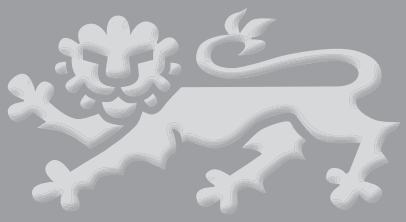

2007 handbook

Health Sciences

The University of Sydney

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Acknowledgments

The Arms of the University

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

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Disclaimer
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.

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

Disability
Accessible versions of this document in Microsoft Word are available at www.usyd.edu.au/handbooks/handbooks_disability/index.shtml

Resolutions
Numbering of Faculty Resolutions is for convenience only and does not affect the interpretation of the Faculty Resolutions, unless the context otherwise requires.

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Important dates – How to use a handbook

University semester and vacation dates for 2007

Summer School lectures	**Dates**
December program	Monday 11 December to Friday 28 February
Main program	Thursday 4 January to Friday 28 February
Late January program	Friday 12 January to Friday 28 February
Winter School lectures	**Dates**
For the latest dates please refer to http://www.summer.usyd.edu.au/winter/	
Semester One	**Dates**
International student orientation (Semester One)	Monday 19 February to Thursday 22 February
Lectures begin	Monday 5 March
AVCC Common Week/non-teaching Easter period	Friday 6 April to Friday 13 April
International Application Deadline (Semester Two) *	Monday 30 April
Last day of lectures	Friday 8 June
Study vacation	Monday 11 June to Friday 15 June
Examination period	Monday 18 June to Saturday 30 June
Semester ends	Saturday 30 June
AVCC Common Week/non-teaching period	Monday 2 July to Friday 6 July
Semester Two	**Dates**
International student orientation (Semester Two)	Monday 16 July to Thursday 19 July
Lectures begin	Monday 23 July
AVCC Common Week/non-teaching period	Monday 24 September to Friday 28 September
International application deadline (Semester One 2008)*	Wednesday 31 October*
Last day of lectures	Friday 26 October
Study vacation	Monday 29 October to Friday 2 November
Examination period	Monday 5 November to Saturday 17 November
Semester ends	Saturday 17 November

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

Last dates for withdrawal or discontinuation for 2007

Semester One units of study	**Dates**
Last day to add a unit	Friday 16 March
Last day for withdrawal	Saturday 31 March
Last day to discontinue without failure (DNF)	Friday 27 April
Last to discontinue (Discontinued – Fail)	Friday 8 June
Semester Two units of study	**Dates**
Last day to add a unit	Friday 3 August
Last day for withdrawal	Friday 31 August
Last day to discontinue without a failure (DNF)	Friday 7 September
Last day to discontinue (Discontinued – Fail)	Friday 26 October
Last day to withdraw from a non-standard unit of study	Census date of the unit, which must not be earlier than 20 per cent of the way through the period of time during which the unit is undertaken
Public holidays	**Dates**
Australia Day	Friday 26 January
Good Friday	Friday 6 April
Easter Monday	Monday 9 April
Anzac Day	Wednesday 25 April
Queen's Birthday	Monday 11 June
Labour Day	Monday 1 October

What is a handbook?

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

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

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

What new students need to know

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

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

Where to find what

Course terminology

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

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

Dates

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

Colour-coded sections

- Ivory – for undergraduate courses
- Blue – for postgraduate courses

Faculty rules and regulations

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

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

General University information

This is information about the University in general, rather than information specific to the faculty. This information is at the back of the book and includes, among other things:

- the University Coursework Rule
- the PhD Rule
- University terminology and abbreviations
- campus maps to help you find your way around
- Summer School information
- international student information
- student services

Course planner

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

Timetables

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

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

Students with a disability

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

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

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

Handbook updates

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

Feedback regarding the Handbook is welcome.
Visit http://www.usyd.edu.au/handbooks/

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Faculty of Health Sciences Handbook

Message from the Dean

It is with great pleasure I welcome you to the Faculty of Health Sciences.

With new health care services and technologies emerging at a rapid pace and an increasing demand for qualified health care professionals, it is an exciting time to be studying health sciences. The Faculty of Health Sciences has established itself as a leader of health sciences education and your time here will put you at the forefront of knowledge in this dynamic field.

Looking through the range of programs and units of study in this handbook, you will see that the breadth of expertise within the Faculty is its strength. Taught by internationally regarded academics and clinicians, the Faculty offers units in disciplines as diverse as behavioural and community health, exercise and sport science, health information management, indigenous health, medical radiation sciences, occupational therapy, orthoptics, physiotherapy and speech pathology. The broad range of disciplines provides our students with an opportunity to engage in inter-disciplinary learning and research which is unparalleled in this country.

The Faculty of Health Sciences will continue its tradition of innovative programs and curriculum development, and will offer a series of combined degrees in 2007. The new degrees will incorporate our flagship Bachelor of Health Sciences program with a Master's degree in one of a number of disciplines. These programs will allow our high achieving students to pursue an expedited pathway to professional practice. These changes complement our existing suite of programs which cater for people either seeking to enter the health care workforce or for those established professionals seeking to advance their career aspirations.

The Faculty continues to build on its research capabilities. Emerging researchers are supported by Faculty Research Groups which allow them access to the latest research facilities in addition to the collective intellect of Australia's leading academics and researchers in their field of study.

Our international reputation for innovation in teaching and research has led to establishing formal links with universities in Asia, North America and Europe. In utilising our ties with the international university community, it is our goal to provide each of our students with the opportunity to engage in an international experience as part of their studies, either through student exchange programs or as a member of a collaborative research team.

Student life at our Cumberland campus is spent in a friendly and spacious environment. Special events and activities are held regularly during the year, many of which are organised by the student organisation situated on campus and reflective of the diversity in our student community. I encourage you to visit our website http://www.fhs.usyd.edu.au to find out about upcoming events.

I hope that your time here at the Faculty of Health Sciences is rewarding, and the start of a long-standing relationship which will continue well after you graduate. I am confident your studies and experiences will provide you with the perfect foundation to commence your journey in the health care sector.

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 2007 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:

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

Use of this handbook

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

- undergraduate (ivory) section contains **chapters 7 to 18**. Users will also be able to find a descriptor of each discipline in this section.
- postgraduate (blue) section contains **chapters 19 to 31**, and
- **common information** (uncoloured) section contains general information relevant to both undergraduate and postgraduate students.

Course outlines

The course outline tables in a 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. Continuing students should consult the table stating "last offered in 2007" for the relevant stage of their course. See your course coordinator or year adviser if you require clarification on course outlines.

Units of study

The units of study section sets out at the end of each academic chapter follows the course outline tables in alphabetical order by unit code (e.g. AHCD1234, BACH2345). Details of units such as description of content, credit points, semester offered, assessment for the units offered in each relevant course are provided 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 – How to use a handbook' in the front section of this book, for the information about the University of Sydney semester and vacation dates for 2007. University website: http://www.usyd.edu.au/fstudent/ undergrad/apply/scm/dates.shtml

1. Staff

Student Central
For all course and enrolment enquiries:
Phone: +61 2 9351 9161; Fax: +61 2 9351 9412
Email:
Undergraduate courses – uginfo@fhs.usyd.edu.au
Postgraduate courses – pginfo@fhs.usyd.edu.au
International students – intl-info@fhs.usyd.edu.au
Faculty website: http://www.fhs.usyd.edu.au/

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

Disciplines

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Head of Discipline: Professor R Mark Matthews

Communication Sciences and Disorders
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Email: csdinfo@fhs.usyd.edu.au
Head of Discipline: Associate Professor Michelle Lincoln

Exercise and Sport Science
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Head of Discipline: Associate Professor Nicholas O'Dwyer

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Director: Professor Mark Onslow

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Director: Professor Richard Madden

Rehabilitation Research Centre
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Faculty of Health Sciences

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Meri Provan

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Acting Associate Dean and Director, Research and Innovation
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Rhonda Orr, BPharm MEx&SpSc
Jacqueline Raymond, BAppSc *W'gong* PhD
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Anne Marks, AssDipMRA *Cumb* MHlthSc(Ed)
Noeline Monaghan, GDLP *ANU* MSc DipLaw
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Research staff
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Medical Radiation Sciences

Head of Discipline of Medical Radiation Sciences
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Chair of Medical Radiation Sciences
Professor Richard Banati, MD PhD *Mainz*. Appointed 2004

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Ann Poulos, BA DipEd *Macq* DipRad *UK* PhD

Lecturers
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Peter Kench, BAppSc GradCertHlthScEd
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Research Assistant
Wencke Lehnert

Occupational Therapy

Head of Discipline and Chair of Occupational Therapy
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Honorary Professors
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William C Mann, BS *Rutgers* MSLOT *Viginia* PhD *Buffalo* OTR

Honorary Associate Professors
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Jenny Ziviani, BAppSc(OT) *Lincoln* BA MEd PhD *Qld* DipOT*NSWCollOT*

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Sesquicentenary Senior Research Fellow
Lindy Clemson, BAppSc(OT) *WAIT* MAppSc(OT) *Cumb* DipOT *NSWCollOT* PhD

Research Assistant to Sesquicentenary Chair
Angela Dew, BA *Auck* MA *UWS*

Adjunct Lecturer
Margaret Wallen, BAppSc(OT) Cumb MA *UNSW*

Associate Lecturer
Brett Barlee, BA(Recreation) *FootscrayTech* MBA *JamesCook* GradDip(VocatEd&Training) *CSturt*

Postgraduate Fellows
Reinie Cordier, BSocSc(ClinPsych) *FreeState* MOT *SAfMed*
Yasar Mohammad, BNursSc *UST Irbid* MOT
Paul Philips, BA(HMS) *TechnolSyd* BA *WSyd* BAppSc(OT) MA(BehSc)

Honorary Associates
John Michael Linacre, MA *Camb* PhD *Chic*, AM

Clinical Educators
Jodie Barrett, BAppSc(OT)
Natala Cogger, BAppSc(OT)
Hannah Edwards, BAppSc(OT)
Justin Scanlan, BOccThy *Qld* GradDip(MentalHlthSci) *Melb*

Research Assistant to Chair of Occupational Therapy
Tim Luckett, BSc(ClinCommSci) *Central Sch Sp&Drama(Lond)* PhD *Herts*

Research Associates
Julie Cameron, BAppSc(OT), MHlthSc
Gabrielle Hindmarsh, BA(Psych) *UNE*
Kathryn Laidlaw, BSc GradDipSc(Psych)
Louella McCarthy, BA MA(Women's Studies) PhD *UNSW*
Rachel Mayes, BAppSc(OT) PhD

Research Assistants
Melissa Abela, BA(HM) GradDip(Ed) *TechnolSyd* BAppSc(OT)
Kate Manollaras, BPsych *Macq*
Julie Schneider, BAppSc(OT) PhD

Research Therapists
Patricia O'Loughlin, BSc *Cant* DipPhty*Otago*
Jocelyn West, DipPhty*Otago* GradDip(ManipPhty) *Cumb*

Driver Rehabilitation
Beth Cheal, MAppSc(OT)
Trinity Glendenning, BAppSc(OT)
Bernadette Walsh, BAppSc(OT)

Physiotherapy

Head of Discipline of Physiotherapy
Associate Professor Jennifer Alison, MSc *Lond* PhD DipPhty

Chair of Physiotherapy
Professor Kathryn M Refshauge, MBiomedE PhD *UNSW* DipPhty GradDipManipTher *Cumb*. Appointed 2003

Professor
Joy Higgs, BSc MHPEd PhD *UNSW* GradDipPhty *Cumb*. Appointed 1994

Associate Professors
Louise Ada, BSc PhD *UNSW* MA *Col* GradDipPhty *Cumb*
Jack Crosbie, MSc PhD *Strath* GradDipPhys *Glas* DipTP *Edin*
Robert D Herbert, BAppSc(Phty) *Cumb* MAppSc PhD *UNSW*

Honorary Professor
Roberta B Shepherd, MA EdD *Col* DipPhty, FACP

Honorary Associate Professor
Janet H Carr, MA EdD *Col* DipPhty, FACP

Senior Research Fellow
Associate Professor Christopher Maher, BAppSc GradDipAppSc(ExSpSc) GradDipAppSc(ManipPhty) *Cumb* PhD

Research Fellow
Catherine Sherrington, BAppSc(Phty) *Cumb* MPH PhD *UNSW*

Postdoctoral Research Fellow
James McAuley, BSc PGDip *Surrey* PhD *Brunnel*

Senior Lecturers
Roger Adams, BA *Adel* PhD *UNSW*
Colleen G Canning, BPhty *Qld* MA *Col* PhD
Catherine Dean, BAppSc(Phty) *Cumb* MA *Col* PhD
Adrienne E Hunt, MBiomedE *UNSW* PhD GradDipPhys *Lond* GradDipPaedPhty *Cumb*
Sharon L Kilbreath, BScPT *Qu* MCISc *WOnt* PhD *UNSW*
Jane Latimer, BAppSc(Phty) *Cumb* GradDipAppSc(ManipPhty) PhD
Lorimer Moseley, BAppSc(Phty) PhD

Lecturers
Bronwen Ackermann, BAppSc(Phty) *Cumb* PhD
Robert A Boland, BAppSc GradDipAppSc(ManipTher) *Cumb* PhD
Jane Butler, MEd *UNSW* DipPhty *Auck* GradDipAppSc(PaedPhty) *Cumb*
Susan Coulson, BAppSc(Phty) *Cumb* MAppSc(Ex&SpSc) PhD
Sharon Czerniec, BAppSc(Phty) *Cumb* MHlthSc(Ed)
Genevieve Dwyer, BAppSc(Phty) *Cumb* GradCert(AdultEd) *UNE* GradDipAppSc(PaedPhty-Hydro) *Curtin* MAppSc(Phty)

Virginia Fowler, BAppSc *Lincoln* MAppSc(Phty)
Mark Hancock, MAppSc(Phty)
Alison R Harmer, BAppSc(Phty) PhD
Julia Hush, BSc BAppSc(Phty) PhD
Martin Mackey, BAppSc(Phty) *Cumb* MSafSc *UNSW* BEc PhD
Lyndal Maxwell, BAppSc(Phty) *Lincoln* GradDipAppSc(Cardiothoracic) *La Trobe* MAppSc(Phty) PhD
Bredge McCarren, BSc *UNSW* GradDipPhty *Cumb* GradDipAppSc(Cardiothoracic) *La Trobe* MAppSc(Phty) PhD
Zoe McKeough, BAppSc(Phty) PhD
Anne Moseley, BAppSc(Phty) *Cumb* PhD GradDipAppSc(ExSpSc)
Joanne Munn, BAppSc(Phty) MAppSc GradCert(Ed)
Leslie Nicholson, BAppSc(Phty) GradDipAppSc(SportsSc) GradDipAppSc(ManipPhty) *Cumb* PhD
Eva Schonstein, BAppSc(Phty) *Cumb* MHPEd *UNSW* PhD
Debra Shirley, BSc *UNSW* GradDipPhty GradDipManipTher *Cumb* PhD
Angela Stark, BAppSc(Phty) MAppSc(NeuroPhty)
Karyn Whelan, BAppSc(Phty) *Cumb* MAppSc(Phty)
Vicki Williams, BAppSc(Phty) *Cumb* MEd *UNSW*

Associate Lecturers
Robert Daking, BSc(Phty) *Northumbria* MSc(Manip) *Lond*
Andrew Leaver, BAppSc(Phty) *Cumb* GradDipAppSc(ManipPhty)
Nia Luxton, BSc(Phty) *Ulster*
Jan Naughton, BA *ANU* BAppSc(Phty) *Cumb* GradDip(SptMed) *Lond* PhD

Practicum Coordinators
Evelyn Argall, BAppSc(Phty) *Cumb*
Carolyn Gates, MAppSc(Phty) *Cumb*
Julia Patrick, BAppSc(Phty) *Cumb*
Fiona Scott, BAppSc(Phty) *Cumb* GradCertHlthEc *Curtin*

Yooroang Garang: Indigenous Health Studies

Acting Head
Sally Farrington, BSc MHPEd *UNSW* GradDipPhty *Cumb*

Senior Lecturers
Kathleen Clapham, BA PhD
Freidoon A Khavarpour, BA *Pahlavi* MA PhD *Mich*

Lecturers
Bruno A Gelonesi, MA *Macq* GradDipEdSt *Nepean, CAE*
Angela Dawson, BA *Cant* MA *Lond* GradDip(PubHlth) *UNSW* GradDip(HEd)
Anthony Dillon, BSc MtrainDev
Vhoyt Losberg, BA *JamesCook* MBehHlthSc
Shane Merritt, BA *UNE* MA(Psych)
Susan Page, BA *UNSW*, RN CM
Miranda Rose, BN *UNE* MPHC *Flin*, RN

Associate Lecturer
Marie Taylor, BSc *NZ*

Centres

Australian Stuttering Research Centre

Director
Professor Mark Onslow, MAppSc *Cumb* PhD. Appointed 2003

Senior Research Officer
Ann Packman, PhD

Research Coordinator
Sue O'Brian, PhD

National Centre for Classification in Health

Director
Professor Richard Madden, PhD *Prin* BSc, FIAA. Appointed 2006

Associate Director
Kerry Innes, AssocDip(MRA) *Cumb*

Information Technology

Systems Manager
Young Tjoa, BSc(ComputerSci) *Calif*

Systems Analyst/Programmer
Ming Zhang, BEng *BeijingPU* GradDip(Computing) RMIT

IT Services Officer
Vaughan Jackson

Classification Support and Development Division

Project Officers
Kerri Doyle, BBus(HlthAdmin) *QUT*
Karyn Chen, BAppSc(HIM)
Margaret Cook
Anne Elsworthy, AssocDip (MRA) *Cumb*
Yan Guo, BMedicine *FujianMedicalU* MSc(HIM)
Lisa Richmond, BAppSc(HIM)
Julie Rust, BAppSc(HIM)
Patrica Saad, BAppSc(HIM)
Lwin Marla Tun, MB BS *Ragoon* MSc(HIM)

Quality Coordinator
vacant

Publications Division

Publications Manager
Rodney Bernard, GradDip(Design Studies) *TechnolSyd*

Publications Officer
Peter Long

Sales and Distribution Coordinator
Catherine Stanhope

Education

Acting Education Manager
Megan Cumerlato, BAppSc(HIM)

Special Projects

Special Projects Manager, Terminologies
Donna Truran, BA(Psych)

CATCH Project Manager
Lauren Jones, BAppSc(HIM) MSc

Mental Health Intervention Codes Project Manager
Margie Luke, AssocDip (MRA) *Cumb*

Administration

Office Manager
Tina Stanhope

Administrative Assistants
Dana Higggins
Imelda Noti

Rehabilitation Research Centre

Director
A/Professor Glen M Davis, BPE *Ott* MA *WOnt* PhD *Tor*, FACSM

Postdoctoral Fellows
Michael Russold, DipEng *Vienna* PhD *Liverpool*
Che Fornusek, BMEng *UNSW* PhD

Research Physiotherapy
Luciola Menzes, BPT *Brazil*

2. Guide to the Faculty

Objectives

The primary objectives of the Faculty are:

- Research in the clinical and disciplinary aspects of the health sciences, and
- 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 of the following disciplines:

- Applied Vision Sciences
- Behavioural and Community Health Sciences
- Communication Sciences and Disorders
- Exercise and Sport Science
- Health Information Management
- Indigenous Health Studies
- Medical Radiation Sciences
- Occupational Therapy
- Physiotherapy

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,
- 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, and
- research in classification, terminology and related health information and statistics.

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

Rehabilitation Research Centre

In March 1989, the Rehabilitation Research Centre was established with the charter to raise research productivity in the area of rehabilitation. Given that research in rehabilitation has an impact on the scientific, clinical and professional communities, it is appropriate that a Rehabilitation Research Centre should have clear and achievable research, educational and promotional functions.

The research objectives for the Centre are to:

- increase research productivity, publication and scholarship in the area of rehabilitation;
- stimulate and provide training programs for beginning researchers, and clinicians;
- attract eminent rehabilitation researchers;
- provide stimulating research environments for postgraduate students;
- organise and conduct national and international symposia on rehabilitation;
- provide a limited, but high quality rehabilitation service for patient assessment.

Inter-institutional agreements

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)
- Massey University, New Zealand
- 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, Peoples Republic of China
- The Chinese Academy of Medical Sciences, Beijing, Peoples Republic of China
- The University of Indonesia, Jakarta, Indonesia
- University of British Columbia, Canada
- University of Essex, United Kingdom
- University of Missouri, United States of America
- University of Otago, New Zealand
- University of Philippines System, Philippines

The inter-institutional links are designed to strengthen the bonds between academic communities and, in the process, contribute to greater understanding and communication between cultures.

Programs of cooperation involve exchange of information, faculty and where appropriate students, in a variety of educational development and research initiatives.

3. Admission and course information

Course enquiries

Student Central, located in the Jeffrey Miller Administration Building (A Block), provides prospective and enrolled students, both local and overseas, with information and advice on the various courses offered by the Faculty, as well as associated matters of admission and enrolment. Enquiries can be made Monday to Friday from 9am to 5pm. The postal address is:

Student Central
Faculty of Health Sciences
University of Sydney
PO Box 170
Lidcombe NSW 1825
Phone +61 2 9351 9161; fax +61 2 9351 9412
Email: uginfo@fhs.usyd.edu.au (undergraduate)
pginfo@fhs.usyd.edu.au (postgraduate)
intl-info@fhs.usyd.edu.au (international)

Admission requirements – undergraduate courses

Generally, applicants for admission to the Faculty's undergraduate courses are considered on the basis of the UAI 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 and/or attend an interview. Details of application procedures and any additional selection criteria are available in the UAC Guide, or on the website http://http://www.uac.edu.au.

Further information is also available from Student Central:
phone +61 2 9351 9574.

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 9351 4117, or on the website: http://www.usyd.edu.au/fstudent/undergrad/apply/entry.shtml

In addition to the above schemes the Faculty of Health Sciences conducts the schemes below. Further information about these schemes is available from Student Central:
phone +61 2 9351 9574.

Multicultural Entry Scheme

This scheme is open to applicants from non-English speaking backgrounds completing the current HSC who are proficient in a language other than English, and who have an understanding of the needs of major community groups. Applicants are required to sit an externally assessed test for which a fee is payable.

Applications and information about the test are available on the website http://www.crc.nsw.gov.au. The closing date for applications is the last Friday in October each year.

Physiotherapy – Rural Students Entry Scheme

This scheme is open to applicants to physiotherapy 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 UAI is not more than five points below the main round UAI cutoff. Applications are available on the website http://www.fhs.usyd.edu.au/phy/. The closing date for applications is 30 November each year.

Vocational Entry Scheme

This scheme allows completion of relevant TAFE courses and/or work experience to be taken into consideration for admission to courses which are vocationally oriented. Applicants are required to submit a written application to the Admission Officer, Faculty of Health Sciences, in addition to the UAC application, by 30 November each year.

Fee-paying courses for Australian students

A limited number of fee-paying places will be available in Faculty of Health Sciences courses to current Year 12 students and other applicants. Applicants for fee-paying places will be selected in the same way as applicants for Commonwealth supported places. As a general rule, applicants must have attained a UAI or equivalent that is not more than five points below the UAI cut-off for entry to Commonwealth supported places in the current year. Admission as a fee-paying student is for the duration of the course. To be considered for conversion to a Commonwealth supported place in subsequent years students must re-apply through UAC and compete against all other applicants.

Further information is available on the University's website http://www.usyd.edu.au/fstudent/undergrad/costs/index.shtml.

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 2006 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 fee-paying applicants you should obtain a copy of the University's International Prospectus from the International Office on +61 2 9351 4079 or refer to the website http://www.usyd.edu.au/international/.

Admission requirements – graduate courses

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

Course applications

Undergraduate course applications

Applications for most of the Faculty's undergraduate courses are processed by the Universities Admissions Centre (UAC). Courses offered are:

Bachelor of Applied Science

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

Combined degrees of Bachelor of Applied Science (Exercise and Sport Science)/Bachelor of Science (Nutrition)

Bachelor of Health Science

- Aboriginal Health and Community Development *(no first year intake in 2007)*
- Hearing and Speech

Bachelor of Health Sciences

Combined degrees of Bachelor of Health Sciences/Master of Clinical Vision Sciences

Combined degrees of Bachelor of Health Sciences/Master of Health Information Management

Combined degrees of Bachelor of Health Sciences/Master of Rehabilitation Counselling

Information on UAC Applications

UAC application forms and Information Guides are available in August each year:

- for NSW Higher School Certificate students, from schools;
- for ALL other undergraduate applicants, from major newsagents or from the Universities Admissions Centre; or
- apply on-line at http://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 course applications

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

The closing date for physiotherapy graduate coursework programs is 30 September, except for the graduate entry Master of Physiotherapy course which will close on 30 November for local students and 31 August for international students.

The closing date for applications to the graduate programs is 30 November for local students and 31 October for international students. Applications from international students for the Master of Physiotherapy program close on 31 August.

Late applicatons are accepted and will be considered if vacancies remain.

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

All applications for courses commencing in the second semester close on 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 course 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 made to the relevant course corodinator. Applications for non-award enrolment should be submitted to Student Central.

Cross-institutional enrolment for undergraduate and postgraduate students

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

Commonwealth supported students who are pre-2005 HECS students and who are participating in cross-institutional programs are eligible to be Commonwealth supported at their host provider. Students who are not pre-2005 HECS students may be required to pay tuition fees.

Enquiries concerning application procedures and eligibility should be directed to Student Central:
phone +61 2 9351 9574.

Core knowledge areas – undergraduate courses

Students undertaking any undergraduate course 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 Sciences

Behavioural 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 psycho-social 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 prerequisities, 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 contact Continuing Professional Education on +61 2 9351 9343 about bridging courses or supplementary work to bring themselves up to the required level of knowledge.

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, electronegativity 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.

Grammatical analysis

(relevant to Hearing and Speech and Speech Pathology)

- 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 Hearing and Speech are strongly advised to undertake the grammatical analysis bridging course before the start of the first semester.

Mathematics

(relevant to Exercise and Sport Science, Health Information Management, 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.
- Ability to differentiate and integrate functions including polynomials, exponentials and trigonometric functions.

Physics

(relevant to Medical Radiation Sciences, Physiotherapy and Clinical Vision Sciences)

- Identify and be familiar with the following concepts and terms: motion, scalars and vectors.
- Knowledge of wave motion, light, wave phenomena.
- Identify and be familiar with the following concepts and terms: heat, temperature, calorimetry, heat transfer and expansion.
- Knowledge of the terms, density, force and pressure.
- Identify and be familiar with levers and pulleys.
- Identify and be familiar with the following concepts and terms: electrostatics, electric and potential fields, capacitance and Ohm's law.
- Knowledge of radioactivity and ionising radiation.
- For students who feel that their understanding of physics is inadequate, a physics bridging course is offered before the start of the first semester.

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

Academic skills

During orientation week the Learning Centre Cumberland Campus runs Academic Skills Day, a one-day program for students wishing to develop their academic skills. This is especially relevant for students from non-English speaking backgrounds, special entry students, and mature-age students returning to study after a long absence. Students who feel they need to refresh their academic skills will also find them helpful.

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

Bridging courses: Chemistry, Physics and Grammatical Analysis

Bridging courses may be offered at the Faculty of Health Sciences in Chemistry, Physics, and Grammatical Analysis. These courses are recommended for undergraduate as well as postgraduate students who feel that they have not attained the assumed knowledge noted elsewhere in course descriptions. Bridging courses are held in February each year, approximately two weeks prior to commencement of semester one.

Information about bridging courses is sent out with offers of admission into undergraduate and graduate programs. Prospective students are advised to complete the appropriate course if in any doubt as to their capacity in any of the above areas.
Information on bridging courses is also available online at: http://www.fhs.usyd.edu.au/future_students/undergrad/bridging/bridging.shtml.

Mathematics

The Mathematics Learning Centre (on Camperdown campus) assists undergraduate students to develop the mathematical knowledge, skills and confidence that are needed for studying first level mathematics or statistics units at university. The centre runs bridging courses in mathematics at the beginning of the academic year (fees apply). The centre also provides on-going support to eligible students during the year through individual assistance and small group tutorials. For details of activities and online resources provided by the centre see website via your MyUni student portal or the Services for Students at http://www.usyd.edu.au/stuserv/maths_learning_centre/index.shtml.

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
- Health Information Management
- Leisure and Health
- Medical Radiation Sciences
- Occupational Therapy
- Orthoptics
- Physiotherapy
- Speech Pathology.

The degree of Bachelor of Behavioural Health Science may be awarded in the grade of honours.

The degree of Bachelor of Health Science may be awarded in the grade of Honours in the following programs:

- Aboriginal Health and Community Development
- Hearing and Speech
- Rehabilitation Counselling

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

Detailed information is given in each course entry in this handbook or is available from relevant honours course 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 program 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 Faculty of Health Sciences awards Honours Grades based upon students' aggregate work within the Honours program. The Grades are as follows:

Honours grades	
First Class	80-100%
Second Class/ Division 1	75-79%
Second Class/ Division 2	70-74%
Third Class	65-69%
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. Advanced Standing (AS) results are 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 diploma and degrees

Area of study	Yrs	Mode	Code
Bachelor of Applied Science (BAppSc)			
Exercise, Sport Science and Nutrition***	4	full-time	SH115
Exercise and Sport Science*	3	full-time	SH088
Health Information Management* (last intake 2006)	4	full-time	SH096
Leisure and Health* (last intake 2006)	3	full-time	SH104
Leisure and Health*(last intake 2004)	6	off-campus	SH103
Medical Radiation Sciences*	3	full-time	
Diagnostic Radiography (last intake 2005)			SH105
Nuclear Medicine (last intake 2005)			SH106
Radiation Therapy (last intake 2005)			SH072
Medical Radiation Sciences*	3	full-time	
Diagnostic Radiography			SH116
Nuclear Medicine			SH117
Radiation Therapy			SH118
Occupational Therapy*	4	full-time	SH111
Orthoptics*(last intake 2006)	4	full-time	SH099
Physiotherapy*	4	full-time	SH095
Speech Pathology*	4	full-time	SH040
Bachelor of Applied Science (Exercise and Sport Science) / Bachelor of Science (Nutrition)**	5	full-time	SH093
Bachelor of Applied Science (Exercise and Sport Science) / Master of Nursing	4	full-time	GH018
Bachelor of Behavioural Health Science*(BBHSc) (last intake 2006)	3	full-time	SH102
Bachelor of Health Science (BHlthSc)			
Aboriginal Health and Community Development* (no first year intake in 2007)	4	block attendance	SH059
Hearing and Speech*	3	full-time	SH068
Medical Radiation Technology# (July start)	1	part-time	SH076
Medical Radiation Technology	1	full-time	
Diagnostic Radiography+ (not offered 2007)			SH050
Radiation Therapy+ (not offered 2007)			SH108
Nursing# (last intake 2005)	2	part-time	SH080
Nursing#	2	part-time	SH077
Occupational Therapy# (July start)	1	part-time	SH075
Occupational Therapy+ (not offered 2007)	0.5	full-time	SH089
Physiotherapy# (July start)	1	part-time	SH079
Physiotherapy+ (not offered 2007)	0.75	full-time	SH083
Rehabilitation Counselling* (last intake 2006)	4	full-time	SH085
Bachelor of Health Sciences*(BHlthSci) (last intake 2006)	3	full-time	SH086
Bachelor of Health Sciences*(BHlthSci)	3	full-time	SH122
Bachelor of Health Sciences/Master of Nursing	4	full-time	GH016
Bachelor of Health Sciences/Master of Clinical Vision Sciences	4	full-time	SH124
Bachelor of Health Sciences/Master of Health Information Management	4	full-time	SH125
Bachelor of Health Sciences/Master of Rehabilitation Counselling	4	full-time	SH126
Diploma of Health Science (DipHlthSc)			
Aboriginal Health and Community Development (not offered 2007)	2	full-time	SI029

Notes to undergraduate diploma and 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*
 # Off-shore (Singapore-based) conversion courses
+ On-shore (Sydney-based) conversion courses

Doctor of Philosophy (PhD) (generic award)

SB019

Full-time: minimum 3 years – maximum 4 years
Part-time: minimum 3 years – maximum 8 years

Area of study
Australian Stuttering Research Centre
Behavioural and Community Health Sciences
Biomedical Sciences
Communication Sciences and Disorders
Exercise and Sport Science
Health Information Management
Indigenous Health Studies
Medical Radiation Sciences
Occupational Therapy
Orthoptics
Physiotherapy
Rehabilitation Research

Doctor of Health Science (HScD) (generic award)

SB017

Full-time: minimum 3 years – maximum 4 years
Part-time: minimum 6 years – maximum 8 years

Master of Applied Science (MAppSc) by research

Full-time: minimum 1.5 years – maximum 2 years
Part-time: minimum 1.5 years – maximum 4 years

Area of study	Course code
Behavioural Science	SC035
Biomedical Sciences	SC043
Communication Sciences and Disorders	SC052
Education	SC117
Exercise and Sport Science	SC120
Gerontology	SC118
Health Information Management	SC011
Indigenous Community Health	SC068
Medical Radiation Sciences	SC045
Occupational Therapy	SC008
Orthoptics	SC032
Physiotherapy	SC025
Rehabilitation Counselling	SC023

Master of Applied Science (MAppSc) generic award

SC108

Full-time: minimum 1.5 years – maximum 2 years
Part-time: minimum 1.5 years – maximum 4 years

Area of study	Course code
MAppSc	SC108

Master of Communication Disorders (MCommDis) by research

Full-time: minimum 1.5 years – maximum 2 years
Part-time: minimum 1.5 years – maximum 4 years

Area of study	Course code
MCommDis	SC044

Master of Health Science (MHlthSc) by coursework

Area of study	Code	Minimum duration
Behavioural Science (BehSc)	SC047	1 year full-time or 2 years part-time
Cardiopulmonary Physiotherapy (CardPulPhty)	SC086	1 year full-time or 2 years part-time
Child and Adolescent Health (ChldAdolHlth)	SC048	1 year full-time or 2 years part-time
Clinical Data Management (CDM)	SC097	1 year full-time or 2 years part-time
Developmental Disability (DD)	SC107	1 year full-time or 2 years part-time
Education (Ed)	SC066	1 year full-time or 2 years part-time
Exercise and Sport Science (Ex&SpSc) (no commencing students)	SC080	1 year full-time or 2 years part-time
Gerontology (Geront) (not offered 2007)	SC070	1 year full-time or 2 years part-time
Health Informatics (HlthInformatics)	SC095	1 year full-time or 2 years part-time
Indigenous Community Health (IndigCommHlth)	SC106	1 year full-time or 2 years part-time
Manipulative Physiotherapy (ManipPhty)	SC085	1 year full-time or 2 years part-time
Physiotherapy (Phty)	SC092	1 year full-time or 2 years part-time
Medical Radiation Sciences (MRS)	SC077	2 years part-time
Medical Sonography (MedSono)	SC076	3 years part-time
Neurological Physiotherapy (NeuroPhty)	SC088	1 year full-time or 2 years part-time
Occupational Therapy (OT)	SC074	1 year full-time or 2 years part-time
Paediatric Physiotherapy (PaedPhty)	SC087	1 year full-time or 2 years part-time
Sexual Health (SexHlth)	SC109	1 year full-time or 2 years part-time
Speech-Language Patholgoy (SpLPath)	SC084	1 year full-time or 2 years part-time
Sports Physiotherapy (SportsPhty)	SC090	1 year full-time or 2 years part-time

Master of Exercise and Sport Science (MExSpSci)

Stream	Code	Minimum duration
Clinical Exercise Science	SC129	1 year full-time or 2 years part-time
Sports Performance	SC127	1 year full-time or 2 years part-time

Master of Diagnostic Radiography (MDR)

Course code	Minimum duration
SC131	2 years full-time

Master of Health Information Management (MHIM)

Course code	Minimum duration
SC096	1 year full-time or 2 years part-time

Master of Nuclear Medicine (MNM)

Course code	Minimum duration
SC133	2 years full-time

Master of Occupational Therapy (MOT)

Course code	Minimum duration
SC063	2 years full-time or 4 years part-time

Master of Orthoptics (MOrth)

Course code	Minimum duration
SC110	2 years full-time or 4 years part-time

Master of Physiotherapy (MPhty)

Course code	Minimum duration
SC104	2 years full-time

Master of Radiation Therapy (MRT)

Course code	Minimum duration
SC135	2 years full-time

Master of Rehabilitation Counselling (MRehabCIng)

Course code	Minimum duration
SC102	1.5 years full-time or 3 years part-time

Master of Speech Language Pathology (MSLP)

Course code	Minimum duration
SC112	2 years full-time or 4 years part-time

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

Course code	Minimum duration
SC105	2 years full-time or 3 years part-time

Graduate Diploma of Health Science (GradDipHlthSc)

Area of study	Code	Minimum duration
Education (Ed)	SF046	1.5 years part-time
Exercise and Sport Science (Ex&SpSc)	SF054	1 year full-time or 1.5 years part-time
Indigenous Community Health (IndigCommHlth)	SF056	1 year full-time or 1.5 years part-time
Medical Radiation Sciences (MRS)	SF053	1.5 years part-time
Medical Sonography (MedSono)	SF052	2 years part-time
Sexual Health (SexHlth)	SF057	1 year full-time or 1.5 years part-time

Graduate Diploma in Communication Disorders (GradDipCommDis)

Course code	Minimum duration
SF059	1 year full-time

Graduate Diploma in Rehabilitation Counselling (GradDipRehabCIng)

Course code	Minimum duration
SF055	1 year full-time or 2 years part-time

Graduate Certificate of Health Science (GradCertHlthSc)

Area of study	Code	Minimum duration
Behavioural Science (BehSc)	SG010	0.5 year full-time or 1 year part-time
Child and Adolescent Health (ChldAdolHlth)	SG029	0.5 year full-time or 1 year part-time
Clinical Data Management (CDM)	SG017	1 year part-time
Developmental Disability (DD)	SG028	0.5 year full-time or 1 year part-time
Education (Ed)	SG032	0.5 year full-time or 1 year part-time
Exercise and Sport Science (Ex&SpSc)	SG026	0.5 year full-time or 1 year part-time
Indigenous Community Health (IndigCommHlth)	SG021	0.5 year full-time or 1 year part-time
Medical Radiation Sciences (MRS)	SG024	1 year part-time
Medical Sonography (MedSono)	SG023	1 year part-time
Occupational Therapy (OT)	SG022	0.5 year full-time or 1 year part-time
Sexual Health (SexHlth)	SG030	0.5 year full-time or 1 year part-time

Singapore off-shore courses

Offered in Singapore in conjunction with Singapore Institute of Management

Course	Code	Mode	Minimum duration
Master of Health Science (Management)	SC078	off-shore	2 years
Master of Health Science (Child and Adolescent Health)	SC100	off-shore	2 years
Master of Health Science (Education)	SC099	off-shore	2 years
Master of Health Science (Gerontology) (not offered 2007)	SC103	off-shore	2 years

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:

Area of study	Alphabet code
Applied Vision Sciences	ORTH
Behavioural and Community Health Sciences	BACH
Biomedical Sciences	BIOS
Communication Sciences and Disorders	CSCD
Developmental Disability	GSDD
Doctor of Health Science	DHSC
Exercise and Sport Science	EXSS
Health Information Management	HIMT
Health Sciences	BHSC
Health Sciences	HSBH
Health Sciences	HSBM
Medical Radiation Sciences	MRTY
Medical Radiation Sciences (Graduate entry)	MRSC
Occupational Therapy	OCCP
Physiotherapy	PHTY
Singapore Off-shore courses	SING
Yooroang Garang: Indigenous Health Studies	AHCD

4. Student administrative information

Enrolment

Offers – undergraduate courses

Applicants to undergraduate courses will be notified by the Universities Admissions Centre if the University has made an offer of admission. The UAC Guide and http://www.uac.edu.au contains detailed information about the offer process, including when offers are made.

The Faculty of Health Sciences has only one intake each year, for the March semester, for most courses. There are a number of offer rounds which allows applicants a number of chances to receive an offer of admission and may also allow students to briefly have two or more offers at once.

The University makes most of its offers to local students in the Main Round, which occurs at the end of January, and further offers may be made in the Late and Final rounds, which occur at the beginning and the middle of February.

Applicants who receive an offer in these rounds are required to complete enrolment usually within a few days of the offer date. Offers of admission are made on the basis that applicants have provided correct and complete information throughout the application process and can be revoked by the University if the information provided is not accurate and complete.

Offers of admission are made for a particular intake, and must be taken up by the date specified for that intake, or the offer will lapse. The sole exception is for applicants who apply for and are granted deferment of enrolment (see below).

Successful applicants will receive instructions about the enrolment process with their offer letters from UAC. Copies of these instructions can also be found on the Faculty's website: http://www.fhs.usyd.edu.au.

Students unable to attend the designated enrolment session may nominate a proxy to act on their behalf.

Enrolment of new students

Enrolment as a new student in a course entails:

1. completion of an enrolment form attesting the units in which the student will be enrolled in the first year of study,
2. completion of such forms for statistical purposes as required by the Department of Education, Science and Training (DEST), and any other government agency,
3. completion of the Request for Commonwealth support and HECS-HELP form to indicate mode of payment of the Higher Education Student Contribution (if applicable),
4. completion of such other forms as required by the Faculty or University,
5. payment of Student Guild Fee (optional) and other fees in relation to study at the University,
6. payment of the estimated Higher Education Student Contribution for the semester of commencement of study if the 'up-front' mode of payment is adopted, if enrolled as a Commonwealth-supported student,
7. payment of tuition fees for each semester or completion of the Request for FEE-HELP assistance form, if enrolled in a fee paying course, and
8. provision of tax file number if applying for HECS-HELP or FEE-HELP.

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 confirmation

All the information provided when you enrol is added to the University's student information system. This includes the student's degree, academic year and their units of study. It is important that this information be recorded correctly at the beginning of the year, and amended should a change occur in any of the details during the year. Under the Higher Education Contribution Scheme (HECS) or course fees, any unit of study enrolment has a financial implication.

Students can vary their enrolment online via the MyUni website subject to pre and corequisite restrictions and deadline dates.

After the HECS census date in each semester all students will be sent a "Commonwealth Assistance Notice" confirming their units of study and financial liabilities. Students can also view this information via the student portal on the University's website: http://www.usyd.edu.au.

It is the student's responsibility to ensure that their enrolment is correct. Students should contact Student Central if they have not received the above notice within one month of the HECS census date.

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.

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 transfer are given on the 'Credit Transfer' leaflet available from Student Central, or from http://www.fhs.usyd.edu.au/current_students/enrolment.shtml

All students who intend to apply for credit transfer, must finalise their applications for the academic year by 10 February and only in exceptional circumstances (with documentary evidence) will an extension be granted until week one of Semester One. Applications must be made on the appropriate form 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 transfer

Students need to consider the following implications of gaining credit transfer:

- 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

In undergraduate programs of 3 years standard length, a maximum of two thirds credit transfer is permissible. In undergraduate programs of 4 years standard length, a maximum of three quarters credit transfer is permissible. In graduate coursework programs, a maximum of 50 per cent credit transfer is permissible.

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 outline and/or reading list, may assist in assessing your eligibility for credit transfer.

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.

Determination of credit transfer

In general, each student's case is considered individually on the basis of information submitted. However:

- For some units of study, lists of qualifications for which credit transfer will **automatically be granted** have been prepared and are available from Student Central. If your qualification does not appear on the list, you may still be granted automatic credit transfer where it is apparent to academic consideration that your qualification substantially fulfils your needs as a health professional. The quality of the documentation supplied with your application will have a significant bearing on its success.
- 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

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.

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.

Students applying for suspension of candidature must complete an "Application for suspension of candidature" form available from Student Central located in A Block, or from the website http://www.fhs.usyd.edu.au/current_students/enrolment.shtml 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.

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.

Students applying to discontinue their studies must complete an "Application for discontinuation of studies" form, available from Student Central or from the website: http://www.fhs.usyd.edu.au/current_students/enrolment.shtml.

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

Currently enrolled 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 http://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 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 of 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.

Completion of assessment requirements

Incomplete results will normally be converted to an AF (absent fail) result at the end of week 3 in the following semester.

Assessment timetables

Provisional and final time tables for assessments scheduled in weeks 15 and 16 of a semester are displayed at http://www.usyd.edu.au/su/recserv/exam/examdept.htm.

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 consequencesof such actions as stated in the University’s Academic Board Resolutions: Academic Honesty in Coursework: http://www.usyd.edu.au/ab/policies/ Academic _Honesty_Cwk.pdf and Plagiarism: Student Coursework Policy and procedure: http://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. 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 http://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 http://www.usyd.edu.au/studentcentre/forms/special_con.pdf

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. In this case a mark may or may not be given. Research Thesis for PhD and HScD.

UCN – Unit of study continuing, permanent grade

Used at the end of a semester for units of study which have been approved to extend into a following semester. This will automatically flag that no final result is required until the end of the last semester of the unit of study. This could be used in clinical units of study which are conducted out of semester time. To be used when a research thesis has been submitted for examination and during the examination process, until the final result is resolved.

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:

- 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; and
- 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.

INC – Incomplete, no mark

This result is used when examiners have grounds (such as illness or misadventure) for seeking further information or for considering additional work from the student before confirming the final result. Except in special cases approved by the Academic Board this result will be converted to a normal permanent passing or failing grade either:

- by the Dean at the review of examination results conducted pursuant to section 2(4) of the Academic Board policy 'Examination and assessment procedures'; or
- automatically to an AF grade by the end of the third week of the immediately subsequent academic session.

MINC – Incomplete with a mark of at least 50

This result may be used when examiners have grounds (such as illness and misadventure) for seeking further information or for considering additional work from the student before confirming the final mark and passing grade. Except in special cases approved by the Academic Board , this result will be converted to a normal passing mark and grade either:

- by the Dean at the review of examination results conducted pursuant to section 2(4) of the Academic Board policy 'Examinations and Assessment Procedures'; or
- automatically to the indicated mark and grade by the end of the third week of the immediately subsequent academic session.

F – Fail, 0–49

The student's performance did not reach the acceptable level for overall performance. Can be used for a research thesis that has been marked unsatisfactory.

AF – Absent Fail, no mark

Includes non submission of compulsory work. For non attendance at compulsory classes; failure to attend a compulsory examination. This result will appear as an absent fail on student transcripts. It indicates that students have failed to complete all compulsory components of a course.

W – Withdrawn, no mark

This is the result that obtains where a student discontinues a unit of study before the HECS census date i.e. 31 March (Semester 1) 31 August (Semester 2). Not recorded on external transcript.

DNF – Discontinued not to count as failure, no mark

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

DF – Discontinued with Failure, no mark

This applies from the time DNF ceases to be automatically available up to the cessation of classes for the unit of study. Recorded on transcript.

Common result grades – Special cases

Incomplete units of study

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

Students with incomplete results

Faculties are authorised to approve the extension of a MINC/INC grade for individual students having a valid reason for their incomplete status.

Undergraduate Honours only

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 http://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 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 three months of the date of the academic decision. If not satisfied, the student should seek an interview with the head of academic unit to discuss the matter. Appeals to the head of academic unit should be made within 15 (fifteen) working days of the date of the response from the staff member concerned or unit of study coordinator.

If not satisfied with the response from the academic unit, the student may appeal to the Dean within 15 (fifteen) working days of the date of the head of academic unit's response. The matter should normally be dealt with by the Dean or nominee within ten working days. Information on these procedures can be obtained from Student Central.

While the application of these procedures usually relates to assessment matters, this is not the only area in which an appeal may be initiated. If a student wishes to formally initiate an appeal against an academic decision, advice may be sought from the Cumberland Student Guild, or the Student Counsellor (Student Services).

Progression

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

Students must repeat failed units of study or their equivalent at the first opportunity and will be permitted to progress to the next semester in addition to repeating failed units of study, providing course requirements, including any corequisites, prerequisites and attendance requirements, can be met.

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.

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

Progression and show cause

1. Under the Resolutions of the Senate, the Faculty is authorised to require a student to show good cause why he or she should be allowed to repeat any unit in which he or she has failed or discontinued (with failure) more than once.
2. Moreover, a student may be required to show good cause why he or she should be allowed to re-enrol in a course in the Faculty if, in the opinion of the Faculty, he or she has not made satisfactory progress towards fulfilling the requirements for that course.
3. While satisfactory progress cannot be defined in all cases in advance, a student who has failed a unit of study twice (or more), or who has not successfully completed all course requirements within the timeframe specified (see Time limits and time away) and students who have failed or withdrawn with failure in two or more subjects in an academic year shall be deemed not to have made satisfactory progress.
4. For students who have not demonstrated satisfactory progress, who are enrolled though the Cadigal program at 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 Indigenous Health Studies (Yooroang Garang). Cadigal program students are permitted to complete the first year of enrolment over two years. A student who has not completed the first year requirements within three years or who has failed or withdrawn with failure in three or more subjects in an academic year shall be deemed not to have made satisfactory progress.

Notification of show cause/pending exclusion

Students who have failed to demonstrate satisfactory progress, shall be initially advised of this, but not necessarily placed on show cause, through a message on their assessment notice.

Following Semester 1, students may receive a letter of advice from the Faculty concerning the need for improved progress.

Following Semester 2, students required to show cause will receive written notification from the Faculty advising them that they have been placed on show cause and providing them with instructions for submitting a response.

Alternatively, the student may receive a letter of advice from the Faculty concerning the need for improved progress. Letters will be sent by express post to the student's recorded address – the student is responsible for keeping this address up-to-date. Students placed on show cause are advised they are permitted to re-enrol and/or continue enrolment until the final decision has been made.

Students placed on show cause who fail to make a written submission by the due date, as requested, will be automatically excluded from the Faculty and must cease class attendance.

Showing good cause

Students notified of pending exclusion may exercise the right to show good cause why they should be permitted to re-enrol. While it is not possible to define in advance all reasons relevant to showing good cause against exclusion, good cause means circumstances beyond the reasonable control of the student which may include serious ill health or misadventure (properly attested), but does not include demands of employers, pressures of employment or time devoted to non-University activities, unless these are relevant to serious ill health or misadventure.

In all cases the onus is on the student to provide the University with satisfactory evidence to establish good cause. The University may also take into account a student's general record in other courses or units of study, undertaken either within the University or at other institutions. Apart from demonstrating the reasons for not making satisfactory progress, students are required to indicate why they would be successful if permitted to re-enrol and what steps have been taken to resolve the preceding issues.

The Show Cause Committee will consider written advice from the head of course coordinator and from the student concerning these two factors:

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

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

The Show Cause Committee may invite the relevant course coordinator (or in the case of students enrolled in the Cadigal program the course coordinator of Yooroang Garang or nominee) and the student to address the Show Course Committee.

After the Show Cause Committee meets:

- the decision of the Committee is conveyed to the student and course coordinator in writing;
- a summary of the decisions of the Show Cause Committee (which does not identify students or courses) is presented to the next meeting of Faculty.

Re-enrolment after show cause

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

Exclusion

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

A decision to exclude a student from a course means an exclusion for two academic years. After two academic years, a student can reapply for admission to the course from which he or she was previously excluded. There is no guarantee of 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 Senate's Student Appeals Committee (exclusion and readmissions) by following the procedures set down in the University's Calendar at http://www.usyd.edu.au/about/publication/pub/calendar.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 December of the year preceeding 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: http://www.usyd.edu.au/risk/ohs_manual/index.shtml.

Information specific to the Faculty of Health Sciences can be found at http://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.
Cumberland transport options are outlined on last page of handbook. Enquiries can be directed to the Manager, Environmental Strategies +61 2 9351 2063, janet.broady@usyd.edu.au or go to http://www.facilities.usyd.edu.au/index.shtml and click on Sustainable Campus.

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

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.

Award or prize	Value	Criteria
Applied Vision Sciences		
The John Pockley/Patricia Lance Prize	$100	Awarded to the student with the highest general proficiency demonstrated in the Bachelor of Applied Science (Orthoptics) course.
The Orthoptic Association of Australia, NSW Branch Prize	$150	Awarded to an honours student with the highest marks for a report in the Bachelor of Applied Science (Orthoptics) Honours course.
The Patricia Lance Clinical Excellence Prize	$100	Awarded annually to the student enrolled in Clinical Studies IV or Professional Practice IV who demonstrates the greatest proficiency in professional clinical practice.
Behavioural and Community Health Sciences		
Dennis McIntyre Memorial Prize	$150	Awarded at each of the two annual graduation ceremonies to the student with the highest AAM (at least a distinction average) in the Master of Health Science (Behavioural Science) course.
Outstanding Achievement Award in Child and Adolescent Health	$150	Awarded at each of the two annual graduation ceremonies to the student with the highest AAM (at least a distinction average) in the Master of Health Science (Child and Adolescent Health) course.
Outstanding Achievement Award in Health Science Education	$150	Awarded at each of the two annual graduation ceremonies to the student with the highest AAM (at least a distinction average) in the Master of Health Science (Education) course.
The Australian Association of Gerontology (NSW Division) Award	$100	Awarded annually to the student enrolled in the Master of Health Science (Gerontology) course who demonstrates the greatest proficiency in the application of gerontological scholarship to professional practice, provided the work is of sufficient merit.
The Australian Society of Rehabilitation Counsellors, NSW Branch, Undergraduate Prize	$200 and $50 ASORC credit voucher	Awarded to the most proficient graduate in the Bachelor of Health Science (Rehabilitation Counselling) course.
The Australian Society of Rehabilitation Counsellors, NSW Branch, Postgraduate Prize	$200 and $50 ASORC credit voucher	Awarded annually to a graduating student with the highest general proficiency demonstrated in a postgraduate coursework program in Rehabilitation Counselling.
The ICLA Mental Health Rehabilitation Award	$400	Awarded annually to a third or fourth year student enrolled in the Bachelor of Health Science (Rehabilitation Counselling) course who demonstrated exemplary work in their studies of the unit Psychiatric Rehabilitation and has maintained a high standard of scholarship throughout their studies.
The Rehabilitation Counselling Association of Australasia (NSW) Dissertation Prize	$300 comprised $100 cheque and $200 voucher for membership to RCAA for one year	Awarded annually to the student with the highest mark for a Dissertation in the Masters of Rehabilitation Counselling.
The Rehabilitation Counselling Association of Australasia (NSW) Postgraduate Prize for Outstanding Achievement in Vocational Rehabilitation	$300 comprised $100 cheque and $200 voucher for membership to RCAA for one year	Awarded annually to the student with the highest aggregate mark for all units of Vocational Rehabilitation in the graduate Rehabilitation Counselling coursework programs.
The Rehabilitation Counselling Association of Australasia (NSW) Research Prize	$300 comprised $100 cheque and $200 voucher for membership to RCAA for one year	Awarded annually to the student with the highest mark for an Honours Research Thesis in the Bachelor of Health Science (Rehabilitation Counselling) Honours course.
The Rehabilitation Counselling Association of Australasia (NSW) Undergraduate Prize for Outstanding Achievement in Vocational Rehabilitation	$300 comprised $100 cheque and $200 voucher for membership to RCAA for one year	Awarded annually to the student with the highest aggregate mark for all units of Vocational Rehabilitation in the Bachelor of Health Science (Rehabilitation Counselling) Pass and Honours courses.
Communication Sciences and Disorders		
Bruce Baker, Semantic Compactions Prize	$200 cash	Awarded to the student enrolled in the final year of a Bachelor of Applied Science (Speech Pathology) course for highest achievement in disability units and clinical placements in the second, third and fourth years of their degree.
The Harcourt Assessment Prize	$200 cash or $400 gift certificate for products from Harcourt Assessment	Awarded to the student enrolled in the final year of a Bachelor of Applied Science (Speech Pathology) course who demonstrates the greatest proficiency in clinical education over the final two years of their degree.
The Speech Pathology Association of Australia Prize	One year membership of SPAA	Awarded to the student who demonstrates outstanding academic achievements, including research, throughout the Bachelor of Applied Science (Speech Pathology) course.
The Thinking Publications Award	$250 gift certificate for products from Thinking Publications	Awarded to the student enrolled in the final year of a Bachelor of Applied Science (Speech Pathology) course for the greatest sustained contribution to the Student Association in Speech and Hearing (SASH).

