an area of professional relevance.

HIMT5065
Project Management
Credit points: 6
Teacher/Coordinator: Dr Mary Lam
Session: Semester 2
Classes: Intensive, compulsory block mode (4 days, 9am-5pm)
Assessment: Multiple choice questions/quiz daily in class, 2000 word case study, 2500 word workplace portfolio
Campus: Cumberland
Mode of delivery: Block Mode

This unit covers all the nine knowledge areas of the Australian Project Management competency standards including planning and scheduling, quality, risks and status reporting. Team and people management issues, managing external dependencies and costs are also covered. Workshop groups use exercises based around a case study to apply principles to various situations.

HIMT5066
Advanced Clinical Data Management
Credit points: 6
Teacher/Coordinator: Dr Mary Lam
Session: Semester 1
Classes: Intensive, compulsory block mode plus individual and small group independent learning and block mode
Assessment: Assignments
Campus: Cumberland
Mode of delivery: On-line

This advanced unit will build on the principles and skills developed in the core unit HIMT5025 Clinical Trials and Data Management. A focus will be regulatory, legal and ethical issues in clinical research including GCRP and FDA requirements and NHMRC guidelines.

HIMT5067
Evidence Based Health Care
Credit points: 6
Teacher/Coordinator: Dr Mary Lam
Session: Semester 1
Classes: Intensive, compulsory block mode plus individual and small group independent learning and e-learning activities
Assessment: Three assignments
Campus: Cumberland
Mode of delivery: Block Mode

Greater demands 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 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.

HIMT5069
Health Care Systems
Credit points: 6
Teacher/Coordinator: Ms Janelle Craig
Session: Semester 1, Semester 2
Classes: Sem 1: Lecture/tutor/lecture/on-campus 2 hrs/week throughout semester (evening classes); Sem 2: Distance education
Assessment: 1500 word essay, 2000 word assignment, 2hr exam
Campus: Cumberland
Mode of delivery: Normal (lecture/tutor/lecture) Evening

This unit provides an introduction to health care systems with an emphasis on 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 health of the Australian population is considered and compared internationally, and the health of indigenous Australians is reviewed in depth. The unit encourages a critical appraisal of current health arrangements and policies and an appreciation of the pluralistic nature of the health system.

HIMT5079
Health Informatics Research Project
Credit points: 6
Session: Semester 2
Classes: On-campus preparation and debriefing, Fieldwork and concurrent e-learning tasks
Prerequisites: BACH3541 Research & Inquiry in Health Professions
Assessment: 1500 word progress plan, 3000 word final report
Campus: Cumberland
Mode of delivery: Block Mode

Students will undertake a research project in health informatics over the course of the semester. Preference is given to real-life health informatics projects being planned or underway in the workplace. Students will be supported to work independently and will make regular reports to key stakeholders on progress. This project will be completed either individually or as part of larger teams. This unit of study will provide opportunities for formal and informal interprofessional learning. E-learning tasks, based around peer support and moderated peer learning, will assist in the extension and deepening of the application of health informatics theory to practice.

HIMT5085
Information Systems in Health Care
Credit points: 6
Teacher/Coordinator: Dr Mary Lam
Session: Semester 1, Semester 2
Classes: Intensive, compulsory block mode (seven by 4hrs) plus individual and small group independent learning and e-learning activities
Corequisites: HIMT5086 Health Informatics Principles
Assessment: Three assignments
Campus: Cumberland
Mode of delivery: Block Mode

This unit of study introduces students to the concepts of health information, its management and implementation. The unit provides a thorough coverage of concepts, methodologies and techniques available to support patient care processes through the use of information technology. The foundation concepts of data, information and knowledge are introduced as well as definitions of systems and models. National and local data collections will be reviewed. Electronic health records, electronic medical records and computerised personal health records will be investigated. Students will gain exposure to a range of systems in use in healthcare including administrative, clinical and financial information systems.

HIMT5086
Health Informatics Principles
Credit points: 6
Teacher/Coordinator: Ms Janelle Craig
Session: Semester 1, Semester 2
Classes: Intensive, compulsory block mode (seven by 4hrs) plus individual and small group independent learning and e-learning activities
Corequisites: HIMT5085 Information Systems in Health Care
Assessment: 2000 word assignment and presentation, 2hr exam
Campus: Cumberland
Mode of delivery: Block Mode

This unit introduces students to the concepts and philosophies which are foundations underlying current and future directions of health informatics practice. Concepts to be addressed will include: privacy and security, language and terminologies, standards and interoperability, decision support systems, health informatics specialties such as consumer, nursing and bioinformatics.

HIMT5087
Professional Practice-Health Informatics
Credit points: 6
Teacher/Coordinator: Ms Janelle Craig, Ms Anne Marks
Session: Semester 1, Semester 2
Classes: On-campus preparation and debriefing, 5 days supervised fieldwork, additional e-learning tasks and electronic industry links
Assessment: 100% assessment based on performance, written material, communication skills, organisational skills and professionalism
Campus: Cumberland
Mode of delivery: Professional Practice

This unit of study will engage students in the process of exploring health informatics in practical settings. Appropriate opportunities to learn within interdisciplinary teams will be available and students will undertake facilitated peer discussions via electronic media. At the completion of this unit of study, students will be able to discuss the capabilities of health informatics specialists, and engage in professional discourse regarding their own learning needs.

HIMT5088
Health Informatics Evaluation
Credit points: 6
Session: Semester 1
Classes: Intensive, compulsory block mode (six by 3hrs) plus individual and small group independent learning and
e-learning activities Assessment: Presentation, two written assignments Campus: Cumberland Mode of delivery: Block Mode

This unit provides an overview of approaches to evaluating health informatics interventions. A broad range of methods and techniques for measuring the impact that health informatics applications have on the delivery of health services, patient outcomes, health professionals’ work and organisational efficiency will be covered. Students will be introduced to theoretical perspectives of evaluation as well as gain practical skills in designing evaluation and benefit realisation projects. The unit focuses on the use of multi-method models which incorporate both quantitative and qualitative techniques.

HIMT5089 Health Systems Data Analysis
Credit points: 6 Teacher/Coordinator: Dr Mary Lam Session: Semester 1 Classes: Combination of lecture/lab/tutorial/online modalities Prerequisites: BACH5088 Statistics for Clinical Research Assessment: Three 2000 word assignments Campus: Cumberland Mode of delivery: Block Mode

This unit of study covers the major health systems databases and how they can be analysed to provide information for strategic planning, ongoing program management, monitoring, evaluation and research purposes. These include different analytical approaches and reporting formats for the different purposes. By working with real data and real problems, students will learn basic tools and methods of data analysis.

HIMT5090 Dissertation B
Credit points: 12 Teacher/Coordinator: Dr Joanne Callen Session: Semester 1, Semester 2 Classes: Supervised research activity with on-campus presentation Prerequisites: HIMT5062 Dissertation A, BACH5341 Research & Enquiry in Health Professions Assessment: One 5000 word thesis, 30min presentation Campus: Cumberland Mode of delivery: Normal (lecture/lab/tutorial) Day

During this unit, honours students will complete the investigation begun during HIMT5062 Dissertation A. The student will prepare a written report suitable for submission to a refereed journal for publication. Full details of the requirements for this report can be found in the (Health Informatics) (Honours) Guidelines, Policy and Procedures.

HIMT5092 International Disease Classification A
Credit points: 6 Teacher/Coordinator: Ms Anne Marks Session: Semester 1 Classes: Intensive, compulsory block mode (6 by 4hrs) plus individual and small group independent learning and e-learning activities Assessment: Assignments and exam Campus: Cumberland Mode of delivery: Block Mode

This unit is designed to enable the student to classify diseases using ICD-10-AM and procedures using ACHI. It includes the historical development of clinical classification systems and students will make comparisons between ICD-9-CM and ICD-10-AM. The focus of the unit is to develop the student’s practical coding skills.

HIMT5093 International Disease Classification B
Credit points: 6 Teacher/Coordinator: Ms Anne Marks Session: Semester 2 Classes: Intensive, compulsory block mode (6 by 4hrs) plus individual and small group independent learning and e-learning activities Prerequisites: HIMT5092 International Disease Classification A Assessment: Assignments and exam Campus: Cumberland Mode of delivery: Block Mode

This unit builds on both theoretical and practical issues studied in HIMT5050 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. Casemix measurement systems will be reviewed in detail.

HSGS5001 Research Dissertation
Credit points: 12 Teacher/Coordinator: Please contact your program coordinator. Session: Semester 1, Semester 2 Classes: Supervised project: external/distance mode. Assessment: 12,000 word written report. Campus: Cumberland Mode of delivery: Distance Education

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.

MRSC5001 Professional Practice Radiography 1
Credit points: 6 Teacher/Coordinator: Dr John Atyeo Session: Semester 1 Classes: 4-6hrs/week of lectures and tutorials. 35hrs/week practical work Assessment: Practical field work: Practical classes will provide students with experience in positioning techniques and pathology Campus: Cumberland Mode of delivery: Normal (lecture/lab/tutorial) Day

This unit of study introduces the student the professional practice of diagnostic radiography. The techniques covered will include routine procedures that the student will encounter in the clinical setting. Anatomy, physiology and pathology will be integrated with corresponding techniques of selected body systems. Planar anatomy and imaging will be included as appropriate. This unit will apply theory to practice and integrate basic applied sciences to imaging techniques. Students will be expected to supplement and broaden their learning by independent research on relevant topics. Textbooks Bontrager KL & Lampignano J, Textbook of Radiographic Positioning and Related Anatomy (6th ed), Mosby Elsevier, St Louis (2005) McCullien Martensen K, Radiographic Image Analysis (2nd ed), Elsevier Saunders, St Louis (2005) Eisenberg RL and Johnson NM, Comprehensive Radiographic Pathology (3rd ed), Mosby, St Louis (2003)

MRSC5002 Medical Radiation Science 1
Credit points: 6 Session: Semester 1 Classes: 4-6hrs/week of lectures and tutorials Assessment: Assignment, exams Campus: Cumberland Mode of delivery: Normal (lecture/lab/tutorial) Day

This unit of study introduces the student to ionizing radiation and its interactions with matter. The physical principles of the appropriate use of ionizing radiations in the medical radiation sciences including its radio-biological effects will be covered. The student will be introduced to the fundamental principles of radiation protection and equipment. Cellular biological applicable to the medical radiation sciences will be covered.

MRSC5003 Foundations of Health Care Practice
Credit points: 6 Teacher/Coordinator: Ms Edwina Adams Session: Semester 1 Classes: 4hrs/week of lectures, tutorials Assessment: Written report, group presentation, end semester exam Campus: Cumberland Mode of delivery: Normal (lecture/lab/tutorial) Day

This unit of study introduces students to the ethical, legal and psycho-social issues surrounding the safe delivery of medical radiation sciences in the Australian healthcare system. Modules within the unit are applied to medical radiation sciences and will cover the following: healthcare ethics, legal aspects of practice, risk management and quality assurance, radiation considerations, the Australian healthcare system, social factors and models of health, as well as specific health psychology topics. Textbooks Forrester K and Griffiths D, Essentials of Law for Health Professionals (3rd ed), Elsevier Australia (2010)

MRSC5005 Professional Practice Radiography 2
Credit points: 6 Teacher/Coordinator: Dr John Atyeo Session: Semester 2 Classes: 4-6hrs/week of lectures and tutorials. 35hrs/week practical work Prerequisites: MRSC5001 Professional Practice Radiography 1 Assessment: Assignments, exam, Practical field work: Practical classes will provide students with experience in positioning techniques and pathology Campus: Cumberland Mode of delivery: Normal (lecture/lab/tutorial) Day

This unit of study will develop the student’s knowledge in the professional practice of diagnostic radiography. The techniques covered will build upon routine procedures that the student will
encounter in the workplace. Anatomy, physiology and pathology will be integrated with corresponding techniques of selected body systems. Planar anatomy and imaging will be included as appropriate. Students will be expected to supplement and broaden their learning by independent research on relevant topics.

Textbooks
McQuillen Martensen K, Radiographic Image Analysis (2nd ed), Elsevier Saunders, St Louis (2005)
Eisenberg RL and Johnson NM, Comprehensive Radiographic Pathology (3rd ed), Mosby, St Louis (2003)

MRSC5008
Honours Dissertation A
Credit points: 6  
Teacher/Coordinator: Dr Ann Poulos  
Session: Semester 2  
Classes: Dissertation  
Assessment: Portfolio satisfying key learning outcomes  
Practical field work: 35hrs/week  
Campus: Cumberland  
Mode of delivery: Normal (lecture/lab/tutorial) Day

This unit of study is the first of two research units incorporated into the honours pathway. Students will be introduced to the principles of research design and delivery, working at a pace reflective of an honours student. The development of an individual literature review and research proposal including ethics considerations and submission will be included.

MRSC5009
Professional Practice Nuclear Medicine 1
Credit points: 6  
Teacher/Coordinator: Dr John Atyeo  
Session: Semester 1  
Classes: 4-6hrs/week  
Assessment: Assignments, exam  
Campus: Cumberland  
Mode of delivery: Normal (lecture/lab/tutorial) Day

This unit of study introduces the student to professional practice in nuclear medicine. The techniques covered will include routine procedures that the student will encounter in the clinical setting. The theory of anatomy, physiology, pathology and radiopharmacy of selected body systems will be taught in context with the technique. Sectional anatomy and imaging will be integrated throughout this unit. This unit will apply theory to practice and integrate basic applied sciences to imaging techniques. Students will be expected to supplement and broaden their learning by independent research on relevant topics.

Textbooks

MRSC5010
Professional Practice Nuclear Medicine 2
Credit points: 6  
Teacher/Coordinator: Ms Elisabeth Kilburn-Watt  
Session: Semester 2  
Classes: 4-6hrs/week  
Prerequisites: MRSC5009 Professional Practice Nuclear Medicine 1  
Assessment: Assignments, exam  
Campus: Cumberland  
Mode of delivery: Normal (lecture/lab/tutorial) Day

This unit of study will develop the student’s knowledge in the professional practice of nuclear medicine. The techniques covered will build upon routine procedures that the student will encounter in the workplace. Anatomy, physiology and pathology of selected body systems will be taught in context with the technique. Sectional anatomy and imaging will be integrated throughout this unit. This unit will apply theory to practice and integrate basic applied sciences to imaging techniques. Students will be expected to supplement and broaden their learning by independent research on relevant topics.

Textbooks

MRSC5011
Professional Practice Radiography 1
Credit points: 6  
Teacher/Coordinator: Dr John Atyeo  
Session: Semester 1  
Classes: 4-6hrs/week  
Assessment: Assignment, exam  
Campus: Cumberland  
Mode of delivery: Normal (lecture/lab/tutorial) Day

This unit of study introduces the student to professional practice in radiation therapy. The techniques covered will include routine procedures that the student will encounter in the clinical setting. The theory of anatomy, physiology and pathology of selected body systems will be taught in context with the technique. Sectional anatomy and imaging will be integrated throughout this unit. This unit will apply theory to practice and integrate basic applied sciences to treatment techniques. Students will be expected to supplement and broaden their learning by independent research on relevant topics.

Textbooks
Washington CM and Leaver DT (eds), Principles and Practice of Radiation Therapy (3rd ed), Mosby, St Louis (2010)

MRSC5012
Professional Practice Radiography 2
Credit points: 6  
Teacher/Coordinator: Ms Elisabeth Kilburn-Watt  
Session: Semester 2  
Classes: Clinical experience: 4-6hrs/week  
Prerequisites: MRSC5011 Professional Practice Radiography 1  
Assessment: Assignments, exam  
Campus: Cumberland  
Mode of delivery: Professional Practice

This unit of study will develop the students' knowledge in the professional practice of radiation therapy. The techniques covered will build upon routine procedures that the student will encounter in the workplace. Anatomy, physiology and pathology of selected body systems will be taught in context with the technique. Sectional anatomy and imaging will be integrated throughout this unit. Students will be expected to supplement and broaden their learning by independent research on relevant topics.

Textbooks
Washington CM and Leaver DT (eds), Principles and Practice of Radiation Therapy (3rd ed), Mosby, St Louis (2010)

MRSC5013
Professional Practice Radiography 3
Credit points: 6  
Teacher/Coordinator: Ms Danielle Milinkovic, Ms Nikki Field  
Session: Semester 1  
Classes: 4-6hrs/week of lectures and tutorials  
Prerequisites: MRSC5005 Professional Practice Radiography 2  
Assessment: Assignments, exam  
Practical field work: Practical classes will provide students with experience in positioning techniques and pathology

Campus: Cumberland  
Mode of delivery: Normal (lecture/lab/tutorial) Day

This unit of study will continue to develop the student's knowledge in the professional practice of diagnostic radiography. The techniques covered will introduce more specialised procedures that the student will encounter in the workplace. Anatomy, physiology and pathology will be integrated with corresponding techniques of selected body systems. Planar anatomy and imaging will be included as appropriate. Students will be expected to supplement and broaden their learning by independent research on relevant topics.

Textbooks
McQuillen Martensen K, Radiographic Image Analysis (2nd ed), Elsevier Saunders, St Louis (2005)
Eisenberg RL and Johnson NM, Comprehensive Radiographic Pathology (3rd ed), Mosby, St Louis (2003)

MRSC5014
Professional Practice Radiography 4
Credit points: 6  
Teacher/Coordinator: Ms Elisabeth Kilburn-Watt  
Session: Semester 2  
Classes: 4-6hrs/week of lectures and tutorials, directed independent work, practical  
Prerequisites: MRSC5013 Professional Practice Radiography 3  
Assessment: Assignments, exam  
Practical field work: Practical classes will provide students with experience in positioning techniques and pathology

Campus: Cumberland  
Mode of delivery: Normal (lecture/lab/tutorial) Day

This is the final unit of study which will complete the student's learning in professional practice of diagnostic radiography. The techniques covered will include routine procedures that the student will encounter in the clinical setting. The theory of anatomy, physiology and pathology of selected body systems will be taught in context with the technique. Sectional anatomy and imaging will be integrated throughout this unit. Students will critically explore variations in techniques found in the
This unit of study will continue to develop the student's knowledge in the professional practice of radiation therapy. The techniques covered will introduce more specialised procedures that the student will encounter in the workplace. The theory of anatomy, physiology and pathology of selected body systems will be taught in context with the technique. Sectional anatomy and imaging will be integrated throughout this unit. Students will be expected to supplement and broaden their learning by independent research on relevant topics.

Textbooks
Washington CM and Leaver DT (eds), Principles and Practice of Radiation Therapy (3rd ed), Mosby, St Louis (2010)

MRSC5025
Professional Practice Radiography 2

Credit points: 6

Teacher/Coordinator: Mr Andrew Kilgour

Session: Semester 1

Classes: On-campus: clinical centres

Assessment: Case studies, practical assessment, assignments

Campus: Cumberland

Mode of delivery: Normal (lecture/lab/tutorial) Day

This unit of study is the first of four units in clinical education in which students are placed in the clinical environment within their respective professional fields. The unit will provide introductory clinical awareness, develop interpersonal skills and allow the application of theory to practice. The role of a diagnostic radiographer will be integrated with the professional practice subjects.

Textbooks
Students will be supplied with workbooks

MRSC5026
Clinical Studies Radiography 1

Credit points: 6

Teacher/Coordinator: Mr Andrew Kilgour

Session: Semester 1

Classes: On-campus: clinical centres

Assessment: Case studies, practical assessment, assignments

Campus: Cumberland

Mode of delivery: Normal (lecture/lab/tutorial) Day

This unit of study is the first of four units in clinical education in which students are placed in the clinical environment within their respective professional fields. The unit will provide introductory clinical awareness, develop interpersonal skills and allow the application of theory to practice. The role of a diagnostic radiographer will be integrated with the professional practice subjects.

Textbooks
Students will be supplied with workbooks

MRSC5027
Clinical Studies Radiography 2

Credit points: 6

Teacher/Coordinator: Mr Andrew Kilgour

Session: Semester 2

Classes: On-campus: clinical centres

Assessment: Case studies, practical assessment, OSCE, assignments

Campus: Cumberland

Mode of delivery: Normal (lecture/lab/tutorial) Day

This unit of study is the second of four units in clinical education in which students are placed in the clinical environment. This unit will build upon student's ability to achieve competence in performing routine radiographic procedures as integrated with the professional practice subjects.

Textbooks
Students will be supplied with workbooks

MRSC5024
Professional Practice Rad Therapy 3

Credit points: 6

Teacher/Coordinator: Ms Danielle Milinkovic

Session: Semester 1

Classes: On-campus lectures, directed independent work, practical

Prerequisites: MRSC5012 Professional Practice Radiation Therapy 2

Assessment: Assignments, exam

Campus: Cumberland

Mode of delivery: Normal (lecture/lab/tutorial) Day

This unit of study will continue to develop the student's knowledge in the professional practice of radiation therapy. The techniques covered will introduce more specialised procedures that the student will encounter in the workplace. The theory of anatomy, physiology and pathology of selected body systems will be taught in context with the technique. Sectional anatomy and imaging will be integrated throughout this unit. Students will be expected to supplement and broaden their learning by independent research on relevant topics.

Textbooks
Washington CM and Leaver DT (eds), Principles and Practice of Radiation Therapy (3rd ed), Mosby, St Louis (2010)

MRSC5025
Professional Practice Radiography 4

Credit points: 6

Teacher/Coordinator: Ms Elisabeth Kilburn-Watt

Session: Semester 2

Classes: On-campus lectures, directed independent work, practical

Prerequisites: MRSC5024 Professional Practice Radiation Therapy 3

Assessment: Assignments, exam

Campus: Cumberland

Mode of delivery: Normal (lecture/lab/tutorial) Day

This is the final unit of study which will complete the student's learning in professional practice of radiation therapy. The techniques covered will include routine procedures that the student will encounter in the clinical setting. The theory of anatomy, physiology and pathology of selected body systems will be taught in context with the technique. Sectional anatomy and imaging will be integrated throughout this unit. Students will critically explore variations in techniques found in the clinical setting using a problem solving approach. Students will critically evaluate current practice from an evidence based perspective. Students will be expected to supplement and broaden their learning by independent research on relevant topics.

Textbooks
Washington CM and Leaver DT (eds), Principles and Practice of Radiation Therapy (3rd ed), Mosby, St Louis (2010)

MRSC5026
Clinical Studies Radiography 1

Credit points: 6

Teacher/Coordinator: Mr Andrew Kilgour

Session: Semester 1

Classes: On-campus: clinical centres

Assessment: Case studies, practical assessment, assignments

Campus: Cumberland

Mode of delivery: Normal (lecture/lab/tutorial) Day

This unit of study is the first of four units in clinical education in which students are placed in the clinical environment within their respective professional fields. The unit will provide introductory clinical awareness, develop interpersonal skills and allow the application of theory to practice. The role of a diagnostic radiographer will be integrated with the professional practice subjects.

Textbooks
Students will be supplied with workbooks

MRSC5027
Clinical Studies Radiography 2

Credit points: 6

Teacher/Coordinator: Mr Andrew Kilgour

Session: Semester 2

Classes: On-campus: clinical centres

Prerequisites: MRSC5026 Clinical Studies Radiography 1

Assessment: Case studies, practical assessment, OSCE, assignments

Campus: Cumberland

Mode of delivery: Normal (lecture/lab/tutorial) Day

This unit of study is the second of four units in clinical education in which students are placed in the clinical environment. This unit will build upon student's ability to achieve competence in performing routine radiographic procedures as integrated with the professional practice subjects.

Textbooks
Students will be supplied with workbooks

MRSC5024
Professional Practice Rad Therapy 3

Credit points: 6

Teacher/Coordinator: Ms Danielle Milinkovic

Session: Semester 1

Classes: On-campus lectures, directed independent work, practical

Prerequisites: MRSC5012 Professional Practice Radiation Therapy 2

Assessment: Assignments, exam

Campus: Cumberland

Mode of delivery: Normal (lecture/lab/tutorial) Day

This unit of study will continue to develop the student's knowledge in the professional practice of radiation therapy. The techniques covered will introduce more specialised procedures that the student will encounter in the workplace. The theory of anatomy, physiology and pathology of selected body systems will be taught in context with the technique. Sectional anatomy and imaging will be integrated throughout this unit. Students will be expected to supplement and broaden their learning by independent research on relevant topics.

Textbooks
Washington CM and Leaver DT (eds), Principles and Practice of Radiation Therapy (3rd ed), Mosby, St Louis (2010)

MRSC5025
Professional Practice Radiography 4

Credit points: 6

Teacher/Coordinator: Ms Elisabeth Kilburn-Watt

Session: Semester 2

Classes: On-campus lectures, directed independent work, practical

Prerequisites: MRSC5024 Professional Practice Radiation Therapy 3

Assessment: Assignments, exam

Campus: Cumberland

Mode of delivery: Normal (lecture/lab/tutorial) Day

This is the final unit of study which will complete the student's learning in professional practice of radiation therapy. The techniques covered will include routine procedures that the student will encounter in the clinical setting. The theory of anatomy, physiology and pathology of selected body systems will be taught in context with the technique. Sectional anatomy and imaging will be integrated throughout this unit. Students will critically explore variations in techniques found in the clinical setting using a problem solving approach. Students will critically evaluate current practice from an evidence based perspective. Students will be expected to supplement and broaden their learning by independent research on relevant topics.

Textbooks
Washington CM and Leaver DT (eds), Principles and Practice of Radiation Therapy (3rd ed), Mosby, St Louis (2010)

MRSC5026
Clinical Studies Radiography 1

Credit points: 6

Teacher/Coordinator: Mr Andrew Kilgour

Session: Semester 1

Classes: On-campus: clinical centres

Assessment: Case studies, practical assessment, assignments

Campus: Cumberland

Mode of delivery: Normal (lecture/lab/tutorial) Day

This unit of study is the first of four units in clinical education in which students are placed in the clinical environment within their respective professional fields. The unit will provide introductory clinical awareness, develop interpersonal skills and allow the application of theory to practice. The role of a diagnostic radiographer will be integrated with the professional practice subjects.

Textbooks
Students will be supplied with workbooks

MRSC5027
Clinical Studies Radiography 2

Credit points: 6

Teacher/Coordinator: Mr Andrew Kilgour

Session: Semester 2

Classes: On-campus: clinical centres

Prerequisites: MRSC5026 Clinical Studies Radiography 1

Assessment: Case studies, practical assessment, OSCE, assignments

Campus: Cumberland

Mode of delivery: Normal (lecture/lab/tutorial) Day

This unit of study is the second of four units in clinical education in which students are placed in the clinical environment. This unit will build upon student's ability to achieve competence in performing routine radiographic procedures as integrated with the professional practice subjects.

Textbooks
Students will be supplied with workbooks

MRSC5024
Professional Practice Rad Therapy 3

Credit points: 6

Teacher/Coordinator: Ms Danielle Milinkovic

Session: Semester 1

Classes: On-campus lectures, directed independent work, practical

Prerequisites: MRSC5012 Professional Practice Radiation Therapy 2

Assessment: Assignments, exam

Campus: Cumberland

Mode of delivery: Normal (lecture/lab/tutorial) Day

This unit of study will continue to develop the student's knowledge in the professional practice of radiation therapy. The techniques covered will introduce more specialised procedures that the student will encounter in the workplace. The theory of anatomy, physiology and pathology of selected body systems will be taught in context with the technique. Sectional anatomy and imaging will be integrated throughout this unit. Students will be expected to supplement and broaden their learning by independent research on relevant topics.

Textbooks
Washington CM and Leaver DT (eds), Principles and Practice of Radiation Therapy (3rd ed), Mosby, St Louis (2010)
This unit of study is the third of four units in clinical education in which students are placed in the clinical environment. This unit will consolidate the student's competence in routine nuclear medicine procedures and allow a broadening of knowledge and experience in more specialised procedures and modalities. The development of lifelong learning and professional skills are encouraged.

Textbooks
Students will be supplied with workbooks

MRSC5032
Clinical Studies Nuclear Medicine 3
Credit points: 6
Teacher/Coordinator: Ms Tracey Smith
Session: Semester 1
Classes: On-campus: clinical centres
Assessment: Case studies, practical assessment, assignments
Campus: Cumberland
Mode of delivery: Professional Practice

This unit of study is the third of four units in clinical education in which students are placed in the clinical environment. This unit will consolidate the student's competence in routine nuclear medicine procedures and allow a broadening of knowledge and experience in more specialised procedures and modalities. The development of lifelong learning and professional skills are encouraged.

Textbooks
Students will be supplied with workbooks

MRSC5033
Clinical Studies Nuclear Medicine 4
Credit points: 6
Teacher/Coordinator: Ms Tracey Smith
Session: Semester 2
Classes: On-campus: clinical sites
Assessment: Case studies, practical assessment, assignments
Campus: Cumberland
Mode of delivery: Professional Practice

This is the final unit of study in clinical education in which students are placed in the clinical environment. This unit provides the student with additional exposure and practice of more complex procedures. At the completion of this unit of study students should be competent in the knowledge and skills required for practitioner entry into the nuclear medicine profession.

Textbooks
Students will be supplied with workbooks

MRSC5034
Clinical Studies Radiation Therapy 1
Credit points: 6
Teacher/Coordinator: Mr Natalie Charlton
Session: Semester 1
Classes: On-campus: clinical sites
Assessment: Case studies, practical assessment, assignments
Campus: Cumberland
Mode of delivery: Normal
(lecture/lab/tutorial) Day

This unit of study is the first of four units in clinical education in which students are placed in the clinical environment within their respective professional fields. The unit will provide introductory clinical awareness, develop interpersonal skills and allow the application of theory to practice. The role of a radiation therapist will be integrated with the professional practice subjects.

Textbooks
Students will be supplied with workbooks

MRSC5035
Clinical Studies Radiation Therapy 2
Credit points: 6
Teacher/Coordinator: Mr Natalie Charlton
Session: Semester 2
Classes: On-campus: clinical sites
Assessment: Case studies, practical assessment, assignments
Campus: Cumberland
Mode of delivery: Normal
(lecture/lab/tutorial) Day

This unit of study is the second of four units in clinical education in which students are placed in the clinical environment. This unit will build upon the student's ability to achieve competence in performing routine radiation therapy procedures as integrated with the professional practice subjects. Students will participate in a range of practitioner skills workshops in preparation for more complex procedures.

Textbooks
Students will be supplied with workbooks

MRSC5036
Clinical Studies Radiation Therapy 3
Credit points: 6
Teacher/Coordinator: Mr Natalie Charlton
Session: Semester 1
Classes: On-campus: clinical sites
Assessment: Case studies, practical assessment, assignments
Campus: Cumberland
Mode of delivery: Professional Practice

This unit of study is the third of four units in clinical education in which students are placed in the clinical environment. This unit will consolidate the student's competence in routine radiation therapy procedures and allow a broadening of knowledge and experience in more specialised procedures and modalities. The development of lifelong learning and professional skills are encouraged.

Textbooks
Students will be supplied with workbooks
MRSC5037
Clinical Studies Radiation Therapy 4
Credit points: 6  
Teacher/Coordinator: Ms Natalie Charlton  
Session: Semester 2  
Classes: On-campus: clinical sites  
Prerequisites: MRSC5036  
Clinical Studies Radiation Therapy 3  
Assessment: Case studies, practical assessment, assignments  
Campus: Cumberland  
Mode of delivery: Professional Practice

This is the final unit of study in clinical education in which students are placed in the clinical environment. This unit provides the student with additional exposure and practice of more complex procedures. At the completion of this unit of study students should be competent in the knowledge and skills required for practitioner entry into the radiation therapy profession.

Textbooks
Students will be supplied with workbooks

MRSC5038
Medical Radiation Science Radiography 2
Credit points: 6  
Teacher/Coordinator: Prof Steven Meikle  
Session: Semester 1  
Classes: On-campus: lectures, directed independent work, tutorials  
Prerequisites: MRSC5002 Medical Radiation Science 1  
Assessment: Assignments, portfolio  
Campus: Cumberland  
Mode of delivery: Normal (lecture/lab/tutorial) Day

This unit of study is the second of three units which cover the physical principles of the appropriate use of ionizing radiation and quality management in diagnostic radiography. It builds on the foundations in radiation physics established in Medical Radiation Science 1 and introduces the key topics of radiation biology/radiation protection and tomographic image reconstruction. It also forms the basis for a more detailed study of the instrumentation, calibration and quantitative methods relevant to the medical radiation sciences, which are introduced in the discipline specific topics in this unit and expanded upon in Medical Radiation Science Radiography 3.

MRSC5039
Medical Radiation Science Radiography 3
Credit points: 6  
Teacher/Coordinator: Dr Barrie Egerton  
Session: Semester 2  
Classes: On-campus: lectures, directed independent work, practical  
Prerequisites: MRSC5038 Medical Radiation Science Radiography 2  
Assessment: Assignments, exams  
Campus: Cumberland  
Mode of delivery: Normal (lecture/lab/tutorial) Day

This unit of study is the final of three units which consolidates the student's knowledge of radiation physics. The application of a range of digital imaging modalities and specialised procedures will be covered. Image manipulation and storage will be included. A diagnostic radiography module related to recent advances in practice will complete this unit.

MRSC5040
Medical Radiation Science Nuclear Med 2
Credit points: 6  
Teacher/Coordinator: Prof Steven Meikle  
Session: Semester 1  
Classes: On-campus: lectures, directed independent work, practical  
Prerequisites: MRSC5002 Medical Radiation Science 1  
Assessment: Assignments, portfolio  
Campus: Cumberland  
Mode of delivery: Normal (lecture/lab/tutorial) Day

This unit of study is the second of three units which cover the physical principles of the appropriate use of ionizing radiation and quality management in radiation therapy. It builds on the foundations in radiation physics established in Medical Radiation Science 1 and introduces the key topics of radiation biology/radiation protection and tomographic image reconstruction. It also forms the basis for a more detailed study of the instrumentation, calibration and quantitative methods relevant to the medical radiation sciences, which are introduced in the discipline specific topics in this unit and expanded upon in Medical Radiation Science Rad Therapy 3.

MRSC5043
Medical Radiation Science Rad Therapy 3
Credit points: 6  
Teacher/Coordinator: Dr Ian Barrie Egerton  
Session: Semester 2  
Classes: On-campus: lectures, directed independent work, practical  
Prerequisites: MRSC5042 Medical Radiation Science Rad Therapy 2  
Assessment: Assignments, exams  
Campus: Cumberland  
Mode of delivery: Normal (lecture/lab/tutorial) Day

This unit of study is the final of three units which consolidates the students' knowledge of radiation physics. The application of a range of digital imaging modalities and specialised procedures will be covered. Image manipulation and storage will be included. A radiation therapy module related to recent advances in practice will complete this unit.

MRSC5044
Advanced MRS Practice
Credit points: 6  
Teacher/Coordinator: Dr John Atyeo  
Session: Semester 2  
Classes: 2hrs lectures, 2hrs seminars/week  
Prerequisites: MRSC5013 Professional Practice Radiography 3 or MRSC5022 Professional Practice Nuclear Medicine 3 or MRSC5024 Professional Practice Rad Therapy 3  
Assessment: Portfolios  
Campus: Cumberland  
Mode of delivery: Normal (lecture/lab/tutorial) Day

This unit of study will allow students to explore critically issues of quality management, changing technology and advanced practice in the medical radiation sciences. It builds upon the professional practice units of study and consolidates the generic attributes of graduates of the university. The focus will be on quality management in MRS and the use of sonography in the diagnosis of disease and as an aid in treatment decisions. Students will also undertake a discipline specific module, with the focus following an evidence-based practice approach.

MRTY5024
Current Issues in Medical Radiations
Credit points: 6  
Teacher/Coordinator: Mr Peter Kench  
Session: Semester 1, Semester 2  
Classes: Distance education  
Assessment: Continuous assessment, no exam  
Campus: Cumberland  
Mode of delivery: Distance Education

This unit of study is designed to facilitate learning through discussion of current issues of interest to practitioners working in the field of medical radiations. Journal articles which reflect topical debates will be studied. 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
CT Practice II includes specialist CT examinations such as dental CT, QCT and 3-D 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.

Textbooks
Resource list provided in course material. Basic journal articles supplied

MRTY05041
CT Practice II
Credit points: 6 Teacher/Coordinator: Mr Warren Reed Session: Semester 1 Classes: Distance education Assessment: Continuous assessment, no exam Campus: Cumberland Mode of delivery: Distance Education

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
McCance, K & Huether, S. Pathophysiology: The Biological Basis for Disease In Adults And Children (3rd ed), Mosby (1998) would be useful
supervisor will be appointed and a firm contract will be negotiated and agreed upon by all parties before semester commencing 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.

**MRTY5047 History of Medical Radiations**

**Credit points:** 6  
**Teacher/Coordinator:** Mr Paul Richards  
**Session:** Semester 1  
**Classes:** Distance education  
**Assessment:** Continuous assessment, no exam  
**Campus:** Cumberland  
**Mode of delivery:** Distance Education

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 radiations profession is still developing its standing in the health industry. The unit aims to provide an insight into the past with a view to empowering the future. The unit 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 the nuclear debate, medical radiations education and independent private practice. The unit will be offered in off-campus mode supported by email discussion groups.

**MRTY5051 MR Theory**

**Credit points:** 6  
**Teacher/Coordinator:** Mr Bosco Yu, Mr John Robinson  
**Session:** Semester 1, Semester 2  
**Classes:** Distance education  
**Assessment:** Continuous assessment, no exam  
**Practical field work:** Access to MRI would assist the student to complete the assessments  
**Campus:** Cumberland  
**Mode of delivery:** Distance Education

This 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. The delivery will be in distance education mode and will utilise a range of media, including printed material.

**MRTY5052 MR Applications 1**

**Credit points:** 6  
**Teacher/Coordinator:** Mr John Robinson  
**Session:** Semester 1, Semester 2  
**Classes:** Distance education  
**Prerequisites:** MRTY5051 MR Theory  
**Assessment:** Continuous assessment, no exam  
**Practical field work:** Access to MRI is expected  
**Campus:** Cumberland  
**Mode of delivery:** Distance Education

This 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, so students will need access of one or two days per week to a MRI unit. The delivery will be in distance education mode and will utilise a range of media, including printed material and DVD.

**MRTY5053 MR Applications 2**

**Credit points:** 6  
**Teacher/Coordinator:** Mr John Robinson  
**Session:** Semester 1, Semester 2  
**Classes:** Distance education  
**Prerequisites:** MRTY5051 MR Theory  
**Assessment:** Continuous assessment, no exam  
**Practical field work:** Access to MRI is expected  
**Campus:** Cumberland  
**Mode of delivery:** Distance Education

This unit will study the applications and protocols of MR imaging of the musculoskeletal system focusing on the knee, hip, wrist and shoulder joints. The assessment in this unit will be by submission of clinical assignments, so students will need access of one or two days per week to a MRI unit. The delivery will be in distance education mode and will utilise a range of media, including printed material and DVD.

**MRTY5054 Nuclear Cardiology**

**Credit points:** 6  
**Teacher/Coordinator:** Mr Peter Kench  
**Session:** Semester 2  
**Classes:** Distance education  
**Assessment:** Continuous assessment  
**Prerequisites:** Basic principles of nuclear medicine imaging  
**Campus:** Cumberland  
**Mode of delivery:** Distance Education

This unit of study examines the application of radionuclides and imaging procedures to the investigation of the cardiovascular system. The focus will be on the use of nuclear cardiology to measure myocardial perfusion and cardiac function. New directions in nuclear cardiology will also be examined. The student will be encouraged to examine the application of new cardiac imaging techniques and technologies in the workplace and develop a research project in a selected area of nuclear cardiology. This subject will be presented in a series of distance education modules that will be supported by email discussion groups.

**MRTY5056 Patient/Practitioner Communication**

**Credit points:** 6  
**Teacher/Coordinator:** Mr John Atyeo  
**Session:** Semester 2  
**Classes:** Distance education  
**Assessment:** Continuous assessment, no exam  
**Campus:** Cumberland  
**Mode of delivery:** Distance Education

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, support, advice and counselling. Students will be encouraged to become effective practitioners in the area of communication, and to become active consumers and evaluators of communication in its broadest context.

**Textbooks**

No specific text recommended. Primary and secondary library sources to be accessed by student.

**MRTY5057 Prevention and Care of Radiation Injury**

**Credit points:** 6  
**Teacher/Coordinator:** Ms Danielle Milinkovic, Mrs Nicole Field  
**Session:** Semester 1  
**Classes:** Distance education  
**Assessment:** Continuous assessment  
**Campus:** Cumberland  
**Mode of delivery:** Distance Education

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 sequelae 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

**MRTY5058 Quality Management in Medical Radiations**

**Credit points:** 5  
**Teacher/Coordinator:** Assoc Prof Roger Fulton  
**Session:** Semester 1  
**Classes:** Distance education  
**Assessment:** Continuous assessment, no exam  
**Practical field work:** Access to a medical radiations department is expected  
**Campus:** Cumberland  
**Mode of delivery:** Distance Education

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.

Textbooks
Essential reading is supplied

MRTY5059
Radiation Safety
Credit points: 6
Teacher/Coordinator: Dr Barrie Egerton
Session: Semester 2
Classes: Distance education
Assessment: Continuous assessment, no exam
Campus: Cumberland
Mode of delivery: Distance Education

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, including 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.

Textbooks
Cember H, (1996) Introduction to Health Physics

MRTY5060
Radiation Therapy Tmt Planning Systems
Credit points: 6
Session: Semester 2
Classes: Distance education
Assumed knowledge: MRTY5038 Diagnostic Imaging for Radiation Therapists is useful but not essential
Assessment: Continuous assessment, no exam
Campus: Cumberland
Mode of delivery: Distance Education

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 3-D 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 3-D treatment planning on clinical practice. The unit will be presented in a series of distance education modules which will be supported by online internet discussion groups.

Textbooks
Essential reading is supplied

MRTY5062
Specialised Skeletal Scintigraphy
Credit points: 6
Teacher/Coordinator: Mr Peter Kench
Session: Semester 1
Classes: Distance education
Assessment: Continuous assessment, no exam
Campus: Cumberland
Mode of delivery: Distance Education

This unit aims to extend the learning and clinical ability of graduate students in best practice contemporary skeletal nuclear medicine. The student will develop an understanding of skeletal disease processes and the required nuclear medicine imaging procedure for optimal diagnosis. Key topics include: sports, paediatrics, infection imaging and an understanding of the integration of other imaging modalities to increase specificity of diagnosis. At the completion of this module, the technologist will have an increased understanding of the acquisition requirements for bone studies that aids the specificity of reporting.

MRTY5063
Applied Positron Emission Tomography
Credit points: 6
Teacher/Coordinator: Mr Peter Kench
Session: Semester 2
Classes: Distance education
Assessment: Continuous assessment, no exam
Campus: Cumberland
Mode of delivery: Distance Education

With the advent of Positron Emission Tomography (PET) gamma cameras, there is a need to understand the underlying principles of coincidence imaging and PET radiopharmaceuticals. This unit 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.

MRTY5064
Stabilisation and Positioning
Credit points: 6
Teacher/Coordinator: Assoc Prof Jenny Cox
Session: Semester 1
Classes: Distance education
Assessment: Continuous assessment, no exam
Campus: Cumberland
Mode of delivery: Distance Education

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 e-learning mode supported by a hard copy study package and an online discussion group.

Textbooks
Essential reading is supplied

MRTY5067
Professional Issues
Credit points: 4
Teacher/Coordinator: Ms Jill Clarke
Session: Semester 2
Classes: Distance education and block attendance
Assessment: Assignments
Campus: Cumberland
Mode of delivery: Distance Education/Intensive on Campus

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.

MRTY5068
Physics and Instrumentation II
Credit points: 4
Teacher/Coordinator: Dr Barrie Egerton
Session: Semester 1
Classes: Distance education and block attendance
Prerequisites: MRTY5088
Physics and Instrumentation I
Assessment: Assignments, exam
Campus: Cumberland
Mode of delivery: Distance Education/Intensive on Campus

This unit builds on the physical principles and instrumentation of diagnostic ultrasound presented in MRTY5088 Physics and Instrumentation I. It covers areas such as 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.

MRTY5069
Sonography in Obstetrics and Gynaecology
Credit points: 6
Teacher/Coordinator: Ms Belinda Tong
Session: Semester 1
Classes: Distance education and block attendance
Assessment: Assignments, film reading, exam
Campus: Cumberland
Mode of delivery: Distance Education/Intensive on Campus

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 on-campus block lectures and tutorials.

MRTY5072
Independent Study in Sonography
Credit points: 6
Teacher/Coordinator: Ms Jill Clarke
Session: Semester 1, Semester 2
Classes: Distance education
Assessment: As negotiated
Campus: Cumberland
Mode of delivery: Distance Education

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 may not be necessary.
MRTY5073
Abdominal Sonography
Credit points: 6 Teacher/Coordinator: Ms Belinda Tong Session: Semester 1, Semester 2 Classes: Block attendance Assessment: Assignments, film reading, exam Campus: Cumberland Mode of delivery: Block Mode

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 online tutorials, and lectures and tutorials in an on-campus block.

MRTY5074
Superficial Structures Sonography
Credit points: 6 Teacher/Coordinator: Ms Jill Clarke Session: Semester 1, Semester 2 Classes: Distance education and block attendance Assessment: Assignments, film reading, exam Campus: Cumberland Mode of delivery: Distance Education/Intensive on Campus

This unit examines in detail sonography applied to superficial organs and structures, including peripheral vascular and musculoskeletal sonography. Distance learning modules are provided and supported by lectures and tutorials in an on-campus block.

MRTY5078
Clinical Prac in Abdominal Sonography
Credit points: 4 Teacher/Coordinator: Ms Maree Wilson Session: Semester 1, Semester 2 Classes: Clinical environment Assessment: Clinical skills assessments Practical field work: Minimum 3 days/week Campus: Cumberland Mode of delivery: Clinical Experience

This unit covers the application of sonography in the clinical environment, in order for the student to develop skills and knowledge as taught in MRTY5073 Abdominal Sonography.

MRTY5079
Clinical Prac in Ob & Gyn Sonography
Credit points: 4 Teacher/Coordinator: Ms Belinda Tong Session: Semester 1, Semester 2 Classes: Clinical environment Assessment: Clinical skills assessments Practical field work: Minimum 3 days/week Campus: Cumberland Mode of delivery: Clinical Experience

This unit covers the application of sonography in the clinical environment, in order for the student to develop skills and knowledge as taught in MRTY5069 Sonography in Obstetrics and Gynaecology.

MRTY5080
Clinical Prac in Superficial Str Sono
Credit points: 4 Teacher/Coordinator: Ms Maree Wilson Session: Semester 1, Semester 2 Classes: Clinical environment Assessment: Clinical skills assessments Practical field work: Minimum 3 days/week Campus: Cumberland Mode of delivery: Clinical Experience

This unit covers the application of sonography in the clinical environment, in order for the student to develop skills and knowledge as taught in MRTY5074 Superficial Structures Sonography.

MRTY5081
Clinical Practice in Vascular Sonography
Credit points: 4 Teacher/Coordinator: Ms Jill Clarke Session: Semester 1, Semester 2 Classes: Clinical environment Assessment: Clinical skills assessment Practical field work: Minimum 3 days/week Campus: Cumberland Mode of delivery: Clinical Experience

This unit covers the application of vascular sonography in the clinical environment, in order for the student to develop skills and knowledge as taught in MRTY5071 Vascular Sonography.

MRTY5085
Clinical Practice in Independent Study
Credit points: 4 Teacher/Coordinator: Ms Jill Clarke Session: Semester 1, Semester 2 Classes: Clinical environment Assessment: Clinical skills assessment Practical field work: Minimum 3 days/week Campus: Cumberland Mode of delivery: Clinical Experience

This unit covers the application of investigations of sonographic practice in the clinical environment, in order for the student to develop skills and knowledge as acquired in MRTY5072 Independent Study in Sonography.

MRTY5086
Investigative Project
Credit points: 8 Teacher/Coordinator: Ms Jill Clarke Session: Semester 1, Semester 2 Classes: Distance education Assessment: Dissertation and manuscript Campus: Cumberland Mode of delivery: Distance Education

This unit provides the student with the opportunity to undertake a supervised research project. This will consist of either a substantial 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 pilot study aiming towards the development of a research proposal for a future higher research degree. This unit of study can be facilitated on or off-campus.

MRTY5087
Advanced MR Theory
Credit points: 6 Teacher/Coordinator: Mr John Robinson Session: Semester 1 Classes: Distance education Prerequisites: MRTY5051 MR Theory Assessment: Continuous assessment, no exam Practical field work: Access to MRI is expected Campus: Cumberland Mode of delivery: Distance Education

This unit of study is designed to articulate with the unit MRTY5051 MR Theory, and expand the practitioner's understanding of flow phenomena and the techniques of TOF-MRA, PC-MRA and CE-MRA. The applications of all these in medical imaging will be thoroughly explored and would require the practitioner to have access one or two days a week to a magnetic resonance imaging site. The delivery will be in distance education mode and will utilise a range of media, including printed material and DVD.

MRTY5088
Physics and Instrumentation I
Credit points: 6 Teacher/Coordinator: Dr Barrie Egerton Session: Semester 1 Classes: Block attendance Assessment: Assignments, test, compulsory pass exam Campus: Cumberland Mode of delivery: Block Mode

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

MRTY5090
Advanced Multiplanar Anatomy A
Credit points: 6 Teacher/Coordinator: Mr Warren Reed Session: Semester 2 Classes: Distance education Assessment: Continuous assessment, no exam Campus: Cumberland Mode of delivery: Distance Education

Detailed anatomy of the musculoskeletal system and vascular systems of the thorax is presented in this unit. 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 requirement for attendance on-campus.

MRTY5091
Advanced Multiplanar Anatomy B
Credit points: 6 Teacher/Coordinator: Mr John Robinson Session: Semester 2 Classes: Distance education Assessment: Continuous assessment, no exam Campus: Cumberland Mode of delivery: Distance Education
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 delivery will be in distance education mode and will utilise a range of media, including printed material and DVD.

MRTY5096
Advanced Nuclear Medicine Practice

Credit points: 6
Teacher/Coordinator: Mr Peter Kench
Session: Semester 2
Class: Distance education
Assumed knowledge: Clinical experience in nuclear medicine
Assessment: Continuous assessment, no exam
Campus: Cumberland
Mode of delivery: Distance Education

This unit of study will provide the student with knowledge of the limitations and artefacts common to nuclear medicine studies, an understanding of the factors to be considered in the interpretation of nuclear medicine studies plus skills in writing a provisional diagnosis. They will therefore require access to a nuclear medicine specialist as a mentor.

MRTY5097
CT for Nuclear Medicine Technologists

Credit points: 6
Teacher/Coordinator: Mr Peter Kench
Session: Semester 1, Semester 2
Class: Distance education
Assumed knowledge: Clinical experience in nuclear medicine
Assessment: Continuous assessment, no exam
Campus: Cumberland
Mode of delivery: Distance Education

This unit of study is directed at developing knowledge and understanding of computerised tomography (CT) as it applies to nuclear medicine. The overriding focus is on ensuring quality nuclear medicine CT studies and a high standard of radiation safety. The study content includes: radiographic principles and radiation safety; CT instrumentation design and image reconstruction methods; CT scan acquisition and impact of scan parameters on patient dose; attenuation correction and image co-registration in nuclear medicine CT systems; basic principles of radiography; quality control. The unit will be presented as a series of distance education modules.

MRTY5098
Radiographic Image Interpretation A

Credit points: 6
Teacher/Coordinator: Dr Ann Poulos
Session: Semester 1
Class: Distance education
Assumed knowledge: It is recommended that MRTY5030 Advanced Radiographic Pathology be completed before taking this unit
Assessment: Continuous assessment, no exam
Campus: Cumberland
Mode of delivery: Distance Education

This unit will provide the student with image interpretation skills and knowledge of the radiological and clinical indicators which are utilised to identify pathology of the upper extremity skeleton. The unit aims at enabling the practitioner to achieve a level of competency sufficient to participate in a "red dot" system.

MRTY5099
Radiographic Image Interpretation B

Credit points: 6
Teacher/Coordinator: Dr Ann Poulos
Session: Semester 2
Class: Distance education
Assumed knowledge: It is recommended that MRTY5098 Radiographic Image Interpretation A be completed prior to enrolling in this unit
Assessment: Continuous assessment, no exam
Campus: Cumberland
Mode of delivery: Distance Education

This unit will provide the student with image interpretation skills and knowledge of the radiological and clinical indicators which are utilised to identify pathology of the axial skeleton and abdomen. The unit aims at enabling the practitioner to achieve a level of competency sufficient to participate in a "red dot" system.

MRTY5100
Radiographic Image Interpretation C

Credit points: 6
Teacher/Coordinator: Dr Ann Poulos
Session: Semester 2
Class: Distance education
Assumed knowledge: It is recommended that MRTY5098 Radiographic Image Interpretation A be completed prior to enrolling in this unit
Assessment: Continuous assessment, no exam
Campus: Cumberland
Mode of delivery: Distance Education

This unit will provide the student with image interpretation skills and knowledge of the radiological and clinical indicators which are utilised to identify the more common pathology of the respiratory system. The unit aims at enabling the practitioner to achieve a level of competency sufficient to participate in a "red dot" system.

MRTY5106
Breast Imaging

Credit points: 6
Teacher/Coordinator: Dr Ann Poulos
Session: Semester 1, Semester 2
Class: Distance education mode: independent learning package with email support
Assessment: Continuous assessment, no exam
Campus: Cumberland
Mode of delivery: Distance Education

This unit will provide an integration of mammography theory and practice and includes the context of breast cancer and breast screening: the fundamentals of mammography, both digital and film/screen; radiation physics; positioning techniques and radiographer and client interaction. An overview of emerging technologies in breast cancer detection is also provided.

Textbooks
Essential reading (articles, book extracts) provided in course notes

MRTY5107
Brachytherapy: Principles and Practice

Credit points: 6
Teacher/Coordinator: Mr Tom Wilson
Session: Semester 1, Semester 2
Class: Distance education mode: independent learning package with email support
Prohibitions: Not available to students who have previously completed MRTY5094 Brachytherapy Theory, Assessment: Continuous assessment, no exam
Campus: Cumberland
Mode of delivery: Distance Education

This unit will provide an historical overview of brachytherapy, and knowledge of the fundamental principles and treatment techniques of brachytherapy. The planning and treatment delivery for some of the more common clinical uses and an understanding of the radiation safety and radiation protection requirements for the use of brachytherapy in practice will also be explored.

OCCP5070
Selected Topic

Credit points: 6
Teacher/Coordinator: Assoc Prof Lindy Clemson
Session: Semester 1, Semester 2
Class: Independent learning; block mode or contract arrangement with supervisor
Assessment: Assignments
Campus: Cumberland
Mode of delivery: Block Mode

Note: Department permission required for enrolment. Note: The focus of this unit may change from year to year. See Discipline website for unit of study listings and additional details

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.

OCCP5136
Dissertation

Credit points: 12
Teacher/Coordinator: Assoc Prof Lindy Clemson
Session: Semester 1, Semester 2
Class: Distance education/flexible delivery
Assumed knowledge: Normally student doing OCCP5136 Dissertation has already completed 48 credit points
Assessment: 12,000 word dissertation
Campus: Cumberland
Mode of delivery: Distance Education

Note: Department permission required for enrolment.
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 have 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 Discipline’s master’s coursework document that the honours dissertation is an opportunity to understand 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.

**OCCP5143 Driving Assessment and Training A**

Credit points: 6 Teacher/Coordinator: Ms Bernadette Walsh, Ms Beth Cheal Session: Semester 1, Semester 2 Classes: Intensive block mode, on-campus (2 weeks full-time, 9am to 5pm) Corequisites: OCCP5144 Driving Assessment and Training B Assumed knowledge: This unit of study is available only to qualified occupational therapists with a minimum of two years experience. Less than two years experience requires permission of the instructor. Assessment: 4 assignments (25% ea). 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. Campus: Cumberland Mode of delivery: Block Mode

Note: Department permission required for enrolment. This unit of study must be taken concurrently with OCCP5144 Driving Assessment and Training B and are conducted in the same two week block. Please check website for the dates of the block mode.

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, roadcraft 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. OCCP5143 Driving Assessment and Training A and OCCP5144 Driving Assessment and Training B must both be taken concurrently and are conducted in the same two week block.

Textbooks

List of references will be supplied

**OCCP5145 Research Elective Independent Study**

Credit points: 6 Teacher/Coordinator: Assoc Prof Lindy Clemson Session: Semester 1, Semester 2 Classes: Independent learning Assumed knowledge: BACH1143 Designing Health Research, BACH1145 Quantitative Health and Social Research, BACH1147 Qualitative Health and Social Research, or equivalent Assessment: 6000 word assignment (100%) Campus: Cumberland Mode of delivery: Block Mode

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.

Textbooks

Course notes and readings provided dependent on the research methodology used

**OCCP5185 Selected Topic**

Credit points: 3 Teacher/Coordinator: Assoc Prof Lindy Clemson Session: Semester 1, Semester 2 Classes: Flexible mode Assessment: Assignments Campus: Cumberland Mode of delivery: Block Mode

Note: Department permission required for enrolment.

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 Discipline 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.

**OCCP5186 Theory in Occupational Therapy**

Credit points: 6 Teacher/Coordinator: Dr Ruth Beltran Session: Semester 1 Classes: Web-based Assessment: Contribution to online discussion, equivalent to 2800 words (50%), 1200 word assignment (20%), 2000 word assignment (30%) Campus: Cumberland Mode of delivery: On-line

The purpose of this unit of study is for students to investigate theoretical and practice issues that impact on knowledge development and practice in occupational therapy. Epistemological orientation to theory development and practice, conceptual and theoretical structures in occupational therapy, 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 occupational therapy. Furthermore the student will engage in an in-depth analysis of a relevant theoretical framework or conceptual model and examine its application and impact on relevant areas of practice and research.

**OCCP5187 Falls Prevention With Older People**

Credit points: 6 Teacher/Coordinator: Assoc Prof Lindy Clemson Session: Semester 1 Classes: Distance education, web-based module Assessment:
This subject is designed to explore in depth the evidence base for interventions related to intrinsic and extrinsic risk factors for falls in older people. The content will be multifactorial. The unit will also provide an orientation to the conceptual framework and models that underpin falls prevention practice, with an emphasis on community contexts. The written assignment will provide an opportunity to explore and apply relevant theory to a chosen intervention and context in falls prevention.

**Corequisites:** OCCP5207 Biomechanical & Sensorimotor Strategies

**Textbooks:**
Clemson L and Swann M, Stepping On: Building Confidence and Reducing Falls. A Community Based Program for Older People (2nd ed), The University of Sydney, Camperdown (2008)

**OCCPS207**
Assessing Evidence for OT Practice

**Credit points:** 6 **Session:** Semester 1 **Classes:** 2hr lecture, 2hr tutorial/week **Prerequisites:** OCCP5207 Introduction to OT Theory and Practice **Assessment:** In-class presentation, written paper, mini tasks, exam **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

Knowing how to locate, understand and use evidence in occupational therapy practice is an essential skill for all practitioners functioning in interdisciplinary teams. It is also essential in for practitioners to take their place as responsible members of local, national, international and professional communities of practice. In this unit of study, students will learn how to engage in research and inquiry through the critique of evidence relevant to occupational therapy practice. Students will have the opportunity to explore an area of interest, through the examination of evidence they locate and critique with regard to clinically relevant questions.

**OCCPS208**
Biomechanical & Sensorimotor Strategies

**Credit points:** 6 **Session:** Semester 2 **Classes:** 4-5hrs/week **Prerequisites:** Musculo-skeletal anatomy knowledge **Assessment:** Seminar presentation, written paper, vivas **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

Students will learn to implement and evaluate relevant, credible and effective occupational therapy interventions from different theoretical perspectives for clients with limitations due to disorders of biomechanical, sensorimotor and energy metabolism deficits. They will learn to clearly articulate the rationale for their choices. This will include the process 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 interventions. A wide variety of possible intervention strategies for these clients groups will be considered in this unit. Interventions appropriate for clients across the lifespan will be included.

**OCCPS217**
OT Assessment and Planning

**Credit points:** 6 **Session:** Semester 1 **Classes:** 2hr lecture, 2hr tutorial/week for 13 weeks **Prerequisites:** OCCP5237 Introduction to OT Theory and Practice **Assumed knowledge:** English and computing skills **Assessment:** Case presentations, interview, case study, exam **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

Students will learn to determine and plan relevant occupational therapy strategies to address OT relevant needs of individuals. 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 with the focus being 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.

**OCCPS218**
OT in Home and Community Environments

**Credit points:** 6 **Session:** Semester 2 **Classes:** On-campus: two 2hr seminars for 13 weeks **Prerequisites:** Musculo-skeletal anatomy knowledge **Assessment:** Seminar presentation, written paper, graded e-learning activities, and/or vivas **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit introduces students to the home and community environments, including the physical, psychosocial and sociocultural components, in which clients perform occupations. These may include the home, neighbourhood shopping centre, community leisure facility, and residential accommodation such as nursing homes and retirement villages. Students will learn to assess the impact of these environments on clients' occupations, analyse activities conducted in these environments and recommend appropriate adaptations and modifications. In addition, students will learn about their own environments of practice as they impact on their work. These include team work practice and the politics of home, health and community settings. Students will learn appropriate presentation skills to document home and community environment assessments and recommendations including written reports and verbal presentations.

**OCCPS219**
OT in School and Work Environments

**Credit points:** 6 **Session:** Semester 2 **Classes:** 2hr lecture, 2hr tutorial and 3hr seminar/week **Prerequisites:** OCCP5217 OT Assessment and Planning **Assessment:** Seminar presentations, written papers **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit is divided into material related to work and school environments. The work unit introduces students to the paid and unpaid work environments including the physical, psychosocial and sociocultural components in which clients perform occupations. Students will learn to assess the impact of these environments on clients' occupations and recommend appropriate adaptions and modifications. In addition, students will learn about their own environments of practice and the politics of health and work settings. The school unit introduces students to the occupation of children and students in school settings, reviewing the physical, psychosocial and sociocultural components in which they perform occupations. Students will learn to assess the needs of children and students in schools and to consider the intervention approaches necessary to facilitate learning in schools. Students will become familiar with assessments that are conducted in these environments and recommend appropriate adaptions and modifications. In addition, students will learn about their own environments of practice as they impact on their work. These include teamwork practice and the culture of school settings.

**OCCPS222**
Psychosocial and Cognitive Strategies

**Credit points:** 6 **Session:** Semester 1 **Classes:** On-campus: two 2hr lectures/week, plus individual and small group guided independent study **Prerequisites:** OCCP5217 OT Assessment and Planning **Assessment:** Seminar presentation, written papers **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

Students will learn to implement and evaluate relevant, credible and effective occupational therapy interventions from different theoretical perspectives for clients with limitations due to disorders of cognitive and psychosocial deficits. They will learn to clearly articulate the rationale for their choices. This will include the process 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 interventions. A wide variety of possible intervention strategies for these clients groups will be
considered in this unit. Interventions appropriate for clients across the lifespan will be included.

**OCCP5228**

**Person - Environment - Occupation**

**Credit points:** 6  
**Session:** Semester 1  
**Classes:** 3hr workshop/week for 13 weeks  
**Prerequisites:** OCCP5208 Biomechanical & Sensorimotor Strategies, OCCP5218 OT in Home & Community Environments, OCCP5219 OT in School & Work Environments  
**Assessment:** Online participation, workshop facilitation as part of a small group, 1500 word individual assignment  
**Campus:** Cumberland  
**Mode of delivery:** Normal (lecture/lab/tutorial) Day

In this unit students will further their skills in problem identification, assessment, activity analysis and intervention working within varying client and OT contexts, including 1) across the lifespan from childhood to middle age and older adults in individual, family, group and population contexts, 2) indigenous health, and 3) international health. This will include but not be limited to emerging areas of OT practice and roles. Students will be encouraged to look beyond immediate tasks and contexts to see the bigger picture, trends, needs and opportunities in the workplace, profession and broader community of practice. Students will integrate theory and practice learnt in previous units of study, to apply to groups and communities as the primary target groups.

**OCCP5231**

**Client-Centred Assessment in OT**

**Credit points:** 6  
**Teacher/Coordinator:** Mr Steve Park  
**Session:** Semester 2  
**Classes:** Block/intensive mode 5 days, followed by independent learning  
**Assessment:** Case study project  
**Campus:** Cumberland  
**Mode of delivery:** Block Mode

This unit focuses on the OT assessment process, incorporating principles of client-centred practice and current research evidence to enable occupational therapists to assess a client's participation in daily life activities from a client-centred perspective. The knowledge and skills to interview clients; appraise the validity of standardised assessments and use/interpret them appropriately; identify and set client-centred goals; formulate intervention plans; and document from a client-centred perspective constitute the main focus. Issues surrounding client-centred assessment and the practical means to resolve them also will be explored.

**Textbooks**  
Course manual

**OCCP5233**

**Child & Adolescent Mental Health in OT**

**Credit points:** 6  
**Teacher/Coordinator:** Mr Reinie Cordier  
**Session:** Semester 1  
**Classes:** Block mode: 5 days, 9am-5pm  
**Assumed knowledge:** Knowledge of child and adolescent development  
**Assessment:** 6000 word essay (100%)  
**Campus:** Cumberland  
**Mode of delivery:** Block Mode

Child and adolescent mental health is an emerging field within occupational therapy. Particularly within the context of Australia, the valuable skills of occupational therapists are greatly under-utilised within child and adolescent mental health settings. Furthermore, for many paediatric occupational therapists, more emphasis is needed in addressing the mental health needs of the children and young people we work with. This unit of study will look at all the mental health conditions commonly found amongst children and adolescents from the perspective of the everyday difficulties commonly encountered by children/adolescents with those conditions and at the unique role of the occupational therapist during the assessment and intervention phase. Lectures, problem solving, video case material and printed handouts will be used to facilitate learning.

**OCCP5235**

**Stroke Rehabilitation**

**Credit points:** 6  
**Teacher/Coordinator:** Dr Natasha Lannin  
**Session:** Semester 2  
**Classes:** Web based. No on-campus attendance required  
**Assessment:** Two 1000 word case studies, 3000 word report  
**Practical field work:** 2hr practical fieldwork session  
**Campus:** Cumberland  
**Mode of delivery:** On-line

This unit provides the opportunity for health professionals from any background to increase their knowledge base in stroke rehabilitation. The aim of this unit is to develop student understanding and appreciation of the ways in which rehabilitation assists people to manage after stroke. It will introduce the principles and practice of rehabilitation, model a multidisciplinary approach to problem solving, assessment and management within stroke rehabilitation and provide an opportunity for students to tailor their study to an area relevant to practice in their professional workplace or specific field of interest. This unit of study will cover stroke epidemiology, the structure and function of the brain, rehabilitation programs and the roles of the different professionals commonly involved in stroke rehabilitation. Common rehabilitation challenges such as management of the upper limb, spasticity, functional mobility, visual and visuo-perceptual syndromes, cognitive impairments and carer issues are addressed in detail. Students will be required to undertake two hours practical/fieldwork to complete an assessment/treatment plan with a person post-stroke.

**OCCP5236**

**SI and NDT: An Integrated Approach**

**Credit points:** 6  
**Teacher/Coordinator:** Mr Reinie Cordier, Prof Anita Bundy  
**Session:** Semester 2  
**Classes:** Block/intensive mode: 5 days, 9am-5pm  
**Assumed knowledge:** Basic knowledge of typical development  
**Assessment:** 2000 word written assignment, practical assessment  
**Campus:** Cumberland  
**Mode of delivery:** Block Mode

Sensory Integration and Neurodevelopmental Treatment are the two approaches most widely used in paediatric practice of occupational therapy. When they are integrated skillfully, they can be powerful means for helping children adapt to sensory processing difficulties and motor impairments and succeed in everyday life. In this unit, we will analyse sensorimotor development, introduce both theories including assessment and intervention technologies, and analyse the compatibilities and incompatibilities of the two approaches, and apply the principles in everyday paediatric occupational therapy practice.

**Textbooks**  

**OCCP5237**

**Introduction to OT Theory and Practice**

**Credit points:** 6  
**Session:** Semester 1  
**Classes:** 2 hour lecture per week for 13 weeks; additional 1 hour lecture for 7 weeks through the semester; 10 days of supervised observational fieldwork  
**Assumed knowledge:** Skills are assumed in the following areas: communicating in English, computer and word processing, interacting positively with others.  
**Assessment:** Assessment of fieldwork performance; documentation exam; fieldwork preparation tasks; written paper; seminar presentation; students must pass the fieldwork placement in order to gain a passing grade for this unit.  
**Campus:** Cumberland  
**Mode of delivery:** Normal (lecture/lab/tutorial) Day

**Note:** Students must complete statutory obligations prior to all fieldwork placements: required vaccinations, criminal records check, working with children declaration and cardiopulmonary resuscitation (CPR) training.

This unit of study will introduce students to the theory and practice of occupational therapy through an campus learning activities and an introductory fieldwork placement. Students will learn about the concepts and philosophies that underpin occupational therapy professional practice, specifically the nature of human occupations and the analysis of occupations. They will also apply this to the occupational therapy process and principles of practice to link with observation of practice in the field. As part of the fieldwork experience students will develop an understanding of the occupational therapy process and develop practical skills in communication, interaction and professional behaviour under supervision. Students will also engage in self reflection to identify their personal learning needs, existing strengths and required capabilities of occupational therapists.

**OCCP5238**

**Developing OT Prof. Skills in Practice**

**Credit points:** 6  
**Session:** Semester 2  
**Classes:** 1 hour lecture per week for 7 weeks; 1 x 1 hour tutorial per week for 7 weeks; 5 days/week for 5 weeks and 1 x 1 hour fieldwork debriefing 12 days of supervised fieldwork (2 days per week for 6 weeks)

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for 6 weeks)  

**Prerequisites:** OCCP5237 Introduction to OT Theory and Practice  

**Assessment:** Assessment of fieldwork performance; fieldwork assignments; reflexive analysis; annotated bibliography. Students must pass their fieldwork placement in order to gain a passing grade for this unit. **Campus:** Cumberland  

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

**Note:** Students must complete statutory obligations prior to all fieldwork placements: required vaccinations, criminal records check, working with children declaration and cardiopulmonary resuscitation (CPR) training.

This unit will engage students in the process of developing professional skills within elements of the occupational therapy process. The unit will explore the importance of reflexivity as a core capability in professional practice, and will provide opportunities for students to reflect on their own professional behaviour and development. A fieldwork placement will allow students to develop and document their ongoing achievement of professional competencies in a range of appropriate practice skills.

**OCCP5239**  

**Community Based OT Fieldwork**  

**Credit points:** 6  

**Session:** Semester 1  

**Prerequisites:** OCCP5237 Introduction to OT Theory and Practice; OCCP5238 Developing OT Prof Skills in Practice  

**Assessment:** Fieldwork performance; Fieldwork assignments; Presentation  

**Campus:** Cumberland  

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

**Note:** Students must complete statutory obligations prior to all fieldwork placements: required vaccinations, criminal records check, working with children declaration and cardiopulmonary resuscitation (CPR) training.

Students will develop and implement a structured fieldwork project during this unit. Students will be supported to work independently and will make regular reports to key stakeholders and community partners on the progress of the projects. This project will focus on enabling participation within diverse range of communities. This unit will develop the capacity of students across a broad range of capabilities, but will focus on leadership and management, vision and change agency. This unit of study will provide opportunities for formal and informal inter-professional learning. Weekly tasks based around peer support and moderated peer learning will assist in the development of skills essential for community based fieldwork.

**OCCP5240**  

**Implementing Skills in OT Prof Practice**  

**Credit points:** 9  

**Session:** Semester 1, Semester 2  

**Classes:** 8 weeks supervised fieldwork (full time block)  

**Prerequisites:** OCCP5237 Introduction to OT Theory and Practice; OCCP5238 Developing OT Prof Skills in Practice; OCCP5239 Community Based OT Fieldwork  

**Assessment:** Assessment of fieldwork performance; Fieldwork assignments; Students must pass their fieldwork placement in order to gain a passing grade for this unit. **Campus:** Cumberland  

**Mode of delivery:** Professional Practice  

**Note:** Department permission required for enrolment in the following sessions: Semester 1.  

**Note:** Students must complete statutory obligations prior to all fieldwork placements: required vaccinations, criminal records check, working with children declaration and cardiopulmonary resuscitation (CPR) training.

Extended fieldwork placements provide students with the opportunity to consolidate apply and develop further their knowledge of occupational therapy practice, with a focus on the graduate capabilities. Enabling participation lies at the core of all occupational therapy practice and students will have the opportunity to implement and evaluate a range of strategies to do this as part of the fieldwork placement associated with this unit. As members of different interdisciplinary teams, students will have opportunities to engage in formal and informal inter-professional learning. During this placement, students will also maintain contact with each other to extend their vision about the range of occupational therapy practice and to deepen their knowledge of planning, implementation and evaluation across practice communities.

**OCCP5241**  

**Evaluation of OT Practice**  

**Credit points:** 6  

**Session:** Semester 1, Semester 2  

**Classes:** Distance  

**Prerequisites:** OCCP5207 Assessing Evidence for OT Practice; OCCP5217 OT Assessment and Planning; OCCP5237 Introduction to OT Theory and Practice; OCCP5238 Developing OT Professional Skills in Practice  

**Corequisites:** OCCP5240 Implementing Skills in OT Professional Practice

**Assessment:** Evaluation of an occupational therapy outcome measure; Occupational therapy program evaluation proposal; Participation in on-line discussion tasks; On campus presentation  

**Campus:** Cumberland  

**Mode of delivery:** Distance Education  

**Note:** Department permission required for enrolment in the following sessions: Semester 1.

This unit provides students with the opportunity to gain skills in evaluating occupational therapy interventions and occupational therapy outcome measures relevant to practice. Both types of evaluation are core competencies identified by the national professional body. Students will apply their developing research and inquiry knowledge and skills from OCCP 5207 to an evaluation of an intervention and an outcome measure of relevance to their fieldwork experience. Students will develop skills in identifying appropriate goals that relate to the assessment of client outcomes and to the evaluation of an intervention program, and how to measure change to evaluate the degree of achievement of these goals. Students will need to locate and critique relevant literature, and determine practice issues associated with the evaluation of occupational therapy practice.

**OCCP5242**  

**Reflexivity and OT Professional Practice**  

**Credit points:** 9  

**Session:** Semester 1, Semester 2  

**Classes:** 8 weeks supervised fieldwork (4 days per week), 7 x 3 hour tutorials  

**Prerequisites:** OCCP5237 Introduction to OT Theory and Practice; OCCP5239 Community Based OT Fieldwork  

**Corequisites:** OCCP5240 Implementing Skills in OT Professional Practice  

**Assessment:** Assessment of fieldwork performance; Fieldwork assignments; Reflexive practice portfolio; Open book exam. Students must pass their fieldwork placement in order to gain a passing grade for this unit. **Campus:** Cumberland  

**Mode of delivery:** Professional Practice  

**Note:** Department permission required for enrolment in the following sessions: Semester 1.  

**Note:** Students must complete statutory obligations prior to all fieldwork placements: required vaccinations, criminal records check, working with children declaration and cardiopulmonary resuscitation (CPR) training.

This unit includes an extended fieldwork placement and class activities to provide students with an opportunity to consolidate, apply and extend their knowledge of occupational therapy practice, with a focus on the range of competencies identified by OT Australia needed to become a beginning practitioner. This final fieldwork placement experience is focused on students developing independence and autonomy within a range of practice communities. Students will incorporate their fieldwork experiences into an exploration of reflexivity as a core capability in professional practice. Assessments will be focussed on student capabilities in integrating content from their studies throughout the Master of Occupational Therapy program.

**OCCP5243**  

**OT Honours Project Development**  

**Credit points:** 6  

**Session:** Semester 1, Semester 2  

**Classes:** 2 hour tutorial per week for 13 weeks. Individual supervision with allocated supervisor  

**Prerequisites:** OCCP5207 Assessing Evidence for OT Practice; Assessment of research proposal ; Literature review; Ethics assignment  

**Campus:** Cumberland  

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

**Note:** Department permission required for enrolment in the following sessions: Semester 1, Semester 2.

Students will undertake a supervised research project in an area relevant to the discipline of occupational therapy. This unit is designed to assist honours students with the development of a research question, a systematic literature review and research proposal, and any ethics applications that may be applicable to their individual research topics. Students will develop an understanding of the strengths of different research methods and be able to provide a rationale for the methodology selected for their research question. Students will effectively communicate the aims, methods and implications of their proposed research.

**OCCP5244**  

**OT Honours Research Thesis**  

**Credit points:** 6  

**Session:** Semester 1, Semester 2  

**Classes:** 2 hour tutorial for 7 weeks. Individual supervision with allocated supervisor  

**Prerequisites:** OCCP5243 OT Honours Project Development  

**Assessment:** Seminar presentation of research findings; Research manuscript  

**Campus:** Cumberland  

**Mode of delivery:** Normal (lecture/lab/tutorial) Day
Students will undertake a supervised research project in an area relevant to the discipline of occupational therapy. Upon completion of this unit students will have implemented data analysis and reported on an approved research project and submitted a report suitable for publication in a peer reviewed publication describing the project and its implications. Students will develop an understanding of the strengths of different data analysis techniques and be able to defend their research project results in written and verbal format.

ORTH5019
Special Study A
Credit points: 4 Teacher/Coordinator: Dr Robert Heard Session: Semester 1, Semester 2 Classes: Distance mode and 3hr/week staff supervised activities Assessment: 500-1000 word assignment (20%), 3000-3500 word assignment (80%) Campus: Cumberland Mode of delivery: Normal (lecture/lab/tutorial) Day or Distance Education
Note: Department permission required for enrolment.

ORTH5029
Clinical Management of Refractive Error
Credit points: 6 Session: Semester 1, Semester 2 Classes: This unit of study will be delivered face-to-face and online using varied methods of delivery that will include: face-to-face teaching; e-learning Assessment: Online activities: (20%), end semester assessment (40%), clinical refraction exam (40%) Practical field work: Practical face-to-face tutorials across the semester. The student would be required to attend specialised clinical instrumentation tutorials and supervised clinical sessions related to the unit Campus: Cumberland Mode of delivery: Normal (lecture/lab/tutorial) Day or Distance Education
Note: Offered sem 1 for SH124/SH131, offered sem 2 for SC110.

Preliminary knowledge of refractive errors will be expanded upon to include more complex refractive error topics such as understanding latent and manifest hypermetropia, aetiology of myopia, progressional myopia and keratoconus. The student will study and be encouraged to critically analyse the methods of detection of refractive error, the impact on the individual, and the selection of the most appropriate method to correct the optical error, e.g., single focus versus multifocal lenses in a variety of occupational situations. On completion of the unit the student will be able to assess the types and degree of refractive error present, its influence on daily activities and changes that will occur throughout life; to evaluate and outline appropriate management strategies for correcting refractive error including the optical and surgical methods and the likely problems associated with each. The student will also be proficient in the skill of prescribing spectacle lenses, and the use and application of advanced ophthalmic technologies such as the Orbscan and Corneal Aberrometer.

Textbooks
Fletcher R, Still DC, Eye examination and Refraction (1998)
Gayton J, Refractive Surgery for Eye Paraprofessionals (1997)

ORTH5031
Eye Movement Disorders
Credit points: 6 Teacher/Coordinator: Assoc Prof Elaine Cornell Session: Semester 1 Classes: Face-to-face teaching and web Prerequisites: ORTH5040 Binocular Vision and ORTH5043 Concomitant Strabismus Assessment: 2 hr written exam; Part A: 40%, Part B: 30% and clinical exam 30% Campus: Cumberland Mode of delivery: Normal (lecture/lab/tutorial) Day

The systems that control eye movements will be studied, along with lesions and pathology that may affect normal ocular motility. This study will commence with orbital and restrictive conditions and progress to lesions in the neural pathways for eye movements. Students will be able to demonstrate that they can: discuss the impact of lesions within the motor pathway on the movement of the eye(s) including symptoms, clinical responses and sequelae; select appropriate tests to demonstrate the existence and extent of the motor defect and analysis of the outcomes; develop diagnostic skills and the ability to differentiate between similar but separate conditions; analyse patient responses and develop appropriate management strategies.

Textbooks

ORTH5032
Geriatrics
Credit points: 6 Teacher/Coordinator: Mrs Neryla Jolly Session: Semester 1 Classes: Distance mode and 4hr/week staff supervised activities Prerequisites: ORTH5023 Ocular Pathology A, ORTH5026 Ocular Pathology B, ORTH5024 Professional Experience 1A, ORTH5027 Professional Experience 1B, ORTH5028 Professional Experience 1C, ORTH5029 Clinical Management of Refractive Errors. Assessment: Two case studies (20% ea), two case studies (30% ea) Campus: Cumberland Mode of delivery: Normal (lecture/lab/tutorial) Day
Note: Department permission required for enrolment.

The content in this unit concentrates on ageing of the general body systems, with specific emphasis on the ocular system. Content will be clinically based, delivered using case studies which the student critically analyses, to reach management strategies which specifically target the geriatric patient's complex needs. The integrative role of the orthoptist in the investigation and management of age related ocular pathology will be presented. This will include conditions such as vascular, neurological, complex ophthalmic disorders and vision impairment. The supporting specific clinical investigation techniques of neuro ophthalmology will also be included.

ORTH5033
Professional Development
Credit points: 6 Teacher/Coordinator: Assoc Prof Kathryn Rose Session: Semester 1 Classes: Distance mode and 4hr/week staff supervised activities Prerequisites: BACH5268 Developing a Research Project or BACH5341 Research & Inquiry in Health Professions Assumed knowledge: Broad body of knowledge and clinical experience in orthoptics and ophthalmology. From completing earlier units of study Assessment: 500-1000 word assignment (20%), 3000-3500 word assignment (80%) Campus: Cumberland Mode of delivery: Normal (lecture/lab/tutorial) Day
Note: Department permission required for enrolment.

This unit will permit the student to carry out an independent learning project by learning contract. The topic may be one relevant to the practice of orthoptics or in an area which the student has developed a particular interest. Students will be encouraged to use this unit as preparation for the unit of study ORTH5038 Research Project.

ORTH5036
Professional Experience 2B
Credit points: 4 Session: Semester 2 Classes: Supervised individual student clinical placement Assessment: Ophthalmic clinical exam (80%), online case study (20%) Campus: Cumberland Mode of delivery: Clinical Experience
Note: Department permission required for enrolment.

This unit provides the student with advanced clinical experience in the ophthalmic setting. Students will be given higher levels of responsibility than previously experienced in the ophthalmic setting, e.g., involvement in practice administration and management, pre and post-operative patient education, assistance in minor surgical procedures.

ORTH5037
Professional Experience 2C
Credit points: 4 Session: Semester 2 Classes: Supervised individual student clinical placement Assessment: Online case study (50%), reflection report (50%) Campus: Cumberland Mode of delivery: Clinical Experience
Note: Department permission required for enrolment.

This unit provides the student with advanced clinical experience in the rehabilitation setting, particularly with patients who have limited communication. Students will gain experience in a variety of rehabilitation settings including brain injury, vision impairment and developmental disability. Students will participate with the supervising clinician as a member of the multi-disciplinary team.

ORTH5038
Research Project
Credit points: 6 Session: Semester 2 Classes: Distance mode and 4hrs/week staff supervised activities Prerequisites: ORTH5022 Binocular Vision and Strabismus A, ORTH5025 Binocular Vision and Strabismus B, ORTH5023 Ocular Pathology A, ORTH5026 Ocular Pathology B, ORTH5024 Professional
Experience 1A, ORTH5027 Professional Experience 1B, ORTH5028 Professional Experience 1C, ORTH5029 Clinical Management of Refractive Errors, BACH5268 Developing a Research Project or BACH5341 Research & Inquiry in Health Professions, ORTH5033 Professional Development Corequisites: ORTH5035 Professional Experience 2A and ORTH5036 Professional Experience 2B or ORTH5037 Professional Experience 2C Assessment: Research project Campus: Cumberland Mode of delivery: Normal (lecture/lab/tutorial) Day Note: Department permission required for enrolment.

This unit provides the student with the opportunity to carry out a small, supervised research project, either individually or in a group. Drawing on learning gained in the units BACH5341 Research & Inquiry in Health Professions and ORTH5033 Professional Development, the student will formulate a research question and conduct a pilot study on the topic.

ORTH5039 The Eye and Visual Systems
Credit points: 6 Teacher/Coordinator: Assoc Prof Kathryn Rose Session: Semester 1 Classes: This unit of study will be delivered face-to-face and online using varied methods of delivery that will include: face-to-face teaching; e-learning Assessment: Practical skills test (20%), written exam (60%), vision test assignment (20%) Campus: Cumberland Mode of delivery: Normal (lecture/lab/tutorial) Day
In this subject the normal eye and ocular systems are introduced. The unit commences with basic anatomy, embryology, physiology and optics of the eye using a systems approach, followed by sensory visual functions and nourishing systems of the eye. There will be an introduction to testing in a paediatric population. Basic clinical skills and assessment will be introduced, including testing of visual acuity, colour vision and contrast sensitivity.

Textbooks

ORTH5040 Binocular Vision
Credit points: 6 Teacher/Coordinator: Assoc Prof Elaine Cornell Session: Semester 1 Classes: This unit of study will be delivered face-to-face and online using varied methods of delivery that will include: face-to-face teaching; e-learning Assessment: Practical skills exam (30%), class test (15%), 2hr exam (55%) Campus: Cumberland Mode of delivery: Normal (lecture/lab/tutorial) Day
In this unit of study, the anatomical, physiological and optical principles underlying eye movements and normal binocular vision are studied, and the processes by which they may be modified by refractive error and associated accommodation/convergence relationships. Common presenting problems of strabismus, accommodation and convergence will be introduced.

Textbooks
Ansons and Davis, Diagnosis and Management of Ocular Motility Disorders (3rd ed), Blackwell Science (2001)

ORTH5041 Introduction to Professional Practice
Credit points: 6 Teacher/Coordinator: Ms Neryla Jolly Session: Semester 1 Classes: On-campus lectures and tutorials supplemented with online activities Assessment: Class test (30%), practical (10%), personal eye record (10%), exam (50%) Practical field work: This unit will have scheduled on-campus, hands on tutorial sessions in which to practice and refine clinical tests Campus: Cumberland Mode of delivery: Normal (lecture/lab/tutorial) Day
The medical model and the roles the orthoptist plays in this model. The student will learn the broad areas of medical disease, medical terminology, components of medical terms and pharmacology. Basic ocular examination techniques including patient interviews, observation, ophthalmoscopy, visual fields. Common ocular disorders and their presenting signs and symptoms are introduced commencing anteriorly to conclude with optic nerve involvement. Management of eye disease will be introduced, with an emphasis on ocular pharmacology. The student will develop an understanding of the anatomy of the eye and visual system, by the examination of ocular structures in disease detection. On completion of the unit the student will be able to identify the roles of eye care health providers, including their own, as a novice practitioner. The student will be expected to demonstrate this novice role by interpretation of medical records, planning appropriate eye related investigations and further medical requirements, such as referral for further testing.

Textbooks
MIMMS Annual or MIMMS On Line

ORTH5042 Anterior Seg & Ocular Surface Disorders
Credit points: 6 Teacher/Coordinator: Assoc Prof Kathryn Rose Session: Semester 2 Classes: Face-to-face teaching and web-based Assessment: Mid semester class test (15%), practical exam (35%), 2hr written exam (50%) Campus: Cumberland Mode of delivery: Normal (lecture/lab/tutorial) Day
The student will study the most recent aspects related to the clinical presentation of patients with: anterior segment disorders such as dry eye; watery eye; conjunctivitis; contact lenses; ocular emergencies; and red eye. Evidence-based practice in the areas of investigation and treatment of these conditions will be presented. Aspects related to new research into the detection and management of these conditions will be also studied. On completion of the unit the student will be able to critically evaluate the role of practitioners in the assessment of dry eye, inflammatory ocular disorders, ocular emergencies, and contact lens patients. This includes the ability to select and perform the correct assessment techniques for these patients. Awareness of recent innovations and the ability to assist the eye care practitioner in the management of these conditions will be developed.

Textbooks
Cassin B and Hamed L, Fundamentals for Ophthalmic Technical Personnel, Saunders (1995) MIMMS Annual or MIMMS On Line

ORTH5043 Concomitant Strabismus
Credit points: 6 Teacher/Coordinator: Ms Neryla Jolly Session: Semester 2 Classes: Case study analyses to facilitate: independent learning, application of visual physiology to patient responses Assessment: Practical exam (20%), case study (20%), normal patient (10%), written exam (50%) Campus: Cumberland Mode of delivery: Normal (lecture/lab/tutorial) Day
The student will study investigation and management of case studies of patients with defects of binocular cortical function related to motor defects and developmental defects (strabismus, amblyopia and binocular vision abnormalities), abnormalities of the accommodative mechanism and the decomposition of normal binocular operation to a symptomatic state. The student will be encouraged to incorporate information from literature that relates animal research to clinical responses in the field of plasticity and demonstrate the significance of the information in the management strategies selected for case studies. Content includes: suppression, amblyopia (with central and eccentric fixation), binocular vision (normal, abnormal and non-functional) heterophoria and vergence defects, defects of accommodation and associated eye movement defects.

Textbooks
Anson A and Davis H, Diagnosis and Management of Ocular Motility Disorders (3rd ed), Blackwell Science (2001)

ORTH5044 Professional Practice A
Credit points: 6 Teacher/Coordinator: Mrs Jan Howlett Session: Semester 1, Semester 2 Classes: Off-campus clinical attendance and online learning activities Assessment: Compulsory concomitant squint investigation exam (70%), online critical case analysis (30%) Practical field work: Off-campus tutorials and clinical attendance Campus: Cumberland Mode of delivery: Professional Practice

The Transaction of the International Orthoptic Association

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This unit of study provides students with clinical application and experience in concomitant squint. The unit will combine specialised patient centred clinical tutorials and attendance at relevant clinical locations to allow for integration of academic, instrumentation, clinical reasoning and patient management. This unit of study will be strongly supported by online case analyses and discussion using WebCT, and on-campus briefing and debriefing sessions.

ORTH5045

Professional Practice B

Credit points: 6
Teacher/Coordinator: Mrs Jan Howlett
Session: Semester 1, Semester 2
Classes: Off-campus clinical attendance and online learning activities
Assessment: Ophthalmic OSCE (compulsory) (70%), online critical case analysis (30%)
Practical field work: Off-campus tutorials and clinical attendance
Campus: Cumberland
Mode of delivery: Professional Practice
Note: Offered Semester 1 for SH124/SH131, offered Semester 2 for SC110

This unit of study provides students with clinical application and experience in the assessment and management anterior segment disease, particularly cataract and glaucoma, and fitting and management of the contact lens patient. The unit will combine specialised patient centred clinical tutorials and attendance at relevant clinical locations to allow for integration of academic, instrumentation, clinical reasoning and patient management. This unit of study will be strongly supported by online case analyses and discussion using WebCT, and on-campus briefing and debriefing sessions.