Award or prize	Value	Criteria
Hearing and Speech Award	$100 cash	Student enrolled in the final year of a Bachelor of Health Science (Hearing and Speech) course. Graduating student. Grade average must exceed credit. Awarded for the highest grade average, calculated on performance in all units of study, in years 2 and 3 of the degree
The Vicki Reed Honours Research Thesis Prize	$200 cash	Awarded to the student enrolled in final year of Bachelor of Applied Science (Speech Pathology) course or Bachelor of Health Science (Hearing and Speech) student who has finished the Hearing and Speech Pass course and enters the Honours program at the beginning of the next year. Awarded to the graduating student with the highest mark awarded for an honours thesis.
Exercise and Sport Science		
The Beiersdorf Australia Prize	$250	Awarded to the third year student with the highest aggregate marks in the units Biochemistry of Exercise, Exercise Physiology - Acute Responses, Exercise Physiology - Training Adaptations in the Bachelor of Applied Science (Exercise and Sport Science) course.
The NSW Institute of Sport Prize	$250	Awarded to the third year student with the highest aggregate marks in the units Biomechanical Analysis of Movement, Motor Control, Motor Control and Learning and Applied Biomechanics/Ergonomics in the Bachelor of Applied Science (Exercise and Sport Science) course.
The NSW Institute of Sport Honours Research Thesis Prize	$500	Awarded annually to the student who attains the highest mark for their honours' thesis in the Bachelor of Applied Science (Exercise and Sport Science) Honours course.
The Sports Medicine Australia (NSW) Prize	$100 plus one year's membership of Sports Medicine Australia	Awarded to the third year student with the highest aggregate marks in the Bachelor of Applied Science (Exercise and Sport Science) course. Those continuing to Honours are eligible.
Exercise and Sport Science Student Memorial Prize	$250	Awarded to a final year student as determined by their peers who has shown outstanding personal achievement in the Bachelor of Applied Science (Exercise and Sport Science) course.
Health Information Management		
The Hilda Roberts Memorial Prize	$100	Awarded to the most proficient student on completion of the final year in the Bachelor of Applied Science (Health Information Management) course.
The National Centre for Classification in Health Prize for Clinical Coding	$100	Awarded to the student with the highest aggregate mark in the unit Clinical Classification IIIA in the Bachelor of Applied Science (Health Information Management) course.
The NSW Health Department Clinical Classification Prize	$200	Awarded to the student with the highest aggregate marks in the units Clinical Classification IIIA and IIIB in the Bachelor of Applied Science (Health Information Management) course.
The NSW Health Department Clinical Classification Master of Health Information Management Prize	$200	Awarded to the student with the highest aggregate mark in the units International Disease Classification A and B in the Master of Health Information Management course.
Medical Radiation Sciences		
Academic Achievement, Year 1, Stream Award	$100 book voucher	Awarded to the first year student in each discipline stream (Diagnostic Radiography, Nuclear Medicine, and Radiation Therapy) in the Bachelor of Applied Science (Medical Radiation Sciences) course attempting year 1 for the first time and passing all units of study at the first attempt with the highest aggregate mark over all year 1 units of study.
Academic Achievement, Year 2, Stream Award	$100 book voucher	Awarded to the second year student in each discipline stream (Diagnostic Radiography, Nuclear Medicine, and Radiation Therapy) in the Bachelor of Applied of Science (Medical Radiation Sciences) course attempting year 2 for the first time and passing all units of study at the first attempt with the highest aggregate mark over all year 2 units of study.
Academic Achievement, Year 3, Stream Award	$100 book voucher	Awarded to the third year student in each discipline stream (Diagnostic Radiography, Nuclear Medicine, and Radiation Therapy) in the Bachelor of Applied Science (Medical Radiation Sciences) course attempting year 3 for the first time and passing all units of study at the first attempt with the highest aggregate mark over all year 3 units of study.
The Jillian Salter Memorial Award	$500	Awarded to a female non-metropolitan student with the highest aggregate marks across all second year units of study in all three undergraduate streams of Diagnostic Radiography, Nuclear Medicine and Radiation Therapy in the Bachelor of Applied Science (Medical Radiation Sciences) course.
The Kodak Award for Excellence	$200	Awarded to the student with the highest mark in the assessment of their Honours Thesis in the Bachelor of Applied Science (Medical Radiation Sciences) course.
The Dianne Court Memorial Award for Academic Excellence	$300	Awarded to the student with the highest academic excellence in the Graduate Diploma of Health Science (Medical Sonography) course.
The Dianne Court Memorial Award for Clinical Excellence	$300	Awarded to the student with the greatest clinical excellence in the Graduate Diploma of Health Science (Medical Sonography) course.
Occupational Therapy		
Anne Parkinson Memorial Award	Value of $500 education expenses	Awarded to a continuing mature age female student who has successfully completed second or third year in the Bachelor of Applied Science (Occupational Therapy) course in acknowledgement of the efforts required to overcome specific adversity and achieve success in the course.
Outstanding Achievement Award in Leisure and Health Studies	$250	Awarded to a graduating student, as determined by their peers, who has accomplished success in the Bachelor of Applied Science (Leisure and Health) course through a variety of circumstances.
Outstanding Achievement Award in Occupational Therapy	$250	Awarded to a graduating student, as determined by peers, who has accomplished success in the Bachelor of Applied Science (Occupational Therapy) course through a variety of circumstances.
The Diversional Therapy Association of NSW Prize	$200	Awarded to the student with the highest aggregate marks for the units in the Client Groups Strand in the Bachelor of Applied Science (Leisure and Health) course.
The Novartis Pharmaceuticals Prize	$100	Awarded to the student with the highest aggregate mark in the units Occupational Role Development I and II in the Bachelor of Applied Science (Occupational Therapy) course.
The NSW Association of Occupational Therapists' Prize	$100	Awarded to the student with the highest aggregate marks in the units Occupational Therapy Theory and Process I, II and III in the Bachelor of Applied Science (Occupational Therapy) course.
The Surgical Synergies Prize for Human Occupations	products to value of $200	Awarded to the student with the highest aggregate marks in Human Occupations IA, IB, IIA, IIB and III in the Bachelor of Applied Science (Occupational Therapy) course.
Physiotherapy		
New South Wales Institute of Sport Prize	$500	Awarded annually to the graduate with the highest aggregate mark in the Master of Health Science (Sports Physiotherapy) course.

Award or prize	Value	Criteria
Paediatric Physiotherapy Prize	$150	Awarded to the most proficient graduate in the Bachelor of Applied Science (Physiotherapy) course in the area of paediatric physiotherapy on the basis of academic and clinical excellence.
The Australian Physiotherapy Association Prize	$250	Awarded to the most proficient graduate in the Bachelor of Applied Science (Physiotherapy) course
The Australian Physiotherapy Association (Clinical Practice) Prize	$250	Awarded to the student exhibiting the highest standard of clinical practice in the Bachelor of Applied Science (Physiotherapy) course.
The Cardiothoracic Prize	$100 plus one year's membership	Awarded to the student exhibiting the highest proficiency in Cardiopulmonary Physiotherapy in the Bachelor of Applied Science (Physiotherapy) course.
The HNA Physio Prize	$500	Awarded to the most proficient graduate in the Master of Physiotherapy course.
The Neurological Rehabilitation Prize	$100 plus membership	Awarded to the student exhibiting the highest proficiency in Neurology in the third and fourth year. This award is based on academic results as well as the mark for the neurological clinical placement.
The Physiotherapy Nominated Prize	$100	Awarded to a final year student as determined by their peers who has shown outstanding personal achievement in the Bachelor of Applied Science (Physiotherapy) course.
The Physiotherapy Research Foundation Research Prize	$150	Awarded to the student with the highest grade for an honours Research Thesis in the Bachelor of Applied Science (Physiotherapy) Honours course.
The Rosemary E. Wilson Memorial Prize for Caring and Giving	$100	Awarded to the student who is judged as having best shown awareness of patients' total needs and real empathy with patients' physical, psychological and emotional needs in the Bachelor of Applied Science (Physiotherapy) course.
The Surgical Synergies Prize for Excellence in Musculoskeletal Physiotherapy	products to value of $200	Awarded to a graduating physiotherapy student who has demonstrated excellence in Musculoskeletal Physiotherapy and clinical education Musculoskeletal placements in the Bachelor of Applied Science (Physiotherapy) course.
Yooroang Garang: Indigenous Health Studies		
Yooroang Garang Prize	$150	Awarded to the graduating student with the highest aggregate marks over all units in the Bachelor of Health Science (Aboriginal Health and Community Development) course and passing all units of study at the first attempt.
Yooroang Garang Prize	$150	Awarded to the graduating student with the highest aggregate marks over all units in the Bachelor of Health Science (Aboriginal Health and Community Development) Honours course and passing all units of study at the first attempt.

Undergraduate scholarships and bursary

Scholarships	Value (annual)	Duration	Criteria
University of Sydney Scholarships (Merit)	$5000 each	Maximum 5 years depending on degree	Minimum UAI 95 in NSW HSC or equivalent plus personal attributes and achievements.
University of Sydney Scholarships (Merit Entry)	$5000 each	1 year only	Minimum UAI 95 in NSW HSC or equivalent plus personal attributes and achievements.
University of Sydney Honours Scholarships	$5000 each	1 year only	Awarded on the basis on merit. The scholarships are offered to students undertaking an honours program that involves an additional year to a normal three year bachelor's degree.
Scholarships for continuing students	$2500 each	1 year only	Awarded to undergraduate students on the basis on academic merit.
Bachelor of Health Sciences Entry Scholarships (5)	$2000 each	1 year only	Awarded to full-time local students with the highest UAI enrolled in the Bachelor of Health Sciences or a Bachelor of Health Sciences combined degree in the Faculty of Health Sciences. Minimum UAI 90 in NSW HSC or equivalent.
Bachelor of Health Sciences International Entry Scholarships (2)	$5000 each (as partial fee reimbursement)	1 year only	Awarded to international students with the highest USFP enrolled in the Bachelor of Health Sciences or a Bachelor of Health Sciences combined degree in the Faculty of Health Sciences. Minimum USFP grade of 7.6 (minimum UAI 90 in NSW HSC or equivalent).
Douglas and Lola Douglas Scholarships (3)	$12000 each	1 year only	Awarded on the basis of academic merit to students enrolled in an undergraduate honours program in the Faculty of Health Sciences.
Cerebral Palsy Foundation Bursary (3)	$1500 each	1 year only	Open to high achieving students with special interest in cerebral palsy in Bachelor of Applied Science (Occupational Therapy/ Physiotherapy/Speech Pathology) courses who will be entering year 4 in the year of award.

For further information contact:
Faculty Services
Faculty of Health Sciences, A block
Phone: +61 2 9351 9572
Email: facadmin@fhs.usyd.edu.au

For current information on scholarships, visit the website http://www.usyd.edu.au/fstudent/scholarships.shtml.

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: http://www.usyd.edu.au/su/reschols/scholarships/.

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 http://www.usyd.edu.au/fstudent/scholarships.shtml.

Clinical supervisory positions for postgraduate students

Qualified speech pathologists are regularly employed by the discipline of Communication Sciences and Disorders on a full or part-time basis to provide student supervision in the clinical practice program.

Postgraduate research students who are qualified speech pathologists may be offered employment in some of these supervisory positions. Preference will be given to full-time students but part-time students are not precluded from these opportunities. For further information, contact the Director of Clinical Education in the discipline of Communication Sciences and Disorders on +61 2 9351 9450.

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 all undergraduate and some graduate courses offered in the Faculty of Health Sciences. In undergraduate courses, students can expect to spend between 25 and 40 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 and overseas.

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 academics, and the directors 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 respective academic unit, or by 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 did not attend the entire units of study (UOS) because of extenuating circumstances and final assessment has been deferred because of misadventure or illness;

(b) Students whose assessment is Incomplete – used for units commenced but not completed – 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 of the Faculty handbook. All clinical placements are organised and approved by the clinical education team of the relevant academic unit.

1. Placements for Incomplete and Deferred Assessments will be organised to be completed at the earliest opportunity and subject to availability.
2. Failure in any unit of study (academic or clinical) may affect the student's progression through the undergraduate program and potentially delay graduation.
3. Enrolment or re-enrolment in clinical education units of study for non-standard students is dependent on meeting all co- and prerequisites as well as avoiding a timetable clash with academic units of study and the scheduled clinical placement. Refer to Faculty Policy 2002/20 – Policy on Removal or Restriction of Students on Clinical Education or Fieldwork Placements. See http://www.fhs.usyd.edu.au/current_students/other_policies.shtml.
4. Students who have failed a clinical unit may be permitted to re-enrol in the unit at non-standard times, subject to availability of placements and at the discretion of the Clinical Academic and after all students with Deferred Assessments and Incompletes have been placed.

(Also refer to Rules Applying to Clinical Education above.)

Clinical practice dates

Please refer to clinical practice dates listed under each course.

Insurance coverage for students on fieldwork

The University has in place a public liability and professional indemnity policy which extends to protect students from claims made against them which arise out of any negligent act, error or omission on the part of the student during such fieldwork.

Other relevant policies

The University has a personal accident policy covering postgraduate students against accidental bodily injury, providing death and capital benefits, as well as a weekly benefit whilst disabled. Sydney University Sports Union maintains a similar policy for undergraduates.

If you require further information, please contact the Risk Management Office on +61 2 9351 4335.

Information on infectious diseases for students and clinical teachers

Infectious diseases are of concern to all those working in clinical settings. Whilst an understanding of the transmission of diseases such as AIDS, hepatitis and tuberculosis is particularly important, all students and clinical teachers must acquaint themselves with information about the potential dangers of all communicable diseases likely to be experienced in Australia. They should be aware of sources of infectious micro-organisms, their modes of transmission and the ways of reducing the risk of infection to self, patients and others.

From 2003, the NSW Department of Health requires all students undertaking clinical placements that involve direct client contact to provide written evidence of your immunity status and/or be vaccinated against diptheria, tetanus, pertussis, measles, mumps, rubella, chicken pox, hepatits B, influenza and tuberculosis before commencing a placement with NSW health facilities. A NSW Department of Health Adult Vaccination Record card will be provided to all enrolled students in the Faculty of Health Sciences for this purpose.

Students who will be in direct contact with patients/clients of health care services are advised to seek medical advice and to arrange vaccinations, according to advice provided by their doctor, the University Health Service, and the Department of Health, Policy Directive PD2005_338.

Vaccinations and advice are available through the University Health Service at the Camperdown Campus, phone +61 2 9351 3484 or +61 2 9351 4095.

Information on this subject is available during orientation week and at the NSW Department of Health website:
http://www.health.nsw.gov.au/policies/pd/2005/pd2005_338.html.

Further information about infectious diseases is available, in confidence, from the Faculty adviser, Associate Dean (Clinical Education).

Counselling support for students on clinical placements

Students who feel that they have any personal or family issues which may impact negatively on their performance on clinical placements should contact either their clinical academic for referral to the counsellor or may approach the counsellor at Cumberland 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 clinic 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 of fieldwork in the NSW health care systems, are required to be subject to a criminal records check as a condition of gaining access to NSW Health Department facilities. Depending on the nature of the offence for which a conviction has been recorded, the NSW Department of Health has the right not to accept a health care student or worker for placement in the NSW health care system.

All new students in the Faculty of Health Sciences will receive, as part of their enrolment package, a form from the NSW Department of Health consenting to a criminal records check. Students must complete, sign and return the enclosed form to Student Central as soon as possible after receipt. Student Central will forward forms on to the NSW Department of Health for processing. Failure to return your form could mean non-acceptance by the NSW Department of Health for a placement to undertake clinical experience.

If you do not receive a Clearance for Clinical Placements Card from the NSW Department of Health within six weeks of submitting the form, you are strongly advised to follow up with Student Central to check if your form has been processed. Non-acceptance of a student by the NSW Department of Health for clinical placement may affect that student's academic progress. Accordingly, you are urged to contact the Faculty Adviser, Associate Dean (Clinical Education) if you have any concerns or enquiries about this policy.

Information about the NSW Department of Health's policy can be found at the NSW Department of Health website:
http://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. This information will be retained by the NSW Department of Health, which is legally entitled to hold such records, and the NSW Department of Health will correspond directly with adversely affected students.

The University, in consultation with the Students Representative Council (SRC), has established protocols to enable students affected by the policy to receive appropriate advice and support and, if necessary, to enable them to transfer their enrolment to another course. These protocols were implemented in 1998.

NSW Child Protection (Prohibited Employment) Act

University of Sydney students undertaking "child-related" placements as part of their course are also subject to the requirements of the NSW Child Protection (Prohibited Employment) Act.

Broadly, the purpose of the Act is to regulate the employment of "prohibited persons" in "child-related employment". Under the Act a "prohibited person" is a person who has committed a serious sex offence. "Child-related employment" means employment, paid or unpaid, which involves direct contact with children, where that contact is not directly supervised.

The Act specifically includes persons undertaking practical training as part of an educational or vocational course within its definition of employment.

Prior to undertaking any clinical placement, students must return a signed copy of the Prohibited Employment Declaration to Student Central. Failure to do so may jeopardise any such placement and the fulfillment of course requirements.

New students will be provided with copies of the Declaration at enrolment. Copies may also be obtained by new and re-enrolling students from Student Central.

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

NSW Health Privacy Management Plan

Students undertaking clinical placements must be familiar with the content of this Plan and comply with the NSW Health Records and Information Privacy Act (2002). For further information, see the Department of Health Policy Directive PD2005_554 at:
http://www.health.nsw.gov.au/policies/pd/2005/PD2005_554.html.

The Faculty of Health Sciences wishes to acknowledge the following hospitals, clinical centres, agencies, institutions and organisations for their invaluable support in and contributions to the practicum programs offered in respective disciplines.

Applied Vision Sciences

Public hospitals

Metropolitan

Bankstown
Concord Repatriation General
Coorabel, Ryde Rehabilitation Centre
Liverpool
Prince of Wales, Randwick
Royal North Shore Public Hospital
St George, Kogarah
Sydney Eye, Sydney
The Children's Hospital at Westmead
Westmead Centre

Country and interstate

Repatriation and General, Greenslopes Brisbane
Royal Brisbane

Community agencies and private organisations

Alice Betteridge School
Central Sydney Area Health Service
Child, Adolescent and Family Health Services, Glebe
Royal Blind Society of NSW – Enfield, Newcastle and Canberra
Royal Far West Children's Health Scheme, Manly
Royal Institute for Deaf and Blind Children
Save Sight Institute

Private practitioners

Dr M Branley – A Enriquez
Bondi Junction Laser Sight Centre
Dr J Chau-Vo – M Payir
Dr P Duke - R Racanelli
Eastwood Eye Surgery
Eye Associates, Sydney

Eyetreat, Castle Hill – L Wilcox
Dr M P Flaherty – J Springett
Dr I Francis - M Rice
Dr A Goh – T Nelson, R Kiernicki
Gosford Eye Centre
Dr A Gregory – N K Ngo
Dr B Harrisberg – J O'Regan
Dr M Hennessy – R Turnbull
Dr G S Horowitz
Hunter Street Eye Specialists, Parramatta – N Roediger
Dr A Hunyor – A Pryke
Marsden Eye Specialists, Parramatta and Castle Hill
Dr F Martin – L Leonard
Metwest Eye Centre, Blacktown
Mosman Eye Specialists
Dr M Newman
North Shore Eye Centre, St Leonards
Perfect Vision Laser Correction – Dr C N Moshegov, C Kuah
Dr A Rosenberg – Y Pham-Vu
Sebban Eye Centre
Dr J Smith
Sydney Eye Specialist Centre
Dr Steven Wine – A Coyne
Dr J Yip

Behavioural and Community Health Sciences

Bachelor of Behavioural Health Science

Central Coast Health
Council on the Ageing (NSW) Inc
Department of Community Services
Gaining Ground
Georges River Community Service
Jewish Care
Oasis Youth Network
Older Women's Network
Recreation and Peer Support Inc
Relationships Australia
Surry Hills Neighbourhood Centre
Sydney Water
The LEAD Group
The Lorna Hodgkinson Sunshine Home
The Association of Genetic Support of Australasia Inc.
United Services Union
Wesley Mission

Rehabilitation Counselling

Public hospitals and community health services

Metropolitan

Bridgeway House, Western Sydney Area Health Service
Create Team of Ryde Community Mental Health Service, Gladesville
Royal Rehabilitation Centre Sydney, Ryde
Herbert Street Clinic, Royal North Shore Hospital, St Leonards
University of Sydney Pain Management and Research Centre, Royal North Shore Hospital
Western Sydney Area Health Service, Parramatta
Westmead Hospital – Dept of Rehab Medicine
Jarrah House, Prince Henry Hospital, Little Bay

Country and Interstate

Illawarra Area Health Service – Mental Health
Lithgow Community Mental Health Team
Mingara- Shoalhaven Drug and Alcohol Service, Ulladulla

Government departments and agencies

CRS Australia

Metropolitan

Ashfield, Bankstown, Campbelltown, Chatswood, Darlinghurst, Dee Why, Epping, Blacktown, Rockdale, Hurstville, Southerland Sydney, Penrith

Country and interstate

Bega, Canberra, Lismore, Gosford, Newcastle, Nowra, Tamworth, Whyalla, Wollongong, Darwin, Knox (Vic)
Centrelink, Strathfield
Department of Defence – Mental Health Unit, Enoggera, Qld
Ambulance Service of NSW, Rozelle

NSW Sport and Recreation – Disabled WinterSports, Jindabyne
NSW Sport and Recreation – Sports Unit for Athletes with a Disability, Narabeen
Dept of Ageing, Disability and Home Care, Alexandria
National Disability Abuse and Neglect Hotline, Redfern
Choice Employment Solutions, Blacktown
Community Offenders Services, Wollongong
Impotence Australia
Dept Corrective Services – Disability Services unit, Sydney
Metropolitan Remand and Reception Centre, Silverwater
John Morony Correctional Centre (Parole Unit), South Windsor
Mulawa (Women's) Correctional Centre
NSW Fire Brigade, Sydney
Probation and Parole Service, Parramatta, Bankstown, Penrith
Silverwater Correctional Centre
WorkCover QLD, Brisbane

Community agencies and private organisations

Metropolitan

The 491 Centre, Leichhardt
Active Employment, Parramatta, Penrith, Springwood
Active Occupational Health Services, Liverpool
Advanced Personnel Management, Sydney, Parramatta
Allianz Australia Ltd, Sydney
Australian Injury Management, Granville
Barnados, Mt Pleasant
Break Thru Employment Solutions, Blacktown, Liverpool
CGU – Workers Compensation, Pyrmont
Chinese Australian Services Society (CASS), Ashfield
The Chronic Pain Group, Gordon
CMS Rehab, Bankstown
Crawford Healthcare Management Services, Chatswood
Dulkara Adult Day Service (Inala), Cherrybrook
Empact Injury Management Services, Baulkham Hills
The Exodus Foundation, Ashfield
Flintwood Disability Services Inc, Westmead
Headway Adult Development Program, Bankstown
Hornsby Challenge (Network Job Services), Eastwood
House With No Steps, Belrose
ICLA, Surry Hills
IMR – Injury Management and Rehabilitation, Alexandria
Inergise, Parramatta, Sydney, Liverpool, Hurstville
Injury Management Assist, Liverpool
IRS – Total Injury Management, Sydney, Parramatta
Kairros, Harris Park, Liverpool, Greenwich
Lifestyle Options – The Spastic Centre, Allambie Heights
Mercy Community Care, Hornsby
Miko Consulting P/L, Parramatta
MP Safety Management, Sydney
The Maroubra Centre
Mend Services Pty Ltd, Lidcombe, Forest Lodge (Glebe)
Mission Australia – Employment, Campbelltown, Campsie, Miller, Penrith, Leichhardt, Hornsby, Chatswood
North West Disability Service, Baulkham Hills
NADA – Network of Alcohol and Other Drug Services (Youth Off The Streets), Marrickville
ORS Group, Parramatta
Players Biscuits, Miranda
PRA (Psychiatric Rehabilitation Association) Redfern, Parramatta
QBE Insurance, Sydney
Rehab Options, Miranda
Recovre, Sydney, Parramatta
Rehabilitation Services, Sydney
Re-Start Consulting, Lewisham
Riverlink Interchange, West Ryde
Smart Rehabilitation, Newington
St Vincents Private Workhealth, Parramatta
Salvation Army Oasis Youth Support Network, Surry Hills
SEDS, Chatswood
Seven Hills School for Sensory Education
STARTTS, Carramar
Studio Artes Inc, Hornsby
Sydney Counselling Centre, Parramatta
The Sunnyfield Association, Allambie Heights, Matraville
Triple Care Farm, Robertson
Wahroonga Rehabilitation Service, "House In The Park"
Wesley Life Skills, Belfield, Petersham, Granville, Milperra
Wesley Rehabilitation Services "Grace Manor", Ashcroft
Konekt (formerly WIMS), Liverpool, Parramatta
Work Solutions Group, Surry Hills
Workfocus Australia, Newtown

Country and interstate

ORS Employment Solutions, Gosford
Advanced Personnel Management, Brisbane
Best Practice Rehabilitation, Newcastle
Inergise, Tamworth
Recovre, Melbourne
Hills Street Occupational Rehabilitation Service, West Gosford
Inergise, Coffs Harbour, Tamworth
IRS – Total Injury Management, Newcastle, Orange, Wollongong, Canberra
Mandala, Gosford
Camp Breakaway, San Remo (Central Coast)
Gus Carfi Psychological and Rehabilitation Services, Ascot Vale (Vic)

International

Mitchells Plain Community Health Centre, South Africa
Agape Family Ministries, South Africa

Communication Sciences and Disorders

Hospitals

Metropolitan

Alamander Private Hospital
Balmain Hospital
Bankstown Hospital
Bowral Hospital
Braeside Hospital
Canterbury Hospital
Camden Hospital
Campbelltown Hospital
Children's Hospital at Westmead
Concord Repatriation General Hospital
Fairfield Hospital
Hornsby Kuringai Hospital
Lady Davidson Private Hospital
Liverpool Area Health Service
Manly Hospital
Mona Vale Hospital
Mt Wilga Private Rehabilitation Hospital
Nepean Hospital
Lottie Stewart Hospital
Royal North Shore Hospital
Royal Prince Alfred Hospital
Royal Rehabilitation Centre, Ryde
Ryde Hospital
St George Hospital, Kogarah
St Josephs Hospital, Auburn
St Vincent's Hospital, Darlinghurst
St Vincent's Hospital – Sacred Heart Rehabilitation Service
Sydney Children's Hospital, Randwick
War Memorial Hospital, Waverley
Westmead Hospital
Wollongong Hospital

Country/interstate/overseas

Albury Base Hospital
Alice Springs Hospital
Bloorview Kid's Rehab, Canada
Blue Mountains District Hospital
Changi General Hospital, Singapore
Coff's Harbour Hospital
Gosford Hospital
Kiama Hospital
Launceston General Hospital
Lismore Base Hospital
Lourdes Hospital, Dubbo
Manning Base Hospital, Taree
Mt Alvernia Hospital, Singapore
National University Hospital, Singapore
North Middlesex University Hospital (UK)
North West Regional Hospital, Tasmania
Shoalhaven District Memorial Hospital
Singapore General Hospital
Tamworth Base Hospital
Townsville Hospital
Wagga Wagga Base Hospital
Yass Hospital

Community Health/NSW, Country, Interstate

ACT Community Health
Auburn Community Health Service
Bankstown Community Health Centre
Bass Coast Regional Health
Bega/Pambula Community Health Centre
Blacktown Community Health Centre
Broken Hill Health Service
Burwood Community Health Service
Campbelltown Regional Health
Canowindra Health Service
Canterbury Community Health
Central Coast Health
Croydon Health Services
Dubbo Community Health Centre
Eden Community Health Centre
Eurobodalla Community Health Centre
Fairfield City Council Early Support Team
Fairfield Health Service
Forster Community Health Centre
Goulburn Community Health Centre
Hawkesbury Community Health Service
Hornsby Kuring-gai Health Service
Illawarra Child Development Centre
Illawarra Health Kids Cottage
Kurrajong Early Intervention Service
Leichardt Health Service
Lifestart
Lismore Child and Family Health Centre
Lower Nth Shore Child & Health Service
Marrackville Community Health Centre
Menai Community Health Centre
Mount Druitt Community Health Centre
Mudgee Community Health
Merrylands Community Health
Mullumbimby Community Health
Murwillumbah Community Health Centre
New England Area Health Service
Northern Beaches Health Service
Northern Rivers Area Health Service
Parramatta Community Health Centre
Peakhurst Community Health Centre
Penrith Community Health Centre
Port Macquarie Community Health
Queenscliff Community Health Centre
Rockdale Community Health Centre
Rosemeadow Community Health Centre
Ryde Child Adolescent and Family Health Centre
Ryde Community Health Centre
St Clair Community Health Centre
Sylvania Community Health Centre
Sylvania Disability Service
Tamworth Community Health Centre
Taree Aged Care Centre
The Infants Home
Therapy ACT
Townsville Children's Community Therapy Services
Tumut Community Health Centre
Tweed Heads Community Health Centre
Waverley Community Health Centre
Wentworth Area Health Services
Young Community Health Centre

Department of Aging Disability and Homecare (DADHC)

Armidale DADHC
Campbelltown DADHC
Cumberland Prospect DADHC
Dubbo DADHC
Goulburn DADHC
Grafton DADHC
Metro North DADHC
Metro Residence DADHC
Metro-West Residences DADHC
Parramatta DADHC
Penrith DADHC
Queanbeyan DADHC
St Mary's DADHC
Wollongong DADHC

Community agencies and private organisations

Alice Betteridge School, North Rocks
ASPECT
The Spastic Centre of NSW
The Sydney Cochlear Implant Centre

Other organisations

Berala Public School
Bonnyrigg Primary
Broderick/Gillawama Special School
DSA
Educational Speech Patholgy
Fort Dodge Australia
Hong Chi Morninghill School, Hong Kong
Mater Dei Special School
Dr Roslyb Nielson
Oak Flats Primary
Sacred Heart School Cabramatta
Saint Ignatius' College Riverview
Saint Brigid's Primary School
Saint Joseph's Primary School
Saint Therese Primary School
St Jerome's Primary School
St Michael's Primary School
Vern Barnett Special School

Exercise and Sport Science

Public hospitals

Balmain Hospital
Children's Hospital at Westmead
Lady Davidson Hospital
Royal North Shore Hospital
St George Hospital
St Joseph's Hospital
St Vincent's Hospital
Sutherland Hospital
The Sydney Adventist Hospital
Westmead Hospital

Other organisations

180 Degree Personal Training
393 Health Club
Adult Resource Program
Australian Sports Drug Agency (ASDA)
Blacktown Workers Health Club
Bike School
Body Express
Campbelltown City Council
Canberra Raiders RLFC
Canterbury-Bankstown RLFC
Carlisle Swimming, Sydney Academy of Sport
Castle Hill Podiatry
Central Area Health Service
Channel Nine "Good Medicine"
Christian Community Aid Service Inc.
Cronulla-Sutherland RLFC
Department of Animal Sciences, University of Sydney
Department of Sport and Recreation
Fernwood Female Fitness Centre
Fit for Work Australia
Indoor Central
Injury Management Assist (IMA)
Kings School
Mascot Physiotherapy and Sports Injury Clinic
MBF Health Management
Moriah College
MS Canterbury Bankstown Physiotherapy Centre
National Heart Foundation
National Mutual Health Management
New Balance Lifestyle Solution
New South Wales Institute of Sport
New South Wales Fire Brigade, Health and Fitness Medical Division
New South Wales Police Service, Healthy Lifestyle Branch
New South Wales Rugby
New South Wales Winter Sports Academy
North Sydney Orthopaedic and Sports Medicine Centre
Parramatta Power Soccer Club
Parramatta RLFC
Peak Conditioning
Penrith RLFC
Perisher Blue Race Department
Pittwater Physiotherapy/Sports Injury Centre
Presbyterian Ladies' College
Pymble Ladies' College
RTA Crashlab
Sport Nutrition
Sports Focus
Sports Medicine Australia (NSW Branch)
Sydney Academy of Sport
Sydney City RLFC
Sydney University Women's Sports Association
Workcare Medical

Health Information Management

Public hospitals

Metropolitan

Balmain Hospital
Bankstown Hospital
Blacktown Hospital
Blacktown/Mt Druitt Health, Mt Druitt Campus
Canterbury Hospital
Concord Repatriation General Hospital
Cumberland Hospital, Parramatta
Fairfield Hospital
Liverpool Health Service
Macarthur Health Service
Macquarie Hospital
Manly and Mona Vale Hospitals and Community Health Services
Nepean Hospital, Penrith
Prince of Wales Hospital, Randwick
Concord Hospital
Royal North Shore Hospital, St Leonards
Royal Prince Alfred Hospital, Camperdown
Royal Ryde Rehabilitation Centre
Ryde Hospital
St George Hospital, Kogarah
St John of God Hospital, Burwood
St Joseph's Hospital, Auburn
St Luke's Hospital Complex
St Vincent's Hospital, Darlinghurst
Sutherland Hospital Caringbah
Sydney Hospital and Sydney Eye Hospital
The Children's Hospital at Westmead
The Rozelle Hospital
Westmead Hospital

Country and interstate

Bathurst District Hospital
Blue Mountains District Anzac Memorial Hospital
Bowral District Hospital
Cairns Base Hospital
Coffs Harbour and District Hospital
Cooma District Hospital
Dubbo Base Hospital
Forbes District Hospital
Gosford Hospital
John Hunter Hospital
John James Memorial Hospital
Lismore Base Hospital
New England Health Service, Tamworth
Orange Base Hospital
Pambula Hospital
Peninsula Private Hospital
Port Macquarie Base Hospital
Princess Alexandra Hospital, Brisbane
Royal Darwin Hospital
Royal Newcastle Hospital
Royal Women's Hospital, Brisbane
Tamworth Hospital
The Canberra Hospital
Wagga Wagga Base Hospital
Wollongong Hospital
Wyong Hospital

Overseas

Hong Kong Hospital Authority, Hong Kong
North District Hospital
Pamela Youde Nethersole Eastern Hospital
Prince of Wales Hospital, Hong Kong

Princess Margaret Hospital, Hong Kong
Queen Elizabeth Hospital, Hong Kong
Queen Mary Hospital, Hong Kong
Singapore General Hospital
Siriraj Hospital, Thailand
Gandong Provincial People's Hospital, China

Private hospitals and nursing homes

Holroyd Private Hospital
Hurstville Community Cooperative, Hurstville
Illawarra Private Hospital
Kareena Private Hospital
Newcastle Mater Hospital, Waratah
Nepean Private Hospital
North Shore Private Hospital
President Private Hospital, Kirrawee
St George Private Hospital
St Vincent's Private Hospital, Darlinghurst
Strathfield Private Hospital
Sydney Adventist Hospital, Wahroonga
The Hills Private Hospital
Westmead Private Hospital

Government departments and agencies

Central Coast Area Health Service, Gosford
Central Sydney Health Service, Camperdown
Central West Regional Office, Peak Hill
Cumberland Developmental Disability Service
Hunter Area Health Service, Newcastle
National Centre for Classification in Health
New South Wales Health Department
North Coast Regional Office, Lismore
Northern Sydney Area Health Service, St Leonards
Orana and Far West Regional Office, Dubbo
Silverwater Correctional Complex
South East Regional Office, Goulburn
South West Regional Office, Wagga

Other organisations

Health Information Management Association of Australia, North Ryde
iSoft, North Sydney
NHMRC Clinical Trials Centre, University of Sydney
Prime Care Pty Ltd
Rolls Printing, Castle Hill
STARTTS – Fairfield Hospital

Medical Radiation Sciences

Diagnostic Radiography

Alice Springs Hospital
Armidale Hospital
Auburn District Hospital
Bankstown – Lidcombe Hospital
Barwon Medical Imaging Geelong
Bathurst Base Hospital
Bathurst Radiology
Bega District Hospital
Bega Valley Radiology
Belmont Hospital
Bendigo Base Hospital
Blacktown District Hospital
Blacktown X-Ray Centre (2)
Blue Mountains Anzac Memorial Hospital
Border Medical Imaging – Albury Base Hospital
Border Medical Imaging – 3 Ramsay Pl Albury
Bourke District Hospital
Bowral Hospital
Brisbane Waters Hospital Radiology
Broken Hill Health Service
Cabramatta X-Ray Centre
Cairns Base Hospital
Calvary Hospital
Campsie Family Radiology
Canberra Imaging Group
Canterbury District Hospital
Carlingford Medical Imaging
Castlereagh Imaging
Castlereagh Radiology Group
Central Coast Radiology
Central Sydney Imaging Ashfield
Central Sydney Imaging Newtown
Cessnock District Hospital
City Medical Imaging
City X-Ray
Coffs Harbour Health Campus
Coffs Harbour Radiology
Concord Repatriation General Hospital
Dee Why X-Ray and CT
Dr Glenn and Partners Medical Imaging
Dubbo Base Hospital
Erina Radiology
Fairfield District Hospital
Geelong Hospital
Gold Coast Hospital
Gosford District Hospital
Goulburn Base Hospital
Grafton Base Hospital
Greenslopes Private Hospital
Hawkesbury Hospital
Hornsby and Ku-ring-gai Hospital
Hunter Imaging Group
Illawarra Radiology Group
Independent Radiology
John Flynn Hospital
John Hunter Hospital
John James Hospital
Kempsey District Hospital
Kingsway Diagnostic Centre
Launceston General Hospital
Lismore Base Hospital
Lithgow Integrated Health Facility
Liverpool Hospital
Logan Hospital
Macarthur Diagnostic Imaging, Campbeltown
Macarthur Health Service, Campbelltown
Maitland Hospital
Manly District Hospital
Manly Radiology and CT
Manning Base Hospital
Maroubra Medical Imaging Centre
Mater Health Services, Brisbane
Mater Imaging
Mater Private Hospital
Mayne Health Diagnostic Imaging Group
Mona Vale Hospital
Mona Vale X-Ray and CT
Mt Druitt Hospital
Mudgee Health Service
Mudgee Radiology
Murwillumbah Hospital
National Capital Diagnostic Imaging Group
Nepean Hospital
Nepean Private Hospital
Newcastle Hospital
Noosa Private Hospital
North Coast Radiology
North Shore Radiology
Northside Medical Imaging
North West Radiology Group
NorthWest Imaging, Westmead

Nowra Community Hospital
Orana Radiology
Orange Base Hospital
Parramatta Diagnostic Imaging
Peel Health Campus, Mandurah
Pennant Hills Diagnostic Centre
Penrith Imaging
Perisher Medical Centre
Pindara Private Hospital
Pittwater Radiology
Port Macquarie Base Hospital
Primary Diagnostic Imaging
Prince Charles Hospital
Prince of Wales Hospital and Childrens
Queanbeyan District Hospital
Rayscan Imaging Group
Redcliffe Hospital
Regional Imaging Borders
Rockhampton Hospital
Royal Hobart Hospital
Royal Adelaide Hospital
Royal Brisbane Hospital
Royal North Shore Hospital
Royal Perth Hospital
Royal Prince Alfred Hospital
Rush, Taylor and Partner
Ryde Hospital
Shellharbour District Hospital
Shoalhaven District Hospital
Shoalhaven Medical Imaging
Southcoast Radiology
South Coast X-Ray
South West Radiology Group
Southern Radiology Group
St Andrews Private Hospital
St George Hospital
St George Private Hospital
St Vincent's Hospital
St Vincent's Private Hospital
Sutherland Hospital
Sydney and Sydney Eye Hospitals
Sydney Adventist Hospital
Sydney CT and MR
Sydney X-Ray
Tamworth Base Hospital
The Canberra Hospital
The Children's Hospital at Westmead
The Hills Private Hospital
The Wesley Hospital
Toowomba Health Services
Townsville General Hospital
Tweed Heads District Hospital
Ultrascan
Wagga Base Hospital
Wagga Medical Imaging
Western Imaging Group
Westmead Hospital
Whistler Radiology Group
Wollongong Hospital
Wyong Hospital

Nuclear Medicine

Allamander Private Hospital – Southport QLD
Bankstown-Lidcombe Hospital
Bell Imaging, Sunshine Hospital, VIC
Box Hill Hospital, Melbourne
Brisbane Waters Nuclear Medicine – Woy Woy
Burwood Nuclear Medicine Diagnostic Centre
Cabramatta Nuclear Medicine
Cairns Diagnostic Imaging
Camden Nuclear Medicine
Campsie Nuclear Imaging
Canberra Imaging Group – Deakin, ACT
Central West Nuclear Medicine, Orange
Christchurch Hospital, NZ
Coffs Harbour Nuclear Medicine
Concord Repatriation General Hospital
Dee Why Nuclear Medicine
Dubbo Private Hospital
Gosford Nuclear Medicine
Hornsby Ku-Ring-Gai Hospital
Hornsby Ku-Ring-Gai Nuclear Medicine
Illawarra Regional Hospital
John Flynn Hospital – Tugun, Qld
John Hunter Hospital – New Lampton
Kanwal Nuclear Medicine
Liverpool Hospital
Mater Private Hospital – South Brisbane
Mayne Health Diagnostic Imaging – Port Macquarie
McCarther Nuclear Medicine – Campbelltown
Moorabin Radiology – Melbourne
Mount Sinai Medical Centre – NY USA
National Capital Diagnostic Imaging – Civic, ACT
Nepean Hospital
Newtown Diagnostic Nuclear Medicine
Newtown Nuclear Medicine and Diagnostic Ultrasound
North Coast Nuclear Medicine – Buderim Qld
North Coast Radiology – Lismore
North Shore Private Hospital
Northshore Nuclear Medicine, Mater Hospital – Crow's Nest
Nuclear Medicine and Ultrasound Associates Group – Penrith and Westmead
Peter MacCallum Cancer Centre – East Melbourne
Queen Mary Hospital – Hong Kong
Royal Adelaide Hospital
Royal Brisbane Hospital
Royal Children's Hospital – Melbourne
Royal Hobart Hospital
Royal Melbourne Hospital
Royal North Shore Hospital
Royal Perth Hospital
Royal Prince Alfred Hospital
Ryde Medical Centre
Shire Diagnostic Imaging – Miranda
Shoalhaven Nuclear Imaging – Nowra
Sir Charles Gardner Hospital – Nedlands, WA
South West Nuclear Medicine Group – Liverpool, Wetherill Park
Southern Nuclear Imaging Group – Wollongong
St Vincent's Hospital – Darlinghurst
St Vincent's Hospital – Fitzroy, Vic
Sutherland Nuclear Medicine – Caringbah
Sydney Adventist Hospital – Wahroonga
Tamworth Base Hospital
The Alfred Hospital – Melbourne
The Canberra Hospital
The Children's Hospital at Westmead
The Prince of Wales Hospital
The Prince Charles Hospital – Chermside Qld
The St George Hospital
University Hospital – Birmingham UK
Wagga Medical Imaging
Waverly Nuclear Medicine – Bondi Junction
Weribee Mercy Hospital – Vic
Western Nuclear Medicine Group – Fairfield
Westmead Diagnostic Imaging
Westmead Hospital
Wollongong Nuclear Medicine

Radiation Therapy

Central Coast Radiation Oncology Centre
East Coast Cancer Care, John Flynn Radiation Oncology, Tugun
Illawarra Cancer Care Centre, Wollongong Hospital

Launceston General Hospital
Liverpool Hospital
Macarthur Cancer Therapy Centre
Mater Misericordiae Hospital, Waratah
North Queensland Oncology Services, Townsville
Peter MacCallum Cancer Institute, Melbourne
Prince of Wales Hospital
Radiation Oncology Associates P/L – Mater Misercordiae Hospital, Crows Nest
Radiation Oncology Network – Nepean campus
Radiation Oncology Network – Westmead campus
Riverina Cancer Care Centre, Wagga Wagga
Royal Adelaide Hospital
Royal Brisbane Hospital
Royal Hobart Hospital
Royal North Shore Hospital
Royal Perth Hospital
Royal Prince Alfred Hospital
Sir Charles Gairdner Hospital, Perth
St George Hospital
St Vincent's Clinic
St Vincent's Hospital
Sydney Radiotherapy and Oncology Centre – Sydney Adventist Hospital
The Canberra Hospital

Occupational Therapy

Metropolitan

Ability Technology
Accent Rehabilitation
Active Occupational Health Services
Advanced Personnel Management
Aged Care and Rehab Service, Camden Hospital
Alcohol and Drug Foundation, NSW
Alcohol and Drug Foundation, NSW Aftercare Program
Alice Betteridge School, Royal Institute for Deaf and Blind Children
Allowah Children's Hospital, OT Dept
AME OT Home Visits, Dept Veteran Affairs
Area Multicultural Health Unit, Women's Health at Work
Arthritis Foundation of NSW
Assertive Recovery In The Community
Assessment and Therapy Services TASK
Auburn Community Health Services
Balmain Hospital
Bankstown Community Mental Health Service
Bankstown Work Assessment and Rehabilitation Unit
Bankstown/Lidcombe Hospital
Bankstown/Lidcombe Hospital ACAT
Barnardos Vacation Care Program
Beaumont Road School
Beechwood Residential Aged Care Facility
Belmont District Hospital
Berkeley Vale Private Hospital
Beverley Clarke Paediatric Occupational Therapy
Beverley Park Special School
Blacktown/Mt. Druitt Hospital, OT Dept
Blue Mountains Child Development Unit
Bondi Community Mental Health Service
Bowral Community Health
Braeside Hospital
Brookvale Mental Health
Buckingham House
Buckingham House Outreach
Building Blocks Early Intervention Service
Bulli Hospital
Bungaribee House, Therapies and Clinical Support
Calvary Hospital
Campbelltown / Campbelltown Hospitals
Campbelltown Mental Health Service
Camperdown Aged Care Assessment Team
Canterbury Community Health Services
Canterbury Hospital
Canterbury Hospital, Aged Care Assessment Team
Cardinal Freeman Hostel
Central Coast Health
Central Sydney Area Health
Chalmers Road Public School
Children's Hospital at Westmead, OT Dept
Coles Myer, Human Resources
Concord Hospital
Counseling and Retraining for Employment (CARE)
Croydon Park Public School, CPK
CRS, Parramatta
CRS, Special Unit and Parramatta MH and ABI
CRS, Blacktown
CRS, Mt Druitt
CRS, Penrith
CRS, Ashfield
CRS, Bankstown
CRS, Darlinghurst
CRS, Epping
CRS, Fairfield
CRS, Hurstville
CRS, Liverpool
CRS, Maroubra
CRS, Sutherland
Cumberland Hospital, OT Dept
Cumberland Industries
DADAC, Metro South East Disability Service
DADHC, Central Coast
DADHC, Hornsby
DADHC, Burwood
DADHC, Campbelltown
DADHC, Cumberland Prospect Disability Service
DADHC, Fairfield
DADHC, Hurstville
DADHC, Katoomba
DADHC, Metro North
DADHC, Metro South East
DADHC, Penrith
DADHC, Wollongong
Dalcross Hospital, OT Dept
David Berry Hospital
Delmar Private Hospital, OT Dept
Department of Veteran Affairs
Down's Syndrome Association UP Club
Eastern Respite and Recreation – Holiday Program
Eastern Respite and Recreation – After School Program
Eastern Suburbs Private Hospital
Ella Community Centre
Embark Cottage
Empact Injury Management
Fairfield Health Service
Fairfield/Liverpool Mental Health Service
Fowler Road Special School
Giant Steps
Goodman Fielder
Granville Community Mental Health Rehabilitation Services
Gravillea Cottage Mental Health Residential Rehabilitation
Greenwich Hospital, OT Dept
Hand and Upper Limb Therapy, San Clinic
Hawkesbury Hospital, OT Dept
Head East, Eastern Sydney Acquired Brain Injury
Hills Community Health Centre
Hills Street Occupational Rehabilitation Services
Holdsworth Street Community Centre
Home Flexi Care, Marsfield
Home Modification and Maintenance, Information Clearing House
Homecare Service of NSW

Hopalong Occupational Therapy for Children
Hopalong Paediatrics, Castle Hill
Hopalong, Occupational Therapy for Children
Hornsby Ku-Ring-Gai Hospital and Community Health Services
Hornsby Ku-Ring-Gai Mental Health Residential Support Service
Hornsby Ku-Ring-Gai Mental Health Service (Comm. Rehab. and Lindsay Madew Unit)
Hunters Hill Private Hospital
Illawarra Brain Injury Service
Illawarra Child Development Centre
Injury and Occupational Health
Injury Management and Rehabilitation
Injury Management Assist
Karin Raynal Private Practice
Kathleen York House
Kiama Community Health Centre
Kids Cottage, Child Assessment and Intervention Team
Kids World Paediatric OT
Konekt, Miranda
Konekt, Parramatta
Konekt, Penrith
Konekt, Sydney
Lady Davidson Hospital, OT Dept
Lawrence Hargrave Hospital, OT Dept
Learning Links, Fairfield
Learning Support Program, Children First
Leichhardt OOSH
Liverpool Community Mental Health Team
Liverpool Health Service
Liverpool Health Service, Head to Work
Macarthur Mental Health Service
Macarthur Paediatric OT Services
Macquarie Hospital, OT Dept
Mandy Shapiro Private Practice
Manly Council, Children's Services
Manly Hospital, East Wing
Manly Hospital, OT Dept
Mater Dei School
MEND Services, Glebe
MEND Services, Lidcombe
Merrylands Community Health Centre
Metro Residences
Metropolitan Rehabilitation Hospital
Miller Child Services Pre-School
Mona Vale Hospital and Community Services
Mt. Wilga Private Hospital, OT Dept
Multiple Sclerosis Society of NSW
Narellan Community Health Centre
Nepean Hospital, OT Dept
Nepean Hospital, Pialla Unit
Neringah Hospital, OT Dept
Newtown Neighbourhood Centre
Noah's Ark Centre
North Gosford Private Hospital
Northcott Society Camps
Northern Beaches Health Promotion, Manly Hospital
NSW Sport and Recreation
NSW Sports Council for Disabled
Occupational Therapy Helping Children
OHS Solutions
OT Australia NSW
OTECS Paediatric Private Practice
Parkinson's NSW
PEP Employment, Gosford
PEP Employment, Hornsby
Physical Ability
Pioneer Clubhouse
Pittwater Council, Narrabeen Vacation Care
Port Kembla Hospital, OT Dept
Prince of Wales Community Health, ACART
Prince of Wales Hospital, Euroa Center Mental Health Rehab Unit
Prince of Wales Hospital, Kiloh Centre
Prince of Wales Hospital, OT Dept
Prince of Wales Private Hospital, OT Dept
Private Practice, Adele Getz
Quality Occupational Health
Queenscliff Community Health Centre
Recovre, Parramatta
Recovre, Sydney
Recovre, Wollongong
Re-Employ
Rehab On The Move
Rehab Solutions Australia
Rehab. Dynamics
Rehabilitation Management Australia
RehabLink
Rendu Youth Services
ReStart Consulting
Richmond Fellowship
Rosemeadow CHC
Royal North Shore Hospital, OT Dept
Royal Prince Alfred Hospital
Royal Rehabilitation Centre
Royal Rehabilitation Centre, Spinal Injury Unit
RUSH HIV and Sexual Health Promotion
Ryde Community Mental Health Service
Ryde Hospital and Community Health Service
Schizophrenia Fellowship, Gladesville Hospital
SCI Access
Shaolhaven Hospital, OT Dept
Shellharbour Hospital, OT Dept
Skills for Kids
South West Hand Therapy
South West Rehabilitation
Southcare
Southern Sydney Therapy, Early Intervention
St George Community MH, Rockdale Mental Health Centre
St Patrick's Primary School
St Vincent De Paul Society
St Vincent's Community Health
St George Hospital, Mental Health Inpatient Unit
St George Hospital, OT Dept
St Joseph's Hospital, OT Dept
St Martha's School
St Mel's Primary School
St Vincent de Paul Special Works
St Vincent's Hospital, OT Dept
STARTTS
Stepping Stone House
Successful Rehab Services
Supported Accommodation
Sutherland Hospital, Division of Mental Health
Sutherland Hospital, OT Dept
Sydney Children's Hospital, OT Dept
Sydney Hospital, OT Dept
Sydney South West Area Health Service
Sydney Water, Human Resources
Sylvania and Menai Community Health Centre
Sylvanvale Handicapped Children's Centre
Synergy Medical
TASC The Spastic Centre
The Benevolent Society Community Care
The Bridge
The Northcott Society
The People for Places and Spaces
The Spastic Centre NSW
Therapy and Learning Centre
Tom Foster Centre
Transcultural Mental Health Centre
Uniting Care Supported Living
Urban Arts Base
Vision Australia (Formerly RBS)

War Memorial Hospital, OT Dept
Wareemba Community Living
Warringah Council
Weldon Centre OOSH
Wellness at Work
Wentworth Area Mental Health Service
Wesley Private Hospital
Westmead and Auburn Hospitals, OT Dept
Wilkins Public School
Windgap Foundation
Wollondilly Health Centre
Wollongong Hospital, OT Dept
Wolper Jewish Hospital
Work Active Injury Management and Rehabilitation
Work Solutions Group
WorkCare Medical
WorkFocus Australia
YMCA, Epping

Country and interstate

Advanced Rehabilitation Management Service
Aged Care Service, Coffs Harbour Health
Aged Care Services, Taree Community Health
Aged Care Services, Wagga Wagga
Albury Base Hospital, OT Dept
Armidale Hospital
Ballina Community Health Centre
Bateman's Bay Community Health Centre
Bathurst Base Hospital, ACAT team
Bathurst Hospital and Community Services
Bellingen District Hospital, OT Dept
Best Practice Rehabilitation
Bloomfield Hospital, OT Dept
Brain Injury Rehabilitation Program
Broken Hill Base Hospital, OT Dept
Byron Bay Primary Health Service
Child and Adolescent Mental Health Service
Coal Services Health
Coffs Harbour Hospital, Family Care Centre
Cooma Hospital, Organisational Development Unit
Cootamundra Hospital, OT Dept
Country Energy, Queanbeyan
Country Energy, Wagga Wagga
County Energy, Coffs Harbour
Cowra Hospital
CRS, Bega
CRS, Maitland Unit
CRS, Orange
DADHC Coffs Harbour
DADHC, Armidale
DADHC, Bowral
DADHC, Goulburn
DADHC, Inverell
DADHC, Queanbeyan
DADHC, Tamworth
Deniliquin Community Health Centre
Dubbo Base Hospital, OT Dept
Dubbo Brain Injury Rehab. Program
Dubbo Community Health Centre
Dudley Orange Private Hospital
Early Intervention Centre
Eurobodalla Community Health Centre
Forbes Community Health Centre
Forster Community Health Centre
Gissing House Psychiatric Unit, Wagga Wagga Base Hospital
Glen Innes Community Health Centre
Goulburn Community Health Centre
Griffith Base Hospital
Gunnedah Community Health Centre
Hunter Residences, Stockton Centre
Independent Injury Solutions P/L
Interact Injury Management, Dubbo
Interact Injury Management, Lismore
Interact Injury Management, Orange
Inverell Community Health Centre
IRS Total Injury Management
James Fletcher Hospital, Mental Health
John Hunter Hospital
Karabar Community Health Centre
Kempsey District Hospital, OT Dept
Konekt, Albury
Kurrajong Early Intervention
Lingard Private Hospital, Woodlands Unit
Lismore Community Mental Health Service
Lithgow Health Service
Lourdes Rehabilitation Hospital
Lyndarra Mental Health Service
Macquarie Area Mental Health Service
Mayo Private Hospital
Mercy Care Centre
Mercy Hospital, OT Dept
Moore Options
Morisset Hospital, Bundara Unit
Narrabri community Health Service
Nelson Bay Community Health Centre
Newcastle Royal Blind Society
Nexis Program, c/- Ballina CHC
Northern Rivers University Department of Rural Health
Orange and District Early Intervention Program Inc.
Orange Base Community Health Centre
Orange Base Hospital, ACAT Team
Parkes Health Service
Port Macquarie Base Hospital, OT Dept
Professional Injury Management
Queanbeyan Mental Health Service
Ramsay Professional Services
Rankin Park Centre
Rehab Solutions
Riverina Injury Management Service
Royal Newcastle Hospital
Rural Health Dept Unit, Learning and Development Unit
Scone Community Health Centre
South West Brain Injury Service, Albury Base Hospital
South West Slopes Community Health, OT Dept
Southern Area Brain Injury Service
Southern Area Health Service, Queanbeyan
Spinal Cord Injury Service
St. Vincent's Hospital Lismore, Rehab Unit
Sunrise Occupational Therapy for Kids
Tamworth Base Hospital and Health Service
Tamworth Community Health Centre
Taree Community Health Centre
Taree Community Mental Health, Amber House
The Cootamundra Hospital, OT Dept
Upper Hunter Community Health
Uraliup Assessment and Rehabilitation Unit
Wagga Wagga Base Hospital, OT Dept
Wagga Wagga Community Health, Public School
Wagga Wagga Community Mental Health
West Wyalong Community Health Centre
Wingecarribee Aged Care Assessment Team
Wingham Hospital, OT Dept
WorkFocus, Orange

Physiotherapy

Public hospitals

Metropolitan

Aged and Extended Care Dept – Concord Hospital
Aged Care and Rehab – Royal North Shore Hospital
Auburn Hospital
Balmain Hospital
Bankstown-Lidcombe Hospital
Blacktown Hospital
Blue Mountains District Anzac Memorial Hospital
Braeside Hospital
Camden Hospital
Campbelltown Hospital
Canterbury Hospital
Central Coast Health Service – Gateway Child Health Centre
Community Rehabilitation and Geriatric Services, Kogarah
Concord Repatriation General Hospital
Fairfield Hospital
Fairfield Health Services – OHS
Greenwich Hospital
Hawkesbury District Health Service
Hornsby Ku-Ring-Gai Hospital and Area Health Service
Liverpool Health Service
Manly Hospital and Community Health Service
Mt Druitt Hospital
Mona Vale Hospital
Nepean Hospital
Prince of Wales Hospital, Randwick
Prince of Wales Community Health Services
Royal Hospital for Women, Randwick
Royal North Shore Hospital, St Leonards
Royal Prince Alfred Hospital, Camperdown
Royal Prince Alfred Hospital, Institute for Rheumatology and Orthopaedics
Royal Prince Alfred Hospital, Rehabilitation Day Hospital
Royal Prince Alfred Hospital, Sleep Disorder Unit
Royal Rehabilitation Centre, Sydney
Royal Rehabilitation Centre, Dixson Unit
Ryde Hospital and Community Health Services
Southcare – Sutherland Hospital
Springwood Hospital
St George Hospital, Kogarah
St Joseph's Hospital, Auburn
St Lukes Hospital, Potts Point
St Vincent's Hostpital, Darlinghurst and Sacred Heart Rehabilitation and Palliative Care
Sutherland Hospital, Caringbah
Sydney Children's Hospital, Randwick
Sydney Hospital and Sydney Eye Hospital
The Children's Hospital at Westmead
War Memorial Hospital, Waverley
Westmead Hospital

Country and interstate

Aged Care Services Wagga Wagga
Alice Springs Hospital
Armidale and New England Hospital
Ballina Community Health
Bathurst Base Hospital
Bega District Hospital
Broken Hill Base Hospital
Bulli District Hospital
Byron District Hospital
Casino Community Health
Coffs Harbour Base Hospital
Coledale District Hospital
Cootamundra Hospital
Dubbo Base Hospital
Gilgandra Hospital
Gosford Hospital
Grafton Base Hospital
Gunnedah Health Services
Hunter Brain Injury Service
Inverell Health Service
John Hunter Hospital
John Hunter Hospital – Paediatrics
Kempsey District Hospital
Kurri Kurri Hospital
Launceston General Hospital
Lismore Base Hospital
Long Jetty Health Care Centre
Lourdes Hospital, Dubbo
Maclean Community Health
Maitland Hospital
Mercy Care Centre, Young
Mudgee District Hospital
Murwillumbah District Hospital
Newcastle Mater Misericordiae Hospital
North West Regional Hospital, Burnie
Orange Base Hospital
Port Kembla Hospital
Port Macquarie Base Hospital
Queanbeyan District Hospital
Rankin Park – Centre for Rehabilitation and Aged Care
Royal Darwin Hospital
Royal Hobart Hospital
Royal Newcastle Hospital
Shellharbour Hospital
Shoalhaven District Memorial Hospital, Nowra
St Vincent's Hospital, Lismore
Tamworth Base Hospital and Health Service
Tamworth Community Health Centre
The Canberra Hospital, (ACT Health)
Tweed Heads Hospital
Wagga Wagga Base Hospital
Wellington Distict Hospital
Wollongong Hospital
Woy Woy Hospital
Wyong District Hospital
Yarram and District Health Service

Private hospitals and nursing homes

Alwyn Rehabilitation Private Hospital
Aminya Hostel and Nursing Home
Cardinal Freeman Village
Delmar Private Hospital
Dudley Orange Private Hospital
Frank Whiddon Masonic Homes
Hirondelle Private Hospital
John Paul Village
Lady Davidson Private Hospital
Manly Waters Private Hospital
Metropolitan Rehabilitation Hospital
Mt Wilga Private Hospital
North Shore Private Hospital
St Mary's Villa
Sydney Adventist Hospital
Tamara Private Hospital
The Hills Private Hospital
Toronto Private Hospital
Wesley Gardens Aged Care Centre
Westmead Private Hospital

Commonwealth government departments and agencies

ADHOC (Aging Disability and Homecare Service)
DADHC – Parramatta
DADHC – Penrith
DADHC – Therapy ACT
Commonwealth Rehabilitation Service – Australia
Balmoral Naval Hospital (HMAS Penguin)

First Health Support Battalion (1 HSB)
No 3 RAAF Base Hospital, Richmond

Community agencies and private organisations

Alice Betteridge School, Royal Institute for Deaf and Blind Children
Anglican Retirement Villages (MOWLL)
Beverley Park School
Camperdown Community ACAT
Child and Family Health – NRAHS
Community Aged Care Services
Community Outreach and Therapy Team (CCHS)
Croydon Community Health Centre
Multiple Sclerosis Society of NSW, Lidcombe
Penrith Community Health Centre
Redfern Community Health Centre
Spastic Centre of NSW

Private Practices

Allambie Sports Physiotherapy
AMCL Liverpool
Bathurst Physiotherapy and Sports Injuries Centre
Beecroft Physiotherapy
Bella Vista Physiotherapy Centre
Belmore Physiotherpay and Sports Injuries Centre
Berkeley Vale Physiotherapy and Rehabilitation
Berg Physiotherapy and Sports Injury Clinic
Bondi Physiotherapy and Sports Injury Centre
Carlingford Physiotherapy Centre
CBD Physiotherapy Clinic
Central West Orthopaedics and Sports Physiotherapy
Cherrybrook Physiotherapy
Coffs Physiotherapy Back Care Pty Ltd
Cooma Physiotherapy Centre
Country Physiotherapy
CQ Physio Group – Rockhampton
Devonport Physiotherapy
Doyles Physiotherapy – Pyrmont
Fairy Meadow Physiotherapy Centre
Fit for Work – Australia
Guildford Physio Sports Centre
Hawkesbury Manipulative Sports Physiotherapy Centre
Hills Street Occupational Rehabilitation Service
Hills Street Sports Medicine and Rehabilitation Centre
Jasda Physiotherapy Services
Leeton Physiotherapy Centre
LifeCare Bankstown Physiotherapy and Sports Injury Clinic
LifeCare Lewisham Sports Medicine Centre
Linda Chee Physiotherapy and Pilates Studio
Lindsay Trigar Physiotherapy
Lismore Spinal, Orthopaedic and Sports Physiotherapy
Liverpool Physiotherapy and Sports Injury Centre
Macarthur Physiotherapy and Sports Injury Centre
Mary St Sports Physiotherapy and Rehabilitation Centre
Mountain Mobile Physiotherapy Service
Mudgee Physiotherapy and Sports Injury Centre
Narellan Physiotherapy Sports Injury Centre
Narrabeen Sports Medicine Centre
Narrabri Physiotherapy
Nepean Manipulative Physiotherapy and Hydrotherapy
Neutral Bay Physiotherapy and Rehabilitation Centre
New England Spinal and Sports Physiotherapy Centre
No Payne Physiotherapy, North Eastern Soldiers Memorial Hospital
North Shore Physiotherapy Centre
Northern Districts Physiotherapy
Northern Sports Physiotherapy Clinic
On the Move Physiotherapy Services
O'Neill and Pross Pty Ltd
Park Beach Physiotherapy and Sports Injury Clinic
Pennant Hills Physiotherapy Centre
Penrith Physiotherapy Sports Centre
Physiotherapy West
PhysioWISE – Marsfield, Oatlands
Pittwater Manipulative Physiotherapy and Sports Injuries Centre
PPS Physiotherapy
Precision Physiotheapy – Surry Hills
Ramsay Professional Services – Coffs Harbour
Rehab One Physiotherapy Pty Ltd
Rusden Street Physiotherapy
South Dubbo Orthopaedic and Physiotherapy Centre
South Sydney Orthopaedic and Sports Medicine Centre
Southern Sports and Physiotherapy – Engadine
Sports Care and Physiotherapy – Dickson
SportsFizz Physiotherapy – Sports Injury Centre
Sports Medicine Mingara
Sports Physio-West
Sports, Spinal and Rehab Solutions
St Clair Physiotherapy and Sports Injury Clinic
St George Physiotherapy and Sports Injury Clinic
Stadium Physiotherapy
Stanmore Physio and Sports Clinic
Sutherland Sports Injury Clinic
Sydney Sports Medicine Centre
SydneyWest Physiotherapy
Toormina Physiotherapy and Sports Injury
Tynan Performance Physiotherapy
Warby St Physiotherapy, Hydrotherapy and Spinal Injuries Centre

University of Sydney

University of Sydney Pain Management and Research Centre – Royal North Shore Hospital

Yooroang Garang: Indigenous Health Studies

Hospitals

Royal Darwin Hospital, NT
Royal Prince Alfred Hospital, Camperdown NSW
Toowoomba Bare Hospital, Qld
Westmead Hospital, NSW
Women's and Children's Hospital, Nth Adelaide SA
Royal Brisbane and Women's Hospital Health Service District, Qld
Burke District Hospital and Services, NSW
Alice Spring Hospital, NT

Councils

Lockhardt River Aboriginal Council, Lockhardt River Qld

Aboriginal medical services

Aboriginal and Islander CHS Brisbane Ltd, Qld
Australian Federation of AIDS Organisation, Nambour Qld
Disability Services Aboriginal Co-operation, Petersham NSW
Drug and Alcohol Aboriginal Rehabilitation Unit, Townsville Qld CHS
Human Rights Commission, Native Title Unit, Sydney NSW
Kambu Medical Centre Ipswich Inc., Ipswich Qld
Katungal Aboriginal Medical Service, Narooma NSW
Menzies School of Health Research, Darwin NT
Narrabri CHS, Narrabri NSW
Ngaanyatjarra Pitjantjatjara Yankunytjatjara Women's Council Aboriginal Corporation, Alice Springs NT
Ngalkanbuy Health Service, Galiwinku Community Inc.
Noongar Alcohol and Substance Abuse Service, WA
NSW Health Department, Aboriginal Health Branch, Policy Planning Unit, NSW
Reconnect Service, Dubbo NSW
Territory Health Services, Darwin NT
Waminda Aboriginal Women's Health Organisation, Nowra NSW
Wellington Aboriginal Health Co-operation, Wellington NSW
Wuchopperen Health Service Ltd, Manuda Qld
Public Health Unit, Tamworth QLD
Illawarra Medical Health (Children's Development Centre), NSW
Aboriginal Health, Queensland Government Health Mount Isa, QLD
Aborignal Medical Health Centre Condoblin, NSW

7. Applied Vision Sciences

Courses of study

A range of undergraduate and postgraduate courses are available:

From 2007 a professional qualification consisting of a four years combined program, the Bachelor of Health Sciences/Master of Clinical Vision Sciences will be offered to replace the previous Bachelor of Applied Science (Orthoptics) course. The two years graduate entry Master of Orthoptics course is offered to students who have completed a bachelor's degree in a relevant health science area, and who wish to gain eligibility to practise as orthoptists. This program is now available both on campus and in distance mode. Research master's and PhD degrees are designed for students who wish to undertake research in an area of vision sciences. Research areas include binocular vision, clinical assessment, development of refractive error, eye movements, occupational vision standards, public health and vision, stroke and head injury rehabilitation and vision and driving.

Professional information

Orthoptists are health professionals whose expertise includes investigation and management of ocular muscle dysfunction, the performance of special procedures for investigating ocular and neurological pathology, consultancy (particularly in the multi-disciplinary care of patients) and effective screening of vision problems before secondary complications occur. Orthoptic education places special emphasis on the management of the very young and the elderly, as these are groups in which problems of vision are of particular importance. Orthoptists are primarily employed within the major hospitals, in private ophthalmic practices and specialist clinics. The scope of professional practice is increasing as more graduates find employment in the wider community where expertise in visual health is required such as in rehabilitation settings, early childhood centres and with the aged. Graduates from the combined degrees in Bachelor of Health Sciences/Master of Clinical Vision Sciences and Master of Orthoptics will be eligible for registration with the Australian Orthoptic Board, membership of the Orthoptic Association of Australia and Orthoptic Associate membership of the Royal Australian and New Zealand College of Ophthalmologists.

Further information

Telephone: +61 2 9351 9250
Email: avsinfo@fhs.usyd.edu.au
Website: http://www.fhs.usyd.edu.au/

Bachelor of Applied Science (Orthoptics)

No first year intake from 2007

The combined degrees of Bachelor of Health Sciences/Master of Clinical Vision Sciences replace the previous Bachelor of Applied Science (Orthoptics) course. See chapter 20 for more information about the combined degrees.

Honours program

Students are advised to contact the course coordinator for specific information related to the Orthoptics honours program.

Course outline

The course outlines for the Bachelor of Applied Science (Orthoptics) Pass and Honours are presented in Tables 7.1 and 7.1.1.

Table 7.1: Bachelor of Applied Science (Orthoptics) Pass

Unit of study	*Credit points*	*A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition*	*Session*
Course code SH099: Pass course, full-time, 4 years			
Year 2 (last offered in 2007)			
Semester 1			
BACH1141 **Analysing Health Research: General**	3	**A** Basic mathematics	Semester 1 Semester 2
BIOS1141 **Neuroscience II**	3		Semester 1 Semester 2
BIOS2107 **Ocular Biology II**	3		Semester 1
ORTH2047 **Concomitant Strabismus A**	4	**A** ORTH1039 Binocular Vision **C** ORTH2057 Instrumentation IIA	Semester 1
ORTH2054 **Professional Practice II**	5	**A** ORTH1044 Visual Processes **P** ORTH1046 Binocular Vision	Semester 1
ORTH2055 **Cataract & Ocular Surface Involvement**	3	**C** ORTH2057 Instrumentation IIA	Semester 1
ORTH2057 **Instrumentation IIA**	3	**C** ORTH2047 Concomitant Strabismus A, ORTH2055 Cataract & Ocular Surface Involvement	Semester 1 Summer Late
SEMESTER 1 TOTAL: 24 CREDIT POINTS			
Semester 2			
BACH1148 **Health, Attitudes and Interaction**	3	**P** BACH1132 Foundations of Health Psychology or BACH1133 Introduction to Health Psychology	Semester 2
BACH2134 **Cognition and Neurocognitive Recovery**	4	**A** BACH1133 Introduction to Health Psychology or BACH1132 Foundations of Health Psychology	Semester 2

Unit of study	*Credit points*	*A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition*	*Session*
BIOS2108 **Visual Neuroscience**	3	**A** BIOS1132 Neuroscience I, BIOS1147 Ocular Biology I, BIOS2107 Ocular Biology II	Semester 2
BIOS2109 **Body Systems II**	4	**P** BIOS1127 Body Systems I	Semester 2
ORTH2043 **Concomitant Strabismus B**	4	**A** ORTH1046 Binocular Vision **P** ORTH2047 Concomitant Strabismus A and ORTH2057 Instrumentation IIA **C** ORTH2058 Instrumentation IIB	Semester 2
ORTH2056 **Glaucoma & Ocular Emergencies**	3	**C** ORTH2058 Instrumentation IIB	Semester 2
ORTH2058 **Instrumentation IIB**	3	**C** ORTH2043 Concomitant Strabismus B and ORTH2056 Glaucoma & Ocular Emergencies	Semester 2
SEMESTER 2 TOTAL: 24 CREDIT POINTS			
Year 3 (last offered in 2008)			
Semester 1			
ORTH3050 **Assess and Manage Refractive Errors**	5	**C** (ORTH3062 Professional Practice IIIA and ORTH3063 Professional Practice IIIB) or (ORTH3064 Professional Practice IIIHA and ORTH3065 Professional Practice IIIHB)	Semester 1
ORTH3062 **Professional Practice IIIA**	10	**A** ORTH2055 Cataract & Ocular Surface Involvement, ORTH2056 Glaucoma & Ocular Emergencies **P** (ORTH2054 Professional Practice II, ORTH2057 Instrumentation IIA, ORTH2058 Instrumentation IIB) or (ORTH2047 Concomitant Strabismus A, ORTH2043 Concomitant Strabismus B	Semester 1 Summer Main
ORTH3063 **Professional Practice IIIB**	9	**A** ORTH2055 Cataract & Ocular Surface Involvement, ORTH2056 Glaucoma & Ocular Emergencies **P** ORTH2054 Professional Practice II, ORTH2057 Instrumentation IIA, ORTH2058 Instrumentation IIB, ORTH2047 Concomitant Strabismus A, ORTH2043 Concomitant Strabismus B	Semester 1
SEMESTER 1 TOTAL: 24 CREDIT POINTS			
Semester 2			
BIOS3061 **Embryology & Genetics**	3	**A** BIOS1126 Human Biology and Biochemistry, BIOS2107 Ocular Biology II	Semester 2
BIOS3062 **Ocular Motor Systems**	3	**A** BIOS1141 Neuroscience II	Semester 2
ORTH3054 **Orbital & Restrictive Conditions**	5	**A** Ocular anatomy and physiology of ocular muscles, basic knowledge of the total visual system, sensory and motor **P** ORTH2047 Concomitant Strabismus A or ORTH2043 Concomitant Strabismus B **C** ORTH3055 Instrumentation III	Semester 2
ORTH3055 **Instrumentation III**	4	**A** Incomitant Strabismus in a variety of age populations **C** ORTH3054 Orbital and Restrictive Conditions	Semester 2
ORTH3056 **Rehabilitation in Childhood**	3	**A** Normal paediatric development, embryology	Semester 2
ORTH3057 **Orthoptics in Paediatrics**	3	**A** ORTH3062 Professional Practice IIIA and ORTH3063 Professional Practice IIIB or ORTH3064 Professional Practice IIIHA and ORTH3065 Professional Practice IIIHB	Semester 2
ORTH3058 **Orthoptics in Neurology**	3	**A** ORTH3062 Professional Practice IIIA and ORTH3063 Professional Practice IIIB or ORTH3064 Professional Practice IIIHA and ORTH3065 Professional Practice IIIHB	Semester 2
SEMESTER 2 TOTAL: 24 CREDIT POINTS			
Year 4 (first offered in 2007)			
Semester 1			
BACH4047 **Developing A Research Project**	4	*Note: Department permission required for enrolment in the following sessions: Semester 2*	Semester 1 Semester 2
ORTH4020 **Neurological Eye Movement Disorders**	5	**A** Anatomy and physiology of the visual pathway with emphasis on the motor pathway **P** ORTH3054 Orbital and Restrictive Conditions and ORTH3055 Instrumentation III	Semester 1
ORTH4021 **Orthoptics in Adult Practice**	4	**A** Relevant ocular anatomy and systemic disease processes	Semester 1
ORTH4022 **Orthoptics in Ophthalmic Practice**	4		Semester 1
ORTH4023 **Professional Studies**	5	**A** All ocular motility/professional units of study.	Semester 1
ORTH4024 **Rehabilitation for Vision Impairment**	3	**A** Relevant ocular anatomy and systemic disease processes	Semester 1
SEMESTER 1 TOTAL: 25 CREDIT POINTS			
Semester 2			
ORTH4026 **Clinical Project**	3	**A** Principles of Research Project Design	Semester 2
ORTH4035 **Professional Practice IVA**	8	**P** ORTH3062 Professional Practice IIIA, ORTH3063 Professional Practice IIIB, ORTH3054 Orbital and Restrictive Conditions, ORTH3055 Instrumentation III, ORTH4020 Neurological Eye Movement Disorders, ORTH4023 Professional Studies	Semester 2 Summer Main
ORTH4036 **Professional Practice IVB**	8	**P** [(ORTH3053 Professional Practice III) or (ORTH3051 Clinical Studies III), ORTH3037 Ocular Motility Disorders I, ORTH4007 Ocular Motility Disorders II, ORTH3040 Instrumentation III, ORTH4010 Professional Studies] or [ORTH3062 Professional Practice IIIA, ORTH3063 Professional Practice IIIB, ORTH3054 Orbital and Restrictive Conditions, ORTH3055 Instrumentation III, ORTH4020 Neurological Eye Movement Disorders, ORTH4023 Professional Studies]	Semester 2

Unit of study	Credit points	A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition	Session
ORTH4037 **Professional Practice IVC**	4	**P** [ORTH3053 Professional Practice III, ORTH3037 Ocular Motility Disorders I, ORTH4007 Ocular Motility Disorders II, ORTH3040 Instrumentation III, ORTH4010 Professional Studies] or [ORTH3062 Professional Practice IIIA, ORTH3063 Professional Practice IIIB, ORTH3054 Orbital and Restrictive Conditions, ORTH3055 Instrumentation III, ORTH4020 Neurological Eye Movement Disorders, ORTH4023 Professional Studies]	Semester 2
SEMESTER 2 TOTAL: 23 CREDIT POINTS			

Table 7.1.1: Bachelor of Applied Science (Orthoptics) Honours

Unit of study	Credit points	A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition	Session
Course code SH119: Honours program, full-time, 4 years			
Year 2			
As per Pass course			
Year 3 (last offered in 2008)			
Semester 1			
BACH4047 **Developing A Research Project**	4	*Note: Department permission required for enrolment in the following sessions: Semester 2*	Semester 1 Semester 2
ORTH3050 **Assess and Manage Refractive Errors**	5	**C** (ORTH3062 Professional Practice IIIA and ORTH3063 Professional Practice IIIB) or (ORTH3064 Professional Practice IIIHA and ORTH3065 Professional Practice IIIHB)	Semester 1
ORTH3064 **Professional Practice IIIHA**	8	**A** ORTH2055 Cataract & Ocular Surface Involvement, ORTH2056 Glaucoma & Ocular Emergencies **P** ORTH2054 Professional Practice II, ORTH2057 Instrumentation IIA, ORTH 2058 Instrumentation IIB, ORTH2047 Concomitant Strabismus A, ORTH2043 Concomitant Strabismus B	Semester 1
ORTH3065 **Professional Practice IIIHB**	6	**A** ORTH2055 Cataract & Ocular Surface Involvement, ORTH2056 Glaucoma & Ocular Emergencies **P** ORTH2054 Professional Practice II, ORTH2057 Instrumentation IIA, ORTH 2058 Instrumentation IIB, ORTH2047 Concomitant Strabismus A, ORTH2043 Concomitant Strabismus B	Semester 1
SEMESTER 1 TOTAL: 23 CREDIT POINTS			
Semester 2			
BIOS3061 **Embryology & Genetics**	3	**A** BIOS1126 Human Biology and Biochemistry, BIOS2107 Ocular Biology II	Semester 2
BIOS3062 **Ocular Motor Systems**	3	**A** BIOS1141 Neuroscience II	Semester 2
ORTH3054 **Orbital & Restrictive Conditions**	5	**A** Ocular anatomy and physiology of ocular muscles, basic knowledge of the total visual system, sensory and motor **P** ORTH2047 Concomitant Strabismus A or ORTH2043 Concomitant Strabismus B **C** ORTH3055 Instrumentation III	Semester 2
ORTH3055 **Instrumentation III**	4	**A** Incomitant Strabismus in a variety of age populations **C** ORTH3054 Orbital and Restrictive Conditions	Semester 2
ORTH3057 **Orthoptics in Paediatrics**	3	**A** ORTH3062 Professional Practice IIIA and ORTH3063 Professional Practice IIIB or ORTH3064 Professional Practice IIIHA and ORTH3065 Professional Practice IIIHB	Semester 2
ORTH3058 **Orthoptics in Neurology**	3	**A** ORTH3062 Professional Practice IIIA and ORTH3063 Professional Practice IIIB or ORTH3064 Professional Practice IIIHA and ORTH3065 Professional Practice IIIHB	Semester 2
ORTH3059 **Research Proposal**	4	**A** Research knowledge and skills introduced by the subject BACH4047 Developing a Research Project	Semester 2
SEMESTER 2 TOTAL: 25 CREDIT POINTS			
Year 4 (first offered in 2007)			
Semester 1			
ORTH4020 **Neurological Eye Movement Disorders**	5	**A** Anatomy and physiology of the visual pathway with emphasis on the motor pathway **P** ORTH3054 Orbital and Restrictive Conditions and ORTH3055 Instrumentation III	Semester 1
ORTH4021 **Orthoptics in Adult Practice**	4	**A** Relevant ocular anatomy and systemic disease processes	Semester 1
ORTH4022 **Orthoptics in Ophthalmic Practice**	4		Semester 1
ORTH4023 **Professional Studies**	5	**A** All ocular motility/professional units of study.	Semester 1
ORTH4027 **Professional Practice IVHA**	3	**P** ORTH3064 Professional Practice IIIHA, ORTH3065 Professional Practice IIIHB, ORTH3054 Orbital and Restrictive Conditions, ORTH3055 Instrumentation III	Semester 1
ORTH4028 **Research Report A**	3		Semester 1
SEMESTER 1 TOTAL: 24 CREDIT POINTS			
Semester 2			
ORTH4030 **Research Report B**	9		Semester 2

Unit of study	*Credit points*	*A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition*	*Session*
ORTH4045 Professional Practice IVHBA	5	**P** ORTH3064 Professional Practice IIIHA, ORTH3065 Professional Practice IIIHB, ORTH3054 Orbital and Restrictive Conditions, ORTH3055 Instrumentation III, ORTH4027 Professional Practice IVHA, ORTH4020 Neurological Eye Movement Disorders, ORTH4023 Professional Studies	Semester 2
ORTH4046 Professional Practice IVHBB	5	**P** ORTH3064 Professional Practice IIIHA, ORTH3065 Professional Practice IIIHB, ORTH3054 Orbital and Restrictive Conditions, ORTH3055 Instrumentation III, ORTH4027 Professional Practice IVHA, ORTH4020 Neurological Eye Movement Disorders, ORTH4023 Professional Studies	Semester 2
ORTH4047 Professional Practice IVHBC	5	**P** ORTH3064 Professional Practice IIIHA, ORTH3065 Professional Practice IIIHB, ORTH3054 Orbital and Restrictive Conditions, ORTH3055 Instrumentation III, ORTH4027 Professional Practice IVHA, ORTH4020 Neurological Eye Movement Disorders, ORTH4023 Professional Studies	Semester 2
SEMESTER 2 TOTAL: 24 CREDIT POINTS			

Clinical Education

Clinical Education comprises approximately one third of the course. Most of this occurs off-campus within the eye clinics in the public hospitals and in private practices sponsored by ophthalmologists; approximately 50 locations in all. Clinical experiences are supported by extensive online learning and specialised clinical tutorials. Clinical supervision is provided by clinicians and designated clinical supervisors. Opportunities exist for students to elect to do a country, interstate or overseas placement depending on availability. It is a requirement that all 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 Year 2 – i.e. by week 14 of Semester 2 of Year 1. St John's Ambulance courses on CPR are available through the metropolitan and country areas and are also offered by the Student Guild on campus at scheduled times. Prior to clinical attendance students must also have a criminal record check and be fully vaccinated as per Department of Health requirements.

Clinical practice dates

The clinical blocks for 2007 are scheduled as follows:
Year 2: February or July
Year 3: March–November
Year 4: July–November

Uniforms

Prior to attendance at clinical placement, students are required to purchase a clinical uniform and clinical equipment which they will be advised about on entry to the course.

Units of study

BACH1141
Analysing Health Research: General

Credit points: 3 **Teacher/Coordinator:** Ms Karen Pepper **Session:** Semester 1, Semester 2 **Classes:** 1x1hr lec and 1x1hr tut per week for 13 weeks **Assumed knowledge:** Basic mathematics **Assessment:** Practical assignment 40%, exam 60% **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

The purpose of this unit is to provide students with background information concerning the analysis of quantitative and qualitative research in health sciences in order to become informed consumers of health research. The unit will provide a brief introduction to approaches to research, major qualitative data analysis techniques, strategies of quantitative inference, principles of descriptive and inferential statistics and will conclude with a discussion of the structure of research reports and critical literature appraisal.

BACH1148
Health, Attitudes and Interaction

Credit points: 3 **Teacher/Coordinator:** Dr Gomathi Sitharthan **Session:** Semester 2 **Classes:** 2 hr lectures x 13 weeks **Prerequisites:** BACH1132 Foundations of Health Psychology or BACH1133 Introduction to Health Psychology **Assessment:** 1 hour midsemester exam + 2hour final exam **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit of study comprises two modules. Module 1: Social Psychology examines the findings from research into social phenomena such as helping behaviour, aggression, prejudice and conformity. The unit extends this examination to the application of findings to health care settings and practitioners. Module 2: Disability Studies students will be exposed to an interdisciplinary perspective on the experiences of people with chronic illnesses and disability as well as community and professional perceptions of disability. Both modules examine the psychology of client-practitioner communication and interaction.

BACH2134
Cognition and Neurocognitive Recovery

Credit points: 4 **Teacher/Coordinator:** Dr Steve Cumming **Session:** Semester 2 **Classes:** 2 hrs lec/week weeks 1-8, 1 hr lec + 1 hr seminar/wk weeks 9-13 **Assumed knowledge:** BACH1133 Introduction to Health Psychology or BACH1132 Foundations of Health Psychology **Assessment:** 20 minute group presentation;(25%) 1 hour MC + SA examination (60%); 1000 word workbook (15%) **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit of study introduces students to visual and auditory perception and presents an information processing approach to cognitive functions including attention, motor skill learning, memory, knowledge acquisition, reasoning and decision making. The unit of study emphasises the application of perceptual and cognitive research findings to a range of functional activities and to understanding the perceptual and cognitive functioning that may be expected to be associated with head injury and neurological illness and with developmental and learning disabilities. The unit also examines the principles and methods of behaviour change and considers applications of these to behaviour modification in clinical contexts.

BACH4047
Developing A Research Project

Credit points: 4 **Teacher/Coordinator:** Dr Rob Heard **Session:** Semester 1, Semester 2 **Classes:** On campus, 3 hrs/wk, or Distance mode **Assessment:** 3 Assignments **Campus:** Cumberland **Mode of delivery:** Distance Education

Note: Department permission required for enrolment in the following sessions: Semester 2.

The unit will provide an overview of the research process and focus on the formulation of a research proposal. It will provide students with an opportunity to review and update their knowledge of research methods and introduce the research electives that concentrate on a particular methodology or aspect of the research process. Basic research design issues will be considered. Various methods of data collection will be examined together with their suitability for investigating different types of research questions. Students will explore the use of quantitative and qualitative data, longitudinal and cross-sectional designs and data resulting from experimental interview, observation, single case and survey research methods in addition to content analysis and secondary data analysis. Emphasis will be placed on the issues of validity and reliability of data collection techniques. Basic statistical procedures will be briefly reviewed and applications such as epidemiology and evaluation research will be introduced.

BIOS1141
Neuroscience II

Credit points: 3 **Teacher/Coordinator:** Dr Ros Bohringer **Session:** Semester 1, Semester 2 **Classes:** 3x1hr lecture per week, 1x2hr prac (5 wks per sem - not blocks), 3x1hr tut (3 wks per sem - not blocks) **Assessment:** Mid semester exam (30%), end of semester exam (70%) **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit of study aims to provide basic understanding of the anatomy and physiology of neural structures. The anatomy of the spinal cord and the brain is presented and studied on models and human cadavers. The basic mechanisms of spinal reflexes and the function of the somatosensory system comprise the physiological aspects of the unit. Students are also introduced to the anatomy and physiology of the autonomic nervous system and motor pathways. Case studies aimed at identifying simple neural problems associated with sensory and motor systems are specifically designed for the students of the profession.

Textbooks
Crossman A.R. and Neary D. Neuroanatomy, an Illustrated Colour Text, 2nd ed. Churchill Livingstone.

BIOS2107
Ocular Biology II

Credit points: 3 **Session:** Semester 1 **Classes:** 2 hrs lectures/week **Assessment:** 1 hr Mid semester exam 30%, 2 hr end of semester exam 70% **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This practical based unit supports the theoretical material delivered in both ORTH2043 Concomitant Strabismus B and ORTH2056 Glaucoma and Ocular Emergencies. Topics to be covered include applanation tonometry, visual field testing (Bjerrums, Humphrey), ophthalmoscopy, visucopy, investigation of binocular vision, investigation and management of non accomodative concomitant deviations.

Textbooks
Snell R.S., Lemp M.S. Clinical Anatomy of the Eye. Malden, Mass. Blackwell Science. 1998. Kandel E.R., Schwartz J.H. and Jessell T.M. Principles of Neural Science, 4th ed. Norwalk, Connecticut. Appleton & Lange.

BIOS2108
Visual Neuroscience

Credit points: 3 **Teacher/Coordinator:** Dr Alan Freeman **Session:** Semester 2 **Classes:** 2 x 1 hr lec/wk **Assumed knowledge:** BIOS1132 Neuroscience I, BIOS1147 Ocular Biology I, BIOS2107 Ocular Biology II **Assessment:** 1 hr mid semester written exam (30%), 2 hr end-semester written exam (60%) **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

In this unit students will learn the anatomy and physiology of the visual pathways, along with the psychophysics and physiology of binocular vision. The neuroanatomy and physiology of the ocular motor system is introduced in order to understand eye movements and ocular motor reflexes.

Textbooks
Kandel E.R., Schwartz J.H. and Jessell T.M. Principles of Neural Science, 4th ed. Norwalk, Connecticut. Appleton & Lange.

BIOS2109
Body Systems II

Credit points: 4 **Teacher/Coordinator:** Dr Jennifer Lingard **Session:** Semester 2 **Classes:** 3 x 1 hour lecture per week **Prerequisites:** BIOS1127 Body Systems I **Assessment:** 2 x 1 hr exam (50% each) **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit follows on from BIOS1127 Body Systems I. It continues the study of organ systems in the body, focusing on the endocrine, renal and gastrointestinal systems. Students will then be introduced to pathological principles, concentrating in particular on neoplasia, infectious diseases of the eye and adnexa and immunological disorders affecting the eye. Student learning will be facilitated with lectures and tutorials amplifying relevance to clinical practice, together with CD-ROM and web-based material.

BIOS3061
Embryology & Genetics

Credit points: 3 **Session:** Semester 2 **Classes:** 3hr/week **Assumed knowledge:** BIOS1126 Human Biology and Biochemistry, BIOS2107 Ocular Biology II **Assessment:** 1hr exam 70%, presentation and report 30% **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

An introduction to embryology and genetics, with particular reference to the structures of the head, orbit and eye.

BIOS3062
Ocular Motor Systems

Credit points: 3 **Teacher/Coordinator:** Dr A. Freeman **Session:** Semester 2 **Classes:** 2 hrs lectures/wk **Assumed knowledge:** BIOS1141 Neuroscience II **Assessment:** 1 hr midsemester exam 30%, 2 hr end semester exam 70% **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

Neuroanatomy, physiology and plasticity of the ocular motor system.

ORTH2043
Concomitant Strabismus B

Credit points: 4 **Teacher/Coordinator:** Mrs Neryla Jolly **Session:** Semester 2 **Classes:** (1x3hr lec and 1x2hr seminar)/wk **Prerequisites:** ORTH2047 Concomitant Strabismus A and ORTH2057 Instrumentation IIA **Corequisites:** ORTH2058 Instrumentation IIB **Assumed knowledge:** ORTH1046 Binocular Vision **Assessment:** 1x class test (30%) and 1x 2hr exam (70%) **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

Non accommodative concomitant deviations are studied, such as intermittent non accommodative esotropia and exotropia, with special emphasis on the sensory adaptations of suppression, amblyopia, microtropia, eccentric fixation, normal and abnormal and non functional retinal correspondence and their relationship to visual plasticity.

Textbooks
Anson & Davis

ORTH2047
Concomitant Strabismus A

Credit points: 4 **Teacher/Coordinator:** Mrs Neryla Jolly **Session:** Semester 1 **Classes:** 1x3hr lec/wk **Corequisites:** ORTH2057 Instrumentation IIA **Assumed knowledge:** ORTH1039 Binocular Vision **Assessment:** 1x class test (30%) and 1x 2hr exam (70%) **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

Effect of refractive errors on ocular alignment and anomalies of accommodation, convergence and the accommodation/convergence synkinesis which result in concomitant deviation are studied, along with assessment and management of these conditions as well as convergence insufficiency, heterophoria, accommodation anomalies and accommodative intermittent squint.

Textbooks
Anson & Davis

ORTH2054
Professional Practice II

Credit points: 5 **Teacher/Coordinator:** Mrs Susan Silveira **Session:** Semester 1 **Classes:** Supervised individual student clinical placement **Prerequisites:** ORTH1046 Binocular Vision **Assumed knowledge:** ORTH1044 Visual Processes **Assessment:** 1x clinical exam (70%) and 1x case presentation (20%) and journal (10%) **Campus:** Cumberland **Mode of delivery:** Professional Practice

Students will complete a clinical placement (approx 2 -3 weeks) during the pre-Semester 1 period, i.e. January/February, depending on availability of clinical days. During this time students will gain experience in a variety of clinical environments, allowing practice of basic techniques related to heterophoria and ophthalmic practice and development of interpersonal and professional skills. Students will be briefed prior to attending and debriefed at the completion of their allocated clinical time.

Textbooks
Anson & Davis

ORTH2055
Cataract & Ocular Surface Involvement

Credit points: 3 **Teacher/Coordinator:** Dr Kathryn Rose **Session:** Semester 1 **Classes:** 1x3hr lec and classroom group work/wk **Corequisites:** ORTH2057

Instrumentation IIA **Assessment:** 1x1 hr class test (30%) and 1x2hr exam 70% **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

The clinical presentation of ocular surface disorders, such as the watery and dry eye, will be studied including special investigative procedures and treatment options. An introduciton to contact lenses and the cornea will be studied. This includes preliminary considerations of the patient requiring contact lenses, types of contact lenses, patient instruction and after care of the contact lens patient. The cataract module in this unit will be taught from the perspective of the role of the orthoptist in the diagnosis and management of this common ocular disorder. Content will include lens anatomy, lens developmental anomalies, diagnostic tests, surgery and pre and post operative patient education.

ORTH2056
Glaucoma & Ocular Emergencies

Credit points: 3 **Teacher/Coordinator:** Mr Nathan Clunas **Session:** Semester 2 **Classes:** 8x3hr lec/sem **Corequisites:** ORTH2058 Instrumentation IIB **Assessment:** 1x class test (30%) and 1x2 hr exam (70%) **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

Glaucoma and related pharmacology, automated perimetry, ocular emergencies and red eye. In this unit automated perimetry is studied with emphasis on understanding the variability of the results and interpretation of normal from abnormal fields. This is then applied to the study of glaucoma. Here this unit examines a wide range of diagnostic techniques and emerging research related to the diagnosis of glaucoma. Case studies outlining each aspect of the course will be used. Conditions that constitute an ocular emergency and how to manage them will be presented in this learning module. Key areas will include blunt trauma, sharp trauma, chemical burns, sudden loss of vision. OHS, medico-legal and ethical issues will also be discussed. Learning in this module will be supported by case studies.

ORTH2057
Instrumentation IIA

Credit points: 3 **Teacher/Coordinator:** Mr Nathan Clunas **Session:** Semester 1, Summer Late **Classes:** 8x3hr tut/sem **Corequisites:** ORTH2047 Concomitant Strabismus A, ORTH2055 Cataract & Ocular Surface Involvement **Assessment:** 1x 20min prac skills assessment (40%) and 1x clinical exam (60%) **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This practical base supports the theoretical material delivered in both ORTH2047 Concomitant Strabismus A and ORTH2055 Cataract & Ocular Surface Involvement. Topics to be covered include biomicroscopy of the anterior segment, keratometry, contract lenses, accommodative deviations and convergence insufficiency treatment.

ORTH2058
Instrumentation IIB

Credit points: 3 **Teacher/Coordinator:** Mrs Kathryn Thompson **Session:** Semester 2 **Classes:** 8x3hr tut/sem **Corequisites:** ORTH2043 Concomitant Strabismus B and ORTH2056 Glaucoma & Ocular Emergencies **Assessment:** 1x 20min prac skills assessment (40%) and 1x clinical exam (60%) **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This practical base supports the theoretical material delivered in both ORTH2043 Concomitant Strabismus B and ORTH2056 Glaucoma & Ocular Emergencies. Topics to be covered include applanation tonometry, visual field testing (Bjerrums, Humphrey), ophthalmoscopy, visuscopy, investigation of binocular vision, investigation and management of non accommodative concomitant deviations.

ORTH3050
Assess and Manage Refractive Errors

Credit points: 5 **Teacher/Coordinator:** Mr Nathan Clunas **Session:** Semester 1 **Classes:** (Block mode 8 days 9am-3pm and 5x4hr tuts)/sem **Corequisites:** (ORTH3062 Professional Practice IIIA and ORTH3063 Professional Practice IIIB) or (ORTH3064 Professional Practice IIIHA and ORTH3065 Professional Practice IIIHB) **Assessment:** 1x prac exam (45%), 1x 2hr exam (45%), WebCT discussion (5%) and workbook, video assessment, refraction autobiog (5%) **Campus:** Cumberland **Mode of delivery:** Block Mode

This unit will extend preliminary knowledge of refactive errors to include more complex refractive error topics such as understanding latent and manifest hypermetropia, aetiology of myopia, progressive myopia and keratoconus. Emphasis will be placed on the clinical evaluation of refractive error including methods of objective and subjective refraction as well as A scan ultrasonogrphy. Correction of refractive errors by both optical and surgical methods will also be a focus of this unit. Aspects of optical dispensing, fitting of contact lenses and surgical correction of refractive errors will be included.

ORTH3054
Orbital & Restrictive Conditions

Credit points: 5 **Teacher/Coordinator:** Assoc Prof Elaine Cornell **Session:** Semester 2 **Classes:** (1x3hr lec and classroom group work) /wk **Prerequisites:** ORTH2047 Concomitant Strabismus A or ORTH2043 Concomitant Strabismus B **Corequisites:** ORTH3055 Instrumentation III **Assumed knowledge:** Ocular anatomy and physiology of ocular muscles, basic knowledge of the total visual system, sensory and motor **Assessment:** 1x class test (30%) and 1x2 hr exam (70%) **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

The clinical features of recent onset defects of each extraocular muscle will be studied, including the response to clinical tests. The causes, special investigation and management of restrictive/mechanical and orbital defects will be emphasised.

ORTH3055
Instrumentation III

Credit points: 4 **Teacher/Coordinator:** Assoc Prof Elaine Cornell **Session:** Semester 2 **Classes:** 1x3hr prac tut/wk **Corequisites:** ORTH3054 Orbital and Restrictive Conditions **Assumed knowledge:** Incomitant Strabismus in a variety of age populations **Assessment:** 1x prac assessment (50%) and on-going assessment (50%) **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

The instrumentation techniques for the investigation and management of incomitant strabismus will be taught and practiced in tutorial groups.

ORTH3056
Rehabilitation in Childhood

Credit points: 3 **Teacher/Coordinator:** Dr Kathryn Rose **Session:** Semester 2 **Classes:** 1x3hr lec/wk **Assumed knowledge:** Normal paediatric development, embryology **Assessment:** 1x online class test (50%) and 1x written evaluation (30% and 1x presentation (10%) and WebCT contribution (10%) **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

The management of children with permanent visual impairment, learning difficulties and the orthoptist's role in the management of children with developmental delay are studied.

ORTH3057
Orthoptics in Paediatrics

Credit points: 3 **Teacher/Coordinator:** Dr Kathryn Rose **Session:** Semester 2 **Classes:** 1x3hr lec/wk **Assumed knowledge:** ORTH3062 Professional Practice IIIA and ORTH3063 Professional Practice IIIB or ORTH3064 Professional Practice IIIHA and ORTH3065 Professional Practice IIIHB **Assessment:** 1x class presentation (40%) and 1x2 hr exam (60%) **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit explores testing procedures for the paediatric population with emphasis on their relationship to visual development and vision acuity assessment. Common presenting problems in the paediatric age group resulting in visual disorders are studied. The purpose of vision screening is also reviewed with emphasis on examining current practice and controversies.

ORTH3058
Orthoptics in Neurology

Credit points: 3 **Teacher/Coordinator:** Mrs Kathryn Thompson **Session:** Semester 2 **Classes:** (1x3hr lec and classroom group work) /wk **Assumed knowledge:** ORTH3062 Professional Practice IIIA and ORTH3063 Professional Practice IIIB or ORTH3064 Professional Practice IIIHA and ORTH3065 Professional Practice IIIHB **Assessment:** 1x class test (30%) and 1x2 hr exam (70%) **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit of study will consider the principles of neurological investigation including history taking, visual acuity assessment, visual field testing principles (confrontation, Bjerrum, Goldmann, pitfalls of automated perimetry for neurological field defects and colour fields),

pupils, colour vision tests, testing of afferent pathways, radiological imaging, electrodiagnostic testing and the efferent testing of non ocular cranial nerves and states of consciousness. A range of disorders afeecting the optic nerve will be studied. Other conditions to be studied include headaches, disorders of the facial nerves and transient visual loss.

ORTH3059
Research Proposal

Credit points: 4 **Teacher/Coordinator:** Dr Kathryn Rose **Session:** Semester 2 **Classes:** Supervised individual student activity **Assumed knowledge:** Research knowledge and skills introduced by the subject BACH4047 Developing a Research Project **Assessment:** Ethics/literature review (100%) **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

Through the semester the student will develop their specific research question underpinned by a thorough analysis in the form of a literature review, including appropriate research design, an examination of the implications of the proposed research and the submission of an application for approval to the appropriate University Ethics Committee.

ORTH3062
Professional Practice IIIA

Credit points: 10 **Teacher/Coordinator:** Mrs Susan Silveira **Session:** Semester 1, Summer Main **Classes:** Supervised individual student clinical placement **Prerequisites:** (ORTH2054 Professional Practice II, ORTH2057 Instrumentation IIA, ORTH2058 Instrumentation IIB) or (ORTH2047 Concomitant Strabismus A, ORTH2043 Concomitant Strabismus B **Assumed knowledge:** ORTH2055 Cataract & Ocular Surface Involvement, ORTH2056 Glaucoma & Ocular Emergencies **Assessment:** 1x concom squint exam (70%), 1x trial concom squint investigation (10%) and online concom case study (20%) **Campus:** Cumberland **Mode of delivery:** Professional Practice

Students will gain clinical experience in the investigation and management of concomitant strabismus. This will include consolidation of theory presented in the program so far. Students will be required to maintain a close liaison with the clinical co-ordinator and attend case analysis sessions at the School. Students will also carry out a clinical project during this placement.

ORTH3063
Professional Practice IIIB

Credit points: 9 **Teacher/Coordinator:** Mrs Susan Silveira **Session:** Semester 1 **Classes:** Supervised individual student clinical placement **Prerequisites:** ORTH2054 Professional Practice II, ORTH2057 Instrumentation IIA, ORTH2058 Instrumentation IIB, ORTH2047 Concomitant Strabismus A, ORTH2043 Concomitant Strabismus B **Assumed knowledge:** ORTH2055 Cataract & Ocular Surface Involvement, ORTH2056 Glaucoma & Ocular Emergencies **Assessment:** 1x ophthalmic clinical exam (70%), ophthalmic skills manual (10%) and online case study (20%) **Campus:** Cumberland **Mode of delivery:** Professional Practice

Students will gain clinical experience in the investigation and management of cataract and glaucoma and other ophthalmic skills. This will include consolidation of theory presented in the program so far. Students will be required to maintain a close liaison with the clinical co-ordinator and attend case analysis sessions at the School. Students will also carry out a clinical project during this placement.

ORTH3064
Professional Practice IIIHA

Credit points: 8 **Teacher/Coordinator:** Mrs Susan Silveira **Session:** Semester 1 **Classes:** Supervised individual student clinical placement **Prerequisites:** ORTH2054 Professional Practice II, ORTH2057 Instrumentation IIA, ORTH 2058 Instrumentation IIB, ORTH2047 Concomitant Strabismus A, ORTH2043 Concomitant Strabismus B **Assumed knowledge:** ORTH2055 Cataract & Ocular Surface Involvement, ORTH2056 Glaucoma & Ocular Emergencies **Assessment:** 1x concom squint exam (70%) and 1x trial concom squint investigation (10%) and online concom case study (20%) **Campus:** Cumberland **Mode of delivery:** Professional Practice

Students will gain clinical experience in the investigation and management of concomitant strabismus. This will include consolidation of theory presented in the program so far. Students will be required to maintain a close liaison with the clinical co-ordinator and attend case analysis sessions at the School. Students will also carry out a clinical project during this placement.

ORTH3065
Professional Practice IIIHB

Credit points: 6 **Teacher/Coordinator:** Mrs Susan Silveira **Session:** Semester 1 **Classes:** Supervised individual student clinical placement **Prerequisites:** ORTH2054 Professional Practice II, ORTH2057 Instrumentation IIA, ORTH 2058 Instrumentation IIB, ORTH2047 Concomitant Strabismus A, ORTH2043 Concomitant Strabismus B **Assumed knowledge:** ORTH2055 Cataract & Ocular Surface Involvement, ORTH2056 Glaucoma & Ocular Emergencies **Assessment:** 1x ophthalmic clinical exam (70%) and ophthalmic skills manual (10%) and online case study (20%) **Campus:** Cumberland **Mode of delivery:** Professional Practice

Students will gain clinical experience in the investigation and management of cataract and glaucoma and other ophthalmic skills. This will include consolidation of theory presented in the program so far. Students will be required to maintain a close liaison with the clinical co-ordinator and attend case analysis sessions at the School. Students will also carry out a clinical project during this placement.

ORTH4020
Neurological Eye Movement Disorders

Credit points: 5 **Teacher/Coordinator:** Assoc Prof Elaine Cornell, Mrs Neryla Jolly **Session:** Semester 1 **Classes:** 1x3hr lec/wk **Prerequisites:** ORTH3054 Orbital and Restrictive Conditions and ORTH3055 Instrumentation III **Assumed knowledge:** Anatomy and physiology of the visual pathway with emphasis on the motor pathway **Assessment:** Class test (30%), 2hr exam (70%) **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit of study explores the disorders of the cortical, brain stem and infranuclear control of eye movements along with their special assessment procedures and mangement. On completion of this unit, the student will be able to analyse and select appropriate test procedures and develop management of the complex eye disorders.

ORTH4021
Orthoptics in Adult Practice

Credit points: 4 **Teacher/Coordinator:** Mrs Kathryn Thompson **Session:** Semester 1 **Classes:** 1 x 3hr lec/wk **Assumed knowledge:** Relevant ocular anatomy and systemic disease processes **Assessment:** Class test (30%), 2hr exam (70%) **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit of study consists of a series of modules which include ageing of body systems and ocular structures; retinal vascular disorders; macular disorders. Complex cases that reflect multifactorial disorders such as patients with glaucoma and cataracts will be used to demonstrate the orthoptist's role in adult practice.

ORTH4022
Orthoptics in Ophthalmic Practice

Credit points: 4 **Session:** Semester 1 **Classes:** 1x3hr lec/wk **Assessment:** Class test (30%), 2hr exam (70%) **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

Learning in this unit will cover the following key areas: inflammation of the eye; contact lens complications; trauma; surgical asepsis, minor surgical procedures, assisting in surgical procedures; and the orthoptist in ophthalmic practice management. By the end of the unit, the student will be able to identify strongly with the role the orthoptist plays in ophthalmic practice.

ORTH4023
Professional Studies

Credit points: 5 **Teacher/Coordinator:** Mrs Neryla Jolly **Session:** Semester 1 **Classes:** 1 x 3 hr lec/wk **Assumed knowledge:** All ocular motility/professional units of study. **Assessment:** 4x case studies (10% ea), oral case analysis (60%) **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

In this unit, special issues relating to professional practice are discussed, covering complex case studies, medicolegal issues, ethics and occupational health and safety.

ORTH4024
Rehabilitation for Vision Impairment

Credit points: 3 **Teacher/Coordinator:** Assoc Prof Elaine Cornell, Mrs Susan Silveira **Session:** Semester 1 **Classes:** 1 x 3 hr lec/wk **Assumed knowledge:** Relevant ocular anatomy and systemic disease processes **Assessment:** 1x

case study, x small grp assignment **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

During this unit of study, the nature of the rehabilitation process will be explored in relation to individuals who are visually impaired and those with associated conditions such as motor impairment from stroke. The orthoptist's role beyond the clinical environment will be addressed. By the end of the unit, the student will be able to demonstrate an understanding of the implication of vision impairment on all aspects of an individual's life and show an awareness of appropriate low vision services available in Australia.

ORTH4026
Clinical Project

Credit points: 3 **Teacher/Coordinator:** Dr Kathryn Rose **Session:** Semester 2 **Classes:** Supervised individual student activity **Assumed knowledge:** Principles of Research Project Design **Assessment:** 1x 1500 word written report **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit of study provides the student with the opportunity to carry out a structured clinical exercise in a professional area.

ORTH4027
Professional Practice IVHA

Credit points: 3 **Teacher/Coordinator:** Mrs Susan Silveira **Session:** Semester 1 **Classes:** Supervised individual student clinical placement **Prerequisites:** ORTH3064 Professional Practice IIIHA, ORTH3065 Professional Practice IIIHB, ORTH3054 Orbital and Restrictive Conditions, ORTH3055 Instrumentation III **Assessment:** Written assignments **Campus:** Cumberland **Mode of delivery:** Professional Practice

This unit of study will provide honours students with the opportunity to carry out activities relevant to their area of research, e.g. in the clinical environment.

ORTH4028
Research Report A

Credit points: 3 **Session:** Semester 1 **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit will provide the student with the opportunity to begin writing their final research report. Students will attend individual meetings with their supervisor and group research meetings.

ORTH4030
Research Report B

Credit points: 9 **Session:** Semester 2 **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit will provide the student with the opportunity to continue writing their final research report. Students will attend individual meetings with their supervisor and group research meetings. The findings from the honours research project will be presented in a research report in a form suitable for submission for publication in a refereed journal.

ORTH4035
Professional Practice IVA

Credit points: 8 **Teacher/Coordinator:** Mrs Susan Silveira **Session:** Semester 2, Summer Main **Classes:** Supervised individual student clinical placement **Prerequisites:** ORTH3062 Professional Practice IIIA, ORTH3063 Professional Practice IIIB, ORTH3054 Orbital and Restrictive Conditions, ORTH3055 Instrumentation III, ORTH4020 Neurological Eye Movement Disorders, ORTH4023 Professional Studies **Assessment:** 1x complex squint exam (70%) and online case study (20%) and 1x trial exam (10%) **Campus:** Cumberland **Mode of delivery:** Professional Practice

This unit provides the clinical experiences that consolidate the Year 3 Semester 2 and Year 4 Semester 1 theoretical studies, as well as providing opportunity to integrate all components of the course. Students will gain clinical experience in the investigation and management of complex strabismus.

ORTH4036
Professional Practice IVB

Credit points: 8 **Teacher/Coordinator:** Mrs Susan Silveira **Session:** Semester 2 **Classes:** Supervised individual student clinical placement **Prerequisites:** [(ORTH3053 Professional Practice III) or (ORTH3051 Clinical Studies III), ORTH3037 Ocular Motility Disorders I, ORTH4007 Ocular Motility Disorders II, ORTH3040 Instrumentation III, ORTH4010 Professional Studies] or [ORTH3062 Professional Practice IIIA, ORTH3063 Professional Practice IIIB, ORTH3054 Orbital and Restrictive Conditions, ORTH3055 Instrumentation III, ORTH4020 Neurological Eye Movement Disorders, ORTH4023 Professional Studies] **Assessment:** 1x ophthalmic clinical exam (70%) and online case study (20%) and supervisors report (10%) **Campus:** Cumberland **Mode of delivery:** Professional Practice

This unit provides the clinical experiences that consolidate the Year 3, Semester 2 and Year 4, Semester 1 theoretical studies as well as providing opportunity to integrate all components of the course. Students will gain clinical experience in advanced ophthalmic practice.