ORTH5046

Neuro Orthoptics

Credit points: 6
Teacher/Coordinator: Ms Neryla Jolly
Session: Semester 1
Classes: Case presentation
Assessment: Selected case study analyses based on current discipline based knowledge, skills and evidence based research
Campus: Cumberland
Mode of delivery: Normal (lecture/lab/tutorial) Day

Students will be introduced to the neurological investigation of patients with complex neuro-ophthalmic conditions. They will be encouraged to select appropriate tests to reveal the defect, including adaptations for associated physical and communication defects. The student will demonstrate an understanding of advanced clinical practice in a complex population that presents with multiple management factors. Topics include: neuro-ophthalmic investigation including the 12 cranial nerves; assessment of visual function in the presence of disability; stroke; head injury; headache; autonomic nervous system and pupil abnormalities; visual field investigation and analysis; colour vision; and therapeutic approaches for neurological conditions.

ORTH5047

Research Project 1

Credit points: 6
Teacher/Coordinator: Assoc Prof Kathryn Rose
Session: Semester 1
Classes: On-campus and Web-CT
Assessment: Literature review (60%); Participation in Journal Club (40%)
Campus: Cumberland
Mode of delivery: On-line or Normal (lecture/lab/tutorial) Day

The unit is designed to provide students an opportunity to investigate a research topic which is relevant to their professional practice. Students will examine a research topic and using current technologies; they will identify, critically evaluate and write about research relevant to the research topic. Students will examine aspects of ethics in research and apply that knowledge to the identification of ethical issues that may arise in the application of research relevant to the research topic. Students will also use current technology to find, read, and present information about research relevant to the research topic. They will participate in structured discussion of relevant scientific papers. Students will be introduced to reference database systems and scientific journal referencing styles. They will study the principles of evidence-based practice, and randomised controlled trials. They will gain experience in consulting databases of summarised data, and search systems for scientific reviews of clinical trials. They will review principles used to evaluate published research and gain experience in writing in a concise academic style.

ORTH5048

Professional Practice C

Credit points: 6
Teacher/Coordinator: Mrs Jan Howlett
Session: Semester 1, Semester 2
Classes: Off-campus clinical attendance and online learning activities
Assessment: Complex squint investigation exam (compulsory) (70%); online critical case analysis (30%)
Practical field work: Off-campus tutorials and clinical attendance
Campus: Cumberland
Mode of delivery: Professional Practice
Note: Department permission required for enrolment in the following sessions:
Semester 1

This unit of study provides students with clinical application and experience in complex squint. The unit will combine specialized patient centred clinical tutorials and attendance at relevant clinical locations to allow for integration of academic, instrumentation, clinical reasoning and patient management.

ORTH5049

Professional Practice D

Credit points: 6
Teacher/Coordinator: Mrs Jan Howlett
Session: Semester 1, Semester 2
Classes: Off-campus clinical attendance and online learning activities
Assessment: Advanced ophthalmic OSCE (compulsory) (70%); online critical case analysis (30%)
Practical field work: Off-campus tutorials and clinical attendance
Campus: Cumberland
Mode of delivery: Professional Practice
Note: Department permission required for enrolment in the following sessions:
Semester 1

This unit of study provides students with clinical application and experience in assessment and management of complex ophthalmic disease. The unit will combine specialized patient centred clinical tutorials and attendance at relevant clinical locations to allow for integration of academic, instrumentation, clinical reasoning and patient management.

ORTH5050

Ocular Pathology

Credit points: 6
Session: Semester 2
Classes: On campus lectures and tutorials supplemented with online activities
Assessment: 2 assessments (35% & 50%); online activities (15%)
Practical field work: Theoretical material will be supported by scheduled on campus hands on tutorial sessions
Campus: Cumberland
Mode of delivery: Normal (lecture/lab/tutorial) Day

This unit provides the student with an understanding of: The ageing process with emphasis on the ageing eye; the clinical presentation, investigation and management of the following ocular conditions:
- Eyelid conditions: entropion, ectropion, blepharospasm;
- Vascular disorders: diabetic retinopathy, hypertensive retinopathy, anterior ischaemic optic neuropathy;
- Maculopathies: ARM, macular holes, oedema; Cataract; Glaucoma; the roles of the orthoptist in day surgery and office based minor surgical procedures. This unit provides the student with understanding of a variety of geriatric conditions in ophthalmic practice, encompassing recent evidence-based practice in investigation and management. The most recent evidence for a variety of non-surgical treatments, as well as more conventional therapy, will be critically analysed.

Textbooks

ORTH5051

Research Project 2

Credit points: 6
Teacher/Coordinator: Assoc Prof Kathryn Rose
Session: Semester 1, Semester 2
Classes: On-campus and Web-CT
Assessment: Literature review 25%, Research data proposal 10%, Data collection and analysis 25%, Final dissertation 40%
Campus: Cumberland
Mode of delivery: On-line or Normal (lecture/lab/tutorial) Day

The unit will provide the students the opportunity to further investigate the research topic developed in Research Project 1 and to pose a research question. They will gain experience in writing in a concise academic style by performing a review of the scientific literature pertaining to the research question. Students will use their research skills to identify the data necessary to answer the research question. Under supervision, they will interrogate an existing database of research data and/or participate in the collection of data and will have the opportunity to use current technology to perform statistical analysis.
They will independently write a discussion of the results of their analysis in the context of the original research question.

ORTH5052
Current Topics in CVS
Credit points: 6
Session: Semester 2
Classes: WebCT
Group work, debates and discussions
Assessment: Group work, selected case study, analyses based on current discipline-based knowledge, skills and evidence-based research
Campus: Cumberland
Mode of delivery: Normal (lecture/lab/tutorial) Day

In this unit of study, new developments and controversies in vision sciences and their impact on professional practice will be analysed and discussed.

Textbooks
No set textbooks, students will access variety of sources such as professional journals, conference proceedings and the Web.

ORTH5053
Advanced Professional Studies
Credit points: 6
Teacher/Coordinator: Ms Neryla Jolly
Session: Semester 2
Classes: On-campus classes 3 hrs/week and WebCT
Assessment: Selected case study analyses based on current discipline-based knowledge, skills and evidence-based research. Two case studies during the semester will be assessed (25% ea.), 2hr written complex case study (40%)
Campus: Cumberland
Mode of delivery: Normal (lecture/lab/tutorial) Day

Clinical conditions with ocular disease or ocular motility disorders will be studied. Cases will be selected to challenge the student to apply recent outcomes identified in literature (clinical trials and epidemiological studies) relating to incidence of conditions, clinical investigation and treatment. Students will be encouraged to analyse the clinical responses and develop relevant treatment guidelines based on evidence and clinical reasoning. Content will include: ophthalmic disease; complex ocular motility conditions; occupational health and safety and employment issues; professional issues; and medico-legal issues.

Textbooks
Ansons M and Davis H, Diagnosis and Management of Ocular Motility Disorders, Blackwell Science (2001)
Australian, British and American Orthoptic Journals, Transactions of the International Orthoptic Association
Journals of Ophthalmology from Australia/ New Zealand, Britain and America eg Clinical and Experimental Ophthalmology, Blackwell Publishing

ORTH5054
Refraction Practice
Credit points: 6
Session: Semester 1
Classes: Block mode (six 3hr tutorials) and web-based, distance education mode: independent learning package with email support
Assessment: E-learning participation (2%), professional development log (3%), completion of refraction 'autobiography', refraction workbook and refraction tape assessment (5%), practical exam (45%), written exam (45%)
Campus: Cumberland
Mode of delivery: Distance Education/Intensive on Campus

This unit will extend preliminary knowledge of refractive errors to include more complex issues such as the aetiology and development of myopia. Emphasis will be placed on the clinical evaluation of refractive error including methods of objective and subjective refraction, the prescription of spectacles as well as A-scan ultrasonography and corneal aberrometry. The student will study and be encouraged to critically analyse the methods of detection of refractive error, the impact on the individual (related to ocular posture and daily life skills), and the selection of the most appropriate method to correct the optical error; e.g., single focus vs progressive lenses in a variety of occupational situations. Aspects of optical dispensing, fitting of contact lenses and surgical correction of refractive errors will be included.

Textbooks
Duane's Clinical Ophthalmology CD-Rom (2007)
Stein H, Slatt B and Stein R, The Ophthalmic Assistant (1994)

ORTH5055
Peri Operative Practice
Credit points: 6
Session: Semester 1
Classes: Block/Intensive mode, 3 days, 9am-3pm, distance independent learning package with email support
Assessment: Module-based learner activities (70%), professional development portfolio (30%)
Practical field work: Field experience in a surgical location (one visit)
Campus: Cumberland
Mode of delivery: Block Mode

This unit will introduce the roles of the orthotist in surgical procedures and will include the following content: day surgery procedures and management of the surgical patient including: patient selection and anaesthesia, pre-op, peri-op and post-op roles; principles of infection control in the workplace with particular emphasis on a surgical setting including patient and staff positioning, instrument care, handling & sterilisation; principles of waste management in the workplace; instrument identification; minor surgical procedures for office-based practice.

Textbooks

ORTH5056
Vision and Driving
Credit points: 6
Teacher/Coordinator: Ms Neryla Jolly
Session: Semester 2
Classes: Block mode, three 3 days on-campus, on-road practical sessions and web supported
Assessment: Qualification that enables registration with the Australian Orthoptic Board: Assessment: Six case studies (30%), critique of an area related to vision and driving skills (30%), two practical cases with on-road assessment (40%)
Campus: Cumberland
Mode of delivery: Block Mode

Mode of delivery:

ORTH5057
Advanced Ocular Motility
Credit points: 6
Teacher/Coordinator: Assoc Prof Elaine Cornell, Ms Neryla Jolly
Session: Semester 2
Classes: Web-based case discussion, tutorials, practical sessions
Assessment: Qualification that enables registration with the Australian Orthoptic Board: Assessment: Six case studies (60%), critical analysis (40%)
Campus: Cumberland
Mode of delivery: Distance Education

Participant will review principles of the assessment and treatment of strabismus and eye movement disorders. Through case study analysis, video presentations and case assessments participants will be encouraged to apply basic and innovative approaches to the diagnosis and management of patients with ocular motility defects. There will be an emphasis on evidence based practice and the application of recent research to clinical skills.

ORTH5058
Vision Impairment
Credit points: 6
Session: Semester 2
Classes: Block mode (six 3hr tutorials) supported by web-based, independent learning package with email support
Assessment: Three case studies that include structured management plans
Campus: Cumberland
Mode of delivery: Block Mode

This unit of study focuses on clients with vision impairment, with the emphasis on identifying their specific needs to enable them to achieve, as much as possible, their own identified goals. Emphasis will be placed on single case studies, and the development of case management plans and problem solving strategies.
ORTH5059
Current Issues in Ophthalmology
Credit points: 6 Teacher/Coordinator: Mrs Kate Thompson Session: Semester 2 Classes: Block mode (eight 3hr tutorials) and web-based, independent learning package with email support Assessment: 4 case studies (three 20%, one 40%) Campus: Cumberland Mode of delivery: Block Mode

This unit will include theory and practical sessions on the latest technical equipment used in orthoptic and ophthalmic practice, including: Optical Coherence Tomography (OCT), Fluorescein Angiography and Photography, Digital Anterior Segment and Fundus Photography, Heidelberg Retinal Tomography (HRT), Humphrey Matrix, Corneal Aberometry and Pachymetry. Emphasis will be placed on the clinical evaluation of glaucoma, age-related macular degeneration (AMD), and other macula dystrophies. An introduction to the management and coordination of clinical trials will also be included. The student will study and be encouraged to critically analyse current research literature.

Textbooks
Duane’s Clinical Ophthalmology CD-Rom (2007)

PHTY5103
Musculoskeletal Sports Injuries A
Credit points: 6 Teacher/Coordinator: Dr Leslie Nicholson Session: Semester 1 Classes: On-campus, 4-6hrs/week, during the day Corequisites: BIOS5089 Advanced Musculoskeletal Anatomy Assessment: 1500 word research-based written assignment (40%), 20min objective structured clinical exam (30%), 1hr written exam (30%) Campus: Cumberland Mode of delivery: Normal (lecture/lab/tutorial) Day

This unit will focus on the assessment, biomechanical analysis, 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. There is a strong emphasis on research methodology underpinning evidence based practice.

PHTY5104
Clinical Sports Physiotherapy A
Credit points: 6 Teacher/Coordinator: Dr Leslie Nicholson Session: Semester 1 Classes: On-campus, 3hrs/week; will require off-campus commitment Corequisites: PHTY5103 Musculoskeletal Sports Injuries A or PHTY5124 Advanced Musculoskeletal Disorders A, and (BIOS5089 Advanced Musculoskeletal Anatomy or PHTY5101 Advanced Anatomy and Biomechanics) Assessment: 2000 word research-based written assignment (40%), 30min research-based seminar presentation (25%), 1hr practical exam (35%) Campus: Cumberland Mode of delivery: Professional Practice
Note: Department permission required for enrolment

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, both on and off-campus, 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 facilitate the integration of research methodology/literature review with clinical practice.

PHTY5105
Theoretical Basis of Clinical Practice
Credit points: 6 Teacher/Coordinator: Dr Alison Harmer Session: Semester 2 Classes: Web-based modules, one 2 day block session Assessment: Three 500-750 word written reports (60%), 2hr short answer question exam (40%) Campus: Cumberland Mode of delivery: Block Mode

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. This unit consists of five modules: pain; muscle physiology; exercise (resistance exercise); exercise (aerobic conditioning) and motor learning. Each module will build on knowledge gained in the relevant areas of the student's undergraduate physiotherapy degree by advancing their understanding of applied method/literature review and application of basic and pre-clinical sciences. This advanced understanding will then be used to examine topics related to the student's specific discipline.

PHTY5106
Musculoskeletal Sports Injuries B
Credit points: 6 Teacher/Coordinator: Dr Dr Debra Shirley Session: Semester 2 Classes: On-campus, 4hrs/week, during the day Prerequisites: BIOS5089 Advanced Musculoskeletal Anatomy Assessment: 1500 word research-based written assignment (40%), 20min objective structured clinical exam (30%), 1hr written exam (30%) Campus: Cumberland Mode of delivery: Normal (lecture/lab/tutorial) Day

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. There is a strong emphasis on research methodology underpinning clinical practice.

PHTY5107
Advanced Musculoskeletal Complex Cases
Credit points: 6 Teacher/Coordinator: Dr Dr Debra Shirley Session: Semester 2 Classes: On-campus, 4hrs/week, during the day Prerequisites: BIOS5089 Advanced Musculoskeletal Anatomy, PHTY5103 Musculoskeletal Sports Injuries A or PHTY5124 Advanced Musculoskeletal Disorders A Corequisites: PHTY5106 Musculoskeletal Sports Injuries B or PHTY5126 Advanced Musculoskeletal Disorders B Assessment: Case study analyses, group participation and seminar presentations, 30min panel discussion (two at 20%), 2hr short answer question exam (60%) Campus: Cumberland Mode of delivery: Normal (lecture/lab/tutorial) Day
Note: In other cases departmental permission required for enrolment

This unit will adopt a problem based learning approach to the assessment and management of complex case studies of the musculoskeletal system. There is a focus on effective clinical reasoning and decision making. Participants will explain and justify the rationale for patient investigation and management on the basis of medical and applied science and critically evaluate their own and others' management strategies.

PHTY5108
Clinical Sports Physiotherapy B
Credit points: 6 Teacher/Coordinator: Dr Leslie Nicholson Session: Semester 2 Classes: 3hrs/week; some on-campus but mostly undertaken off-campus in various sports physiotherapy practices Prerequisites: PHTY5103 Musculoskeletal Sports Injuries A Corequisites: PHTY5106 Musculoskeletal Sports Injuries B or PHTY5126 Advanced Musculoskeletal Disorders B, and BIOS5089 Advanced Musculoskeletal Anatomy or PHTY5101 Advanced Anatomy and Biomechanics Assessment: 3000 word research based written assignment (45%), 30min research based seminar presentation (15%), 1hr practical exam (40%) Campus: Cumberland Mode of delivery: Professional Practice
Note: Department permission required for enrolment

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, both on and off campus, 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 facilitate the integration of research methodology/literature review with clinical practice.

PHTY5111
Clinical Practice A
Credit points: 6 Teacher/Coordinator: Dr Martin Mackey Session: Semester 1, Semester 2 Classes: On and off-campus Corequisites: BIOS5089 Advanced Musculoskeletal Anatomy, PHTY5124 Advanced Musculoskeletal Disorders A
This unit provides students with the opportunity to apply knowledge gained during the course within a clinical environment. Clinical placement will depend upon the major in which the student is enrolled and the availability of appropriate clinical areas. Note: To undertake this unit interstate trained physiotherapists must apply to the NSW Physiotherapists Registration Board for approval to practise during the course. This process will be facilitated by the unit coordinator following enrolment. Original documents will be required.

PHTY5113
Clinical Practice B
Credit points: 6
Teacher/Coordinator: Dr Martin Mackey
Session: Semester 1, Semester 2
Classes: On and off-campus
Prerequisites: (BIOS5089 Advanced Musculoskeletal Anatomy, PHTY5124 Advanced Musculoskeletal Disorders A and PHTY5111 Clinical Practice A (for Manipulative stream)) OR PHTY5124 PHTY5103 Musculoskeletal Sports Injuries A (for Sports stream)
Corequisites: PHTY5107 Advanced Musculoskeletal Complex Cases and PHTY5128 Advanced Musculoskeletal Disorders B (for Manipulative stream)) OR PHTY5106 Musculoskeletal Sports Injuries B (for Sports stream)
Assessment: Will be dependent upon the major in which the student is enrolled and may include clinical, written and oral assessment
Campus: Cumberland
Mode of delivery: Professional Practice
Note: Department permission required for enrolment in the following sessions: Semester 1.
Note: Pre and co-requisites will depend upon the stream in which the student is enrolled.

This unit provides students with the opportunity to apply knowledge gained during the course within a clinical environment. Clinical placement will depend upon the major in which the student is enrolled and the availability of appropriate clinical areas. Note: To undertake this unit interstate trained physiotherapists must apply to the NSW Physiotherapists Registration Board for approval to practise during the course. This process will be facilitated by the unit coordinator following enrolment. Original documents will be required.

PHTY5114
Optimising Motor Performance A
Credit points: 6
Teacher/Coordinator: Assoc Prof Sharon Kilbreath
Session: Semester 1
Classes: Flexible delivery modes
Assumed knowledge: 2 years neurology clinical experience
Assessment: Written exam (50%), seminar presentation (class) (50%)
Campus: Cumberland
Mode of delivery: Distance Education

This unit consists of two modules. The first module examines the impairments associated with neurological lesions and the resultant adaptations of both motor and psychological 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.

PHTY5116
Optimising Motor Performance B
Credit points: 6
Teacher/Coordinator: Assoc Prof Sharon Kilbreath
Session: Semester 2
Classes: Flexible delivery modes
Assumed knowledge: 2 years of clinical experience in physiotherapy
Assessment: Written assignment (50%), take-home exam (50%)
Campus: Cumberland
Mode of delivery: Distance Education

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.

PHTY5119
Topics in Cardiopulmonary Physiotherapy
Credit points: 6
Teacher/Coordinator: Assoc Prof Jenny Alison
Session: Semester 1
Classes: Off-campus
Assessment: Written assignment
Campus: Cumberland
Mode of delivery: Distance Education
Note: Department permission required for enrolment.

The students will study a compulsory module of anatomy and biomechanics prior to researching a topic of current interest to physiotherapists in the cardiopulmonary area such as intensive care, pulmonary rehabilitation, cardiac rehabilitation, sleep disordered breathing. Topics covered will depend on available expertise for supervision.

PHTY5120
Clinical Cardiopulmonary Physiotherapy A
Credit points: 6
Teacher/Coordinator: Ms Nia Luxton
Session: Semester 1
Classes: Clinical placement
Assessment: Case presentation, written report on a clinical investigation
Campus: Cumberland
Mode of delivery: Professional Practice
Note: Department permission required for enrolment.

This unit will provide the equivalent of 2 weeks (approx 60 hours) 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.

PHTY5121
Advanced Cardiopulmonary Physiotherapy
Credit points: 6
Teacher/Coordinator: Dr Martin Mackey
Session: Semester 1
Classes: Directed independent learning package with one-day workshop
Corequisites: PHTY5190 Evidence-Based Decision Making
Assessment: Five worksheets, three research-based written assignments (2000 words ea)
Campus: Cumberland
Mode of delivery: Distance Education

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 the appropriateness of each technique for particular clinical scenarios.

PHTY5123
Clinical Cardiopulmonary Physiotherapy B
Credit points: 6
Teacher/Coordinator: Ms Nia Luxton
Session: Semester 2
Classes: Off-campus clinical placement
Assessment: Case presentation, written report on a clinical investigation
Campus: Cumberland
Mode of delivery: Professional Practice
Note: Department permission required for enrolment.

This unit will provide the equivalent of 2 weeks (approx 60 hours) 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.

PHTY5124
Advanced Musculoskeletal Disorders A
Credit points: 6
Teacher/Coordinator: Dr Rob Boland
Session: Semester 1
Classes: On-campus, 4-6hrs/week during day
Corequisites: BIOS5089 Advanced Musculoskeletal Anatomy
Assessment: 1500 word essay (40%), 2hr objective structured clinical exam (60%)
Campus: Cumberland
Mode of delivery: Normal (lecture/lab/tutorial) Day

This unit aims to integrate relevant knowledge from related sciences into manipulative physiotherapy practice. This unit will focus on the assessment, clinical diagnosis and management of musculoskeletal problems in the cervical and upper thoracic spines, and upper limbs. Specific emphasis is placed on manipulative physiotherapy but in the context of total patient management applied with emphasis on integrating research findings so as to achieve evidence based practice.
Current clinical evidence for the role of therapeutic exercise is a focus in all areas.

PHTY5125
Clinical Manipulative Physiotherapy A
Credit points: 6
Teacher/Coordinator: Dr Robert Boland
Session: Semester 1
Classes: 10-12hrs/week off-campus
Corequisites: BIOS5089 Advanced Musculoskeletal Anatomy, PHTY5124 Advanced Musculoskeletal Disorders A
Assessment: Two clinical exam short case (15% and 35%), clinical exam long case (includes viva) (50%)
Campus: Cumberland
Mode of delivery: Professional Practice
Note: Department permission required for enrolment.

The aim of this unit is to advance course participants’ clinical skills by providing the opportunity to conduct evidence based practice in a supervised and supportive environment, wherein experienced clinicians provide expert feedback to participants. This unit will focus on the assessment, clinical diagnosis and management of musculoskeletal problems in the cervical and upper thoracic spines and upper limbs. Over the course of the semester, the focus of teaching will evolve so that each component of the assessment and treatment interaction between the 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 units will also be applied during clinical education. This unit will have some on-campus hours but will require considerable off-campus commitment.

PHTY5126
Advanced Musculoskeletal Disorders B
Credit points: 6
Teacher/Coordinator: Dr Rob Boland
Session: Semester 2
Classes: On-campus, 4.4hrs/week, during the day
Corequisites: BIOS5089 Advanced Musculoskeletal Anatomy
Assessment: 1500 word essay (40%), 2hr objective structured clinical exam (60%)
Campus: Cumberland
Mode of delivery: Normal (lecture/lab/tutorial) Day

The unit aims to integrate relevant knowledge from related sciences into manipulative physiotherapy practice. This unit will focus on the assessment, clinical diagnosis and management of musculoskeletal problems in the lower thoracic and lumbar spines and lower limbs. Specific emphasis is placed on manipulative physiotherapy but in the context of total patient management applied with emphasis on integrating research findings so as to achieve evidence based practice. Current clinical evidence for the role of therapeutic exercise is a focus in all areas.

PHTY5128
Clinical Manipulative Physiotherapy B
Credit points: 6
Teacher/Coordinator: Dr Robert Boland
Session: Semester 2
Classes: 10-12hrs/week off-campus
Corequisites: BIOS5089 Advanced Musculoskeletal, Anatomy or PHTY5107 Advanced Manipulative Physiotherapy A
Assessment: Two clinical exam short case (15% and 35%), clinical exam long case (includes viva) (50%)
Campus: Cumberland
Mode of delivery: Professional Practice
Note: Department permission required for enrolment.

The aim of this unit is to advance course participants’ clinical skills by providing the opportunity to conduct evidence based practice in a supervised and supportive environment, wherein experienced clinicians provide expert feedback to participants. This unit will focus on the assessment, clinical diagnosis and management of musculoskeletal problems in the lower thoracic and lumbar spines and lower limbs. 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 units will also be applied during clinical education. This unit will have some on-campus hours but will require considerable off-campus commitment.

PHTY5131
Concepts in Paediatric Physiotherapy
Credit points: 6
Teacher/Coordinator: Ms Jane Butler
Session: Semester 1
Classes: Independent learning package
Assessment: 2 years paediatric physiotherapy clinical experience
Note: Department permission required for enrolment.

This unit of study is intended to give students an 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.

PHTY5132
Topics in Paediatric Physiotherapy
Credit points: 6
Teacher/Coordinator: Ms Jane Butler
Session: Semester 1
Classes: Independent learning package
Assessment: 2 years paediatric physiotherapy clinical experience
Note: Department permission required for enrolment.

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 adviser and unit of study coordinator, the student may select a unit of study from within the Faculty or through another university.

PHTY5134
Therapy in Disorders of the Hand
Credit points: 6
Teacher/Coordinator: Dr Martin Mackey
Session: Semester 2
Classes: Two intensive on-campus teaching blocks of 2-4 days plus some off-campus distance mode
Assessment: Graduate experience in hand therapy as a qualified physiotherapist or occupational therapist
Note: Department permission required for enrolment.

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, arthritis wrist, 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 be also be covered, further development of which will occur in the clinical practice units of study.

PHTY5163
Physiotherapy in Pulmonary Rehab
Credit points: 6
Teacher/Coordinator: Assoc Prof Jenny Alison
Session: Semester 2
Classes: Off-campus, web-based
Assessment: Two assignments (25% ea), written exam (50%)
Campus: Cumberland
Mode of delivery: On-line

This unit of study examines the management of patients referred for pulmonary rehabilitation. Topics covered will be assessment of respiratory function, assessment of exercise capacity, the acute physiological responses exercise, exercise prescription for both endurance and strength training; physiological responses to exercise training; measurement of quality of life; use of outcome measures in re-evaluation. In addition, issues of smoking cessation and patient education will be addressed. Students will be required to evaluate research literature for evidence to support the implementation of components of pulmonary rehabilitation.

PHTY5169
Physiotherapy Management in Acute Care
Credit points: 6
Teacher/Coordinator: Dr Lyndal Maxwell
Session: Semester 2
Classes: Distance education
Assessment: Workbook, two assignments
Campus: Cumberland
Mode of delivery: Distance Education
This unit of study examines the management of patients in the acute care environment. Topics covered will be an analysis of complex arterial gases, interpretation of the CXR and findings from invasive cardiovascular monitoring equipment in ICU, pharmacology in acute care, respiratory care, and ventilatory support and the effects on pattern of ventilation and mechanics of breathing (including non-invasive ventilation), critical illness neuropathy and myopathy, weaning from ventilatory support and exercise in the acute care environment. Students will be required to evaluate research literature for evidence to support the use of physiotherapy treatment techniques in the acute care environment.

PHTY5170 Cardiopulmonary Physiotherapy I

Credit points: 4 Teacher/Coordinator: Dr Zoe McKeeough Session: Semester 1 Classes: 1hr lecture, 2hrs tutorial/week Corequisites: BIOS5055 Neurosciences for Physiotherapists, BIOS5073 Functional Musculoskeletal Anatomy Assessment: Md semester practical assessment (25%), end semester written exam (80%) Campus: Cumberland Mode of delivery: Normal (lecture/lab/tutorial) Day

This unit will introduce students to the knowledge, skills and clinical decision making processes necessary for effective assessment and treatment of patients across the age spectrum with acute and chronic respiratory dysfunction. In particular, students will evaluate pathophysiological and functional consequences of surgery (abdominal, thoracic and cardiac); infective, inflammatory and restrictive conditions; and airflow limitation on pulmonary function. Additionally, students will develop treatment strategies to effectively manage respiratory problems. The unit will provide students with an opportunity to apply, integrate and extend knowledge at a postgraduate level based on their previous degree.

PHTY5171 Musculoskeletal Physiotherapy I

Credit points: 6 Teacher/Coordinator: Dr Leslie Nicholson Session: Semester 1 Classes: 2hr lecture, 4hrs tutorials/week Corequisites: BIOS5055 Neurosciences for Physiotherapists, BIOS5073 Functional Musculoskeletal Anatomy Assessment: Md semester practical assessment, written exam Campus: Cumberland Mode of delivery: Normal (lecture/lab/tutorial) Day

The overall aim of this unit of study is to develop the skills required to assess, diagnose and manage simple musculoskeletal disorders of the lower extremity across the lifespan at the level of a student commencing musculoskeletal clinical pracctics. This unit will integrate knowledge from assumed foundation science. Students will develop the ability to select and implement interventions based on clinical reasoning, principles of evidence based practice and safety. This unit of study complements PHTY5172 Musculoskeletal Physiotherapy II and lays the foundation for PHTY5178 Musculoskeletal Physiotherapy III and PHTY5179 Musculoskeletal Physiotherapy IV which will further develop skills in the management of disorders of the spine, lower extremity and more complex musculoskeletal conditions.

PHTY5172 Musculoskeletal Physiotherapy II

Credit points: 4 Teacher/Coordinator: Dr Paulo Ferreira Session: Semester 1 Classes: Anatomy: 10hrs; Physiotherapy: 24hrs lectures; 36hrs tutorials Corequisites: BIOS5055 Neurosciences for Physiotherapists, BIOS5073 Functional Musculoskeletal Anatomy Assessment: Md semester practical assessment, end semester practical exam, written exam Campus: Cumberland Mode of delivery: Normal (lecture/lab/tutorial) Day

This unit introduces students to the physiotherapy assessment and management of spinal, hip, groin and pelvic pain and disability with the focus being on primary care management. Students learn to 'triage' patients with spinal pain, a system that allows them to distinguish patients with non-specific spinal pain from those suspected of having underlying disease/pathology. The musculoskeletal anatomy of the thoracolumbar spine, pelvis and hip, first introduced in BIOS5073 Functional Musculoskeletal Anatomy, will be extended and applied to clinical practice in this unit. The unit covers the basic epidemiology of spinal pain (risk factors, clinical course, prognostic factors) and the assessment of treatment outcome. The evidence base for management options is explored and students learn to apply a range of treatments such as advice, manual therapy, exercise, McKenzie therapy, etc. Additionally, students are introduced to principles of surgical and pharmacological management of spinal pain. Psychosocial issues in the assessment and management of back pain are explored. This unit aims to teach students to integrate a variety of approaches into management of spinal, hip, groin and posterior pelvic pain.

PHTY5173 Scientific Practice I

Credit points: 3 Teacher/Coordinator: Dr Julia Hush Session: Semester 2 Classes: Wks 1-6: two 1hr lectures, two 2hrs tutorials/week; Wks 7-13: 1hr lecture, 2hrs tutorials/week Pre requisite: HSBH1007 Health Science and Research Assessment: Md semester report, end semester written exam Campus: Cumberland Mode of delivery: Normal (lecture/lab/tutorial) Day

In this unit of study students will learn how research evidence can guide clinical practice. Complex issues related to implementing evidence based practice are explored. Students will learn to critically appraise research into the diagnosis, prognosis and treatment of conditions treated by physiotherapists. By the completion of this unit of study participants will be able to find and critically appraise research into the diagnosis, prognosis and treatment of conditions seen by physiotherapists and tailor this information to individual patients.

Textbooks

PHTY5174 Professional Practice I

Credit points: 3 Teacher/Coordinator: Ms Vicki Williams Session: Semester 2 Classes: 1hr lecture, 2hrs tutorials/week Assessment: Md semester oral presentation, end semester written exam Campus: Cumberland Mode of delivery: Normal (lecture/lab/tutorial) Day

Students will be introduced to broad and specific issues and practices in health care delivery affecting physiotherapists. This includes the roles and responsibilities of physiotherapists and other health professionals in the context of the changing health care environment. Students will explore the NSW Physiotherapists Registration Board Policy on Professional Conduct and learn to apply this policy in ethical and clinical decision-making. The importance of communication and respect for cultural differences in professional conduct will be addressed. Communication will build on the principles and processes of professional documentation learnt by students in their previous undergraduate degree. 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 explored in both lecture and tutorial format.

PHTY5175 Cardiopulmonary Physiotherapy II

Credit points: 4 Teacher/Coordinator: Dr Lyndal Maxwell Session: Semester 2 Classes: Wks 1-6: two 1hr lectures, two 2hrs tutorials/week Pre requisite: PHTY5170 Cardiopulmonary Physiotherapy I Assessment: Md semester seminar presentation, written assignment, end semester written exam Campus: Cumberland Mode of delivery: Normal (lecture/lab/tutorial) Day

The aim of this unit is to continue to develop knowledge and skills in the assessment and treatment of patients across the age spectrum with acute and chronic pulmonary dysfunction. This unit will introduce students to the knowledge, skills and clinical decision making processes necessary for effective assessment and treatment of patients across the age spectrum with acute and chronic cardiac dysfunction. This unit will build on student's knowledge of exercise gained through their previous degree, and aims to apply the principles of exercise testing, prescription and training to patients who have cardiac and pulmonary limitations to exercise, and to other special populations. In addition, students will examine specific clinical and professional issues relating to the intensive care and acute care environment. The emphasis will be on appropriate assessment, safe and effective management of intubated and non-intubated patients.
Neurological physiotherapy aims to develop in students an ability to apply relevant theoretical and databased scientific findings to clinical practice in the area of disease and trauma to the nervous system. This unit examines the pathology, impairments (weakness, loss of dexterity, loss of sensation and spasticity as well as adaptations such as contracture), activity limitations (difficulty standing up, sitting and standing, walking, reaching and manipulating objects with the hand, rolling over and getting out of bed) and participation restrictions arising from conditions of acute onset (stroke, traumatic brain injury, cerebral palsy and Guillain-Barre Syndrome). Students will learn to assess, train and measure outcome of everyday activities integrated within the rehabilitation team.

**PHTY5177 Neurological Physiotherapy II**

Credit points: 4  
Teacher/Coordinator: Dr Colleen Canning  
Session: Semester 2  
Classes: 1 hr lecture, 2 hrs tutorial/week  
Prerequisites: PHTY5176 Neurological Physiotherapy I  
Assessment: End semester practical assessment, written exam  
Campus: Cumberland  
Mode of delivery: Normal (lecture/lab/tutorial) Day

This unit consists of two modules. The first module explores the pathology, impairments (spasm, overactive cutaneous reflexes, skin breakdown) as well as adaptations (such as contracture and loss of fitness), activity limitations (mobility via aided gait or wheelchair, hand function using a tenodesis grasp) and participation restrictions arising from conditions of acute onset which do not recover and require adaptation (spinal cord injury and spina bifida). Students will learn to assess, train and measure outcome of everyday activities for these populations. The second module examines the pathology, impairments (bradykinesia, dyskinesia, rigidity, tremor, fatigue) as well as adaptations to these impairments (such as the development of contracture and loss of fitness), activity limitations (rolling over, sitting, mobility, transferring and reaching and manipulating objects) and participation restrictions arising from degenerative conditions which require adaptation (Parkinsonism, multiple sclerosis, motor neuron disease). Students will learn to assess and train or prescribe appropriate aids to enable activities to be carried out.

**PHTY5178 Musculoskeletal Physiotherapy III**

Credit points: 6  
Teacher/Coordinator: Ms Karyn Whelan, Dr Julia Hush  
Session: Semester 2  
Classes: 2 hr lecture, 2 hr tutorial/week  
Prerequisites: PHTY5171 Musculoskeletal Physiotherapy I, PHTY5172 Musculoskeletal Physiotherapy II  
Assessment: Mid semester practical assessment, end semester practical assessment, end semester written exam  
Campus: Cumberland  
Mode of delivery: Normal (lecture/lab/tutorial) Day

The overall aim of this unit is to further develop skills for assessment, diagnosis and management of musculoskeletal conditions with a focus on the upper extremity. The unit will cover selected musculoskeletal conditions of the upper extremity across the lifespan, including fractures, dislocations, surgery, peripheral nerve injury and soft tissue injury. Students will develop their reasoning ability to select and implement physiotherapy interventions based on principles of clinical reasoning, evidence based practice and safety. Interventions will include patient education and advice, exercise prescription, manual therapy, external support and selected electrophysical agents. This unit of study integrates knowledge from PHTY5171 Musculoskeletal Physiotherapy I and PHTY5172 Musculoskeletal Physiotherapy II, and will complement PHTY5179 Musculoskeletal Physiotherapy IV.

**PHTY5179 Musculoskeletal Physiotherapy IV**

Credit points: 4  
Teacher/Coordinator: Dr Susan Coulson  
Session: Semester 2  
Classes: 1.5 hrs lecture, 3 hrs tutorials/week  
Prerequisites: PHTY5171 Musculoskeletal Physiotherapy I, PHTY5172 Musculoskeletal Physiotherapy II  
Assessment: Mid semester practical assessment, end semester practical/viva assessment, written exam  
Campus: Cumberland  
Mode of delivery: Normal (lecture/lab/tutorial) Day

This module aims to provide a detailed approach to history taking and performance of the physical examination and treatment for a patient with neck pain or thoracic spine pain. With the integration of communication and listening skills, application of sound physical testing procedures and clinical reasoning, the aim is to enable students to be able to assess and treat patients with cervical pain and thoracic spine pain. Students will learn how to assess, treat and reassess cervical and thoracic spine conditions using evidence-based practice (EBP) strategies and to understand how to differentiate symptoms arising from different regions, e.g., shoulder vs cervical spine, cholecystitis vs thoracic pain; and evaluate the outcome of treatment. This unit also includes topics on facial nerve paralysis, TMJ and other head and neck conditions, heat therapy TENS, rheumatology, imaging, chronic pain and CBT. This unit of study builds upon information provided in Musculoskeletal Physiotherapy I and II which will further develop skills in the management of more complex musculoskeletal conditions.

**PHTY5180 Physiotherapy Practicum I**

Credit points: 6  
Teacher/Coordinator: Ms Julia Patrick  
Session: Semester 1  
Classes: 37 hrs per week for 5 weeks at clinical facilities  
Prerequisites: PHTY5175 Cardiopulmonary Physiotherapy II, PHTY5177 Neurological Physiotherapy II, PHTY5178 Musculoskeletal Physiotherapy III, PHTY5179 Musculoskeletal Physiotherapy IV  
Assessment: 100% assessment based on clinical performance, written material, communication skills, organisational skills and professionalism  
Campus: Cumberland  
Mode of delivery: Professional Practice

This unit of study involves clinical placements in one of the three following areas: rehabilitation, acute care, ambulatory/outpatients. Students will be required to demonstrate competence in both the specific clinical skills for each area as well as the generic skills and attributes of physiotherapy professionals. During practicums there will be opportunities for interprofessional learning. In addition, students will be responsible for individual and group training sessions such as strength and fitness sessions. Physiotherapy Practicum I, II and III are all five-week placements which require full-time attendance (37 hours per week) at clinical facilities. In addition, one of the placements may be in a rural or regional setting.

**PHTY5181 Physiotherapy Practicum II**

Credit points: 6  
Teacher/Coordinator: Ms Julia Patrick  
Session: S1 Late Int  
Classes: 37 hrs/week at clinical facilities  
Prerequisites: PHTY5175 Cardiopulmonary Physiotherapy II, PHTY5177 Neurological Physiotherapy II, PHTY5178 Musculoskeletal Physiotherapy III, PHTY5179 Musculoskeletal Physiotherapy IV  
Assessment: 100% assessment based on clinical performance, written material, communication skills, organisational skills and professionalism  
Campus: Cumberland  
Mode of delivery: Professional Practice

This unit of study involves clinical placements in one of the three following areas: rehabilitation, acute care, ambulatory/outpatients. Students will be required to demonstrate competence in both the specific clinical skills for each area as well as the generic skills and attributes of physiotherapy professionals. During practicums there will be opportunities for interprofessional learning. In addition, students will be responsible for individual and group training sessions such as strength and fitness sessions. Physiotherapy Practicum I, II and III are all five-week placements which require full-time attendance (37 hours per week) at clinical facilities. In addition, one of the placements may be in a rural or regional setting.

**PHTY5182 Physiotherapy Practicum III**

Credit points: 6  
Teacher/Coordinator: Ms Julia Patrick  
Session: S1 Late Int  
Classes: 37 hrs/week at clinical facilities  
Prerequisites: PHTY5175
Integration of material from core areas of musculoskeletal, neurological and cardiopulmonary physiotherapy will be required in order to plan management and modify physiotherapy intervention for older persons. The role of the physiotherapist in a variety of environments and in conjunction with other health care resources will be discussed. Content in this unit of study will be presented in an integrated format, utilising the principles of problem-based learning. Some relevant resource material will be made available to the students in web-based and hard copy format but students will also be required to research topics independently in areas not previously encountered in their program.

PHTY5186  
**Physiotherapy in Selected Populations**

**Credit points:** 4  
**Teacher/Coordinator:** Dr Alison Harmer (Community Physiotherapy). Module Coordinators: Dr Martin Mackey (Occupational Physiotherapy), Dr Leslie Nicholson (Sports Physiotherapy)  
**Session:** Semester 2  
**Classes:** 4hrs/week  
**Prerequisites:** PHTY5178 Musculoskeletal Physiotherapy III, PHTY5179 Musculoskeletal Physiotherapy IV, PHTY5175 Cardiopulmonary Physiotherapy II, PHTY5177 Neurological Physiotherapy II, PHTY5178 Musculoskeletal Physiotherapy III, PHTY5179 Musculoskeletal Physiotherapy IV  
**Assessment:** Mid unit seminar (40%), end of unit written exam (60%)  
**Campus:** Cumberland  
**Mode of delivery:** Normal (lecture/lab/tutorial) Day

The unit comprises 3 integrated modules: occupational physiotherapy, sports physiotherapy and community physiotherapy. In the occupational physiotherapy unit, students will focus on a risk management approach to work injury prevention and occupational rehabilitation. Specific injury assessment and management strategies such as functional capacity evaluations and functional restoration programs will also be addressed. In the sports physiotherapy module, students will assess sports related injury and design programs to prevent and manage complex injuries sustained during sporting and recreational activities. In the community physiotherapy module, students will address the contribution of physiotherapy to the management of particular groups who receive health care in the community.

PHTY5187  
**Scientific Practice II**

**Credit points:** 4  
**Teacher/Coordinator:** Dr Roger Adams  
**Session:** Semester 2  
**Classes:** 2hrs/week  
**Prerequisites:** PHTY5180 Physiotherapy Practicum I, PHTY5181 Physiotherapy Practicum II, PHTY5182 Physiotherapy Practicum III  
**Assessment:** Report, written exam  
**Campus:** Cumberland  
**Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit of study assists students to evaluate the suitability of assumptions made in physiotherapy research, to evaluate the appropriateness of design strategies and sampling procedures. The module will build on previous knowledge of research methods and develop skills in applying these to research models for physiotherapists. In this subject, students will be required to generate, enter, analyse and interpret data. The module covers statistical procedures commonly used in physiotherapy research, with training in software packages. Specific designs covered include: reliability, groups by repeated measures factorial ANOVA, and ROC curve analysis, with computation of power to find effects. By the completion of this unit of study, participants will understand how these research designs are relevant to physiotherapy practice, how to enter, edit, analyse and interpret data, and how to use a variety of statistical packages. Students also practice using search engines to review and present the current knowledge in a relevant research area.

PHTY5188  
**Professional Practice II**

**Credit points:** 4  
**Teacher/Coordinator:** Dr Leslie Nicholson  
**Session:** Semester 1  
**Classes:** Block mode: 28hrs lectures over 5 days  
**Assessment:** Written assignment, oral presentation (seminar)  
**Campus:** Cumberland  
**Mode of delivery:** Block Mode

This unit of study will provide a forum for guided discussion on aspects important to physiotherapy practice management. Areas to be discussed include human resource management, financial systems analysis, marketing and advertising, conflict resolution, business ethics and legal responsibilities of the physiotherapy practitioner. The unit will involve a series of lectures from recognised experts in the field.
together with open interviews and discussions with successful physiotherapy practitioners both from private and public settings.

**PHTY5189**  
Physiotherapy Practicum IV  
Credit points: 6  
Teacher/Coordinator: Ms Julia Patrick  
Session: S1 Late Int, S2 Late Int  
Classes: 37hrs/week at clinical facilities  
**Prerequisites:** PHTY5180 Physiotherapy Practicum I, PHTY5181 Physiotherapy Practicum II, PHTY5182 Physiotherapy Practicum III  
**Corequisites:** PHTY5183 Advanced Physiotherapy, PHTY5184 Paediatric Physiotherapy, PHTY5185 Physiotherapy for Older Persons, PHTY5186 Physiotherapy in Selected Populations  
**Assessment:** 100% assessment based on clinical performance, written material, communication skills, organisational skills and professionalism  
Campus: Cumberland  
Mode of delivery: Professional Practice  
Note: Department permission required for enrolment in the following sessions: S1 Late Int.

This unit of study involves clinical placement in community health. This may include paediatrics, geriatrics, occupational health, sports practice, burns or hand therapy. Students will be required to demonstrate competence in both the specific clinical skills for each area as well as the generic skills and attributes of physiotherapy professionals. During practicums there will be opportunities for interprofessional learning. In addition, students will be responsible for individual and group training sessions such as strength and fitness sessions. Physiotherapy Practicum IV is a five week placement which requires full-time attendance (37 hours per week) at clinical facilities. In addition, this placement may be in a rural or regional setting. Some students may also complete this practicum in an international setting.