ORTH4037
Professional Practice IVC

Credit points: 4 **Teacher/Coordinator:** Mrs Susan Silveira **Session:** Semester 2 **Classes:** Supervised individual student clinical placement **Prerequisites:** [ORTH3053 Professional Practice III, ORTH3037 Ocular Motility Disorders I, ORTH4007 Ocular Motility Disorders II, ORTH3040 Instrumentation III, ORTH4010 Professional Studies] or [ORTH3062 Professional Practice IIIA, ORTH3063 Professional Practice IIIB, ORTH3054 Orbital and Restrictive Conditions, ORTH3055 Instrumentation III, ORTH4020 Neurological Eye Movement Disorders, ORTH4023 Professional Studies] **Assessment:** Online case study (50%) and reflection report (50%) **Campus:** Cumberland **Mode of delivery:** Professional Practice

This unit provides students with the opportunity to gain clinical experience in an elective area of choice such as refractive surgery, low vision, paediatrics and rehabilitation.

ORTH4045
Professional Practice IVHBA

Credit points: 5 **Teacher/Coordinator:** Mrs Susan Silveira **Session:** Semester 2 **Classes:** supervised individual student clinical placement **Prerequisites:** ORTH3064 Professional Practice IIIHA, ORTH3065 Professional Practice IIIHB, ORTH3054 Orbital and Restrictive Conditions, ORTH3055 Instrumentation III, ORTH4027 Professional Practice IVHA, ORTH4020 Neurological Eye Movement Disorders, ORTH4023 Professional Studies **Assessment:** Complex Squint Exam 70%, online caste study 20%, trial exam 10% **Campus:** Cumberland **Mode of delivery:** Professional Practice

This unit provides the clinical experiences that consolidate the Year 3, Semester 2 and Year 4, Semester 1 theoretical studies as well as providing opportunity to integrate all components of the course. Students will gain clinical experience in the investigation and mangement of complex strabismus.

ORTH4046
Professional Practice IVHBB

Credit points: 5 **Teacher/Coordinator:** Mrs Susan Silveira **Session:** Semester 2 **Classes:** Supervised individual student clinical placement **Prerequisites:** ORTH3064 Professional Practice IIIHA, ORTH3065 Professional Practice IIIHB, ORTH3054 Orbital and Restrictive Conditions, ORTH3055 Instrumentation III, ORTH4027 Professional Practice IVHA, ORTH4020 Neurological Eye Movement Disorders, ORTH4023 Professional Studies **Assessment:** Online case study 50%, reflection report 50% **Campus:** Cumberland **Mode of delivery:** Professional Practice

This unit provides the clinical experiences that consolidate the Year 3, Semester 2 and Year 4, Semester 1 theoretical studies as well as providing opportunity to integrate all components of the course. Students will gain clinical experience in advanced ophthalmic practice.

ORTH4047
Professional Practice IVHBC

Credit points: 5 **Teacher/Coordinator:** Mrs Susan Silveira **Session:** Semester 2 **Classes:** Supervised individual student clinical placement **Prerequisites:** ORTH3064 Professional Practice IIIHA, ORTH3065 Professional Practice IIIHB, ORTH3054 Orbital and Restrictive Conditions, ORTH3055 Instrumentation III, ORTH4027 Professional Practice IVHA, ORTH4020 Neurological Eye Movement Disorders, ORTH4023 Professional Studies **Assessment:** Online case study 50%, reflection report 50% **Campus:** Cumberland **Mode of delivery:** Professional Practice

This unit provides students with the opportunity to gain clinical experience in an elective area of choice such as refractive surgery, low vision, paediatrics and rehabilitation.

8. Behavioural and Community Health Sciences

Course of study

A range of undergraduate and postgraduate degrees are available specialising in applied behavioural sciences for health, community, ageing, disability and rehabilitation.

- From 2007, a four year combined Bachelor of Health Sciences/Master of Rehabilitation Counselling degree will replace the four year undergraduate Bachelor of Health Science (Rehabilitation Counselling) course. This will provide an accredited professional qualification for rehabilitation counsellors.
- From 2007, students can specialise in applied behavioural sciences for health, community, ageing, disability and rehabilitation through streams in the three year Bachelor of Health Sciences that develop skills in health research, policy, and management (Health System and Services Stream) and skills for working with individuals, families and communities (Health and Wellbeing Stream). These pathways in the Bachelor of Health Sciences replace the three year Bachelor of Behavioural Health Science and are designed to provide students with greater flexibility and choice. A fourth year honours program is available to meritorious students.
- Postgraduate coursework degrees are offered in Behavioural Science, Child and Adolescent Health, Gerontology, Health Science Education and Rehabilitation Counselling.
- Postgraduate master's and doctoral research degrees are available with supervision in the following research areas: behavioural aspects of ageing, child and adolescent behaviour, community health and development, curriculum design, cyberpsychology, delinquency, educational practice, ethnicity and migrant health, gender equity and health, health policy, health risk management, improving health systems, applications of attention, memory, knowledge and decision making to health, media and health, intellectual and physical disability, mental health (anxiety disorders, depression, substance abuse, addictive behaviour), occupational stress, oganisational behaviour, traumatic brain injury, treatment compliance and adherence, vocational rehabilitation, women's and men's health, workers' compensation and rehabilitation.

Key external collaborators include:

- Australian and New Zealand Obsessive Compulsive Disorder Research Alliance
- Australian Association for Cognitive Behaviour Therapy
- Australian Centre for Addiction Research
- Australian Centre for Posttraumatic Mental Health
- Australian Society of Rehabilitation Counsellors
- Commission for Children and Young People
- Commonwealth Rehabilitation Service
- Commonwealth Departments of Health and Ageing and of Veterans' Affairs
- NSW Departments of Health, Juvenile Justice and Education
- Justice Health
- Migration Research Network
- National Cancer Institute (NIH, USA)
- Primary Health Network
- Rehabilitation Counselling Association of Australasia
- Australian Research Alliance for Children and Youth

Professional information

Applied behavioural sciences reflect the multidisciplinary nature of healthcare and link developments in behavioural sciences with their application in health and community contexts. Graduates with specialisations in applied behavioural sciences develop skills in understanding the social, cultural, and personal characteristics that impact on the health of individuals, families, communities and societies. They also develop generic skills in research and communication suitable to a broad range of multidisciplinary settings. Applied behavioural sciences are an integral part of all curriculum in the Faculty of Health Sciences.

Graduates from the Bachelor of Health Sciences/Master of Rehabilitation Counselling and the Graduate Diploma/Master of Rehabilitation Counselling are eligible for full membership of the Rehabilitation Counselling Association of Australasia and the Australian Society of Rehabilitation Counselling and are qualified to provide a range of services aimed at the successful rehabilitation of persons with disadvantage and disability into work and community participation.

The Graduate Certificate, Master of Health Science, Master of Health Science (Honours) in Behavioural Science and Child and Adolescent Health degrees are available to students from a range of professional backgrounds. For students with appropriate undergraduate qualifications in psychology, the Master programs are accredited as a fourth year equivalent with the NSW Psychologists Registration Board.

Further information

Telephone: +61 2 9351 9228
Email: bachinfo@fhs.usyd.edu.au
Website: http://www.fhs.usyd.edu.au/

Bachelor of Behavioural Health Science

No first year intake from 2007

Honours program

Students are advised to contact the course coordinator for specific information related to the Bachelor of Behavioural Health Science honours program.

Course outline

The course outlines for the Bachelor of Behavioural Health Science Pass and Honours are presented in Tables 8.1, 8.1.1, 8.2, and 8.2.1.

Table 8.1: Bachelor of Behavioural Health Science (Pass)

Unit of study	*Credit points*	*A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition*	*Session*
Course code SH102: Pass course; full-time, 3 years			
Year 3 (last offered in 2007)			
Semester 1			
AHCD3017 **Health Promotion**	6		Semester 1
BACH3121 **Counselling**	3	**P** BACH1133 Introduction to Health Psychology and Behaviour Therapy	Semester 1
BACH3122 **Psychosocial Aspects of Ageing**	6	**P** BACH1161 Introductory Behavioural Health Sciences *Distance mode*	Semester 1
BACH3123 **Professionals & the Workplace I**	3		Semester 1
Select TWO of the following units (3 credit points each) (see notes below)			
BACH3094 **Health, Policy and Service Delivery**	3	**P** BACH1029 Introduction to Health Sociology	Semester 1
BACH3118 **Social Dimensions of Biotechnology**	3	**P** BACH1134 Health, Illness & Social Inquiry or BACH1130 Foundations of Health Sociology or BACH1098 Introduction to Health Sociology or BACH2038 Health & Social Theory	Semester 1
BACH3119 **Environmental Health and Safety**	3		Semester 1
BACH3120 **Self, Society and Mental Health**	3	**P** BACH1134 Health, Illness and Social Inquiry or BACH1130 Foundations of Health Sociology or BACH1098 Introduction to Health Sociology	Semester 1
SEMESTER 1 TOTAL: 24 CREDIT POINTS			
Semester 2			
BACH3075 **Health Psychology**	6	**P** BACH2129 Psychological Disorders and Their Treatment	Semester 1 Semester 2
BACH3124 **Professionals & the Workplace II**	6		Semester 2
Select ONE of the following units (6 credit points each) (see notes below)			
BACH3125 **Evaluation for Health Settings**	6		Semester 2
BACH3126 **Research Project Development**	6		Semester 2
BACH3127 **History & Philosophy of Science**	6		Semester 2
Select ONE of the following units (6 credit points each) (see notes below)			
AHCD3016 **Writing a Research Proposal**	6	**P** AHCD2022 Introduction to Health Research	Semester 2
BACH3128 **Health and Globalisation**	6		Semester 2
BACH3130 **Sport, Society & Social Theory**	6	**P** BACH1134 Health, Illness and Social Inquiry or BACH1130 Foundations of Health Sociology or Introducation to Health Sociology or BACH1161 **N** BACH3081 Sociology of Sport	Semester 2
BACH3146 **Cyberpsychology and e-Health**	6		Semester 2
HIMT3062 **Managing Human Resources**	6		Semester 2
SEMESTER 2 TOTAL: 24 CREDIT POINTS			
Notes			
1. Electives are offered subject to staff availability and minimum enrolment.			
2. Elective studies may be taken from within or outside the Faculty of Health Sciences, subject to availability and prerequisites. Students must discuss their electives with their academic advisor prior to enrolment. A list of electives available in the Faculty of Health Sciences is included in Chapter 18 of the handbook.			

Table 8.1.1: Bachelor of Behavioural Health Science (Honours)

Unit of study	*Credit points*	*A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition*	*Session*
Course code SH121: Honours course; full-time, 4 years			
Year 3			
As per Pass course			
Year 4 (first offered in 2007)			
Semester 1			
AHCD4052 **Honours Workshop**	6	**A** This unit is available only to students admitted to the honours program.	Semester 1
Honours Elective [4] (see notes 1 and 2 below)			
BACH4078 **Research Project 1**	8		Semester 1
Research Support Elective [6] (see notes and research support electives below)			
SEMESTER 1 TOTAL: 24 CREDIT POINTS			
Semester 2			
BACH4079 **Research Project 2**	14		Semester 2
BACH4080 **Research Thesis Support**	6	**P** AHCD3016 Wriitng Research Proposal and AHCD4052 Honours Workshop	Semester 2
Honours Elective [4] (see honours electives below)			
SEMESTER 2 TOTAL: 24 CREDIT POINTS			
Notes			
1. Electives are offered subject to staff availability and minimum enrolment.			
2. Elective studies may be taken from within or outside the Faculty of Health Sciences, subject to availability and prerequisites. Students must discuss their electives with their academic advisor prior to enrolment. A list of electives available in the Faculty of Health Sciences is included in Chapter 18 of the handbook.			
Research Support Electives			
BACH4055 **Intermediate Statistics**	6		Semester 1
BACH4056 **Qualitative Research Methods**	6		Semester 2
BACH4057 **Survey Research Methods**	6		Semester 2
Honours Electives			
BACH3146 **Cyberpsychology and e-Health**	6		Semester 2
BACH4058 **Abnormal Psychology and Mental Health**	4		Semester 1 Semester 2
BACH4059 **Addictive Behaviours**	4		Semester 2
BACH4060 **Cognitive Function in Neuro Disorders**	4	**A** BACH2128 Cognition and Cognitive Impairment **C** BACH3098 Psychosocial Well-being in Older Adults	Semester 1
BACH4062 **Stress and Coping**	4		Semester 1
BACH4066 **Health and Cultural Pluralism**	4		Semester 1 Semester 2
BACH4067 **Occupational Health and Stress**	4		Semester 2

Table 8.2: Bachelor of Behavioural Health Science (Pass)

Unit of study	*Credit points*	*A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition*	*Session*
Course code SH102: Pass course; full-time, 3 years			
Year 2 (first offered in 2007)			
Semester 1			
BACH2038 **Health and Social Theory**	6	**P** BACH1134 Health, Illness and Social Inquiry or BACH1161 Introductory Behavioural Health Sciences	Semester 1
BACH2039 **Organisational Studies**	6	**A** BACH1133 Introduction to Health Psychology	Semester 1
BACH2140 **Research Methods for Health Sciences**	6	*Note: Department permission required for enrolment in the following sessions: Semester 2*	Semester 1 Semester 2
BACH3144 **Psychology and Mental Health**	6	**P** BACH1161 Introductory Behavioural Health Sciences or equivalent	Semester 1
SEMESTER 1 TOTAL: 24 CREDIT POINTS			
Semester 2			
AHCD3019 **Indigenous Australian Health**	6		Semester 2
BACH1151 **Practitioners, Clients and Organisations**	6		Semester 2
BACH2136 **Community Action**	6		Semester 1 Semester 2
BACH3143 **Counselling Skills**	6	**P** BACH1161 Introductory Behavioural Health Sciences or equivalent, BACH1164 Human Behaviour and Behaviour Change or equivalent	Semester 1 Semester 2
SEMESTER 2 TOTAL: 24 CREDIT POINTS			
Year 3 (first offered in 2008)			
Semester 1			
BACH3075 **Health Psychology**	6	**P** BACH2129 Psychological Disorders and Their Treatment	Semester 1 Semester 2
BACH3122 **Psychosocial Aspects of Ageing**	6	**P** BACH1161 Introductory Behavioural Health Sciences *Distance mode*	Semester 1
BACH3145 **Health Policy**	6	**P** BACH1161 Introductory Behavioural Health Sciences	Semester 1
BIOS3063 **Project Design and Management**	6		Semester 1
SEMESTER 1 TOTAL: 24 CREDIT POINTS			
Semester 2			
BACH3077 **Workplace Attachment**	6	**P** BACH1161 Introductory Behavioural Health Sciences	Semester 2
Select ONE of the following units (6 credit points each) (see notes below)			
BACH3125 **Evaluation for Health Settings**	6		Semester 2
BACH3126 **Research Project Development**	6		Semester 2
BACH3127 **History & Philosophy of Science**	6		Semester 2
Select ONE of the following units (6 credit points each) (see notes below)			
AHCD3016 **Writing a Research Proposal**	6	**P** AHCD2022 Introduction to Health Research	Semester 2
BACH3128 **Health and Globalisation**	6		Semester 2
BACH3130 **Sport, Society & Social Theory**	6	**P** BACH1134 Health, Illness and Social Inquiry or BACH1130 Foundations of Health Sociology or Introducation to Health Sociology or BACH1161 **N** BACH3081 Sociology of Sport	Semester 2
BACH3146 **Cyberpsychology and e-Health**	6		Semester 2
Elective [6] (see notes below)			
SEMESTER 2 TOTAL: 24 CREDIT POINTS			
Notes			
1. Electives are offered subject to staff availability and minimum enrolment.			
2. Elective studies may be taken from within or outside the Faculty of Health Sciences, subject to availability and prerequisites. Students must discuss their electives with their academic advisor prior to enrolment. A list of electives available in the Faculty of Health Sciences is included in chapter 18 of the handbook.			

Table 8.2.1: Bachelor of Behavioural Health Science (Honours)

Unit of study	*Credit points*	*A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition*	*Session*
Honours course; full-time 4 years			
Years 2 to 3			
As per Pass course			
Year 4 (first offered in 2009)			
Semester 1			
AHCD4052 Honours Workshop	6	**A** This unit is available only to students admitted to the honours program.	Semester 1
BACH4082 Research Project/Data Collection [6]			
Research Support Elective [6] (see notes and research support elective below)			
General Elective [6] (see notes below)			
SEMESTER 1 TOTAL: 24 CREDIT POINTS			
Semester 2			
BACH4080 Research Thesis Support	6	**P** AHCD3016 Wriitng Research Proposal and AHCD4052 Honours Workshop	Semester 2
BACH4083 Research Project: Interpretation [12]			
BACH4084 Special Investigation [6]			
SEMESTER 2 TOTAL: 24 CREDIT POINTS			
Notes			
1. Electives are offered subject to staff availability and minimum enrolment.			
2. Elective studies may be taken from within or outside the Faculty of Health Sciences, subject to availability and prerequisites. Students must discuss their electives with their academic advisor prior to enrolment. A list of electives available in the Faculty of Health Sciences is included in chapter 18 of the handbook.			
3. General Electives: Students are required to enrol in ONE 6 credit points unit of study at the level of BACH2xxx or above which they have not completed in their pass degree. This should be negotiated with their research supervisor and the Honours Coordinator.			
Research Support Electives			
BACH4055 Intermediate Statistics	6		Semester 1
BACH4056 Qualitative Research Methods	6		Semester 2
BACH4057 Survey Research Methods	6		Semester 2

Bachelor of Health Science (Rehabilitation Counselling)

No first year intake from 2007

The combined degrees of Bachelor of Health Sciences/Master of Rehabilitation Counselling replace the previous Bachelor of Health Science (Rehabilitation Counselling) course. See Chapter 21 for more information about the combined degrees.

Course outline

The course outlines for the Bachelor of Health Science (Rehabilitation Counselling) Pass and Honours are presented in Tables 8.3 and 8.3.1.

Table 8.3: Bachelor of Health Science (Rehabilitation Counselling) Pass

Unit of study	*Credit points*	*A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition*	*Session*
Course code SH085: Pass course; full-time, 4 years			
Year 2 (last offered in 2007)			
Semester 1			
BIOS2095 **Body Functions**	4		Semester 1 Semester 2
REHB2009 **Vocational Rehabilitation IIA**	3		Semester 1
REHB2019 **Case Management Rehabilitation Planning**	3		Semester 1
REHB2011 **Rehabilitation Counselling IIA**	3	**P** REHB1007 Rehabilitation Counselling I	Semester 1
REHB2020 **Politics of Disability & Rehabilitation**	3		Semester 1
REHB2021 **Professional Practice IIA**	5		Semester 1
REHB2022 **Legal Perspectives of Rehabilitation**	3		Semester 1
SEMESTER 1 TOTAL: 24 CREDIT POINTS			
Semester 2			
BIOS2096 **Body Functions and Disease**	4	**A** BIOS2095 Body Functions *This unit will also be available in distance mode for off-campus students and possibly repeating students*	Semester 1 Semester 2
REHB2010 **Vocational Rehabilitation IIB**	3	**P** REHB2009 Vocational Rehabilitation IIA	Semester 2
REHB2012 **Rehabilitation Counselling IIB**	3	**P** REHB2011 Rehabilitation Counselling IIA	Semester 2
REHB2023 **Work Injury and Workers' Compensation**	3		Semester 2
REHB2024 **Accident Compensation Scheme Practicum**	3	**P** REHB2019 Case Management and Planning	Semester 2
REHB2025 **Professional Practice IIB**	8		Semester 2
SEMESTER 2 TOTAL: 24 CREDIT POINTS			
Year 3 (last offered in 2008)			
Semester 1			
BACH3115 **Behaviour Disorders and Management**	3		Semester 1
REHB3037 **Vocational Rehabilitation IIIA**	3		Semester 1
REHB3039 **Avocational Rehabilitation**	3		Semester 1
REHB3042 **Rehabilitation Counselling IIIA**	3	**P** REHB2012 Rehabilitation Counselling IIB	Semester 1
REHB3044 **Medical Aspects of Disability**	3		Semester 1
REHB3049 **Professional Practice IIIA**	6		Semester 1
Elective [3] (see elective list below)			
SEMESTER 1 TOTAL: 24 CREDIT POINTS			
Semester 2			
BACH1143 **Designing Health Research**	3		Semester 1 Semester 2
REHB3038 **Vocational Rehabilitation IIIB**	3		Semester 2
REHB3040 **Psychiatric Rehabilitation**	3	**P** REHB1007 Rehabilitation Counselling I, REHB2011 Rehabilitation Counselling IIA, REHB2012 Rehabilitation Counselling IIB	Semester 2
REHB3043 **Rehabilitation Counselling IIIB**	3	**P** REHB3042 Rehabilitation Counselling IIIA	Semester 2
REHB3050 **Professional Practice IIIB**	9		Semester 2
Elective [3] (see elective list below)			
SEMESTER 2 TOTAL: 24 CREDIT POINTS			

Unit of study	*Credit points*	*A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition*	*Session*
Year 4 (last offered in 2009)			
Semester 1			
BACH1145 **Quantitative Health and Social Research**	3	**A** Basic mathematics	Semester 1 Semester 2
REHB4009 **Rehabilitation Counselling IV**	3	**P** REHB3043 Rehabilitation Counselling IIIB	Semester 1
REHB4021 **Professional Practice IVA**	3		Semester 1
Electives [15] (see elective list below)			
SEMESTER 1 TOTAL: 24 CREDIT POINTS			
Semester 2			
REHB4022 **Professional Practice IVB**	24	*Note: Department permission required for enrolment in the following sessions: Semester 1*	Semester 1 Semester 2
SEMESTER 2 TOTAL: 24 CREDIT POINTS			

Table 8.3.1: Bachelor of Health Science (Rehabilitation Counselling) Honours

Unit of study	*Credit points*	*A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition*	*Session*
Course code SH091: Honours; full-time, 4 year			
Year 2 (last offered in 2007)			
As per Pass course			
Year 3 (last offered in 2008)			
As per Pass course LESS electives PLUS:			
Semester 1			
BACH4019 **History and Philosophy of Science**	3		Semester 1
SEMESTER 1 TOTAL: 24 CREDIT POINTS			
Semester 2			
REHB4023 **Honours Workshop**	3		Semester 2
SEMESTER 2 TOTAL: 24 CREDIT POINTS			
Year 4 (last offered in 2009)			
Semester 1			
REHB4009 **Rehabilitation Counselling IV**	3	**P** REHB3043 Rehabilitation Counselling IIIB	Semester 1
REHB4019 **Thesis A**	7		Semester 1
REHB4024 **Professional Practice IVHA**	8	**P** Either REHB1006 or (REHB1008 Professional Practice IA and REHB1009 Professional Practice IB); either REHB2018 or (REHB2021 Professional Practice IIA and REHB2025 Professional Practice IIB); REHB3049 Professional Practice IIIA; REHB3050 Professional Practice IIIB.	Semester 1
Research Elective [3] (see elective list below)			
Elective [3] (see elective list below)			
SEMESTER 1 TOTAL: 24 CREDIT POINTS			
Semester 2			
REHB4025 **Professional Practice IVHB**	16	**P** REHB1006 Professional Practice 1 (or REHB1008 Professional Practice IA and REHB1009 Professional Practice IB), REHB2018 Professional Practice IIB (or REHB2021 Professional Practice IIA and REHB2025 Professional Practice IIB), REHB3049 Professional Practice IIIA, REHB3050 Professional Practice IIIB	Semester 2
REHB4026 **Thesis B**	8	**P** REHB4019 Thesis A	Semester 2
SEMESTER 2 TOTAL: 24 CREDIT POINTS			

Electives for Bachelor of Health Science (Rehabilitation Counselling)

Unit of study	*Credit points*	*A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition*	*Session*
Electives - Years 3 and 4			
The offering of these electives will depend on availability of staff and student demand. To complete the requirements of the Pass course students are required to complete 21 credit points of electives. Two (2) Group A units must be completed. In addition to the electives listed here electives available in the Faculty of Health Sciences are detailed in Chapter 18 of the Handbook. Students must discuss their electives with their Rehabilitation Counselling academic adviser to determine suitability prior to enrolment.			
Honours students are required to complete one (1) Group A elective and one (1) research elective in the fourth year.			
Group A			
AHCD3018 **Aboriginal Studies**	3		Semester 2
REHB3052 **Rehabilitation and Older People**	3		Semester 2
REHB3056 **Rehab of Persons with Hearing Loss**	3		Semester 1 Semester 2
REHB3062 **Public Offenders: Criminality & Rehab**	6	**N** REHB3051 Rehabilitation of Public Offenders	Semester 2
REHB3064 **Alcohol and Drug Misuse Rehabilitation**	6	**N** REHB3061 Rehabilitation and Substance Abuse	Semester 1
REHB3065 **PTSD and Rehabilitation**	6	**N** REHB3059 Rehabilitation and PTSD	Semester 1 Semester 2
REHB3066 **Chronic Pain: Disability and Rehab**	6	**N** REHB3060 Chronic Pain and Rehabilitation	Semester 2
REHB3067 **Acquired Brain Injury Rehabilitation**	6	**A** Basic understanding of anatomy of the brain and human behaviour and cognition patterns **N** REHB3053 Acquired Brain Injury Rehabilitation	Semester 2
REHB3069 **HIV/AIDS: Developments in Rehabilitation**	6		Semester 2
Group B			
BACH3086 **Lifespan Psychology and the Family**	3	*Note: Department permission required for enrolment in the following sessions: Semester 1*	Semester 1 Semester 2
BACH3132 **Contemporary Issues in Health & Medicine**	3	*Note: Department permission required for enrolment in the following sessions: Semester 1*	Semester 1 Semester 2
BACH3133 **Health Planning, Policy and Evaluation**	3		Semester 2
BACH3134 **Computing for Health Practitioners**	3	**A** Familiarity with Windows operating system *Note: Department permission required for enrolment in the following sessions: Semester 1*	Semester 1 Semester 2
BACH3135 **Occupational Health and Stress**	3		Semester 2
BACH3136 **Stress and Coping**	3		Semester 1
BACH3146 **Cyberpsychology and e-Health**	6		Semester 2
BIOS4035 **Sexuality for Health Professionals**	3	*This elective is only available to students in Year 2 or higher*	Semester 1 Semester 2
EXSS3041 **Management, Marketing and the Law**	6	*Note: Department permission required for enrolment in the following sessions: Semester 1*	Semester 1 Semester 2
HIMT3041 **Human Resource Management**	3	*Note: Department permission required for enrolment*	Semester 1
Research Electives			
BACH1145 **Quantitative Health and Social Research**	3	**A** Basic mathematics	Semester 1 Semester 2
BACH4020 **Action Research**	3		Semester 1
BACH4045 **Qualitative Research Methods**	3		Semester 2

Field experience and professional practice

Bachelor of Health Science (Rehabilitation Counselling)

Field experience is an essential component in the overall process of developing professional competence and identity as a Rehabilitation Counsellor. It not only provides students with an opportunity to apply, integrate, reinforce and assess theoretical learning, but also allows them to appreciate the way in which rehabilitation counsellors and other allied professionals contribute to the effectiveness of the rehabilitation process.

Field placements are provided in a wide variety of rehabilitation and related health, welfare, vocational and independent living services in both the public and private sectors.

The objectives of field experience are that the students be provided with opportunities to:

- develop competence and professional identity as rehabilitation counsellors
- integrate theory taught at the University with practice learnt in the field. Field experience provides the context where all segments of the coursework merge and gain meaning
- develop an understanding of the values and principles of rehabilitation counselling practice as applied in different fields/levels of application
- develop knowledge and skills in various rehabilitation counselling methods and related activities under the guidance, supervision and support of experienced practitioners in the service delivery environment
- develop confidence, independence and autonomy as practitioners.

These objectives are fulfilled by placement blocks of supervised field practice complemented by agency visits, and where possible supported by seminars and tutorials. It is essential that at least one placement be supervised by a practising/qualified rehabilitation counsellor in a vocational setting.

All students are required to complete 1000 hours of supervised field practice over the four year program in the Professional Practice units. This includes block field placements to be undertaken during the inter-semester breaks in Years 2 and 3, and during Semester 2 in Year 4.

Fieldwork placements will normally occur during the working hours of professional rehabilitation counsellors – generally 9am to 5pm 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 Rehabilitation Counselling Professional Practice coordinators.

Field placements are arranged by the coordinators of Professional Practice who are responsible for the overall coordination, monitoring and supervision of the field practice program. As far as practicable, the student's areas of interest and career goals are given consideration in the planning of their field placements.

The coordinators of Professional Practice can be contacted on telephone:
+61 2 9351 9329 or
+61 2 9351 9573.

Field placement dates

Bachelor of Health Science (Rehabilitation Counselling)

Year 2

A five week (175 hours) block placement during the inter-semester period.

Year 3

A five week (175 hours) block placement during the mid-year or end of year semester recess periods.

Year 4

A 10 week (350 hours) block placement during Semester 2. Students are required to attend University in the weeks prior to placement and complete appropriate assignments while on placement. This placement aims to integrate all subjects studied into practical experience and students are expected to work independently with supervision from placement advisers and the University supervisor.

Units of study

Behavioural Health Science

AHCD3016
Writing a Research Proposal

Credit points: 6 **Session:** Semester 2 **Classes:** 6 hours per block, 3 blocks per semester **Prerequisites:** AHCD2022 Introduction to Health Research **Assessment:** conceptual framework 15%, research proposal 30%, final proposal 45%, attendance/participation 10% **Campus:** Cumberland **Mode of delivery:** Distance Education/Intensive on Campus

The aim of this unit of study is to focus on the writing of the Honours Research Proposal. This unit of study will assist the students to develop their ideas into a set of research questions, review relevant literature, define the methodology and prepare their Honours research proposal.

AHCD3017
Health Promotion

Credit points: 6 **Teacher/Coordinator:** Dr Freidoon Khavarpour **Session:** Semester 1 **Classes:** 6 hrs/block, 3 blocks/sem **Assessment:** Individual analysis 1,5000 words 40%, outline individual 500 words 20%, planning the initiative plan 1,500 words 40% **Campus:** Cumberland **Mode of delivery:** Distance Education/Intensive on Campus

This unit of study 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 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.

Textbooks
Reading will be provided in the distance mode package

AHCD3019
Indigenous Australian Health

Credit points: 6 **Teacher/Coordinator:** Ms Susan Page (02) 93519153; Ms Miranda Rose (02) 9351 9110 **Session:** Semester 2 **Classes:** 1 hr lec and 2 hr tut/wk **Assessment:** Reflective journal 2000 words (40 %), seminar presentation (20%), essay 1500 words (40%) **Campus:** Cumberland **Mode of delivery:** Distance Education

This unit of study introduces students to the complexity of Aboriginal and Torres Strait Islander health in rural, remote and urban contexts to ensure that non Indigenous health professionals in the field have the knowledge, skills and attitudes to practice with cultural safety. The unit of study compares Indigenous and non Indigenous health status, and overviews patterns of morbidity, disability, and mortality as evidence of the health disadvantage experienced by Aboriginal and Torres Strait Islander people. Social and historical processes influencing these patterns of health are also considered. This is followed by an examination of the differences between biomedical, sociological and Indigenous views of health, illness and wellbeing and the appropriateness of each view as a source of information about Aboriginal and Torres Strait Islander health. The unit of study concludes with an investigation of health service provision for Aboriginal and Torres Strait Islander people. This includes looking at barriers to health service access, the critical role of Aboriginal community controlled and general mainstream health services. Models of primary health care, community development and health promotion will be studied as essential components of Indigenous health provision.

Textbooks
Readings provided

AHCD4052
Honours Workshop

Credit points: 6 **Session:** Semester 1 **Classes:** Block mode **Assumed knowledge:** This unit is available only to students admitted to the honours program. **Assessment:** Continuous assessment **Campus:** Cumberland **Mode of delivery:** Distance Education/Intensive on Campus

This unit of study is divided into two semesters. In semester 1 students will concentrate on the further development of their literature review and collection of the data. Analysis and interpretation of the data

towards the first draft of the Honours thesis will also be covered in this semester. In semester 2, redrafting and rewriting of the thesis will be maintained and continued.

Textbooks
Individual based

BACH1151
Practitioners, Clients and Organisations

Credit points: 6 **Teacher/Coordinator:** Dr Zakia Hossain **Session:** Semester 2 **Classes:** Guided independent learning **Assessment:** 1500 word essay (25%), 1 hr essay exam (25%), literature search and review of the literature (15%), interview consumers/providers and presentation of the data (5%), results, research report (30%) **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit of study applies a sociological perspective to the complex relationships between stakeholders in the Australian health care system. The unit emphasises: sociology of client/practitioner relationships; sociology of work and organisations in health care settings; theoretical perspectives on the self, the body, illness and identity. The unit further develops students' skills on how to apply sociological knowledge into practice. The aim is to help students to understand the practicalities of the mechanism and operational processes of health care organisations, health provisions and service orientations. In the unit students will develop skills in literature searches, collecting and analysis of data. In the independent learning module, students are expected to prepare an analysis report based on two activities outlined below. Students will be given guidance on the preparation of a questionnaire that will be used to collect data from consumers/providers; how to interview consumers/providers; and how to search literature using the net and analyse it.

BACH2038
Health and Social Theory

Credit points: 6 **Teacher/Coordinator:** Dr Jesse Hooley **Session:** Semester 1 **Classes:** On campus, 4 hrs per week **Prerequisites:** BACH1134 Health, Illness and Social Inquiry or BACH1161 Introductory Behavioural Health Sciences **Assessment:** Three assessments, 6000 word equivalent **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit considers classical and contemporary sociological theory as it applies to health care at a micro and macro level. It draws on a range of sociological theoretical approaches which may include Marx, Weber, Goffman, Foucault and Durkheim. This unit will provide conceptual tools and explore the practical application of social theory to the health context. Skills will be developed in identifying the social origins of illness and treating illness as a social process.

Textbooks
Selected readings (reader)

BACH2039
Organisational Studies

Credit points: 6 **Teacher/Coordinator:** Toni Schofield **Session:** Semester 1 **Classes:** 1x1 hr lec/wk, 1x1 hr tut/wk **Assumed knowledge:** BACH1133 Introduction to Health Psychology **Assessment:** 1x exam 34%, 1x 2000 wd assignment 34%, 1 tutorial presentation 32% **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit provides an introduction to fundamental areas in the sociology and psychology of organisations. Students will develop an appreciation of organisational shapes and settings and of organisational behaviour in current and/or future employment areas.

BACH2136
Community Action

Credit points: 6 **Teacher/Coordinator:** Dr Gomathi Sitharthan **Session:** Semester 1, Semester 2 **Classes:** 1 hr Lec, 1 hr tutorial x 13 weeks **Assessment:** 3 Assignments **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit examines contemporary approaches to community and the role of the individual in producing and evaluating change in community behaviours and values. Students will have the opportunity to participate in activities involving community action.

BACH2140
Research Methods for Health Sciences

Credit points: 6 **Session:** Semester 1, Semester 2 **Classes:** 4 Hours/ week **Assessment:** 2000 word research report. End of Semester examination (2 hrs). **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 standardized instruments, structured and naturalistic observation and interviewing. The unit will also introduce students to major quantitative and qualitative techniques appropriate for analysing research data.

BACH3075
Health Psychology

Credit points: 6 **Teacher/Coordinator:** Dr Gomathi Sitharthan **Session:** Semester 1, Semester 2 **Classes:** Lecture and seminar **Prerequisites:** BACH2129 Psychological Disorders and Their Treatment **Assessment:** Assignments, examination **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 and 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.

Textbooks
Manual and text

BACH3094
Health, Policy and Service Delivery

Credit points: 3 **Teacher/Coordinator:** Dr Carol O'Donnell **Session:** Semester 1 **Classes:** 2 hrs per week **Prerequisites:** BACH1029 Introduction to Health Sociology **Assessment:** Essay, end of semester examination **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit of study uses social theory to explain the relationship between health, medicine and society. The lecturer will identify special features of the health care system in order to examine current concepts and practices underpinning the present impetus for health reform. The course addresses issues of power and partnership in professional practice; it examines the health care policy and practice. It considers the need for balancing social and economic responsibility in health care and provides a comprehensive evaluation of concepts necessary for the planning and delivery of effective health services.

BACH3118
Social Dimensions of Biotechnology

Credit points: 3 **Teacher/Coordinator:** Dr Rose Leontini **Session:** Semester 1 **Classes:** 1 hr Lec x 12 wks + 5 tutorials **Prerequisites:** BACH1134 Health, Illness & Social Inquiry or BACH1130 Foundations of Health Sociology or BACH1098 Introduction to Health Sociology or BACH2038 Health & Social Theory **Assessment:** 1 x 1500 word essay + weekly journal **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit examines the social dimension of biotechnology and its role in medicine and health. It focuses on the promises and limitations of biotechnology, the ethical implications and its representation in the media; genetic determinism in the social context and the reconstitution of social and individual identities through biotechnology. Students will be introduced to various social issues surrounding cutting edge technologies including the human genome project, gene therapy, stem cell research, cloning, xenotransplantations, reproductive technologies, presymptomatic, predictive and diagnostic DNA tests, population screenings, preimplantation diagnosis and forensic DNA fingerprinting.

BACH3119
Environmental Health and Safety

Credit points: 3 **Teacher/Coordinator:** Dr Carol O'Donnell **Session:** Semester 1 **Classes:** 1hr Lec + 1hr Tutorial. x 13 wks **Assessment:** 1 x 1000 word project plus exam **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

The unit describes some basic principles of work organisation in Australia and patterns of injury and illness are discussed in this context. Requirements of occupational health and safety legislation and their relationship to quality management are addressed. Students identify risks at a workplace and develop a program for their control.

BACH3120
Self, Society and Mental Health

Credit points: 3 **Teacher/Coordinator:** Mr Ian Andrews **Session:** Semester 1 **Classes:** 2 hrs per week **Prerequisites:** BACH1134 Health, Illness and Social Inquiry or BACH1130 Foundations of Health Sociology or BACH1098 Introduction to Health Sociology **Assessment:** Assignment, examination **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit examines the nature of the self in the modern world and assesses various strategies for shaping and controlling the process of self-formation. These aims are addressed through the application of a range of sociological theories and concepts. Topics covered include: the social nature of the self and the process of socialisation; the social origins of mental illness in general and suicide in particular; the contrasting epistemologies of psychiatry, psychology and assorted forms of psychotherapy; the social construction of madness and the anti-psychiatry movement; psychoanalytic views on the self and society; the aims and limitations of 'self-help' and 'personal development' discourses; and the role of narrative in the formation of self-identity. Throughout the unit, students will be encouraged to reflexively apply to their own lives the theoretical perspectives that are covered, with a view to illuminating their own biography and sense of self.

Textbooks
Book of readings will be available

BACH3121
Counselling

Credit points: 3 **Teacher/Coordinator:** Dr Chris Lennings **Session:** Semester 1 **Classes:** 1hr lec + 1hr Tutorial/wk **Prerequisites:** BACH1133 Introduction to Health Psychology and Behaviour Therapy **Assessment:** Tutorial assignment + multiple choice exam **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit provides an overview of issues and techniques involved in the psychological treatment of children, adults and families and will introduce the student to the main approaches in the various schools of counselling and psychotherapy. Students will develop skills in basic counseling approaches and will develop an awareness of the techniques that underlie creditable psychotherapies. A seminar program will provide an opportunity to develop basic counselling and behaviour change skills.

BACH3122
Psychosocial Aspects of Ageing

Credit points: 6 **Teacher/Coordinator:** Dr Steve Cumming **Session:** Semester 1 **Classes:** Distance mode **Prerequisites:** BACH1161 Introductory Behavioural Health Sciences **Assessment:** 3 x 2000 word essays/exercises **Campus:** Cumberland **Mode of delivery:** Distance Education

Note: Distance mode

This unit examines the psychosocial context of late adulthood. The impact of changing social, environmental, economic and biological dimensions are examined in the context of healthy ageing and age-related illness. Implications for health care delivery are considered.

BACH3123
Professionals & the Workplace I

Credit points: 3 **Teacher/Coordinator:** Dr Steve Cumming **Session:** Semester 1 **Classes:** 1 hr meetings, weeks 4,5,9 and 11. **Assessment:** 3 x 1000 word essays/exercises **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit introduces students to the workplace attachment practicum and examines fieldwork experiences in terms of the goals of the workplace and of the policy, legal, communication and management issues and applications encountered. Students will also explore the role of ethics and ethical reasoning within contemporary approaches to public life and health service delivery.

BACH3124
Professionals & the Workplace II

Credit points: 6 **Teacher/Coordinator:** Dr Steve Cumming **Session:** Semester 2 **Classes:** 1 x all day workshop (week 11) + 15 (100 hours) days workplace attendance **Assessment:** 1500 word workplace report (50%). 20 minute presentation (50%) **Campus:** Camperdown/Darlington **Mode of delivery:** Professional Practice

This unit involves two components. Firstly, students undertake a three week workplace attachment during the inter-semester break. Students will report on their fieldwork experiences, analysing the policy, ethical, legal, communication and management issues and applications encountered.

BACH3125
Evaluation for Health Settings

Credit points: 6 **Teacher/Coordinator:** Dr Ian Hughes **Session:** Semester 2 **Classes:** 1 hr Lec + 1 hr tutorial x 13 weeks **Assessment:** short exercises + 1 x 1500 words essay + 1 x 3000 words essay **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit prepares professionals in health or related settings to evaluate aspects of their professional practice. The practical and plural approach taken is relevant to a range of professions as well as multi disciplinary settings. Students consider the purpose of evaluation and are encouraged to choose the most appropriate approach, strategies and methods for evaluating the effectiveness of a health care intervention. The practical focus on 'evaluation for action' is relevant to professional development and improvement, reflective practice or evidence based health care.

Textbooks
Ovretveit J. Evaluating Health Interventions. Buckingham. Open University Press. 1998. See also www.fhs.usyd.edu.au/bach/

BACH3126
Research Project Development

Credit points: 6 **Teacher/Coordinator:** Dr Rob Heard **Session:** Semester 2 **Classes:** 3x1hr on campus plus off campus materials **Assessment:** 3xassignments, 6000wd in total, weighted 28%, 28% and 44% **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

The unit will provide an overview of the research process and focus on the formulation of a research proposal. It will provide students with an opportunity to review and update their knowledge of research methods. Basic research design issues will be considered. Various methods of data collection will be examined together with their suitability for investigating different types of research questions. Students will explore the use of quantitative and qualitative data, longitudinal and cross-sectional designs and data resulting from

experimental interview, observation, single case and survey research methods in addition to content analysis and secondary data analysis. Emphasis will be placed on the issues of validity and reliability of data collection techniques. Basic statistical procedures will be briefly reviewed and applications such as epidemiology and evaluation research will be introduced. By the end of this unit students will have developed a research proposal.

BACH3127
History & Philosophy of Science

Credit points: 6 **Teacher/Coordinator:** Dr Rodd Rothwell **Session:** Semester 2 **Classes:** Distance education/WebCT (equivalent to 13x2hrs face to face lectures) **Assessment:** 1x2000wd essay 40%, 1x3000wd 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.
Hung E. The Name of Science: Problems and Perspective. Wadsworth Press. 1997.

BACH3128
Health and Globalisation

Credit points: 6 **Teacher/Coordinator:** Dr Zakia Hossain **Session:** Semester 2 **Classes:** 1 hr Lec x 8 weeks + 1 hr Seminar x 8 wks **Assessment:** 1 x 2000 word Essay + Semester presentation **Campus:** Cumberland **Mode of delivery:** Distance Education

The focus of the unit of study is to understand the meaning of globalisation and the impact of globalisation on health. The unit examines the changing trade processes and social and 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:** 2 hour lecture x 13 weeks **Prerequisites:** BACH1134 Health, Illness and Social Inquiry or BACH1130 Foundations of Health Sociology or Introducation to Health Sociology or BACH1161 **Prohibitions:** BACH3081 Sociology of Sport **Assessment:** 1 x 1000 word essay, 1 x 3000 word essay, 1 x 2 hour 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

BACH3143
Counselling Skills

Credit points: 6 **Session:** Semester 1, Semester 2 **Classes:** 4 hrs/wk **Prerequisites:** BACH1161 Introductory Behavioural Health Sciences or equivalent, BACH1164 Human Behaviour and Behaviour Change or equivalent **Assessment:** Practical assessment (20%), assignment (40%), exam (40%) **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

The unit begins by presenting students with relevant theory and skills in counselling before considering special applications of helping skills such as team decision making, mediation, negotiation and motivational interviewing. The counselling relationship is then explored, with an overview of issues and techniques involved in the psychological treatment of children, adults and families. Major approaches to counselling and psychotherapy will be represented and contrasted. Students will develop skills in basic communication and counselling approaches and will develop an awareness of the techniques that underlie creditable psychotherapies. A seminar program will provide an opportunity to develop basic counselling and behaviour change skills.

BACH3144
Psychology and Mental Health

Credit points: 6 **Session:** Semester 1 **Classes:** 4 hrs/ wk **Prerequisites:** BACH1161 Introductory Behavioural Health Sciences or equivalent **Assessment:** 2x1500 word assignments (25% each), exam (50%) **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit provides students with a general theoretical framework within mental health and mental illness are discussed. Students will be presented with an overview of current etiological theories and evidence- based treatment approaches for a range of common psychological conditions with reference to controlled treatment outcome studies. This unit also explores approaches to the management of maladaptive behaviour and psychological dysfunction. Students will extend their knowledge of etiology and treatment of common disorders by preparing inquiry-based case formulations for a series of fictitious case examples. In the seminar program, students will discuss the ethical, cultural and social issues surrounding the concepts of mental illness and psychopathology .

Textbooks
TBA

BACH3146
Cyberpsychology and e-Health

Credit points: 6 **Teacher/Coordinator:** Dr Andrew Campbell **Session:** Semester 2 **Classes:** 12 x 1 hour lectures **Assessment:** 2 x 2000 word essays and quizzes and 1 x 2 hour 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-pharmocology 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

BACH4055
Intermediate Statistics

Credit points: 6 **Teacher/Coordinator:** Dr Peter Choo **Session:** Semester 1 **Classes:** On campus, 3 hrs per week **Assessment:** Written assignment, examination **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

In this unit, students will extend and consolidate the research methods and statistical skills acquired in Research Methods I and II. Students will gain experience in data screening techniques, analysis of variance, multiple regression and non-parametric statistics. Students will learn how to use SPSS to conduct these statistical tests.

BACH4056
Qualitative Research Methods

Credit points: 6 **Teacher/Coordinator:** Dr Cherry Russell **Session:** Semester 2 **Classes:** On campus, 3 hrs per week **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.

BACH4057
Survey Research Methods

Credit points: 6 **Teacher/Coordinator:** Dr Kate O' Loughlin **Session:** Semester 2 **Classes:** 1x3hr lecture/week **Assessment:** 3 x written assignments, due wks 4, 8, 14, weighted at 33.3% each **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.

BACH4058
Abnormal Psychology and Mental Health

Credit points: 4 **Teacher/Coordinator:** Dr Chris Lennings **Session:** Semester 1, Semester 2 **Classes:** 6x2hr lectures or distance mode **Assessment:** 5 case studies, 1x2000wd literature review/essay **Campus:** Cumberland **Mode of delivery:** Distance Education

This unit addresses major psychological disorders and the current classificatory and diagnostic systems available. Critiques of nosologies and taxonomies will be provided and alternative individualised systems of assessment useful for research will be discussed. Detailed consideration of the major philosophical questions underpinning current approaches to psychotherapy will be encouraged, including such concepts as person, personality, mental illness, theories of the origins of mental illness and treatment approaches. A critical review of ethical and legal dilemmas in the practice of psychotherapy will be highlighted.

BACH4059
Addictive Behaviours

Credit points: 4 **Teacher/Coordinator:** Dr Chris Lennings **Session:** Semester 2 **Classes:** seminar 1hr/wk **Assessment:** 5 assignments adding up to 6000 words **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit examines the biological, psychological and social influences that contribute to the development and maintenance of addictive behaviours. The physical, social and occupational consequences of addictive behaviours are examined, along with current approaches to the management of addictive behaviours.

Textbooks
Ryder D., Salmon A. & Walker N. Drug Use and Drug Related Harm. IP. 2001.

BACH4060
Cognitive Function in Neuro Disorders

Credit points: 4 **Teacher/Coordinator:** A/Prof Lynne Harris **Session:** Semester 1 **Classes:** Individual supervision **Corequisites:** BACH3098 Psychosocial Well-being in Older Adults **Assumed knowledge:** BACH2128 Cognition and Cognitive Impairment **Assessment:** Assignments, essay **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This elective will consider the principles of cognitive function applied to a range of neurological disorders (e.g. Alzheimer's disease, amnestic disorders, developmental disability). The emphasis will be on understanding cognitive impairments and considering strategies for managing these impairments.

BACH4062
Stress and Coping

Credit points: 4 **Teacher/Coordinator:** Dr Gomathi Sitharthan **Session:** Semester 1 **Classes:** 1hr lectures x 13 wks **Assessment:** presentation 50% + 2000 word essay 50% **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit considers how social context and external factors influence 'stress'. Arguments that the term 'stress' is misleading and that emphasis should be placed on changing external factors or social conditions will be considered. The effects of interpersonal and social relations on health and well-being and factors such as friendship, love and attraction will be considered. Cases of stressors impinging differentially across varying ages, gender and socio economic factors and different religious groups are emphasised. In looking at the nature of coping and its effect on stress, the concept of stress mastery is addressed, models of coping compared and contrasted and their relationship to the construction of stress management programs critically evaluated. Individual differences in personality and their effect on coping will be considered, especially with respect to generating research. The research potential of procedures which focus on the modification of stress-related behaviours, such a Type A Behaviour, exercise and smoking will also be considered.

BACH4066
Health and Cultural Pluralism

Credit points: 4 **Teacher/Coordinator:** Dr Zakia Hossain **Session:** Semester 1, Semester 2 **Classes:** Individual supervision **Assessment:** Project 4000 words **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit examines the health values and experiences of young people and their families in a multicultural society. The Australian government and people have embraced the concept of multiculturalism yet health care delivery is rooted in a monocultural paradigm in which cultural difference in treatment and sickness behaviour are of peripheral importance. Sociological analysis will be used to examine demographic issues, cultural values, sickness behaviour, family structures and community attitudes in preventative and remedial health care. Government policies and provisions will also be examined and the way in which these have responded to Australia's changing populations will be analysed.

BACH4067
Occupational Health and Stress

Credit points: 4 **Teacher/Coordinator:** Dr Carol O'Donnell **Session:** Semester 2 **Classes:** 1hr lec + 1 hr tutorial x 8 wks **Assessment:** 1 x 2000 word project **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

OHS issues are examined within the context of social, economic and political processes and structures. Particular emphasis is placed on OHS as an industrial relations issue, state intervention in OHS policies and the role of the medical and legal professions. Students will learn how to identify and control work related risks in this context.

BACH4078
Research Project 1

Credit points: 8 **Session:** Semester 1 **Campus:** Cumberland **Mode of delivery:** Distance Education

Students will undertake a supervised research project. By the completion of this unit students will have collected data to answer a research question.

BACH4079
Research Project 2

Credit points: 14 **Session:** Semester 2 **Campus:** Cumberland **Mode of delivery:** Distance Education

Students will evaluate and interpret the findings of the research project commenced in Research Project 1.

BACH4080
Research Thesis Support

Credit points: 6 **Teacher/Coordinator:** Dr Steve Cumming **Session:** Semester 2 **Classes:** No formal classes - individual consultation as required **Prerequisites:** AHCD3016 Wriitng Research Proposal and AHCD4052 Honours Workshop **Assessment:** 1x3000wd assignment **Campus:** Cumberland **Mode of delivery:** Distance Education

The aim of this unit is to assist with the final stage of writing the honours thesis. Students will complete a draft of the research thesis during this unit of study.

HIMT3041
Human Resource Management

Credit points: 3 **Teacher/Coordinator:** Dr Joanne Callen, Ms Linda Ernst **Session:** Semester 1 **Classes:** 3 day block workshop **Assessment:** exercise 10%, case study 40%, 2hr exam 50% **Campus:** Cumberland **Mode of delivery:** Block Mode

Note: Department permission required for enrolment.

This unit is designed to introduce the student to the human resource management function relevant to the work of a health services manager. Areas covered include recruitment and selection, staff appraisal, training and development and human resource planning. The implications of equal employment and affirmative action legislation to human resource management are also covered. The Australian industrial relations framework with particular emphasis on the current workplace focus and conflict resolution are covered. Students are taught how to prepare their own curriculum vitae, job application skills and interview techniques.

HIMT3062
Managing Human Resources

Credit points: 6 **Teacher/Coordinator:** Ms Joanne Callen, Ms Linda Ernst **Session:** Semester 2 **Classes:** On campus, 3 days of lectures, block mode **Assessment:** Two assignments (10% and 40%), final exam (50%) **Campus:** Cumberland **Mode of delivery:** Block Mode

This unit introduces the student to the human resource management function relevant to the work of a health services manager. Areas covered include recruitment and selection, staff appraisal, training and development and human resource planning. The implications of equal employment and affirmative action legislation to human resource management are also covered. The Australian industrial relations framework with particular emphasis on the current workplace focus and conflict resolution are covered. Students are taught how to prepare their own curriculum vitae, job application skills and interview techniques.

Rehabilitation Counselling

AHCD3018
Aboriginal Studies

Credit points: 3 **Session:** Semester 2 **Classes:** 1x2hr lec wks 1-6 **Assessment:** Written assessment 1,500 words 100% **Campus:** Cumberland **Mode of delivery:** Distance Education

This unit provides an introduction to Aboriginal Health to give students a critical understanding of the historical, social, political and economic factors which have impacted on Aboriginal health, along with an awareness of Aboriginal Culture.

BACH1143
Designing Health Research

Credit points: 3 **Teacher/Coordinator:** Dr Rob Heard, Ms Adrienne Withall **Session:** Semester 1, Semester 2 **Classes:** 1hr lecture per week and fortnightly tutorials **Assessment:** 1500 word group report due weeks 11-12 (40%), 1.5 hr MCQ/SA exam in weeks 15/16 (60%) **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit is designed to introduce students to the practicalities of the research process in both qualitative and quantitative aspects. As well as an introduction to submission of an institutional ethics proposal and development of a research questionnaire, concepts of experimental validity, single case research and group experimental research are developed. In doing so, research ethics, development of research questions and introduction to sampling will be covered. Students will develop skills in a selection of interview, survey, observational and epidemiological research designs. Database and literature review techniques will be introduced as well as issues of reliability, validity, evidence-based practice, critical appraisal and program evaluation.

BACH1145
Quantitative Health and Social Research

Credit points: 3 **Teacher/Coordinator:** Ms Karen Pepper **Session:** Semester 1, Semester 2 **Classes:** 1 hr lecture, 1 hr tutorial per week **Assumed knowledge:** Basic mathematics **Assessment:** 1000 word assignment (40%), 1.5 hour MCQ examination (60%) **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit introduces prospective health science practitioners and researchers to methods for exploring, analysing, understanding and interpreting quantitative data. It aims to provide an understanding of the main ideas of statistics and useful skills for working with data as well as to introduce students to common data analysis tools. Methods for collecting, exploring and presenting data are discussed from the perspective of the practitioner. Graphical methods and descriptive statistics are emphasised throughout the unit and precede all analysis techniques. The normal and sampling distributions are introduced. The early emphasis in this unit will be placed on explaining; patterns in data, outliers and variability. Random sampling in the context of randomised comparative experiments precedes an introduction to statistical inference for comparisons and relationships. Methods for parametric and non-parametric inference are introduced for one, two and multiple samples. The unit also introduces students to techniques of epidemiological data analysis. Students will use data analysis software packages that are in common use in employment settings. The nexus between qualitative and quantitative methodologies is explored, throughout the unit, in the context of inference and scientific method.

BACH3086
Lifespan Psychology and the Family

Credit points: 3 **Teacher/Coordinator:** Dr Andrew Campbell **Session:** Semester 1, Semester 2 **Classes:** 12 x 1 hour lectures **Assessment:** 1 x 2000 word essay and 1 x 1 hour exam **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

Note: Department permission required for enrolment in the following sessions: Semester 1.

This unit introduces students to a life span approach to human development, focusing on the physical, cognitive and psychosocial changes experienced during each life stage. Psychological development in the latter half of the life-span is analysed with respect to sensory, perceptual, cognitive and affective aspects of the older person. Changes in social relationships and health status that occur across the life span are also traced. The unit will investigate the role of the family as a central component of modern society and explore developmental approaches to the family parallel to studies of individual development.

BACH3115
Behaviour Disorders and Management

Credit points: 3 **Teacher/Coordinator:** Dr Mairwen Jones **Session:** Semester 1 **Classes:** 10 x 2 hr lectures **Assessment:** 1 x 2 hr exam, 1 x 750 word essay **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. The application of behavioural techniques to a variety of situations is studied. These techniques are employed in changing old habits and learning new skills, in managing pain, loss of function, stress, illness and stigma.

BACH3132
Contemporary Issues in Health & Medicine

Credit points: 3 **Teacher/Coordinator:** Dr Kaye Brock **Session:** Semester 1, Semester 2 **Classes:** 2 hrs per week **Assessment:** Case study, report/seminar **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

Note: Department permission required for enrolment in the following sessions: Semester 1.

Students familiarise themselves with contemporary issues in health and medicine. The combined knowledge and skills from previous learning is utilised in their critical evaluation of these issues.

Textbooks
No core text

BACH3133
Health Planning, Policy and Evaluation

Credit points: 3 **Teacher/Coordinator:** Dr Zakia Hossain **Session:** Semester 2 **Classes:** 1 hr per week **Assessment:** Assignment (project) **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

The purpose of this unit is to introduce students to the basic elements of needs assessment, program planning and evaluation in areas of health and health services. Topics include program planning concept, concept of need assessment, theories of change, implementation process and evaluation techniques.

Textbooks
Book of readings

BACH3134
Computing for Health Practitioners

Credit points: 3 **Teacher/Coordinator:** Dr Peter Choo **Session:** Semester 1, Semester 2 **Classes:** 5hr face to face, and WebCT **Assumed knowledge:** Familiarity with Windows operating system **Assessment:** 1 project **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

Note: Department permission required for enrolment in the following sessions: Semester 1.

In this unit students will be introduced to computer systems in general with special emphasis on personal computers, including operating systems and concepts for computing. The basic principles for programming will be introduced. Popular applications of relevance to health practitioners and individual clinicians will be covered including spreadsheets for preparation of budgets and reports; word processing for billing and correspondence; and database managers for maintaining patient or client records. Methods of using data stored by these means for research purposes will be considered. Students will also be introduced to the world of the internet and encouraged to communicate with colleagues elsewhere in Australia and overseas. The host of resources available on internet will be covered as will techniques for accessing these. Resources of particular interest for students' professional practice will be emphasised.

BACH3135
Occupational Health and Stress

Credit points: 3 **Teacher/Coordinator:** Dr Carol O'Donnell **Session:** Semester 2 **Classes:** Students are given a book of lectures, optional attendance at 8 lectures and 8 tutorials **Assessment:** 1 x 2,000 word workplace risk identification and control project **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

OHS issues are examined within the context of social, economic and political processes and structures. Particular emphasis is placed on OHS as an industrial relations issue, state intervention in OHS policies and the role of the medical and legal professions. Students will learn how to identify and control work related risks in this context.

BACH3136
Stress and Coping

Credit points: 3 **Teacher/Coordinator:** Dr Gomathi Sitharthan **Session:** Semester 1 **Classes:** 1 x 1 hr seminar/week **Assessment:** Presentation (50%), 2000 word essay (50%) **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

The elective considers how social context and external factors influence 'stress'. Arguments that the term 'stress' is misleading and that emphasis should be placed on external factors or social conditions are considered. The concept of stress mastery is addressed, models of coping compared and their relationship to the construction of stress management programs critically evaluated.

BACH3146
Cyberpsychology and e-Health

Credit points: 6 **Teacher/Coordinator:** Dr Andrew Campbell **Session:** Semester 2 **Classes:** 12 x 1 hour lectures **Assessment:** 2 x 2000 word essays and quizzes and 1 x 2 hour 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-pharmocology 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

BACH4019
History and Philosophy of Science

Credit points: 3 **Teacher/Coordinator:** Dr Rod Rothwell **Session:** Semester 1 **Classes:** 2 hours on-campus, night course **Assessment:** 2x1000 word assignments **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Evening

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
Chalmers A. What is This Thing Called Science? University of Queensland Press. 1994.
Hung E. The Name of Science: Problems and Perspective. Wadsworth Press. 1997.

BACH4020
Action Research

Credit points: 3 **Teacher/Coordinator:** Dr Ian Hughes **Session:** Semester 1 **Classes:** Web based independent learning: no on-campus attendance required **Assessment:** Project based and interactive continuous assessment **Campus:** Cumberland **Mode of delivery:** On-line

Participatory action research extends knowledge and improves social practices through processes which empower ordinary people. Action research projects proceed through cycles of planning, acting, observing and reflecting, with the participation of the people affected by the practices under consideration.

Textbooks
www.fhs.usyd.edu.au/arow

BACH4045
Qualitative Research Methods

Credit points: 3 **Teacher/Coordinator:** A/Prof Cherry Russell **Session:** Semester 2 **Classes:** Wednesdays, 4-7 pm **Assessment:** 2 assignments **Practical field work:** 2 hours fieldwork **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Evening

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
Course reader

BIOS2095
Body Functions

Credit points: 4 **Teacher/Coordinator:** Dr Elizabeth Hegedus **Session:** Semester 1, Semester 2 **Classes:** Lectures, tutorials and on-line modules **Assessment:** MCQ and SAQ (40%), end of semester exam (60%) **Campus:** Cumberland **Mode of delivery:** Distance Education

This unit of study will provide the students with an integrated understanding of the structure and function of the human body. The content will be based on the concept of homeostasis in health and disease. This will be developed in terms of 'body systems'. The unit will build upon material in BIOS1126 Human Biology and Biochemistry and will provide a knowledge base for further studies in biomedical sciences. The learning methodology will include: on-line modules with embedded formative assessments, complemented by lectures and tutorials. Collaborative learning will be encouraged with the provision of on-line discussion forums and e-mail. Profession-specific work sheets will allow students to understand the application of biomedical principles to their personal context.

Textbooks
Shier D., Butler J. and Lewis R. Hole's Essentials of Human Anatomy and Physiology, 8th ed. McGraw-Hill Higher Education. 2000.

BIOS2096
Body Functions and Disease

Credit points: 4 **Teacher/Coordinator:** Dr Elizabeth Hegedus **Session:** Semester 1, Semester 2 **Classes:** 15x1hr lec and 2x1hr worksheets **Assumed knowledge:** BIOS2095 Body Functions **Assessment:** 1x1hr exam 40%, 1x2hr exam 60% **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

Note: This unit will also be available in distance mode for off-campus students and possibly repeating students

This unit continues from BIOS2095 Body Functions and builds the students' understanding of disease processes and the associated medical terminology. This will include: an introduction to mechanisms of disease and basic pathophysiology; study of the blood and immune systems and associated disorders followed by a discussion of cross infection and principles of infection control; disorders and principles of disease management, including an introduction to basic pharmacology in the following body systems: cardiovascular, respiratory, gastrointestinal, endocrine, reproductive, renal, nervous and musculoskeletal systems. Student learning will be facilitated with lectures and profession-based tutorials, together with CD ROM and web based material.

Textbooks
Mulvihill M.L., Zelman M., Holdaway P., Tompary E., Turchany J. Human Diseases: A Systemic Approach, 5th ed. New Jersey. Prentice-Hall. 2001.

BIOS4035
Sexuality for Health Professionals

Credit points: 3 **Teacher/Coordinator:** Dr Patricia Weerakoon **Session:** Semester 1, Semester 2 **Classes:** This unit is offered on-line. Attendance on campus is required only for the first session in week one of the semester **Assessment:** Group work assignment, an individual assignment and an on-line mastery type multiple-choice test **Campus:** Cumberland **Mode of delivery:** On-line

Note: This elective 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 on-line group discussions. Enrollment in this unit will be limited to 80 participants.

EXSS3041
Management, Marketing and the Law

Credit points: 6 **Session:** Semester 1, Semester 2 **Classes:** 2 hrs lec/week, 1 hr tut/week **Assessment:** Assignment (40%), end of semester exam (60%) **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

Note: Department permission required for enrolment in the following sessions: Semester 1.

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.

HIMT3041
Human Resource Management

Credit points: 3 **Teacher/Coordinator:** Dr Joanne Callen, Ms Linda Ernst **Session:** Semester 1 **Classes:** 3 day block workshop **Assessment:** exercise 10%, case study 40%, 2hr exam 50% **Campus:** Cumberland **Mode of delivery:** Block Mode

Note: Department permission required for enrolment.

This unit is designed to introduce the student to the human resource management function relevant to the work of a health services manager. Areas covered include recruitment and selection, staff appraisal, training and development and human resource planning. The implications of equal employment and affirmative action legislation to human resource management are also covered. The Australian industrial relations framework with particular emphasis on the current workplace focus and conflict resolution are covered. Students are taught how to prepare their own curriculum vitae, job application skills and interview techniques.

REHB2009
Vocational Rehabilitation IIA

Credit points: 3 **Teacher/Coordinator:** Mr Trevor Hawkins **Session:** Semester 1 **Classes:** 2 hrs per week **Assessment:** Practical assignment, exam, assessment of clinic participation **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

The unit aims to give students an appreciation of the importance of appropriate evaluation of the client as an adjunct to vocational counselling and overall vocational planning. Students are exposed to the range of client assessment techniques available, discuss the relevance of various techniques to specific disability groups and are introduced to vocational report writing.

Textbooks
No core text

REHB2010
Vocational Rehabilitation IIB

Credit points: 3 **Teacher/Coordinator:** Mr Trevor Hawkins **Session:** Semester 2 **Classes:** 2 hrs per week **Prerequisites:** REHB2009 Vocational Rehabilitation IIA **Assessment:** Practical assignment, exam, assessment of clinic participation **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

The unit highlights the need to assess the workplace and specific jobs in tandem with client assessment. Students learn to appreciate the differing demands of jobs and to accept that these demands can be modified by implementing appropriate forms of change at the worksite. The issues of prevention and management of disability in the workplace are also addressed.

Textbooks
No core text

REHB2011
Rehabilitation Counselling IIA

Credit points: 3 **Teacher/Coordinator:** Ms Sandra Bentley **Session:** Semester 1 **Classes:** On campus, 2 hrs per week **Prerequisites:** REHB1007 Rehabilitation Counselling I **Assessment:** Assignment **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

Students are introduced to and provided with the opportunity for practice in the purposeful application of basic interviewing skills in the counselling process.

Textbooks
Ivey A. Intentional Interviewing. 1999.

REHB2012
Rehabilitation Counselling IIB

Credit points: 3 **Teacher/Coordinator:** Ms Sandra Bentley **Session:** Semester 2 **Classes:** On campus, 2 hrs per week **Prerequisites:** REHB2011 Rehabilitation Counselling IIA **Assessment:** Video **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit provides skills acquisition in advanced counselling skills applied in a rehabilitation counselling context. There will be practical weekly tutorials.

REHB2019
Case Management Rehabilitation Planning

Credit points: 3 **Teacher/Coordinator:** Ms Sandra Bentley **Session:** Semester 1 **Classes:** 1 x 2 hr lecture/week **Assessment:** 1x1hr exam (50%) and 1x1hr exam (50%), **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

The unit provides students with general theoretical principles which underlie good case management practice such as organisation, decision making, conflict resolution, team building, budgeting, timeliness of service, negotiation, record keeping. The essence of case and caseload management in rehabilitation is defined and issues relating to the subtleties of case management in different rehabilitation populations are explored and clarified. The course provides the opportunity for the application of rehabilitation planning skills using case study exercises in rehabilitation terms.

REHB2020
Politics of Disability & Rehabilitation

Credit points: 3 **Teacher/Coordinator:** Edmund Talob **Session:** Semester 1 **Classes:** 1 hour lecture/week **Assessment:** Film critique 35%, essay 65% **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

Students examine recent developments in approaches to rehabilitation. In particular, attention is paid to the impact of political developments on the provision of services to people with disability. This includes an analysis of the medical approach to disability and rejections of this approach by the movement for independent living and the disability movement. The political/philosophical impact of these developments is discussed in relation to areas within the rehabilitation arena such as vocational/occupational rehabilitation, worker and accident compensation, private for profit rehabilitation and developments in deinstitutionalisation and other consumer based services.

REHB2021
Professional Practice IIA

Credit points: 5 **Teacher/Coordinator:** Ms Marcia Underwood **Session:** Semester 1 **Practical field work:** Field experience (4 weeks) **Campus:** Cumberland **Mode of delivery:** Professional Practice

Students complete up to four weeks of field experience in an agency of their choice. This first placement provides students with an orientation to the practical application of their studies. The placement is to be completed by the end of Semester 1. Students are strongly advised to undertake this first placement in the pre-year 2 annual recess in order to avoid overload during semester time.

REHB2022
Legal Perspectives of Rehabilitation

Credit points: 3 **Teacher/Coordinator:** Dr Lynda Matthews **Session:** Semester 1 **Classes:** On campus, 2hrs per week **Assessment:** Court report, examination **Practical field work:** Attend court proceedings **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

Students are introduced to the structure and function of the Australian legal system and general principles of law governing human behaviour. The unit is designed to give students an understanding of how the law affects persons with a disability, social or physical.

Textbooks
No core text

REHB2023
Work Injury and Workers' Compensation

Credit points: 3 **Teacher/Coordinator:** Mr Edmund Talob **Session:** Semester 2 **Classes:** 1 hour lecture/week **Assessment:** Group presentation 40%, essay 60% **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit has a two-fold focus. Firstly, it will examine and analyse the pattern of occupational illness, injury, disability and mortality in Australia (focusing on NSW) and its relationship to the social organisation of work. Secondly, it will explore and critically evaluate workers' compensation as the major social mechanism for managing 'the problem' of employment. A key focus of this unit is the role of rehabilitation professionals.

REHB2024
Accident Compensation Scheme Practicum

Credit points: 3 **Teacher/Coordinator:** Ms Sandra Bentley **Session:** Semester 2 **Classes:** 1 x 2hr lecture/week **Prerequisites:** REHB2019 Case Management and Planning **Assessment:** 1x1 hr exam (50%) and 1x1hr exam (50%) **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

Students are exposed to the critical sections of the major accident compensation schemes in the state of New South Wales (WorkCover, Motor Accident Act). Reference is made to the relevant sections of the Acts which impact on rehabilitation service. Other services available through the schemes to support the legislation and its requirements are also discussed. Students are made familiar with the coding and costing of rehabilitation service under the Acts. Rehabilitation industry speakers provide current best practice in injury management and service provision.

REHB2025
Professional Practice IIB

Credit points: 8 **Teacher/Coordinator:** Ms Caroline Howe **Session:** Semester 2 **Campus:** Cumberland **Mode of delivery:** Professional Practice

Students will complete one five week practicum to be undertaken as a block during the inter-semester recess. The practicum provides students with the opportunity to put into practice under supervision the knowledge acquired in their studies.

REHB3037
Vocational Rehabilitation IIIA

Credit points: 3 **Teacher/Coordinator:** Mr Trevor Hawkins **Session:** Semester 1 **Classes:** On campus, 2 hrs per week **Assessment:** Exercise, examination **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

Students are introduced to the placement process and the issues involved in securing meaningful work for persons with disabilities. Students also become aware of the problems faced by individuals when they return to work following injury or disability. Students are introduced to an approach of 'marketing' clients in the workplace in order to increase the job options that are made available to them. Post-placement services that can be offered in order to encourage long term mutually beneficial relationships between employers and rehabilitation counsellors/providers are outlined.

REHB3038
Vocational Rehabilitation IIIB

Credit points: 3 **Teacher/Coordinator:** Ms Marcia Underwood **Session:** Semester 2 **Classes:** 2 hours lecture/week **Assessment:** Assignment 50%, VAC report 15%, Exam 35% **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

Students are exposed to methods of assisting clients to seek their own employment. Job seeking and job maintenance skills are discussed. The program has a practical focus.

REHB3039
Avocational Rehabilitation

Credit points: 3 **Teacher/Coordinator:** Ms Caroline Howe **Session:** Semester 1 **Classes:** 1hr lec/week **Assessment:** Critical case evaluation 60%, report and folder 40% **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit introduces and explores key issues in the provision of non-vocational programs and long-term case management for people with disability. The range of non-vocational options, including recreation and leisure, sport and social skills programs are investigated. Students have opportunities to identify the need for non-vocational programs through case studies, and develop rehabilitation counselling skills to facilitate access to client specific options.

REHB3040
Psychiatric Rehabilitation

Credit points: 3 **Teacher/Coordinator:** Dr Lynda Matthews **Session:** Semester 2 **Classes:** On campus, 2 hrs per week **Prerequisites:** REHB1007 Rehabilitation Counselling I, REHB2011 Rehabilitation Counselling IIA, REHB2012 Rehabilitation Counselling IIB **Assessment:** Assignment **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit examines goals, values and guiding principles and methodology of psychiatric rehabilitation and its application to the rehabilitation of people with severe and persistent symptoms of mental illness. Current practice in rehabilitation is evaluated.

REHB3042
Rehabilitation Counselling IIIA

Credit points: 3 **Teacher/Coordinator:** Ms Sandra Bentley **Session:** Semester 1 **Classes:** 6 x 2 hr lectures and 6 x 1 hr tutorials/seminars **Prerequisites:** REHB2012 Rehabilitation Counselling IIB **Assessment:** 1x1hr exam (50%) and 1 x report (50%) **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit covers adjustment to disability theory and the application of counselling skills in a rehabilitation counselling context. The unit also provides a group leadership learning opportunity via the application of group counselling skills to address adjustment and transition issues.

REHB3043
Rehabilitation Counselling IIIB

Credit points: 3 **Teacher/Coordinator:** Ms Sandra Bentley **Session:** Semester 2 **Classes:** 1 x 2 hr lecture/week **Prerequisites:** REHB3042 Rehabilitation Counselling IIIA **Assessment:** 1 x 1 hr exam (40%) and 1 x assignment (60%) **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit provides students with introduction to the theory and practice in solution-focused brief therapy. Students also gain skills in assessment and interventions session planning using this counselling approach.

REHB3044
Medical Aspects of Disability

Credit points: 3 **Teacher/Coordinator:** Marcia Underwood **Session:** Semester 1 **Classes:** 1 hour lecture/week **Assessment:** 1 hour exam 50%, short answers 50% **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit aims to provide a background of information and knowledge which is essential for effective rehabilitation practice. It develops the students' general knowledge of the medical basis of disability as well as giving them the opportunity to acquire specialised expertise in particular areas.

REHB3049
Professional Practice IIIA

Credit points: 6 **Teacher/Coordinator:** Ms Marcia Underwood **Session:** Semester 1 **Classes:** Fieldwork placement **Assessment:** Assessment based on clinical performance and written material **Campus:** Cumberland **Mode of delivery:** Professional Practice

Students will participate in regular professional development workshops and lectures aimed at enhancing their professional knowledge and skill base across the rehabilitation and disability fields.

REHB3050
Professional Practice IIIB

Credit points: 9 **Teacher/Coordinator:** Ms Marcia Underwood **Session:** Semester 2 **Classes:** Fieldwork placement **Assessment:** Assessment based on clinical performance and written material **Practical field work:** Fieldwork placement (5 weeks) **Campus:** Cumberland **Mode of delivery:** Professional Practice

Students are required to complete a supervised five-week full-time placement in a rehabilitation or related program. Students are expected to put into practice their knowledge and skills in rehabilitation counselling through case management and rehabilitation planning in a supervised setting.

REHB3052
Rehabilitation and Older People

Credit points: 3 **Teacher/Coordinator:** Dr Cherry Russell **Session:** Semester 2 **Classes:** Contract learning **Assessment:** Essay **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

The aim of this unit of study is to provide an understanding of population and individual ageing and its implications for the helping professions. Topics covered include: demographic ageing; ageism and social/professional values; work and retirement; ageing and disability; aged care services.

REHB3056
Rehab of Persons with Hearing Loss

Credit points: 3 **Teacher/Coordinator:** Dr Lynda Matthews **Session:** Semester 1, Semester 2 **Classes:** Students are required to attend TAFE Auslan course. **Assessment:** Credit transfer granted to students who successfully complete Auslan Certificate at TAFE **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

Different types of hearing loss and their implications for communication are discussed. The merits of a range of technological devices are assessed and programs enabling clients to manage their hearing loss are evaluated.

REHB3062
Public Offenders: Criminality & Rehab

Credit points: 6 **Teacher/Coordinator:** Dr Lynda Matthews **Session:** Semester 2 **Classes:** 2 hrs per week **Prohibitions:** REHB3051 Rehabilitation of Public Offenders **Assessment:** Mid semester exam (40%), 2000 word essay (60%) **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

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.

Textbooks
Course will be supplied with study notes and readings

REHB3064
Alcohol and Drug Misuse Rehabilitation

Credit points: 6 **Teacher/Coordinator:** Dr Lynda Matthews **Session:** Semester 1 **Classes:** 2 hrs per week **Prohibitions:** REHB3061 Rehabilitation and Substance Abuse **Assessment:** Mid semester exercise and report (max 1500 words) (40%), 2000 word essay (60%) **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

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, the role of the various health professionals in these services and the nature of effective treatment and rehabilitation outcomes.

Textbooks
Study notes provided with references

REHB3065
PTSD and Rehabilitation

Credit points: 6 **Teacher/Coordinator:** Dr Lynda Matthews **Session:** Semester 1, Semester 2 **Classes:** Distance education students will be provided with module notes, readings and exercises **Prohibitions:** REHB3059 Rehabilitation and PTSD **Assessment:** Take home exam (40%), 2000 word research report (60%) **Campus:** Cumberland **Mode of delivery:** Distance Education

This unit introduces the clinical entity of posttraumatic stress disorder (PTSD). Students will learn about the history, nature and presentation of the disorder. Major theoretical approaches to treatment and rehabilitation are examined with interventions for both acute and persisting forms of the disorder being presented. Students will examine the contributions of a range of health care/rehab professionals to the case management of people with PTSD. Students will have the opportunity to extend their knowledge of PTSD through the completion of a specialised research report.

REHB3066
Chronic Pain: Disability and Rehab

Credit points: 6 **Teacher/Coordinator:** Mrs Caroline Howe **Session:** Semester 2 **Classes:** Online **Prohibitions:** REHB3060 Chronic Pain and Rehabilitation **Assessment:** Multiple choice and short answer exam (20%), 4 discussion group entries (2000 words) (30%), 2000 word research report (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
Readings provided

REHB3067
Acquired Brain Injury Rehabilitation

Credit points: 6 **Teacher/Coordinator:** Trevor Hawkins **Session:** Semester 2 **Classes:** 1 hour lecture/week **Prohibitions:** REHB3053 Acquired Brain Injury Rehabilitation **Assumed knowledge:** Basic understanding of anatomy of the brain and human behaviour and cognition patterns **Assessment:** Mid Semester Exam 30%, Resource Folder 30%, Essay (1500 words) 40% **Practical field work:** Contact with rehabilitation agencies will form part of the Resource Folder assignment as will accessing information through other sources (eg Internet) on the services provided for persons with acquired brain injury **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This Unit introduces students to a particular disability population, namely those persons with an acquired brain injury. The unit commences with an examination of different areas of the brain specifically in terms of the specific actions and thought processes associated with those different areas. How brain injuries are acquired, the different types of brain injuries that occur and their effects on individual client functioning in cognitive, physical, psychological and behavioural domains will also be examined. The Unit also focuses in on the impact of brain injury on significant others. The epidemiology of brain injury and the risk factors associated with those who most frequently acquire such injuries are explored. The rehabilitation process, the types of services offered, how they are offered, the roles of different health professionals in providing these services and how long and involved the rehabilitation process is will be for individual clients is also outlined. Analysis of the current range of service providers will be undertaken by students. The range of possible outcomes (community, avocational and work) for this client population will be explored, as will the client and family response to these potential outcomes. Finally the impact of legislation on service provision will also be examined

Textbooks
Ashley, M.J (2004) Traumatic Brain Injury Rehabilitative Treatment and Case Management (2nd Edition) CRC Press
Rosenthal, M., Griffith, E.R., Kreutzer, J.S. & Pentland, B. (eds) (1999) Rehabilitation of the adult and child with traumatic brain injury, 3rd edn, Philadelphia: F.A. Davis Company.

REHB3069
HIV/AIDS: Developments in Rehabilitation

Credit points: 6 **Teacher/Coordinator:** Marcia Underwood **Session:** Semester 2 **Classes:** Distance education students will be provided with module notes, readings and exercises. **Assessment:** Take home exam 40%, Research report (2000 words) 60% **Campus:** Cumberland **Mode of delivery:** Distance Education

This unit presents the epidemiology, health impacts, interventions and rehabilitation of HIV disease. Latest research that examines medical, health and psychosocial aspects will be explored. Current and innovative approaches to treatment and rehabilitation will be examined. Issues for counselling and counsellors who are working with people with HIV as well as personal perspectives of people with HIV will be discussed. Students will explore the consequences of this disease on quality of life for people with HIV who are living and working in the community.

REHB4009
Rehabilitation Counselling IV

Credit points: 3 **Teacher/Coordinator:** Ms Sandra Bentley **Session:** Semester 1 **Classes:** On campus, 2 hrs pe week **Prerequisites:** REHB3043 Rehabilitation Counselling IIIB **Assessment:** Interview demonstration **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

Counselling interview practice which focuses on the application of solution focused brief therapy to facilitate the rehabilitation process of case study clients.

REHB4019
Thesis A

Credit points: 7 **Teacher/Coordinator:** Dr Lynda Matthews **Session:** Semester 1 **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

Honours students undertake a supervised research project in one of the range of areas of rehabilitation and/or disability. Students choose

a research topic, conduct a literature review, develop a research design and prepare an ethics submission under the supervision of an academic staff member.

REHB4021
Professional Practice IVA

Credit points: 3 **Teacher/Coordinator:** Ms Caroline Howe **Session:** Semester 1 **Classes:** Fieldwork placement **Assessment:** Assessment based on clinical performance and written material **Campus:** Cumberland **Mode of delivery:** Professional Practice

Students will participate in advanced professional development workshops and lectures which will be offered at a higher level of skill development to reflect the advanced competencies and range of experience of students nearing completion of their studies.

REHB4022
Professional Practice IVB

Credit points: 24 **Teacher/Coordinator:** Ms Caroline Howe **Session:** Semester 1, Semester 2 **Classes:** Fieldwork placement **Assessment:** Assessment based on clinical performance and written material **Practical field work:** Field work (10 weeks) **Campus:** Cumberland **Mode of delivery:** Professional Practice

Note: Department permission required for enrolment in the following sessions: Semester 1.

Students are required to complete a supervised 10-week full time block (or equivalent) placement in a rehabilitation or related program. As the final practicum of the four-year professional practice program, students are expected to put into practice their knowledge and skills in rehabilitation counselling through case management and rehabilitation planning in a supervised setting.

REHB4023
Honours Workshop

Credit points: 3 **Teacher/Coordinator:** Dr Lynda Matthews **Session:** Semester 2 **Classes:** 1 hr per week **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

Honours students are assisted with the development of their individual research projects for the completion of thesis in Year 4. At the conclusion of this unit, each student will have prepared a written proposal for their research project.

REHB4024
Professional Practice IVHA

Credit points: 8 **Session:** Semester 1 **Classes:** Fieldwork placement **Prerequisites:** Either REHB1006 or (REHB1008 Professional Practice IA and REHB1009 Professional Practice IB); either REHB2018 or (REHB2021 Professional Practice IIA and REHB2025 Professional Practice IIB); REHB3049 Professional Practice IIIA; REHB3050 Professional Practice IIIB. **Assessment:** Assessment based on clinical performance and written material **Campus:** Cumberland **Mode of delivery:** Professional Practice

Students will participate in advanced professional development workshops and lectures which will be offered at a higher level of skill development to reflect the advanced competencies and range of experience of students nearing completion of their studies.

REHB4025
Professional Practice IVHB

Credit points: 16 **Teacher/Coordinator:** Ms Caroline Howe **Session:** Semester 2 **Classes:** Fieldwork placement **Prerequisites:** REHB1006 Professional Practice 1 (or REHB1008 Professional Practice IA and REHB1009 Professional Practice IB), REHB2018 Professional Practice IIB (or REHB2021 Professional Practice IIA and REHB2025 Professional Practice IIB), REHB3049 Professional Practice IIIA, REHB3050 Professional Practice IIIB **Assessment:** Assessment based on clinical performance and written material **Practical field work:** Supervised placement (10 weeks) **Campus:** Cumberland **Mode of delivery:** Professional Practice

Students are required to complete a 10 week supervised full-time block placement (or equivalent) in a rehabilitation or related program. As the final practicum of the four-year professional practice program, students are expected to put into practice their knowledge and skills in rehabilitation counselling through case management and rehabilitation planning in a supervised setting.

REHB4026
Thesis B

Credit points: 8 **Teacher/Coordinator:** Dr Lynda Matthews **Session:** Semester 2 **Prerequisites:** REHB4019 Thesis A **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

Students will collate and analyse their data, interpret the results and submit a thesis describing the project and its implications for service delivery and further research.

9. Communication Sciences and Disorders

Courses of study

The Faculty offers a range of coursework and research degrees at undergraduate and graduate levels in the discipline of communication sciences and disorders:

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 post graduate degree which also qualifies you to practise as a speech pathologist. The first year of the MSLP can be undertaken in the Graduate Diploma (Communication Disorders).

Related undergraduate study

Students wishing to study human communication can enroll in the Bachelor of Health Science (Hearing and Speech). This degree does not qualify you to practise as a speech pathologist but provides students with a good background for post graduate study. Hearing and Speech is available as a Pass degree (three years) and an Honours degree (four years).

Postgraduate degrees in speech pathology

If you are a qualified speech pathologist and you want to undertake advanced study through a coursework degree you can study by distance education in the Master of Health Science (Speech-Language Pathology). This is a one year (full-time) or two years (part-time) course which can be done entirely through coursework or include a research component.

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 (Communication Sciences and Disorders) is available for qualified Speech Language Pathologists wishing to undertake a research study in speech pathology.
- A postgraduate research master's degree, the Master of Communication Disorder 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.

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 Science (Hearing and Speech) has a common first year with the BAppSc (Speech Pathology) and some common units in Years 2 and 3. Hearing and Speech does not qualify students to practise speech pathology but prepares students to pursue a variety of other career paths in areas involving either normal or impaired human communication. Hearing and Speech 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.

An honours program is available for each of these two courses 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 a speech pathologist. 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 44 weeks of the year. Students intending to enroll 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 undergoing accreditation by Speech Pathology Australia in August 2006.

The Graduate Diploma in Communication Disorders is one year 48 credit point, full-time course and its curriculum is common with the first year of the Master of Speech Language Pathology. At the end of the Graduate Diploma students can either graduate or articulate into Year 2 of the MSLP. Students who graduate from the Graduate Diploma in Communication Disorders will have a significant understanding of language and communication which is especially valuable for teachers who want to learn more about the diagnosis and intervention of communication disorders. Graduates of the Graduate Diploma (CommDis) are not qualified to practise as a speech pathologist.

The Master of Health Science (Speech-Language Pathology) is a coursework program offered by distance exclusively for speech pathologists who wish to focus their further study on specific aspects of the professional discipline. Also exclusively for speech pathologists is the Master of Communication Disorders. This program provides speech pathologists with the opportunity to develop a specialisation via research.

The Master of Applied Science (Communication Sciences and Disorders) 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. In both of these master's research degrees, 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 is 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 a communication difficulty, as well as functioning as a teaching and research laboratory. An Audiology Clinic and Speech Science Laboratory 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.

Special clinical, teaching, and research relationships exist between the Faculty and speech pathology departments in external sites that are designated as Clinical Affiliates. The University of Sydney Clinical Affiliates are the speech pathology services of: Bankstown Hospital, Hornsby-Kuringai Hospital and Community Health Services, Liverpool Health Services, St Joseph's Hospital, Royal Rehabilitation Centre, Sydney, the Autism Association, the Spastic Centre, and internationally Singapore General Hospital.

Further informaton

Telephone: +61 2 9351 9450
Email: csdinfo@fhs.usyd.edu.au
Website: http://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 BAppSc (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 cognisant 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 corequisite, 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 Part-time Student Coordinator.

Admission requirements

There are no specific prerequisites for admission to the Bachelor of Applied Science (Speech Pathology) course. The general admission requirements 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 are advised to do the chemistry bridging course to prepare them for the biomedical science units of study.

Honours program

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 one and Year two 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 9.1 and 9.1.1.

Table 9.1: Bachelor of Applied Science (Speech Pathology) Pass

Unit of study	*Credit points*	*A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition*	*Session*
Course code SH040: Pass course; full-time; 4 years			
Year 1			
Semester 1			
BACH1130 **Foundations of Health Sociology**	3		Semester 1 Semester 2
BACH1132 **Foundations of Health Psychology**	3		Semester 1 Semester 2
BIOS1116 **Speech Science I**	3		Semester 1
BIOS1126 **Human Biology and Biochemistry**	4	**A** Basic Chemistry *Note: Department permission required for enrolment in the following sessions: Semester 2*	Semester 1 Semester 2
BIOS1132 **Neuroscience I**	3		Semester 1 Semester 2
CSCD1024 **Linguistics**	3		Semester 1 Summer Main
CSCD1026 **Phonetics I**	2		Semester 1 Summer Main
CSCD1028 **Normal Communication Development**	3		Semester 1
SEMESTER 1 TOTAL: 24 CREDIT POINTS			
Semester 2			
BACH1159 **Cognitive Factors in Health**	4	**A** BACH1132 Foundations of Health Psychology or BACH1133 Introduction to Health Psychology or equivalent	Semester 2
BACH2126 **Maladaptive Behaviours/Behaviour Change**	4	**A** BACH1132 Foundations of Health Psychology or BACH1133 Introduction to Health Psychology or equivalent	Semester 1 Semester 2
BIOS1117 **Speech Science II**	3	**A** BIOS1116 Speech Science I **C** BIOS1118 Hearing Science	Semester 2
BIOS1118 **Hearing Science**	4	**A** BIOS1116 Speech Science I **C** BIOS1117 Speech Science II	Semester 2
BIOS1141 **Neuroscience II**	3		Semester 1 Semester 2
CSCD1025 **Professional Development I**	2		Semester 2
CSCD1029 **Articulation and Phonology**	4	**A** CSCD1024 Linguistics, CSCD1028 Normal Communication Development, CSCD1026 Phonetics I	Semester 2
SEMESTER 2 TOTAL: 24 CREDIT POINTS			
Year 2			
Semester 1			
BACH1143 **Designing Health Research**	3		Semester 1 Semester 2
BIOS2062 **Neurobiology II: Communication Disorders**	6	**P** BIOS1132 Neuroscience I, BIOS1141 Neuroscience II	Semester 1
CSCD2035 **Phonetics II**	2	**A** CSCD1026 Phonetics I, BIOS1116 Speech Science I, BIOS1117 Speech Science II, BIOS1118 Hearing Science	Semester 1
CSCD2040 **Audiology I**	3	**A** BIOS1116 Speech Science I, BIOS1117 Speech Science II, BIOS1118 Hearing Science	Semester 1
CSCD2041 **Language Impairments in Children I**	3	**P** CSCD1024 Linguistics, CSCD1028 Normal Communication Development	Semester 1
CSCD2043 **Stuttering**	3		Semester 1
CSCD2048 **Introductory Clinical I**	1	*Note: Department permission required for enrolment in the following sessions: Semester 2*	Semester 1 Semester 2
CSCD2051 **Professional Development IIA**	3	**P** CSCD1025 Professional Development I	Semester 1
SEMESTER 1 TOTAL: 24 CREDIT POINTS			
Semester 2			
BACH2109 **Cognitive Neuropsychology I**	5	**P** BACH1159 Cognitive Factors in Health	Semester 2
CSCD2030 **Voice Science and Disorders**	4	**P** BIOS1116 Speech Science I and BIOS1117 Speech Science II	Semester 2
CSCD2042 **Language Impairments in Children II**	3	**P** CSCD2041 Language Impairments in Children I	Semester 2

Unit of study	*Credit points*	*A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition*	*Session*
CSCD2046 Audiological Management I	3	**A** CSCD2040 Audiology I	Semester 2
CSCD2047 Neurogenics I	3	**A** BIOS2062 Neurobiology II: Communication Disorders	Semester 2
CSCD2049 Introductory Clinical II	3	**P** CSCD2048 Introductory Clinical I, CSCD2043 Stuttering *Note: Department permission required for enrolment in the following sessions: Semester 1*	Semester 1 Semester 2 Summer Main
CSCD2052 Professional Development IIB	3	**P** CSCD2051 Professional Development IIA and either CSCD2048 Introductory Clinical I or CSCD2053 Communication Fieldwork I **C** CSCD2054 Communication Fieldwork II or CSCD2049 Introductory Clinical II	Semester 2
SEMESTER 2 TOTAL: 24 CREDIT POINTS			
Year 3			
Students at the beginning of Year 3 will be assigned to either Group A or B for Clinic units of study.			
Semester 1			
BACH1145 Quantitative Health and Social Research	3	**A** Basic mathematics	Semester 1 Semester 2
BACH3056 Patient Management Theories/Applications	5	**P** BACH1132 Foundations of Health Psychology, BACH1159 Cognitive Factors in Health, BACH2126 Maladaptive Behaviours/Behaviour Change	Semester 1
CSCD3023 Neurogenics II	4	**A** CSCD2047 Neurogenics I	Semester 1
CSCD3024 Communication and Lifelong Disability	3	**P** CSCD1028 Normal Communication Development	Semester 1
CSCD3032 Professional Development III	3	**A** CSCD2054 Communication Fieldwork II or CSCD2049 Introductory Clinical II **P** CSCD2053 Communication Fieldwork I or CSCD2048 Introductory Clinical I, CSCD2052 Professional Development IIB	Semester 1
CSCD3037 Swallowing Impairments	2	**P** BIOS2062 Neurobiology II: Communication Disorders, BIOS1116 Speech Science I, BIOS1117 Speech Science II	Semester 1
CSCD3063 Intermediate Clinical IA	4	**P** CSCD2040 Audiology I, CSCD2049 Introductory Clinical II, CSCD2042 Language Impairments in Children II *Note: Department permission required for enrolment in the following sessions: Semester 2*	Semester 1 Semester 2
or			
CSCD3065 Intermediate Clinical IB	4	**P** CSCD2040 Audiology I, CSCD2049 Introductory Clinical II, CSCD2042 Language Impairments in Children II	Semester 1
SEMESTER 1 TOTAL: 24 CREDIT POINTS			
Semester 2			
BACH1031 Clients, Practitioners and Organisations	3	**A** BACH1130 Foundations of Health Sociology, BACH1098 Introduction to Health Sociology	Semester 1 Semester 2
BACH1148 Health, Attitudes and Interaction	3	**P** BACH1132 Foundations of Health Psychology or BACH1133 Introduction to Health Psychology	Semester 2
BACH3055 Cognitive Neuropsychology II	3	**P** BACH2109 Cognitive Neuropsychology I	Semester 2
CSCD3034 Craniofacial Anomalies	3	**A** BIOS1116 Speech Science I and BIOS1117 Speech Science II or CSCD2030 Voice Science and Disorders	Semester 2
CSCD3036 Language Impairments in Children III	2	**A** CSCD2049 Introductory Clinical II **P** CSCD2041 Language Impairments in Children I, CSCD2042 Language Impairments in Children II	Semester 2
CSCD3049 Audiological Management II	2	**A** CSCD1029 Articulation and Phonology, CSCD2046 Audiological Management I, CSCD2041 Language Impairments in Children I **P** CSCD2040 Audiology I *Note: Department permission required for enrolment in the following sessions: Semester 1*	Semester 1 Semester 2
CSCD3064 Intermediate Clinical IIA	8	**P** CSCD3063 Intermediate Clinical IA, BIOS2062 Neurology II: Communication Disorders, CSCD3023 Neurogenics II, CSCD3037 Swallowing Impairments, CSCD2030 Voice Science and Disorders. *Note: Department permission required for enrolment in the following sessions: Semester 1*	Semester 1 Semester 2 Summer Main
or			
CSCD3066 Intermediate Clinical IIB	8	**P** CSCD3065 Intermediate Clinical IB, BIOS2062 Neurology II: Communication Disorders, CSCD3023 Neurogenics II, CSCD3037 Swallowing Impairments, CSCD2030 Voice Science and Disorders	Semester 2
SEMESTER 2 TOTAL: 24 CREDIT POINTS			
Year 4: Clinical/Professional Year			
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').			

Unit of study	*Credit points*	*A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition*	*Session*
Group A			
Semester 1			
CSCD4026 Advanced Topics A	6	**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	Semester 1
CSCD4027 Professional Development IVA	6	**P** CSCD3032 Professional Development III; CSCD3064 Intermediate Clinical IIA or CSCD3066 Intermediate Clinical IIB	Semester 1
CSCD4028 Advanced Clinical IA	10	**P** CSCD3064 Intermediate Clinical IIA or CSCD3066 Intermediate Clinical IIB	Semester 1
CSCD4042 Clinical Mentoring A	2	**C** CSCD4028 Advanced Clinical IA	Semester 1
SEMESTER 1 TOTAL: 24 CREDIT POINTS			
Semester 2			
CSCD4029 Advanced Clinical IIA	24	**P** CSCD3064 Intermediate Clinical IIA or CSCD3066 Intermediate IIB	Semester 2
SEMESTER 2 TOTAL: 24 CREDIT POINTS			
Group B			
Semester 1			
CSCD4033 Advanced Clinical IIB	24	**P** CSCD3064 Intermediate Clinical IIA or CSCD3066 Intermediate Clinical IIB	Semester 1
SEMESTER 1 TOTAL: 24 CREDIT POINTS			
Semester 2			
CSCD4030 Advanced Topics B	6	**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	Semester 2
CSCD4031 Professional Development IVB	6	**P** CSCD3032 Professional Development III, CSCD3064 Intermediate Clinical IIA or CSCD3066 Intermediate Clinical IIB	Semester 2
CSCD4032 Advanced Clinical IB	10	**P** CSCD3064 Intermediate Clinical IIA or CSCD3066 Intermediate Clinical IIB	Semester 2
CSCD4043 Clinical Mentoring B	2	**C** CSCD4032 Advanced Clinical IB	Semester 2
SEMESTER 2 TOTAL: 24 CREDIT POINTS			
Completion of the requirements of the 4-year Bachelor of Applied Science (Speech Pathology) course meets the eligibility requirements for practising membership status of the Speech Pathology Association of Australia.			

Table 9.1.1 Bachelor of Applied Science (Speech Pathology) Honours

Unit of study	*Credit points*	*A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition*	*Session*
Course code SH046: Honours program; full-time, 4 years			
Years 1 and 2			
As per Pass course			
Year 3			
Semester 1			
BACH1145 Quantitative Health and Social Research	3	**A** Basic mathematics	Semester 1 Semester 2
BACH3056 Patient Management Theories/Applications	5	**P** BACH1132 Foundations of Health Psychology, BACH1159 Cognitive Factors in Health, BACH2126 Maladaptive Behaviours/Behaviour Change	Semester 1
CSCD3023 Neurogenics II	4	**A** CSCD2047 Neurogenics I	Semester 1
CSCD3024 Communication and Lifelong Disability	3	**P** CSCD1028 Normal Communication Development	Semester 1
CSCD3037 Swallowing Impairments	2	**P** BIOS2062 Neurobiology II: Communication Disorders, BIOS1116 Speech Science I, BIOS1117 Speech Science II	Semester 1
CSCD3050 Intermediate Clinical IH	4	**P** CSCD2040 Audiology I, CSCD2049 Introductory Clinical II, CSCD2042 Language Impairments in Children II *Note: Department permission required for enrolment in the following sessions: Semester 2*	Semester 1 Semester 2
CSCD3051 Honours Research Seminar I	2		Semester 1

Unit of study	*Credit points*	*A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition*	*Session*
CSCD3052 Professional Development IIIH	1	**A** CSCD2054 Communication Fieldwork II or CSCD2049 Introductory Clinical II **P** CSCD2053 Communication Fieldwork I or CSCD2048 Introductory Clinical I, CSCD2052 Professional Development IIB	Semester 1
SEMESTER 1 TOTAL: 24 CREDIT POINTS			
Semester 2			
BACH1031 Clients, Practitioners and Organisations	3	**A** BACH1130 Foundations of Health Sociology, BACH1098 Introduction to Health Sociology	Semester 1 Semester 2
BACH1148 Health, Attitudes and Interaction	3	**P** BACH1132 Foundations of Health Psychology or BACH1133 Introduction to Health Psychology	Semester 2
BACH3055 Cognitive Neuropsychology II	3	**P** BACH2109 Cognitive Neuropsychology I	Semester 2
CSCD3034 Craniofacial Anomalies	3	**A** BIOS1116 Speech Science I and BIOS1117 Speech Science II or CSCD2030 Voice Science and Disorders	Semester 2
CSCD3036 Language Impairments in Children III	2	**A** CSCD2049 Introductory Clinical II **P** CSCD2041 Language Impairments in Children I, CSCD2042 Language Impairments in Children II	Semester 2
CSCD3049 Audiological Management II	2	**A** CSCD1029 Articulation and Phonology, CSCD2046 Audiological Management I, CSCD2041 Language Impairments in Children I **P** CSCD2040 Audiology I *Note: Department permission required for enrolment in the following sessions: Semester 1*	Semester 1 Semester 2
CSCD3053 Intermediate Clinical IIH	7	**P** CSCD3050 Intermediate Clinical IH, BIOS2062 Neurobiology II: Communication Disorders, CSCD3023 Neurogenics II, CSCD3037 Swallowing Impairments, CSCD2030 Voice Science and Disorders *Note: Department permission required for enrolment in the following sessions: Semester 1*	Semester 1 Semester 2
CSCD3054 Honours Research Seminar II	1	**P** CSCD3051 Honours Research Seminar I	Semester 2
SEMESTER 2 TOTAL: 24 CREDIT POINTS			
Year 4: Clinical/Professional Year			
Semester 1			
CSCD4035 Advanced Clinical IH	22	**P** CSCD3053 Intermediate Clinical IIH	Semester 1 Semester 2
CSCD4036 Professional Development IVH	2	**P** CSCD3052 Professional Development IIIH, CSCD3053 Intermediate Clinical IIH	Semester 1
SEMESTER 1 TOTAL: 24 CREDIT POINTS			
Semester 2			
CSCD4037 Advanced Clinical IIH	12	**P** CSCD3053 Intermediate Clinical IIH	Semester 1 Semester 2
CSCD4038 Honours Thesis	10	**P** CSCD3051 Honours Research Seminar I, CSCD3054 Honours Research Seminar II, satisfactory performance in all Year 3 units of study	Semester 2
CSCD4044 Clinical Mentoring H	2	**C** CSCD4037 Advanced Speech Pathology Clinical IIH	Semester 2
SEMESTER 2 TOTAL: 24 CREDIT POINTS			

Bachelor of Health Science (Hearing and Speech)

Full-time and part-time study

The Bachelor of Health Science (Hearing and Speech) is structured as a full-time degree course offered over three 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 attandance at lectures and fieldwork placements, as well as block placements, is required for completion of the BHlthSc (Hearing and Speech) 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 cognisant of the possibility of clashes in timetables for units when intending to enrol in 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 corequisite, 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.

A recommended background unit of study should be completed before enrolling in a unit for which it is listed. Enrolment in any unit of study without completion of recommended background units of study is not advised and students doing so carry the responsibility for their decision.

- 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 part-time Student Coordinator.

Admission requirements

There are no specific prerequisites for admission to the Bachelor of Health Science (Hearing and Speech) course. The general admission requirements in chapter 3 apply. Good oral and written communication skills are desirable. Students who have not studied chemistry are advised to do the chemistry bridging course.

Course outline

The course outlines for the Bachelor of Health Science (Hearing and Speech) Pass and Honours are presented in Tables 9.2 and 9.2.1.

Table 9.2: Bachelor of Health Science (Hearing and Speech) Pass

Unit of study	*Credit points*	*A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition*	*Session*
Course code SH068: Pass course; full-time, 3 years			
Year 1			
Semester 1			
BACH1130 **Foundations of Health Sociology**	3		Semester 1 Semester 2
BACH1132 **Foundations of Health Psychology**	3		Semester 1 Semester 2
BIOS1116 **Speech Science I**	3		Semester 1
BIOS1126 **Human Biology and Biochemistry**	4	**A** Basic Chemistry *Note: Department permission required for enrolment in the following sessions: Semester 2*	Semester 1 Semester 2
BIOS1132 **Neuroscience I**	3		Semester 1 Semester 2
CSCD1024 **Linguistics**	3		Semester 1 Summer Main
CSCD1026 **Phonetics I**	2		Semester 1 Summer Main
CSCD1028 **Normal Communication Development**	3		Semester 1
SEMESTER 1 TOTAL: 24 CREDIT POINTS			
Semester 2			
BACH1159 **Cognitive Factors in Health**	4	**A** BACH1132 Foundations of Health Psychology or BACH1133 Introduction to Health Psychology or equivalent	Semester 2
BACH2126 **Maladaptive Behaviours/Behaviour Change**	4	**A** BACH1132 Foundations of Health Psychology or BACH1133 Introduction to Health Psychology or equivalent	Semester 1 Semester 2
BIOS1117 **Speech Science II**	3	**A** BIOS1116 Speech Science I **C** BIOS1118 Hearing Science	Semester 2
BIOS1118 **Hearing Science**	4	**A** BIOS1116 Speech Science I **C** BIOS1117 Speech Science II	Semester 2
BIOS1141 **Neuroscience II**	3		Semester 1 Semester 2
CSCD1025 **Professional Development I**	2		Semester 2
CSCD1029 **Articulation and Phonology**	4	**A** CSCD1024 Linguistics, CSCD1028 Normal Communication Development, CSCD1026 Phonetics I	Semester 2
SEMESTER 2 TOTAL: 24 CREDIT POINTS			
Year 2			
Semester 1			
BACH1143 **Designing Health Research**	3		Semester 1 Semester 2
BIOS2062 **Neurobiology II: Communication Disorders**	6	**P** BIOS1132 Neuroscience I, BIOS1141 Neuroscience II	Semester 1
CSCD2035 **Phonetics II**	2	**A** CSCD1026 Phonetics I, BIOS1116 Speech Science I, BIOS1117 Speech Science II, BIOS1118 Hearing Science	Semester 1
CSCD2040 **Audiology I**	3	**A** BIOS1116 Speech Science I, BIOS1117 Speech Science II, BIOS1118 Hearing Science	Semester 1
CSCD2041 **Language Impairments in Children I**	3	**P** CSCD1024 Linguistics, CSCD1028 Normal Communication Development	Semester 1
CSCD2043 **Stuttering**	3		Semester 1

Unit of study	*Credit points*	*A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition*	*Session*
CSCD2051 Professional Development IIA	3	**P** CSCD1025 Professional Development I	Semester 1
CSCD2053 Communication Fieldwork I	1	**P** CSCD1029 Articulation and Phonology, CSCD1024 Linguistics, CSCD1028 Normal Communication Development, CSCD1026 Phonetics I, CSCD1025 Professional Development I *Note: Department permission required for enrolment in the following sessions: Semester 2*	Semester 1 Semester 2
SEMESTER 1 TOTAL: 24 CREDIT POINTS			
Semester 2			
BACH2109 Cognitive Neuropsychology I	5	**P** BACH1159 Cognitive Factors in Health	Semester 2
CSCD2030 Voice Science and Disorders	4	**P** BIOS1116 Speech Science I and BIOS1117 Speech Science II	Semester 2
CSCD2042 Language Impairments in Children II	3	**P** CSCD2041 Language Impairments in Children I	Semester 2
CSCD2046 Audiological Management I	3	**A** CSCD2040 Audiology I	Semester 2
CSCD2047 Neurogenics I	3	**A** BIOS2062 Neurobiology II: Communication Disorders	Semester 2
CSCD2052 Professional Development IIB	3	**P** CSCD2051 Professional Development IIA and either CSCD2048 Introductory Clinical I or CSCD2053 Communication Fieldwork I **C** CSCD2054 Communication Fieldwork II or CSCD2049 Introductory Clinical II	Semester 2
CSCD2054 Communication Fieldwork II	3	**P** CSCD2053 Communication Fieldwork I *Note: Department permission required for enrolment in the following sessions: Semester 1*	Semester 1 Semester 2
SEMESTER 2 TOTAL: 24 CREDIT POINTS			
Year 3			
Semester 1			
BACH1145 Quantitative Health and Social Research	3	**A** Basic mathematics	Semester 1 Semester 2
BACH3056 Patient Management Theories/Applications	5	**P** BACH1132 Foundations of Health Psychology, BACH1159 Cognitive Factors in Health, BACH2126 Maladaptive Behaviours/Behaviour Change	Semester 1
CSCD3024 Communication and Lifelong Disability	3	**P** CSCD1028 Normal Communication Development	Semester 1
CSCD3032 Professional Development III	3	**A** CSCD2054 Communication Fieldwork II or CSCD2049 Introductory Clinical II **P** CSCD2053 Communication Fieldwork I or CSCD2048 Introductory Clinical I, CSCD2052 Professional Development IIB	Semester 1
CSCD3056 Communication Fieldwork III	4	**P** CSCD2040 Audiology I, CSCD2054 Communication Fieldwork II, CSCD2042 Language Impairments in Children II *Note: Department permission required for enrolment in the following sessions: Semester 2*	Semester 1 Semester 2 Summer Main
Electives [6] (see elective list below)			
SEMESTER 1 TOTAL: 24 CREDIT POINTS			
Semester 2			
BACH1031 Clients, Practitioners and Organisations	3	**A** BACH1130 Foundations of Health Sociology, BACH1098 Introduction to Health Sociology	Semester 1 Semester 2
BACH1148 Health, Attitudes and Interaction	3	**P** BACH1132 Foundations of Health Psychology or BACH1133 Introduction to Health Psychology	Semester 2
BACH3055 Cognitive Neuropsychology II	3	**P** BACH2109 Cognitive Neuropsychology I	Semester 2
CSCD3034 Craniofacial Anomalies	3	**A** BIOS1116 Speech Science I and BIOS1117 Speech Science II or CSCD2030 Voice Science and Disorders	Semester 2
CSCD3049 Audiological Management II	2	**A** CSCD1029 Articulation and Phonology, CSCD2046 Audiological Management I, CSCD2041 Language Impairments in Children I **P** CSCD2040 Audiology I *Note: Department permission required for enrolment in the following sessions: Semester 1*	Semester 1 Semester 2
CSCD3057 Communication Fieldwork IV	8	**P** CSCD2046 Audiological Management I, CSCD3056 Communication Fieldwork III *Note: Department permission required for enrolment in the following sessions: Semester 1*	Semester 1 Semester 2 Summer Main
Elective [2] (see elective list below)			
SEMESTER 2 TOTAL: 24 CREDIT POINTS			
Electives for Year 3			
4 credit point electives			
CSCD3023 Neurogenics II	4	**A** CSCD2047 Neurogenics I	Semester 1
CSCD3055 Audiology II	4	**P** CSCD2040 Audiology I	Semester 1
CSCD3059 Communication Studies	4		Semester 1

Unit of study	Credit points	A: Assumed knowledge P: Prerequisites C: Coequisites N: Prohibition	Session
CSCD3060 **Readings 1**	4	*Note: Department permission required for enrolment*	Semester 1 Semester 2
CSCD3073 **Readings II**	4	*Note: Department permission required for enrolment*	Semester 1 Semester 2
2 credit point electives			
CSCD3036 **Language Impairments in Children III**	2	**A** CSCD2049 Introductory Clinical II **P** CSCD2041 Language Impairments in Children I, CSCD2042 Language Impairments in Children II	Semester 2
CSCD3037 **Swallowing Impairments**	2	**P** BIOS2062 Neurobiology II: Communication Disorders, BIOS1116 Speech Science I, BIOS1117 Speech Science II	Semester 1
CSCD3058 **Auditory Perception and Processing**	2	**P** BIOS1118 Hearing Science, BIOS1141 Neuroscience II	Semester 1
CSCD3061 **Directed Readings**	2		Semester 1 Semester 2
CSCD3068 **Directed Readings II**	2		Semester 1 Semester 2
Notes			
The offering of these units of study electives will depend on availability of staff and student demand. To complete the requirements of the course students are required to complete 8 credit points of electives. One unit of study elective must be for 4 credit points.			