**PHTY5190**  
Evidence-Based Decision Making  
Credit points: 6  
Teacher/Coordinator: Dr Alison Harmer  
Session: Semester 1  
Classes: 7 self-directed learning modules with email/online/phone support; 1 day optional workshop  
Assessment: Written report (80%), lake-home exam (40%)  
Campus: Cumberland  
Mode of delivery: On-line

The unit will provide the opportunity for students to practise critical evaluation of clinical research pertinent to health professionals. There will be modules on critical appraisal of studies of the effects of therapy, experiences of therapy, prognosis, accuracy of diagnostic tests and cost-effectiveness. An additional module explores how these sorts of information can be combined in formal clinical decision analyses.

**Textbooks**  

**PHTY5191**  
Topics in Specialised Physiotherapy  
Credit points: 6  
Teacher/Coordinator: Assoc Prof Jenny Alison  
Session: Semester 1  
Classes: Distance education mode: independent learning package with email support. No on-campus attendance required.  
Assessment: Written assignments  
Campus: Cumberland  
Mode of delivery: Distance Education

In this unit of study the student will research a topic of current interest to physiotherapists in the area of the specialist stream in which they are enrolled. Topics covered will depend on available expertise for supervision.

**Textbooks**  
None. Research papers only.

**PUBH5018**  
Introductory Biostatistics  
Credit points: 6  
Teacher/Coordinator: Mr Kevin McGeechan  
Session: Semester 1  
Classes: 2 x 2hr lecture, 10 x 1hr lectures, 11 x 2hr tutorials, 2 x 1hr and 8 x 0.5hr statistical computing self directed learning tasks over 12 weeks  
Assessment: 1 x 4page assignment (30%) and 1 x 2.5hr open-book exam (70%)  
Campus: Camperdown/Darlington  
Mode of delivery: Normal (lecture/lab/tutorial) Day

This unit aims to provide students with an introduction to statistical concepts, their use and relevance in public health. This unit covers descriptive analyses to summarise and display data; concepts underlying statistical inference; basic statistical methods for the analysis of continuous and binary data; and statistical aspects of study design. Specific topics include: sampling; probability distributions; sampling distribution of the mean; confidence interval and significance tests for one-sample, two paired samples and two independent samples for continuous data and also binary data; correlation and simple linear regression; distribution-free methods for two paired samples, two independent samples and correlation; power and sample size estimation for simple studies; statistical aspects of study design and analysis. Students will be required to perform analyses using a calculator and will also be required to conduct analyses using statistical software (SPSS). It is expected that students spend an additional 2 hours per week preparing for their tutorials. Computing tasks are self-directed.

**Textbooks**  
Course notes are provided.

**PUBH5021**  
Global Obesity and Health Promotion  
Credit points: 6  
Teacher/Coordinator: Ms Lesley King, Professor Adrian Bauman  
Session: Semester 2  
Classes: 1 x 2day intensive workshop, plus weekly facilitated online tutorials for 10 weeks  
Assessment: 1 x 1000wd short assignment (25%), 1 x 2500wd assignment (50%), participation in online discussion (15%), participation in workshop (10%)  
Campus: Cumberland/Darlington  
Mode of delivery: Distance Education/Intensive on Campus

This unit of study provides an overview of public health issues related to obesity and chronic disease prevention in developed and developing countries. It examines the epidemiology of obesity in children and adults, including measurement and population-level trends. Causes of the global obesity epidemic, including behavioural, social and environmental causes, as well as current knowledge regarding effective preventive interventions and solutions are explored. The course will develop students’ skills in analysing international and national prevention programs and policies related to the development of obesity. Energy imbalance, increased physical inactivity and increased food consumption, are discussed. Students will develop and apply knowledge to critiquing public health surveillance systems to monitor obesity, and to develop interventions in diverse social, cultural and community contexts. The course will reflect the roles of government and NGOs in obesity prevention. The context of obesity in non-communicable disease prevention will utilise international health promotion perspectives, including the WHO 2004 Global Strategy on Diet, Physical Activity and Health. A broad health promotion approach that considers the role of different sectors working strategically and in partnership is explored.

**Textbooks**  
Course notes will be provided.

**PUBH5022**  
Physical Activity and Public Health  
Credit points: 6  
Teacher/Coordinator: Professor Adrian Bauman, Dr Dafna Merom, Dr Hidde van der Ploeg  
Session: Semester 2  
Classes: 1.5 days intensive workshop, weekly online tasks, students’ posting and online discussion for 9 weeks  
Assumed knowledge: Prior research methods coursework at a master’s level, similar to PUBHS010 Epidemiology Methods and Uses at the University of Sydney, Assessment: 1 x 2500 word assignment (50%), 1 x 1000 word assignment (20%), participation in online tasks and discussion (30%), participation in workshop (10%)  
Campus: Cumberland/Darlington  
Mode of delivery: Distance Education/Intensive on Campus

This is an innovative unit [without precedent in Australia]. It addresses the important health risk factor of physical inactivity, and considers: [i] the epidemiology of physical inactivity globally, [ii] measurement and public health surveillance of physical activity, [iii] correlates and determinants of inactivity in adults and children, [iv] population-level interventions and settings for targeting physical inactivity, and [v] physical activity policy development, advocacy and global issues in physical activity and disease prevention. The course will build on introductory public health core units of study, and apply them to a consideration of physical activity and public health. The evidence for health and social benefits and reasons for inactivity will be considered, as well as evidence-based strategies and settings for increasing physical activity at the population level. The course will consider the differences between local-level ‘exercise programs’ and large-scale public health efforts, and develop an understanding of policy and
advocacy as applied to physical activity promotion. A multi-sectoral approach will be taken to the promotion of physical activity, drawing from the health and non-health sectors. Specific skills will be developed in physical activity research, surveillance and in the application of epidemiological methods to studies of physical activity and health.

Textbooks
Readings will be available on the WebCT site for the unit.

REHB5060
Rehabilitation Philosophy
Credit points: 6 Teacher/Coordinator: Mrs Caroline Howe Session: Semester 1 Classes: On-campus: 2hr lecture, tutorial/fortnight plus module notes and directed reading; Distance education: no on-campus attendance required Prohibitions: REHB5045 Rehabilitation Theory Assessment: Practical exercises (20%), 2500 word essay (80%) Campus: Cumberland Mode of delivery: Normal (lecture/lab/tutorial) Day or Distance Education

This unit discusses the history and philosophies of rehabilitation and rehabilitation service delivery. Students examine and analyse the historical and philosophical background relating to the emergence of rehabilitation as a human service. They develop knowledge of attitudes to disability, particularly an understanding of how certain movements such as eugenics, social Darwinism, independent living and the Disability Movement have changed and shaped such attitudes. They will also examine how disability has been conceptualised by, and incorporated into, post modern approaches and developed as a human service.

Textbooks
Readings provided

REHB5061
Applied Psychosocial and Medical Rehab
Credit points: 6 Teacher/Coordinator: Mr Trevor Hawkins, Ms Marcia Underwood Session: Semester 2 Classes: On-campus: 2hr lectures/week alternating between medical and psychosocial plus module notes and directed reading; Distance education: no on-campus attendance required Prohibitions: REHB5012 Medical Aspects of Disability, REHB5047 Psychosocial Aspects of Disability Assessment: 2 log books, 1500 word essay (25%), 1500 word journal/exercise (25%) Campus: Cumberland Mode of delivery: Normal (lecture/lab/tutorial) Day or Distance Education

This unit provides students with an insight into: the social position and life experiences of disabled people from their own perspective; and the functional implications of chronic illness and disability. Students critically analyse models of psychosocial adaption to illness and disability and explore the relationships between adjustment and adaption, emotional reactions to chronic disease and disability, coping strategies and quality of life. Upon completion of this unit, students should have an increased understanding of the psychosocial, medical and functional aspects of chronic illness and disability. This understanding will improve the effectiveness of their service delivery to disabled people, leading to more positive rehabilitation outcomes.

Textbooks
Readings provided/text to be confirmed

REHB5062
Brain Injury Rehabilitation
Credit points: 6 Teacher/Coordinator: Mr Trevor Hawkins Session: Semester 1 Classes: On-campus: 1hr lecture/week; Distance education: no on-campus attendance required Prohibitions: REHB5022 Acquired Brain Injury Rehabilitation, REHB3067 Acquired Brain Injury Rehabilitation Assessment: Take-home exam (30%), 2000 word service portfolio (30%), 2500 word essay (40%) Practical field work: Exercises within the unit of study Campus: Cumberland Mode of delivery: Normal (lecture/lab/tutorial) Day or Distance Education

This unit examines the causes and consequences of acquired brain injury. The pervasive nature of the ongoing functional limitations usually associated with this population is highlighted. The relationship between severity of brain damage and the nature of the effect on client functioning in family, work and social domains is also explored. The unit of study also examines the nature and range of rehabilitation services available to clients who sustain brain injury.

Textbooks
Relevant readings provided

REHB5063
Rehabilitation of PTSD
Credit points: 6 Teacher/Coordinator: Dr Lynda Matthews Session: Semester 1 Classes: On-campus: 1hr tutorial/week, distance education mode with attendance option of occasional on-campus workshop or seminar Prohibitions: REHB5034 Rehabilitation and PTSD, REHB3065 PTSD and Rehabilitation Assessment: Take-home exam (40%), 3500 word essay (60%) Campus: Cumberland Mode of delivery: Normal (lecture/lab/tutorial) Day or Distance Education

Note: Enrolment is limited to 40 students

This unit examines the causes and consequences of posttraumatic stress disorder. Students will learn about the history, nature and presentation of the disorder. Major theoretical and evidence-based best practice approaches to treatment and rehabilitation are examined with interventions for both acute and persisting forms of the disorder being presented.

Textbooks
Relevant readings provided

REHB5066
Chronic Pain & Rehabilitation Management
Credit points: 6 Teacher/Coordinator: Mrs Caroline Howe Session: Semester 2 Classes: Online, 1-day workshop Prohibitions: REHB5036 Chronic Pain in Rehabilitation, REHB3066 Chronic Pain: Disability and Rehab Assessment: Active participation in online discussion and case study analysis (20%), online exam (30%), 3000 word in-depth analysis of client management and chronic pain (50%) Campus: Cumberland Mode of delivery: On-line

Chronic non-cancer pain is a disabling phenomenon and a significant challenge for health professionals. Theories of chronic pain will be presented and students will engage in contemporary research relating to chronic pain management. Current innovations in treatment in this area will be explored. Students will also look at different outcome measures including quality of life. Interdisciplinary team approaches to planning client management will be investigated. The unit will also look at the importance of self-management for the health professional to reduce the risks of burnout in working with this population of clients.

Textbooks
Text to be confirmed with additional readings

REHB5067
Multicultural Rehabilitation Management
Credit points: 6 Teacher/Coordinator: Mrs Caroline Howe Session: Semester 2 Classes: Distance education, 1-day compulsory on-campus workshop Prohibitions: REHB5014 Rehabilitation of Persons from NESB, REHB3070 Ethnic Minorities and Disability Assessment: Multiple choice and short answer exam (20%), 1-day compulsory on-campus workshop with analytical report (30%), 3000 word in-depth analysis of issues relating to topic (50%) Practical field work: 6hr on-campus workshop Assessment: Cumberland Mode of delivery: Distance Education/Intensive on Campus

Working in multicultural environments poses significant challenges for health professionals. Offering cultural attitudes towards disability, injury and pain will be presented along with issues surrounding torture and trauma. Students will be presented with contemporary counselling and rehabilitation management techniques to aid in working with this client population and have the opportunity to attend a dynamic on-campus workshop to enhance their practical counselling skills. Students will also look at motivational techniques for working with clients and issues surrounding goal setting and employment. The unit will also look at the importance interdisciplinary team approaches to client management and innovative rehabilitation management techniques.

Textbooks
Readings provided/text to be confirmed

REHB5068
Public Offenders: Aspects of Rehab
Credit points: 6 Teacher/Coordinator: Mrs Caroline Howe Session: Semester 2 Classes: On-campus: 2hr lecture, tutorial/fortnight; Distance education mode with attendance option of occasional on-campus workshop or seminar Prohibitions: REHB5016 Rehabilitation of Public Offenders, REHB3062 Public Offenders: Criminality & Rehab Assessment: 2000 word report on criminality and incarceration issues (40%), 2500 word essay: an assessment/analysis of the issues relating to the practical application of rehabilitation versus correctional
This unit introduces students to issues relating to the management of public offenders for both adults of young offenders. Students will consider the major theories of criminality and their implications for rehabilitation in correctional settings. They will examine and comment on the different approaches to males/females/young offenders. Attention will be paid to incarceration policy and issues relating to those with mental health problems and with problems of addiction. Students will also be introduced to the range of correctional alternatives within and outside jails, e.g., community service options, weekend jail, work release and probation and parole, etc. In addition, students will examine the role of professionals in and out of jails. They will examine and assess the role of health professionals in the area of addiction, mental health, and HIV counselling within the jail system and the ethical issues surrounding these services. Also covered will be the role of health service professionals working with offenders in non-jail programs: e.g., probation and parole, community service and civil rehabilitation.

Textbooks
Readings provided

REHB5069 Rehabilitation of Alcohol & Drug Misuse
Credit points: 6 Teacher/Coordinator: Mrs Caroline Howe Session: Semester 1 Classes: On-campus: 2hr lecture, tutorial/fortnight; Distance education mode with attendance of occasional workshop or seminar Prohibitions: REHB5014 Rehabilitation and Substance Abuse, REHB5064 Alcohol and Drug Misuse Rehabilitation Assessment: 2000 word policy analysis and report (40%), 2500 word essay, rehabilitation/therapeutic program comparison and analysis (60%) Campus: Cumberland Mode of delivery: Normal (lecture/lab/tutorial) Day or Distance Education

This unit introduces students to issues relating to a major contemporary social and community health problem: the misuse of alcohol and other addictive drugs - both licit and illicit. Two major areas will be examined: a) issues relating to the development of health promotion and preventative health policy relating to the abuse of drugs. This will cover current debates relating to harm minimisation and associated legal and ethical considerations regarding illicit substances; and b) an examination and analysis of the varying approaches to treatment and rehabilitation for drug addiction. The unit will introduce students to current debates relating to public health policy approaches to addiction giving due consideration to the complications of illegality. Students will be required to report on the value and effectiveness of current harm minimisation practices; e.g., needle sharing programs, needle injecting facilities, methadone maintenance. Students will be asked to examine and report on the practical effectiveness and moral and ethical considerations surrounding the operation of such programs and possible alternatives. In the second half of the unit students will consider the effectiveness and community acceptance of the various established rehabilitation and treatment programs. This will include research into programs such as Alcohol and Narcotic Anonymous, Therapeutic Communities, and the range of professionally-based therapeutic counselling approaches. The role of health professionals in these programs will also be examined.

Textbooks
Readings provided

REHB5070 Vocational Development and Counselling
Credit points: 6 Teacher/Coordinator: Mr Trevor Hawkins Session: Semester 1 Classes: On-campus: 1hr tutorial/week, 1-day intensive workshop; Distance education: no on-campus attendance required Prohibitions: REHB5044 Vocational Development and Counselling Assessment: take-home exam (35%), test interpretation exercise (15%), 2500 word practical report writing exercise (50%) Practical field work: Exercises included in subject materials and in online web page Campus: Cumberland Mode of delivery: Distance Education or Normal (lecture/lab/tutorial) Day

The subject initially introduces students to the field of vocational development and career decision making. Students are then provided with a framework upon which to base vocational counselling activities with clients. Students are guided through the process of assisting individuals, including those with disabilities, to make new career decisions. Resources (including tests, activities and questionnaires) are developed for providing effective vocational planning and counselling services to clients are also explored and demonstrated to students. The subtleties of vocational test interpretation are also explained to students. Students are introduced to vocational report writing formats. The unit of study focuses on meeting the specific core competency requirements as set out in Core Competencies 9 (Vocational Assessment) and 10 (Vocational Counselling) by the Australian Society of Rehabilitation Counsellors.

Textbooks
Recommended readings provided

REHB5071 Work Injury and Workers’ Compensation
Credit points: 6 Teacher/Coordinator: Dr Toni Schoffield Session: Semester 1 Classes: Two half-day workshops Prohibitions: REHB5046 Work Injury and Disability Assessment: Two 3000 word essays or one 6000 word essay Campus: Cumberland Mode of delivery: Block Mode

The focus of this subject is twofold. First it examines the pattern of workplace injury, disability and fatality in Australia, and explores its relationship to the organisation and dynamics of Australian industry, the labour market and state regulation, including the law and public administration. Secondly, the subject analyses workers’ compensation systems as the major social mechanism for managing workplace injury. Here students will be introduced to the history and development of workers’ compensation in Australia and its operation in present-day contexts. Students will be encouraged to develop a critical understanding of the role of key stakeholders and public institutional mechanisms in shaping workers’ compensation policies and services.

REHB5072 Applied Counselling and Case Management
Credit points: 6 Teacher/Coordinator: Assoc Prof Elias Mpofu Session: Semester 2 Classes: Web-based learning, CD-ROM, distance learning packages, interactive online discussion forums and email support. On-campus: 2hr lecture/fortnight, 1-day intensive workshop Prerequisites: REHB5076 Introductory Rehabilitation Counselling Prohibitions: REHB5049 Rehabilitation Counselling B and REHB5051 Rehabilitation and Case Management Assessment: Applied Counselling: taped advanced interview demonstration with 2000 word critique report (30%), 2000 word counselling essay (20%); Case Management: two take-home exams (25% ea) Practical field work: Non-compulsory workshop. Online exercises within the unit of study. Taped interview demonstration Campus: Cumberland Mode of delivery: Normal (lecture/lab/tutorial) Day or On-line

The unit covers aspects of the ASORC Core Competency 12: Counselling. Advanced counselling microskills in a problem solving approach are studied and practised. Application of these skills to the rehabilitation context is a major focus, for example, in adjustment to disability, vocational counselling and occupational rehabilitation case management. Students are introduced to action-based counselling theory and techniques as applied to rehabilitation counselling. Solution Focused Brief Therapy is also introduced to augment students’ skills base. Students are required to undertake a taped counselling interview and self-critique as part of assessment. The unit is also focused on the (ASORC) Core Competency 4: 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 the negotiation skills needed to work with a variety of rehabilitation providers. Strategies to be an effective and efficient manager of clients within a human service environment are also discussed.

Textbooks
Corey G, Theory and Practice of Counseling and Psychotherapy (latest edition)
REHB5073
Client Assessment and Job Placement
Credit points: 6 Teacher/Coordinator: Mr Trevor Hawkins Session: Semester 2
Mode of delivery: Normal (lecture/lab/tutorial) Day or Distance Education
Prohibitions: no on-campus attendance required
Assessment: Prohibitions: REHB5070 Vocational Development and Counselling Prohibitions: REHB5050 Client Assessment and Job Placement. Assessment: Take-home exam (30%), 2000 words essay (40%), 2500 word practical job placement exercise (30%) Practical field work: Non-compulsory workshop, exercises within the unit of study
Campus: Cumberland Mode of delivery: Normal (lecture/lab/tutorial) Day or Distance Education

The foci of this unit of study are the Australian Society of Rehabilitation Counsellors (ASORC) Core Competencies 9 (Vocational assessment) and 11 (Vocational Training and Placement). This unit canvases the various methods used to both assess the client’s suitability for particular types of work and the extent to which different jobs can accommodate the differing post disability capacities of clients. The applicability of differing assessment methods to different client populations will be discussed. The ability to accurately assess the rehabilitation client’s potential for re-entry to the labour market is the focus of this unit of study. Interpretation skills for tests of ability and aptitude will be taught. Students are also taught how to actively engage with the labour market. Negotiation with employers and job development skills will also be discussed. They will learn to assess job opportunities and analyse labour market information in order to more accurately assess the likelihood of clients securing work in the job options generated in the vocational rehabilitation process. Formats for the writing of labour market analysis reports will also be provided.

Textbooks
Relevant readings provided

REHB5074
Professional Practice A
Credit points: 6 Teacher/Coordinator: Mrs Caroline Howe, Ms Marcia Underwood Session: Semester 1, Semester 2 Classes: 1-day workshop Prohibitions: REHB5048 Field Experience I, REHB5054 Field Experience II Assumed knowledge: University of Sydney Code of Conduct Assessment: Short answer log book responses on WebCT (40%), satisfactory performance in meeting-agreed learning outcomes for the placement (60%). This will be monitored progress through agreed goals Practical field work: Students are required to complete the equivalent of 175hrs of practical placement Campus: Cumberland Mode of delivery: Professional Practice
Note: Department permission required for enrolment in the following sessions: Semester 1.
Note: Students will be approved to undertake field placement by obtaining a) criminal record check, b) signing the Prohibited Employment Declaration Child Protection (Prohibited Employment) Act 1998 c) the Health Records and Information Privacy Act, 2004

This unit of study has one 5 week block placement in a professional setting (or 175 hours in part time, individual or group work) which integrates theoretical learning with off-campus, supervised practical learning. It provides students with the opportunity to consolidate and further develop theoretical knowledge and skills which they have gained on campus. It allows students an opportunity to further develop their own attitudes towards people with disabilities as well as professional rehabilitation counselling competencies in both traditional and specialised areas of practice.

Textbooks
Online manual is provided with WebCT access

26. Postgraduate units of study

REHB5075
Avocational Rehabilitation Management
Credit points: 6 Teacher/Coordinator: Mrs Caroline Howe Session: Semester 1 Classes: On-campus: 1hr tutorial/week; Distance education: no on-campus attendance required Prohibitions: REHB5039 Avocational Rehabilitation Assessment: In-depth case study analysis including detailed resource folder (50%), 3000 word essay (50%) Campus: Cumberland Mode of delivery: Normal (lecture/lab/tutorial) Day or Distance Education

People whose injuries or disabilities hinder their ability to engage in vocations and need support for mainstream case management programs. This unit will explore key issues in the provision of non-vocational and long-term rehabilitation management for people with disabilities. Students will be presented with a range of innovative interdisciplinary rehabilitation management techniques in working with this group. Students will have the opportunity to explore disability areas of interest and examine a range of activities including leisure, sport and social skills programs that will be suitable for their chosen disability area. The unit will also cover areas of rural and remote disability management programs.

Textbooks
Readings provided

REHB5076
Introductory Rehabilitation Counselling
Credit points: 6 Teacher/Coordinator: Assoc Prof Elias Mpofu Session: Semester 1 Classes: On-campus: 2hr introductory lecture/week, three half-day workshops. Web-based learning, CD-ROM, distance learning packages, interactive online discussion forums and email support Prohibitions: REHB5043 Rehabilitation Counselling A Assessment: Take-home exam (30%), 1000 word online discussion contribution (20%), taped interview demonstration, 3000 word critique report (50%) Practical field work: Non-compulsory workshop. Online exercises within the unit of study. Taped interview demonstration Campus: Cumberland Mode of delivery: Normal (lecture/lab/tutorial) Day or On-line

This unit of study facilitates students’ acquisition of the Australian Society of Rehabilitation Counsellors (ASORC) Core Competencies 12: Counselling. Values, attitudes and the philosophy of counselling are introduced. Counselling micro skills are studied and practiced as applied to the role of the rehabilitation counsellor. This unit also covers theoretical, experiential and relationship-oriented counselling theories and techniques in the context of their application to rehabilitation counselling client populations. Students are required to undertake a counselling interview and self-critique as part of the assessment.

Textbooks
Corey G, Theory and Practice of Counseling and Psychotherapy (latest edition)

REHB5077
Psychiatric Rehabilitation
Credit points: 6 Teacher/Coordinator: Dr Lynda Matthews Session: Semester 1 Classes: On-campus: 2hr tutorial/lecture; Distance education: no on-campus attendance required Prohibitions: REHB5042 Psychiatric Rehabilitation Assessment: Take-home exam (40%), 3500 word essay (60%) Campus: Cumberland Mode of delivery: Normal (lecture/lab/tutorial) Day or Distance Education

This unit is designed to introduce the student to psychiatric rehabilitation, an interprofessional approach for working with people with mental illness. Areas covered in this unit include the philosophy of psychiatric rehabilitation, its goals, values and guiding principles. Aspects of rehabilitation management and service provision are included.

REHB5078
Rehab Counselling Dissertation A
Credit points: 6 Teacher/Coordinator: Assoc Prof Elias Mpofu, Dr Lynda Matthews Session: Semester 1 Classes: On-campus: twelve 1hr tutorials, one 2hr statistics seminar, 2 workshops/semester, individual consultations Prohibitions: REHB5057 Dissertation A, REHB5058 Dissertation B, REHB5059 Dissertation Assessment: Research presentation (50%), 3000 word literature critique (50%) Campus: Cumberland Mode of delivery: Normal (lecture/lab/tutorial) Day or Distance Education

The dissertation provides students with an opportunity to undertake an advanced investigation in a topic or issue relevant to rehabilitation counselling research and/or practice through the development of a substantial paper that demonstrates the application of scholarly literature to a practical problem or issue. This unit addresses the first part of the dissertation. Students undertake a critical review of the literature in relation to a significant topic or issue of relevance to their professional interest.

REHB5079
Perspectives on Rehab Legislation
Credit points: 6 Teacher/Coordinator: Mr Trevor Hawkins, Ms Marcia Underwood Session: Semester 2 Classes: On-campus: ten 2hr lectures; Distance education: no on-campus attendance required Prohibitions: REHB5072 Applied Counselling and Case Management Assessment:
This unit will explore the social, psychological and political determinants of sexuality, with particular reference to their potential impacts on public health. It is available in both online and face-to-face modes. Particular emphasis will be placed on the impact of culture, tradition, society, environment, life experiences, personal beliefs and health on sexual activity. Policy and legislative responses to sexual activity will be discussed, with regards to the consequences of sexual activity and methods for determining the effectiveness of such responses. Course content will include population studies on sexual behaviour; historical perspectives; variants of sexuality (including adolescence, prisoners, multicultural aspects, the elderly, disability, homosexuality and transgender issues); sexual dysfunction and counselling; commercial sex work; sex education; sexual assault, health promotion and ethical and legal aspects.

SEXH5101
Public Health Aspects of STDs
Credit points: 6
Teacher/Coordinator: Dr Richard Hillman, Dr Shailendra Sawleshwarkar
Session: S2 Intensive, Semester 2a Classes: Semester 2a: 2 hours of lectures per week, half semester, which can be taken either face-to-face or online; Semester 2a Intensive: compulsory attendance at a teaching day in week 4 and attendance at 2 hours of lectures per week, half semester, taken face-to-face for 4 weeks Assessment: written assignment and online quizzes. Campus: Camperdown/Darlington
Mode of delivery: Normal (lecture/lab/tutorial) Day or On-line

This unit aims to provide a public health perspective of the community impact of sexually transmitted infections (STIs). It is available in both online and face to face modes. At the end of this unit, students will be able to understand the underlying principles of the surveillance systems used to monitor STIs; the core risk activity groups involved in the transmission of STIs; how the epidemiologies of STIs vary within and between societies; the public health impacts of STIs; and effective preventative strategies at individual and community levels. Course content will include an introduction to the basic biology of STIs; epidemiology and surveillance methods; STI service delivery considerations; STI/HIV interactions, travellers’ sexual health; health promotion for STIs; policy approaches and ethical & legal issues.

SEXH5102
Public Health Aspects of HIV/AIDS
Credit points: 6
Teacher/Coordinator: Dr Richard Hillman, Dr Shailendra Sawleshwarkar
Session: Semester 2b Classes: 2 hours of lectures per week, half semester, which can be taken either face-to-face or online. AusAID students must enrol into the face-to-face version. Assessment: written assignment and online quizzes. Campus: Camperdown/Darlington
Mode of delivery: On-line or Normal (lecture/lab/tutorial) Day

This unit aims to provide a public health perspective of the impact of HIV infection. It is available in both online and face to face modes. At the end of this unit, students will be able to understand the underlying principles of the surveillance systems used to monitor HIV infection; the core risk activity groups involved in the transmission of HIV; how the epidemiology of HIV infection varies within and between societies; the public health impacts of HIV infection; and effective prevention strategies. Course content will include an introduction to the basic science of HIV infection; epidemiology and surveillance; sexual borne and mother to child transmission; STI/HIV interactions; other methods of transmission; health promotion for HIV; government perspectives and ethical and legal issues.

SEXH5109
Introduction to STIs & HIV
Credit points: 6
Teacher/Coordinator: Dr Richard Hillman, Dr Shailendra Sawleshwarkar
Session: Semester 1 Classes: online - synchronous and asynchronous on-line discussions will be held at times convenient to the students
Prerequisites: Core units of Graduate Program of Sexual Health Assessment: on-line quizzes, case-based small group work assignments and individual activity reports. Campus: Camperdown/Darlington
Mode of delivery: On-line
This unit aims to introduce the basic social, public health and medical aspects of the common sexually transmissible infections (STIs) and infection with Human Immunodeficiency Virus (HIV).

Individual modules addressing the key areas will be presented, with associated reading materials and exercises. A systematic approach is used, enabling the student to understand the basic principles of how STIs and HIV impact on society, present to clinical services and how they are managed in a variety of settings.

SEXH5205
Advanced Adolescent Sexual Health

Credit points: 6  Teacher/Coordinator: Dr Melissa Kang  Session: Semester 2  Classes: fully online  Prohibitions: SEXH5204  Assessment: continuous assessment including participation in group discussion, short answer questions, 1000 word assignments plus 2500 word essay or field report  Campus: Camperdown/Darlington  Mode of delivery: On-line

Note: Students are advised to select EITHER SEXH5204 (4 credit points) OR SEXH5205 (6 credit points). Students completing SEXH5204 will NOT be able to undertake SEXH5205. Students are advised to consult with the Unit Coordinator if they need assistance with this selection.

This unit aims to introduce the constructs of adolescent sexuality, explore the determinants of adolescent sexual health and to discuss the personal and public health implications of adolescent sexuality, with additional emphasis on a deeper exploration of an area of adolescent sexual health that is of particular interest to the student.

At the end of this unit of study, students will be able to describe the biological, developmental and socio-cultural contexts of adolescent sexual health as well as the constructs, challenges and diversities of adolescent sexuality. They will learn techniques used to optimize communication with adolescents and explore legal, ethical and public health implications of adolescent sexuality. They will also understand and describe one area of adolescent sexual health that the student chooses to study in depth from a list of suggestions.

The course is taught fully online using a range of assessments including group discussion, short answer questions and discussions based on case scenarios. It is divided into 6 modules: adolescent sexuality, adolescent sexual health, reproductive health issues in adolescence, diversity, legal and ethical issues and sexual health promotion.

SEXH5206
Diagnostic Methods in Sexual Health

Credit points: 6  Teacher/Coordinator: Dr Richard Hillman, Dr Shailendra Sawleshwarkar  Session: S1 Intensive, Semester 1  Classes: Semester 1: blended online compulsory one week laboratory practical session towards the end of the course will compliment the online learning; Semester 1 Intensive: blended online - compulsory attendance at classes during week 4 and attendance at a compulsory one week laboratory practical session towards the end of the course  Assessment: online quizzes (30%), case based presentations (20%), online discussion (10%) and a written exam (40%) at the end of the practicum  Campus: Camperdown/Darlington  Mode of delivery: Distance Education/Intensive on Campus

Note: Department permission required for enrolment. Note: Students who are not enrolled in the STD/HIV program through the Faculty of Medicine must apply to Dr Richard Hillman for permission to enrol in this unit of study.

This unit aims to introduce the student to the common methods used in the diagnosis and management of infections with the common Sexually Transmissible Infections (STIs), including HIV.

At the end of this unit, students will be able to understand the principles of Infection Control; methods used in diagnostic microbiology including specimen collection, storage and transport; specific diagnostic techniques and the interpretation of laboratory results; principle methods of detection for the following organisms: Chlamydia trachomatis, Candida albicans, genital mycoplasmas, Herpes simplex viruses, Human papillomaviruses, Molluscum contagiosum, Neisseria gonorrhoeae, Treponema pallidum, Trichomonas vaginalis, tropical genital ulcerating conditions and genital ectoparasites. Students will also be able to discuss methods used and interpretation of Hepatitis serology; laboratory aspects of syndromic management of vaginal discharge, urethral discharge, rectal discharge and prostatism; the diagnosis and management of HIV infection; the diagnosis of HIV-related opportunistic infections and tumours, and genital cytological assessment.

Course content will include reading materials and exercises. A compulsory intensive one week face to face practical allows students to consolidate their theoretical knowledge.
27. Facilities and services

See also the chapter of general University information for support services provided by the University.

Campus Infrastructure Services (Cumberland)

Campus Infrastructure Services (Cumberland) is located at the mezzanine level of A Block.

Enquiries
Phone: +61 2 9351 9678
Website: www.fhs.usyd.edu.au/contact/index.shtml

After hours security bus service
A free shuttle bus service to Lidcombe Station is provided between 6.30pm and 9.15pm, Monday to Friday during teaching weeks, stuvac and examinations weeks. The bus leaves from the bus stop located near Gate 2 entry.

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 Services:
Phone: +61 2 9351 9638

The CSG Sports Centre provides lockers free of charge for gymnasium users. For further information, please contact the CSG Sports Centre:
Phone: +61 2 9351 9613
Email: sport@csf.org.au

Lost and found (Cumberland)
The Lost Property office is part of Campus Infrastructure Services. Lost property offices are located in A Block, 1st floor and the Library.

Items that are handed in and not claimed by their lawful owner within three months may be claimed by the finder. Any property that remains unclaimed by either the lawful owner or the finder after three months may be sold at lost property sales that are held from time to time. These sales are widely advertised within the University.

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. The SEINS parking infringement system is in operation to control parking on University grounds and is enforceable 24 hours a day.

A ballot is held each year for postgraduate students for access to Gate 2.

For further information contact Campus Infrastructure Services:
Phone: +61 2 9351 9678.

Those requiring access to parking spaces for people with disabilities are required to contact Student Services:
Phone: +61 2 9351 9638.

Sporting facilities (oval)
Bookings for the oval must be made by emailing room.bookings@fhs.usyd.edu.au.

See Campus Rewards relating to bookings for the multi-purpose courts.

On-campus accommodation – Yannadah

The student residence on the Cumberland Campus, Lidcombe, provides accommodation for up to 39 first year students from outside the greater metropolitan area of Sydney. Application forms are available online in January when main round offers are posted. You can also contact the Operations Manager by email: yannadah@usyd.edu.au, phone: (02) 9351 1662 or fax: 9351 1664 for applications or further information.

Information
Contact the Operations Manager:
Phone: +61 2 9351 1662
Website: www.usyd.edu.au/stuserv/accommodation/yannadah.shtml

For further information about the accommodation at the University of Sydney:
Phone: +61 2 9351 1662
Email: berniej@camden.usyd.edu.au
Website: www.usyd.edu.au/stuserv/accommodation/accommodation.shtml

Child care Cumberland Campus

Childcare: SDN Ngallia Early Childhood Education Centre

The Centre's Philosophy
All our people, services, programs and centres are committed to achieving our mission and vision and to expressing our values. We are a community of learners where children and adults in all their diversity are welcomed, respected and encouraged to contribute and grow.

We believe learning is influenced by social and cultural contexts, and happens when children and adults trust others and want to solve problems. We work to make our environments and workplaces safe, trustworthy and inviting, filled with interesting materials, resources and equipment that encourage exploration and a sense of achievement for both children and adults.

We support families and communities because children's lives and development are enhanced when their families and communities are strengthened. We celebrate the strengths of every individual, group, family and community and we believe we all contribute to the wellbeing of the environments we live in.

We encourage on-going innovation by recording and communicating the learning of children, adults, teams, groups, families and communities; and we learn from the experiences of others.

We work with other agencies and organisations, sharing knowledge and skills, collaborating to influence public policy and practices and partnering to better fulfill our mission and vision.
Faculty of Health Sciences Alumni Association

(formerly Graduates Association)

Graduates of the Faculty of Health Sciences (formerly Cumberland College) are leaders in the allied health professions. They represent a field of compassionate community workers, with a wide and varied career path.

Our graduates are involved in local communities; both nationally and internationally, with networks of graduates in Hong Kong, Singapore, New Zealand, China, Canada, USA and the UK.

With a graduate population in excess of 18,000 and a growing network of friends, the Health Sciences Alumni Association provides opportunities to reconnect with your peer network and build strong partnerships with professional organisations.

The general aims of the Association are to:

- encourage Alumni to maintain contact with the University, the Health Sciences Alumni Association and with each other;
- develop programs and activities to engage alumni in the life of the University and the Faculty of Health Sciences;
- support and promote the interests of the Faculty Health Sciences and its alumni;
- act as a centre for liaison with industry, commerce and community;
- assist in the future development of the faculty and of tertiary education in the health sciences;
- promote the nomination of health sciences alumni for various awards within the University and the community;
- support the awarding of the Helga Pettitt FHS Postgraduate Study Award;
- recognise leadership of alumni through the Faculty’s Alumni Award Program;
- provide support for reunions, fundraising and development activities involving alumni.

Faculty alumni include all graduates of the Faculty of Health Sciences, graduates of the professional schools which together formed Cumberland College, current and former staff are members of this Association and can therefore build vital, active and professional links with the University and the broader community.

The Health Sciences Alumni Association offers a grant of $1500/annum to provide financial assistance to a new or continuing student in any course of postgraduate study in the Faculty of Health Sciences.

Alumni enquiries
Alumni Relations Office
Phone: +61 2 9036 7487
Email: k.quinlan@usyd.edu.au
Website: www.fhs.usyd.edu.au/alumni/

Health Sciences Library

The Health Sciences Library is located at the Cumberland campus of the University of Sydney. The Library advances the teaching, learning and research programs of the Faculty of Health Sciences by providing outstanding and high quality resources and support to students, staff and researchers. The Library’s collection, of approximately 80,000 books and videos and over 30,000 titles of electronic journals and e-books, 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.

The catalogue lists all holdings within the University Library system including Fisher Library and 12 other branch libraries. The catalogue offers many self-service options and can be accessed externally through the internet.

Extensive computer facilities and wireless access 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.
Off-campus students may be eligible for some special benefits which are outlined on the Library website:

Information Desk: +61 2 9351 9423
Enquiries about any aspect of the Library’s services are most welcome.

For more information about the Library’s collections and services, including remote access to the OPAC, visit:
www.library.usyd.edu.au/libraries/healthsciences/

A detailed list of the various databases available can be found online at:
www.library.usyd.edu.au/databases/.

Official noticeboards
Official notices are displayed on the official noticeboards on the Cumberland campus. Students are expected to be acquainted with the contents of those announcements which concern them.

- A Block, northern entrance
- R Block, outside main entrance

Student Services Cumberland Campus
Student services is responsible for the provision of integrated student support and development services focussed on students’ academic and personal needs throughout their academic career. Student services provides expert advice to faculties and other areas of the University in the management of students at risk, critical incidents, and other circumstances that may impact on student welfare. Faculty of Health Science students may access all student services.

For more information visit the Student services page on the Current students website:

Counselling Services Cumberland Campus
Counsellors are qualified professionals who aim to help people fulfill their academic, individual and social goals. The Counselling Service helps students develop effective and realistic coping strategies and master essential study and life management skills. Students can make appointments for 50-minute sessions. In addition, the service offers workshops each semester on a wide range of student concerns. These are open to local and international, undergraduate and postgraduate students. There are specific workshops to help first-year students successfully adapt to university study.

For more information visit the Student services page on the Current students website:

Email: cs.cumberland@usyd.edu.au
Website: www.usyd.edu.au/counselling

Disability Services Cumberland Campus
Disability Services is the principal point of contact providing advice for students with disabilities. Disability Services staff work closely with academic and administrative staff to ensure that students receive reasonable adjustments in their study. Disability Services produces a number of publications explaining the disability support services available within the University. Students are encouraged to make contact with Disability Services prior to commencement or as early in their studies as possible. Available help includes assistive technology, note-taking, interpreters, advocacy with academic staff to negotiate assessment and course requirement modifications where appropriate. Students must register with Disability Services to receive assistance.

For more information visit the Student services page on the Current students website:

Email: ds.cumberland@usyd.edu.au
Website: www.usyd.edu.au/disability

International Student Support Unit Cumberland Campus
The International Student Support Unit (ISSU) aims to help international students develop successful strategies for coping with the challenges of living and studying in an unfamiliar culture, to achieve success in their studies and to make the experience of being an international student rewarding and enjoyable. ISSU’s student counsellors are qualified professionals with extensive experience in cross-cultural counselling. They provide an integrated service to international students and their families, which includes free and confidential counselling, welfare advice, information, and assistance with accessing other support services and resources on campus and in the community. Other ISSU services include pre-departure information, on-arrival information sessions and an orientation program for new international students. There is also a program of social and cultural activities which runs throughout the year. International students also have access to all University student support services.

For more information visit the Student services page on the Current students website:

Email: issu.cumberland@usyd.edu.au
Website: www.usyd.edu.au/issu

Learning Centre Cumberland Campus
The Learning Centre helps students develop the generic learning and communication skills that are necessary for university study and beyond. The Centre is committed to helping students achieve their academic potential throughout their undergraduate and postgraduate studies.

A Study Preparation Program is offered prior to the start of each semester to international students who have accepted a place in the Centre to prepare them for academic study in an Australian health sciences context. Regular workshops, seminars and one-to-one tutorials on academic, clinical and professional communication skills are also available.

Email: lc.cumberland@usyd.edu.au
Website: www.usyd.edu.au/stuserv/learning_centre/cumberland.shtml

Learning Centre Main Campus
The Learning Centre on the Camperdown and Darlington campuses offers a wide range of workshops on study skills, academic reading and writing, oral communication skills and research skills. Other services include an individual learning program, a special program for international students, computer-based learning resources, publications of learning resources and library facilities.

Email: learningcentre@usyd.edu.au
Website: www.usyd.edu.au/stuserv/learning_centre/
28. Resolutions of the Senate and the Faculty

Resolutions of the Senate

Faculty Resolutions and tables of units of study appear in the relevant faculty handbook.

Constitution of the Faculty of Health Sciences

1. The Faculty of Health Sciences shall comprise the following persons:
   1.1 the professors, associate professors, heads of schools, readers, senior lecturers, lecturers and associate lecturers who are full-time or fractional (40 per cent or greater), continuing or fixed-term members of the teaching staff of the schools placed under the supervision of the Faculty of Health Sciences;
   1.2 the Deans of the Faculties of Arts, Dentistry, Medicine, Nursing and Midwifery, Pharmacy and Science or their nominees and the Head of the Department of Sociology and Social Policy or nominee;
   1.3 seven student members, namely:
   1.3.1 five students enrolled as candidates for an undergraduate degree or diploma offered by the Faculty; and
   1.3.2 one student enrolled as a candidate for a postgraduate coursework degree or diploma or certificate offered by the Faculty; and
   1.3.3 one student enrolled as a candidate for a postgraduate research degree offered by the Faculty;
   1.4 full-time and fractional (40 per cent or greater) continuing or fixed-term members of the staff of the schools and centres of the Faculty who are appointed as research-only staff;
   1.5 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; and
   1.6 the Faculty Manager and Health Sciences Librarian;
   1.7 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.
   2. In addition to the above, the following persons are ex officio members:
   2.1 the Chancellor, the Deputy Chancellor, the Vice-Chancellor, the Deputy Vice-Chancellors and the University Librarian (or nominee of the University Librarian);
   3.1 The Faculty shall encourage teaching, scholarship and research in the schools; and
   3.1.1 centres that the Vice-Chancellor has determined;
   3.1.1.1 shall be placed under the supervision of the Faculty of Health Sciences; and
   3.1.1.2 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:
   1.1 Bachelor of Applied Science (BAppSc)
   1.2 Bachelor of Health Science (BHlthSc)
   1.3 Bachelor of Health Sciences (B(HlthSci)
   1.4 Bachelor of Behavioural Health Science (BBHS)
   1.5 Master of Applied Science (MAppSc)
   1.6 Master of Clinical Vision Sciences (MCltnVisSci)
   1.7 Master of Communication Disorders (MCommDis)
   1.8 Master of Diagnostic Radiography (MDR)**
   1.9 Master of Exercise and Sport Science (MExSpSci)**
   1.10 Master of Exercise Physiology (MExPhys)**
   1.11 Master of Health Informatics (MHI)
   1.12 Master of Health Information Management (MHIM)*
   1.13 Master of Health Science (MHlthSc)**
   1.14 Master of Health Sciences (MHlthSci)**
   1.15 Master of Nuclear Medicine (MNM)**
   1.16 Master of Occupational Therapy (MOT)
   1.17 Master of Orthoptics (MOrth)
   1.18 Master of Physiotherapy (MPhty)**
   1.19 Master of Radiation Therapy (MRadTh)**
   1.20 Master of Rehabilitation Counselling (MRhabClnng)
   1.21 Master of Speech Language Pathology (MSLP)**
   1.22 Doctor of Philosophy (PhD)
   1.23 Doctor of Health Science (DSc(Health))
   * Not available to commencing students.
   ** May be awarded in the grade of pass degree or honours degree.