Table 9.2.1: Bachelor of Health Science (Hearing and Speech) Honours

Unit of study	Credit points	A: Assumed knowledge P: Prerequisites C: Coequisites N: Prohibition	Session
Course code SH069: Honours program; full-time, 4 years			
Years 1 to 3			
As per Pass course			
Year 4			
Semester 1			
CSCD4039 **Honours Paper I**	6	**C** CSCD4045 Honours Thesis I	Semester 1
CSCD4045 **Honours Thesis I**	18	**C** CSCD4039 Honours Paper I	Semester 1
SEMESTER 1 TOTAL: 24 CREDIT POINTS			
Semester 2			
CSCD4040 **Honours Paper II**	6	**P** CSCD4039 Honours Paper I, CSCD4045 Honours Thesis I **C** CSCD4046 Honours Thesis II	Semester 2
CSCD4046 **Honours Thesis II**	18	**P** CSCD4039 Honours Paper I and CSCD4045 Honours Thesis I **C** CSCD4040 Honours Paper II	Semester 2
SEMESTER 2 TOTAL: 24 CREDIT POINTS			

Clinical education and fieldwork

Students in the Bachelor of Applied Science (Speech Pathology) and the Bachelor of Health Science (Hearing and Speech) courses participate in a wide variety of practicum and/or fieldwork experiences throughout their undergraduate education. These occur on-campus and in off-campus placements in metropolitan and country areas and sometimes interstate and overseas. The Director of Clinical Education and Fieldwork (Speech Pathology and Hearing and Speech) coordinates these placements.

Dates

Year 2

Pre-Semester 1
Orientation, Wednesday to Friday in orientation week

Semester 1
Week 1 to Week 13

Pre-Semester 2
Orientation, Wednesday to Friday in orientation week

Semester 2
Week 1 to Week 13

Year 3

Pre-Semester 1
Wednesday to Friday in orientation week

Semester 1
Week 1 to Week 13

Inter-Semester
Block placement in July and /or December to February

Pre-Semester 2
Wednesday to Friday in orientation week

Semester 2
Week 1 to Week 13

Year 4

Pre-Semester 1 (only for students on-campus, Semester 1)
Wednesday to Friday in orientation week
Note: Some students may commence their semester placement before orientation week.

Semester 1 or 2
Week 1 to Week 13

Pre-Semester 2 (only for students on-campus, Semester 2)
Wednesday to Friday in orientation week

Debriefing week for all Year 4 students
Week 14, Semester 2

Units of study

BACH1031
Clients, Practitioners and Organisations

Credit points: 3 **Teacher/Coordinator:** Dr Rose Leontini **Session:** Semester 1, Semester 2 **Classes:** 13 lectures, 13 seminars **Assumed knowledge:** BACH1130 Foundations of Health Sociology, BACH1098 Introduction to Health Sociology **Assessment:** 1500 word essay (50%), 1 hr essay exam (50%) **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit of study applies a sociological perspective to the complex relationships between stakeholders in the Australian health care system. The unit emphasises: sociology of client/practitioner relationships; sociology of work and organisations in health care settings; theoretical perspectives on the self, the body, illness and identity.

Textbooks
Book of readings

BACH1130
Foundations of Health Sociology

Credit points: 3 **Teacher/Coordinator:** Mr Ian Andrews **Session:** Semester 1, Semester 2 **Classes:** 2 hr plenary session (or lecture) per week from weeks 1-13 inclusive **Assessment:** Class essay (35%), examination (65%) **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit provides the sociological tools (theory and method) that are required to achieve social literacy in the domain of health and illness. The unit will develop within the student a sociological imagination, a quality of mind that will be used to scrutinise everyday assumptions regarding health and illness. Topics covered include: the key features of modern societies; the sociological imagination; structural inequalities in Australian society and their impact upon health and the provision of healthcare services; the distinction between biomedicine, individualistic health promotion and social medicine; the history, presence and future of medical dominance in the Australian healthcare sector and the complex links that exist between gender and health.

BACH1132
Foundations of Health Psychology

Credit points: 3 **Teacher/Coordinator:** Ms Karen Pepper **Session:** Semester 1, Semester 2 **Classes:** 2 lectures per week **Assessment:** 1000 word essay (50%), 1 hr MCQ examination (50%) **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit provides an introduction to areas of psychology relevant to the health sciences. Students will first be introduced to the principles and applications of psychology, including the links between mind and body, and the role of learning. This will be followed by an examination of psychological changes through the life cycle, health psychology and the psychology of groups and organisations.

BACH1143
Designing Health Research

Credit points: 3 **Teacher/Coordinator:** Dr Rob Heard, Ms Adrienne Withall **Session:** Semester 1, Semester 2 **Classes:** 1hr lecture per week and fortnightly tutorials **Assessment:** 1500 word group report due weeks 11-12 (40%), 1.5 hr MCQ/SA exam in weeks 15/16 (60%) **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit is designed to introduce students to the practicalities of the research process in both qualitative and quantitative aspects. As well as an introduction to submission of an institutional ethics proposal and development of a research questionnaire, concepts of experimental validity, single case research and group experimental research are developed. In doing so, research ethics, development of research questions and introduction to sampling will be covered. Students will develop skills in a selection of interview, survey, observational and epidemiological research designs. Database and literature review techniques will be introduced as well as issues of reliability, validity, evidence-based practice, critical appraisal and program evaluation.

BACH1145
Quantitative Health and Social Research

Credit points: 3 **Teacher/Coordinator:** Ms Karen Pepper **Session:** Semester 1, Semester 2 **Classes:** 1 hr lecture, 1 hr tutorial per week **Assumed knowledge:** Basic mathematics **Assessment:** 1000 word assignment (40%), 1.5 hour MCQ examination (60%) **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit introduces prospective health science practitioners and researchers to methods for exploring, analysing, understanding and interpreting quantitative data. It aims to provide an understanding of the main ideas of statistics and useful skills for working with data as well as to introduce students to common data analysis tools. Methods for collecting, exploring and presenting data are discussed from the perspective of the practitioner. Graphical methods and descriptive statistics are emphasised throughout the unit and precede all analysis techniques. The normal and sampling distributions are introduced. The early emphasis in this unit will be placed on explaining; patterns in data, outliers and variability. Random sampling in the context of randomised comparative experiments precedes an introduction to statistical inference for comparisons and relationships. Methods for parametric and non-parametric inference are introduced for one, two and multiple samples. The unit also introduces students to techniques of epidemiological data analysis. Students will use data analysis software packages that are in common use in employment settings. The nexus between qualitative and quantitative methodologies is explored, throughout the unit, in the context of inference and scientific method.

BACH1148
Health, Attitudes and Interaction

Credit points: 3 **Teacher/Coordinator:** Dr Gomathi Sitharthan **Session:** Semester 2 **Classes:** 2 hr lectures x 13 weeks **Prerequisites:** BACH1132 Foundations of Health Psychology or BACH1133 Introduction to Health Psychology **Assessment:** 1 hour midsemester exam + 2hour final exam **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit of study comprises two modules. Module 1: Social Psychology examines the findings from research into social phenomena such as helping behaviour, aggression, prejudice and conformity. The unit extends this examination to the application of findings to health care settings and practitioners. Module 2: Disability Studies students will be exposed to an interdisciplinary perspective on the experiences of people with chronic illnesses and disability as well as community and professional perceptions of disability. Both modules examine the psychology of client-practitioner communication and interaction.

BACH1159
Cognitive Factors in Health

Credit points: 4 **Teacher/Coordinator:** Dr Steve Cumming **Session:** Semester 2 **Classes:** 2 hrs lec/wk weeks 1-8, 1 hr lec + 1 hr seminar/wk weeks 9-13 **Assumed knowledge:** BACH1132 Foundations of Health Psychology or BACH1133 Introduction to Health Psychology or equivalent **Assessment:** 20 minute group presentation;(25%), 1 hour MC + SA exam (60%), 1000 word workbook (15%) **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit of study introduces students to visual and auditory perception and presents an information processing approach to cognitive functions

including attention, motor skill learning, memory, knowledge acquisition, reasoning and decision-making. The unit of study emphasises the application of perceptual and cognitive research findings to a range of functional activities and to understanding the perceptual and cognitive functioning that may be expected to be associated with head injury and neurological illness and with developmental and learning disabilities. Students will have the opportunity to investigate their own health-related cognitions and to examine the role of such factors as thinking, decision making, coping style and locus of control in the modulation of pain and stress as well as being introduced to techniques aimed at producing more adaptive and therapeutic health-related beliefs among clients.

BACH2109
Cognitive Neuropsychology I

Credit points: 5 **Teacher/Coordinator:** Dr Steve Cumming **Session:** Semester 2 **Classes:** On campus, 1 lecture in week 1-5, 2 lectures in weeks 6-13 **Prerequisites:** BACH1159 Cognitive Factors in Health **Assessment:** Assignments, examination **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit extends the study of normal cognition begun in BACH1159 Cognitive Factors in Health, introduces the neuropsychological approach to brain-behaviour relationships and considers the cognitive neuropsychological approach to understanding fundamental cognitive processes.

Textbooks
Eysnck & Kerne. Cognitive Psychology, 3rd ed. Psychology Press.

BACH2126
Maladaptive Behaviours/Behaviour Change

Credit points: 4 **Teacher/Coordinator:** Dr Mairwen Jones **Session:** Semester 1, Semester 2 **Classes:** 2 hr lectures per week (weeks 1-10), 1 hr tutorials per week (weeks 1-13) **Assumed knowledge:** BACH1132 Foundations of Health Psychology or BACH1133 Introduction to Health Psychology or equivalent **Assessment:** 25 minute small group (2-3 people) class presentation (problem and treatment) (40%), 2 hr MCQ/SAQ/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. The social implication of the use of psychological labels is discussed alongside the need for accurate and non-stigmatising language when discussing mental illness. 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.

BACH3055
Cognitive Neuropsychology II

Credit points: 3 **Teacher/Coordinator:** Dr Steve Cumming **Session:** Semester 2 **Classes:** 1x1hr lec and 1x1hr tut per week **Prerequisites:** BACH2109 Cognitive Neuropsychology I **Assessment:** 1x1hr exam 60%, 1x25min seminar presentation 40% **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit is concerned with the cognitive and behavioural consequences of brain damage and models of cognitive rehabilitation.

BACH3056
Patient Management Theories/Applications

Credit points: 5 **Teacher/Coordinator:** Dr Steve Cumming **Session:** Semester 1 **Classes:** 4 x 1 hr lec + 1x 1 hr seminar/wk **Prerequisites:** BACH1132 Foundations of Health Psychology, BACH1159 Cognitive Factors in Health, BACH2126 Maladaptive Behaviours/Behaviour Change **Assessment:** 1 x 2hr SA/MC exam (40%), 1 x 1 hr MC exam (20%), 1 x 1500 word case report (20%), 1 x video counselling report (20%) **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit examines the psychological needs of clients and their families in the context of speech pathology practice. Topics of study include detection of underlying anxiety, depression, conflict and other psychological disorders. The client-practitioner relationship is considered and students will acquire basic counselling skills that will enhance compliance and satisfaction with treatment. Students will apply behavioural therapies to the treatment of speech and language disorders, diagnose and manage learning disabilities with special reference to reading delay and to developmental and acquired reading disability in children and adults. Accurate diagnosis depends on the administration and interpretation of tests. Students will therefore develop skills in the critical evaluation of test theory and test construction, administration and reliability and validity, with special reference to speech and language tests.

BIOS1116
Speech Science I

Credit points: 3 **Teacher/Coordinator:** Dr William Huang **Session:** Semester 1 **Classes:** 16x1hr lec and 6x2hr pracs/sem **Assessment:** 1x30min Mid semester exam (20%), 1x2hr end of semester exam (60%) and 1x prac exam (20%) **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit of study aims to provide an understanding of the anatomy of speech mechanisms. It also includes the development of the embryo with special reference to the organs of speech. The unit of study includes laboratory classes in which human cadavers are studied; attendance at such classes is required.

Textbooks
Zemlin W.R. Speech and Hearing Science, 4th ed.

BIOS1117
Speech Science II

Credit points: 3 **Teacher/Coordinator:** Dr William Huang **Session:** Semester 2 **Classes:** On campus, 3+ hrs per week **Corequisites:** BIOS1118 Hearing Science **Assumed knowledge:** BIOS1116 Speech Science I **Assessment:** Mid semester exam (25%), end of semester exam (75%) **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit of study aims to provide an understanding of the physics and physiology of the speech mechanisms and the physics anatomy and physiology of the respiratory system. The unit of study includes laboratory classes in which human cadavers are studied; attendance at such classes is required.

Textbooks
Zemlin W.R. Speech and Hearing Science, 4th ed.

BIOS1118
Hearing Science

Credit points: 4 **Teacher/Coordinator:** Dr Helen Ritchie **Session:** Semester 2 **Classes:** On campus, 4+ hrs per week **Corequisites:** BIOS1117 Speech Science II **Assumed knowledge:** BIOS1116 Speech Science I **Assessment:** Assignment, end of semester exam **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit of study aims to provide an understanding of the physics, anatomy and physiology of the hearing mechanism. Students will learn about pathologies of the nose and throat. The unit also includes the development of the ear and principles of abnormal embryonic development. The unit includes laboratory classes in which human cadavers are studied; attendance at such classes is required.

Textbooks
Zemlin W.R. Speech and Hearing Science, 4th ed.

BIOS1126
Human Biology and Biochemistry

Credit points: 4 **Teacher/Coordinator:** Diana Oakes **Session:** Semester 1, Semester 2 **Classes:** 3x1hr lec/wk **Assumed knowledge:** Basic Chemistry **Assessment:** Mid semester exam MCQ (20%), end of semester exam MCQ and SAQ (80%) **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

Note: Department permission required for enrolment in the following sessions: Semester 2.

This unit of study introduces students to the biological and biochemical processes which are fundamental to life. The material covered in this unit forms the basis for 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 topics to be studied are divided into two areas: the basic processes fundamental to life and growth and development which is the outcome of the basic processes. The following topics are studied: the structure and function of cells, homeostasis, the basic chemical processes of life, the biochemistry of human function, energy and function (including metabolic processes and diseases), genetic code in health and disease (including basic genetics, protein synthesis and genetic diseases and counselling) and growth and development.

BIOS1132
Neuroscience I

Credit points: 3 **Teacher/Coordinator:** Dr Damian Holsinger **Session:** Semester 1, Semester 2 **Classes:** 1x1hr and 1x2hr lec/wk, 1x1hr tut/wk **Assessment:** Mid semester exam (30%), end of semester exam (70%) **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit of study introduces the students to fundamental concepts of nervous system functioning and the structure of muscle tissue. Students are initially introduced to basic structure of the nervous system and neurones. This is followed by an understanding of basic electrical concepts underlying neural signals. The sites of signal transmission and communication in the nervous system, including central synapses, the neuromuscular junction and receptors are discussed. The structure, contractile process, mechanics and biochemistry of skeletal cardiac and smooth muscles are covered. The unit includes laboratory classes in which human cadavers are studied.

BIOS1141
Neuroscience II

Credit points: 3 **Teacher/Coordinator:** Dr Ros Bohringer **Session:** Semester 1, Semester 2 **Classes:** 3x1hr lecture per week, 1x2hr prac (5 wks per sem - not blocks), 3x1hr tut (3 wks per sem - not blocks) **Assessment:** Mid semester exam (30%), end of semester exam (70%) **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit of study aims to provide basic understanding of the anatomy and physiology of neural structures. The anatomy of the spinal cord and the brain is presented and studied on models and human cadavers. The basic mechanisms of spinal reflexes and the function of the somatosensory system comprise the physiological aspects of the unit. Students are also introduced to the anatomy and physiology of the autonomic nervous system and motor pathways. Case studies aimed at identifying simple neural problems associated with sensory and motor systems are specifically designed for the students of the profession.

Textbooks
Crossman A.R. and Neary D. Neuroanatomy, an Illustrated Colour Text, 2nd ed. Churchill Livingstone.

BIOS2062
Neurobiology II: Communication Disorders

Credit points: 6 **Teacher/Coordinator:** Dr Roslyn Bohringer **Session:** Semester 1 **Classes:** 4 hrs per week **Prerequisites:** BIOS1132 Neuroscience I, BIOS1141 Neuroscience II **Assessment:** Mid semester exam (30%), final exam (70%) **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit of study considers the anatomy and physiology of special sensory systems and the control and integration of somatic motor activity with special reference to communication. 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 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.

CSCD1024
Linguistics

Credit points: 3 **Teacher/Coordinator:** Dr Linda Hand **Session:** Semester 1, Summer Main **Classes:** 4 hours per week on campus **Assessment:** 2 exams (30% and 50%) + practical (grammar) (20%) **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

Nature of the communication system. Both formal and functional linguistic theories and methodologies are included. There is a skill-based component involving traditional analysis of syntax (grammar), for which attendance is required.

CSCD1025
Professional Development I

Credit points: 2 **Teacher/Coordinator:** Ms Belinda Kenny **Session:** Semester 2 **Classes:** 1 hour/week on-campus **Assessment:** Assignment 1 (20%), Assignment 2 (80%), 3 barrier tasks **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit of study introduces students to the learning orientation, communication skills and basic processes necessary for the course and work in professional settings. It provides structured observations of professional activities. Students begin accumulating and documenting professional development experiences through involvement in relevant professional, community or clinical services. For speech pathology students these experiences are required to be documented for their portfolio submitted in the fourth year of their course. Each student must show evidence of completion of an accredited First Aid Course (CPR) to be eligible to receive a pass in this unit of study.

CSCD1026
Phonetics I

Credit points: 2 **Teacher/Coordinator:** Dr Elise Baker **Session:** Semester 1, Summer Main **Classes:** 2-3 hours/week on-campus **Assessment:** Theory (46%)and 7 weekly transcription tests (14%); trancription exam (40%) **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

Phonemic and phonetic transcription of normal and deviant spoken Australian English, using the International Phonetic Alphabet. Articulatory phonetics and suprasegmental features. Australian English.

CSCD1028
Normal Communication Development

Credit points: 3 **Teacher/Coordinator:** Dr Patricia McCabe **Session:** Semester 1 **Classes:** 2-3 hours/week on-campus **Assessment:** exam (30%); exam (40%); report (30%) **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

Normal communication development in English from birth to old age, across cultures relevant to Australia.

CSCD1029
Articulation and Phonology

Credit points: 4 **Teacher/Coordinator:** Dr Elise Baker **Session:** Semester 2 **Classes:** 3 hours/week on-campus **Assumed knowledge:** CSCD1024 Linguistics, CSCD1028 Normal Communication Development, CSCD1026 Phonetics I **Assessment:** Exam (10%), Exam (40%) + assignment (50%) **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

Nature of phonological and articulatory disorders; techniques for the assessment, analysis and intervention.

CSCD2030
Voice Science and Disorders

Credit points: 4 **Session:** Semester 2 **Classes:** 4 hours/week on campus **Prerequisites:** BIOS1116 Speech Science I and BIOS1117 Speech Science II **Assessment:** Case report (40%); mid exam (20%); final exam (40%) **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

Current research on respiration and voice; instrumental procedures for measuring respiratory and vocal performance; nature of voice disorders; evaluation and management of individuals with a variety of phonatory disorders.

CSCD2035
Phonetics II

Credit points: 2 **Session:** Semester 1 **Classes:** 2 hour/week on-campus **Assumed knowledge:** CSCD1026 Phonetics I, BIOS1116 Speech Science I, BIOS1117 Speech Science II, BIOS1118 Hearing Science **Assessment:** Mid

semester exam (40%) Final exam (60%) **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

A study of the relationship between articulatory phonetics, acoustic phonetics and speech perception. An introduction to phonetic applications in communication sciences and disorders.

CSCD2040
Audiology I

Credit points: 3 **Teacher/Coordinator:** Dr Kerrie Lee **Session:** Semester 1 **Classes:** 2-3 hours/week on-campus **Assumed knowledge:** BIOS1116 Speech Science I, BIOS1117 Speech Science II, BIOS1118 Hearing Science **Assessment:** Exam (60%) + assignment (40%) **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

An introduction to types of deafness, pathologies of the ear and treatment; basic audiological tests and clinical procedures for evaluating hearing in children and adults; amplification for the hearing impaired.

CSCD2041
Language Impairments in Children I

Credit points: 3 **Teacher/Coordinator:** Dr Linda Hand **Session:** Semester 1 **Classes:** 3 hours/week on-campus **Prerequisites:** CSCD1024 Linguistics, CSCD1028 Normal Communication Development **Assessment:** 2 assignments (30% ea) and 1 open-book exam (40%) **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

Language impairments occurring in specific language impaired children. Principles and practices of language evaluation. Developing and carrying out intervention programs.

CSCD2042
Language Impairments in Children II

Credit points: 3 **Teacher/Coordinator:** Dr Linda Hand **Session:** Semester 2 **Classes:** 3 hours/week on-campus **Prerequisites:** CSCD2041 Language Impairments in Children I **Assessment:** 2 assignments (40%, 45%) and open-book exam (15%) **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

Language impairments occurring in children at the preverbal stages of development and in primary school aged children and adolescents. Principles and practices of language evaluation in each population. Developing and carrying out language intervention programs.

CSCD2043
Stuttering

Credit points: 3 **Teacher/Coordinator:** Dr Michelle Lincoln **Session:** Semester 1 **Classes:** 3 hours/week on-campus **Assessment:** on-line tasks assignment (40%), prolonged speech viva and final exam (60%) **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

Management strategies for children and adults who stutter. Consideration and critique of clinically relevant theories and research findings pertaining to the management of stuttering.

CSCD2046
Audiological Management I

Credit points: 3 **Teacher/Coordinator:** Dr Kerrie Lee **Session:** Semester 2 **Classes:** 2-3 hours/week on-campus **Assumed knowledge:** CSCD2040 Audiology I **Assessment:** Exam (60%) assignment (40%) **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

Theoretical and clinical issues related to sensory aids for the hearing impaired and assessment and intervention of the communication problems of hearing-impaired adults.

CSCD2047
Neurogenics I

Credit points: 3 **Teacher/Coordinator:** Dr Leanne Togher **Session:** Semester 2 **Classes:** 3 hours/week on-campus **Assumed knowledge:** BIOS2062 Neurobiology II: Communication Disorders **Assessment:** exams (50%) each **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

Description, evaluation and intervention strategies for speech motor and motor programming disorders such as dysarthria and apraxia; introduction to aphasia; overview of neurologically-based language breakdown and its management.

CSCD2048
Introductory Clinical I

Credit points: 1 **Session:** Semester 1, Semester 2 **Classes:** Block mode or weekly placement on and off-campus depending on availability **Assessment:** 2 assignments and clinical paperwork **Campus:** Cumberland **Mode of delivery:** Professional Practice

Note: Department permission required for enrolment in the following sessions: Semester 2.

Introduction to clinical work with child clients in the on-campus clinic. Students undertake structured observations of a client and serve as therapy aides to advanced students or clinical educators. Students also attend supervisory conferences with their clinical educators and other students. Student may begin to implement some therapy tasks.

CSCD2049
Introductory Clinical II

Credit points: 3 **Session:** Semester 1, Semester 2, Summer Main **Classes:** Block mode or weekly placement on and off-campus depending on availability **Prerequisites:** CSCD2048 Introductory Clinical I, CSCD2043 Stuttering **Assessment:** 2 assignments and clinical paperwork **Campus:** Cumberland **Mode of delivery:** Professional Practice

Note: Department permission required for enrolment in the following sessions: Semester 1.

Students continue in the on-campus clinic, working with two or more child clients generally with articulation/phonological disorders or stuttering. Students also attend supervisory conferences with their clinical educators and other students.

CSCD2051
Professional Development IIA

Credit points: 3 **Teacher/Coordinator:** Ms Belinda Kenny **Session:** Semester 1 **Classes:** 1 hour/week on-campus **Prerequisites:** CSCD1025 Professional Development I **Assessment:** Critique, Case Report, Assignment, Attendance - all assessed on a pass/fail basis **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

Students undertake interdisciplinary professional observations. They continue the accumulation of professional development experiences through involvement in relevant professional, community or clinical activities. For speech pathology students these experiences are required to be documented for their portfolio submitted in the fourth year of their course. Students attend lectures and tutorials which consider issues related to their concurrent clinical practice. Recommended co-enrolment in CSCD2048 Introductory Clinical I or CSCD2053 Comminication Fieldwork I.

CSCD2052
Professional Development IIB

Credit points: 3 **Teacher/Coordinator:** Ms Belinda Kenny **Session:** Semester 2 **Classes:** 1 hour/week on-campus **Prerequisites:** CSCD2051 Professional Development IIA and either CSCD2048 Introductory Clinical I or CSCD2053 Communication Fieldwork I **Corequisites:** CSCD2054 Communication Fieldwork II or CSCD2049 Introductory Clinical II **Assessment:** Report, Case Presentation, Case Report, Portfolio, Attendance, TAM - all assessed on a pass/fail basis **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

Students continue to undertake interdisciplinary professional observations. They continue the accumulation of professional development experiences through involvement in relevant professional, community or clinical activities. For speech pathology students these experiences are required to be documented for their portfolio submitted in the fourth year of their course. Students continue to be involved in the running and maintenance of the clinical tests and materials collection. Students attend lectures and tutorials which consider issues related to their concurrent fieldwork or clinical practice, including data collection for workplace and clinical/fieldwork research purposes, with particular attention to single case research. Students must be co-enrolled in clinic or fieldwork to complete the assessment requirements for this unit of study.

CSCD2053
Communication Fieldwork I

Credit points: 1 **Teacher/Coordinator:** Ms Alison Purcell **Session:** Semester 1, Semester 2 **Classes:** Block mode or weekly placement on and off-campus

depending on availability **Prerequisites:** CSCD1029 Articulation and Phonology, CSCD1024 Linguistics, CSCD1028 Normal Communication Development, CSCD1026 Phonetics I, CSCD1025 Professional Development I **Assessment:** Project report (100%) and paperwork (mandatory) **Campus:** Cumberland **Mode of delivery:** Professional Practice

Note: Department permission required for enrolment in the following sessions: Semester 2.

Introduction to professional work with communicatively impaired individuals in the on-campus speech and hearing clinic. Students will undertake structured observations and tutorials in the clinic. They will also observe aspects of client management and the management structure of the clinic.

CSCD2054
Communication Fieldwork II

Credit points: 3 **Teacher/Coordinator:** Ms Alison Purcell **Session:** Semester 1, Semester 2 **Classes:** Block mode or weekly placement on and off-campus depending on availability **Prerequisites:** CSCD2053 Communication Fieldwork I **Assessment:** Project report (100%) and paperwork (mandatory) **Campus:** Cumberland **Mode of delivery:** Professional Practice

Note: Department permission required for enrolment in the following sessions: Semester 1.

Students will begin 'hands on' work with children. Students will observe children communicating in their normal environment, implement appropriate language enrichment activities and develop skills in recording and analysing group interactions.

CSCD3023
Neurogenics II

Credit points: 4 **Teacher/Coordinator:** Dr Leanne Togher **Session:** Semester 1 **Classes:** 4 hours/week on campus **Assumed knowledge:** CSCD2047 Neurogenics I **Assessment:** 2 assignments (55% & 45%) **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

Characteristics of acquired aphasia and speech impairments in adults and children; critical review of evaluation and intervention strategies; investigation of communication breakdown and its management in dementia, non-dominant cerebral lesions, closed head injury and memory impairment.

CSCD3024
Communication and Lifelong Disability

Credit points: 3 **Teacher/Coordinator:** Mr David Trembath **Session:** Semester 1 **Classes:** 2-3 hours/week on-campus **Prerequisites:** CSCD1028 Normal Communication Development **Assessment:** Site Visit + Exam + VIVA **Practical field work:** Site visit (groups of 5) **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

Consideration of the communication issues relevant to children and adults with lifelong disability and those who support them. Topics include intellectual disability, cerebral palsy, multiple sensory impairment, autism and an introduction to alternative and augmentative communication. There will be a focus on a social model of disability. The needs of families, carers and culturally and linguistucally diverse populations will be explored.

Textbooks
Beukelman D. & Mirenda P. Augmentative and Alternative Communication: Management of Severe Communication Disorders in Children and Adults, 2nd ed. Baltimore: Paul H. Brooks. 1998.
Book of readings provided at cost

CSCD3032
Professional Development III

Credit points: 3 **Teacher/Coordinator:** Ms Belinda Kenny **Session:** Semester 1 **Classes:** 1-2 hour/week on-campus **Prerequisites:** CSCD2053 Communication Fieldwork I or CSCD2048 Introductory Clinical I, CSCD2052 Professional Development IIB **Assumed knowledge:** CSCD2054 Communication Fieldwork II or CSCD2049 Introductory Clinical II **Assessment:** Interdisciplinary Report, Assignment, TAM, Attendance - all assessed on a pass/fail basis **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit of study involves lectures, tutorials and/or workshops on aspects of caseload management and professional issues; communication and counselling skills involved in working with adult clients and caregivers; and computer applications in clinical situations. Students continue with their accumulation of professional development experiences required for their portfolio through involvement in relevant professional, community or clinical activities. Students become involved in the running and maintenance of the clinical tests and materials collection.

CSCD3034
Craniofacial Anomalies

Credit points: 3 **Teacher/Coordinator:** Ms Alison Purcell **Session:** Semester 2 **Classes:** 2 hours per week/on campus **Assumed knowledge:** BIOS1116 Speech Science I and BIOS1117 Speech Science II or CSCD2030 Voice Science and Disorders **Assessment:** Mid assignment (20%), end assignment (50%) and 1 final exam (30%) **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

Problems of craniofacial anomalies, relevant nose, throat and orthodontic pathologies and their effects on communication; implications for assessment and management; instrumental assessment of nasality.

CSCD3036
Language Impairments in Children III

Credit points: 2 **Teacher/Coordinator:** Dr Linda Hand **Session:** Semester 2 **Classes:** 2 hours/week on campus **Prerequisites:** CSCD2041 Language Impairments in Children I, CSCD2042 Language Impairments in Children II **Assumed knowledge:** CSCD2049 Introductory Clinical II **Assessment:** 2 assignments (50% each) **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

Advanced concepts in the assessment of and intervention for language impairment in children.

CSCD3037
Swallowing Impairments

Credit points: 2 **Teacher/Coordinator:** Ms Christine Sheard **Session:** Semester 1 **Classes:** 3 hours/week on-campus **Prerequisites:** BIOS2062 Neurobiology II: Communication Disorders, BIOS1116 Speech Science I, BIOS1117 Speech Science II **Assessment:** 2*exams (50% each) **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

Description, evaluation and intervention considerations related to clinical management of feeding and swallowing impairments in children and adults. A focus on case problem solving will be emphasised to achieve integration of theory and practical skills.

CSCD3049
Audiological Management II

Credit points: 2 **Teacher/Coordinator:** Ms Alison Purcell **Session:** Semester 1, Semester 2 **Classes:** 2 hours/week on campus **Prerequisites:** CSCD2040 Audiology I **Assumed knowledge:** CSCD1029 Articulation and Phonology, CSCD2046 Audiological Management I, CSCD2041 Language Impairments in Children I **Assessment:** Mid assignment (30%) and 1 final exam (70%) **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

Note: Department permission required for enrolment in the following sessions: Semester 1.

Theoretical and clinical issues related to assessment and intervention of the communication problems of children with acquired and congenital hearing loss.

CSCD3050
Intermediate Clinical IH

Credit points: 4 **Session:** Semester 1, Semester 2 **Classes:** Block mode or weekly placement on and off-campus depending on availability **Prerequisites:** CSCD2040 Audiology I, CSCD2049 Introductory Clinical II, CSCD2042 Language Impairments in Children II **Assessment:** CBOS and clinical paperwork **Campus:** Cumberland **Mode of delivery:** Professional Practice

Note: Department permission required for enrolment in the following sessions: Semester 2.

Students work with child and adult clients with a variety of communication disorders. Students also attend supervisory conferences with their clinical educators and other students. Students are placed in the on-campus clinic for this unit of study. Students may be rostered to complete parts of this unit during the intersemester breaks. Students are also rostered through either the Speech and Language Assessment Clinic or the Audiology Assessment Clinic.

CSCD3051
Honours Research Seminar I

Credit points: 2 **Teacher/Coordinator:** Dr Susan Balandin **Session:** Semester 1 **Classes:** 1 hour/week on-campus **Assessment:** Topic review **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit is designed to assist honours students with a survey of the literature relevant to their individual research projects. At the completion of this unit each student will have prepared a written literature review for his/her research project.

CSCD3052
Professional Development IIIH

Credit points: 1 **Teacher/Coordinator:** Ms Belinda Kenny **Session:** Semester 1 **Classes:** 1-2 hour/week on-campus **Prerequisites:** CSCD2053 Communication Fieldwork I or CSCD2048 Introductory Clinical I, CSCD2052 Professional Development IIB **Assumed knowledge:** CSCD2054 Communication Fieldwork II or CSCD2049 Introductory Clinical II **Assessment:** TAM, Attendance - assessed on pass/fail basis **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit of study involves lectures, tutorials, and/or workshops on aspects of caseload management and professional issues; communication and counselling skills involved in working with adult clients and caregivers; and computer applications in clinical situations. Students continue with their accumulation of professional development experiences required for their portfolio, through involvement in relevant professional, community or clinical activities. Students are involved in the running and maintenance of the clinical tests and materials collection.

CSCD3053
Intermediate Clinical IIH

Credit points: 7 **Session:** Semester 1, Semester 2 **Prerequisites:** CSCD3050 Intermediate Clinical IH, BIOS2062 Neurobiology II: Communication Disorders, CSCD3023 Neurogenics II, CSCD3037 Swallowing Impairments, CSCD2030 Voice Science and Disorders **Assessment:** Assessment of clinical competency at mid and end of each placement **Campus:** Cumberland **Mode of delivery:** Professional Practice

Note: Department permission required for enrolment in the following sessions: Semester 1.

Students assume greater responsibility for management of children and adults with a variety of communication disorders. Students also attend supervisory conferences with their clinical educators. Students are placed in the on-campus clinic for a portion of this unit of study. Students are rostered through the Audiology Assessment Clinic. Students may be rostered to complete some parts of this unit during the intersemester breaks. Students also complete a four days per week, three or four-week block placement in an adult hospital clinic. This placement will occur mid-year before Semester 2 and after the student has completed CSCD3023 NeurogenicsII, CSCD3037 Swallowing Impairments and their Speech and Language Assessment clinic. Students work with clients, attend supervisory conferences and participate in a variety of clinical experiences.

Textbooks
Clinic handbook

CSCD3054
Honours Research Seminar II

Credit points: 1 **Teacher/Coordinator:** Dr Susan Balandin **Session:** Semester 2 **Classes:** 1 hour/week on-campus **Prerequisites:** CSCD3051 Honours Research Seminar I **Assessment:** Ethics application (100%) **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit is designed to assist honours students with the development of a research proposal for their individual research projects. At the completion of this unit each student will have prepared a written proposal for his/her research project.

CSCD3055
Audiology II

Credit points: 4 **Teacher/Coordinator:** Dr Kerrie Lee **Session:** Semester 1 **Classes:** 2-3 hours/week on-campus **Prerequisites:** CSCD2040 Audiology I **Assessment:** 3 assignments, 25% 25% and 50% **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.

CSCD3056
Communication Fieldwork III

Credit points: 4 **Teacher/Coordinator:** Ms Alison Purcell **Session:** Semester 1, Semester 2, Summer Main **Classes:** Block mode or weekly placement on and off-campus depending on availability **Prerequisites:** CSCD2040 Audiology I, CSCD2054 Communication Fieldwork II, CSCD2042 Language Impairments in Children II **Assessment:** Project report (100%) and paperwork (mandatory) **Campus:** Cumberland **Mode of delivery:** Professional Practice

Note: Department permission required for enrolment in the following sessions: Semester 2.

Students will participate in a project based placement either within the on-campus clinic or an outside agency. This placement will provide an opportunity to begin to develop skills in professional communication, professional conduct, observation, data management and professional writing.

CSCD3057
Communication Fieldwork IV

Credit points: 8 **Teacher/Coordinator:** Ms Alison Purcell **Session:** Semester 1, Semester 2, Summer Main **Classes:** Block mode or weekly placement on and off-campus depending on availability **Prerequisites:** CSCD2046 Audiological Management I, CSCD3056 Communication Fieldwork III **Assessment:** Portfolio and report 100% **Campus:** Cumberland **Mode of delivery:** Professional Practice

Note: Department permission required for enrolment in the following sessions: Semester 1.

Students assume increased responsibility in a project based placement either within the on-campus clinic or an outside agency. This unit of study will provide further opportunity to participate in project management and report writing. Some part of this placement may be completed either mid-year before Semester 2 or at the end of year after Semester 2. Students will also develop skills in the development of professional portfolios as they will submit a portfolio which must be deemed satisfactory to be eligible for a pass in this unit of study.

CSCD3058
Auditory Perception and Processing

Credit points: 2 **Teacher/Coordinator:** Dr Kerrie Lee **Session:** Semester 1 **Classes:** 1 hour/week on-campus **Prerequisites:** BIOS1118 Hearing Science, BIOS1141 Neuroscience II **Assessment:** Assignment 100% + class attendance **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

Development of auditory perception and perceptual capacities of the ear; theories of processing auditory information at both peripheral and central levels. This unit of study may be undertaken as an elective unit with the permission of the program coordinator.

CSCD3059
Communication Studies

Credit points: 4 **Session:** Semester 1 **Classes:** 2 hour/week on-campus **Assessment:** 2 assignment (50% each)+ class attendance **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit of study will explore issues in managing communication in the workplace. The unit of study will focus on verbal and written communication and working with related technology. This unit of study may be undertaken as an elective unit with the permission of the program coordinator.

CSCD3060
Readings 1

Credit points: 4 **Session:** Semester 1, Semester 2 **Classes:** 2-3 hours/week on-campus **Assessment:** Assignment 100% **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

Note: Department permission required for enrolment.

This unit of study allows students to work with a supervisor exploring a major area of specialty in the program via readings and self directed learning. Students identified for this unit will be of a calibre to proceed

to the honours program. This unit of study may be undertaken as an elective unit with the permission of the program coordinator.

CSCD3061
Directed Readings

Credit points: 2 **Session:** Semester 1, Semester 2 **Classes:** 1 hour/week on-campus **Assessment:** Assignment 100% + class attendance **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit of study allows students to work with a supervisor exploring a major area of specialty in the program via readings and self directed learning. Students identified for this unit will be of a calibre to proceed to the honours program. This unit of study may be undertaken as an elective unit with the permission of the program coordinator.

CSCD3063
Intermediate Clinical IA

Credit points: 4 **Session:** Semester 1, Semester 2 **Classes:** Block mode or weekly placement on and off-campus depending on availability **Prerequisites:** CSCD2040 Audiology I, CSCD2049 Introductory Clinical II, CSCD2042 Language Impairments in Children II **Assessment:** CBOS and clinical paperwork **Campus:** Cumberland **Mode of delivery:** Professional Practice

Note: Department permission required for enrolment in the following sessions: Semester 2.

Students work with child clients with a variety of communication disorders. Students also attend supervisory conferences with their clinical educators and other students. Students are placed in the on-campus clinic for this unit of study. Students may be rostered to complete parts of this unit during the intersemester breaks.

Textbooks
Clinic handbook

CSCD3064
Intermediate Clinical IIA

Credit points: 8 **Session:** Semester 1, Semester 2, Summer Main **Classes:** Block mode or weekly placement on and off-campus depending on availability **Prerequisites:** CSCD3063 Intermediate Clinical IA, BIOS2062 Neurology II: Communication Disorders, CSCD3023 Neurogenics II, CSCD3037 Swallowing Impairments, CSCD2030 Voice Science and Disorders. **Assessment:** CBOS and clinical paperwork **Campus:** Cumberland **Mode of delivery:** Professional Practice

Note: Department permission required for enrolment in the following sessions: Semester 1.

Students assume greater responsibility for management of children and adults with a variety of communication disorders. Students also attend supervisory conferences with their clinical educators. Students are placed in the on-campus clinic for a portion of the unit of study. Students are rostered through the Speech and Language Assessment Clinic. Students may be rostered to complete some parts of this unit of study during the intersemester breaks. Students also complete a four days per week, three or four-week block placement in an adult hospital clinic. This placement will occur at end-of-year after semester 2 and after the student has completed CSCD3023 Neurogenics II, CSCD3037 Swallowing Impairments and their Speech and Language Assessment clinic. Students work with clients, attend supervisory conferences and participate in a variety of clinical experiences.

Textbooks
Clinic handbook

CSCD3065
Intermediate Clinical IB

Credit points: 4 **Teacher/Coordinator:** Dr Michelle Lincoln **Session:** Semester 1 **Classes:** Block mode or weekly placement on and off-campus depending on availability **Prerequisites:** CSCD2040 Audiology I, CSCD2049 Introductory Clinical II, CSCD2042 Language Impairments in Children II **Assessment:** CBOS and clinical paperwork **Campus:** Cumberland **Mode of delivery:** Professional Practice

Students work with child clients with a variety of communication disorders. Students also attend supervisory conferences with their clinical educators and other students. Students are placed in the on-campus clinic for this unit of study. Students may be rostered to complete parts of this unit during the intersemester breaks. Students are also rostered through the Audiology Assessment Clinic.

Textbooks
Clinic handbook

CSCD3066
Intermediate Clinical IIB

Credit points: 8 **Session:** Semester 2 **Classes:** Block mode or weekly placement on and off-campus depending on availability **Prerequisites:** CSCD3065 Intermediate Clinical IB, BIOS2062 Neurology II: Communication Disorders, CSCD3023 Neurogenics II, CSCD3037 Swallowing Impairments, CSCD2030 Voice Science and Disorders **Assessment:** CBOS and clinical paperwork **Campus:** Cumberland **Mode of delivery:** Professional Practice

Students assume greater responsibility for management of children and adults with a variety of communication disorders. Students also attend supervisory conferences with their clinical educators. Students are placed in the on-campus clinic for a portion of this unit of study. Students are rostered through the Audiology Assessment Clinic. Students may be rostered to complete some parts of this unit during the intersemester breaks. Students also complete a four days per week, three or four week block placement in an adult hospital clinic. This placement will occur mid-year before Semester 2 commences and after the student has completed CSCD3023 Neurogenics II, CSCD3037 Swallowing Impairments and their Speech and Language Assessment Clinic. Students work with clients, attend supervisory conferences and participate in a variety of clinical experiences.

Textbooks
Clinic handbook

CSCD3068
Directed Readings II

Credit points: 2 **Session:** Semester 1, Semester 2 **Classes:** 1 hour/week on-campus **Assessment:** Assignment 100% + class attendance **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit of study allows students to work with a supervisor to explore a major area of speciality in the program via readings, seminars and self-directed learning. This unit of study may be taken as an elective unit with the permission of the program coordinator.

CSCD3073
Readings II

Credit points: 4 **Session:** Semester 1, Semester 2 **Classes:** 2-3 hours/week on-campus **Assessment:** Assignment 100% + class attendance **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

Note: Department permission required for enrolment.

This unit of study allows students to work with a superviser exploring a major area of speciality in the program via readings and self-directed learning. Students identified for this unit will be of a calibre to proceed to the honours program. This unit of study may be taken as an elective unit with the permission of the program coordinator.

CSCD4026
Advanced Topics A

Credit points: 6 **Teacher/Coordinator:** Ms Christine Sheard **Session:** Semester 1 **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 (100%) + class attendance **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

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 **Session:** Semester 1 **Classes:** 2 hours/ 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 (20%), final report (60%) **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

Students enrolled in this unit of study will be undertaking studies on-campus during Semester 1 and will select seminars and projects related to topics such as administration, health promotion, quality assurance, casemix, clinical education, rural heath issues. Students continue to be involved in the running and maintenance of the Tests and Materials collection.

CSCD4028
Advanced Clinical IA

Credit points: 10 **Session:** Semester 1 **Prerequisites:** CSCD3064 Intermediate Clinical IIA or CSCD3066 Intermediate Clinical IIB **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. They participate in supervisory conferences with their clinical educators and other students. Students also participate in the Advanced Assessment Clinic and Intake Clinic.

Textbooks
Clinic handbook

CSCD4029
Advanced Clinical IIA

Credit points: 24 **Session:** Semester 2 **Prerequisites:** CSCD3064 Intermediate Clinical IIA or CSCD3066 Intermediate IIB **Assessment:** To be eligible to receive a pass in this unit of study, students must have satisfactorily completed their portfolios for demonstrating competency for professional association membership upon graduation and 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. **Practical field work:** Clinical experience (12 weeks) **Campus:** Cumberland **Mode of delivery:** Professional Practice

Students are placed in two off-campus clinic, hospital, or other settings for four days per week for two 6-week blocks or one off-campus clinic, hospital, or other setting for four days per week for one 12-week block. Over the semester they manage a varied child and 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.

CSCD4030
Advanced Topics B

Credit points: 6 **Teacher/Coordinator:** Ms Christine Sheard **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 (100%) + class attendance **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

Students enrolled in this unit of study will be undertaking studies on-campus during 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 **Session:** Semester 2 **Classes:** 2 hours/ 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 (20%), final report (60%) **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

Students enrolled in this unit of study will be undertaking studies on-campus during Semester 2 and will select seminars and projects related to topics such as administration, health promotion, quality assurance, casemix, clinical education, rural heath issues. Students will continue to be involved in the running and maintenance of the Tests and Materials collection.

CSCD4032
Advanced Clinical IB

Credit points: 10 **Session:** Semester 2 **Prerequisites:** CSCD3064 Intermediate Clinical IIA or CSCD3066 Intermediate Clinical IIB **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. They participate in supervisory conferences on a regular basis. Students also participate in the Advanced Assessment Clinic and Intake Clinic. To be eligible to receive a pass in this unit of study, students must have satisfactorily completed their portfolios for demonstrating competency for professional association membership upon graduation and 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
Clinic handbook

CSCD4033
Advanced Clinical IIB

Credit points: 24 **Session:** Semester 1 **Prerequisites:** CSCD3064 Intermediate Clinical IIA or CSCD3066 Intermediate Clinical IIB **Assessment:** Assessment of clinical competency at mid and end of each placement **Practical field work:** Clinical placements (12 weeks) **Campus:** Cumberland **Mode of delivery:** Professional Practice

Students are placed in two off-campus clinic, hospital, or other setting for four days per week for two 6 or 7-week blocks or one off-campus clinic, hospital or other setting for four days per week for one 12-week block. Over the semester they manage a varied child and adult caseload, participate in a variety of clinical management, clinical service, multidisciplinary team activities and participate in supervisory conferences on a regular basis.

Textbooks
Clinic handbook

CSCD4035
Advanced Clinical IH

Credit points: 22 **Session:** Semester 1, Semester 2 **Prerequisites:** CSCD3053 Intermediate Clinical IIH **Assessment:** Assessment of clinical competency at mid and end of each placement **Campus:** Cumberland **Mode of delivery:** Professional Practice

Students are placed in two off-campus clinic, hospital or other setting for four days per week for two, 6 or 7-week blocks each or one off-campus clinic, hospital or other setting for four days per week for one, 12-week block. 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
Clinic handbook

CSCD4036
Professional Development IVH

Credit points: 2 **Teacher/Coordinator:** Ms Belinda Kenny **Session:** Semester 1 **Classes:** 2 hours/ week on-campus **Prerequisites:** CSCD3052 Professional Development IIIH, CSCD3053 Intermediate Clinical IIH **Assessment:** Attendance - assessed on pass/fail basis **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

Students enrolled in this unit of study will select seminars and projects related to topics such as administration, health promotion, quality assurance, casemix, clinical education and rural health issues. Students continue to be involved in the running and maintenance of the Tests and Materials collections.

CSCD4037
Advanced Clinical IIH

Credit points: 12 **Session:** Semester 1, Semester 2 **Prerequisites:** CSCD3053 Intermediate Clinical IIH **Assessment:** To be eligible to receive a pass in this unit of study, students must have satisfactorily completed their portfolios for demonstrating competency for professional association membership upon

graduation and participated in a required one-day debriefing activity on-campus at the end of semester or in other debriefing activities as agreed upon in advance by the Director of Clinical Education. **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. They participate in supervisory conferences. Students also participate in the Advanced Assessment Clinic.

CSCD4038
Honours Thesis

Credit points: 10 **Teacher/Coordinator:** Dr Kirrie Ballard **Session:** Semester 2 **Classes:** Independent learning **Prerequisites:** CSCD3051 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: 6 **Teacher/Coordinator:** Dr Kirrie Ballard **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 Kirrie Ballard **Session:** Semester 2 **Classes:** Independent learning **Prerequisites:** CSCD4039 Honours Paper I, CSCD4045 Honours Thesis I **Corequisites:** CSCD4046 Honours Thesis II **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 **Session:** Semester 1 **Classes:** Pairing with Year 2 student in on-campus clinic placement **Corequisites:** CSCD4028 Advanced Clinical IA **Assessment:** Mentoring skills checklist mid and end semester **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit provides students with the opportunity to begin developing supervisory skills. Students participate in a clinical mentoring experience with beginning students in the on-campus clinic. The students are responsible for supporting and facilitating the learning of the beginning students. Students are expected to demonstrate competency in professional communication skills, team work and effective time management.

CSCD4043
Clinical Mentoring B

Credit points: 2 **Session:** Semester 2 **Classes:** Pairing with Year 2 student in on-campus clinic placement **Corequisites:** CSCD4032 Advanced Clinical IB **Assessment:** Mentoring skills checklist mid and end semester **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit provides students with the opportunity to begin developing supervisory skills. Students participate in a clinical mentoring experience with beginning students in the on-campus clinic. The students are responsible for supporting and facilitating the learning of the beginning students. Students are expected to demonstrate competency in professional communication skills, team work and effective time management.

CSCD4044
Clinical Mentoring H

Credit points: 2 **Session:** Semester 2 **Classes:** Pairing with Year 2 student in on-campus clinic placement **Corequisites:** CSCD4037 Advanced Speech Pathology Clinical IIH **Assessment:** Mentoring skills checklist mid and end semester **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit provides students with the opportunity to begin developing supervisory skills. Students participate in a clinical mentoring experience with beginning students in the on-campus clinic. The students are responsible for supporting and facilitating the learning of the beginning 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 Kirrie Ballard **Session:** Semester 1 **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 Kirrie Ballard **Session:** Semester 2 **Classes:** Independent learning **Prerequisites:** CSCD4039 Honours Paper I and CSCD4045 Honours Thesis I **Corequisites:** CSCD4040 Honours Paper II **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.

10. 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 and requires an extra year of study.
- The Bachelor of Applied Science (Exercise and Sport Science)/Bachelor of Science (Nutrition) 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 point average is required for progression to the fifth (honours) year.
- The Bachelor of Applied Science (Exercise and Sport Science)/Master of Nursing is four years full time study. A credit average is required to enter the fourth year, which is postgraduate level study.
- The Graduate Certificate/Graduate Diploma of Health Science (Exercise and Sport Science) are introductions into postgraduate coursework study in Exercise and Sport Science and provide a pathway for further specialisation.
- The Master of Exercise and Sport Science (Sports Performance) and the Master of Exercise and Sport Science (Clinical Exercise Science) provide specialisation for careers in sport or the clinical setting.
- A research master's and PhD degrees are specially offered to facilitate the students' 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 of balance and stability motor control of balance and stability, preventive healthcare, clinical exercise and childhood, geriatric health care, functional anatomy, sports nutrition, muscle function, exercise sleep and circadian rhythm, healthy ageing and rehabilitation.

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) and the combined degrees in Bachelor of Applied Science (Exercise and Sport Science)/Bachelor of Science (Nutrition) are University accredited programs by the Australian Association for Exercise and Sport Science.

Further information

Telephone: +61 2 9351 9612
Email: ess_admin@fhs.usyd.edu.au
Website: http://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 and interview, 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

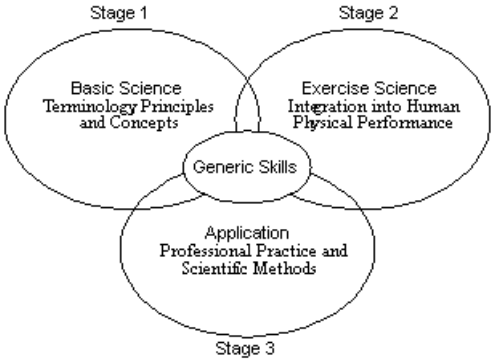
The Bachelor of Applied Science (Exercise and Sport Science) course is designed to give students a thorough understanding of the scientific aspects of exercise and sport science. Such an understanding requires

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 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 100 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 100 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.

For graduates seeking further career development or professional accreditation, the Bachelor of Applied Science (Exercise and Sport Science) course meets the prerequisite requirements for entry into postgraduate courses in Medicine, Nutrition and Dietetics, 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.

Honours program

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 course coordinator.

Exchange programs

Exercise and Sport Science has an exchange program with Oregon State University (USA) in addition to 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 9612.

Course outlines

The course outlines for the Bachelor of Applied Science (Exercise and Sport Science) Pass and Honours are presented in Tables 10.1 and 10.1.1.

Table 10.1: Bachelor of Applied Science (Exercise and Sport Science) Pass

Unit of study	*Credit points*	*A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition*	*Session*
Course code SH088: Pass course; full-time, 3 years			
Year 1			
Semester 1			
BACH1161 **Introductory Behavioural Health Sciences**	6		Semester 1 Semester 2
BIOS1137 **Introductory Neuroscience**	3		Semester 1
BIOS1159 **Functional Anatomy A - Exercise Science**	6		Semester 1
EXSS1018 **Biomechanics of Human Movement**	6	**A** HSC Mathematics	Semester 1
EXSS1031 **Cell Metabolism and Biochemistry**	3	**A** Biology and Chemistry	Semester 1
SEMESTER 1 TOTAL: 24 CREDIT POINTS			
Semester 2			
BIOS1133 **Body Systems: Structure & Function I**	3	**A** BIOS1130 Molecules and Energy or CHEM1101 Chemistry IA	Semester 2
BIOS1160 **Functional Anatomy B - Exercise Science**	6		Semester 2
EXSS1029 **Muscle Mechanics and Training**	6	**A** BIOS1137 Introductory Neuroscience **P** one of BIOS1130 Molecules and Energy, CHEM1101 Chemistry 1A, EXSS1031 Cell Metabolism and Biochemistry	Semester 2
EXSS1032 **Fundamentals of Exercise Science**	6		Semester 2
EXSS1030 **Sport First Aid/Trainer**	3	*Note: Department permission required for enrolment in the following sessions: Semester 1*	Semester 1 Semester 2
or			
EXSS1034 **Sport Coaching**	3	*Note: Department permission required for enrolment*	Semester 2
SEMESTER 2 TOTAL: 24 CREDIT POINTS			
Year 2			
Semester 1			
BIOS2098 **Body Systems: Structure & Function II**	3	**A** BIOS1130 Molecules and Energy or CHEM1101 Chemistry IA	Semester 1
EXSS2016 **Motor Control**	3	**P** BIOS1137 Introductory Neuroscience	Semester 1
EXSS2017 **Biochemistry of Exercise**	6	**P** (BIOS1130 Molecules and Energy) or (EXSS1031 Cell Metabolism and Biochemistry)	Semester 1
EXSS2018 **Biomechanical Analysis of Movement**	6	**P** EXSS1018 Biomechanics of Human Movement	Semester 1
EXSS2019 **Exercise Physiology - Acute Responses**	6	**P** BIOS1133 Body Systems: Structure and Function I and (one of EXSS1032 Fundamentals of Exercise Science, or EXSS1033 Principles of Exercise Science)	Semester 1
SEMESTER 1 TOTAL: 24 CREDIT POINTS			
Semester 2			
EXSS2021 **Nutrition, Health and Performance**	6	**P** EXSS2017 Biochemistry of Exercise	Semester 2
EXSS2022 **Exercise Physiology Training Adaptations**	6	**A** EXSS2017 Biochemistry of Exercise **P** EXSS2019 Exercise Physiology - Acute Responses	Semester 2
EXSS2025 **Motor Control and Learning**	6	**A** EXSS2016 Motor control	Semester 2
EXSS2026 **Growth, Development and Ageing**	6		Semester 2
SEMESTER 2 TOTAL: 24 CREDIT POINTS			

Unit of study	*Credit points*	*A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition*	*Session*
Year 3			
Semester 1			
EXSS3023 **Exercise Testing and Prescription**	6	**P** EXSS2022 Exercise Physiology Training Adaptations or EXSS2027	Semester 1
EXSS3024 **Exercise, Health and Disease**	6	**P** (EXSS2027 Exercise physiology for Clinicians) or (EXSS2019 Exercise Physiology- Acute Responses and EXSS2022 Exercise Physiology Training Adaptations)	Semester 1
EXSS3036 **Research and Practice**	6	**A** Basic biomechanics, physiological and motor learning principles, basic hypothesis training, elementary knowledge of exercise science industry.	Semester 1
Elective [6] (see note below)			
Note			
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. Subject to approval of the relevant head of academic unit, elective units of study may be taken from within or outside the Faculty.			
SEMESTER 1 TOTAL: 24 CREDIT POINTS			
Semester 2			
EXSS3027 **Exercise and Rehabilitation**	6	**P** (EXSS2019 Exercise Physiology- Acute Responses, EXSS2022 Exercise Physiology Training Adaptations, and EXSS3024 Exercise, Health and Disease) or EXSS2027 Exercise Physiology for Clinicians	Semester 2
Electives [18] (see note below)			
Note			
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 EXSS3039. However, you do have the option to complete both.			
BACH3130 **Sport, Society & Social Theory**	6	**P** BACH1134 Health, Illness and Social Inquiry or BACH1130 Foundations of Health Sociology or Introducation to Health Sociology or BACH1161 **N** BACH3081 Sociology of Sport	Semester 2
EXSS3037 **Exercise, Pharmacology & Immunology**	6	**P** BIOS1133 Body Systems Structure and Function I, BIOS2098 Body Systems Structure and Function II, EXSS2019 Exercise Physiology - Acute Responses.	Semester 1
EXSS3038 **Ergonomics**	6	**A** BIOS1136 Functional Anatomy A, BIOS1139 Functional Anatomy B, EXSS1018 Biomechanics of Human Movement (or equivalent). *Note: Department permission required for enrolment in the following sessions: Semester 1*	Semester 1 Semester 2
EXSS3039 **Applied Biomechanics**	6	**P** EXSS1018 Biomechanics of Human Movement *Note: Department permission required for enrolment in the following sessions: Semester 1*	Semester 1 Semester 2
EXSS3040 **Physiological Testing and Training**	6	**P** EXSS2022 Exercise Physiology Training Adaptations. *Note: Department permission required for enrolment in the following sessions: Semester 1*	Semester 1 Semester 2
EXSS3041 **Management, Marketing and the Law**	6	*Note: Department permission required for enrolment in the following sessions: Semester 1*	Semester 1 Semester 2
SEMESTER 2 TOTAL: 24 CREDIT POINTS			

Table 10.1.1: Bachelor of Applied Science (Exercise and Sport Science) Honours

Unit of study	*Credit points*	*A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition*	*Session*
Course code SH054: Honours program; full-time, 4 years			
Years 1 to 3			
As per Pass course			
Year 4			
Semester 1			
EXSS4004 **Honours Thesis A**	24		Semester 1
SEMESTER 1 TOTAL: 24 CREDIT POINTS			
Semester 2			
EXSS4005 **Honours Thesis B**	24	**P** EXSS4004 Honours Thesis - Part A	Semester 2
SEMESTER 2 TOTAL: 24 CREDIT POINTS			

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

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.