Masters degrees

1. The Faculty of Health Sciences offers the following master’s degrees:
   1.1 Master of Applied Science
   1.1.1 The degree of Master of Applied Science is available in the following areas:
   1.1.1.1 Behavioural Science
   1.1.1.2 Biomedical Sciences
   1.1.1.3 Communication Sciences and Disorders
   1.1.1.4 Education
   1.1.1.5 Exercise and Sport Science
   1.1.1.6 Gerontology
   1.1.1.7 Indigenous Community Health
   1.1.1.8 Medical Radiation Sciences
   1.1.1.9 Occupational Therapy
   1.1.1.10 Orthoptics
   1.1.1.11 Physiotherapy
   1.1.1.12 Rehabilitation
   1.1.1.13 Rehabilitation Counselling
   1.1.1.14 Stuttering

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:
   2.1.1 Augmentative and Alternative Communication
   2.1.2 Clinical Data Management
   2.1.3 Development Disability
   2.1.4 Education
   2.1.5 Exercise and Sport Science
   2.1.6 Management
   2.1.7 Medical Radiation Sciences
   2.1.8 Medical Sonography
2. Eligibility for admission

2.1 The Faculty may, on the recommendation of the head of the academic unit concerned, admit to candidature for a degree of master within the Faculty, an applicant:

2.1.1 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

2.1.2 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

2.2 who, in addition, meets any other requirements for admission to a particular program that has been prescribed by Faculty.

2.2.1.1 Admission to candidacy for any master's degree or any program within a master's degree may be limited by quota.

2.2.2 Notwithstanding section 2.1, the Academic Board may admit a person to candidacy in accordance with the provisions of Part 9, section 47 of the University of Sydney (Amendment Act) Rule 1999 (as amended).

3. Availability

3.1 Admission to candidature for any master's degree or any program within a master's degree may be limited by quota.

3.2 In determining any quota the University will take into account:

3.2.1 availability of resources including space, library, equipment and computing facilities; and

3.2.2 availability of adequate and appropriate supervision, including both the supervision of research candidatures and the coordination of coursework programs.

3.3.1 In considering an application for admission to candidature the Faculty shall take account of any quota; and

3.3.2 will select in preference applicants who are most meritorious in terms of section 2 above.

3.4 Before recommending the admission of any applicant the head of the academic unit concerned shall ensure that the extent of the resources and supervision available:

3.4.1 is known to and understood by the applicant; and

3.4.2 is appropriate to the applicant's proposed area of study and research.

4. Preliminary studies

4.1 An applicant may be required to:

4.1.1 undertake preliminary or qualifying studies; and

4.1.2 complete such preliminary examinations as the Faculty may prescribe, before admission to candidature.

4.2 Such an applicant shall complete the preliminary studies:

4.2.1 in not greater than one semester; and

4.2.2 in not greater than the Faculty may prescribe but in any case not longer than two years.

5. Probationary admission

5.1 A candidate may be admitted by the Faculty on a probationary basis for a period not exceeding 12 months, and upon completion of this period the Faculty shall review the candidate’s work; and

5.1.1 either confirm the candidate's status with effect from the date of the original acceptance; or

5.1.2 terminate the candidature.

6. Method of progression

6.1 A candidate shall proceed:

6.1.1 primarily by research and thesis; or

6.1.2 by coursework and thesis; or

6.1.3 primarily by coursework.

7. Time limits

7.1 A candidate may be admitted to proceed on either a full-time basis or a part-time basis.

7.2 Except with the permission of the Faculty as provided in section 7.4 below:

7.2.1 a full-time candidate proceeding primarily by research and thesis shall complete the requirements:

7.2.1.1 not earlier than the end of the second semester; and

7.2.1.2 not later than the end of the sixth semester of candidature;

7.2.2 a full-time candidate proceeding primarily by coursework shall complete the requirements:

7.2.2.1 not earlier than the end of the second semester; and

7.2.2.2 not later than the end of the sixth semester of candidature;

7.2.2.3 except in the case of candidates proceeding to the award of the degrees of Master of Diagnostic Radiography, Master of Exercise and Sport Science, Master of Nuclear Medicine, Master of Occupational Therapy, Master of Orthoptics, Master of Physiotherapy, Master of Radiation Therapy, Master of Speech Language Pathology

7.2.2.4 where the minimum period of candidature is four semesters and the maximum period of candidature is eight semesters;

7.2.3 a part-time candidate proceeding primarily by research and thesis shall complete the requirements:

7.2.3.1 not earlier than the end of the sixth semester; and

7.2.3.2 not later than the end of the tenth semester of candidature;

7.2.4 a part-time candidate proceeding by coursework shall complete the requirements:

7.2.4.1 not earlier than the end of the four semester; and

7.2.4.2 not later than the end of the tenth semester of candidature.

7.3 The Faculty may in special circumstances:

7.3.1 extend a candidate's maximum period of candidature; and

7.3.2 prescribe special conditions to be fulfilled by the candidate.

7.4 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:

7.4.1 not earlier than the end of the first year of candidature if a full-time candidate; and

7.4.2 not earlier than the end of the second year of candidature if a part-time candidate.

8. Credit

8.1 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:

8.1.1 deem such time to have been time spent after admission to candidature; and

8.1.2 grant credit towards the degree on the basis of a course or courses regarded as equivalent in workload and academic standard, provided that:

8.1.2.1 the time recognised or the credit granted represents no more than half of the total candidature; and

8.1.2.2 any attendance requirements as may be prescribed by resolution of the Faculty are met.

8.2 The Faculty may, under specific conditions prescribed by resolution of the Faculty, grant credit additional to that specified in section 8.1.2 to holders of graduate diplomas awarded by the Faculty.

9. Supervision

9.1.1 The Faculty shall appoint, on the recommendation of the head of the academic unit 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

9.1.2 may appoint, for each such candidate, an advisory committee.

9.2 The Faculty shall appoint, on the recommendation of the head of the academic unit concerned, a full-time member of the academic staff of the Faculty to act as supervisor or adviser.
11. Requirements for the degree

11.1 A candidate for the degree proceeding primarily by coursework shall complete the courses for the degree:

11.1.1 as prescribed by the Faculty; and

11.1.2 set out in tables of units of study.

11.2 A candidate for the degree proceeding primarily by research and thesis or by coursework and thesis shall:

11.2.1 complete the units of study for the degree as prescribed by the Faculty and set out in tables of units of study;

11.2.2 carry out supervised research on a topic which has been approved by the Faculty on the recommendation of the head of the academic unit concerned no later than the end of the second semester of the full-time candidature or the third semester of part-time candidature;

11.2.3 write a thesis embodying the results of the research; and

11.2.3.1 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.

11.3 Theses submitted in a temporary binding should be strong enough to withstand ordinary handling and postage;

11.3.1 the preferred form of temporary binding is the 'perfect binding' system;

11.3.2 ring-back or spiral binding is not acceptable.

11.4 Theses submitted in a temporary form shall have fixed to the cover a label clearly identifying:

11.4.1 the name of the candidate;

11.4.2 the title of the thesis; and

11.4.3 the year of submission.

11.5 Theses submitted in a bound form shall normally be on international standard A4 size paper, sewn and bound in boards covered with bookcloth or buckram or other binding fabric.

11.6 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.

11.7 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.

11.8 Supporting material should be bound in the back of the thesis as an appendix or in a separate set of covers.

11.9 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.

11.10 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.

11.11 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.

11.12.1 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;

11.12.2 provided that in presenting the thesis the candidate indicates the part of the work which has been so incorporated.

11.13 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 academic unit 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.

11.14.1 All examiners shall be furnished with a copy of the course description and course requirements as published in the Faculty Postgraduate Study brochure;

11.14.2 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 Central (Cumberland).

11.15 the reports of the examiners shall be made available to the head of the academic unit concerned, who shall consult with the supervisor.

11.16 The head of the academic unit 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.

11.17 In special cases the Faculty may, on the recommendation of the head of the academic unit 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.

11.18 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 academic unit concerned, the candidate's work is of sufficient merit and may prescribe special conditions to be fulfilled by the candidate.

11.19 On the completion of the requirements for the degree by a candidate proceeding primarily by coursework the academic unit concerned shall report the results of the examination of the coursework to the Faculty which shall determine the result of the candidature.

12. Progress

12.1 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.

12.2 The report shall be shown to the candidate and the candidate shall sign the report as having sighted the contents.

12.3 The report, after signature by the candidate, shall be forwarded to the Faculty through the head of the academic unit concerned.

12.4.1 The Faculty may, on the recommendation of the head of the academic unit concerned, call upon any 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 the candidature.

Master of Health Informatics

1. Requirements for the Master of Health Informatics

1.1 To qualify for the award of the Master of Health Informatics a student must:

1.1.1 complete successfully units of study giving credit for a total of 96 credit points; and

1.1.2 satisfy the requirements of all other relevant By-Laws, Rules and Resolutions of the University and the Faculty.

2. Requirements for the Honours Degree

2.1 To qualify for the award of the honours degree students must successfully complete the honours requirements published in the Faculty Resolutions relating to the course.

Coursework courses

Master of Health Sciences

Graduate Diploma in Health Sciences (Exit only)

Graduate Certificate in Health Sciences

1. Requirements for the degree of Master of Health Sciences

1.1 To qualify for the award of the pass degree, a student must complete successfully units of study totalling 48 credit points; and

1.2 complete successfully such clinical and/or professional experience requirements as designated by the Faculty; and

1.3 satisfy the requirements of all other relevant By-laws, Rules and Resolutions of the University.
2. **Requirements for the Master of Health Sciences**
   **honours degree**
   
   2.1 To qualify for the award of the honours degree, a student must successfully complete the honours requirements published in the faculty resolutions relating to the course.
   
   2.2 These include the completion of a total of 60 credit points of units of study.
   
   2.3 There shall be one level of honours award.

3. **Requirements for the Graduate Diploma in Health Sciences**
   
   3.1 To qualify for the award of the Graduate Diploma in Health Sciences, a student must complete successfully units of study totaling 36 credit points; and
   
   3.2 satisfy the requirements of all other relevant By-laws, Rules and Resolutions of the University.

4. **Requirements for the Graduate Certificate in Health Sciences**
   
   4.1 To qualify for the award of the Graduate Certificate in Health Sciences, a student must complete successfully units of study totaling 24 credit points; and
   
   4.2 complete successfully such clinical and/or professional experience requirements as designated by the Faculty; and
   
   4.3 satisfy the requirements of all other relevant By-laws, Rules and Resolutions of the University.

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**Master of Health Science (Physiotherapy)**

1. **Requirements for the Master of Health Science (Physiotherapy)**
   
   1.1 To qualify for the award of the Master of Health Science (Physiotherapy) a student must:
   
   1.1.1 complete successfully units of study giving credit for a total of 48 credit points; and
   
   1.1.2 satisfy the requirements of all other relevant By-laws, Rules and Resolutions of the University.

2. **Majors**
   
   2.1 The award course, Master of Health Science (Physiotherapy), will be awarded in the following majors:
   
   2.1.1 Cardiopulmonary Physiotherapy
   
   2.1.2 Manipulative Physiotherapy
   
   2.1.3 Neurological Physiotherapy
   
   2.1.4 Paediatric Physiotherapy
   
   2.1.5 Sports Physiotherapy

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28. **Resolutions of the Senate and the Faculty**

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2. **Requirements for the Master of Exercise and Sport Science**

1. **Requirements for the Master of Exercise and Sport Science**
   
   1.1 To qualify for the award of the Master of Exercise and Sport Science a student must:
   
   1.1.1 complete successfully units of study giving credit for a total of 48 credit points; and
   
   1.1.2 satisfy the requirements of all other relevant By-laws, Rules and Resolutions of the University.

2. **Specialisations, streams or majors**
   
   2.1 The award course, Master of Exercise and Sport Science, will be awarded in the following specialisations/streams/majors:
   
   2.1.1 Sports Performance
   
   2.1.2 Clinical Exercise Science

3. **Requirements for the honours degree**
   
   3.1 To qualify for the award of the honours degree a student must complete the honours requirements published in the Faculty Resolutions relating to the course.
   
   3.2 These include the completion of 72 credit points with credit grade point average, including 24 credit points in the form of ‘Dissertation’.
   
   3.3 There shall be one level of honours award.

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**Doctor of Health Science**

1. **Admission to Candidature**
   
   1.1 **General admission requirements**
   
   1.1.1 An applicant for admission to candidature shall:
   
   1.1.1.1 apply in writing to the Dean; and
   
   1.1.1.2 submit with the application an outline of the proposed course of advanced study and research, including the general area of the proposed thesis.
   
   1.1.2 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:
   
   1.1.2.1 within the University including research stations and teaching hospitals;
   
   1.1.2.2 on fieldwork either in the field or in libraries, museums or other repositories;
   
   1.1.2.3 within industrial laboratories or research institutions or other institutions considered by the Faculty to provide adequate facilities for that candidature; or
   
   1.1.2.4 within a professional working environment.
   
   1.1.2.4.1 A candidate shall be regarded as engaging in work within the University if he or she is undertaking approved distance 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.
   
   1.1.3 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:
   
   1.1.3.1 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 8 of these Resolutions, and
   
   1.1.3.2 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 research) or head of academic unit in which the research is being supervised.
   
   1.1.4 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.
   
   1.1.5 A candidate pursuing candidature outside Australia must also complete a cumulative minimum period of two semesters of candidature within the University.

2. **Admission to candidacy by the Faculty**
   
   2.1 The Dean may admit an applicant to candidacy for the degree if:
   
   2.1.1 the candidate's application complies with the general requirements in section 1.1 above, and
   
   2.1.2 the applicant holds or has fulfilled the requirements for:
   
   2.1.2.1 the degree of Bachelor with First or Second Class Honours from the University of Sydney, or
1.2.1.2.2 an undergraduate degree deemed to be equivalent to that in 1.2.1.2.1, or
1.2.1.2.3 the degree of Master by research from the University of Sydney, or
1.2.1.2.4 the degree of Master by coursework from the University of Sydney with a credit average of at least 70, or
1.2.1.2.5 a postgraduate degree deemed to be equivalent to either that in 1.2.1.2.3 or 1.2.1.2.4; and
1.2.1.3 the applicant normally has a minimum of three years’ recent, full-time experience in the health field or equivalent.

1.3 Admission to candidature by the Academic Board
1.3.1 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:
1.3.1.1 possesses such qualifications as a deemed equivalent to those described in section 1.2; and
1.3.1.2 is recommended by the Faculty of Health Sciences as being suitably prepared to pursue graduate studies at this level.

2. Studies during the candidature
2.1 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:
2.1.1 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
2.1.2 a thesis and doctoral seminar program together worth 96 credit points.
2.1.2.1 During the candidature, students will be expected to make three presentations on their research (one of which should be external to the University) to their peers. Normally, these would be 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.
2.1.2.2 Candidates must complete a thesis of 60,000 words (or equivalent), investigating a specific aspect or specific aspects of either their own and/or others’ professional practice within the course of advanced study and research approved by Faculty.
2.2 An applicant applying for credit transfer will have:
2.2.1 satisfied the admission criteria listed above; and
2.2.2 demonstrated a high level of competency in the completed graduate coursework for which credit transfer is requested.
2.2.3 demonstrated a high level of competency (normally indicated by a mark of at least 70 or equivalent) in the completed graduate coursework for which credit transfer is requested.
2.2.4 Approval for credit transfer will be granted by the Higher Degree Research Subcommittee of the Faculty of Health Sciences on the recommendation of the Subdean (Graduate Research).
2.3 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 Doctor of Health Science degree.
2.4 In exceptional circumstance up to a maximum of 48 credit points (the coursework component of the degree) may be granted as credit transfer.

3. Supervisors – appointment
3.1 The Faculty, on the recommendation of the Head of Academic Unit concerned, shall appoint a suitably qualified supervisor for each candidate:
3.1.1 to take primary responsibility for the conduct of the candidature; and
3.1.2 to be responsible for the progress of the candidature to the Head of Academic Unit concerned and the Faculty.
3.2 The Faculty, on the recommendation of the Head of Academic Unit concerned, shall normally appoint one or more associate supervisors for each candidate to assist in the supervision of that candidate.

4. Supervisors – qualifications
4.1 A person appointed as a supervisor must be either:
4.1.1 a member of the academic staff;
4.1.2 a member of the senior research staff;
4.1.3 a person upon whom the Senate has conferred an academic title or a clinical academic title; or
4.1.4 such other member of the staff of the University as may be considered appropriate in a particular case by the Graduate Studies Committee.
4.2 A person appointed as an associate supervisor must:
4.2.1 hold the qualifications referred to in section 4.1; or
4.2.2 have been appointed as an honorary associate of the University; or
4.2.3 have been appointed as an associate supervisor within the Faculty by the Dean.

5. Progress
5.1 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.
5.2.1 On the basis of evidence provided, the Head of Academic Unit shall recommend the conditions of candidature to apply for the following year; and
5.2.2 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.
5.3 If a candidate fails to submit evidence of progress or if the Head of Academic Unit concerned considers that the evidence submitted does not indicate satisfactory progress:
5.3.1 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
5.3.2 where, in the opinion of the Faculty, the candidate does not show good cause, the Faculty may:
5.3.2.1 terminate that candidature; or
5.3.2.2 impose conditions on the continuation of that candidature.

6. The thesis
6.1 The candidate shall present a thesis of 60,000 words (or equivalent), which shall be a substantial and original contribution to the subject concerned.
6.2 The candidate shall state, generally in the preface and specifically in notes, the sources from which the information is derived, the animal and human ethical approvals obtained, the extent to which the work of others has been made use of, and the portion of the work the candidate claims as original.
6.3 A candidate may submit as partly or substantially a part of the thesis any publication of which the candidate is the sole or joint author. In such a case the candidate must produce evidence to identify satisfactorily the sections of the work for which the candidate is responsible.
6.4 The candidate shall state:
6.4.1 the sources from which the information is derived;
6.4.2 the extent to which the work of others has been made use of; and
6.4.3 the portion of the work that the candidate claims as original.
6.5 The topic of the thesis shall be approved by Faculty.
6.6.1 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.
6.6.2 In appropriate cases the Dean may appoint an associate supervisor.
6.7 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.
6.8 A candidate shall submit to the Registrar four copies of the thesis in a form prescribed by the Faculty.
6.9 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.
6.10 When the degree has been awarded, a copy of the thesis incorporating any required emendations and revisions shall be lodged in the University Library.

7. Examination process
7.1 The HScD examination process will be conducted according to the procedures for the PhD.

8. Time limits
8.1 Subject to section 1.1 a candidate may proceed either on a full-time or part-time basis.
8.2 Except in special circumstances and with the approval of the Dean all candidates shall complete a minimum of six semesters
of candidature taken over a period of time and in such manner as approved by the Dean.

Diploma of Health Science

1. **Requirements for the diploma**
   1.1 To qualify for the award of the diploma students must complete successfully units of study giving credit for 96 credit points, and satisfy the requirements of all other relevant By-laws, Rules and Resolutions of the University.

2. **Programs of study**
   2.1 The Diploma of Health Science may be awarded in Aboriginal Health and Community Development.

Graduate diplomas and graduate certificates

1. **Subject areas**
   1.1 The Graduate Diploma of Health Science may be taken in the following subject areas:
   - 1.1.1 Augmentative and Alternative Communication
   - 1.1.2 Education
   - 1.1.3 Exercise and Sport Science
   - 1.1.4 Health Information Management
   - 1.1.5 Medical Radiation Sciences
   - 1.1.6 Medical Sonography
   - 1.1.7 Physiotherapy
   - 1.1.8 Sexual Health
   *No commencing students

   2.1 A Graduate Diploma may be taken in the following subject areas:
   - 2.1.1 Communication Disorders
   - 2.1.2 Health Sciences
   - 2.1.3 Rehabilitation Counselling

   3.1 The Graduate Certificate of Health Science may be taken in the following areas:
   - 3.1.1 Augmentative and Alternative Communication
   - 3.1.2 Exercise and Sport Science
   - 3.1.3 Casemix
   - 3.1.4 Clinical Data Management
   - 3.1.5 Developmental Disability
   - 3.1.6 Education
   - 3.1.7 Medical Radiation Sciences
   - 3.1.8 Medical Sonography
   - 3.1.9 Physiotherapy
   - 3.1.10 Sexual Health
   *No commencing students

2. **Eligibility for admission**
   2.1 The Faculty may, on the recommendation of the head of the academic unit concerned, admit to candidature for a graduate diploma or a graduate certificate within the Faculty an applicant:
   - 2.1.1 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
   - 2.1.2 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
   - 2.1.3 who, in addition, meets any other requirements for admission to a particular program that has been prescribed by Faculty.

2.2 Notwithstanding section 2.1, the Academic Board may admit a person to candidature for a graduate diploma or a graduate certificate in accordance with the provisions of Part 9, section 47 of the University of Sydney (Amendment Act) Rule 1999 (as amended).

3. **Availability**
   3.1 Admission to candidature for any graduate diploma or graduate certificate or for any program within a graduate diploma or graduate certificate may be limited by quota.
   3.2 In determining any quota the University will take into account:
   - 3.2.1 availability of resources including space, library, equipment and computing facilities; and
   - 3.2.2 availability of adequate and appropriate supervision, including both the supervision of research candidatures and the coordination of coursework programs.

3.3 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.

3.4 Before recommending the admission of any applicant the head of the academic unit concerned shall ensure that the extent of the resources and supervision available:
   - 3.4.1 is known to and understood by the applicant; and
   - 3.4.2 is appropriate to the applicant's proposed area of study and research.

4. **Preliminary studies**
   4.1 An applicant may be required to undertake preliminary or qualifying studies, and complete such preliminary examinations as the Faculty may prescribe, before admission to candidature.

4.2 Such an applicant shall complete the preliminary studies in not less than one semester and in not greater time than the Faculty may prescribe.

5. **Probationary admission**
   5.1 A candidate may be accepted by the Faculty on a probationary basis for a period not exceeding 12 months, and upon completion of this period the Faculty shall review the candidate's work and shall:
   - 5.1.1 either confirm the candidate's status with effect from the date of the original acceptance; or
   - 5.1.2 terminate the candidature.

6. **Time limits**
   6.1 A candidate may be admitted to proceed on either a full-time basis or a part-time basis.

7. **Credit**
   7.1 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:
   - 7.1.1 deem such time to have been time spent after admission to candidature; and
   - 7.1.2 grant credit towards the graduate diploma on the basis of a course or courses regarded as equivalent in workload and academic standard provided that:
     - 7.1.2.1 the time recognised or the credit granted represents no more than half of the total candidature; and
     - 7.1.2.2 any attendance requirements as may be prescribed by resolution of the Faculty are met.

8. **Enrolment**
   8.1 A candidate shall, unless otherwise permitted by the Faculty, enrol each year until the requirements for the graduate diploma are completed or the candidature terminated.

8.2 A candidate readmitted to candidature after an absence of more than one year shall complete the graduate diploma under such conditions as the Faculty shall determine.

9. **Requirements for the graduate diploma**
   9.1 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.

9.2 On the completion of the requirements for the graduate diploma or graduate certificate the head of the academic unit concerned shall report the results of the examination of the coursework to the Faculty which shall determine the result of the candidature.

10. **Progress**
    10.1 The Faculty may, on the recommendation of the head of the academic unit 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, the Faculty may terminate the candidature.
Resolutions of the Faculty

Bachelor of Applied Science

1. Requirements for the degree

1.1 A student who is a candidate for the pass degree is to complete all core, elective and general elective units of study shown in the Table of units of study for the pass degree in the program of study in which he or she has enrolled, as set out in the chapter of the Faculty of Health Sciences Handbook for the degree concerned.

1.2 A student who is a candidate for the honours degree is to:

1.2.1 meet the requirements prescribed for the degree concerned for admission to the honours program; and

1.2.2 complete all core, elective and general elective units of study shown in the Table of units of study for the honours degree in the program of study in which he or she has enrolled, as set out in the chapter of the Faculty of Health Sciences Handbook for the degree concerned.

1.3 Units of study may specify assumed knowledge or prerequisite or corequisite units of study.

1.3.1 The head of the academic unit may permit a student to enrol in a unit of study without having completed the specified prerequisite or corequisite units of study.

1.4 A student will be expected to obtain a minimum credit average of 65 throughout the undergraduate component of the double degree to obtain entry to the Master of Nutrition and Dietetics. Students who do not qualify for entry to the Master of Nutrition and Dietetics will graduate in three years with the Bachelor of Applied Science (Exercise and Sport Science).

1.4.1 A student will be permitted to undertake Honours in the Bachelor of Applied Science (Exercise and Sport Science) component of the double degree which is an additional year of full-time study during the 4th year. This will extend the double degree to 6 years and 288 credit points.

1.4.2 Honours students will conduct a research project and write a thesis under the supervision of a member of the academic staff. Admission will be based on the student’s marks across all units of study and the student must be eligible for the award of a pass degree, as well as be considered by the head of the academic unit to have the aptitude to conduct a research project.

1.4.3 As the Faculty of Science offers the Master of Nutrition and Dietetics, which is the higher degree, it is has responsibility of overall management of the program. However the Bachelor of Applied Science (Exercise & Sport Science) component will be administered by the Faculty of Health Sciences and the Master of Nutrition & Dietetics component will be administered by the Faculty of Science.

1.4.4 The student is bound by the resolutions of the Faculty of Science when undertaking the Master of Nutrition and Dietetics component of the double degree.

1.4.5 The Deans of the Faculties of Health Sciences and Science shall jointly exercise authority in any matter concerning the double degree course not otherwise dealt with in these Resolutions.

1.5 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 academic unit concerned.

1.5.1 The words ‘to complete a unit of study’ and derivative expressions mean:

1.5.1.1 to attend the lectures and the meetings, if any, for clinical, laboratory or tutorial instruction; and

1.5.1.2 to obtain a passing grade for that unit of study in accordance with the assessment criteria prescribed by the Faculty or the academic unit concerned.

1.5.2 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.

1.6 Where in these resolutions a power is given to the Faculty or a head of the academic unit, subject to any express indication to the contrary or resolution passed by the Faculty, the Faculty or a head of the academic unit may, in their discretion, in any particular case:

1.6.1 exercise the power;

1.6.2 exercise the power conditionally, or

1.6.3 decline to exercise the power.

1.7 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.

1.7.1 Except with the permission of the Faculty, on the recommendation of the head of the academic unit concerned, a candidate shall not enter a unit of study unless entry requirements prescribed for that unit of study have been satisfied.

1.8 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 academic unit concerned, as equivalent to course work 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 for a program of three years standard length or three-quarters for a program of four years length.

1.9 A candidate for the pass degree shall complete the units of study as set out in the tables in respect of the appropriate degree area.

1.10 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 relevant entry for the degree in the Faculty of Health Sciences Handbook.

2. Enrolment restrictions

2.1 Except with the permission of the Dean a student may not enrol in units of study with a total value of more than 30 credit points in any one semester.

Bachelor of Health Science

1. Admission

1.1 A person seeking admission to the degree is to satisfy the admission requirements for the program of study in which he or she wishes to enrol, as set out in the relevant entry for the degree in the Faculty of Health Sciences Handbook.

2. Requirements for the degree

2.1 A student who is a candidate for the pass degree is to complete all core, elective and general elective units of study shown in the Table of units of study for the pass degree in the program of study in which he or she has enrolled, as set out in the chapter of the Faculty of Health Sciences Handbook for the degree concerned.

2.2 A student who is a candidate for the honours degree is to:

2.2.1 meet the requirements prescribed for the degree concerned for admission to the honours program; and

2.2.2 complete all core, elective and general elective units of study shown in the Table of units of study for the honours degree in the program of study in which he or she has enrolled, as set out in the relevant entry for the degree in the Faculty of Health Sciences Handbook.

2.3 Units of study may specify assumed knowledge or prerequisite or corequisite units of study.

2.3.1 The head of the relevant academic unit may permit a student to enrol in a unit of study without having completed the specified prerequisite or corequisite units of study.

3. Enrolment restrictions

3.1 Except with the permission of the Dean a student may not enrol in units of study with a total value of more than 30 credit points in any one semester.

Bachelor of Health Sciences

Course rules
1. Admission
1.1 Applicants for submission as candidates for the Bachelor of Health Sciences degree shall meet minimum standards, as specified by the relevant University/Faculty admission requirements.
1.2 Applicants with qualifications gained in a country other than Australia, where the previous qualifications was not taken in English, will be required to have a minimum IELTS of 7.0 with 7.0 in each band;
1.3 Mature-age applicants will be assessed on criteria determined by the Faculty of Health Sciences.

2. Units of study
2.1 A student who is a candidate for the pass degree is to complete all core and elective units of study shown in the Table of units of study for the pass degree, as set out in the chapter of the Faculty of Health Sciences Handbook relating to the degree.
2.2 A student who is a candidate for the honours degree is to meet the requirements for admission to the honours program; and
2.2.1 complete all core and elective units of study shown in the Table of units of study for the honours degree, as set out in the chapter of the Faculty of Health Sciences Handbook relating to the degree.
2.3 Units of study may specify assumed knowledge or prerequisite or corequisite units of study.
2.3.1 The Dean may permit a student to enrol in a unit of study without having completed the specified prerequisite or corequisite units of study.

3. Requirements for the degree of Bachelor of Health Sciences
3.1 To qualify for the award of the degree students must be admitted to candidacy for the degree and complete 144 credit points of units of study in total, including:
3.1.1 a major in Health Sciences, comprising 48 credit points of core junior units of study as specified in the Faculty of Health Sciences Handbook. Students are encouraged to take an additional major sequence as defined by the resolutions relevant to that major.
3.1.2 a second major in one of the following faculties: Health Sciences, Science, Arts or Economics and Business. Their enrolment and requirements for the course and majors they undertake will be governed by the resolutions of the relevant faculties.
3.2 To enter the BHlthSci (Hons) program, students must achieve a minimum weighted average mark of at least 70. Exact minimum criteria will be determined on an annual basis.
3.2.1 Students with a record of failure in any unit of study would not normally be considered for admission to the honours program.

4. Requirements for the degree of Bachelor of Health Sciences (Honours)
4.1 complete successfully the requirements of the Bachelor of Health Sciences pass degree.
4.2 complete an additional 48 credit points specified in the Faculty of Health Sciences Handbook, giving a total of 192 credit points for the honours degree; and
4.3 satisfy the requirements of all other relevant By-laws, Rules and Resolutions of the University and the Faculty.

5. Award of the Degree of Bachelor of Health Sciences
5.1 The degree shall be awarded in two grades, namely pass and honours.
5.1.1 The grading system and criteria for the award of honours will follow Academic Board specifications as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Mark Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>H1M</td>
<td>Honours Class I and Medal</td>
<td>90-100</td>
</tr>
<tr>
<td>H1</td>
<td>Honours Class I</td>
<td>80-89</td>
</tr>
<tr>
<td>H21</td>
<td>Honours Class II (Division I)</td>
<td>75-79</td>
</tr>
<tr>
<td>H22</td>
<td>Honours Class II (Division II)</td>
<td>70-74</td>
</tr>
<tr>
<td>H3</td>
<td>Honours Class III</td>
<td>65-69</td>
</tr>
<tr>
<td>P</td>
<td>Pass</td>
<td>less than 65</td>
</tr>
</tbody>
</table>

Faculty rules
6. Details of units of study
6.1 The units of study, which may be taken for the degree, are set out in the Tables of units of study in the relevant chapter of the Faculty of Health Sciences Handbook relating to the degree.

7. Enrolment in more/less than the minimum load
7.1 Candidates who have a shown significant academic ability may, at the discretion of the Dean, be allowed to undertake more than the prescribed 24 credit points per semester.
7.2 The Dean may permit students, who can demonstrate good reason, to undertake less than 12 credit points in any one semester.

8. Cross-institutional study
8.1 Credit granted on the basis of work completed at another university or institution may not exceed 24 credit points of the overall award course requirements.

9. Restrictions on enrolment
9.1 Except with the permission of the Dean, a student may not enrol in units of study with a total value of more than 30 credit points in any one semester.

10. Discontinuation of enrolment
10.1 A student who wishes to suspend or discontinue his or her candidature for an undergraduate degree or a diploma is to apply to do so in accordance with the procedures set out in the Faculty of Health Sciences Handbook.

11. Suspension of candidature
11.1 A student who wishes to suspend or discontinue his or her candidature for an undergraduate degree or a diploma is to apply to do so in accordance with the procedures set out in the Faculty of Health Sciences Handbook.

11.2 Except with the approval of the Dean, a student who has discontinued his or her candidature for a degree, diploma, graduate diploma or graduate certificate, or whose candidature has lapsed, is to reapply for admission to candidature.

12. Re-enrolment after an absence
12.1 A student returning after an approved period of suspension may re-enrol in accordance with the current procedures for continuing students.
12.2 A student who has discontinued his or her candidature or whose candidature has lapsed is to reapply for admission to candidature. Such an application must be lodged by the advertised closing date in accordance with the usual procedures for the course and will be considered with all other applications received that year for that course.

13. Satisfactory progress
13.1 To satisfy the academic requirement for a University award, students must obtain a passing grade in all units of study in their courses.
13.2 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 prerequisites, corequisites and attendance requirements, can be met.
13.3 Detailed information about progression and show cause was set out in the Faculty of Health Sciences Handbook.

14. Time limit
14.1 A student for the degree would normally proceed on a full-time basis. A student may undertake a reduced enrolment with permission from the Dean.
14.1.1 Students proceeding on a full-time basis shall complete the requirements for the pass degree no later than at the end of the tenth semester of candidature.
14.1.2 Students proceeding on a full-time basis shall complete the requirements for the honours degree no later than at the end of the twelfth semester of candidature.
14.1.3 All candidates must complete the requirements for the pass degree within seven calendar years of first enrolment.
14.1.4 All candidates must complete the requirements for the honours degree within eight calendar years of first enrolment.

15. Credit transfer policy
15.1 The Dean may grant a student credit for units of study completed, or non-credited/aided learning or experience gained, other than as part of the program in which he or she has enrolled, if the units of study or learning or experience are...
1.1.4 other general and professional qualifications and/or
1.1.2 a bachelor's degree in social, welfare or biological sciences,
1.1.1 a bachelor's degree in health science with satisfactory

1.2 Admission

2. Course rules

2.1 To qualify for the award of the Graduate Diploma in Health Sciences, a candidate shall complete successfully:

2.1.1 48 credit points units of study including:

2.1.1.1 an additional 12 credit points units of study in the form of

2.1.1.2 36 credit points of elective units of study; or

2.1.1.3 36 credit points of major units of study as prescribed by

2.1.2 the units of study for which credit is to be granted;

2.1.3 the credit point value of any credit granted for units of study

2.1.4 the method for demonstrating the achievement of the
equivalent academic standard for applications based on
non-credited learning or experience;

2.2 A student who completes 36 credit points of units of study can

2.2.1 meet the requirements for admission to the honours degree; and

2.2.2 complete all core and elective units of study for the honours
degree, as set out in the chapter of the Faculty of Health Sciences
handbook relating to the degree.

2.3 Units of study may specify assumed knowledge or prerequisite
corequisite units of study.

2.3.1 The Dean may permit a student to enrol in a unit of study
without having completed the specified prerequisite or
corequisite units of study.

3. Requirements for the Master of Health Sciences

3.1 To qualify for the award of the Master of Health Sciences, a
candidate shall complete successfully:

3.1.1.1 at least 12 credit points of core units; and

3.1.1.2 36 credit points of elective units of study; or

3.1.1.3 36 credit points of major units of study as prescribed by
the requirements relevant to that major.

3.2 A student who completes 36 credit points of units of study can
choose to exit from the master's degree, and qualify for the
award of the Graduate Diploma in Health Sciences.

4. Combined degrees and specially designated majors

4.1 The degree may be taken in the following majors which will be
specified on the testamur:

4.1.1 Gerontology

4.1.2 Indigenous Community Health

4.1.3 Occupational Therapy

4.1.4 Orthoptics

4.1.5 Speech Pathology

5. Requirements for honours degrees

5.1 To qualify for the award of the Master of Health Sciences
honours degree, a candidate shall complete successfully

5.1.1.1 48 credit points units of study including:

5.1.1.2 an additional 12 credit points units of study in the form of

5.1.1.3 a 'dissertation'.

6. Award of the Master of Health Sciences

6.1 The Master of Health Sciences will be awarded in two grades,
namely pass and honours.

6.1.1 There shall be one level of honours award.

Graduate Diploma in Health Sciences (Exit only)

1. Units of study

1.1 A student who is a candidate for Graduate Diploma in Health
Sciences is to complete all core and elective units of study, as
set out in the chapter of the Faculty of Health Sciences
handbook relating to the course.

1.2 Units of study may specify assumed knowledge or prerequisite
or corequisite units of study.

2. Requirements for the Graduate Diploma in Health Sciences

2.1 To qualify for the award of the Graduate Diploma in Health
Sciences, a candidate shall complete successfully:

2.1.1.1 36 credit points units of study including:

2.1.1.2 24 credit points of elective units of study; or
2.2 Except with the permission of the Dean a student may not enrol

1.1 Details of units of study that may be taken for the degree are

Details of units of study

1. Faculty rules

5.1 The Graduate Certificate in Health Sciences will be awarded

5. Graduate Certificate in Health Sciences

4.1 The Graduate Certificate in Health Sciences may be taken in

Combined degrees and specially designated majors

4.1.1 Gerontology

4.1.2 Indigenous Community Health

4.1.3 Occupational Therapy

4.1.4 Orthoptics

4.1.5 Speech Pathology

4. Award of the Graduate Diploma in Health Sciences

4.1 The Graduate Diploma in Health Sciences will be awarded in

one grade only, namely pass.

Graduate Certificate in Health Sciences

1. Admission

1.1 Applicants for admission as candidates for the Graduate Certificate in Health Sciences shall possess:

1.1.1 a bachelor's degree in health science with satisfactory performance, or:

1.1.2 a bachelor's degree in social, welfare or biological sciences, with satisfactory performance; or

1.1.3 a bachelor's degree in a health profession with satisfactory performance, or;

1.1.4 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 the Faculty.

2. Units of study

2.1 A student who is a candidate for Graduate Certificate in Health Sciences is to complete all core and elective units of study, as set out in the chapter of the Faculty of Health Sciences handbook relating to the course.

2.2 Units of study may specify assumed knowledge or prerequisite or corequisite units of study.

2.2.1 The Dean may permit a student to enrol in a unit of study without having completed the specified prerequisite or corequisite units of study.

3. Requirements for the Graduate Certificate in Health Sciences

3.1 To qualify for the award of the Graduate Certificate in Health Sciences, a candidate shall complete successfully:

3.1.1 24 credit points of major units of study including:

3.1.1.1 at least 12 credit points of core units; and

3.1.1.2 12 credit points of elective units of study; or

3.1.1.3 12 credit points of major units of study as prescribed by the requirements relevant to that major.

4. Combined degrees and specially designated majors

4.1 The Graduate Certificate in Health Sciences may be taken in the following major streams, which will be specified on the testamur:

4.1.1 Gerontology

4.1.2 Indigenous Community Health

4.1.3 Occupational Therapy

4.1.4 Orthoptics

4.1.5 Speech Pathology

5. Award of the Graduate Certificate in Health Sciences

5.1 The Graduate Certificate in Health Sciences will be awarded in one grade only, namely pass.

Faculty rules

1. Details of units of study

1.1 Details of units of study that may be taken for the degree are set out in the entry for the degree in the Faculty of Health Sciences Handbook.

2. Enrolment in more or less than minimum load

2.1 Students who have a shown significant academic ability may, at the discretion of the Dean, be allowed to undertake more than the prescribed 24 credit points per semester.

2.2 Except with the permission of the Dean a student may not enrol in units of study with a total value of more than 30 credit points in any one semester.

2.3 Students who can demonstrate good reason as to why they should be allowed to undertake less than 12 credit points in any one semester may, at the discretion of the Dean, be permitted to do so.

3. Cross-institutional study

3.1 Master of Health Sciences

3.1.1 The credit granted on the basis of work completed at another university or institution as part of a program of cross-institutional study may not exceed 24 credit points.

3.1.2 The credit granted on the basis of work completed at another institution other than a University may not exceed 16 credit points.

3.2 Graduate Diploma in Health Sciences

3.2.1 The credit granted on the basis of work completed at another university or institution as part of a program of cross-institutional study may not exceed 18 credit points.

3.2.2 The credit granted on the basis of work completed at another institution other than a University may not exceed 12 credit points.

3.3 Graduate Certificate in Health Sciences

3.3.1 The credit granted on the basis of work completed at another university or institution as part of a program of cross-institutional study may not exceed 12 credit points.

3.3.2 The credit granted on the basis of work completed at another institution other than a University may not exceed 8 credit points.

4. Restrictions on enrolment

4.1 In considering an application for admission to candidature the Faculty will select in preference applicants who are most meritorious in terms of the admission criteria.

4.2 The enrolment of candidates in units of study shall be limited by the exigencies of the timetable.

4.3 The applicant must demonstrate, to the satisfaction of the Faculty, that during the candidature the student will be able to complete clinical and professional experience required for the course.

5. Discontinuation of enrolment

5.1 A student who wishes to suspend or discontinue his or her candidature is to apply to do so in accordance with the procedures set out in the Faculty of Health Sciences Handbook.

6. Suspension of candidature

6.1 Suspension of candidature is only applicable in cases of hardship or activities on the part of the student that are of national or state importance/are of a significant nature.

6.2 Examples of hardship may be illness or financial difficulties. Activities of a significant nature may be the inclusion of the student on a national sporting team, orchestra, etc that requires him/her to travel extensively for a specific period of time.

6.3 The granting of a suspension of candidature is at the discretion of the Dean.

6.4 Suspension of candidature will be for a minimum of one semester and a maximum of two semesters and may be granted only once during the degree.

6.5 In cases where a suspension of candidature is not granted, students may be required to discontinue their studies and follow the procedures for re-enrolment after an absence.

7. Re-enrolment after an absence

7.1 A student returning after an approved period of suspension may re-enrol in accordance with the current procedures for continuing students.

7.2 A student who has discontinued his or her candidature or whose candidature has lapsed, is to reapply for admission to candidature. Such an application must be lodged by the advertised closing date in accordance with the usual procedures for the course and will be considered with all other applications received that year for that course.

8. Satisfactory progress

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

8.2 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 prerequisites, corequisites and attendance requirements, can be met.

8.3 The Faculty of Health Sciences' 'Removal or Restriction of Students on Clinical Education of Fieldwork Placements' policy
may apply where a candidate is deemed to be unsatisfactory at any time during a clinical or professional placement. Detailed information about progression and show cause was set out in the Faculty of Health Sciences Handbook.

9. **Time limit**

9.1 A candidate for the Master of Health Sciences may proceed on a full-time or part-time basis.

9.1.1 A full-time student shall complete the requirements for the pass degree no later than at the end of the second semester of candidature.

9.1.2 A full-time student shall complete the requirements for the honours degree no later than at the end of the first semester of honours candidature.

9.1.3 A part-time student shall complete the requirements for the pass degree no later than at the end of the fourth semester of candidature.

9.1.4 A part-time student shall complete the requirements for the honours degree no later than at the end of the second semester of honours candidature.

9.1.5 All students must complete the requirements for the degree within four calendar years of first enrolment.

9.2 A candidate for the Diploma in Health Sciences may proceed on a full-time or part-time basis.

9.2.1 A full-time student shall complete the requirements for the Diploma in Health Sciences no later than at the end of nine months of candidature.

9.2.2 A part-time student shall complete the requirements for the Diploma in Health Sciences no later than at the end of the third semester of candidature.

9.2.3 All students must complete the requirements for the Diploma in Health Sciences within three calendar years of first enrolment.

9.3 A candidate for the Certificate in Health Sciences may proceed on a full-time or part-time basis.

9.3.1 A full-time student shall complete the requirements for the Certificate in Health Sciences no later than at the end of the first semester of candidature.

9.3.2 A part-time student shall complete the requirements for the Certificate in Health Sciences no later than at the end of the second semester of candidature.

9.3.3 All students must complete the requirements for the Certificate in Health Sciences within two calendar years of first enrolment.

10. **Credit Transfer Policy**

10.1 **Master of Health Sciences**

10.1.1 The credit granted on the basis of work completed or prior learning at another course at this University or another university may not exceed 12 credit points.

10.1.2 The credit granted on the basis of work completed in the Graduate Certificate in Health Sciences of this University which articulates with this degree may not exceed 24 credit points.

10.1.3 The credit granted on the basis of work completed in the Graduate Diploma in Health Sciences of this University which articulates with this degree may not exceed 36 credit points.

10.1.4 The credit granted on the basis of work completed at an institution other than a university may not exceed 12 credit points.

10.1.5 Credit will not be granted for any units of study which were completed more than five years before admission or re-admission to candidature.

10.2 **Graduate Diploma in Health Sciences**

10.2.1 The credit granted on the basis of work completed or prior learning at another course at this University or another university may not exceed 18 credit points.

10.2.2 The credit granted on the basis of work completed in the Graduate Certificate in Health Sciences of this University which articulates with this graduate diploma may not exceed 24 credit points.

10.2.3 The credit granted on the basis of work completed at an institution other than a university may not exceed 12 credit points.

10.2.4 Credit will not be granted for any units of study which were completed more than five years before admission or re-admission to candidature.

10.3 **Graduate Certificate in Health Sciences**

10.3.1 The credit granted on the basis of work completed or prior learning at another course at this University or another university may not exceed 12 credit points.

10.3.2 The credit granted on the basis of work completed at an institution other than a university may not exceed 8 credit points.

10.3.3 Credit will not be granted for any units of study which were completed more than five years before admission or re-admission to candidature.

**Master of Exercise Physiology**

Course rules

1. **Admission**

1.1 Applicants for admission as candidates for the Master of Exercise Physiology shall possess:

1.1.1 an award of Bachelor of Applied Science (Exercise and Sport Science) from The University of Sydney or the University of Western Sydney; or

1.1.2 an award of Bachelor of Science (Health and Sports Science) from the University of NSW; or

1.1.3 an award of Bachelor of Exercise Science from the University of Wollongong, Charles Sturt University or the Australian Catholic University; or

1.1.4 an award of Bachelor of Exercise Science and Rehabilitation from the University of Wollongong; or

1.1.5 an award of Bachelor of Sport and Exercise Science from Southern Cross University; or

1.1.6 an award of Bachelor of Exercise Science and Nutrition (majored in Exercise Science) from Southern Cross University; or

1.1.7 an award of Bachelor of Exercise and Sport Science from the University of Newcastle; or

1.1.8 such studies from a University degree as are deemed to be equivalent to 1.1.1, 1.1.2, 1.1.3, 1.1.4, 1.1.5, 1.1.6, and 1.1.7.

2. **Units of study**

2.1 A student who is a candidate for the pass degree is to:

2.1.1 meet the requirements for admission to the honours degree; and

2.2.2 complete all core and elective units of study for the honours degree as shown in the Table of Units of Study, as set out in the chapter of the Faculty of Health Sciences Handbook relating to the degree.

3. **Requirements for the Master of Exercise Physiology**

3.1 To qualify for the award of the pass degree of Master of Exercise Physiology, a candidate shall successfully complete a minimum of 96 credit points

3.2 The requirements of the award must be completed within a maximum of four years.

3.3 The Faculty of Health Sciences’ “Removal or Restriction of Students on Clinical Education or Fieldwork Placements” policy may apply where a candidate is deemed to be unsatisfactory at any time during a fieldwork placement.

4. **Requirements for honours degrees**

4.1 To qualify for the award of a honours degree for a Master of Exercise Physiology, a candidate shall successfully complete a minimum of 120 credit points, including;

4.1.1 at least 96 credit points for core units of study in the credit degree; and

4.1.2 at least 24 credit points for research dissertation units of study; and

5. **Award of Master of Exercise Physiology**

5.1 The degree shall be awarded in two grades, namely pass and honours.

5.1.1 There shall be one level of honours award.

**Faculty rules**

6. **Details of units of study**

6.1 Details of units of study are set out in the entry for the degree in the Faculty of Health Sciences Handbook.
7. Enrolment in more/less than the minimum load
7.1 Candidates who have a shown significant academic ability may, at the discretion of the Dean, be allowed to undertake more or less than the prescribed 24 credit points per semester.
7.2 Candidates who can demonstrate good reason as to why they should be allowed to undertake less than 12 credit points in any one semester may, at the discretion of the Dean, be permitted to do so.

8. Cross institutional study
8.1 Credit granted on the basis of work completed at another university or institution as part of a program of cross-institutional study may not exceed 24 credit points.

9. Restrictions on enrolment
9.1 In considering an application for admission to candidature the Faculty will select in preference applicants who are most meritorious in terms of the admission criteria.
9.2 The enrolment of candidates in units of study shall be limited by the exigencies of the timetable.
9.3 The applicant must demonstrate, to the satisfaction of the Faculty, that during the candidature the student will be able to complete field experience required for the course.
9.4 Except with the permission of the Dean, a candidate may not enrol in units of study with a total value 30 credit points or more in any one semester.

10. Discontinuation of enrolment
10.1 A candidate who wishes to suspend or discontinue his or her candidature must apply to do so in accordance with the procedures set out in the Faculty of Health Sciences Handbook.

11. Suspension of candidature
11.1 A candidate who wishes to suspend their candidature must complete an 'Application for suspension of candidature' form.
11.2 The application must be received by the Faculty prior to the commencement of the relevant semester.
11.3 Suspension of candidature will be for a minimum of one semester and a maximum of two semesters and may be granted only once for a total of two semesters during the degree.
11.4 The granting of a suspension of candidature is at the discretion of the Dean.
11.5 Students must submit ‘Recommencement of Candidature’ form prior to the completion of approved period of leave.
11.6 If a suspension of candidature is not granted, students may be required to discontinue their studies and follow the procedures for re-admission.

12. Re-enrolment after an absence
12.1 The Faculty of Health Sciences may require a student to show good cause why it should allow the student to re-enrol in a degree, diploma, graduate diploma or graduate certificate in the Faculty if it considers that the student has not made satisfactory progress towards fulfilling the requirements for the award.
12.2 It is not possible to define satisfactory progress in all cases in advance, but the Faculty considers that a student's progress is unsatisfactory if the student has:
12.2.1 enrolled on a full-time basis but has not successfully completed all first year requirements within two years;
12.2.2 enrolled on less than a full-time basis, but has not successfully completed those units of study that the Faculty considers necessary:
12.2.3 enrolled following exclusion from another Faculty or degree or diploma in the University or in another tertiary institution but has not successfully completed those subjects that the Faculty requires him or her to complete in the first year;
12.3 The Faculty may require a student to show good cause why it should allow the student to re-enrol in a unit of study that the student has failed or discontinued with failure more than once.
12.4 If the Faculty permits a student whose progress it considers unsatisfactory to re-enrol, the Faculty may require the student to complete specified units of study within a specified time. If the student does not satisfy this requirement the Faculty may again call upon the student to show good cause why the Faculty should allow him or her to re-enrol.

13. Satisfactory progress
13.1 To satisfy the academic requirement for a University award, students must obtain a passing grade in all units of study in their courses.
13.2 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 prerequisites, corequisites and attendance requirements, can be met.
13.3 Detailed information about progression and show cause is set out in the Faculty of Health Sciences Handbook.

14. Time limit
14.1 A candidate for the degree may proceed on a full-time basis.
14.2 All candidates must complete the requirements for the degree no later than the end of the eighth semester of candidature.

15. Assessment policy
15.1 Assessment will be carried out in accordance with the University of Sydney (Coursework) Rule 2000 (as amended) and the general Resolutions and relating policy of the Faculty of Health Sciences.

16. Credit transfer policy
16.1 A candidate may receive credit transfer for core units of study only.
16.2 The Dean may grant a student credit for units of study completed, or non-credentialed learning or experience gained, other than as part of the program in which he or she has enrolled, if the units of study or learning or experience are equivalent in content, workload and academic standard to units in the relevant Table of Units of Study.
16.3 The credit may be based on units of study completed towards an award course or as a non-award student, or on non-credentialed learning or experience.
16.4 A student seeking credit for units of study completed at the University of Sydney is to apply on the form provided by the Faculty.
16.5 A student seeking credit for units of study completed other than at the University of Sydney is to:
16.5.1 apply on the form provided by the Faculty;
16.5.2 supply documentary evidence of the unit of study description and the assessment result, and
16.5.3 be available for discussion with appropriate Faculty staff.
16.6 A student seeking credit on the basis of non-credentialed learning or experience is to:
16.6.1 apply on the form provided by the Faculty, and
16.6.2 be available for assessment by the appropriate unit of study coordinator.
16.7 Credit is not to be granted for units of study completed with the grade of ‘Terminating Pass’ or ‘Conceded Pass’, or equivalent.
16.8 For each application for credit, the Dean is to determine, as necessary:
16.8.1 the method for demonstrating the achievement of the equivalent academic standard for applications based on non-credentialed learning or experience;
16.8.2 the units of study for which credit is to be granted;
16.8.3 the credit point value of any credit granted for units of study not listed in the relevant Table of Units of Study;
16.8.4 the maximum duration of the student’s candidature for the degree, proportionate to the amount of credit granted; and
16.8.5 the credit point value of credit to be granted to a student who wishes to undertake a joint degree, overseas study, or a specialisation of professional value.
Policies

1. Granting of credit towards the coursework awards in the Faculty of Health Sciences
   1.1 The Dean may grant a student credit for units of study completed, or non-credentialled learning or experience gained, other than as part of the program in which he or she has enrolled, if the units of study or learning or experience are equivalent in content, workload and academic standard to units in the relevant Table of units of study.
   1.2 The credit may be based on units of study completed towards an award course or as a non-award student, or on non-credentialled learning or experience.
   1.3 A student seeking credit for units of study completed at the University of Sydney is to apply on the form provided by the Faculty.
   1.4 A student seeking credit for units of study completed other than at the University of Sydney is to:
      1.4.1 apply on the form provided by the Faculty
      1.4.2 supply documentary evidence of the unit of study description and the assessment result, and
      1.4.3 be available for discussion with appropriate Faculty staff.
   1.5 A student seeking credit on the basis of non-credentialled learning or experience is to:
   1.6 Credit is not to be granted for units of study completed with the grade of 'Terminating Pass' or 'Conceded Pass', or equivalent.
   1.7 For each application for credit, the Dean is to determine, as necessary:
      1.7.1 the method for demonstrating the achievement of the equivalent academic standard for applications based on non-credentialled learning or experience;
      1.7.2 the units of study for which credit is to be granted;
      1.7.3 the credit point value of any credit granted for units of study not listed in the relevant Table of units of study;
      1.7.4 the maximum duration of the student's candidature for the degree, proportionate to the amount of credit granted;
      1.7.5 the credit point value of credit to be granted to a student who wishes to undertake a joint degree, overseas study, or a specialisation of professional value.

2. Discontinuation or suspension of enrolment
   2.1 A student who wishes to suspend or discontinue his or her candidature for an undergraduate degree or a diploma is to apply to do so in accordance with the procedures set out in the Faculty of Health Sciences Handbook.

3. Re-enrolment after discontinuation or lapse of candidature
   3.1 Except with the approval of the Dean, a student who has discontinued his or her candidature for a degree, diploma, graduate diploma or graduate certificate, or whose candidature for a degree, diploma, graduate diploma or graduate certificate has lapsed, is to reapply for admission to candidature.

4. Restriction on re-enrolment
   4.1 The Faculty of Health Sciences may require a student to show good cause why it should allow the student to re-enrol in a degree, diploma, graduate diploma or graduate certificate in the Faculty if it considers that the student has not made satisfactory progress towards fulfilling the requirements for that award.
   4.2 It is not possible to define satisfactory progress in all cases in advance, but the Faculty considers that a student’s progress is unsatisfactory if the student has:
      4.2.1 enrolled on a full-time basis but has not successfully completed all first year degree or diploma requirements within two years;
      4.2.2 enrolled on less than a full-time basis, but has not successfully completed those units the Faculty requires him or her to complete in the first year of his or her approved program of study within two years;
      4.2.3 enrolled following exclusion from another Faculty or degree or diploma in the University or in another tertiary institution but has not successfully completed those units the Faculty requires him or her to complete in the first year.
   4.3 The Faculty may require a student to show good cause why it should allow the student to re-enrol in a unit of study that the student has failed or discontinued with failure more than once.
   4.4 If the Faculty permits a student whose progress it considers unsatisfactory to re-enrol, the Faculty may require the student to complete specified units of study within a specified time. If the student does not satisfy this requirement the Faculty may again call upon the student to show good cause why the Faculty should allow him or her to re-enrol.
University of Sydney (Doctor of Philosophy (PhD)) Rule 2004 (as amended)

Part 1 – Preliminary

1. Citation and commencement

1.1 Citation

1.1.1 This Rule is made by the Senate of the University of Sydney pursuant to section 37(1) of the University of Sydney Act 1989 for the purposes of the University of Sydney By-law 1999.

1.2 Commencement

1.2.1 This Rule commences on the day after it is made in accordance with Chapter 2 of the University of Sydney By-law 1999.

2. Purpose

2.1 This Rule:

2.1.1 repeals and replaces Part 10, Division 4 of the University of Sydney (Amendment Act) Rule 1999 in its entirety; and

2.1.2 deals with matters relating to the degree of Doctor of Philosophy.

Part 2 – Admission to candidature

3. Heads of department

3.1 A head of department may delegate to a specified member of the academic staff his or her responsibilities under these Rules by countersigning a specific recommendation in respect of a particular candidature or by making, and forwarding to the Registrar, a written statement of delegation of those powers.

4. Admission to candidature

4.1 An applicant for admission as a candidate for the degree shall, except as provided in 4.2 and 4.3 below, hold or have fulfilled all the requirements for:

4.1.1 the degree of master, or

4.1.2 the degree of bachelor with first or second class honours.

4.2 A faculty may admit as a candidate for the degree an applicant holding qualifications equivalent to those prescribed in 4.1 or as a candidate for the degree of master, or

4.2.1 at the date of admission to candidature for the other university or institution concerned the candidate shall have obtained a high distinction or distinction in the highest course available in the subject or subjects relevant to the proposed course of full-time or part-time advanced study and research.

4.3 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 candidature for the degree of Doctor of Philosophy.

4.4 The Academic Board may, in accordance with this Rule, admit as a candidate for the degree an applicant holding qualifications which, in the opinion of the faculty concerned and of the Academic Board, are equivalent to those prescribed in 4.1 or 4.2 above and such candidate shall proceed to the degree under such conditions as the Academic Board may prescribe.

4.5 An applicant for admission to candidature shall submit to the faculty concerned:

4.5.1 a proposed course of advanced study and research, approved by the head of the department in which the work is to be carried out, to be undertaken by the applicant in a department of the University, and

4.5.2 satisfactory evidence of adequate training and ability to pursue the proposed course.

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

4.7 A reference in this section to a department includes a reference to one or more departments, one or more schools, an interdepartmental committee and an interschool committee.

5. Probationary acceptance

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

5.2 In the case of a candidate accepted on a probationary period under 5.1 above, the candidature shall be deemed to have commenced from the date of such acceptance.

6. Control of candidature

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

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

7. Other studies during the candidature

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

8. Credit for previous studies

8.1 A candidate who, at the date of admission to candidature, has completed not less than six months as a candidate for the degree of master in any faculty or board of studies of the University of Sydney, may be permitted by the faculty concerned to be credited for the whole or any part of the period of candidature completed as a period completed for the degree of Doctor of Philosophy provided that the period of candidature for the degree of master for which credit is sought shall have been a course of full-time or part-time advanced study and research under a supervisor appointed by the faculty or board of studies concerned and directly related to the candidate’s proposed course of advanced study and research for the degree of Doctor of Philosophy.

8.2 A candidate who, at the date of admission has completed not less than six months as a candidate for a higher degree in another university or institution may be permitted by the Academic Board, on the recommendation of the faculty concerned, to be credited for the whole or any part of the period of candidature completed as a period completed for the degree of Doctor of Philosophy of the University of Sydney, provided that:

8.2.1 at the date of admission to candidature for the higher degree of the other university or institution concerned the candidate shall have fulfilled the requirements of admission to candidature set out in section 3 above;

8.2.2 the period of candidature for the higher degree of the other university or institution concerned for which credit is sought shall have been a course of full-time or part-time advanced study and research under a supervisor appointed by the other university or institution concerned and directly related to the candidate’s proposed course of advanced study and research in the University of Sydney;

8.2.3 the candidate shall have abandoned candidature for the higher degree of the other university or institution concerned for which credit is sought;

8.2.4 the amount of credit which may be so granted shall not exceed one year; and

8.2.5 no candidate who has been granted credit shall present a thesis for examination for the degree earlier than the end of the second year after acceptance.

8.3 The Faculty of Medicine may grant credit not exceeding one year to a candidate for the degree of Doctor of Philosophy in that Faculty who has submitted documented evidence of having previously completed supervised study towards the degree of Doctor of Medicine of the University of Sydney.

Part 3 – Supervision

9. Appointment and qualifications of supervisors and associate supervisors

9.1 The faculty or college board, on the recommendation of the head of department concerned, shall appoint a suitably qualified supervisor and associate supervisors for each candidate to
take primary responsibility for the conduct of the candidature and to be responsible for the progress of the candidature to the head of department and the faculty or college board concerned in accordance with policy established by the Academic Board.

Part 4 – Candidature

10. Location

10.1.1 Subject to the annual approval of the supervisor, head of department and faculty or college board, the candidate shall pursue the course of advanced study and research either:

10.1.1.1 within the University including its research stations and teaching hospitals;

10.1.1.2 on fieldwork either in the field or in libraries, museums or other repositories;

10.1.1.3 within industrial laboratories or research institutions or other institutions considered by the faculty or college board concerned to provide adequate facilities for that candidature; or

10.1.1.4 within a professional working environment;

10.1.2 and shall attend at the University for such consultation with the supervisor and shall participate in such departmental and faculty or college seminars as shall annually be specified.

10.2.1 A candidate pursuing candidature outside Australia must also complete a minimum of two semesters of candidature within the University [but not necessarily immediately before submission, not necessarily as a continuous two-semester period] before submission of the thesis.

10.2.2 The corresponding period for candidates for whom the minimum length of candidature is four semesters is a minimum of one semester.

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

11. Progress

11.1 At the end of each year each candidate shall provide evidence of progress and attend a progress review interview to the satisfaction of the supervisor and head of department concerned and any Departmental or Faculty Postgraduate Review Committee.

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

11.3 If a candidate fails to submit evidence of progress or if the head of department 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.

Part 5 – Submission of thesis

12. The thesis

12.1.1 On completing the course of advanced study and research, a candidate shall present a thesis embodying the results of the work undertaken, which shall be a substantially original contribution to the subject concerned.

12.1.2 The candidate shall state, generally in the preface and specifically in notes, the sources from which the information is derived, the animal and human ethical approvals obtained, the extent to which the work of others has been made use of, and the portion of the work the candidate claims as original.

12.2 A candidate may also submit in support of the candidature any publication on which the candidate is the sole or joint author. In such a case the candidate must produce evidence to identify satisfactorily the sections of the work for which the candidate is responsible.

12.3 Except where the candidature has been governed by an approved cotutelle agreement, a candidate may not present as the thesis any work which has been presented for a degree or diploma at this or another university, but the candidate will not be precluded from incorporating such in the thesis, provided that, in presenting the thesis, the candidate indicates the part of the work which has been so incorporated.

12.4 Theses shall be written in English, except that:

12.4.1 in the case of a candidature governed by an approved cotutelle agreement, the thesis may be written in English or in another language; and

12.4.2.1 in the Faculty of Arts, in the case of language departments, theses may be written either in English or in their target language as determined by the department, unless a department has specified by means of a Faculty resolution that it will consider applications to submit the thesis in a language other than:

12.4.2.1.1 English; or

12.4.2.1.2 a target language of the department.

12.4.2.2 Such applications should be made in writing; and approved by the head of department concerned and the Dean of the Faculty, before the commencement of candidature.

12.4.2.3 In considering applications a head of department shall take into account arrangements for supervision and examination.

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

12.6 The thesis shall be accompanied by a certificate from the supervisor stating whether, in the supervisor’s opinion, the form of presentation of the thesis is satisfactory.

13. Earliest date for submission

13.1 Except as provided below, a candidate may not submit a thesis for examination earlier than the end of the sixth semester of candidature.

13.2 A faculty or college board may permit a candidate holding any of the following qualifications of the University of Sydney or from such other institution as the faculty or college board may approve, to submit a thesis for examination earlier than the end of the fourth semester of candidature:

13.2.1 a degree of master completed primarily by research;

13.2.2 both the degrees of Bachelor of Dental Surgery with honours and Bachelor of Science (Dental) with honours;

13.2.3 both the degrees of Bachelor of Medicine with honours and Bachelor of Science (Medical) with honours; or

13.2.4 both the degrees of Bachelor of Veterinary Science with honours and Bachelor of Science (Veterinary) with honours.

13.3 Notwithstanding 13.1 and 13.2 above, a faculty may, on the recommendation of the head of department and supervisor concerned, permit a candidate to submit a thesis for examination up to one semester earlier than prescribed if, in the opinion of the faculty, evidence has been produced that the candidate has made exceptional progress in his or her candidature.

13.4.1 Notwithstanding 13.1, 13.2 and 13.3 above, the Chair of the Academic Board may, on the recommendation of the dean of the faculty in which the candidate is enrolled, permit a candidate to submit a thesis for examination earlier than prescribed if, in the opinion of the Chair of the Academic Board, evidence has been produced that the candidate has made exceptional progress in his or her candidature.

13.4.2 The Chair of the Academic Board may take advice from the Chair of the Research and Research Training Committee and shall report any applications under this provision and the action taken to the next meeting of the Academic Board.

14. Latest date for submission

14.1 Except as provided in 14.1 to 14.3 below, a candidate shall submit the thesis for examination not later than the end of the eighth semester of candidature.

14.2 A candidate whose candidature has been part-time throughout shall submit the thesis for examination not later than the end of the 16th semester of candidature.

14.3 The time limits set out in 14.1 to 14.2 above, apply to candidates who commence candidature after 31 December 2000. Candidates who commenced candidature prior to this date may choose to proceed in accordance with the Rules in force at the time when they commenced candidature.
14.4 The relevant dean may permit a candidate to submit the thesis for examination after a period of time greater than the maximum periods specified.

15. Examination
15.1 The procedures for examination shall be prescribed by the Academic Board.
The Sydney Summer and Winter Schools

2010 Dates
Summer School December 2009 to February 2010
Winter School 28 June to 24 July 2009

The Summer School
The Summer School is a full fee-paying, intensive program offering high quality undergraduate and postgraduate subjects from nine faculties. These subjects are the same as those offered in Semesters One and Two, but are taught as an intensive program over summer.

Some classes commence in December; others commence in the first week of January; others in the third week and continue into February (including the exam week). Some subjects run for six weeks; others are shorter. Students can take a maximum of two subjects.

The Winter School
The Winter School is a smaller, more intensive program that runs for four weeks, including the exam week, during July.

Advantages
Attending classes at the University of Sydney during the summer and winter holidays offers many advantages. You can:

- accelerate your academic career and finish your degree sooner
- devote your full attention to a single area of study
- take subjects that are outside your normal degree
- reduce your workload throughout the rest of the year
- repeat subjects in which you may have been unsuccessful
- combine study with a field trip in Australia or a tour overseas.

High school graduates can sample a university subject, and get an early start on their degree.

How to apply
Applications are only accepted online (at www.summer.usyd.edu.au). Most subjects have limited places and fill very quickly. All places are filled strictly on a first-in, first-served basis so it is recommended that you apply early.

Applications open on:

- 1 October 2009 (Summer School)
- 24 May 2010 (Winter School)

Applications close:

27 November 2009 (Session 1, Summer December)
11 December 2009 (Session 2, Summer Main)
8 January 2010 (Session 3, Summer Late)
11 June 2010 (Winter School)

Late application fees may apply after these dates.

Census dates
Students can withdraw from their subject without academic penalty and receive a full refund until the census date (based on when the class commences). However, a late withdrawal fee may apply.

There is one census date for the Winter School, and three for the Summer School, as classes start between December and February.

ID Session name Classes begin Census date
42 Summer December 7 December 2009 4 January 2010
43 Summer Main 4 January 2010 11 January 2010
44 Summer Late 18 January 2010 29 January 2010
11 Winter School 28 June 2010 3 July 2010

Withdrawal and refund policy

- For Summer School classes starting in December 2010, students who withdraw from a subject between 28 November 2009 and the relevant census date will receive a refund of tuition fees but will be liable for a $500 late withdrawal fee.
- For Summer School classes starting in January 2010, students who withdraw from a subject between 12 December 2009 and the relevant census date will receive a refund of tuition fees but will be liable for a $500 late withdrawal fee.
- For Winter School classes starting on 28 June 2010, students who withdraw from a subject between 21 June 2010 and the relevant census date will receive a refund of their tuition fees but will be liable for a $500 late fee withdrawal.

Students may withdraw from their Summer or Winter School subject(s) up until 4pm on the last day of the teaching period for that particular subject. However, there may be an academic penalty (please refer to our website). The teaching period for purposes of this policy is defined in hours of published classes from the first day through to the last day of classes, excluding any final examination or assessment.

Students who withdraw from a subject after 4pm on the relevant census date will receive no refund of their tuition fee.

Transferring between subjects
Students on a waiting list can transfer between subjects at any time prior to the commencement of class. For all other students, transfers should be completed a week before classes commence. No transfers will be allowed after commencement of the class.

Summer and Winter School scholarships

Merit scholarships
Three undergraduate merit scholarships and one postgraduate merit scholarship are available. These are automatically awarded to the top four students in their respective faculty (Arts, Science, or Economics and Business) for their Summer School subject.

Educational/Financial Disadvantage scholarships
Full Summer School scholarships are available to local undergraduate students who have a good academic record. To be eligible for consideration you will need to provide evidence of long-term and serious educational disadvantage based on two or more criteria, one of which must be financial hardship. Please check our website for further details. Scholarship applications close on 30 October 2009 (Summer School), and 9 June 2010 (Winter School).

For more information
Website: www.summer.usyd.edu.au
Email: info@summer.usyd.edu.au
Phone: +61 2 9351 5542  Fax: +61 2 9351 5888
General University information

Academic progression
The University requires students to maintain a minimum rate of progression throughout their candidature. Any student who does not satisfy progression requirements for their degree will be placed on a monitored academic progression program. This program requires students to consult an academic adviser in their faculty, to attend a support services information session, and to fill in a survey. Students will be advised of program requirements by their faculty.

Students who do not sustain the minimum academic progression requirements may be asked to 'show cause' as to why they should not be excluded from their degree. For further information, please see www.usyd.edu.au/secretariat/students

Student Affairs, Executive Governance
Level 5, Jane Foss Russell Building, G02
The University of Sydney
NSW 2006 Australia
Phone: +61 2 8627 8425
Fax: +61 2 8627 8484
Email: appeals@secretariat.usyd.edu.au

Accommodation Service
The Accommodation Service helps students find off-campus accommodation. It maintains an extensive database of accommodation close to campus or with easy access to public transport. For more information visit the Accommodation page: www.usyd.edu.au/current_students

Level 5, Jane Foss Russell Building, G02
The University of Sydney
NSW 2006 Australia
Phone: +61 2 9351 3312
Fax: +61 2 8627 8484
Email: accomm@stuserv.usyd.edu.au
Website: www.usyd.edu.au/accommodation

Admissions Office
The Admissions Office, located in the Student Centre, is responsible for overseeing the distribution of offers to undergraduate applicants through the Universities Admissions Centre (UAC). They can advise prospective local undergraduate students on admission requirements. Postgraduate students should contact the appropriate faculty.

- If you are an Australian citizen, or permanent resident with qualifications from a non-Australian institution, you can get more information by phoning +61 2 8627 8209.
- For enquiries regarding special admissions (including mature-age entry), phone +61 2 8627 8207.
- Applicants without Australian citizenship or permanent residency should contact the International Office.

Admissions Office, Student Centre
Level 3, Jane Foss Russell Building, G02
The University of Sydney
NSW 2006 Australia
Phone: +61 2 8627 8210 or +61 2 8627 8209
Fax: +61 2 8627 8278
Email: admissions@records.usyd.edu.au
Website: www.usyd.edu.au/future_students/how_to_apply

To view the latest update, download, purchase or search a handbook visit Handbooks online: www.usyd.edu.au/handbooks
Applying for a course

Domestic applicants for undergraduate courses and programs of study

For the purpose of admission and enrolment, ‘domestic applicant’ refers to citizens and permanent residents of Australia and citizens of New Zealand. If you are in this group and wish to apply for admission to an undergraduate course, you would generally apply through the Universities Admissions Centre (UAC).

The deadline for applications is the last working day in September in the year before enrolment. For more information see www.uac.edu.au

Some faculties have additional application procedures, such as the Conservatorium of Music, Sydney College of the Arts, Pharmacy and Dentistry (for the Bachelor of Oral Health).

Domestic applicants for postgraduate courses and programs of study

For the purpose of admission and enrolment, ‘domestic applicant’ refers to citizens and permanent residents of Australia and citizens of New Zealand. Application is direct to the faculty which offers the course that you are interested in. Application forms for postgraduate coursework, postgraduate research and the master’s qualifying or preliminary program, and for non-award postgraduate study can be found at www.usyd.edu.au/future_students

Note: some faculties use their own specially tailored application forms. Check with the relevant faculty.

International applicants for all course types (undergraduate and postgraduate)

‘International applicants’ refers to all applicants other than Australian citizens, Australian permanent residents and citizens of New Zealand. In the majority of cases international applicants apply for admission through the University’s International Office (IO). All the information international applicants need, including application forms, is available from the IO website (www.usyd.edu.au/internationaloffice).

Attendance

See ‘Special Consideration’.

Bus service

A free bus service operates to, from and around the Camperdown and Darlington campuses each weekday that Fisher Library is open (except for public holidays). The service begins at 4.15pm and ends at Fisher Library closing time.

Two buses operate along the route, starting at Fisher Library and finishing at Redfern station. The buses leave at approximately 10 minute intervals during semester and in semester breaks.

The bus timetable/route guide can be collected from Security Administration or Campus Infrastructure Services reception.

Floor 2, Services Building, G12
Corner of Codrington and Abercrombie streets
The University of Sydney
NSW 2006 Australia
Phone: +61 2 9351 4753
Fax: +61 2 9351 5699
Website: www.facilities.usyd.edu.au/security

Campuses

The University has 10 different teaching campuses, located throughout the Sydney area. For information on each campus, including maps, contact details and parking information, see www.usyd.edu.au/about/campuses

Campus | Faculties
---|---
Camperdown and Darlington campuses | Faculty of Agriculture, Food and Natural Resources
| Faculty of Architecture, Design and Planning
| Faculty of Arts
| Faculty of Economics and Business
| Faculty of Education and Social Work
| Faculty of Engineering and Information Technologies
| Faculty of Law (Sydney Law School)
| Faculty of Medicine (Sydney Medical School)
| Faculty of Pharmacy
| Faculty of Science
| Faculty of Veterinary Science
| The Sydney Summer School

Cumberland Campus | Faculty of Health Sciences

St James Campus | Faculty of Law (teaching spaces only)

Mallett Street Campus | Faculty of Nursing and Midwifery
| The Centre for English Teaching
| The NHMRC Clinical Trials Centre

Sydney Conservatorium of Music | Sydney Conservatorium of Music

Sydney College of the Arts | Sydney College of the Arts (SCA)

Camen Campus | Faculty of Veterinary Science
| Faculty of Agriculture, Food and Natural Resources

Surry Hills Campus | Faculty of Dentistry

Burren Street Campus | Institute of Transport and Logistics Studies

Careers Centre

The University’s Careers Centre provides students with career planning and employability skills development. The Careers Centre services are free and include:

- help finding casual, part-time, full-time and graduate employment
- an internet job vacancy database
- individual careers counselling
- a comprehensive resource centre and online resources
- workshops in resume writing, interview skills, job searching and skills development
- careers fairs and employer information sessions.

Careers Centre

Level 5, Jane Foss Russell Building, G02
The University of Sydney
NSW 2006 Australia
Phone: +61 2 8627 8402
Fax: +61 2 8627 8477
Email: careers.information@usyd.edu.au
Website: www.careers.usyd.edu.au

Centre for Continuing Education (CCE)

The CCE provides the community with the opportunity to engage with the University of Sydney, offering people access to the academic expertise of one of Australia’s finest educational institutions.

The CCE provides lifelong learning opportunities for people at all stages of life who want to undertake a course in self-enrichment, engage in active retirement learning, upgrade their professional skills and qualifications, or bridge a gap between previous study and university. CCE offers short courses in all areas of the humanities and social sciences, languages, science and technology, business and management, and continuing professional development.

160 Missenden Road
Newtown NSW 2042
(Postal address: Locked Bag 2020, Glebe NSW 2037)
Phone: +61 2 9036 4798
Fax: +61 2 9036 4799
Email: cce.info@usyd.edu.au
Website: www.cce.usyd.edu.au
Centre for English Teaching (CET)
The CET offers English language and academic study skills programs to international students who need to develop their English language skills in order to meet academic entry requirements.

Wentworth Building, G01
The University of Sydney
NSW 2006 Australia
Phone: +61 2 9036 7900
Fax: +61 2 9036 7910
Email: info@cet.usyd.edu.au
Website: www.usyd.edu.au/cet

Child Care Information Office
Five child care centres operate on or near the Camperdown, Darlington and Cumberland campuses, catering for over 220 children aged from six weeks to five years. The centres are managed by qualified staff and provide programs that are developmentally appropriate and responsive to the needs of the individual child. The Child Care Information Office is the first point of contact for students and staff looking for information about child care services such as long day care, occasional care, vacation care and family day care.

For more information visit the student services page at www.usyd.edu.au/current_students

Child Care Information Office
Level 5, Jane Foss Russell Building, G02
The University of Sydney
NSW 2006 Australia
Phone: +61 2 8627 8419
Fax: +61 2 8627 8480
Email: childc@stuserv.usyd.edu.au
Website: www.usyd.edu.au/child_care

The Co-op Bookshop
The Co-op Bookshop is a one-stop store for:
- text and reference books
- general books
- University of Sydney clothing and memorabilia
- DVDs
- flash drives
- software at academic prices.

Take advantage of a lifetime of membership benefits. For a one-time fee of $20, you are entitled to great member pricing, promotional offers and much more.

The Co-op Bookshop
Sports and Aquatic Centre Building, G09
The University of Sydney
NSW 2006 Australia
Phone: +61 2 9351 3705
Fax: +61 2 9660 5256
Email: sydu@coop-bookshop.com.au
Website: www.coop-bookshop.com.au

Counselling Service
Counsellors are qualified professionals who aim to help people fulfill their academic, individual and social goals. The Counselling Service helps students develop effective and realistic coping strategies and master essential study and life management skills.

Students can make appointments for 50-minute sessions. Walk-in (25-minute) sessions are available for urgent problems every day from 11am to 3pm during semesters, and after-hours appointments are also available. In addition, the service offers workshops each semester on a wide range of student concerns. These are open to local and international, undergraduate and postgraduate students. There are specific workshops to help first-year students successfully adapt to university study.

For more information visit the student services page at www.usyd.edu.au/current_students

Camperdown and Darlington campuses
Level 5, Jane Foss Russell Building, G02
The University of Sydney
NSW 2006 Australia
Phone: +61 2 8627 8433
Fax: +61 2 8627 8482
Email: counsell@stuserv.usyd.edu.au
Website: www.usyd.edu.au/counselling

Cumberland Campus
Ground Floor, A Block, C42
The University of Sydney
East Street, Lidcombe
NSW 2141 Australia
Phone: +61 2 9351 9638
Fax: +61 2 9351 9635
Email: cs.cumberland@stuserv.usyd.edu.au

Disability Services
Disability Services is the principal point of contact providing advice for students with disabilities. Disability Services staff work closely with academic and administrative staff to ensure that students receive reasonable adjustments in their study. The unit produces a number of publications explaining the disability support services available within the University.

Students are encouraged to make contact with Disability Services prior to commencement or as early in their studies as possible. Available help includes assistive technology, note-taking, interpreters, and advocacy with academic staff to negotiate assessment and course requirement modifications where appropriate. Students must register with Disability Services to receive assistance.

For more information visit www.usyd.edu.au/current_students

Camperdown and Darlington campuses
Level 5, Jane Foss Russell Building, G02
The University of Sydney
NSW 2006 Australia
Phone: +61 2 8627 8422
Fax: +61 2 8627 8482
Email: disserv@stuserv.usyd.edu.au
Website: www.usyd.edu.au/disability

Cumberland Campus
Ground Floor, A Block, C42
The University of Sydney
East Street, Lidcombe
NSW 2141 Australia
Phone: +61 2 9351 9638
Fax: +61 2 9351 9635
Email:ds.cumberland@stuserv.usyd.edu.au
Employment opportunities for students
See 'Careers Centre', 'SydneyTalent'.

Enrolment

Domestic and international students entering their first year via UAC
Details of enrolment procedures will be sent to students with their UAC offer of enrolment. Enrolment takes place during the last week of January or in February for the later offer rounds.

Domestic and international students entering their first year via a direct offer from the University
Details of the enrolment procedures will be sent to students with their University offer of enrolment. Enrolment takes place during the first two weeks of February.

All continuing domestic and international students
A pre-enrolment package is sent to all enrolled students in late September and contains instructions on the procedure for web-based pre-enrolment.

Environmental Policy
The University of Sydney’s Environmental Policy promotes sustainable resource and product use and encourages the practice of environmental stewardship by staff and students. The policy is supported by the University-wide Sustainable Campus Program. Enquiries can be directed to:
Manager, Campus Sustainability
Phone: +61 2 9351 2416
Email: sustainable@usyd.edu.au
Visit the website www.usyd.edu.au/sustainable to find out what the University is doing, and learn how you can get involved or make suggestions.

Equity Support Services
Equity Support Services brings together a number of student support services that provide practical assistance and information to help students meet their academic and personal goals while at University.
Services include the Accommodation Service, Child Care Information Office, Disability Services and the Financial Assistance Office.
For more information visit www.usyd.edu.au/current_students

Examinations
The Examinations Office arranges the end-of-semester examination periods in June and November each year and provides assistance for faculty staff with examinations held at other times. Staff and students can find information about examinations at www.usyd.edu.au/current_students/student_administration/examinations or contact the Examinations Office directly.

Student Centre
Level 3, Jane Foss Russell Building, G02
The University of Sydney
NSW 2006 Australia
Phone: +61 2 8627 8200 or +61 2 8627 8217
Fax: +61 2 8627 8279
Email: exams.office@exams.usyd.edu.au
Website: www.usyd.edu.au/current_students/student_administration/examinations

Fees
See 'Revenue Services Office'.

Financial Assistance Office
The University has a number of loan funds and bursaries to help students who experience financial difficulties. Assistance is not intended to provide the principal means of support but to help in emergencies and supplement other income. Financial assistance is available for undergraduate and postgraduate students enrolled at the University of Sydney in degree and diploma programs. It is for essential living and study expenses.
Financial assistance consists of loans, which are usually repayable within one year, and bursaries, which may be awarded as part of a financial assistance package, depending on financial need and academic merit (average marks at credit level or higher). Advertised bursaries are also available and must be applied for separately by 30 April (see website for details). Bursaries are generally only available to local full-time undergraduate students.

For more information visit www.usyd.edu.au/current_students

Level 5, Jane Foss Russell Building, G02
The University of Sydney
NSW 2006 Australia
Phone: +61 2 9351 2416
Fax: +61 2 8627 8480
Email: fao@stuserv.usyd.edu.au
Website: www.usyd.edu.au/financial_assistance

Freedom of information
The University of Sydney falls within the jurisdiction of the NSW Freedom of Information Act 1989. The Act:
- requires information concerning documents held by the University to be made available to the public
- enables a member of the public to obtain access to documents held by the University
- enables a member of the public to ensure that records held by the University concerning his or her personal affairs are not incomplete, incorrect, out of date or misleading.

A 'member of the public' includes staff and students of the University.
It is a requirement of the Act that applications be processed and a determination made within a specified time period, generally 21 days. Determinations are made by the University’s Deputy Registrar.

While an application may be made to access University documents, some may not be released in accordance with particular exemptions provided by the Act. There are review and appeal mechanisms which apply when access has been refused.

The University is required to report to the public on its freedom of information activities on a regular basis and to produce two documents: a Statement of Affairs (annually) and a Summary of Affairs (every six months).

The Statement of Affairs contains information about the University, its structure, function and the kinds of documents held. The Summary of Affairs identifies the University’s policy documents and provides information on how to make an application for access to University documents. More information and copies of the reports can be found at www.usyd.edu.au/arms/info_freedom
Graduations Office
The Graduations Office is responsible for organising graduation ceremonies and informing students of their graduation arrangements.

Student Centre
Level 3, Jane Foss Russell Building, G02
The University of Sydney
NSW 2006 Australia
Phone: +61 2 8627 8223 or +61 2 8627 8224
Protocol enquiries: +61 2 8627 8221
Fax: +61 2 8627 8281
Email: grads.office@usyd.edu.au

Grievances and appeals
You may consider that a decision affecting your candidature for a degree or other activities at the University has not taken into account all relevant matters. In some cases the by-laws or resolutions of the Senate 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, the Student Representative Council, and on the Policy Online website (www.usyd.edu.au/policy click on 'Study at the University', then 'Appeals' – see the Academic Board and Senate resolutions).

For assistance or advice regarding an appeal contact:

Undergraduates
Students' Representative Council
Level 1, Wentworth Building, G01
The University of Sydney
NSW 2006 Australia
Phone: +61 2 9660 5222
www.src.usyd.edu.au

Postgraduates
Sydney University Postgraduate Representative Association (SUPRA)
Corner of Raglan and Abercrombie
The University of Sydney
NSW 2006 Australia
Phone: +61 2 9351 3115
www.supra.usyd.edu.au

HECS and Domestic Fees Office
The HECS and Domestic Fees Office assists domestic students with queries relating to their entitlements for Commonwealth Support, HELP-Loans, domestic full fees and the Research Training Scheme (RTS). Students' entitlements are also assessed based on their citizenship or residency status.

Student Centre
Level 3, Jane Foss Russell Building, G02
The University of Sydney
NSW 2006 Australia
Phone: +61 2 8627 8239
Fax: +61 2 8627 8285
Email: hecs.fees@records.usyd.edu.au

Information and Communications Technology (ICT)
See 'Service Management, Information and Communications Technology'.

International Office
The International Office helps international students with application, admission and enrolment procedures. It has units responsible for international marketing, government and student relations, international scholarships (including AusAID scholarships and administrative support for international financial aid programs), and compliance with government regulations relating to international students. The Study Abroad and Student Exchange units help domestic and international students who wish to enrol for overseas study or exchange programs.

International Office
Level 4, Jane Foss Russell Building, G02
The University of Sydney
NSW 2006 Australia
Phone: +61 2 8627 8300
Fax: +61 2 8627 8387
Email: info@io.usyd.edu.au
Website: www.usyd.edu.au/internationaloffice

Study Abroad
Phone: +61 2 8627 8322
Fax: +61 2 8627 8390
Email: studyabroad@io.usyd.edu.au
Website: www.usyd.edu.au/studyabroad

Student Exchange
Phone: +61 2 8627 8322
Fax: +61 2 8627 8482
Email: exchange@io.usyd.edu.au
Website: www.usyd.edu.au/studentexchange

International Student Support Unit (ISSU)
The International Student Support Unit (ISSU) aims to help international students develop successful strategies for coping with the challenges of living and studying in an unfamiliar culture, to achieve success in their studies, and to make the experience of being an international student rewarding and enjoyable.

ISSU's student counsellors are qualified professionals with extensive experience in cross-cultural counselling. They provide an integrated service to international students and their families, which includes free and confidential counselling, welfare advice, information, and assistance with accessing other support services and resources on campus and in the community.

Other ISSU services include pre-departure information, on-arrival information sessions and an orientation program for new international students. There is also a program of social and cultural activities which runs throughout the year. International students also have access to all University student support services.

Camperdown and Darlington campuses
Level 5, Jane Foss Russell Building, G02
The University of Sydney
NSW 2006 Australia
Phone: +61 2 8627 8437
Fax: +61 2 8627 8482
Email: info@issu.usyd.edu.au
Website: www.usyd.edu.au/issu

Cumberland Campus
Ground Floor, A Block, Cumberland Campus, C42
The University of Sydney
East Street, Lidcombe
NSW 2141 Australia
Phone: +61 2 9351 9638
Fax: +61 2 9351 9635
Email: issu.cumberland@stuserv.usyd.edu.au
Website: www.usyd.edu.au/issu
Koori Centre and Yooroang Garang
The Koori Centre and Yooroang Garang support Aboriginal and Torres Strait Islander people in all aspects of tertiary education at the University of Sydney. The Cadigal Special Entry Program helps Indigenous Australians enter undergraduate study across all areas of the University.

As well as delivering block-mode courses for Indigenous Australian students, the Koori Centre teaches Indigenous Australian Studies in various faculties across mainstream courses. The Koori Centre also provides tutorial assistance, and student facilities including a computer lab, Indigenous research library and study rooms for the University's Indigenous Australian students.

In particular, the Koori Centre aims to increase the successful participation of Indigenous Australians in undergraduate and postgraduate degrees, develop the teaching of Aboriginal studies, conduct research in the field of Aboriginal education, and establish working ties with schools and communities.

The Koori Centre works in close collaboration with Yooroang Garang, Indigenous Student Support Unit in the Faculty of Health Sciences at the Cumberland Campus. Yooroang Garang provides assistance, advice and academic support for Indigenous students in the faculty, as well as preparatory undergraduate and postgraduate courses.

Koori Centre
Ground Floor, Old Teachers College, A22
The University of Sydney
NSW 2006 Australia
Phone: +61 2 9351 2046 (general enquiries)
Toll-free within Australia: 1800 622 742
Community Liaison Officer: +61 2 9351 7003
Fax: +61 2 9351 6923
Email: koori@koori.usyd.edu.au
Website: www.koori.usyd.edu.au

Yooroang Garang
T Block, Level 4, Cumberland Campus, C42
The University of Sydney
NSW 2006 Australia
Phone: +61 2 9351 9066
Toll free: 1800 009 418
Fax: +61 2 9351 9400
Email: yginfo@fhs.usyd.edu.au
Website: www.fhs.usyd.edu.au/yooroang_garang

Learning Centre
The Learning Centre helps students develop the generic learning and communication skills that are necessary for university study and beyond. The centre is committed to helping students achieve their academic potential during their undergraduate and postgraduate studies.

Learning Centre staff can be found at the Camperdown and Cumberland campuses. The centre's program includes a wide range of workshops on study skills, academic reading and writing, oral communication skills and postgraduate writing and research skills. Other services include an individual learning program, a faculty-based program and access to online and print-based learning resources.

For details of programs, activities and online resources available from the Learning Centre, see its website.

Camperdown and Darlington campuses
Level 7, Education Building, A35
The University of Sydney
NSW 2006 Australia
Phone: +61 2 9351 3853
Fax: +61 2 9351 4865
Email: learning.centre@usyd.edu.au
Website: www.usyd.edu.au/mlc

Cumberland Campus
Ground Floor, A Block, C42
The University of Sydney
East Street, Lidcombe
NSW 2141 Australia
Phone: +61 2 9351 9638
Fax: +61 2 9351 9635
Email: lc.cumberland@usyd.edu.au
Website: www.usyd.edu.au/stuserv/learning_centre/cumberl.shtml

Library
The University of Sydney Library provides services via a network of libraries on eight campuses, and online at www.library.usyd.edu.au

The location, opening hours and specific subject focus of each library is listed on the website. Over 5.5 million items are available via the library catalogue, including more than 67,000 online journals and 325,000 online books.