Admission requirements

Admission to the combined degree Bachelor of Applied Science (Exercise and Sport Science) and Bachelor of Science (Nutrition) is competitive. Most applicants are considered on the basis of the UAI obtained in the New South Wales Higher School Certificate or equivalent. Some students are admitted based on a tertiary record and interview, 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) and Bachelor of Science (Nutrition) degree will appeal to you if you have a keen interest to further studies in science, particularly in the areas of biology, biochemistry, physiology and nutrition from a human perspective. The course is also appealing to those who are enthusiastic about nutrition, sport and physical activity. Although there are no subject requirements for entry into the course, students are assumed to possess knowledge equivalent to study of Biology, Chemistry and Mathematics at HSC level. Students would benefit from having also studied Physics and PDHPE. Students who have not recently completed studies in Biology, Chemistry and Mathematics are strongly advised to attend bridging courses prior to commencing the course. Bridging courses are also available for Physics, if desired. See chapter 3 for details of bridging courses.

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 100 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 100 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 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. Application for the course and for these graduates to be accredited as Dietitians by the Dietitians Association of Australia is in preparation.

Honours program

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: Honours program in Nutrition and Dietetics, which includes six months of clinical placement or honours program in nutrition which is entirely research directed. However, admission to either fifth year of study is competitive and based on maintaining a credit average over the first four years of the course. 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 course 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 Table 10.2.

Table 10.2: Bachelor of Applied Science (Exercise and Sport Science)/Bachelor of Science (Nutrition)

Unit of study	*Credit points*	*A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition*	*Session*
Course code SH093: full-time, 5 years			
Candidates must complete over 10 semesters the following units of study. In order to proceed from year 1 to year 2 of the program candidates must achieve a year WAM of at least 60. In order to proceed to the following years of the program a candidate must achieve at least 65 in each of NUTR2911, NUTR2912, NUTR3911, NUTR3921, NUTR3912 and NUTR3922, and a year WAM of at least 65 in Years 2 - 4. Candidates who fail to maintain these results in any year will be transferred to either the BSc, the BAppSc(ExSpSc)SH088 or the BAppSc(ExSpSc&Nutr)SH115.			
Year 1			
Semester 1			
CHEM1101 **Chemistry 1A**	6	**A** HSC Chemistry and Mathematics **C** Recommended concurrent units of study: 6 credit points of Junior Mathematics **N** CHEM1001, CHEM1109, CHEM1901, CHEM1903, CHEM1909	Semester 1 Semester 2 Summer Main
or			
6 credit points of Junior Chemistry subject to availability and timetabling restrictions			
and			
BACH1161 **Introductory Behavioural Health Sciences**	6		Semester 1 Semester 2
BIOS1159 **Functional Anatomy A - Exercise Science**	6		Semester 1
EXSS1018 **Biomechanics of Human Movement**	6	**A** HSC Mathematics	Semester 1
SEMESTER 1 TOTAL: 24 CREDIT POINTS			
Semester 2			
CHEM1102 **Chemistry 1B**	6	**P** CHEM (1101 or 1901) or a Distinction in CHEM1001 or equivalent **C** Recommended concurrent units of study: 6 credit points of Junior Mathematics **N** CHEM1002, CHEM1108, CHEM1902, CHEM1904, CHEM1908	Semester 1 Semester 2 Summer Main
or			
6 credit points of Junior Chemistry subject to availability and timetabling restrictions			
and			
BIOS1133 **Body Systems: Structure & Function I**	3	**A** BIOS1130 Molecules and Energy or CHEM1101 Chemistry IA	Semester 2
BIOS1160 **Functional Anatomy B - Exercise Science**	6		Semester 2
EXSS1033 **Principles of Exercise Science**	3		Semester 2
MBLG1001 **Molecular Biology and Genetics (Intro)**	6	**A** 6 credit points of Junior Biology and 6 cp of Junior Chemistry **N** AGCH2001, BCHM2001, BCHM2101, BCHM2901, MBLG2101, MBLG2901, MBLG2001, MBLG2111, MBLG2771, MBLG2871	Semester 2
SEMESTER 2 TOTAL: 24 CREDIT POINTS			
Year 2			
Semester 1			
BIOS1137 **Introductory Neuroscience**	3		Semester 1
BIOS2098 **Body Systems: Structure & Function II**	3	**A** BIOS1130 Molecules and Energy or CHEM1101 Chemistry IA	Semester 1
EXSS2019 **Exercise Physiology - Acute Responses**	6	**P** BIOS1133 Body Systems: Structure and Function I and (one of EXSS1032 Fundamentals of Exercise Science, or EXSS1033 Principles of Exercise Science)	Semester 1
MBLG2071 **Molecular Biology and Genetics A**	6	**P** MBLG1001 and 12 CP of Junior Chemistry. **N** MBLG2971, MBLG2771, MBLG2871, MBLG2001, MBLG2101, MBLG2901, MBLG2111, PLNT2001, AGCH2001, BCHM2001, BCHM2101, BCHM2901 *Students enrolled in the combined BAppSc (Exercise and Sport Science)/BSc(Nutrition) must have completed all Junior units for this course prior to enrolling in this unit.*	Semester 1
NUTR2911 **Food Science Introductory (Advanced)**	6	**P** MBLG1001 and CHEM (1001 or 1101 or 1901 or 1903 or 1909) and CHEM (1002 or 1102 or 1902 or 1904 or 1908) and BIOL (1001 or 1101 or 1901) and BIOL (1002 or 1003 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. **N** NUTR2901	Semester 1
SEMESTER 1 TOTAL: 24 CREDIT POINTS			

Unit of study	*Credit points*	*A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition*	*Session*
Semester 2			
BCHM2072 **Human Biochemistry**	6	**P** Either MBLG1001 and 12 credit points of Junior Chemistry or either MBLG2071 or MBLG2971 **N** BCHM2972, BCHM2002, BCHM2102, BCHM2902, BCHM2112	Semester 2
EXSS1029 **Muscle Mechanics and Training**	6	**A** BIOS1137 Introductory Neuroscience **P** one of BIOS1130 Molecules and Energy, CHEM1101 Chemistry 1A, EXSS1031 Cell Metabolism and Biochemistry	Semester 2
EXSS2022 **Exercise Physiology Training Adaptations**	6	**A** EXSS2017 Biochemistry of Exercise **P** EXSS2019 Exercise Physiology - Acute Responses	Semester 2
NUTR2912 **Nutritional Science Introductory (Adv)**	6	**A** NUTR2911 **P** MBLG1001 and CHEM (1001 or 1101 or 1901 or 1903 or 1909) and CHEM (1002 or 1102 or 1902 or 1904 or 1908) and BIOL (1001 or 1101 or 1901) and BIOL (1002 or 1003 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. **N** NUTR2902	Semester 2
SEMESTER 2 TOTAL: 24 CREDIT POINTS			
Year 3			
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	**P** EXSS2022 Exercise Physiology Training Adaptations or EXSS2027	Semester 1
EXSS3024 **Exercise, Health and Disease**	6	**P** (EXSS2027 Exercise physiology for Clinicians) or (EXSS2019 Exercise Physiology- Acute Responses and EXSS2022 Exercise Physiology Training Adaptations)	Semester 1
MATH1011 **Life Sciences Calculus**	3	**A** HSC Mathematics **N** MATH1111, MATH1001, MATH1901, MATH1906	Semester 1 Summer Main
SEMESTER 1 TOTAL: 24 CREDIT POINTS			
Semester 2			
EXSS2025 **Motor Control and Learning**	6	**A** EXSS2016 Motor control	Semester 2
EXSS2026 **Growth, Development and Ageing**	6		Semester 2
EXSS3027 **Exercise and Rehabilitation**	6	**P** (EXSS2019 Exercise Physiology- Acute Responses, EXSS2022 Exercise Physiology Training Adaptations, and EXSS3024 Exercise, Health and Disease) or EXSS2027 Exercise Physiology for Clinicians	Semester 2
STAT2012 **Statistical Tests**	6	**A** STAT (2011 or 2002) **P** MATH (1005 or 1905 or 1015) **N** STAT2004, STAT2912	Semester 2
SEMESTER 2 TOTAL: 24 CREDIT POINTS			
Year 4 (first offered in 2007)			
Semester 1			
EXSS3037 **Exercise, Pharmacology & Immunology**	6	**P** BIOS1133 Body Systems Structure and Function I, BIOS2098 Body Systems Structure and Function II, EXSS2019 Exercise Physiology - Acute Responses.	Semester 1
EXSS3042 **Nutrition for Health, Exercise & Sport**	6		Semester 1
NUTR3911 **Nutritional Assessment Methods**	6	**P** NUTR2911 and NUTR2912 **N** NUTR3901	Semester 1
NUTR3921 **Methods in Nutrition Practice**	6	**P** NUTR2911 and NUTR2912 **N** NUTR3901	Semester 1
SEMESTER 1 TOTAL: 24 CREDIT POINTS			
Semester 2			
BCHM3072 **Human Molecular Cell Biology**	6	**P** (MBLG1001 and 12 CP of Intermediate BCHM/MBLG units (taken from MBLG2071/MBLG2971or BCHM2071/2971 or BCHM2072/2972)) or (42CP of Intermediate BMedSc units, including BMED2802 and BMED2804) **N** BCHM3972, BCHM3002, BCHM3902, BCHM3004, BCHM3904	Semester 2
BCHM3082 **Medical and Metabolic Biochemistry**	6	**P** MBLG1001 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** BCHM3982, BCHM3002, BCHM3004, BCHM3902, BCHM3904	Semester 2
NUTR3912 **Community and Public Health Nutrition**	6	**P** NUTR2911 and NUTR2912 **N** NUTR3902	Semester 2
NUTR3922 **Nutrition and Chronic Disease**	6	**P** NUTR2911 and NUTR2912 **N** NUTR3902	Semester 2
SEMESTER 2 TOTAL: 24 CREDIT POINTS			
Note			
1. Students can exit here with BAppSc (Exercise, Sport Science and Nutrition)			

Unit of study	*Credit points*	*A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition*	*Session*
Year 5 (first offered in 2008)			
Semester 1			
NUTR4001 **Clinical Nutritional Science A**	24	*Note: Department permission required for enrolment*	Semester 1
SEMESTER 1 TOTAL: 24 CREDIT POINTS			
Semester 2			
NUTR4002 **Clinical Nutritional Science B**	24	*Note: Department permission required for enrolment*	Semester 2
SEMESTER 2 TOTAL: 24 CREDIT POINTS			
Note			
2. Students can exit here with BAppSc (Ex & Sport Sc) & BSc (Nut) with Honours in Nutrition and Dietetics			
or			
Year 5 (first offered in 2008)			
Semester 1			
NUTR4101 **Nutrition Research A**	12	*Note: Department permission required for enrolment*	Semester 1 Semester 2
NUTR4102 **Nutrition Research B**	12	**C** NUTR4101	Semester 1 Semester 2
SEMESTER 1 TOTAL: 24 CREDIT POINTS			
Semester 2			
NUTR4103 **Nutrition Research C**	12	**C** NUTR4102	Semester 1 Semester 2
NUTR4104 **Nutrition Research D**	12	**C** NUTR4103	Semester 1 Semester 2
SEMESTER 2 TOTAL: 24 CREDIT POINTS			
Note			
3. Students can exit here with BAppSc (Ex & Sport Sc) & BSc (Nut) with Honours in Nutrition			

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

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

Students choosing to enrol in the Bachelor of Applied Science (Exercise, Sport Science and Nutrition) course must enrol in the combined degree and transfer after the completion of at least two semesters. Admission requirements are therefore as stipulated for the combined degree.

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 100 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 in both exercise science and nutrition will be highlighted to the student. The 100 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).

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. Application for the course and for these graduates to be accredited with general and public health nutrition qualifications, by the Dietitians Association of Australia, is in preparation.

Honours program: 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 course coordinator.

Course outline

The course outline for the Bachelor of Applied Science (Exercise, Sport Science and Nutrition) is presented in Table 10.3.

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

Table 10.3: Bachelor of Applied Science (Exercise, Sport Science and Nutrition)

Unit of study	*Credit points*	*A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition*	*Session*
Course code SH115: Pass course; full-time, 4 years			
Honours program; full-time, 5 years			
In Year 1 all students will enrol in the Combined BAppSc (Exercise and Sport Science)/BSc (Nutrition) program (Table 10.2) 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.			
Pass course			
Years 1 to 4			
See Table 10.2			
Honours program			
Year 5 (first offered in 2008)			
Semester 1			
EXSS4004 Honours Thesis A	24		Semester 1
SEMESTER 1 TOTAL: 24 CREDIT POINTS			
Semester 2			
EXSS4005 Honours Thesis B	24	**P** EXSS4004 Honours Thesis - Part A	Semester 2
SEMESTER 2 TOTAL: 24 CREDIT POINTS			

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 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.

Course outline

The course outline for the Bachelor of Applied Science (Exercise and Sport Science)/Master of Nursing is presented in Table 10.4.

Table 10.4: Bachelor of Applied Science (Exercise and Sport Science)/Master of Nursing

Unit of study	*Credit points*	*A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition*	*Session*
Course code GH018: Pass course; full-time, 4 years			
Year 1			
Semester 1			
BACH1161 **Introductory Behavioural Health Sciences**	6		Semester 1 Semester 2
BIOS1137 **Introductory Neuroscience**	3		Semester 1
BIOS1159 **Functional Anatomy A - Exercise Science**	6		Semester 1
EXSS1018 **Biomechanics of Human Movement**	6	**A** HSC Mathematics	Semester 1
EXSS1031 **Cell Metabolism and Biochemistry**	3	**A** Biology and Chemistry	Semester 1
SEMESTER 1 TOTAL: 24 CREDIT POINTS			
Semester 2			
BIOS1133 **Body Systems: Structure & Function I**	3	**A** BIOS1130 Molecules and Energy or CHEM1101 Chemistry IA	Semester 2
BIOS1160 **Functional Anatomy B - Exercise Science**	6		Semester 2
EXSS1030 **Sport First Aid/Trainer**	3	*Note: Department permission required for enrolment in the following sessions: Semester 1*	Semester 1 Semester 2
EXSS1032 **Fundamentals of Exercise Science**	6		Semester 2
EXSS2025 **Motor Control and Learning**	6	**A** EXSS2016 Motor control	Semester 2
SEMESTER 2 TOTAL: 24 CREDIT POINTS			
Year 2 (first offered in 2007)			
Semester 1			
BIOS2098 **Body Systems: Structure & Function II**	3	**A** BIOS1130 Molecules and Energy or CHEM1101 Chemistry IA	Semester 1
EXSS2016 **Motor Control**	3	**P** BIOS1137 Introductory Neuroscience	Semester 1
EXSS2027 **Exercise Physiology for Clinicians**	6	**P** EXSS1032 Fundamentals of Exercise Science and BIOS1133 Body Systems: Structure & Function 1	Semester 1
NURS5001 **Nursing Concepts: Bodies and Boundaries**	6		Semester 1
NURS5003 **Observation in Nursing Practice**	6		Semester 1a
SEMESTER 1 TOTAL: 24 CREDIT POINTS			
Semester 2			
EXSS2026 **Growth, Development and Ageing**	6		Semester 2
NURS5002 **Social Contexts of Health**	6		Semester 1 Semester 2
NURS5004 **Applied Nursing Practice**	6		Semester 1b
NURS5006 **Illness Experience and Nursing Care**	6		Semester 2
SEMESTER 2 TOTAL: 24 CREDIT POINTS			

Unit of study	*Credit points*	*A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition*	*Session*
Year 3 (first offered in 2008)			
Semester 1			
EXSS3023 **Exercise Testing and Prescription**	6	**P** EXSS2022 Exercise Physiology Training Adaptations or EXSS2027	Semester 1
EXSS3024 **Exercise, Health and Disease**	6	**P** (EXSS2027 Exercise physiology for Clinicians) or (EXSS2019 Exercise Physiology- Acute Responses and EXSS2022 Exercise Physiology Training Adaptations)	Semester 1
EXSS3042 **Nutrition for Health, Exercise & Sport**	6		Semester 1
NURS5007 **Mental Health Nursing Practice I**	6		Semester 2
SEMESTER 1 TOTAL: 24 CREDIT POINTS			
Semester 2			
EXSS3027 **Exercise and Rehabilitation**	6	**P** (EXSS2019 Exercise Physiology- Acute Responses, EXSS2022 Exercise Physiology Training Adaptations, and EXSS3024 Exercise, Health and Disease) or EXSS2027 Exercise Physiology for Clinicians	Semester 2
EXSS3038 **Ergonomics**	6	**A** BIOS1136 Functional Anatomy A, BIOS1139 Functional Anatomy B, EXSS1018 Biomechanics of Human Movement (or equivalent). *Note: Department permission required for enrolment in the following sessions: Semester 1*	Semester 1 Semester 2
NURS5005 **Biomedical Therapies and Nursing**	6		Semester 2
NURS5008 **Acute Care and Nursing Practice I**	6	**P** NURS5004	Semester 2
SEMESTER 2 TOTAL: 24 CREDIT POINTS			
Year 4 (first offered in 2009)			
Semester 1			
NURS6001 **Nursing Observations and Bio Parameters**	6		Semester 1
NURS6002 **Maternity, Child & Adolescent Nursing I**	6		Semester 1
NURS6003 **Nursing Care for Chronic Conditions**	6		Semester 1
NURS6004 **Nursing and the Politics of Health Care**	6		Semester 1
SEMESTER 1 TOTAL: 24 CREDIT POINTS			
Semester 2			
NURS6005 **Acute Care and Nursing Practice II**	6	**P** NURS5008 and NURS6001	Semester 2
NURS6006 **Mental Health Nursing Practice II**	6	**P** NURS5007	Semester 2
NURS6007 **Community Nursing**	6		Semester 2
NURS6008 **Inquiry and Research in Nursing**	6		Semester 2
SEMESTER 2 TOTAL: 24 CREDIT POINTS			
Notes			
1. Student can EXIT following Year one and still complete Bachelor of Applied Science (Exercise and Sport Science) in 3 years.			
2. Student can EXIT following Year two and still complete Bachelor of Applied Science (Exercise and Sport Science) in 3 years. To complete Bachelor of Applied Science (Exercise and Sport Science) degree in 3 years, they MUST declare this intention at commencement of Year 3, to allow taking a further 30 credit points of EXSS Units of Study. Therefore in Year 3 the exiting student could take Biomechanical Analysis of Movement in Semester 1, and in Semester 2 take Exercise Physiology - Training Adaptations and Muscle Mechanics and Training. Progression to the third and fourth years of this combined program requires a credit point average			

Units of study

BACH1161

Introductory Behavioural Health Sciences

Credit points: 6 **Session:** Semester 1, Semester 2 **Classes:** 4 hrs per week **Assessment:** Class exercise (17.5%), mid semester 1000 word essay (25%), end of semester examination (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).

Textbooks
TBA

BACH3130
Sport, Society & Social Theory

Credit points: 6 **Teacher/Coordinator:** Mr Ian Andrews **Session:** Semester 2 **Classes:** 2 hour lecture x 13 weeks **Prerequisites:** BACH1134 Health, Illness and Social Inquiry or BACH1130 Foundations of Health Sociology or Introducation to Health Sociology or BACH1161 **Prohibitions:** BACH3081 Sociology of Sport **Assessment:** 1 x 1000 word essay, 1 x 3000 word essay, 1 x 2 hour 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

BCHM2072
Human Biochemistry

Credit points: 6 **Teacher/Coordinator:** A/Prof Gareth Denyer **Session:** Semester 2 **Classes:** 2 lec/wk, 1 tut/fortnight, 4hr prac/fortnight **Prerequisites:** Either MBLG1001 and 12 credit points of Junior Chemistry or either MBLG2071 or MBLG2971 **Prohibitions:** BCHM2972, BCHM2002, BCHM2102, BCHM2902, BCHM2112 **Assessment:** One 3 hour exam, practical reports **Campus:** Camperdown/Darlington **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 at the cellular level. Cellular Metabolism describes how cells extract energy from fuel molecules like fatty acids and carbohydrates, how the body controls the rate of fuel utilization 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 utilization using radioactive tracers and the design of biochemical assay systems. During the unit of study, generic skills will be 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:** One 2 hour lecture per week and one 6 hour practical per fortnight. **Prerequisites:** (MBLG1001 and 12 CP of Intermediate BCHM/MBLG units (taken from MBLG2071/MBLG2971or BCHM2071/2971 or BCHM2072/2972)) or (42CP of Intermediate BMedSc units, including BMED2802 and BMED2804) **Prohibitions:** BCHM3972, BCHM3002, BCHM3902, BCHM3004, BCHM3904 **Assessment:** One 2.5 hour exam, prac 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 three 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 pathogenic 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 will consider 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 of 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
Alberts B et al Molecular biology of the cell (4th edition, Garland Science, 2002)

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:** MBLG1001 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. **Prohibitions:** BCHM3982, BCHM3002, BCHM3004, BCHM3902, BCHM3904 **Assessment:** One 2.5 hour exam, prac 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 utilization, 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 new methods, including magnetic resonance techniques, molecular biology methods and microarray technologies, as well as 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.

BIOS1133
Body Systems: Structure & Function I

Credit points: 3 **Teacher/Coordinator:** Dr Ann Murphy **Session:** Semester 2 **Classes:** On campus, 33 hrs **Assumed knowledge:** BIOS1130 Molecules and Energy or CHEM1101 Chemistry IA **Assessment:** Mid semester (MCQ) (20%), end of semester exams (MCQ/short answers) (80%) plus formative assessment with feedback **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit will present the gross anatomy, functional histology and physiology of the cardiovascular and respiratory systems. The material covered in this unit forms the foundation for subsequent biomedical and professional units of study. This unit includes laboratory classes at which human cadaveric material is studied; attendance at such classes is strongly encouraged.

BIOS1137
Introductory Neuroscience

Credit points: 3 **Teacher/Coordinator:** Dr Alan Freeman **Session:** Semester 1 **Classes:** 2 x 1 hr lec/wk, 9 hrs prac classes / semester **Assessment:** 1hr mid-semester written exam (30%), 2 hr end-semester written examination (60%) **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit introduces students to the basic structure and function of the nervous system. The physiological aspects of the unit cover the mechanisms of signal generation and transmission in the nervous system, spinal reflexes, the somatosensory and autonomic nervous systems and the descending motor pathways. The anatomy component of the unit presents the basic structure of the spinal cord and the brain.

BIOS1159
Functional Anatomy A - Exercise Science

Credit points: 6 **Teacher/Coordinator:** Dr Meg Stuart **Session:** Semester 1 **Classes:** 3 hrs lecture plus 2 hrs practical/tutorial per week **Assessment:** Mid semester exam (20%), end of semester prac exam (40%), end of semester exam (40%) **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit of study will commence with an introduction to the study of anatomy with particular reference to the musculoskeletal system. Content: a detailed study of the are gross anatomical structure and functional anatomy of the upper limb; the application of anatomical principles to the analysis of movement (for example, reaching and throwing); the histological features of the tissues of the musculoskeletal system, and the ways in which some of these tissues are altered by varying activity states. Students will be expected to undertake a number of independent learning activities and to participate in a number of online tutorials. This unit includes laboratory classes in which human cadavers are studied; attendance at such classes is strongly encouraged.

Textbooks

Palastanga, Field and Soames. Anatomy and Human Movement, 5th ed. Butterworth Heinemann.
Abrahams, Hutchings and Marks. McMinn's Colour Atlas of Anatomy, 5th ed. Mosby Publisher.

BIOS1160
Functional Anatomy B - Exercise Science

Credit points: 6 **Teacher/Coordinator:** Dr Catherine Willis **Session:** Semester 2 **Classes:** 5 hrs per week **Assessment:** Mid semester practical exam (30%), end semester practical exam (30%), end semester exam (40%) **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit of study presents a detailed study of the gross anatomical structure and functional anatomy of the lower limb, vertebral column, thorax and pelvis. Content will include application of anatomical principles to the analysis of movement. Students will be expected to undertake a number of independent learning activities including participating in on-line tutorials. This unit includes laboratory classes in which human cadavers are studied; attendance at such classes is strongly encouraged. A module examining the analysis of integrated movements of upper and lower limbs will also be presented.

BIOS2098
Body Systems: Structure & Function II

Credit points: 3 **Teacher/Coordinator:** Dr Patricia Woodman **Session:** Semester 1 **Classes:** 3x1hr lec/week weeks 1-10 **Assumed knowledge:** BIOS1130 Molecules and Energy or CHEM1101 Chemistry IA **Assessment:** 1x30 min exam (20%), 1x2hr exam (80%) **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit will present the gross anatomy, functional histology and physiology of the renal, digestive, reproductive and endocrine systems, with particular reference to adaptations occurring during exercise and the impact of exercise on system function where appropriate. In addition, immunology and immunological disorders will be covered.

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. **Corequisites:** Recommended concurrent units of study: 6 credit points of Junior Mathematics **Prohibitions:** CHEM1001, CHEM1109, CHEM1901, CHEM1903, CHEM1909 **Assumed knowledge:** HSC Chemistry and Mathematics **Assessment:** Theory examination (75%), laboratory exercises and continuous assessment quizzes (25%) **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 booklist 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 CHEM1001 or equivalent **Corequisites:** Recommended concurrent units of study: 6 credit points of Junior Mathematics **Prohibitions:** CHEM1002, CHEM1108, CHEM1902, CHEM1904, CHEM1908 **Assessment:** Theory examination (75%), laboratory exercises and continuous assessment quizzes (25%) **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. 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 booklist is contained in the booklet Junior Chemistry distributed at enrolment. Further information can be obtained from the School.

EXSS1018
Biomechanics of Human Movement

Credit points: 6 **Teacher/Coordinator:** Dr Rene Ferdinanand **Session:** Semester 1 **Classes:** 2 hours lectures, 2 hours tutorial/practicals **Assumed knowledge:** HSC Mathematics **Assessment:** Mid-semester exam, End of semester exam, Laboratory report **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit aims to develop an appreciation of how mechanical principles can be applied to understand the underlying causes of human movement. Topics include: kinematics, vectors, Newton's laws of motion, work, energy, power, and momentum; for both translational and rotational motion; and the influence of fluids on motion. Emphasis is placed on developing mathematical skills and analytical problem solving techniques. The laboratory classes complement the lectures; providing opportunities to validate mechanical principles in a quantitative manner.

EXSS1029
Muscle Mechanics and Training

Credit points: 6 **Teacher/Coordinator:** Mr Tom Gwinn **Session:** Semester 2 **Classes:** 3 hrs lec/week, 2 hrs prac/week **Prerequisites:** one of BIOS1130 Molecules and Energy, CHEM1101 Chemistry 1A, EXSS1031 Cell Metabolism and Biochemistry **Assumed knowledge:** BIOS1137 Introductory Neuroscience **Assessment:** mid semester exam (40%), end semester exam **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. Aspects related to cardiovascular risk and muscular injury relevant to high-resistance training are examined. Practical classes examine muscle structure and maximal voluntary responses.

Textbooks
No textbook required, students recommended to obtain Unit of Study Manual

EXSS1030
Sport First Aid/Trainer

Credit points: 3 **Teacher/Coordinator:** Dr Margaret Torode **Session:** Semester 1, Semester 2 **Classes:** on campus 3 hrs/week **Assessment:** mid semester exam (30%), prac (40%), end semester exam (30%) **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

Note: Department permission required for enrolment in the following sessions: Semester 1.

This unit aims to provide students with appropriate skills and training for the effective initial management of sport injury situations. On completion of the unit students will be able to execute immediate first aid care with particular attention to extreme environments, soft tissue injuries and demonstrate a sound understanding of communicable diseases and their precautions. Principles and practices for the role of the sports trainer in relation to specific injury management will also be explored.

EXSS1031
Cell Metabolism and Biochemistry

Credit points: 3 **Teacher/Coordinator:** Dr Kieron Rooney **Session:** Semester 1 **Classes:** 2 hrs lec/week, 3 hrs prac/week **Assumed knowledge:** Biology and Chemistry **Assessment:** mid semester exam (25%), practical report and end semester exam (75%) **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit of study will introduce students to the foundations of biochemistry. Students will gain an understanding of basic chemistry principles such as acid-base balance, chemical reactivity and enzyme regulation through their applications to energy production and consumption during physical activity. This unit of study will develop an appreciation for the role of different cellular components and their function in cell to cell communication, transport of molecules and bioenergetics of macronutrients. This unit of study will include tutorials and practical classes where students will gain some basic scientific and lab-based skills. Material covered in this unit of study will be used as a platform for further development in EXSS2017 Biochemistry of Exercise.

EXSS1032
Fundamentals of Exercise Science

Credit points: 6 **Session:** Semester 2 **Classes:** 3 hrs lec/week, 2 hrs prac/week **Assessment:** Practical skills mastery (10%), mid semester exam (30%), end of semester exam (40%) **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit encompasses the fundamental principles and practices of exercise science and the use and process of scientific measurement and analysis. The student will gain an understanding of the application of these fields to the assessment and development of physical fitness. The unit examines the energetics of exercise, measurement of human work performance and exercise responses in the laboratory, and the assessment of aerobic fitness. Results acquired in laboratory sessions will be used to examine measurement and data quality, data analysis and the presentation of data in both a graphical and written format.

EXSS1033
Principles of Exercise Science

Credit points: 3 **Session:** Semester 2 **Classes:** 3 hrs lect/week **Assessment:** mid semester exam (40%), end semester exam (60%) **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit provides the student with an understanding of the fundamental principles and practices of exercise science and its application to sport, fitness and rehabilitation. The unit examines the energetics of exercise, ergometry, standard screening procedures for fitness testing and the principles and practice of submaximal aerobic fitness testing.

EXSS1034
Sport Coaching

Credit points: 3 **Session:** Semester 2 **Classes:** 2 hrs lec/week, 2 hrs prac/week **Assessment:** Group project (30%), end of semester exam (50%), oral presentation (20%) **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

Note: Department permission required for enrolment.

This unit introduces students to a range of topics related to the area of sports coaching. This includes codes of behaviour, ethics, communication, skills teaching, games sense and information technology. Students will gain skills in coaching a range of discrete populations (e.g. children, aged and impaired).

EXSS2016
Motor Control

Credit points: 3 **Teacher/Coordinator:** Dr Margaret Torode **Session:** Semester 1 **Classes:** 2 hours lectures; 2 hours tutorials per week **Prerequisites:** BIOS1137 Introductory Neuroscience **Assessment:** Mid-semester exam, End semester exam **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit aims to provide students with an in-depth understanding of the control and acquisition of motor behaviours from the perspective of neuroscience. It will examine the nature and cause of movement 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:** 3 hours lectures; 3 hours practicals (alternate weeks) **Prerequisites:** (BIOS1130 Molecules and Energy) or (EXSS1031 Cell Metabolism and Biochemistry) **Assessment:** mid-semester exam (35%), end semester exam (50%), reports (12%), prac (3%) **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

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 representating 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:** 2 hours lectures; 2 hour practicals **Prerequisites:** EXSS1018 Biomechanics of Human Movement **Assessment:** Group project, mid semester exam and end of 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 conduct a 2-D video analysis project that makes use of a sophisticated computer software package (APAS). A secondary 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 Corinne Caillaud **Session:** Semester 1 **Classes:** 3 hours lectures; 2 hours practicals, 1 hour tutorials **Prerequisites:** BIOS1133 Body Systems: Structure and Function I and (one of EXSS1032 Fundamentals of Exercise Science, or EXSS1033 Principles of Exercise Science) **Assessment:** Mid semester exam, End of 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 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
Nutrition, Health and Performance

Credit points: 6 **Teacher/Coordinator:** Dr Helen O'Connor **Session:** Semester 2 **Classes:** 3 hours lectures; 3 hours practicals (alternate weeks) **Prerequisites:** EXSS2017 Biochemistry of Exercise **Assessment:** End-semester exam, Poster Assignment, Practical book. **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

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 life-style diseases are considered.

EXSS2022
Exercise Physiology Training Adaptations

Credit points: 6 **Teacher/Coordinator:** Dr Keiron Rooney **Session:** Semester 2 **Classes:** 3 hours lectures; 2 hours practicals **Prerequisites:** EXSS2019 Exercise Physiology - Acute Responses **Assumed knowledge:** EXSS2017 Biochemistry of Exercise **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 cardiovascular and metabolic adaptations to endurance, high resistance and interval/sprint training. Students will learn the mechanisms behind muscle damage and fatigue including acidosis and excitation-coupling failure. This unit will build on fundamental topics of EXSS2019 Exercise Physiology - Acute Responses and students will apply theory to practice with a hands on approach through regular tutorials and through conduct and critical analysis of different sprint training programs. By the end of this unit, students will be armed with sufficient knowledge of the physiological effects of exercise to better understand the influence of environmental stressors discussed in EXSS3021 Environmental Physiology.

EXSS2025
Motor Control and Learning

Credit points: 6 **Teacher/Coordinator:** A/Prof Nicholas O'Dwyer **Session:** Semester 2 **Classes:** 2 hrs lec/week, 2 hrs tut/week **Assumed knowledge:** EXSS2016 Motor control **Assessment:** Tutorial presentation,(15%), self scored mid semester exam (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.

EXSS2026
Growth, Development and Ageing

Credit points: 6 **Session:** Semester 2 **Classes:** 3 hrs lec/week, 1hr tut/week **Assessment:** Mid semester exam (40%), end of semester exam (60%) **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

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:** 3 hrs lec/week, 2 hrs prac/week **Prerequisites:** EXSS1032 Fundamentals of Exercise Science and BIOS1133 Body Systems: Structure & Function 1 **Assessment:** mid semester examination (20%), end semester exam (80%) **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit has a major focus on the acute cardiorespiratory and haemodynamic response to exercise in both healthy and diseased populations. The measures of maximal oxygen consumption and anaerobic threshold as determinants of cardiorespiratory performance in endurance events are discussed. In relation to these measures, the concept of acid-base balance is introduced. Physiological adaptations associated with endurance, high resistance and interval/sprint training will be explored. Students will learn the

mechanisms behind muscle damage and fatigue. The approach will be integrative, with particular attention given to the regulation of the changes in the cardiorespiratory, and metabolic systems during exercise.

EXSS3023
Exercise Testing and Prescription

Credit points: 6 **Teacher/Coordinator:** Dr. Jacqui Raymond **Session:** Semester 1 **Classes:** 3 hours lectures; 2 hours practicals **Prerequisites:** EXSS2022 Exercise Physiology Training Adaptations or EXSS2027 **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 **Session:** Semester 1 **Classes:** 3 hours lectures; 2 hours practicals (alternate weeks) **Prerequisites:** (EXSS2027 Exercise physiology for Clinicians) or (EXSS2019 Exercise Physiology- Acute Responses and EXSS2022 Exercise Physiology Training Adaptations) **Assessment:** Mid-semester exam, End semester exam, Report assignment **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

Regular physical activity (PA) has a wide range of muscular, metabolic and cardiovascular effects that are essential to the maintenance of normal physiological function. Thus the benefits of a physically active lifestyle extend beyond those of fitness and well-being to the active reduction of disease risk. 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 risk factors for chronic disease, and the management of people suffering from chronic disease or people who are at risk of chronic disease. The role of exercise testing in the diagnosis of disease will also be examined. Emphasis will be placed on the scientific evidence underpinning the use of exercise programs in those chronic diseases which are responsive to an exercise intervention.

EXSS3027
Exercise and Rehabilitation

Credit points: 6 **Session:** Semester 2 **Classes:** 3 hours lectures; 2 hours practicals (alternate weeks) **Prerequisites:** (EXSS2019 Exercise Physiology- Acute Responses, EXSS2022 Exercise Physiology Training Adaptations, and EXSS3024 Exercise, Health and Disease) or EXSS2027 Exercise Physiology for Clinicians **Assessment:** Report assignment, end of semester exam **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit examines exercise limitations and the use of exercise in the rehabilition of a wide range of health disorders such as diabetes, muscle disorders, arthritis, stroke and depression. Where relevant, the role of physical activity in the prevention of disease is addressed. A major part of the unit is concerned with the mechanisms of exercise-related injury. The specific applications of exercise training to rehabilitation from musculo-skeletal injury, including the special problems of spinal cord injury and wheel chair exercise, are discussed.

EXSS3036
Research and Practice

Credit points: 6 **Teacher/Coordinator:** Dr Mark Halaki **Session:** Semester 1 **Classes:** 1x1hr lec and 1x2hr prac/wk **Assumed knowledge:** Basic biomechanics, physiological and motor learning principles, basic hypothesis training, elementary knowledge of exercise science industry. **Assessment:** 1x1hr exam 35%, 1x2500wd research report 35%, 1x3000wd 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 & Immunology

Credit points: 6 **Session:** Semester 1 **Classes:** 3 hrs lec/week, 2 hrs tut/week **Prerequisites:** BIOS1133 Body Systems Structure and Function I, BIOS2098 Body Systems Structure and Function II, EXSS2019 Exercise Physiology - Acute Responses. **Assessment:** assignment (30%), mid-semester exam (30%), end semester exam (40%) **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. Students will gain an understanding of the pharmacokinetic and pharmacodynamic action of drugs in the body. Drugs used for therapeutic medication, for recreational purposes and for performance enhancement in sport, as well as the interaction of exercise and drug action will be explored. The nature of immunity, the immune response, pathological disorders of the immune system and effects of exercise on the immune system will be examined.

EXSS3038
Ergonomics

Credit points: 6 **Teacher/Coordinator:** Damien O'Meara **Session:** Semester 1, Semester 2 **Classes:** 2 hrs lec/week, 2 hrs prac/week **Assumed knowledge:** BIOS1136 Functional Anatomy A, BIOS1139 Functional Anatomy B, EXSS1018 Biomechanics of Human Movement (or equivalent). **Assessment:** mid semester exam (30%), assignment (30%), end of semester exam (40%) **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

Note: Department permission required for enrolment in the following sessions: Semester 1.

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 performed across a spectrum of settings, including occupational, sport, and activities of daily living. Specifically through the application of anatomy, biomechanics, and exercise and environmental physiology an understanding of the principles of matching environmental and task related parameters to human characteristics will be developed. This knowledge has application to OH&S, sport safety and the development of accessible environments for functionally impaired.

Textbooks
Introduction to Ergonomics. Bridger, R.S. (1995). McGraw-Hill: New York (2003), 2nd Edition, Taylor & Francis, London

EXSS3039
Applied Biomechanics

Credit points: 6 **Teacher/Coordinator:** Dr Rene Ferdinands **Session:** Semester 1, Semester 2 **Classes:** 2x1hr lec and 2x1hr tut/wk **Prerequisites:** EXSS1018 Biomechanics of Human Movement **Assessment:** 1x1hr mid-semester exam 20%, 1 written assignment 20%, 1x2hr end semester exam 60% **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

Note: Department permission required for enrolment in the following sessions: Semester 1.

The prime focus of this unit is the application of biomechanical principles to the analysis, understanding, assessment, feedback and improvement of physical performance and the prevention of injury. Case studies of physical tasks in clinical, sporting, recreational and workplace settings will be undertaken. Many of the case studies involve the development of practical assessment competency. Skills in forward, inverse and fluid dynamics will be developed for application to the case studies.

EXSS3040
Physiological Testing and Training

Credit points: 6 **Session:** Semester 1, Semester 2 **Classes:** 2 hrs lec/week, 2 hrs prac/week **Prerequisites:** EXSS2022 Exercise Physiology Training Adaptations. **Assessment:** med semester exam (40%), end semester exam (60%) **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

Note: Department permission required for enrolment in the following sessions: Semester 1.

This unit of study provides students with both theoretical knowledge and practical skills (laboratory and field based) for the physiological assessment and training of elite athletes. The application of current tests and measurements in sports science together with training theory 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 training 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 **Session:** Semester 1, Semester 2 **Classes:** 2 hrs lec/week, 1 hr tut/week **Assessment:** Assignment (40%), end of semester exam (60%) **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

Note: Department permission required for enrolment in the following sessions: Semester 1.

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 & Sport

Credit points: 6 **Teacher/Coordinator:** Dr Helen O'Connor **Session:** Semester 1 **Classes:** 3 x 1 hr lecture per week for 4 weeks 2 x 1 hr lecture for 9 weeks 1 x 1 hr tutorial for 9 weeks **Assessment:** poster presentations (10%), case based small group work assignments (20%), practical anthropometry examination (20%) and end semester exam (50%) **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 rational 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.

EXSS4004
Honours Thesis A

Credit points: 24 **Session:** Semester 1 **Classes:** No on-campus classes, although workshop attendance is compulsory **Assessment:** Continuous assessment and 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 **Session:** Semester 2 **Classes:** No on-campus classes, although workshop attendance is compulsory **Prerequisites:** EXSS4004 Honours Thesis - Part A **Assessment:** Continuous assessment and 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.

MATH1011
Life Sciences 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 **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 to provide calculus for students of the life sciences who do not intend to undertake higher year mathematics and statistics. It includes the fitting of data to various functions, introduces finite difference methods, and it 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

MBLG1001
Molecular Biology and Genetics (Intro)

Credit points: 6 **Teacher/Coordinator:** Dr Dale Hancock **Session:** Semester 2 **Classes:** Two 1 hour lectures per week; one 1 hour tutorial and one 4 hour practical per fortnight. **Prohibitions:** AGCH2001, BCHM2001, BCHM2101, BCHM2901, MBLG2101, MBLG2901, MBLG2001, MBLG2111, MBLG2771, MBLG2871 **Assumed knowledge:** 6 credit points of Junior Biology and 6 cp of Junior Chemistry **Assessment:** One 2.5 hour exam, in-semester skills test and assignments **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

The lectures in this unit of study introduce the "Central Dogma" of molecular biology and genetics -i.e., the molecular basis of life. The course begins with the information macro- molecules in living cells: DNA,RNA and protein, and explores how their structures allow them to fulfill their various biological roles. This is followed by a review of how DNA is organised into genes and chromosomes leading to discussion of gene expression (transcription and translation) and replication. The unit concludes with an introduction to the techniques of molecular biology and, in particular, how these techniques have led to an explosion of interest and research in Molecular Biology. The practical component complements the lectures by exposing students to experiments which explore the measurement of enzyme activity, the isolation of DNA and the 'cutting' of DNA using restriction enzymes. However,a key aim of the practicals is to give students higher level generic skills in computing, communication, criticism, data analysis/evaluation and experimental design.

Textbooks
Malacinski,G M The Essentials of Molecular Biology (4th edition, Jones and Bartlett,2003)

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 and 12 CP of Junior Chemistry. **Prohibitions:** MBLG2971, MBLG2771, MBLG2871, MBLG2001, MBLG2101, MBLG2901, MBLG2111, PLNT2001, AGCH2001, BCHM2001, BCHM2101, BCHM2901 **Assessment:** One 2.5 hour exam, practical work, 2 assignments. **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

Note: Students enrolled in the combined BAppSc (Exercise and Sport Science)/BSc(Nutrition) must have completed all Junior units for this course prior to enrolling in this unit.

This unit of study extends the basic concepts introduced in MBLG1001 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. Experiments in model organisms are provided to illustrate how the field has advanced, together with discussion of work carried out in human systems and the relevance to human genetic diseases. The tools of molecular biology are taught within the context of recombinant DNA-cloning - with an emphasis on essential knowledge required to use plasmid vectors to produce proteins from cloned genes, the use of genomic libraries, cDNA libraries, and methods for screening libraries. The methods of gene introduction (examples of transgenic plants and animals) are also discussed. Other techniques include PCR methodology and its use for cloning specific genes and detection of polymorphisms, separating DNA fragments by gel electrophoresis and analysis of macromolecules by Southern, Northern & Western blotting. In the genomics section, topics include assigning genes to specific chromosomes, high resolution chromosome mapping, DNA markers, 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 PCR analysisAs with MBLG1001, strong emphasis is placed on the acquisition of generic and technical skills.

Textbooks
Watson, J et al. Molecular Biology of the Gene (5th edition, Pearson, 2004)

NURS5001
Nursing Concepts: Bodies and Boundaries

Credit points: 6 **Session:** Semester 1 **Classes:** Seminars **Assessment:** Assignments, exam **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

In this unit of study the concept of embodiment will be used to examine nursing and nurses' practice, exploring both the physical body and the lived body as experienced and interpreted by the patient and the nurse. This unit is closely related to two other units of study: Observation, Assessment & Nursing and Applied Nursing Practice. The unit explores the relevant literatures on: how different cultures have evolved social practices to govern the body and its products and functions; and why the study of these is central to successfully and safely providing nursing care for patients. Students will also study the legislative and regulatory frameworks relating to nurses' professional and legal boundaries and the origins and purposes of these governing frameworks. The ultimate purpose of the unit is the mindful application of the insights gained here to understanding the clinical context of nurses' care of the physical body and the patient's experiences of nursing care.

NURS5002
Social Contexts of Health

Credit points: 6 **Session:** Semester 1, Semester 2 **Classes:** Seminars, tutorials **Assessment:** Assignments, exam **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

All ideas, beliefs and understandings about health and illness are intrinsically connected to particular social and historical contexts. This unit of study explores a range of such ideas and beliefs from different societies and different historical eras. A major component of this unit will be Indigenous health and history, including Indigenous ideas and beliefs about health and illness. The unit also explores established theories about health and illness from western and non-western perspectives. .Drawing on these theories the unit critically analyses the relationship between social factors (for example ethnicity, gender, socioeconomic status, employment) and patterns of health and illness in contemporary Australia. A focus on contemporary Indigenous Australian health is an important aspect of this unit of study. Current issues related to health and illness in Australia and its region are also explored in this unit.

NURS5003
Observation in Nursing Practice

Credit points: 6 **Session:** Semester 1a **Classes:** lectures, tutorials **Assessment:** assignments, exam **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit of study provides an opportunity to observe and assess approaches to health care such as the biomedical model, the role of preventative and community-based care and complementary and alternative treatments. Observation of specific issues surrounding Indigenous approaches to health care and the increasing aged and chronically ill populations will be explored. The unit focuses on the roles and relationships among nurses, patients and other health professionals in practice settings. Regular clinical visits, with an experiential and reflective approach to learning, provides opportunities for students to gain insight into the provision and receipt of nursing care across a broad spectrum of nurses' working environments. Students will learn how to observe for symptom clusters associated with common illnesses and the processes of clinical nursing assessment will be introduced during the clinical visits.

NURS5004
Applied Nursing Practice

Credit points: 6 **Session:** Semester 1b **Classes:** lectures, labs, tutorials **Assessment:** assignments, exam, clinical placements **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit of study builds on the unit, Observation in Nursing Practice, and will further develop the principles of caring, communication and critical thinking within nursing practice. Practices concerning patient hygiene and comfort, specific observations of the body, infection control (including asepsis and standard and additional precautions, and environmental safety) will be studied. Nursing practices, which are designed to assist those experiencing hospitalisation, will be addressed, including: maintenance of fluid status, skin integrity, mobility, the effective levels of pain relief and oxygenation. This knowledge will be extended to incorporate the experience of both patients and nurses when the body fails to function as expected, particularly where surgery is required. There will be regular clinical visits and a period of clinical placement to further develop the knowledge and skills gained in the unit, Observation in Nursing Practice.

NURS5006
Illness Experience and Nursing Care

Credit points: 6 **Session:** Semester 2 **Classes:** Seminars, tutorials **Assessment:** Assignments, exam **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

The ways in which individual people subjectively experience illness and care, particularly nursing care, is the focus of this unit of study. The unit examines theories of human consciousness, emotionality and embodiment. It addresses the use of qualitative research methodologies, and the findings of key studies, for exploring illness experiences. Many different illness experiences are examined, and attention is drawn to such factors as emotions arising in illness, issues of embodiment, and social attitudes to illness (for instance, stigmatisation of some illnesses). The nurse-patient relationship is

critically examined, particularly in relation to emotions arising in this context, nurses' attitudes towards a range of illnesses, and contemporary models of care. Students are involved in a research project that requires them to draw on theories about qualitative research methodologies.

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:** MBLG1001 and CHEM (1001 or 1101 or 1901 or 1903 or 1909) and CHEM (1002 or 1102 or 1902 or 1904 or 1908) and BIOL (1001 or 1101 or 1901) and BIOL (1002 or 1003 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. **Prohibitions:** NUTR2901 **Assessment:** One 3 hour exam, one 1 hour theory of practical exam, one assignment and 4 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

Charley H & Weaver C, Foods: A Scientific Approach 3rd Edition, Prentice Hall Inc.: New Jersey, 1998.
English R & Lewis J, Nutritional values of Australian Foods, AGPS: Canberra.
Mann J & Truswell AS, Essentials of Human Nutrition, Oxford University Press: Oxford. 3rd Edition 2006.

NUTR2912
Nutritional Science Introductory (Adv)

Credit points: 6 **Teacher/Coordinator:** Dr Kim Bell-Anderson **Session:** Semester 2 **Classes:** Three 1 hour lectures and one 2.5 hour practical per week. **Prerequisites:** MBLG1001 and CHEM (1001 or 1101 or 1901 or 1903 or 1909) and CHEM (1002 or 1102 or 1902 or 1904 or 1908) and BIOL (1001 or 1101 or 1901) and BIOL (1002 or 1003 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. **Prohibitions:** NUTR2902 **Assumed knowledge:** NUTR2911 **Assessment:** One 3 hour exam, one 1 hour theory of practical exam, one assignment. **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

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

Proudlove RK, The Science and Technology of Foods, Forbes: London, 1985.
English R and Lewis J, Nutritional values of Australian Foods, AGPS: Canberra.
Mann J and Truswell AS, Essentials of Human Nutrition, Oxford University Press: Oxford. 3rd Edition, 2006.

NUTR3911
Nutritional Assessment Methods

Credit points: 6 **Teacher/Coordinator:** Dr Karen Webb **Session:** Semester 1 **Classes:** One 2 hour lecture, one 1 hour tutorial and one 2 hour practical per week. **Prerequisites:** NUTR2911 and NUTR2912 **Prohibitions:** NUTR3901 **Assessment:** 1 assignment, 3 practical reports, 3 tutorial papers **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

Basic concepts in nutritional status; four methods of dietary assessment in individuals, advantages and limitations; validation of dietary methods; nutritional guidelines, targets and recommended dietary intakes; computerized nutrient analysis; limitations of food composition analysis. Behavioural influences on food intake. Nutritional assessment of individuals through clinical examination and commonly used laboratory biochemical tests for nutritional status; methods used to diagnose nutritional deficiencies; specificity, reliability of biochemical tests. Anthropometry and body composition; soft tissue measurement; percent body fat; reference standards; growth standards and percentiles.

Textbooks

Principles of Nutritional Assessment. 2nd ed. R.S. Gibson, Oxford University Press, New York, 2005.
Nutritional Assessment. A Laboratory Manual. RS Gibson, Oxford University Press, New York, 1993.

NUTR3912
Community and Public Health Nutrition

Credit points: 6 **Teacher/Coordinator:** Ms Soumela Amanatidis. **Session:** Semester 2 **Classes:** One 3 hour lecture and one 2 hour practical per week. **Prerequisites:** NUTR2911 and NUTR2912 **Prohibitions:** NUTR3902 **Assessment:** One 1 hour exam, 3 assignments **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit of study covers topics such as nutrition through the Life cycle from infancy to old age; nutrition in vulnerable groups such as low income groups, indigenous populations and homeless youth 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. It also looks at current public health nutrition strategies for promoting health and preventing diet related diseases. The delivery of material involves lectures, tutorials and workshops.

Textbooks

Hawe P, Degeling D and Hall J. Evaluating Health Promotion: A health worker's guide. McLennan and Petty, 1990. ISBN: 086 4330677.
Germov J and Williams L (Editors). A Sociology of Food and Nutrition (The Social Appetite). 2nd Edition, Oxford University Press, 2004. ISBN: 019550609.
Mann J & Truswell AS, Essentials of Human Nutrition. Oxford University Press, 2002. ISBN: 0-19-262756-2.

NUTR3921
Methods in Nutrition Practice

Credit points: 6 **Teacher/Coordinator:** Ms Soumela Amanatidis **Session:** Semester 1 **Classes:** One 2 hour lecture and one 3 hour practical per week. **Prerequisites:** NUTR2911 and NUTR2912 **Prohibitions:** NUTR3901 **Assessment:** One 2 hour exam **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

Basic concepts in nutritional epidemiology, advantages and limitations of epidemiological methods; biological markers of chronic disease; use of biostatistical tools in epidemiology; critical interpretation of published data. Survey questionnaire design and statistics.

Textbooks

Beagolehole, R, Bonita, R, Kjellstrom, T, Basic Epidemiology, World Health Organisation, Geneva, 2003, ISBN 924154465
Gibso, R, Principles of Nutritional Assessment, 2nd Ed., Oxford University Press, New York, 2005.

NUTR3922
Nutrition and Chronic Disease

Credit points: 6 **Teacher/Coordinator:** Ms Soumela Amanatidis **Session:** Semester 2 **Classes:** One 3 hour lecture and one 2 hour workshop per week. **Prerequisites:** NUTR2911 and NUTR2912 **Prohibitions:** NUTR3902 **Assessment:** One 2 hour exam, 2 assignments **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

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. These include National Dietary Guidelines, Recommended Dietary Intakes, food legislation and Commonwealth and State food policies. Students will also get an opportunity to examine the current popular fad diets on the market. There is also a section on developing communication skills for promoting positive nutrition messages using the media. The delivery of material involves lectures, tutorials and workshops.

Textbooks

Mann J & Truswell AS, Essentials of Human Nutrition. Oxford University Press, 2002. ISBN: 0-19-262756-2.

Bauer K and Sokokil C. Basic Nutrition Counselling Skills. Wadsworth, 2002. ISBN: 0727 916645.

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 **Assumed knowledge:** STAT (2011 or 2002) **Assessment:** One 2 hour exam, assignments, quizzes, computer practical reports, one 1 hour computer practical class assessment task. **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.