Enrolled students are entitled to borrow from any of the University libraries. Reading list books and articles are available via the reserve service either online or in print. Past examination papers are also available online.

Library facilities include individual and group study spaces, computers, printers, multimedia equipment, photocopiers and adaptive technologies. Refer to the 'Libraries' link on the University website to find out about services and facilities in specific libraries.

Library staff are available in every library to support students with their study and research. Faculty liaison librarians help students find great information on any topic and provide training in using a wide range of resources. For contact details of faculty liaison librarians, see www.library.usyd.edu.au/contacts/subjectcontacts.html

It is also possible to learn research and information skills online; see www.library.usyd.edu.au/skills

Mathematics Learning Centre
The Mathematics Learning Centre helps undergraduate students to develop the mathematical knowledge, skills and confidence that are needed for studying first-level mathematics or statistics units at university. The centre runs bridging courses in mathematics at the beginning of the academic year (fees apply). The centre also provides ongoing support to eligible students during the year through individual assistance and small group tutorials.

For details of activities and online resources provided by the centre see the centre's website.

Level 4, Carslaw Building, F07
The University of Sydney
NSW 2006 Australia
Phone: +61 2 9351 4061
Fax: +61 2 9351 5797
Email: mlc@usyd.edu.au
Website: www.usyd.edu.au/mlc
Museums and galleries

The University of Sydney has one of the largest and finest university collections of antiquities, art, ethnography and natural history in Australia. While these collections are used for teaching, they also provide an opportunity for the University to contribute to the cultural life of the country.

University Art Gallery

Founded in the 1860s, the University of Sydney Art Collection now holds more than 7000 paintings, sculptures and works on paper by Australian, Asian and European artists, as well as more than 700 works from the University Union Art Collection. One of the most significant collections derives from the John Wardell Power Bequest. The gallery showcases changing exhibitions of works from the collection as well as high-quality exhibitions of both contemporary and historical works.

War Memorial Arch
The Quadrangle, A14
Camperdown Campus

Phone: +61 2 9351 6883
Fax: +61 2 9351 7785
Website: www.usyd.edu.au/museums

Macleay Museum

The Macleay Museum originated with the 18th century collection of insects owned by Alexander Macleay. The oldest of its kind in Australia, the museum today holds significant collections of ethnographic artefacts, scientific instruments, biological specimens and historic photographs. Changing exhibitions engage with the diversity of the collection.

Macleay Building, A12
Gosper Lane (off Science Road)
Camperdown Campus

Phone: +61 2 9036 5253
Fax: +61 2 9351 5646
Email: macleaymuseum@usyd.edu.au
Website: www.usyd.edu.au/museums

Nicholson Museum

The Nicholson Museum contains the largest and most prestigious collection of antiquities in Australia. It is also the country’s oldest university museum, and features works of ancient art and objects of daily life from Greece, Italy, Egypt, Cyprus, the Near and Middle East, as well as Northern Europe. A regular changing schedule of exhibitions highlights various parts of the collection.

The Quadrangle, A14
Camperdown Campus

Phone: +61 2 9351 2812
Fax: +61 2 9351 7305
Email: nicholsonmuseum@usyd.edu.au
Website: www.usyd.edu.au/museums

The Tin Sheds Gallery

The Tin Sheds Gallery is part of the Art Workshop complex within the University of Sydney’s Faculty of Architecture, Design and Planning. The gallery hosts exhibitions across a wide variety of contemporary visual arts practices from individuals and groups, as well as community projects and curated exhibitions.

Tin Sheds Gallery and Art Workshops
Faculty of Architecture
Wilkinson Building, G04

Phone: +61 2 9351 3115
Fax: +61 2 9351 4184
Email: tinsheds@arch.usyd.edu.au
Website: www.arch.usyd.edu.au/art_workshop.shtml

MyUni Student Portal

The MyUni student portal (http://myuni.usyd.edu.au) is the starting point and ‘one-stop’ environment for students to access all their web-based University information and services.

MyUni automatically tailors what a student sees based on their login and offers personalisation options.

MyUni enables students to access:

- student administration systems for obtaining examination results, enrolment and variations, timetabling, email services and links to courses and unit of study information
- the University’s e-learning tools
- library services
- important messages and student alerts
- information and communications technology and support services
- campus maps, with descriptions of cultural, sporting and campus facilities.

Orientation and O-Week

Orientation

Starting university study brings both opportunities and challenges. A successful transition is important in developing a sense of belonging and better academic adjustment and success. The University of Sydney seeks to facilitate students’ successful transition through a wide range of programs and activities.

Orientation activities for both undergraduate and postgraduate students are scheduled at the beginning of each semester. Transition support continues throughout the academic year within faculties, while student support services are available to help students throughout their study.

For more information visit www.usyd.edu.au/current_students/orientation

Undergraduate students

In the week before Semester One, the Sydney Welcome Orientation and Transition (SWOT) program offers all commencing undergraduate students an opportunity to learn more about the University of Sydney.

During this week you can get to know the University, develop key skills for success, discover other key resources for getting the most out of university life and develop a sense of belonging. All students are welcome to attend activities, which are based at the Camperdown and Darlington campuses. Faculties based on other campuses also provide orientation activities and programs.

SWOT 2010 will run from 24 to 26 February 2010. For more information, see www.swot.usyd.edu.au

Postgraduate students

Postgraduate students are supported by their faculties in transitioning to postgraduate study at the University of Sydney.

For more information visit www.usyd.edu.au/current_students/orientation

O-Week

O-Week is the orientation event at the beginning of Semester One. Organised by the University of Sydney Union (USU) and other student organisations, it runs in parallel with the SWOT program. O-Week 2010 will run from 24 to 26 February 2010.

For more information visit www.usonline.com
Part-time, full-time attendance

Undergraduate students
Undergraduate students are usually considered full time if they have a student load of at least 0.375 each semester. Anything under this amount is considered a part-time study load.

Note that some faculties have minimum study load requirements for satisfactory progress.

Postgraduate students (coursework)
Part-time or full-time status for postgraduate coursework students is determined by credit-point load. Enrolment in units of study which total at least 18 credit points in a semester is classed as full time. Anything under this amount is a part-time study load.

Please note that classes for some coursework programs are held in the evenings (usually 6pm to 9pm).

Postgraduate students (research)
Full-time candidates for research degrees do not keep to the normal semester schedule. Instead they work continuously throughout the year with a period of four weeks recreation leave.

There is no strict definition of what constitutes full-time candidature but if you have employment or other commitments that would prevent you from devoting at least the equivalent of a 35-hour working week to your candidature (including attendance at the University for lectures, seminars, practical work and consultation with your supervisor) you should enrol as a part-time candidate. If in doubt, consult your faculty or supervisor.

International students
Student visa regulations require international students to undertake full-time study. International students on visas other than student visas may be permitted to study part-time.

Policy Online
In addition to the resolutions covering specific courses, there are a number of University policies that apply to students. These include:

- Code of Conduct for students
- Academic Honesty in Coursework
- Student Plagiarism: Coursework Assessment and Examination of Coursework
- Identifying and Supporting Students at Risk.

All of these policies can be accessed at the University’s Policy website (www.usyd.edu.au/policy).

Printing service
The University Printing Service (UPS) provides printing and binding services including high-volume printing and copying, short run/low-volume printing, and four-colour process printing. It also offers finished artwork and design, including website design, document scanning, file conversion and CD burning.

UPS products range from stationery, books, brochures, handbooks, graduation certificates and examination papers through to invitations, flyers and banners.

UPS also offers a variety of finishing options plus collating, addressing and filling of envelopes, mail merge options and print-broking services.

University Printing Service
Room 314, Level 3
Services Building, G12
Codrington Street

Phone: +61 2 9351 2004
Fax: +61 2 9351 7757
Email: ups@ups.usyd.edu.au
Website: www.usyd.edu.au/ups

Privacy
The University is subject to the NSW Privacy and Personal Information Protection Act 1998 and the NSW Health Records and Information Privacy Act 2002. Central to both pieces of legislation are the sets of information protection principles (IPPs) and health privacy principles which regulate the collection, management, use and disclosure of personal and health information.

In compliance with the Privacy and Personal Information Protection Act the University developed a Privacy Management Plan which includes the University Privacy Policy. The Privacy Management Plan sets out the IPPs and how they apply to functions and activities carried out by the University. Both the plan and the University Privacy Policy were endorsed by the Vice-Chancellor on 28 June 2000.

Further information and a copy of the plan may be found at www.usyd.edu.au/arms/privacy

Any questions regarding the Freedom of Information Act, the Privacy and Personal Information Protection Act, the Health Records and Information Privacy Act or the Privacy Management Plan should be directed to Archives and Records Management Services. See www.usyd.edu.au/arms for contact details.

Research Office
The Research Office administers the major government-funded research scholarships to postgraduate research students. Details of these scholarships and many others may be obtained from www.usyd.edu.au/ro/training

The closing date for applications for Australian Postgraduate Awards (APA) and University of Sydney Postgraduate Awards (UPA) is October every year.

Applications for National Health and Medical Research Council (NHMRC) Postgraduate Research Scholarships usually close in mid-July. It is wise to check in advance the exact closing date.

Research Office
Level 6, Jane Foss Russell Building, G02
Phone: +61 2 8627 8112
Email: research.training@usyd.edu.au
Website: www.usyd.edu.au/ro/training

Revenue Services
Revenue Services provides information on HECS/fee payment methods and can confirm the receipt of payments. The office can also provide information on the steps necessary to obtain a refund. More details are available on its website (listed below).

Revenue Services (domestic students)
Margaret Telfer Building, K07
The University of Sydney
NSW 2006 Australia

Phone: +61 2 9351 5222
Fax: +61 2 9114 0556
Email: feespay@usyd.edu.au
Website: www.finance.usyd.edu.au/revenue_income/fees.shtml

Cashier’s Office (domestic and international student payments)
Level 3, Jane Foss Russell Building, G02
The University of Sydney
NSW 2006 Australia

Office hours: 9am to 5pm, Monday to Friday
Scholarships for undergraduates
The Scholarships and Prizes Office administers scholarships and prizes for undergraduate and postgraduate coursework degrees at the University of Sydney. To learn more, see the website.

Scholarships and Prizes Office
Jane Foss Russell Building, G02
The University of Sydney
NSW 2006 Australia
Phone: +61 2 9351 6870
Fax: +61 2 8627 8485
Email: scholarships.reception@usyd.edu.au
Website: www.usyd.edu.au/scholarships

Security Service
Security staff patrol the University's Camperdown and Darlington campuses 24 hours a day, seven days a week and are easily identified by their blue uniforms and distinguishing badges.

Security Escort Service
The University’s Security Escort Service may be booked by phoning 9351 3487. This service provides transportation around the Camperdown and Darlington campuses as well as to the nearest transport point at its edge (it generally operates after the security bus has ceased). The service is for security situations and is not designed for convenience use. Requests for this service will be prioritised against other security demands.

Emergency contact
Phone: +61 2 9351 3333 (13333 from an internal phone)

Enquiries
Phone: +61 2 9351 3487 or (toll-free within Australia) 1800 063 487
Fax: +61 2 9351 4555
Email: security.admin@mail.usyd.edu.au
Website: www.facilities.usyd.edu.au/security

Traffic
Phone: +61 2 9351 3336

Lost property
Phone: +61 2 9351 5325

Service Management, Information and Communications Technology (ICT)
ICT is responsible for the delivery of many of the computing services provided to students. Students can contact ICT by phoning the helpdesk on (02) 9351 6000, through the IT Assist website (www.usyd.edu.au/ict/switch) or by visiting the staff at one of the University Access Labs. The location details of Access Labs can be found at www.usyd.edu.au/ict/switch/locations

The labs provide students free access to computers, including office productivity and desktop publishing software. Some services are available on a fee-for-service basis, such as internet access, printing facilities, and the opportunity for students to host their own non-commercial website.

Each student is supplied with an account, called a 'UniKey' account, which allows access to a number of services including:
- free email
- WebCT/elearning online resources
- access to the Internet from home or residential colleges
- facilities, such as exam results, enrolment variations and timetabling
- free courses in basic computing (such as MS Office, basic HTML and Excel), run by Access Lab staff in the week following orientation week. To register contact the Access Lab Supervisor on +61 2 9351 6670.

See www.usyd.edu.au/ict/switch for more information on these services.

Service Management, Helpdesk
University Computer Centre, H08
Camperdown Campus
Phone: +61 2 9351 6000
Fax: +61 2 9351 6004
Email: support@usyd.edu.au
Website: www.usyd.edu.au/ict/switch

Special Consideration
In cases of illness or misadventure, students should complete an Application for Special Consideration form, accompanied by relevant documentation, such as medical certificates, and submit it to the relevant faculty office. The forms are available at faculty offices, the Student Centre, and online at www.usyd.edu.au/current_students/student_administration/forms

Exemption from re-attendance
Although you may have attended certain lectures or practical classes before, exemption from re-attendance is granted only in exceptional circumstances. In any case, you are required to enrol in all units of study in which you propose to take examinations, whether or not you have been granted leave of absence (or exemption) from re-attendance at lectures and/or practical work. To obtain exemption from re-attendance, apply at your faculty office.

Staff and Student Equal Opportunity Unit (SSEOU)
The Staff and Student Equal Opportunity Unit works with the University community to promote equal opportunity in education and employment, to create opportunities for staff and students who have traditionally been disadvantaged by mainstream practices and policies, and to create an environment that is free from discrimination and harassment.

The Staff and Student Equal Opportunity Unit is responsible for:
- providing policy advice to staff on harassment and discrimination
- providing equal opportunity policy development, promotion and training for staff and students
- coordinating and monitoring equity programs and initiatives
- providing information and advice to staff and students on equal opportunity matters
- resolving individual staff and student concerns about harassment and discrimination
- overseeing the University's Harassment and Discrimination Resolution procedure
- monitoring and reporting to external bodies on the University's progress in the equal opportunity area.

Every student and staff member at the University of Sydney has the right to expect that their fellow students and colleagues behave in a way that reflects these key values, irrespective of background, beliefs or culture.

In addition, every student and employee has a right to expect from the University equitable practices that preserve and promote equal opportunity to access, participate, and excel in their chosen field.

Rooms 228 to 235
The Demountables, H11
Codrington Street
Darlington Campus
The University of Sydney
NSW 2006 Australia
Phone: +61 2 9351 2212
Fax: +61 2 9351 3195
Email: admin@eeo.usyd.edu.au
Website: www.usyd.edu.au/eeo
Student administration and support

The University provides personal, welfare, administrative and academic support services to facilitate your success. Many factors can have an impact on your wellbeing while studying, and student services can help you to manage these more effectively.

For details of services and online resources provided, visit www.usyd.edu.au/current_students

Student Centre

The Student Centre is responsible for the central functions of UAC admissions, enrolments, HECS, class timetabling, student records, examinations and graduations. In addition to the above matters, general information and academic transcripts can be obtained at the counter of the Student Centre.

Level 3, Jane Foss Russell Building, G02
The University of Sydney
NSW 2006 Australia

General enquiries: +61 2 8627 8200
Academic records: +61 2 8627 8200
Handbooks: +61 2 8627 8200
Fax: +61 2 8627 8279 or +61 2 8627 8284 (academic records)
Email: studentcentre@usyd.edu.au
Website: www.usyd.edu.au/current_students/student_administration

Student course material (online stores)

Students in several faculties can purchase course collateral through an online eStore (available on their faculty website). Course collateral includes laboratory coats, uniforms, safety boots and other equipment required for units of study. All items have been selected and approved by the faculty concerned to ensure they meet course requirements.

Student identity cards

The student identity card functions as a library borrowing card, a transport concession card (when suitably endorsed) and a general identity card. The card must be carried at all times on the grounds of the University and must be shown on demand and taken to all examinations.

University Card Services
Level 2, Fisher Library, F03
The University of Sydney
NSW 2006 Australia

Phone: +61 2 9351 2423
Email: university.cards@usyd.edu.au
website: www.usyd.edu.au/card_centre

Sydney Summer School

Nine faculties at the University offer subjects from undergraduate and postgraduate degree programs during a Summer School program. As the University uses its entire quota of Commonwealth-supported places in Semesters One and Two, these units are full fee-paying for both local and international students and enrolment is entirely voluntary.

Summer School enables students to accelerate their degree progress, make up for a failed subject or fit in a subject which otherwise would not suit their timetables. New students may also gain an early start by completing subjects before they commence their degrees.

Three sessions are offered during the semester break (commencing in mid-December, the first week of January, and the third week of January) and normally run for up to six weeks (followed by an examination week). Details of the available subjects are on the Summer School website.

A smaller Winter School is also offered. It will commence on 28 June 2010 and run for three weeks (followed by an examination week). The Winter School offers both postgraduate and undergraduate subjects.

To find out information about subjects offered and to enrol, see the Summer School website: www.summer.usyd.edu.au

SydneyTalent

SydneyTalent is a University initiative that offers course-related employment at market leading rates and with flexible hours. It connects students with meaningful roles in their chosen field of study, allowing them to develop vital professional skills and graduate with marketable career experience. With SydneyTalent, students are able to successfully manage the work-study balance while building for future success.

Level 5, Jane Foss Russell Building G02
The University of Sydney
NSW 2006 Australia

Phone: +61 2 8627 8000
Fax: +61 2 8627 8630
Email: sydney.talent@usyd.edu.au
Website: www.sydneytalent.com.au

Sydney Welcome Orientation and Transition Program (SWOT)

The Sydney Welcome Orientation and Transition program (SWOT) offers a head start to commencing undergraduate students at the University, helping you to become familiar with the University and its student support services. The library and central student support services work together with faculties to provide the SWOT program.

SWOT 2010 runs from 24 to 26 February 2010.
For more information, see www.swot.usyd.edu.au or visit www.usyd.edu.au/current_students/orientation

The University of Sydney Foundation Program (USFP)

The University of Sydney provides a foundation program to international students as a preparation for undergraduate degrees at several Australian universities.

The program is conducted by Taylors College on behalf of Study Group Australia and the University of Sydney. It allows both first and second semester entry to undergraduate courses at the University of Sydney and other universities within Australia.

Contact details
Phone: +61 2 8263 1888
Fax: +61 2 9267 0531
Email: info@taylorscollege.edu.au
Website: www.usyd.edu.au/foundationprogram

College address
The University of Sydney Foundation Program
Taylors College
965 Bourke St
Waterloo NSW 2017
Phone: +61 2 8303 9700
Fax: +61 2 8303 9777
Timetabling Unit

The Timetabling Unit in the Student Centre is responsible for producing personalised student timetables which are available through MyUni. Semester One timetables are available 10 days before that semester begins. Semester Two timetables are available from the beginning of Semester One examinations.

Website:
www.usyd.edu.au/current_students/student_administration/timetables

University Health Service (UHS)

The University Health Service provides a full experienced general practitioner service and emergency medical care to all members of the University community. You can consult a doctor either by appointment or on a walk-in basis (for more urgent matters only). The UHS bills Medicare or your overseas student health care provider (Worldcare or Medibank Private) directly for the full cost of most consultations.

Email: i.marshall@unihealth.usyd.edu.au
Website: www.unihealth.usyd.edu.au
Phone: +61 2 9351 3484
Fax: +61 2 9351 4110

University Health Service (Wentworth)
Level 3, Wentworth Building, G01
The University of Sydney
NSW 2006 Australia
Opening hours: 8.30am to 5.30pm, Monday to Friday
Phone: +61 2 9351 3484
Fax: +61 2 9351 4110

University Health Service (Holme)
Holme Building, A09
Entry Level, Science Road
The University of Sydney
NSW 2006 Australia
Opening hours: 8.30am to 5.30pm, Monday to Friday
Phone: +61 2 9351 4095
Fax: +61 2 9351 4338
Students' Representative Council (SRC)
The Students’ Representative Council represents, campaigns and advocates for undergraduate students throughout the University.

SRC caseworkers advise students on a range of issues, including academic appeals, Centrelink and Austudy, tenancy, harassment and discrimination. The solicitor (from Redfern Legal Centre) provides legal assistance and court representation. These services are free and confidential. The SRC also offers financial support in the form of emergency loans of up to $50.

In addition, the SRC runs a second-hand bookshop that specialises in the purchase and sale of coursework textbooks. Among the publications produced by the SRC are the weekly student newspaper Honi Soit, the Counter-Course Handbook and the O-Week Handbook.

The SRC, which recently celebrated its 80th anniversary, is one of the oldest student organisations in Australia, and is run by and for students. It’s a great way to get involved in student life. Officers elected to the student council campaign on issues that directly affect students, such as course cuts and assessments, fee increases, discrimination and welfare rights. They also advocate on social justice matters both within the University and throughout the wider community.

SRC main office
Level 1, Wentworth Building (G01), City Road
Phone: +61 2 9660 5222
Fax: +61 2 9660 4260
Email: help@src.usyd.edu.au
Website: www.src.usyd.edu.au

Contact the main office for details of other campuses.

The SRC Secondhand Bookshop
Level 3, Wentworth Building (G01), City Road
Phone: +61 2 9660 4756
Fax: +61 2 9660 4260
Email: books@src.usyd.edu.au
Website: www.src.usyd.edu.au

Sydney University Postgraduate Representative Association (SUPRA)
SUPRA is an independent association which provides advice, advocacy and support services to postgraduate students. SUPRA is both the voice and safety net of these students, and represents their interests by:

• ensuring the representation of postgraduate views within the University and wider community
• providing free, confidential assistance and advocacy for postgraduates through the employment of Student Advice and Advocacy Officers (SAAOs)
• providing free legal advice for postgraduate students, in association with the Redfern Legal Centre
• representing postgraduates on University policymaking bodies such as the Academic Board, its committees and working parties
• meeting with members of the Senate on the Senate/Student Organisations Liaison Committee
• regularly consulting with the Vice-Chancellor, Registrar and other senior University officers
• drawing postgraduates together at all levels of University life.

SUPRA Council, committees and networks
The SUPRA Council is elected annually by and from the postgraduate student community. Council meetings are held monthly and postgraduate students are encouraged to attend. SUPRA committees and networks help to coordinate activities and run campaigns, and are a great way to get involved. All postgraduates can stand for the council or attend any SUPRA events provided they are a SUPRA subscriber (see below).

Advice and advocacy
SUPRA employs professional student advice and advocacy officers (SAAOs) to help postgraduate students with any academic or personal problems that may affect their study, such as:

• fee payment and administrative issues
• academic appeals and exclusions
• supervision problems
• tenancy issues
• Centrelink and financial assistance concerns
• harassment and discrimination.

This is a free and confidential service for all postgraduates at the University of Sydney. To access the SAAO service, you must be a SUPRA subscriber. It’s free to subscribe and you can do it online, in the office, or when you see an SAAO. To find out more about the SAAO service, email help@supra.usyd.edu.au

Publications
SUPRA places the highest priority upon communication, being responsive to postgraduates and encouraging maximum participation in SUPRA through the following publications:

• eGrad, a regular email bulletin
• The Postgraduate Survival Manual
• Thesis Guide
• our weekly double-page spread in Honi Soit, the student newspaper
• a range of handbooks, fact sheets and brochures.

Electronic versions are available at www.supra.usyd.edu.au

All of SUPRA’s services, activities and publications are free to SUPRA subscribers. By subscribing, you also show your support for all the work that SUPRA does on your behalf. It’s free to subscribe and you can sign up online or drop into the SUPRA offices and fill out a form.

SUPRA Office
Raglan Street Building, G10
Corner Raglan Street and Abercrombie Street
Phone: +61 2 9351 3715 (local) or 1800 249 950 (toll free within Australia)
Fax: +61 2 9351 6400
Email: admin@supra.usyd.edu.au
Website: www.supra.usyd.edu.au

University of Sydney Union (USU)
As the largest university union in Australia, the USU is a major provider of exciting cultural, social, political, and charitable activities, as well as quality on-campus food and retail services, entertainment, events and programs that serve the entire university community.

The USU offers an array of programs to its members to promote cultural life on campus, including awards, grants and prizes in leadership, literature, debating, photography, film, drama, philanthropy,
music and art. The USU Debating Team is a formidable force, currently ranked first in the world, and the USU also funds the oldest continuing theatre group in Australia, the Sydney University Dramatic Society.

The USU keeps the campus alive with big-name gigs and exhilarating events held throughout the year at its bars Manning and Hermann’s. Each year the USU holds major festivals and events such as O-Week, Beachball and the Verge Arts Festival.

For more information on USU, see www.usuonline.com

Access Card Benefits Program
The USU offers membership to its award-winning Access Benefits Program, your gateway to benefits and discounts at more than 55 selected food, retail and entertainment partners on and off campus, as well as access to USU’s programs including internships, student positions and volunteering opportunities.

For more information, see www.accessbenefits.com.au

Clubs and societies
The USU funds, accommodates, trains and supports more than 200 clubs and societies – groups that USU members can join and operate to meet others with shared interests. Clubs and societies organise their own activities and events with funding from the USU. Being part of a club or society is the best way to connect, socialise, network and gain valuable skills, training and experience.

There are clubs and societies focused on politics, culture, the arts, the environment, religion, volunteering, faculties, games, hobbies and passions. If there isn’t a club or society that suits your interests, the USU will help you start your own.

For more information, see the clubs and societies section of the USU website www.usuonline.com

C&S Office
University of Sydney Union
Level 1, Manning House, Manning Road
Phone: +61 2 9563 6161
Email: clubsandsocs@usu.usyd.edu.au

The USU Student Leadership Program
The USU offers a range of development opportunities for its student members, ranging from board director positions, club and society executives, festival directors, debate directors, editors, volunteers, and community portfolio convenors.

The USU’s programs not only entertain, but teach and prepare participants for life beyond graduation. USU programs include mentoring, personal development, and leadership training, providing the opportunity to add a different dimension to your tertiary education.

For more details, see the ‘Get Involved’ section of www.usuonline.com

Sydney Uni Sport & Fitness
Sydney Uni Sport & Fitness invites you to enjoy a healthier University experience.

Get access to three world-class, on-campus facilities, over 40 different sports clubs, more than 30 dance, recreation and sport short courses, plus get involved in popular social sporting activities through our range of maximum value membership options.

The vast array of sports clubs for men and women ranges from AFL to water polo, with competitions ranging from local social competitions to nationwide leagues, all giving you the chance to improve your performance under the guidance of some of Australia’s most accomplished coaches and sportspeople.

Purpose-built venues offer tennis and squash courts, rock-climbing, fitness equipment, a martial arts room and an Olympic-size heated swimming pool.

Check out the historic and panoramic sporting ovals, rowing sheds and a multipurpose facility at Tempe, and don’t forget the on-campus Grandstand sports bar and restaurant.

Sydney Uni Sport & Fitness
University Sports & Aquatic Centre
Corner Cordrington Street and Darlington Road
Phone: +61 2 9351 4960
Fax: +61 2 9351 4962
Email: admin@sport.usyd.edu.au
Website: www.susf.com.au

Facilities
Sydney Uni Sport & Fitness has three main fitness centres.

University Sports & Aquatic Centre
Corner Cordrington Street and Darlington Road
Darlington Campus
Phone: +61 2 9351 4978
Email: nmrc@sport.usyd.edu.au

Facilities at the centre include:

- 50-metre heated Olympic swimming pool
- modern fitness centre
- group fitness studio
- RPM studio
- six synthetic tennis courts
- four squash courts
- multifunction sports hall
- health assessments and fitness testing
- personal training
- Sports Bistro & Mint Cafe.

Arena Sports Centre and the Ledge Climbing Centre
Western Avenue
Camperdown Campus
Phone: +61 2 9351 8111
Email: arenaman@sport.usyd.edu.au

Facilities at the Centre and the Ledge Climbing Centre include:

- extensive weights training room
- yoga classes
- 8-metre-tall rock climbing walls
- bouldering facilities
- personal training
- multipurpose sports hall
- two squash courts
- sports clinic
- Ralph’s Café.

HK Ward Gymnasium
Between Ovals 1 and 2
Camperdown Campus
Phone: +61 2 9351 4988
Email: hk@sport.usyd.edu.au

Facilities at the gymnasium include:

- martial arts facility
- sports hall
- boxing ring and gymnasium
- group fitness studio
- boxercise and kickboxing classes
- ergometer training
- sports equipment hire.
The following information is for international students studying onshore on an Australian student visa.

**Completion within the expected duration**
Education providers are required to ensure that international students complete their studies within the duration specified on the electronic Confirmation of Enrolment (eCoE). Extensions to a student’s course duration are allowed only in limited circumstances (for example, for compassionate or compelling reasons, where an intervention strategy has been implemented or where there has been an approved leave of absence or suspension).

It is important students ensure they are on track to complete their studies within the expected duration, or that they have permission from their faculty to extend their duration.

**Satisfactory academic progress**
Maintaining satisfactory course progress is a mandatory student visa condition. Education providers are required to monitor course progress, intervene where students are at risk of failing to achieve satisfactory course progress, notify students who fail to achieve satisfactory course progress, and report students who fail to achieve satisfactory course progress to the Department of Immigration and Citizenship (DIAC).

It is important that every student is aware of the progress rules for their course and participates in the intervention strategies implemented by their faculty. Exclusion from a course due to unsatisfactory progress can have serious implications for student visa holders including visa cancellation and restrictions on returning to Australia.

The University provides many avenues of support for students who are struggling academically. International students who experience any difficulties with their academic progress should consult their faculty, the international student advisers in the International Office or the counsellors in the International Student Support Unit (ISSU).

**Distance/web-based study**
International students may undertake no more than 25 per cent of their total course by distance and/or online learning. Students must not enrol in exclusively distance or online study in any compulsory study period.

Students who are supported by United States Financial Aid are not permitted to undertake distance and/or online learning at any time during their course of study.

**Work permits**
International students with a work permit are permitted to work for up to 20 hours per week during semester and full-time during the University’s official holiday periods. Contact the international student advisers in the International Office for more information.

**Change of address**
International students must notify the University of their residential address within seven days of arrival and notify any subsequent change of address within seven days. This should be done online via the University’s MyUni student portal (http://myuni.usyd.edu.au).

**Sponsored students**
Sponsored students need permission from their sponsors before transferring courses, suspending their studies or varying their study load. Students sponsored by the Australian Government (AusAID, Endeavour), or Asia Development Bank (ADB) should contact the International Office in the early stages of considering a change to their program.

**Suspension/discontinuation**
The University is required to report to DIAC any international students who discontinue or suspend their studies. Students who suspend their studies for medical or compassionate reasons should contact the international student advisers in the International Office urgently.

**Health cover**
The Australian Government requires that all international students and their families pay for health insurance in Australia through the Overseas Student Health Cover (OSHC) scheme. The University-preferred provider is OSHC Worldcare. The International Office will, on receipt of the student’s first payment of tuition fees and the OSHC premium, pay the compulsory amount to OSHC Worldcare on their behalf.

OSHC provides free access to the University health service and public hospitals. Higher-level coverage (eg access to private hospitals coverage for spouse and family) is the student’s responsibility. Alternatively, international students may arrange their own OSHC through an approved provider. You can find a list of approved OSHC providers by searching for ‘OSHC’ on the federal government’s Department of Health and Ageing website: www.health.gov.au

**The University of Sydney Foundation Program (USFP)**
The University of Sydney offers its foundation program to international students as a preparation for undergraduate degrees at several Australian universities.

The Foundation Program is conducted by Taylors College on behalf of Study Group Australia and the University of Sydney. It allows both first and second semester entry to undergraduate courses at the University of Sydney and other Australian universities.

**The University of Sydney Foundation Program**
Taylors College
965 Bourke Street
Waterloo NSW 2017

Phone: +61 2 8303 9700
Fax: +61 2 8303 9777
Email: info@taylorscollege.edu.au
Website: www.usyd.edu.au/foundationprogram

To view the latest update, download, purchase or search a handbook visit Handbooks online: www.usyd.edu.au/handbooks

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International Office

The International Office provides advice and assistance with application, admission and enrolment procedures for international students. The International Office also includes units responsible for international marketing, government and student relations, international scholarships, including AusAID scholarships and administrative support for international financial aid programs, and compliance with government regulations related to international students.

The International Office also coordinates student exchange and study abroad programs, and other inter-institutional links. The Study Abroad and Exchange unit helps domestic and international students who wish to enrol in such programs.

International Admissions and Customer Services
Level 4, Jane Foss Russell Building, G02
The University of Sydney
NSW 2006 Australia
Phone: +61 2 8627 8300
Future student enquiries: 1800 899 376 (domestic free call)
Fax: +61 2 8627 8387
Email: info@io.usyd.edu.au
Website: www.usyd.edu.au/internationaloffice

Study Abroad
Phone: +61 2 8627 8322
Fax: +61 2 8627 8390
Email: studyabroad@io.usyd.edu.au
Website: www.usyd.edu.au/studyabroad

International Student Support Unit

The International Student Support Unit (ISSU) provides support to international students through the provision of information, orientation programs, welfare advice and counselling.

The ISSU provides advice to international students on:
• preparations before leaving their home country
• what to expect upon arrival in Sydney
• emotional changes that can take place when moving to a different country
• academic concerns, including understanding the University system and liaising with staff members
• organising letters for family visits
• preparing to return to their home country.

The ISSU has two offices:

Darlington Campus
Level 5, Jane Foss Russell Building, G02
University of Sydney
NSW 2006 Australia
Phone: +61 2 8627 8437
Fax: +61 2 8627 8482
Email: info@issu.usyd.edu.au
Website: www.usyd.edu.au/stuserv/issu

Cumberland Campus
Ground Floor, A Block, C42
75 East St, Lidcombe
NSW 2141 Australia
Phone: +61 2 9351 9638
Email: ISSU.Cumberland@stuserv.usyd.edu.au
Website: www.usyd.edu.au/stuserv/issu

International students
Essential information for students

Calendar
The annual *University of Sydney Calendar* and its online updates are the University of Sydney’s central source of official information. The *Calendar* provides general and historical information about the University of Sydney, the statutes and regulations under which it operates and the resolutions of the Senate relating to constitutions of and courses in each faculty. The statutes and regulations, as well as some resolutions of the Senate, also appear in *Policy Online* (www.usyd.edu.au/policy).

Along with the University of Sydney handbooks, the *Calendar* forms the official legal source of information relating to study at the University of Sydney.

The latest *Calendar* is available in hard copy from the Student Centre. It is also available online, at www.usyd.edu.au/calendar. The PDF and Word document files can be downloaded and printed if required.

Coursework Rule
It is very important that students are aware of the *University of Sydney (Coursework) Rule 2000* (as amended), which governs all coursework award courses in the University.

The Coursework Rule relates to:
- award course requirements
- credit points and assessment
- enrolment
- credit
- cross-institutional study and its upper limits
- progression
- discontinuation of enrolment and suspension of candidature
- unsatisfactory progress and exclusion
- exceptional circumstances
- award of degrees
- diplomas and certificates
- transitional provisions.

It should be read in conjunction with two other documents:
- The *University of Sydney (Amendment Act) Rule 1999*
  - Senate and faculty resolutions relating to each award course (found in the relevant faculty handbook).

The Coursework Rule can be found in the following places:
- *The University of Sydney Calendar* (print or online version): www.usyd.edu.au/calendar
- Handbooks Online: www.usyd.edu.au/handbooks/university_information/01_uni_coursework_rule

PhD Rule
The *University of Sydney (Doctor of Philosophy (PhD)) Rule 2004* deals with matters relating to the degree of Doctor of Philosophy, including admission, probation, supervision and submission of theses.

It should be read in conjunction with two other documents:
- The *University of Sydney (Amendment Act) Rule 1999*
  - Senate and faculty resolutions relating to each award course (found in the relevant faculty handbook).

The PhD Rule can be found in the following locations:
- *The University of Sydney Calendar* (print or online version): www.usyd.edu.au/calendar
- Handbooks Online: www.usyd.edu.au/handbooks/postgrad_hb/ap04_phd_rule.shtml

Plagiarism
The University of Sydney is opposed to and will not tolerate plagiarism. It is the responsibility of all students to:
- ensure that they do not commit or collude with another person to commit plagiarism
- report possible instances of plagiarism
- comply with the University’s policy and procedure on plagiarism.

The policy and procedure on plagiarism can be found at the *Policy Online* website (www.usyd.edu.au/policy).

The *Policy Online* website (www.usyd.edu.au/policy) also lists related policies and procedures, including:
- *Academic Honesty in Coursework (plagiarism) policy*

The University will treat all identified cases of student plagiarism seriously, in accordance with this policy and procedure, and with Chapter 8 of the *University of Sydney By-law 1999* (as amended), which deals with student discipline.

Students at Risk Policy
The Students at Risk Policy enables early detection of students who are making poor or unsatisfactory progress and are therefore at risk of exclusion from their degree.

The policy outlines procedures and processes to support students in their ongoing studies, including:
- timely intervention and the provision of advice and assistance
- regularly and effectively advising students of progress requirements
- identifying students at risk
- alerting students that they are at risk
- providing assistance to address the risk
- tracking the progress of students after they are identified as being at risk.

For more information on this policy, please see the Secretariat website (www.usyd.edu.au/secretariat/students/riskstudents).

Grievance procedure
The University’s policy and procedures document on student grievances, appeals and applications for review is available on the *Policy Online* website (www.usyd.edu.au/policy).

The *Grievance Procedure* document is a statement of the University’s processes for handling student grievances, appeals and applications for review regarding academic and non-academic matters.

Study at the University presents opportunities for interacting with other members of the University community. The University recognises and values the diversity of student experiences and expectations, and is committed to treating students, both academically and administratively, in a fair and transparent manner.
Listed below are commonly used acronyms that appear in University documents and publications. (See also the Glossary.)

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

### A
- AARNet: Australian Academic Research Network
- AAM: Australian Awards for University Teaching
- AAUT: Annual Average Mark
- ABC: Activity-based costing
- ABSTUDY: Aboriginal Study Assistance Scheme
- AC21: Academic Consortium 21
- ACER: Australian Council for Educational Research
- ALTC: Australian Learning and Teaching Council
- ANZAAS: Australian and New Zealand Association for the Advancement of Science
- APA: Australian Postgraduate Awards
- APAC: Australian Partnership for Advanced Computing
- APAI: Australian Postgraduate Awards (Industry)
- APA-IT: Australian Postgraduate Awards in Information Technology
- APDI: Australian Postdoctoral Fellowships Industry
- APD: Australian Postdoctoral Fellowship Asia-Pacific Economic Cooperation
- APEC: Asia-Pacific Economic Cooperation
- APLF: Australian Postdoctoral Fellowship
- APRU: Association of Pacific Rim Universities
- AQF: Australian Qualifications Framework
- ARC: Australian Research Council
- ARTS: Automated Results Transfer System
- ASDDOT: Assessment Fee Subsidy for Disadvantaged Overseas Students
- ATAR: Australian Tertiary Admissions Rank
- ATN: Australian Technology Network
- ATP: Australian Technology Park
- AUQA: Australian Universities Quality Agency
- AusAID: Australian Universities Teaching Committee
- AWA: Australian Workplace Agreements

### B
- BAA: Backing Australia’s Ability
- BITLab: Business Intelligence Lab

### C
- CAF: Cost adjustment factor
- CCE: Centre for Continuing Education
- CDP: Capital Development Program
- CEP: Country Education Profile
- CEQ: Course Experience Questionnaire
- CFO: Chief Financial Officer
- CHESSN: Commonwealth Higher Education System Student Number
- CIO: Chief Information Officer
- CIS: Campus Infrastructure Services
- COE: Confirmation of Enrolment
- CPSU: Community and Public Sector Union
- CR: Credit (grade)
- CRC: Cooperative Research Centre
- CREO: Centre for Regional Education, Orange
- CRICOS: Commonwealth Register of Institutions and Courses for Overseas Students
- CRRI: Centre for Rural and Regional Innovation
- CSG: Cumberland Student Guild
- CSIRO: Commonwealth Scientific and Industrial Research Organisation
- CSP: Commonwealth Supported Place
- CULT: Combined Universities Language Test
- CUTSD: Committee for University Teaching and Staff Development

### D
- D: Distinction (grade)
- DAC: Data Audit Committee
- DEEWR: Commonwealth Department of Education, Employment and Workplace Relations
- DEST: Commonwealth Department of Education, Science and Training (now known as DEEWR)
- DET: NSW Department of Education and Training
- DIAC: Department of Immigration and Citizenship
- D-IRD: Discovery-Indigenous Researchers Development Program
- DOGS: Director of Graduate Studies
- DVC: Deputy Vice-Chancellor

### E
- EB: Enterprise bargaining
- EFTSL: Equivalent full-time student load
- EFTSU: Equivalent full-time student unit (replaced by EFSTL)
- EIP: Evaluations and Investigations Program
- ELICOS: English Language Intensive Course of Study
- EMU: Electron Microscope Unit
- ESOS Act: Education Services for Overseas Student Act

### F
- F: Fail
- FEE-HELP: Fee - Higher Education Loan Program
- FlexiSIS: Flexible Student Information System
- FTF: Fractional full-time (equivalent staff)
- FHS: Faculty of Health Sciences
- FOS: Field of study
- FTE: Full-time equivalent (staff)

### G
- GATS: General Agreement on Trade in Services
- GCCA: Graduate Careers Council of Australia
- GDS: Graduate destination survey
- Go8: Group of Eight
- GPOF: General Purpose Operating Funds
- GSA: Graduate Skills Assessment
- GSG: Graduate School of Government
- GWSLN: Greater Western Sydney Learning Network
<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
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<tbody>
<tr>
<td>HD</td>
<td>High distinction</td>
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<tr>
<td>HDR</td>
<td>Higher degree research</td>
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<tr>
<td>HECS</td>
<td>Higher Education Contribution Scheme (replaced by HECS-HELP)</td>
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<tr>
<td>HECS-HELP</td>
<td>Higher Education Contribution Scheme - Higher Education Loan Program</td>
</tr>
<tr>
<td>HEEP</td>
<td>Higher Education Equity Program</td>
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<tr>
<td>HEIMS</td>
<td>Higher Education Information Management System</td>
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<tr>
<td>HEIP</td>
<td>Higher Education Innovation Program (DEEWR)</td>
</tr>
<tr>
<td>HELP</td>
<td>Higher Education Loan Program</td>
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<tr>
<td>HEO</td>
<td>Higher education officer</td>
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<tr>
<td>HEP</td>
<td>Higher education provider</td>
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<tr>
<td>HERDC</td>
<td>Higher Education Research Data Collection</td>
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<tr>
<td>HESA</td>
<td>Higher Education Support Act</td>
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<tr>
<td>ROA</td>
<td>Head of administrative unit</td>
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<tr>
<td>HOD</td>
<td>Head of department</td>
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<tr>
<td>HOS</td>
<td>Head of school</td>
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<tr>
<td>IAF</td>
<td>Institutional Assessment Framework</td>
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<td>IAS</td>
<td>Institute of Advanced Studies</td>
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<tr>
<td>ICT</td>
<td>Information and communication technology</td>
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<tr>
<td>IELTS</td>
<td>International English Language Testing Scheme</td>
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<tr>
<td>IGS</td>
<td>Institutional Grants Scheme (DEEWR)</td>
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<tr>
<td>IO</td>
<td>International Office</td>
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<td>IP</td>
<td>Intellectual property</td>
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<td>IPRS</td>
<td>International Postgraduate Research Scholarships</td>
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<tr>
<td>IREX</td>
<td>International Researcher Exchange Scheme</td>
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<td>ISFP</td>
<td>Indigenous Support Funding Program</td>
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<tr>
<td>ISIG</td>
<td>Innovation Summit Implementation Group</td>
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<tr>
<td>ISSU</td>
<td>International Student Services Unit</td>
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<tr>
<td>ITL</td>
<td>Institute for Teaching and Learning</td>
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<tr>
<td>JASON</td>
<td>Joint Academic Scholarships Online Network</td>
</tr>
<tr>
<td>LBOTE</td>
<td>Language background other than English</td>
</tr>
<tr>
<td>MISG</td>
<td>Management Information Steering Group</td>
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<tr>
<td>MNRF</td>
<td>Major National Research Facilities Scheme</td>
</tr>
<tr>
<td>MOU</td>
<td>Memorandum of understanding</td>
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<tr>
<td>MRB</td>
<td>Medical Rural Bonded Scholarship Scheme</td>
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<tr>
<td>NBCOTP</td>
<td>National Bridging Courses for Overseas Trained Program</td>
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<tr>
<td>NCG</td>
<td>National Competitive Grant</td>
</tr>
<tr>
<td>NESB</td>
<td>Non-English-speaking background</td>
</tr>
<tr>
<td>NHMRC</td>
<td>National Health and Medical Research Council</td>
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<tr>
<td>NOIE</td>
<td>National Office for the Information Economy</td>
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<tr>
<td>NOOSSR</td>
<td>National Office for Overseas Skill Recognition</td>
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<tr>
<td>NRSIL</td>
<td>Non-recent school leaver</td>
</tr>
<tr>
<td>NSW VCC</td>
<td>New South Wales Vice-Chancellors' Conference</td>
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<tr>
<td>NTEU</td>
<td>National Tertiary Education Industry Union</td>
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<td>NUS</td>
<td>National Union of Students</td>
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<tr>
<td>OECD</td>
<td>Organisation for Economic Cooperation and Development</td>
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<td>OLA</td>
<td>Open Learning Australia</td>
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<tr>
<td>OPRS</td>
<td>Overseas Postgraduate Research Scholarships</td>
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<tr>
<td>OS-HELP</td>
<td>Overseas Student - Higher Education Loan Program</td>
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<td>P</td>
<td>Pass</td>
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<tr>
<td>PCON</td>
<td>Pass (Concessional)</td>
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<tr>
<td>PELS</td>
<td>Postgraduate Education Loans Scheme</td>
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<td>PSO</td>
<td>Planning Support Office</td>
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<tr>
<td>PVC</td>
<td>Pro-Vice-Chancellor</td>
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<tr>
<td>QA</td>
<td>Quality assurance</td>
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<td>QACG</td>
<td>Quality Advisory and Coordination Group</td>
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<tr>
<td>R&amp;D</td>
<td>Research and development</td>
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<tr>
<td>R&amp;R</td>
<td>Restructuring and Rationalisation Program</td>
</tr>
<tr>
<td>RC</td>
<td>Responsibility Centre</td>
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<tr>
<td>REG</td>
<td>Research and earmarked grants</td>
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<tr>
<td>REP</td>
<td>Research Education Program</td>
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<tr>
<td>RFM</td>
<td>Relative Funding Model</td>
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<tr>
<td>RIAP</td>
<td>Research Institute for Asia and the Pacific</td>
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<tr>
<td>RIBG</td>
<td>Research Infrastructure Block Grant (DEEWR)</td>
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<td>RIEF</td>
<td>Research Infrastructure Equipment and Facilities Scheme</td>
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<tr>
<td>RIMS</td>
<td>Research Information Management System</td>
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<tr>
<td>RISF</td>
<td>Restructuring Initiatives Support Fund</td>
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<tr>
<td>RMO</td>
<td>Risk Management Office</td>
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<td>ROA</td>
<td>Record of Achievement</td>
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<tr>
<td>RQ</td>
<td>Research Quantum</td>
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<tr>
<td>RQF</td>
<td>Research Quality Framework</td>
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<tr>
<td>RQF</td>
<td>Recognition Quality Unit (Higher Education Division, DEEWR)</td>
</tr>
<tr>
<td>RTSR</td>
<td>Research and Research Training Management Reports</td>
</tr>
<tr>
<td>RSL</td>
<td>Recent school leaver</td>
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<tr>
<td>SASCA</td>
<td>Student Association of Sydney College of the Arts</td>
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<td>SCA</td>
<td>Sydney College of the Arts</td>
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<tr>
<td>SCEQ</td>
<td>Sydney Course Experience Questionnaire</td>
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<td>SCM</td>
<td>Sydney Conservatorium of Music</td>
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<tr>
<td>SCR</td>
<td>Science Capability Review</td>
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<tr>
<td>SDF</td>
<td>Strategic Development Fund</td>
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<tr>
<td>SEG</td>
<td>Senior Executive Group</td>
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<tr>
<td>SES</td>
<td>Socioeconomic status</td>
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<tr>
<td>SI</td>
<td>Scholarship Index</td>
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<tr>
<td>SLE</td>
<td>Student Learning Entitlement</td>
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<td>SNA</td>
<td>Safety net adjustment</td>
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<td>SPR</td>
<td>Student Progress Rate</td>
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<td>SRC</td>
<td>Students' Representative Council</td>
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<td>SSP</td>
<td>Special Studies Program</td>
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<td>SSR</td>
<td>Student–staff ratio</td>
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<tr>
<td>STABEX</td>
<td>Study Abroad Exchange (database)</td>
</tr>
<tr>
<td>SUPRA</td>
<td>Sydney University Postgraduate Representative Association</td>
</tr>
<tr>
<td>SUSF</td>
<td>Sydney Uni Sport &amp; Fitness</td>
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<tr>
<td>TAFE</td>
<td>Technical and Further Education</td>
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<tr>
<td>TOEFL</td>
<td>Test of English as a foreign language</td>
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<tr>
<td>TPI</td>
<td>Teaching performance indicator</td>
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<tr>
<td>Abbreviations</td>
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<td>U</td>
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<tr>
<td>UAC</td>
<td>Universities Admissions Centre</td>
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<tr>
<td>UAI</td>
<td>Universities Admission Index (replaced by ATAR)</td>
</tr>
<tr>
<td>UMAP</td>
<td>University Mobility in Asia and the Pacific</td>
</tr>
<tr>
<td>UNESCO</td>
<td>United Nations Educational, Scientific and Cultural Organisation</td>
</tr>
<tr>
<td>UNSW</td>
<td>University of New South Wales</td>
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<tr>
<td>UPA</td>
<td>University Postgraduate Awards</td>
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<td>USU</td>
<td>University of Sydney Union</td>
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<td>UTS</td>
<td>University of Technology, Sydney</td>
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<td>V</td>
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<td>VCAC</td>
<td>Vice-Chancellor's Advisory Committee</td>
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<tr>
<td>VET</td>
<td>Vocational Education and Training</td>
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<td>VSU</td>
<td>Voluntary Student Unionism</td>
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<td>W</td>
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<tr>
<td>WAM</td>
<td>Weighted Average Mark</td>
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<tr>
<td>WRP</td>
<td>Workplace Reform Program</td>
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<td>WTO</td>
<td>World Trade Organization</td>
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<td>Y</td>
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<tr>
<td>YFE</td>
<td>Year of first enrolment</td>
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</tbody>
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Abbreviations
Glossary

For a table of commonly used acronyms and abbreviations that appear in University documents and publications, see Abbreviations.

This glossary describes terminology in use at the University of Sydney.

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

A

Academic Board
The senior academic body within the University. The Academic Board has, as principal responsibility, to maintain the highest standards in teaching, scholarship and research at the University and advises Senate and the Vice-Chancellor in that regard. In conjunction with faculties, the Academic Board has responsibility for approving new or amended courses and endorsing faculty development of units of study. The Board is also responsible for the formulation and review of policies, guidelines and procedures in relation to academic matters. For further information, see the University of Sydney (Academic Governance) Rule 2003 (as amended).

Academic Consortium 21 (AC21)
An international network, of which the University is a member, which comprises educational, research and industrial organisations throughout the world with the objective of encouraging the further advancement of global cooperation to the benefit of higher education and to contribute to world and regional society.

Academic cycle
The program of teaching sessions offered over a year. Currently the cycle runs from the enrolment period for Semester One to the completion of the processing of results at the end of Semester Two. See also 'Academic year', 'Stage'.

Academic dishonesty
Academic dishonesty occurs when one person presents another person's ideas, findings or written work as his or her own by copying or reproducing them without due acknowledgement of the source and with intent to deceive. Academic dishonesty also covers recycling, fabrication of data, engaging another person to complete an assessment or cheating in exams. See also 'Plagiarism'.

Academic record
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 and is not released to a third party without the written authorisation of the student. See also 'Academic transcript'.

Academic transcript
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 'Academic record', 'External transcript', 'Internal transcript'.

Academic year
The current calendar year in which a student is enrolled. See also 'Academic cycle', 'Stage'.

Ad eundem gradum
Long-standing full-time members of the University's academic and general staff who are not graduates of the University may be considered by Senate, upon their retirement, for admission Ad eundem gradum ('to the same degree') to an appropriate degree of the University.

Admission
Governed by the University's admission policy, this is the process for identifying applicants eligible to receive an initial offer of enrolment in a course at the University. Admission to most undergraduate courses is based on performance in the HSC, with applicants ranked on the basis of their Australian Tertiary Admissions Rank (ATAR).

Other criteria such as a portfolio, interview, audition, or results in standard tests may also be taken into account for certain courses. Admission to postgraduate courses is normally on the basis of performance in a prior undergraduate degree and other criteria as specified in the relevant degree resolutions.

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 Australian Tertiary Admissions Rank (ATAR).

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. (Note: this policy is currently under review.)

Admission mode
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.

Admission year
The year the student expects to begin the course. See also 'Commencement date'.

Advanced diplomas
See 'Course'.

Advanced standing
See 'Credit'.

Aegrotat
In exceptional circumstances involving serious illness or death of a student prior to completion of their course, the award of an aegrotat, or posthumous degree or diploma, may be conferred.

Alumni
See 'Graduate'.

Alumni sidneiensis
A searchable database of graduates of the University from 1857 to approximately 30 years prior to the current year.
Annual average mark (AAM)
The average mark over all units of study attempted in a given academic year (equivalent to the calendar year). The formula for this calculation is:

\[
AAM = \frac{\sum (\text{marks} \times \text{credit point value})}{\sum (\text{credit point value})}
\]

(Sums over all units of study completed in the selected period.)

The mark is the actual mark obtained by the student for the unit of study, or in the case of a failing grade with no mark — 0. Pass/fail assessed subjects and credit transfer subjects (from another institution) are excluded from these calculations. However, the marks from all attempts at a unit of study are included.

Annual progress report
A form 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 their nominee). The completed form is attached to the student's official file.

Annual Report
The University's yearly financial and audit report, submitted to the NSW Parliament. It also includes a broad range of the University's activities and the strength of their performance in relation to the University's stated roles, values and goals.

Appeals
Students may lodge an appeal against academic or disciplinary decisions. See also 'Student Appeals Body', 'Student Disciplinary Appeals Committee'.

Appeals against an academic decision
A student may appeal to the Student Appeals Body against a decision by the University that affects the academic assessment or progress of a student within his or her award course, including a decision:

(a) to exclude a student in accordance with the University of Sydney (Coursework) Rule 2000 (as amended)
(b) not to readmit or re-enrol a student following exclusion in accordance with the University of Sydney (Coursework) Rule 2000 (as amended)
(c) to terminate a student's candidature for a postgraduate award.

Appeal against a disciplinary decision
A student may appeal to the Student Disciplinary Appeals Committee against a determination being:

(a) a finding by the Vice-Chancellor or the Student Proctorial Board that the student is guilty of misconduct
(b) the imposition of a penalty upon the student by the Vice-Chancellor or the Student Proctorial Board
(c) an order made by the Vice-Chancellor or the Student Proctorial Board.

Assessment
The process of measuring the performance of students in units of study and courses. Performance may be assessed by examinations, essays, laboratory projects, assignments, theses, treatises or dissertations. See also 'Result processing'.

Formative assessment
Used principally to provide students with feedback on their progress in learning. It reinforces successful learning, and is an opportunity for students to expose the limits in their knowledge and understanding.

Summative assessment
Summative assessment is used to certify competence, or to rank students by order of merit. It certifies the attainment of a standard, and is used as the basis for progression to the next part of a program, or to graduation.
C

Cadigal program
A program, named in recognition of the Aboriginal people of the land on which the University is located, designed to increase the successful participation of Aboriginal and Torres Strait Islander people in degree courses in all faculties at the University of Sydney.

Calendar
See 'University Calendar'.

Campus
The grounds on which the University is situated. There are 10 campuses of the University of Sydney:
- Burren Street (Institute for International Health, Institute of Transport and Logistics Studies)
- Camperdown and Darlington (formerly known as Main Campus)
- Camden (Agriculture, Food and Natural Resources; and Veterinary Science)
- Conservatorium (Sydney Conservatorium of Music)
- Cumberland (Health Sciences)
- Mallett Street (Nursing and Midwifery)
- Rozelle (Sydney College of the Arts)
- St James (Law teaching spaces)
- Surry Hills (Dentistry).

Cancellation of enrolment
The University may cancel a student's enrolment for non-payment of fees.

Candidature
A person is 'admitted to candidature' on the date on which he or she accepts the University's offer of admission to an award course, in accordance with University and government requirements as amended from time to time. There are maximum periods and in some cases minimum periods of candidature depending on the award course and whether the candidate is a full-time or part-time student.

Census date
The date at which a student's enrolment, load and HECS liability are finalised before this information is reported to DEEWR. See also 'Commonwealth Supported Place', 'HECS-HELP'.

Ceremony
See 'Graduation ceremony'.

Chancellor
The non-executive head of the University. An honorary position, the Chancellor presides over meetings of the University's governing body, the Senate, and important ceremonial occasions such as graduations.

Clinical experience
Students undertake clinical placements in a professional environment as part of their course requirements. Many require University-approved supervision. In order to undertake clinical placements a student may be required to fulfil additional requirements.

Combined degree
A single program with a single set of course resolutions leading to the award of two degrees (unless otherwise specified in the resolutions). See also 'Double degree'.

Commencement date
The date a student commences their candidature.

Commonwealth Supported Place (CSP)
(Previously known as a HECS Place.) A student in a Commonwealth Supported Place makes a contribution towards the cost of their education (known as the student contribution) while the Australian Government contributes the majority of the cost.

Confirmation of Enrolment notice (COE)
This notice is issued to each student after enrolment, showing the course and the units of study in which the student is enrolled, together with the credit point value of the units of study and the student-contribution weights. Until all fees are paid, it is issued provisionally. A new confirmation of enrolment notice is produced every time a student's enrolment is varied.

Conjoint ventures
This is when two or more institutions cooperate to provide a unit or course of study to postgraduate coursework students. In these arrangements, students enrolled for a degree at one institution complete one or more units of study at the other institution to count towards the award program at their 'home' institution.

Continuing professional education
A process which provides a number of programs of continuing education courses for professionals as they move through their career. These programs are currently administered by the Centre for Continuing Education (CCE) and a number of departments and foundations across the University. This process supports the whole of life learning concept and involves the maintenance of a long-term relationship between the student and the University.

Convocation
A body that comprises: the Fellows and former Fellows of the Senate of the University of Sydney; members of the former governing bodies of the institutions with which the University has amalgamated or their predecessors; the graduates of the University of Sydney, including graduates of the institutions with which the University has amalgamated or their predecessors; professors and other full-time members of the academic staff of the University; and principals of the incorporated colleges.

Core unit of study
A unit of study that is compulsory for a particular course or subject area. See also 'Unit of study'.

Corequisite
A unit of study that must be taken in the same semester or year as a given unit of study (unless it has already been completed). These are determined by the faculty or board of studies concerned, published in the faculty handbook and shown in FlexSIS. See also 'Prerequisite', 'Waiver'.

Cotutelle Scheme
Agreement between the University and any overseas university for joint supervision and examination of a PhD student as part of an ongoing cooperative research collaboration. If successful, the student receives a doctorate from both universities with each testamur acknowledging the circumstances under which the award was made.

Course
A program of study at the University of Sydney. The main types of course are:

Award course
A formal course of study that will see attainment of a recognised award. Award courses are approved by Academic Board and endorsed by Senate. The University broadly classifies courses as undergraduate, postgraduate coursework or postgraduate research. See also 'Bachelor's degree', 'Course rules', 'Diploma', 'Doctorate', 'Major', 'Master's degree', 'Minor', PhD, 'Stream'.

Non-award course
Studies undertaken by students that do not lead to an award from the University. Non-award courses include professional development programs. See also 'Cross-institutional enrolment'.

Coursework
An award course not designated as a research award course. While the program of study in a coursework award course may include a component of original work, other forms of instruction and learning will normally be dominant.
**Course alias**
A unique five character alpha-numeric code which identifies a University course.

**Course code**
See ‘Course alias’.

**Credit points**
The value of the contribution each unit of study provides towards meeting course completion requirements. Each unit of study normally has a six credit point value assigned to it. The total number of credit points required for completion of award courses will be specified in the Senate resolutions relevant to the award course.

**Course transfer**
Applies to students transferring between courses, either within the University of Sydney or between institutions. In some circumstances a student may be eligible to transfer to a course directly, ie without reapplying for admission.

**Course rules**
Rules that govern the allowable enrolment of a student in a course. Course rules may be expressed in terms of types of units of study taken, length of study, and credit points accumulated. For example, a candidate may not enrol in units of study that have a total value of more than 32 credit points per semester.

Course rules also govern the requirements for the award of the course. For example, in many cases a candidate must complete a minimum of 144 credit points. See also ‘Course’, ‘Corequisite’, ‘Prerequisite’.

**Cross-institutional enrolment**
Enrolment in units of study to count towards an award course at another university. See also ‘Course (Non-award course)’.

**Credit**
The recognition of previous studies successfully completed at the University of Sydney (or another university or tertiary institution recognised by the University of Sydney), as contributing to the requirements of the course to which the applicant requesting such recognition has been admitted. It may be granted as specified credit or non-specified credit.

**Specified credit**
The recognition of previously completed studies as directly equivalent to units of study.

**Non-specified credit**
A ‘block credit’ for a specified number of credit points at a particular level. These credit points may be in a particular subject area but are not linked to a specific unit of study. See also ‘Annual average mark (AAM)’, ‘Waiver’, ‘Weighted average mark (WAM)’.

**Credit points**
The value of the contribution each unit of study provides towards meeting course completion requirements. Each unit of study normally has a six credit point value assigned to it. The total number of credit points required for completion of award courses will be specified in the Senate resolutions relevant to the award course.

**Data Audit Committee (DAC)**
The Data Audit Committee’s role is to oversee the integrity and accuracy of the course and unit of study data as strategic University data. It also advises the Academic Board on suggested policy changes related to course and unit of study data. A subcommittee of the VCAC Enrolment Working Party, it is chaired by the Registrar, with membership including the deans, the Student Centre, FlexSIS and Planning and Statistics.

**Deadlines (Enrolment variations)**
See ‘Enrolment variation’.

**Deadlines (Fees)**
The University has deadlines for the payment of course and other fees. Students who do not pay fees by these deadlines may have their enrolment cancelled or they may have a barrier placed on the release of their record. See also ‘Cancellation of enrolment’.

**Dean**
The head of a faculty, or the principal/director of a college, such as the Sydney Conservatorium of Music, or Sydney College of the Arts.

**Dean's Certificate**
A statement from a faculty dean certifying that all requirements, including fieldwork and practical work, have been met and that the student is eligible to graduate. Not all faculties use Dean's Certificates. In faculties that do, qualified students have ‘Dean’s Certificate' noted on their academic record.

**Deferral (Deferral)**
See also ‘Admission (Deferral)’, ‘Course leave’.

**Degree**
See also ‘Bachelor's degree’, ‘Course’.

**Delivery mode**
Indicates how students receive the instruction for a unit of study. The delivery mode must be recorded for each unit as distinct from the attendance mode of the student. For example, an internal student may take one or more units by distance mode and an external student may attend campus for one or more units.

**Distance education**
Where subject matter is delivered in a more flexible manner, such as correspondence notes, a student may only attend campus if required. See also ‘Distance education’, ‘Extended semester’, ‘International student (Offshore studies)’.

**Intensive on-campus**
Core content is delivered with support learning in an intensive (one or more days) format on campus. Participation is usually compulsory. Previously this may have been called residential, block mode, or weekend workshop.

**On-campus (normal)**
Attendance of scheduled lectures, tutorials etc at a campus of the University.

**Department**
A department is the academic unit 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. See ‘School’.

**Department of Education, Employment and Workplace Relations (DEEWR)**
The federal government department responsible for higher education.

**Department of Education, Science and Training (DEST)**
Previous name of the federal government department now known as DEEWR.
**Diploma**
The award granted following successful completion of diploma course requirements. A diploma course usually requires less study than a degree course. See also 'Course'.

**Direct admissions**
For some courses, applications may be made directly to the University. Applications are received by faculties or the International Office, and considered by the relevant department or faculty body. Decisions are recorded and letters are forwarded to applicants advising them of the outcome. See also 'Admission', "Universities Admissions Centre".

**Disability information**
Students may inform the University of any temporary or permanent disability which affects their life as a student. Disability information is recorded but is only available to authorised users because of its sensitive nature. Students will be informed about how it is used.

**Disciplinary action**
Undertaken as the result of academic or other misconduct, for example plagiarism, cheating, security infringement, criminal activity.

**Discipline**
A defined area of study, such as chemistry, physics or economics.

**Discipline group**
A DEEWR code used to classify units of study in terms of the subject matter being taught or being researched.

**Discontinuation (course)**
See 'Enrolment variation'.

**Discontinuation (unit of study)**
See 'Enrolment variation'.

**Dissertation**
A written exposition of a topic which may include original argument substantiated by reference to acknowledged authorities. It is a required unit of study for some postgraduate award courses in the faculties of Law, and Architecture, Design and Planning.

**Distance education**
Where a student does not attend campus on a daily basis for a given course or unit of study. See also 'Delivery mode', 'Extended semester'.

**Doctorate**
A high-level postgraduate award. A doctorate course may involve research only or a mixture of research and coursework; the candidate submits a thesis that is an original contribution to the field of study. See also 'Course', 'PhD'.

**Domestic student**
A student who is not an international student. See also 'Local student'.

**Double degree**
A double degree is a program where students are permitted by participating faculties (and/or by specific resolutions within a single award) to transfer between courses in order to complete two awards.

**Downgrade**
In some circumstances a student enrolled in a PhD may transfer to a master's by research, either on the recommendation of the University on the basis that the research they are undertaking is not at an appropriate level for a PhD, or at the student's own request for personal or academic reasons.

**Elective**
A unit of study within a degree, usually an option within a course. Electives allow more detailed study of a particular subject.

**Embedded courses**
Award courses in the graduate certificate, graduate diploma and master's degree by coursework sequence which allow unit of study credit points to count in more than one of the awards, for example the Graduate Certificate in Information Technology, Graduate Diploma in Information Technology, and Master of Information Technology.

**Enrolled student**
A person enrolled in an award course of the University.

**Enrolment**
Refers to a period of time in a student's candidature. This period:

(a) commences at the time the student has complied with all government and University requirements for enrolment
(b) unless the student re-enrols, ceases at the date on which:
   i. the University cancels, or the student withdraws from or discontinues enrolment; or
   ii. the next new enrolment period commences.

A student enrols in a course by registering with the supervising faculty in the units of study or program of research to be taken in the coming year, semester or session.

**Commencing**
An enrolment is classified as commencing if a student has enrolled in a particular degree or diploma for the first time.

**Continuing**
Students already in a course at the University re-enrol each year or semester. Most continuing students are required to pre-enrol. See also 'Pre-enrolment'.

**Enrolment list**
A list of all currently enrolled students in a particular unit of study. See also 'Unit of study'.

**Enrolment variation**
Students may vary their enrolment at the start of each semester. Each faculty determines its deadlines for variations, but student-contribution liability depends on the Commonwealth census date. See also 'Commonwealth Supported Place'.

**Equivalent full-time student load (EFTSL)**
The equivalent full-time student load for a year. It represents the annual study load of a student undertaking a particular course of study on a full-time basis.

**Equivalent full-time student unit (EFTSU)**
See 'Equivalent full-time student load'

**Examination**
A set of questions or exercises evaluating on a given subject given by a department or faculty. See also 'Assessment', 'Examination period'.

**Examination period**
The time set each semester for the conduct of formal examinations.

**Examiner (Coursework)**
The person assessing a student or group of students, for example through oral or written examinations, coursework assignments, and presentations.

**Exchange student**
Either a University of Sydney student participating in a formally agreed program involving study at an overseas university, or an overseas student studying here on the same basis. The International Office provides administrative support for some exchanges.
Glossary

Exclusion
A faculty may ask a student whose academic progress is considered to be unsatisfactory to 'show good cause' why the student should be allowed to re-enrol. If the faculty deems the student's explanation unsatisfactory, or if the student does not provide an explanation, the student may be excluded either from a unit of study or from a course or faculty.

An excluded student may apply to the faculty for permission to re-enrol. Normally, at least two years must have elapsed before such an application would be considered. University policy relating to exclusions is set out in the Calendar. See also ‘Appeal’, ‘Progression’.

Exemption
A decision made at a sub-unit of study level to allow a student to complete a unit of study without also completing all the prescribed components of coursework and/or assessment. See also ‘Credit’, ‘Waiver’.

Expulsion
The ultimate penalty of disciplinary action is to expel the student from the University. The effect of expulsion is:

- the student is not allowed to be admitted or to re-enrol in any course at the University
- the student does not receive their results
- the student is not allowed to graduate
- the student does not receive a transcript or testamur.

Extended semester
A distance-learning student may be allowed more time to complete a module or program if circumstances beyond the student's control, such as illness, affect the student's ability to complete the module or program in the specified time. See also 'Distance education'.

External
See 'Attendance mode or attendance pattern', 'Distance education'.

External transcript
A certified statement of a student's academic record printed on official University security paper. It includes the student's name, any credit the student acknowledges prizes the student has received. Marks can be included and all units of study attempted within each course. It also granted, all courses the student was enrolled in, the final course result, University security paper. It includes the student's name, any credit the student acknowledges prizes the student has received. Marks can be included and all units of study attempted within each course. It also granted, all courses the student was enrolled in, the final course result, the Australian community of higher education and ensures Australian universities are recognised as among the best in the world.

The Group of Eight (Go8)
The Group of Eight represents Australia’s major research-intensive universities. Its membership comprises the vice-chancellors (presidents) of the Australian National University, Monash University, the University of Adelaide, the University of Melbourne, the University of New South Wales, the University of Queensland, the University of Sydney and the University of Western Australia. The Go8 works to ensure a consistent and sustainable policy environment which maximises the wide-ranging economic, social and cultural benefits to the Australian community of higher education and ensures Australian universities are recognised as among the best in the world.

Group work
A formally established project to be carried out by a number of students working together, resulting in a single piece (or assorted pieces) of assessment. See also 'Legitimate cooperation'.

G

Grade
The outcome for a unit of study linked with a mark range. For example, a mark in the range 85 to 100 attracts the grade 'high distinction' (HD). See also 'Mark'.

Graduand
A student who has completed all the requirements for an award course but has not yet graduated. See also 'Graduation', 'Potential graduand'.

Graduate
A person who holds an award from a recognised tertiary institution. See also ‘Graduand’, ‘Graduation’.

Graduate certificate/graduate diploma
See 'Course'.

Graduate-entry degree
A bachelor's degree (or other undergraduate degree), that requires another undergraduate degree as a prerequisite of entry. Examples of graduate-entry degrees at the University of Sydney include the Medical Program, Graduate Law and the Bachelor of Dentistry.

Graduation
The formal conferring of awards either at a ceremony or in absentia. See also 'In absentia', 'Potential graduand'.

Graduation ceremony
A ceremony where the Chancellor confers awards upon graduands.

F

Faculty
A formal part of the University's academic governance structure, consisting mainly of academic staff members and headed by a dean, which is responsible for all matters concerning the award courses that it supervises. Usually, a faculty office administers the faculty and student or staff enquiries related to its courses. The University Calendar sets out the constitution of each of the University's faculties. See also 'Board of studies', 'Supervising faculty'.

Faculty handbook
An annual University publication for each faculty, that provides detailed information about the faculty, its courses and resolutions.

FEE-HELP
An interest-free loan facility available to fee-paying postgraduate students who are undertaking coursework programs.

Fee-paying students
Students who pay tuition fees to the University and are not liable for student contributions to a Commonwealth Supported Place. The Commonwealth does not contribute towards the cost of the education of fee-paying students. Annual fees vary between the faculties. Students pay a per-semester fee.

Fellows of Senate
Members of the governing body of the University who are either elected, appointed or ex-officio.

Flexible learning
See 'Delivery mode', 'Distance education'.

Flexible start date
Full fee-paying distance students are not restricted to the same enrolment time frames as campus-based or Commonwealth-supported students.

Flexible Student Information System (FlexSIS)
The computer-based Flexible Student Information System at the University of Sydney, FlexSIS holds details of courses and units of study being offered by the University and the complete academic records of all students enrolled at the University.

Formative assessment
See also 'Assessment'.

Full-time student
See 'Attendance mode', 'Equivalent full-time student load'.

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student exchange agreement. Exchange study counts towards the
An international fee-paying student undertaking short-term study at
Fee-paying – outgoing exchange
studies with the University.
A private international student who is liable to pay tuition fees for their
Fee-paying
international tuition fees.
A record of a student's academic record for the University's own
Internal transcript
See 'Attendance mode or attendance pattern'.
Internal mode
See 'Attendance mode or attendance pattern'.
Internal transcript
A record of a student's academic record for the University's own
internal use. It includes the student's name, student identifier (SID),
address, all courses in which the student was enrolled and the final
course result, and all units of study attempted within each course,
together with the unit of study result. See also 'Academic transcript',
'External transcript'.
International student
Any student who is not an Australian or New Zealand citizen or a
permanent resident of Australia. An international student is required to
hold a visa that allows study in Australia and may be liable for
international tuition fees.
Fee-paying
A private international student who is liable to pay tuition fees for their
studies with the University.
Fee-paying – outgoing exchange
An international fee-paying student undertaking short-term study at
a recognised overseas institution with which the University has a
student exchange agreement. Exchange study counts towards the
student's University of Sydney award, and students remain enrolled in
their University of Sydney course during the period of exchange.
International – non-award or cross-institutional
An international fee-paying student undertaking non-award study at
the University on a cross-institutional basis. They are liable to pay fees
for the study they undertake at the University, but there is no
compliance reporting requirement – this rests with their 'home'
institution.
International – sponsored
A private international student who is fully sponsored for their tuition.
Their sponsorship may also include overseas health cover and
compulsory subscriptions.
Offshore studies
International offshore students undertake their program of study at
one of the University's offshore campuses and do not enter Australia.
Therefore they do not require a visa. They are distinct from
international students who are on outbound exchange programs as
they never enter Australia during their program of study.
Short course
An international fee-paying student undertaking a short course with
the University of Sydney such as international development programs,
executive training or study visits. The study undertaken by these
students is non-award and generally a student visa is not required.
Sponsored award
An international student sponsored by the Australian Government,
undertaking a program of study at the University. Currently, holders
of Australian Development Scholarships funded by AusAID are the
only students in this category. These students are fully sponsored for
their tuition and other costs such as travel and health cover, and are
paid a stipend.
Study Abroad
An international student who is undertaking short-term study at the
University under the Study Abroad scheme. Study Abroad students
must have completed at least one year of study towards a degree at
a recognised institution in their home country and must be continuing
towards the degree of their home institution. See also 'Local student',
'Student type'.
Glossary

M

Major
A field of study, chosen by a student to represent their principal interest. This is comprised of specified units of study from later stages of the award course. Students select and transfer between majors by virtue of their selection of units of study. One or more majors may be awarded upon the graduand's assessment of study. See also 'Course', 'Minor', 'Stream'.

Major timetable clash
The term used when a student attempts to enrol in units of study that have so much overlap in the teaching times that it is decided they may not enrol in the units simultaneously.

Mark
An integer (rounded if necessary) from 0 to 100 indicating a student's performance in a unit of study. See also 'Grade'.

Master's degree
A postgraduate award. Master's degree courses may be offered by coursework, research only or a combination of coursework and research. Entry to the course often requires completion of an honours year at an undergraduate level. See also 'Course'.

Mature-age student
A student who is 21 years or older on 1 March of the year in which they commence studies, and who has not completed the high school qualifications normally needed to gain entry.

Method of candidature
A course is either a research course or a coursework course and so the methods of candidature are 'research' and 'coursework'. See also 'Course (Coursework)', 'Course (Research)'.

Mid-year intake
Admission to degree programs for Semester Two.

Minor
Studies undertaken to support a major. Minor studies require smaller number of credit points than a major. Students select and transfer between minors (and majors) by virtue of their selection of units of study. One or more minors may be awarded upon the graduand's assessment of study. See also 'Course', 'Major', 'Stream'.

Mixed mode
See 'Attendance mode or attendance pattern'.

MPhil
The Master of Philosophy (MPhil) is a master's by research degree offered by some (but not all) of the University's faculties. See also 'Course', 'Master's degree'.

Mutually exclusive units of study
See 'Prohibited combinations of units of study'.

MyUni
The University of Sydney's student portal system. It provides access to email, library services, student self-administration, support services, e-learning software such as Blackboard and WebCT, as well as information about the University and its courses.

O

Orientation Week
Orientation Week, or 'O Week', takes place in the week before lectures begin in Semester One. During O Week students can join various clubs, societies and organisations, register for courses with departments and take part in activities provided by the University of Sydney Union.

P

Part-time student
See also 'Attendance mode or attendance pattern', 'Equivalent full-time student load'.

Permanent home address
The address used for all official University correspondence with a student, both inside and outside of semester time (eg during semester breaks), unless the student provides a different address for use during the semester. See also ' Semester address'.

PhD
The Doctor of Philosophy (PhD) and other doctorate awards are the highest awards available at the University. A PhD course is normally purely research-based; the candidate submits a thesis that is an original contribution to the field of study. See also 'Course', 'Doctorate'.

Plagiarism
Presenting another person's ideas, findings or work as one's own by copying or reproducing them without acknowledging the source. See also 'Academic dishonesty'.

Policy Online
The website which provides access to the University's current policies, procedures and guidelines.

Postgraduate
A term used to describe a course leading to an award such as a graduate diploma, a master's degree or a PhD, which usually requires prior completion of a relevant undergraduate degree (or diploma) course. A 'postgraduate' is a student enrolled in such a course. See also 'Course (Coursework)', 'Course (Research)'.

Postgraduate Education Loans Scheme (PELS)
See 'FEE-HELP'.

Potential graduand
A student who has been identified as being eligible to graduate on the satisfactory completion of their current studies. See also 'Graduand', 'Graduation'.

Pre-enrolment
Pre-enrolment – also known as provisional re-enrolment – takes place in October, when students indicate their choice of unit of study enrolment for the following year. After results are approved, pre-enrolment students are regarded as enrolled in those units of study for which they are qualified. Their status is 'enrolled' and remains so provided they pay any money owing and comply with other requirements by the due date.

Students who do not successfully pre-enrol in their units of study for the next regular session are required to attend the University on set dates during the January/February enrolment period. See also 'Enrolment'.

Prerequisite
A unit of study that is required to be successfully completed before another unit of study can be attempted. Prerequisites can be mandatory (compulsory) or advisory. See also 'Assumed knowledge', 'Corequisite', 'Qualifier', 'Waiver'.

Prizes
Awarded in recognition of outstanding performance, academic achievement or service to the community or University.
Glossary

Probationary candidature
A student who is enrolled in a postgraduate course on probation for a period of time up to one year. The head of department/school is required to consider the candidate’s progress during the period of probation and make a recommendation for normal candidature or otherwise to the faculty.

Professional practice
Some students undertake placement in a professional practice as part of their course requirements. This may require University-approved supervision. Professional placements are located in a wide range of professional practice environments, and may not require additional criteria to be fulfilled.

Program
Each degree is composed of various units of study. The way the units are put together for a degree is referred to as a student’s ‘program’.

Progression
Satisfactory progression is satisfying all course and faculty rules (normally assessed on an annual basis) to enable the completion of the chosen award within the (maximum) completion time allowed. See also ‘Exclusion’.

Prohibited combinations of units of study
When two or more units of study contain a sufficient overlap of content, enrolment in any one such unit prohibits enrolment in any other identified unit. See also ‘Unit of study’.

Provisional re-enrolment
See ‘Pre-enrolment’.

Result
The official statement of a student’s performance in each unit of study attempted as recorded on the academic transcript, usually expressed as a mark and grade. See also ‘Grade’, ‘Mark’.

Result processing
Refers to the processing of assessment results for units of study. For each unit of study, departments/schools tabulate results for all assessment activities and assign preliminary results. See also ‘Assessment’, ‘Examination period’, ‘Formative assessment’.

Result processing schedule
The result processing schedule will be determined for each academic cycle. All schools and faculties are expected to comply with this schedule. See also ‘Assessment’, ‘Examination period’.

S
Scholarships
Financial or other form of support made available to enable students to further their studies. See also ‘Bursaries’.

School
A school or academic unit that encourages and facilitates teaching, scholarship and research, and coordinates the teaching and examining duties of members of staff in their subjects or courses of study.

Semester
A half-yearly teaching session, the dates for which are determined by the Academic Board. Normally all undergraduate sessions will conform to the semesters approved by the Academic Board. Any offering of an undergraduate unit not conforming to the semester dates (non-standard session) must be given special permission by the Academic Board. See also ‘Non-standard session’, ‘Session’.

Semester address
The address to which all official University correspondence is sent during semester time, if different to the permanent address.

Senate
The governing body of the University. See the University Calendar (www.usyd.edu.au/calendar) for more details of its charter and powers.

Session
Any period of time during which a unit of study is taught. A session differs from a semester in that it need not be a six-month teaching period, but it cannot be longer than six months. Each session maps to either Semester One or Two for DEEWR reporting purposes. Session offerings are approved by the relevant dean, taking into account all the necessary resources, including teaching space and staffing. The Academic Board must approve variation to the normal session pattern. See also ‘Non-standard session’, ‘Semester’.

Session address
See ‘Semester address’.

Short course
A fee-paying student undertaking a short course with the University of Sydney such as professional development or executive training. The study undertaken by these students is a non-award course.

Show cause
See ‘Exclusion’, ‘Progression’.

Special consideration
Candidates who suffer serious illness or misadventure which may affect performance in any assessment may request that they be given special consideration in relation to the determination of their results.

Special Studies Program (SSP)
A period of release from normal duties to allow academic staff to undertake a planned program of academic activity and development.

Sponsorship
Financial support of a student by a company or government body.
Glossary

Stage
A normal full-time course of study taken in a year. See also ‘Course rules’, ‘Equivalent full-time student load’, ‘Progression’.

Strategic Directions
See also ‘University Strategic Directions’.

Stream
A defined award course, which requires the completion of set units of study as specified by the course rules for the particular stream, in addition to the core program specified by the course rules. A stream will appear with the award course name on testamurs, eg Bachelor in Civil Engineering (Construction Management). See also ‘Course’, ‘Major’, ‘Minor’.

Student
A person enrolled as a candidate for an award course or unit of study.

Student Appeals Body
Any student may appeal to the Student Appeals Body against an academic decision on the ground that due academic process has not been observed by the relevant faculty in relation to the academic decision. Refer to the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 for more details. See also ‘Appeals’.

Student Disciplinary Appeals Committee
Any student may appeal to the Student Disciplinary Appeals Committee against a misconduct determination by the Vice-Chancellor or a Student Proctorial Board. See also ‘Appeals’.

Student identifier (SID)
A nine-digit number that uniquely identifies a student at the University.

Student ID Card
All full-time or part-time students who successfully enrol at the University of Sydney will receive a Student Card. New students will have their card issued in person at the time of enrolment. Successful re-enrolling students will receive their card by mail.

The Student Card includes the student’s name, student identification number (SID), a digitised photo and the library borrower’s number and barcode. Where applicable, it will also display a travel concession logo from the Ministry of Transport (if student eligibility requirements are met).

The card has a number of interoperable uses, such as the ability to purchase printing and photocopying services at the University’s libraries and gain access to certain secure buildings. The card identifies the student as eligible to attend classes and must be displayed at formal examinations. It must also be presented to secure student concessions and to borrow books from all sections of the University Library.

For more information about Student ID Cards please visit the Card Centre (or see the website: www.usyd.edu.au/card_centre).

Student learning entitlement
All Australian citizens, New Zealand citizens and holders of a permanent visa are allocated a Student Learning Entitlement (SLE) of up to seven years equivalent full-time study. This is measured in equivalent full-time student load (EFTSL), which is the proportion of a full-time load that a unit of study represents. The University sets an EFTSL value for each unit of study it offers. To be Commonwealth-supported for a unit, a student must have enough SLE to cover the EFTSL value of that unit.

Student progress rate (SPR)
A calculation that measures the rate at which the load undertaken is passed annually in each award program.

Student type
Student type identifies whether a student is local or international and the type of study the student is undertaking. See also ‘Domestic student’, ‘Exchange student’, ‘International student’.

Study Abroad program
A scheme administered by the International Office that allows international students who are not part of an exchange program to take units of study at the University of Sydney, but not towards an award program. In most cases the units of study taken here are credited towards an award at the student’s 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, for example the unit of study ‘History of Momoyama and Edo Art’ may count towards the requirements for the subject areas ‘Art History and Theory’ and ‘Asian Studies’.

Summative assessment
See ‘Assessment’.

Summer School
See ‘Sydney Summer School’.

Supervising faculty
The faculty which has the responsibility for managing the academic administration of a particular course, such as 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. In the case where one course is jointly offered by two or more faculties (e.g. the Liberal Studies course), a joint committee may make academic decisions about candidature and the student may be assigned a supervising faculty for administration.

Supervision
Refers to a one-to-one relationship between a student and a nominated member of the academic staff or a person specifically appointed to the role. See also ‘Associate supervisor’, ‘Instrumental supervisor/teacher’, ‘Research supervisor’.

Suspension of candidature
See also ‘Course leave’.

Suppression of results
Results for a particular student can be suppressed by the University when the student has an outstanding debt to the University (this particularly applies to international students who have not paid their tuition fees), or when the student is facing disciplinary action. A student may also request a suppression for personal reasons.

Sydney Summer School
A program of accelerated, intensive study running for approximately six weeks during January and February each year. Both undergraduate and postgraduate units are offered. Sydney Summer School provides an opportunity for students at Sydney and other universities to catch up on required units of study, to accelerate completion of a course or to undertake a unit that is outside their award course. All units attract full fees, but some scholarships are available.

Sydney Winter School
An intensive session offered by the University in July during the mid-year break. See ‘Sydney Summer School’.

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Glossary

T

Teaching department
See 'School'.

Teaching end date
Official finish date of formal timetabled classes.

Teaching start date
Official commencement date of formal timetabled classes.

Terminated
Term used when a student's candidature has been officially closed because they are not able to complete the course requirements. See also 'Candidature'.

Testamur
A certificate of award provided to a graduand, usually at a graduation ceremony. The University award conferred is displayed along with other appropriate details.

Thesis
A major work that is the product of an extended period of supervised independent research. See also 'Course (Research)'.

Timetable
The schedule of lectures, tutorials, laboratories and other academic activities that a student must attend.

Transcript
See 'Academic transcript'.

Transfer
See 'Course transfer'.

Tuition fees
Tuition fees may be charged to students in designated tuition fee-paying courses. Students who pay fees are not liable for HECS.

U

Universities Admissions Centre (UAC)
The UAC receives and processes applications for admission to undergraduate courses at recognised universities in NSW and the ACT. Most local undergraduate students at the University of Sydney apply through the UAC.

Universities Admission Index (UAI)
A measure of overall academic achievement in the HSC that helps universities rank applicants for university selection. The UAI is a rank of any student's performance relative to other students. It is calculated from the aggregate of scaled marks in 10 units of the HSC (two best English units plus eight other units, including only two category B units) and is presented as a number between 0.00 and 99.95 with increments of 0.05.

In June 2009 the UAI was replaced by the Australian Tertiary Admissions Rank (ATAR). See 'Australian Tertiary Admissions Rank'.

Undergraduate
A term used to describe both a course leading to a diploma or bachelor's degree and a student enrolled in such a course.

Unit of study
Unit of study or unit means a stand-alone component of an award course. Each unit of study is the responsibility of a department. See also 'Prohibited combinations of unit of study'.

Unit of study enrolment status
This indicates whether the student is still actively attending the unit of study (currently enrolled) or is no longer enrolled. See also 'Cancellation of enrolment', 'Discontinuation'.

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, the term 'University' in this document refers to the University of Sydney.

University Calendar
The annual University publication available in print and online that provides general and historical information about the University of Sydney, the statutes and regulations under which it operates and the Senate resolutions relating to constitutions and courses in each faculty.

University Medal
A faculty may recommend the award of a University Medal to a student qualified for the award of an undergraduate honours degree whose academic performance is judged to be outstanding.

University Strategic Directions
This refers to the University of Sydney Strategic Plan 2007–2010. A new plan is currently in development.

Upgrade
Where a student enrolled in a master's by research course is undertaking research at such a standard that either the University recommends that the student upgrade their degree to a PhD, or the student seeks to upgrade to a PhD and this is supported by the University.

V

Variation of enrolment
See 'Enrolment variation'.

Vice-Chancellor and Principal
The chief executive officer of the University, responsible for its leadership and management. The Vice-Chancellor and Principal is head of both academic and administrative divisions.

W

Waiver
In a prescribed course, a faculty may waive the prerequisite or corequisite requirement for a unit of study or the course rules for a particular student. Unlike credit, waivers do not involve a reduction in the number of credit points required for a course. See also 'Credit', 'Exemption'.

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WAM weight
A weight assigned to each unit of study to assist in the calculation of WAMs.

Weighted average mark (WAM)
This mark uses the unit of study credit point value in conjunction with an agreed 'weight'. The formula for this calculation is:

\[ WAM = \frac{\sum (W_c \times M_c)}{\sum (W_c)} \]

(Sums over all units of study completed in the selected period.)

The mark is the actual mark obtained by the student for the unit of study, or in the case of a failing grade with no mark – 0. Pass/Fail assessed subjects and credit transfer subjects (from another institution) are excluded from these calculations. However, the marks from all attempts at a unit of study are included. (Effective from 1 January 2004.)

In addition, faculties may adopt other average mark formulae for specific progression or entry requirements. If such a formula is not specified in the faculty resolutions, the formula outlined above is used. See also 'WAM weight'.

Winter School
See 'Sydney Winter School'.

Y

Year of first enrolment (YFE)
The year in which a student first enrols at the University. See also 'Commencement date'.

Youth allowance
Youth allowance is payable to a full-time student or trainee aged 16 to 24 years of age who is enrolled at an approved institution such as a school, college, TAFE or university, and who is undertaking at least 15 hours a week face-to-face contact.
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<td>International student support service (A Block)</td>
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<td>E4</td>
<td>Learning centre (A Block)</td>
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<td>Lost property (A Block)</td>
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<td>E4</td>
<td>Official notice board (Block A, courtyard entrance side)</td>
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<td>F3</td>
<td>Official notice board (Block R, outside main entrance)</td>
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<tr>
<td>F3</td>
<td>Open access computer laboratories (B Building)</td>
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<tr>
<td>F2</td>
<td>Research Student Inquiries (Research &amp; Innovation Office (G Building)</td>
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<tr>
<td>E4</td>
<td>Student central (F Block)</td>
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<td>G3</td>
<td>Student residence (Y Building)</td>
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<td>Student services (A Block)</td>
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## University administration and services

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<thead>
<tr>
<th>Location</th>
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<tr>
<td>D2</td>
<td>Building and grounds (W Building)</td>
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<td>E4</td>
<td>Purchasing (A Block)</td>
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<td>Research &amp; Innovation office (G Block)</td>
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Total credit points