11. Health Information Management

Courses of study

From 2007 a professional qualification four year combined degree, the Bachelor of Health Sciences/Master of Health Information Management will be offered to replace the previous Bachelor of Applied Science (Health Information Management) course.

There are four postgraduate coursework programs offered in the discipline of Health Information Management.

- The Master of Health Information Management is a coursework program designed to prepare specialists in the management of health information systems and the management of health information service departments. Graduates of this program are qualified health information managers.
- The Master of Health Science (Health Informatics) provides graduates with a theoretical and practical understanding of the role of information and communication technologies used in health care. The program in health informatics focuses on three central knowledge areas: principles and applications of health informatics; database management systems and the classification of health data; and managing the integration of health informatics within the health care environment.
- The Graduate Certificate of Health Science (Clinical Data Management) is designed to provide health professionals with a working knowledge of the management of clinical data used in clinical trials and other projects. The program is delivered in flexible mode with part distance delivery and part workshop presentations. On successful completion of the Graduate Certificate program in clinical data management, students may apply to articulate into the Master of Health Science (Clinical Data Management) with credit transfer of units completed.
- The Master of Health Science (Clinical Data Management) offers advanced study in the design and management of clinical trials and other related projects. The course is suitable for data managers, health information managers and other health professionals working with, or planning to work with, clinical data and other health databases. This program is offered in flexible mode with one part of the program offered by distance and one part delivered via workshops and block mode teaching.

The postgraduate research degrees include Master of Applied Science (Health Information Management) and a PhD program. These programs provide graduates with an opportunity for research and scholarship in an area of study related to health information management. Research areas include electronic health information systems, health classification/terminologies and population health.

Professional information

Health information managers and health informaticians are key members of the health care team, responsible for the design, implementation and management of patient and facility-related health information. A career in health information management/health informatics provides a unique opportunity to combine an interest in medical science, information technology and management. The role of the health information manager/health informatician is dynamic and involves close liaison with medical, nursing and allied health staff, administrative staff, bureaucrats and the public. Health information management/health informatics is an expanding field that offers a broad range of career opportunities and, due to the changing patterns of health care delivery, management, and advances in information technologies, qualified health information managers/health informaticians are in demand. Jobs are interesting and challenging and graduates are rewarded with competitive salaries.

The Health Information Management Association of Australia officially represents the profession and promotes the continuing education of its members through regular seminars, workshops and conferences. All students enrolled in the Bachelor of Health Sciences/Master of Health Information Management and the Master of Health Information Management are eligible for student membership of the Association, and upon satisfactory completion of the degree, are eligible for full membership.

Further information

Telephone: +61 2 9351 9494
Email: himinfo@fhs.usyd.edu.au
Website: http://www.fhs.usyd.edu.au/

Bachelor of Applied Science (Health Information Management)

No first year intake from 2007

The combined degrees of Bachelor of Health Sciences/Master of Health Information Management replace the previous Bachelor of Applied Science (Health Information Management) course. See chapter 25 for more information about the combined degrees.

Honours program

Students are advised to contact the course coordinator for specific information related to the Health Information Management honours program.

Students in the honours program complete all units in the pass course except BACH2127 Health Policy and Service Delivery, and they may choose either the unit of study.

- BACH1136 Clients Practitioners and Organisations or
- BACH1146 Analysing Qualitative Health and Social Research

In addition, honours students must complete BACH4043 Intermediate Statistics in third year and the following two units as the fourth year of study:

- HIMT4048 Research Project Part A, and
- HIMT4049 Research Project Part B.

Course outline

The course outlines for the Bachelor of Applied Science (Health Information Management) Pass and Honours are presented in Tables 11.1, 11.2, and 11.2.1.

Table 11.1: Bachelor of Applied Science (Health Information Management) Honours

Unit of study	*Credit points*	*A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition*	*Session*
Course code SH017: Honours program; full-time, 4 years			
Year 4 (last offered in 2007)			
Semester 1			
HIMT4048 **Research Project A**	24		Semester 1
SEMESTER 1 TOTAL: 24 CREDIT POINTS			
Semester 2			
HIMT4049 **Research Project B**	24		Semester 2
SEMESTER 2 TOTAL: 24 CREDIT POINTS			

Table 11.2: Bachelor of Applied Science (Health Information Management) Pass

Unit of study	*Credit points*	*A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition*	*Session*
Course code SH096: Pass course; full-time, 4 years: Honours program; full-time, 4 years			
Year 2 (last offered in 2007)			
Semester 1			
BACH1143 **Designing Health Research**	3		Semester 1 Semester 2
BIOS2095 **Body Functions**	4		Semester 1 Semester 2
HIMT2052 **Medical Science B**	6		Semester 1
HIMT2053 **Management Principles and Practice A**	5		Semester 1
HIMT2054 **Fundamentals of Programming**	6	**P** HIMT1054 Microcomputing Essentials *Note: Department permission required for enrolment in the following sessions: Semester 2*	Semester 1 Semester 2
SEMESTER 1 TOTAL: 24 CREDIT POINTS			
Semester 2			
BACH1145 **Quantitative Health and Social Research**	3	**A** Basic mathematics	Semester 1 Semester 2
BIOS2096 **Body Functions and Disease**	4	**A** BIOS2095 Body Functions *This unit will also be available in distance mode for off-campus students and possibly repeating students*	Semester 1 Semester 2
HIMT2055 **Classification Principles**	6	**P** HIMT1052 Clinical Terminology and HIMT1055 Medical Science A	Semester 2
HIMT2056 **Health Informatics C**	6		Semester 2
HIMT2057 **Professional Practice A**	5	**P** HIMT1053 Health Informatics A.	Semester 2
SEMESTER 2 TOTAL: 24 CREDIT POINTS			
Year 3 (first offered in 2007)			
Semester 1			
HIMT3054 **Medical Science C**	4	**P** HIMT2052 Medical Science B	Semester 1
HIMT3055 **Casemix/Practical Coding**	4	**P** HIMT2055 Classification Principles	Semester 1
HIMT3056 **Management Principles and Practice B**	6		Semester 1
HIMT3057 **Database Theory and Applications**	6	**P** HIMT1054 Microcomputing Essentials, HIMT2054 Fundamentals of Programming	Semester 1
HIMT3058 **Professional Practice B**	4	**P** HIMT2057 Professional Practice A, HIMT2053 Management Principles and Practice A	Semester 1
SEMESTER 1 TOTAL: 24 CREDIT POINTS			

Unit of study	*Credit points*	*A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition*	*Session*
Semester 2			
BACH4046 **Survey Research Methods**	3		Semester 2
or			
HIMT3059 **Introductory Epidemiology**	3		Semester 2
and			
HIMT3060 **Essentials of Classifications A**	6	**P** HIMT3055 Casemix/Practical Coding	Semester 2
HIMT3061 **Legal Aspects of Health Care**	3		Semester 2
HIMT3062 **Managing Human Resources**	6		Semester 2
HIMT3063 **Health Informatics D**	6		Semester 2
SEMESTER 2 TOTAL: 24 CREDIT POINTS			
Year 4 (first offered in 2008)			
Semester 1			
BACH2127 **Health Policy and Service Delivery**	3	**P** BACH1130 Foundations of Health Sociology or BACH1098 Introduction to Health Sociology	Semester 2
BACH1146 Qualitative Health and Social Research [3]			
Essentials of Classification B [6]			
Financial Management in Health Services [6]			
Contemporary Issues in Health Information A [6]			
SEMESTER 1 TOTAL: 24 CREDIT POINTS			
Semester 2			
Professional elective (see notes below) [6]			
Contemporary Issues in Health Information B [12]			
Professional Practice C [6]			
SEMESTER 2 TOTAL: 24 CREDIT POINTS			
Notes			
Pass students are required to take professional electives (to the value of 6 credit points) in the specialist stream of their choice from the following academic units: Management or Research units from Behavioural and Community Health Sciences; Information Science or Technology units from the School of Information Technologies; Medical Science units from Biomedical Sciences.			

Table 11.2.1: Bachelor of Applied Science (Health Information Management) Honours

Unit of study	*Credit points*	*A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition*	*Session*
Honours program; full-time, 4 years			
Year 2			
As per Pass course			
Year 3 (first offered in 2007)			
Semester 1			
As per Pass course			
Semester 2			
BACH1147 **Qualitative Health and Social Research**	3		Semester 2
or			
BACH4046 **Survey Research Methods**	3		Semester 2
or			
HIMT3059 **Introductory Epidemiology**	3		Semester 2
and			
HIMT3060 **Essentials of Classifications A**	6	**P** HIMT3055 Casemix/Practical Coding	Semester 2
HIMT3061 **Legal Aspects of Health Care**	3		Semester 2
HIMT3062 **Managing Human Resources**	6		Semester 2

Unit of study	Credit points	A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition	Session
HIMT3063 **Health Informatics D**	6		Semester 2
SEMESTER 2 TOTAL: 24 CREDIT POINTS			
Year 4 (first offered in 2008)			
Semester 1			
Essentials of Classification B [6]			
Contemporary Issues in Health Information A [6]			
Research Project I [12]			
SEMESTER 1 TOTAL: 24 CREDIT POINTS			
Semester 2			
Research Project II [24]			
SEMESTER 2 TOTAL: 24 CREDIT POINTS			

Professional experience

Professional experience provides students with a variety of learning experiences which relate both to the theoretical content of the classroom and to their future professional career goals. A range of field-based activities are organised in selected learning sites which include hospitals, community care centres, research units and the Department of Health (NSW).

Identification badges

All students must wear identification badges during practical placements.

Clinical practice dates

Year 2

One day per week for 5 weeks in Semester 2.

Year 3

2 week intrasemester block.

Units of study

BACH1143
Designing Health Research

Credit points: 3 **Teacher/Coordinator:** Dr Rob Heard, Ms Adrienne Withall **Session:** Semester 1, Semester 2 **Classes:** 1hr lecture per week and fortnightly tutorials **Assessment:** 1500 word group report due weeks 11-12 (40%), 1.5 hr MCQ/SA exam in weeks 15/16 (60%) **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit is designed to introduce students to the practicalities of the research process in both qualitative and quantitative aspects. As well as an introduction to submission of an institutional ethics proposal and development of a research questionnaire, concepts of experimental validity, single case research and group experimental research are developed. In doing so, research ethics, development of research questions and introduction to sampling will be covered. Students will develop skills in a selection of interview, survey, observational and epidemiological research designs. Database and literature review techniques will be introduced as well as issues of reliability, validity, evidence-based practice, critical appraisal and program evaluation.

BACH1145
Quantitative Health and Social Research

Credit points: 3 **Teacher/Coordinator:** Ms Karen Pepper **Session:** Semester 1, Semester 2 **Classes:** 1 hr lecture, 1 hr tutorial per week **Assumed knowledge:** Basic mathematics **Assessment:** 1000 word assignment (40%), 1.5 hour MCQ examination (60%) **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit introduces prospective health science practitioners and researchers to methods for exploring, analysing, understanding and interpreting quantitative data. It aims to provide an understanding of the main ideas of statistics and useful skills for working with data as well as to introduce students to common data analysis tools. Methods for collecting, exploring and presenting data are discussed from the perspective of the practitioner. Graphical methods and descriptive statistics are emphasised throughout the unit and precede all analysis techniques. The normal and sampling distributions are introduced. The early emphasis in this unit will be placed on explaining; patterns in data, outliers and variability. Random sampling in the context of randomised comparative experiments precedes an introduction to statistical inference for comparisons and relationships. Methods for parametric and non-parametric inference are introduced for one, two and multiple samples. The unit also introduces students to techniques of epidemiological data analysis. Students will use data analysis software packages that are in common use in employment settings. The nexus between qualitative and quantitative methodologies is explored, throughout the unit, in the context of inference and scientific method.

BACH1147
Qualitative Health and Social Research

Credit points: 3 **Teacher/Coordinator:** Dr Toni Schofield **Session:** Semester 2 **Classes:** 1 hr lecture per week, 1 hr tutorial every alternate week, commencing in weeks 2 and 3 **Assessment:** 2x1500 word assignments (50% each) **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.

BACH4046
Survey Research Methods

Credit points: 3 **Teacher/Coordinator:** Dr Kate O' Loughlin **Session:** Semester 2 **Classes:** Monday 5-8pm **Assessment:** 1x8page essay 50%, 1x10page 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.

BIOS2095
Body Functions

Credit points: 4 **Teacher/Coordinator:** Dr Elizabeth Hegedus **Session:** Semester 1, Semester 2 **Classes:** Lectures, tutorials and on-line modules **Assessment:** MCQ and SAQ (40%), end of semester exam (60%) **Campus:** Cumberland **Mode of delivery:** Distance Education

This unit of study will provide the students with an integrated understanding of the structure and function of the human body. The content will be based on the concept of homeostasis in health and disease. This will be developed in terms of 'body systems'. The unit will build upon material in BIOS1126 Human Biology and Biochemistry and will provide a knowledge base for further studies in biomedical sciences. The learning methodology will include: on-line modules with embedded formative assessments, complemented by lectures and tutorials. Collaborative learning will be encouraged with the provision of on-line discussion forums and e-mail. Profession-specific work sheets will allow students to understand the application of biomedical principles to their personal context.

Textbooks
Shier D., Butler J. and Lewis R. Hole's Essentials of Human Anatomy and Physiology, 8th ed. McGraw-Hill Higher Education. 2000.

BIOS2096
Body Functions and Disease

Credit points: 4 **Teacher/Coordinator:** Dr Elizabeth Hegedus **Session:** Semester 1, Semester 2 **Classes:** 15x1hr lec and 2x1hr worksheets **Assumed knowledge:** BIOS2095 Body Functions **Assessment:** 1x1hr exam 40%, 1x2hr exam 60% **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

Note: This unit will also be available in distance mode for off-campus students and possibly repeating students

This unit continues from BIOS2095 Body Functions and builds the students' understanding of disease processes and the associated medical terminology. This will include: an introduction to mechanisms of disease and basic pathophysiology; study of the blood and immune systems and associated disorders followed by a discussion of cross infection and principles of infection control; disorders and principles of disease management, including an introduction to basic pharmacology in the following body systems: cardiovascular, respiratory, gastrointestinal, endocrine, reproductive, renal, nervous and musculoskeletal systems. Student learning will be facilitated with lectures and profession-based tutorials, together with CD ROM and web based material.

Textbooks
Mulvihill M.L., Zelman M., Holdaway P., Tompary E., Turchany J. Human Diseases: A Systemic Approach, 5th ed. New Jersey. Prentice-Hall. 2001.

HIMT2052
Medical Science B

Credit points: 6 **Teacher/Coordinator:** Dr Joe Qi Rong Huang **Session:** Semester 1 **Classes:** 2 hrs lectures/wk **Assessment:** 2 x test 30% each, 2hr exam 40% **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit continues to present an overview of common disorders that are pertinent to neurological system, gastrointestinal system, liver and biliary tract, endocrine system, renal system, psychiatrics, and skin. It aims to teach students the knowledge of understanding disease aetiology and pathophysiology, and describing clinical presentations, diagnostic testing, and treatment strategies of various clinical entities. Learning is alo offered through webCT. Lectures are assisted with videos and slides on clinical examinations and disease presentations

Textbooks
Kumar P. & Clark M. Clinical Medicine (5th ed). London. WB Saunders. 2002

HIMT2053
Management Principles and Practice A

Credit points: 5 **Teacher/Coordinator:** Ms Anne Marks **Session:** Semester 1 **Classes:** 2 hrs seminar/wk **Assessment:** essay 40%, presentation 20%, 1hr exam 40% **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit of study introduces students to the principles of management and their application to the health information management profession. Topics covered include traditional and contemporary theories of management, business communication skills, decision making, motivation and conflict resolution.

Textbooks
Robbins S.P., Bergman R., Staff I. & Coulter M. Management (3rd ed). Australia. Prentice Hall. 2003

HIMT2054
Fundamentals of Programming

Credit points: 6 **Teacher/Coordinator:** Ms Angelika Lange **Session:** Semester 1, Semester 2 **Classes:** 2 hrs lectures and 2 hrs tutorials/wk **Prerequisites:** HIMT1054 Microcomputing Essentials **Assessment:** 2 x test 30% each, 1hr exam 40% **Practical field work:** 2 hour tutorials each week will enable students to practise their theoretical knowledge gained in lectures **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

Note: Department permission required for enrolment in the following sessions: Semester 2.

This unit is the link between the units Microcomputing Essentials and Database Theory and Applications. It introduces students to structured programming, using the language C. Standard techniques generally employed in programming, the syntax of C, program design aids (Nassi-Shneiderman Diagrams), data-types and data structures are covered. This unit also provides an introduction to object-oriented concepts in programming. The unit is designed to give students an understanding of one of the languages that programmers use when they write software programs and an appreciation of a programmer's role in helping HIMs to design information systems. Practical: 2 hour tutorials each week will enable students to practise their theoretical knowledge gained in the lectures.

Textbooks
Royce T. C Programming. London. Macmillan. 1996

HIMT2055
Classification Principles

Credit points: 6 **Teacher/Coordinator:** Ms Michelle Bramley **Session:** Semester 2 **Classes:** 1 hr lectures and 2 hr tutorials/wk **Prerequisites:** HIMT1052 Clinical Terminology and HIMT1055 Medical Science A **Assessment:** 2 x 1hr prac test 25% each, theory test 20%, 1hr exam 30% **Practical field work:** Students develop their practical coding skills using ICD-10-AM in tutorials and through independent learning, initially with simple line coding exercises and then with gradual exposure to abstraction clinical statements from short case studies and translating them into coded data **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit of study introduces the student to the classification of diseases and procedures in health care. It incorporates an overview of the historical development, purpose and value of clinical classifications. Emphasis is placed on the theoretical principles of classification and applying the principles to the detailed study of the ICD-10-AM Fourth Edition. Australia's health information architecture is examined across local, state and national levels.

Textbooks
National Centre for Classification in Health, the International Statistical Classification of diseases and Related Health Problems, Australian Modification 5th Edition, Sydney, NCCH. 2006

HIMT2056
Health Informatics C

Credit points: 6 **Teacher/Coordinator:** Dr Joanne Callen **Session:** Semester 2 **Classes:** 2 hr lectures/wk **Assessment:** group presentation 10%, report 30%, 2hr exam 60% **Practical field work:** The evaluation of a software package as first assignment introduces the students to electronic patient records in a general practice. **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit places emphasis on current applications of computers to collect, store and manage information in health care settings, including

at the bedside (point of care). Included are hospital information systems, smart cards, imaging, the use of handheld computers and data warehousing. Information technology and data transfer techniques such as UPIs and HL7 in health care are discussed. Systems analysis and design tools are applied to current and emerging information technologies in health care systems. An introduction to artificial intelligence and decision support systems will be provided. To ensure that the unit covers what is happening in the industry some lectures will be presented by guests working in health informatics. Several models for evaluating computer software and informatics applications will provide the foundation for the practical assignment.

HIMT2057
Professional Practice A

Credit points: 5 **Teacher/Coordinator:** Ms Anne Marks **Session:** Semester 2 **Classes:** 3 day facility placement and 2 x ½ day workshops **Prerequisites:** HIMT1053 Health Informatics A. **Assessment:** report 50%, workshop presentation 50% **Campus:** Cumberland **Mode of delivery:** Professional Practice

In this unit of study students are introduced to the different roles of the health information manager within the health care sector. Included will be an introduction to the organizational structure of various health facilities and the health information manager's position within the organization. The knowledge, skills and competencies required by different health information managers will be examined and discussed.

HIMT3054
Medical Science C

Credit points: 4 **Teacher/Coordinator:** Dr Joe Qi Rong Huang, Dr P. Sivanandasingham **Session:** Semester 1 **Classes:** 2 hrs lectures/wk **Prerequisites:** HIMT2052 Medical Science B **Assessment:** Test and 2hr exam **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit extends the learning of internal medicine to diseases of the eye, ear, nose and throat (ENT), paediatrics, obstetrics, geriatrics and rehabilitation. It also introduces the fundamentals of clinical pharmacology, radiotherapy, surgical procedures, and laboratory testing in medical care.

HIMT3055
Casemix/Practical Coding

Credit points: 4 **Teacher/Coordinator:** Ms Michelle Bramley **Session:** Semester 1 **Classes:** 1 hr lect and 2 hrs tut/wk **Prerequisites:** HIMT2055 Classification Principles **Assessment:** Assignments, practical skills coding tests, final exam 2 hr **Practical field work:** Students build on the skills developed in Classification Principles by applying the ICD-10-AM in tutorials and independent learning. Skill levels are increased by learning to abstract clinical statements from discharge summaries and simple (short-stay) clinical records and translate them into coded data. Automated coding and grouping exercises are undertaken to appreciate the relationship between ICD-10-AM and AR-DRGs. **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit is designed to cover a variety of casemix classification systems for acute and non-acute inpatients and ambulatory patients. The major emphasis will be on Diagnosis Related Groups (DRGs) with specific reference to the Australian Refined Diagnosis Related Groups (AR-DRGs). Casemix applications and current casemix initiatives will be explored.

Textbooks
National Centre for Classification in Health. The International Statistical Classification of Diseases and Related Health Problems, Australian Modification, 5th ed. Sydney. NCCH. 2006.

HIMT3056
Management Principles and Practice B

Credit points: 6 **Teacher/Coordinator:** Dr Joanne Callen **Session:** Semester 1 **Classes:** 2 hrs lec and 1 hr tut/wk **Assessment:** assignment 1 (2000 words) teams (20%), assignment 2 (2000 words) TQM/planning (20%), exam (2hr) 60%, workbook questions (formative assessment). **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit of study covers the key concepts necessary for health service managers. Topics covered include: strategic planning, job design and organizational structures, building effective teams, organizational culture, control, TQM and benchmarking, leadership and power, delegation, change management and managerial ethics.

Textbooks
Robbins S.P., Bergman R., Staff I. & Coulter M. Management, 3rd ed. Australia. Prentice Hall. 2003.

HIMT3057
Database Theory and Applications

Credit points: 6 **Teacher/Coordinator:** Dr Joe Qi Rong Huang **Session:** Semester 1 **Classes:** 1 hr lec and 2 hrs tut/wk **Prerequisites:** HIMT1054 Microcomputing Essentials, HIMT2054 Fundamentals of Programming **Assessment:** SQL test 30%, essay 25%, Access assignment 30%, FileMaker Pro test 15% **Practical field work:** 2 hrs per week practical session provided in computer laboratory **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit introduces theories of relational database systems and covers the concepts of relational models, E-R and data modelling, normalisation, systems analysis and design life cycle, logical and physical database design and implementation. The principles of Structured Query Language (SQL) of data storage and queries are also introduced. Students are provided with opportunities to construct clinical databases using different applications such as Sybase, Microsoft Access and FileMaker Pro.

HIMT3058
Professional Practice B

Credit points: 4 **Teacher/Coordinator:** Ms Anne Marks **Session:** Semester 1 **Classes:** Off campus, block mode; on campus workshop following practicum **Prerequisites:** HIMT2057 Professional Practice A, HIMT2053 Management Principles and Practice A **Assessment:** Report and presentation (60%), supervisor's evaluation (40%) **Campus:** Cumberland **Mode of delivery:** Professional Practice

This unit of study provides students with the opportunity to practise and refine their business communication skills, particularly written skills. The documentation of a procedure, a business report and minute-taking are particular skills that will be addressed. Students will also be able to observe and participate in management-related activities within the facility.

HIMT3059
Introductory Epidemiology

Credit points: 3 **Teacher/Coordinator:** Dr Aditi Dey **Session:** Semester 2 **Classes:** 2 hrs lec and 1 hr tuts/wk **Assessment:** 2 assignments 25% each and 2hr exam 50% **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit introduces students to epidemiology, through the study of historical aspects and design strategies in epidemiological research. This introduction includes measures of disease frequency and association, types of epidemiological studies; descriptive, case-control, cohort studies and quantitative aspects of epidemiological research. This unit also covers issues pertaining to screening tests, disease outbreaks, randomised controlled trials, surveillance and critical appraisal of documented research.

HIMT3060
Essentials of Classifications A

Credit points: 6 **Teacher/Coordinator:** Ms Michelle Bramley **Session:** Semester 2 **Classes:** 1 hr lec and 2 hrs tut/wk **Prerequisites:** HIMT3055 Casemix/Practical Coding **Assessment:** 2 x practical coding skills tests 25% each, evaluation assignment /oral presentation/poster 50% **Practical field work:** Students extend their practical skills developed in previous classification units by applying the ICD-10-AM in tutorials and independent learning exercises. Skill levels are increased by learning to abstract clinical statements from clinical discharge summaries and clinical records (intermediate complexity) and translate these statements into coded data. Emphasis is placed on building students' skills in selecting the principal diagnosis and sequencing of other diagnoses for reporting purposes. The Australian coding standards for ICD-10-AM are studied and applied in detail. Coded data are also analysed at a state and national level and data quality/limitations discussed. **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit extends the theoretical knowledge and practical skills that students acquired in Classification Principles and Casemix/Practical Coding. Clinical classification systems other than the ICD-10-AM are explored and students will learn how to evaluate them. They are given

the opportunity to test their newly acquired evaluation skills when they work in teams to analyse a specific classification system. Important national and state data collections, notification systems and registration procedures that utilise ICD-10-AM coded data for planning and delivery of health care services are also examined (reinforcing knowledge acquired in Health Informatics B and laterally applying that knowledge from one perspective to another).

Textbooks

National Centre for Classification in Health. The International Statistical Classification of Diseases and Related Health Problems, Australian Modification, 5th ed. Sydney. NCCH. 2006.

HIMT3061

Legal Aspects of Health Care

Credit points: 3 **Teacher/Coordinator:** Dr Judith Mair **Session:** Semester 2 **Classes:** 2 hrs lec/wk **Assessment:** class tests 30%, final exam 2hrs 70% **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

In this unit students study legal principles relating to health care. Topics covered include the origin and development of the structure of the court system, legal personnel and litigation, subpoena of witnesses and clinical records, the law of torts, rules of evidence, criminal law, law of contract and the Coroner's Court. This unit also addresses institutional legal responsibilities and covers Commonwealth and NSW legislation relating to health care systems; and policies incorporated within the NSW Department of Health Patient Matters Manual.

HIMT3062

Managing Human Resources

Credit points: 6 **Teacher/Coordinator:** Ms Joanne Callen, Ms Linda Ernst **Session:** Semester 2 **Classes:** On campus, 3 days of lectures, block mode **Assessment:** Two assignments (10% and 40%), final exam (50%) **Campus:** Cumberland **Mode of delivery:** Block Mode

This unit introduces the student to the human resource management function relevant to the work of a health services manager. Areas covered include recruitment and selection, staff appraisal, training and development and human resource planning. The implications of equal employment and affirmative action legislation to human resource management are also covered. The Australian industrial relations framework with particular emphasis on the current workplace focus and conflict resolution are covered. Students are taught how to prepare their own curriculum vitae, job application skills and interview techniques.

HIMT3063

Health Informatics D

Credit points: 6 **Teacher/Coordinator:** Ms Janelle Craig **Session:** Semester 2 **Classes:** 2 hrs lec/wk **Assessment:** Essay 40%, team presentation 20%, report 40% **Practical field work:** Demonstration of current health informatics initiatives will take place where relevant. This includes EHR vendor demonstrations **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit of study serves to consolidate and build upon the material covered in previous health informatics units. The focus of this unit is on contemporary health informatics/e-health initiatives taking place at local, national and international levels. The Electronic Health Record (EHR) is studied extensively in this unit of study. Reviewed is the business and technical architecture of the EHR (including openEHR), Australian state and territory approaches to an EHR (includes HealthConnect and MediConnect) and international developments in EHRs. The infrastructure to support e-health is addressed, with the 'building blocks' of privacy, consent, security, standards and identifiers being considered. Other relevant issues related to e-health are covered in this unit of study. These include the information and evidence needs of health care professionals, informatics and health care consumers. Organisational and cultural issues related to health informatics implementation and integration are covered as an important foundation for the socio-technical aspects of this discipline.

HIMT4048

Research Project A

Credit points: 24 **Teacher/Coordinator:** Dr Joanne Callen **Session:** Semester 1 **Classes:** supervised research activity with presentation **Assessment:** Presentation of thesis **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 information management.

HIMT4049

Research Project B

Credit points: 24 **Teacher/Coordinator:** Dr Joanne Callen **Session:** Semester 2 **Classes:** Supervised research activity with presentation **Assessment:** Presentation and thesis **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

During this unit Honours students will complete the investigation begun during HIMT4048 Research Project 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 Bachelor of Applied Science (Health Information Management) (Honours) Guidelines, Policy and Procedures.

12. Medical Radiation Sciences

Courses of study

There are three streams in the discipline of Medical Radiation Sciences; Diagnostic Radiography, Nuclear Medicine, and Radiation Therapy. Undergraduate and postgraduate studies are available by coursework and research in all the three streams; some postgraduate courses are offered by off-campus mode. The Graduate Diploma and Master of Health Science (Medical Sonography) programs are available for those wishing to practise as sonographers.

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 not only develop 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, allowing the radiographer to be ‘on the cutting-edge’ for advances in technology and associated research.

A nuclear medicine technologist works in the field of medicine that uses radionuclides in the diagnosis and treatment of disease. A nuclear medicine technologist’s responsibilities include the preparation and administration of radiopharmaceuticals to patients and the acquisition and computer analysis of diagnostic functional images using sophisticated instrumentation. 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 association.

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

Telephone: +61 2 9351 9640
Email: mrsinfo@fhs.usyd.edu.au
Website: http://www.fhs.usyd.edu.au/

Bachelor of Applied Science (Medical Radiation Sciences)

This course has three main streams: Diagnostic Radiography, Nuclear Medicine and Radiation Therapy.

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 program

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

Course outline

The course outlines with its three streams and honours programs are presented in Tables 12.1, 12.1.1, 12.2, and 12.2.1.

Table 12.1: Bachelor of Applied Science (Medical Radiation Sciences) Pass

Unit of study	*Credit points*	*A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition*	*Session*
Course code SH105 [Diagnostic Radiography]: Pass course; full-time, 3 years			
Course code SH106 [Nuclear Medicine]: Pass course; full-time, 3 years			
Course code SH072 [Radiation Therapy]: Pass course; full-time, 3 years			
Year 3 (last offered in 2007)			
Semester 1			
MRTY3059 **Image Processing**	3	**P** MRTY2060 Radiographic Physics 2 or MRTY2064 Nuclear Medicine Physics 2 or MRTY2068 Radiation Therapy Physics 2	Semester 1
MRTY3061 **Integrated Diagnosis and Treatment**	3	**P** MRTY2061 Radiographic Practice 2 or MRTY2065 Nuclear Medicine 2 or MRTY2069 Radiation Therapy 2	Semester 1
SEMESTER 1 COMMON UNITS TOTAL: 6 CREDIT POINTS			
Semester 2			
Choice of one of the following research units:			
BACH1141 **Analysing Health Research: General**	3	**A** Basic mathematics	Semester 1 Semester 2
BACH1145 **Quantitative Health and Social Research**	3	**A** Basic mathematics	Semester 1 Semester 2
BACH1147 **Qualitative Health and Social Research**	3		Semester 2
Choice of one of the following:			
BACH1031 **Clients, Practitioners and Organisations**	3	**A** BACH1130 Foundations of Health Sociology, BACH1098 Introduction to Health Sociology	Semester 1 Semester 2
BACH1148 **Health, Attitudes and Interaction**	3	**P** BACH1132 Foundations of Health Psychology or BACH1133 Introduction to Health Psychology	Semester 2
Choice of one of the following:			
BACH2127 **Health Policy and Service Delivery**	3	**P** BACH1130 Foundations of Health Sociology or BACH1098 Introduction to Health Sociology	Semester 2
BACH2128 **Cognition and Cognitive Impairment**	3	**A** BACH1132 Foundations of Health Psychology or BACH1133 Introduction to Health Psychology	Semester 2
plus			
MRTY3060 **Medical Radiations Project**	3	**P** MRTY2061 Radiographic Practice 2 or MRTY2065 Nuclear Medicine 2 or MRTY2069 Radiation Therapy 2	Semester 2
SEMESTER 2 COMMON UNITS TOTAL: 12 CREDIT POINTS			
plus			
Diagnostic Radiography			
Semester 1			
MRTY3062 **Radiographic Physics 3A**	3	**P** MRTY2060 Radiographic Physics 2, MRTY2061 Radiographic Practice 2 **C** MRTY3059 Image Processing	Semester 1
MRTY3063 **Radiographic Practice 3**	3	**P** MRTY2061 Radiographic Practice 2 **C** MRTY3096 Clinical Education 3D	Semester 1
MRTY3064 **Sonography A**	3		Semester 1
MRTY3065 **Radiographic Pathology 2**	3	**C** MRTY3063 Radiographic Practice 3	Semester 1
MRTY3096 **Clinical Education 3D**	6	**P** MRTY2072 Clinical Education 2.2A, MRTY2061 Radiographic Practice 2 **C** MRTY3063 Radiographic Practice 3 **N** See "Clinical Education" section	Semester 1
SEMESTER 1 TOTAL: 24 CREDIT POINTS			
Semester 2			
MRTY3067 **Radiographic Physics 3B**	3	**P** MRTY2060 Radiographic Physics 2, MRTY3063 Radiographic Practice 3	Semester 2
MRTY3089 **Operating Theatre Radiography**	3	**A** MRTY3063 Radiographic Practice 3 **N** Failure to acquire a PRM *Note: Department permission required for enrolment in the following sessions: Semester 1*	Semester 1 Semester 2
Radiography elective [3] (see note 1 below)			
Elective studies [3] (see note 2 below)			
SEMESTER 2 TOTAL: 24 CREDIT POINTS			
or			

Unit of study	Credit points	A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition	Session
Nuclear Medicine			
Semester 1			
MRTY3064 **Sonography A**	3		Semester 1
MRTY3069 **Nuclear Medicine Physics 3**	3	**P** MRTY2064 Nuclear Medicine Physics 2, MRTY2057 Intro Radiation Biology and Protection **C** MRTY3059 Image Processing	Semester 1
MRTY3070 **Nuclear Medicine 3A**	6	**P** MRTY2065 Nuclear Medicine 2, MRTY2075 Clinical Education 2.2B and MRTY2076 Clinical education 2.3B **C** MRTY3097 Clinical Education 3N	Semester 1
MRTY3097 **Clinical Education 3N**	6	**P** MRTY2075 Clinical Education 2.2B **C** MRTY3070 Nuclear Medicine 3A **N** See " Clinical Education" section	Semester 1
SEMESTER 1 TOTAL: 24 CREDIT POINTS			
Semester 2			
MRTY3072 **Nuclear Medicine 3B**	6	**P** MRTY3070 Nuclear Medicine 3A	Semester 2
Elective studies 2x3 credit points [6] (see note 2 below)			
SEMESTER 2 TOTAL: 24 CREDIT POINTS			
or			
Radiation Therapy			
Semester 1			
BIOS3050 **Oncology B**	3	**P** BIOS2094 Oncology A	Semester 1
MRTY3074 **Radiation Therapy Physics 3**	3	**P** MRTY2068 Radiation Therapy Physics 2, MRTY2057 Intro Radiation Biology and Protection, MRTY2069 Radiation Therapy 2. **C** MRTY3059 Image Processing	Semester 1
MRTY3075 **Radiation Therapy 3A**	6	**P** MRTY2069 Radiation Therapy 2, MRTY2068 Radiation Therapy Physics 2, MRTY2070 Clinical Education 2C **C** BIOS3050 Oncology B	Semester 1
MRTY3098 **Clinical Education 3T**	6	**P** MRTY2069 Radiation Therapy 2, MRTY2078 Clinical Education 2.2C **N** See "Clinical Education" section	Semester 1
SEMESTER 1 TOTAL: 24 CREDIT POINTS			
Semester 2			
MRTY3077 **Radiation Therapy 3B**	6	**P** MRTY2069 Radiation Therapy 2, MRTY2068 Radiation Therapy Physics 2	Semester 2
MRTY3078 **Seminars in Radiation Therapy**	3	**P** MRTY3075 Radiation Therapy 3A	Semester 2
Elective studies 1x3 credit points [3] (see note 2 below)			
SEMESTER 2 TOTAL: 24 CREDIT POINTS			

Table 12.1.1: Bachelor of Applied Science (Medical Radiation Sciences) Honours

Unit of study	Credit points	A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition	Session
Course code SH114 [Diagnostic Radiography]: Honours program; full-time, 4 years			
Course code SH110 [Nuclear Medicine]: Honours program; full-time, 4 years			
Course code SH109 [Radiation Therapy]: Honours program; full-time, 4 years			
Course code SH114 [Diagnostic Radiography]: Honours program; part-time, 5 years			
Course code SH110 [Nuclear Medicine]: Honours program; part-time, 5 years			
Course code SH109 [Radiation Therapy]: Honours program; part-time, 5 years			
Full-time mode			
Year 3			
As per Pass course			
Year 4			
Semester 1			
MRTY4032 **Honours Thesis 1A**	24		Semester 1
SEMESTER 1 TOTAL: 24 CREDIT POINTS			

Unit of study	*Credit points*	*A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition*	*Session*
Semester 2			
MRTY4033 **Honours Thesis 1B**	24		Semester 2
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		Semester 1
SEMESTER 1 TOTAL: 12 CREDIT POINTS			
Semester 2			
MRTY4035 **Honours Thesis B**	12		Semester 2
SEMESTER 2 TOTAL: 12 CREDIT POINTS			
Year 5			
Semester 1			
MRTY4036 **Honours Thesis C**	12		Semester 1
SEMESTER 1 TOTAL: 12 CREDIT POINTS			
Semester 2			
MRTY4037 **Honours Thesis D**	12		Semester 2
SEMESTER 2 TOTAL: 12 CREDIT POINTS			

Notes to Tables 12.1 and 12.1.1

1. Radiography elective

Students undertake the following unit in Semester 2 (3 credit points):

- MRTY3080 Seminars in Diagnostic Radiography

2. Elective studies

Elective studies may be taken from within or outside the Faculty of Health Sciences, subject to availability, prerequisites and minimum student enrolment. Students must discuss their choice of electives with their academic adviser prior to enrolment. Students may choose from the following pool of electives, from across the Faculty or from other faculties (by permission of the head of the academic unit):

- Radiography – choose 1 elective in Semester 2
- Nuclear Medicine – choose 2 electives in Semester 2
- Radiation Therapy – choose 1 elective in Semester 2

Table 12.2: Bachelor of Applied Science (Medical Radiation Sciences) Pass

Unit of study	*Credit points*	*A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition*	*Session*
Course code SH116 [Diagnostic Radiography]: Pass course; full-time, 3 years			
Course code SH117 [Nuclear Medicine]: Pass course; full-time, 3 years			
Course code SH118 [Radiation Therapy]: Pass course; full-time, 3 years			
Year 1			
Semester 1			
BIOS1155 **Structure, Function and Disease A**	6		Semester 1 Semester 2
BIOS1156 **Human Biology and Radiobiology**	6	**A** Basic Chemistry	Semester 1
MRTY1031 **Medical Radiation Physics**	6	**A** HSC physics; 2 unit maths *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 one.*	Semester 1
MRTY1032 **Preparation for Practice**	6	*The clinical placement component will be undertaken during semester break and must be completed prior to semester 2.*	Semester 1
SEMESTER 1 COMMON UNITS TOTAL: 24 CREDIT POINTS			

Unit of study	*Credit points*	*A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition*	*Session*
Semester 2			
BACH1161 **Introductory Behavioural Health Sciences**	6		Semester 1 Semester 2
BIOS1157 **Introductory Health Physics**	6		Semester 2
BIOS1158 **Structure, Function and Disease B**	6		Semester 2
SEMESTER 2 COMMON UNITS TOTAL: 18 CREDIT POINTS			
and			
Diagnostic Radiography			
Semester 2			
MRTY1033 **Radiographic Practice 1**	6	**P** MRTY1032 Preparation for Practice	Semester 2
SEMESTER 2 TOTAL: 24 CREDIT POINTS			
or			
Nuclear Medicine			
Semester 2			
MRTY1034 **Nuclear Medicine Practice 1**	6	**P** MRTY1032 Preparation for Practice	Semester 2
SEMESTER 2 TOTAL: 24 CREDIT POINTS			
or			
Radiation Therapy			
Semester 2			
MRTY1035 **Radiation Therapy Practice 1**	6	**P** MRTY1032 Preparation for Practice	Semester 2
SEMESTER 2 TOTAL: 24 CREDIT POINTS			
Year 2 (first offered in 2007)			
Semester 1			
BACH2140 **Research Methods for Health Sciences**	6	*Note: Department permission required for enrolment in the following sessions: Semester 2*	Semester 1 Semester 2
SEMESTER 1 COMMON UNITS TOTAL: 6 CREDIT POINTS			
and			
Diagnostic Radiography			
Semester 1			
MRTY2080 **Radiographic Practice 2.1**	6	**P** MRTY 1033 Radiographic Practice 1	Semester 1
MRTY2081 **Clinical Education 2.1DR**	6	**P** MRTY1033 Radiographic Practice 1 **N** Unsatisfactory criminal record check and non-compliance with NSW Child Protection (Prohibited employment) Act, failure to acquire a PRM, failure to have a written record of current immunity status.	Semester 1
MRTY2082 **Radiographic Physics 2**	6	**P** MRTY1031 Medical Radiation Physics	Semester 1
SEMESTER 1 TOTAL: 24 CREDIT POINTS			
or			
Nuclear Medicine			
Semester 1			
MRTY2083 **Nuclear Medicine Practice 2.1**	6	**P** MRTY1034 Nuclear Medicine Practice 1	Semester 1
MRTY2084 **Nuclear Medicine Physics 2**	6	**P** MRTY1031 Medical Radiation Physics	Semester 1
MRTY2085 **Clinical Education 2.1NM**	6	**P** MRTY1034 Nuclear Medicine Practice 1 **N** Current cardio-pulmonary resuscitation certificate, satisfactory criminal record check, a NSW Child Protection Prohibited Employment declaration completed, acquisition of a personal radiation monitor *The clinical placement component of this unit of study will be undertaken 6 weeks prior to semester 1 commencing*	Semester 1
SEMESTER 1 TOTAL: 24 CREDIT POINTS			
or			

Unit of study	*Credit points*	*A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition*	*Session*
Radiation Therapy			
Semester 1			
MRTY2086 **Radiation Therapy Practice 2.1**	6	**P** MRTY1035 Radiation Therapy Practice 1	Semester 1
MRTY2087 **Radiation Therapy Physics 2**	6	**P** MRTY1031 Medical Radiation Physics	Semester 1
MRTY2088 **Clinical Education 2.1RT**	6	**P** MRTY1035 Radiation Therapy Practice 1 **N** Criminal record check, failure to complete a Prohibited Employment declaration, failure to hold a current CPR, failure to acquire a personal radiation monitor, failure to have a written record of current immunity status	Semester 1
SEMESTER 1 TOTAL: 24 CREDIT POINTS			
Semester 2			
MRTY2089 **Integrated Diagnosis and Treatment**	6		Semester 2
SEMESTER 2 COMMON UNITS TOTAL: 6 CREDIT POINTS			
Semester 2 common units total: 6 credit points			
and			
Diagnostic Radiography			
Semester 2			
MRTY2090 **Clinical Education 2.2DR**	6	**P** MRTY2081 Clinical Education 2.1DR **N** Unsatisfactory criminal record check and non-compliance with NSW Child Protection (Prohibited employment) Act, failure to acquire a PRM, failure to have a written record of current immunity status.	Semester 2
MRTY2091 **Clinical Education 2.3DR**	6	**P** MRTY2081 Clinical Education 2.1DR **N** Unsatisfactory criminal record check and non-compliance with NSW Child Protection (Prohibited employment) Act, failure to acquire a PRM, failure to have a written record of current immunity status.	Semester 2
MRTY2092 **Radiographic Practice 2.2**	6		Semester 2
SEMESTER 2 TOTAL: 24 CREDIT POINTS			
or			
Nuclear Medicine			
Semester 2			
MRTY2093 **Clinical Education 2.2NM**	6	**P** MRTY2085 Clinical Education 2.1NM **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 *Satisfactory progress in the clinical achievements must be demonstrated in order to progress*	Semester 2
MRTY2094 **Clinical Education 2.3NM**	6	**P** MRTY2085 Clinical Education 2.1NM **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	Semester 2
MRTY2095 **Nuclear Medicine Practice 2.2**	6		Semester 2
SEMESTER 2 TOTAL: 24 CREDIT POINTS			
or			
Radiation Therapy			
Semester 2			
MRTY2096 **Clinical Education 2.2RT**	6	**P** MRTY2088 Clinical Education 2.1RT **N** Criminal record check, failure to complete a Prohibited Employment declaration, failure to hold a current CPR, failure to acquire a personal radiation monitor, failure to have a written record of current immunity status	Semester 2
MRTY2097 **Clinical Education 2.3RT**	6	**P** MRTY2088 Clinical Education 2.1RT **N** Criminal record check, failure to complete a Prohibited Employment declaration, failure to hold a current CPR, failure to acquire a personal radiation monitor, failure to have a written record of current immunity status	Semester 2
MRTY2098 **Radiation Therapy Practice 2.2**	6		Semester 2
SEMESTER 2 TOTAL: 24 CREDIT POINTS			
Year 3 (first offered in 2008)			
Semester 1			
Research in Medical Radiation Sciences [6]			
Choice of one BACH 6 credit points unit.			
SEMESTER 1 COMMON UNITS TOTAL: 12 CREDIT POINTS			
and			

Unit of study	Credit points	A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition	Session
Diagnostic Radiography			
Semester 1			
Radiographic Practice 3 [6]			
Clinical Education 3DR [6]			
SEMESTER 1 TOTAL: 24 CREDIT POINTS			
or			
Nuclear Medicine			
Semester 1			
Nuclear Medicine Practice 3 [6]			
Nuclear Medicine 3NM [6]			
SEMESTER 1 TOTAL: 24 CREDIT POINTS			
or			
Radiation Therapy			
Semester 1			
Radiation Therapy Practice 3.1 [6]			
Clinical Education 3RT [6]			
SEMESTER 1 TOTAL: 24 CREDIT POINTS			
Semester 2			
Digital Imaging [6]			
Ethics, Law and Professional Practice [6]			
Elective [6]			
SEMESTER 2 COMMON UNITS TOTAL: 18 CREDIT POINTS			
and			
Diagnostic Radiography			
Semester 2			
Radiographic Physics 3 [6]			
SEMESTER 2 TOTAL: 24 CREDIT POINTS			
or			
Nuclear Medicine			
Semester 2			
Nuclear Medicine Physics 3 [6]			
SEMESTER 2 TOTAL: 24 CREDIT POINTS			
or			
Radiation Therapy			
Semester 2			
Radiation Therapy Practice 3.2 [6]			
SEMESTER 2 TOTAL: 24 CREDIT POINTS			

Table 12.2.1: Bachelor of Applied Science (Medical Radiation Sciences) Honours

Unit of study	Credit points	A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition	Session
Course code [Diagnostic Radiography]: Honours program; full-time, 4 years			
Course code [Nuclear Medicine]: Honours program; full-time, 4 years			
Course code [Radiation Therapy]: Honours program; full-time, 4 years			
Course code [Diagnostic Radiography]: Honours program; part-time, 5 years			
Course code [Nuclear Medicine]: Honours program; part-time, 5 years			
Course code [Radiation Therapy]: Honours program; part-time, 5 years			
Full-time mode			
Years 1 to 3			
As per Pass course			

Unit of study	*Credit points*	*A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition*	*Session*
Year 4 (first offered in 2009)			
Semester 1			
Honours Thesis 1A [24]			
SEMESTER 1 TOTAL: 24 CREDIT POINTS			
Semester 2			
Honours Thesis 1B [24]			
SEMESTER 2 TOTAL: 24 CREDIT POINTS			
Part-time mode			
No part-time mode is on offer for the Pass course. However a part-time Honours course is available.			
Years 1 to 3			
As per Pass course			
Year 4 (first offered in 2009)			
Semester 1			
Honours Thesis A [12]			
SEMESTER 1 TOTAL: 12 CREDIT POINTS			
Semester 2			
Honours Thesis B [12]			
SEMESTER 2 TOTAL: 12 CREDIT POINTS			
Year 5 (first offered in 2010)			
Semester 1			
Honours Thesis C [12]			
SEMESTER 1 TOTAL: 12 CREDIT POINTS			
Semester 2			
Honours Thesis D [12]			
SEMESTER 2 TOTAL: 12 CREDIT POINTS			

Notes to Tables 12.2 and 12.2.1

1. Clinical placements

Due to clinical education placements some academic semesters are not run over the entire 16 weeks. Academic teaching and assessment will be condensed to fit with these placements.

2. Elective Studies

Elective studies may be taken from within or outside the Faculty of Health Sciences, subject to availability, prerequisites and minimum student enrolment.

Students must discuss their choice of elective/s with their academic advisor prior to enrolment. Students may choose from the following pool of electives from across the Faculty or other faculties (by permission of the head of academic unit):

(A) Physics electives:

1. MRTY3087 Medical Radiation Sciences Physics elective (last offered in 2007)

(B) Behavioural Science electives:
(usual prerequisites may be waived with approval of unit coordinator)

1. BACH3081 Sociology of Sport
2. BACH3082 Sociology of the Aged and Aging

(C) Biomedical Science electives:

1. BIOS4035 Sexuality for Health Professionals

3. Honours programs

Students have the option to enrol in the honours program in part-time mode over two years; or full-time mode over one year. Students complete their honours thesis across four part-time semesters – i.e. two part-time semesters in Year 4 and two part-time semesters in Year 5; or two full-time semesters.

Clinical education

Essential components of clinical education take place during clinical placements in these courses (see Faculty of Health Sciences Handbook, 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 the Student Cental (Cumberland) on +61 2 9351 9574. 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 highly likely that all students will be placed in two non-Sydney metropolitan clinical placements 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 (http://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. Students will be required to demonstrate their clinical competency in specific contrast media procedures and all skeletal examinations during the three years of the course. Timing of the competencies is linked to the delivery of the theory involved in each competency as part of the academic program. At the conclusion of the course the student will have demonstrated competency at the level required to perform as a beginning practitioner in diagnostic radiography requiring minimal supervision.

During the clinical education program it is essential that students demonstrate an ability to empathise with the patient and understand the necessities for the examination or procedure being performed. Students are expected to interpret images and maintain optimum radiographic quality. Throughout Years 2 and 3 the student's competence will be progressively monitored by University supervisors and assessed by authorised clinical assessors from the diagnostic radiography centres. By the end of the third year students must demonstrate the clinical competence required to perform as a diagnostic radiographer with minimum supervision.

Nuclear Medicine

Clinical Education in Year 1 (1 week), Year 2 (18 weeks), and Year 3 (6 weeks) provides an opportunity for the student to integrate the knowledge acquired in the professional units with the practical skills attained in the workplace. The introduction of new procedures in Clinical Education is closely synchronised with the acquisition of the related theory in Nuclear Medicine. Students will be placed in a variety of nuclear medicine centres to give them a breadth of experience of procedures and instrumentation. By the middle of the clinical program, students will be able to perform routine procedures and data acquisition including computer analysis, reconstitution and dispensing of radiopharmaceuticals, and quality control in all areas, including planar instrumentation, single photon emission computerised tomography and radiopharmacy and will be aware of the role of the nuclear medicine technologist as a member of a multidisciplinary health care team. By the end of the clinical program, students will be able to perform complex routine clinical procedures. Students will also 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 provides 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)

Diagnostic Radiography, Nuclear Medicine and Radiation Therapy

Year 1 Clinical Education placement

All Year 1 students undertaking the unit of study 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 3 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.

Units of study

BACH1031
Clients, Practitioners and Organisations

Credit points: 3 **Teacher/Coordinator:** Dr Rose Leontini **Session:** Semester 1, Semester 2 **Classes:** 13 lectures, 13 seminars **Assumed knowledge:** BACH1130 Foundations of Health Sociology, BACH1098 Introduction to Health Sociology **Assessment:** 1500 word essay (50%), 1 hr essay exam (50%) **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit of study applies a sociological perspective to the complex relationships between stakeholders in the Australian health care system. The unit emphasises: sociology of client/practitioner relationships; sociology of work and organisations in health care settings; theoretical perspectives on the self, the body, illness and identity.

Textbooks
Book of readings

BACH1141
Analysing Health Research: General

Credit points: 3 **Teacher/Coordinator:** Ms Karen Pepper **Session:** Semester 1, Semester 2 **Classes:** 1x1hr lec and 1x1hr tut per week for 13 weeks **Assumed knowledge:** Basic mathematics **Assessment:** Practical assignment 40%, exam 60% **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

The purpose of this unit is to provide students with background information concerning the analysis of quantitative and qualitative research in health sciences in order to become informed consumers of health research. The unit will provide a brief introduction to approaches to research, major qualitative data analysis techniques, strategies of quantitative inference, principles of descriptive and inferential statistics and will conclude with a discussion of the structure of research reports and critical literature appraisal.

BACH1145
Quantitative Health and Social Research

Credit points: 3 **Teacher/Coordinator:** Ms Karen Pepper **Session:** Semester 1, Semester 2 **Classes:** 1 hr lecture, 1 hr tutorial per week **Assumed knowledge:** Basic mathematics **Assessment:** 1000 word assignment (40%), 1.5 hour MCQ examination (60%) **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit introduces prospective health science practitioners and researchers to methods for exploring, analysing, understanding and interpreting quantitative data. It aims to provide an understanding of the main ideas of statistics and useful skills for working with data as well as to introduce students to common data analysis tools. Methods for collecting, exploring and presenting data are discussed from the perspective of the practitioner. Graphical methods and descriptive statistics are emphasised throughout the unit and precede all analysis techniques. The normal and sampling distributions are introduced. The early emphasis in this unit will be placed on explaining; patterns in data, outliers and variability. Random sampling in the context of randomised comparative experiments precedes an introduction to statistical inference for comparisons and relationships. Methods for parametric and non-parametric inference are introduced for one, two and multiple samples. The unit also introduces students to techniques of epidemiological data analysis. Students will use data analysis software packages that are in common use in employment settings. The nexus between qualitative and quantitative methodologies is explored, throughout the unit, in the context of inference and scientific method.

BACH1147
Qualitative Health and Social Research

Credit points: 3 **Teacher/Coordinator:** Dr Toni Schofield **Session:** Semester 2 **Classes:** 1 hr lecture per week, 1 hr tutorial every alternate week, commencing in weeks 2 and 3 **Assessment:** 2x1500 word assignments (50% each) **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.

BACH1148
Health, Attitudes and Interaction

Credit points: 3 **Teacher/Coordinator:** Dr Gomathi Sitharthan **Session:** Semester 2 **Classes:** 2 hr lectures x 13 weeks **Prerequisites:** BACH1132 Foundations of Health Psychology or BACH1133 Introduction to Health Psychology **Assessment:** 1 hour midsemester exam + 2hour final exam **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit of study comprises two modules. Module 1: Social Psychology examines the findings from research into social phenomena such as helping behaviour, aggression, prejudice and conformity. The unit extends this examination to the application of findings to health care settings and practitioners. Module 2: Disability Studies students will be exposed to an interdisciplinary perspective on the experiences of people with chronic illnesses and disability as well as community and professional perceptions of disability. Both modules examine the psychology of client-practitioner communication and interaction.

BACH1161
Introductory Behavioural Health Sciences

Credit points: 6 **Session:** Semester 1, Semester 2 **Classes:** 4 hrs per week **Assessment:** Class exercise (17.5%), mid semester 1000 word essay (25%), end of semester examination (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).

Textbooks
TBA

BACH2127
Health Policy and Service Delivery

Credit points: 3 **Teacher/Coordinator:** Dr Carol O'Donnell **Session:** Semester 2 **Classes:** 1 x 13 lectures + 6 tutorials **Prerequisites:** BACH1130 Foundations of Health Sociology or BACH1098 Introduction to Health Sociology **Assessment:** 1000 word essay (40%), 1.5 hour exam essay and SAQ (60%) **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit provides an understanding of key aspects of the relationship between Australian society, health and health service provision. It discusses the development, delivery and evaluation of Australian health and disability policy and services in a global context and across the life span. The importance of a holistic and preventive approach to health policy is stressed and the relationship between service access, equity, quality and cost is discussed.

BACH2128
Cognition and Cognitive Impairment

Credit points: 3 **Teacher/Coordinator:** Dr Steve Cumming **Session:** Semester 2 **Classes:** 2 hrs lec/wk weeks 1-8, 1 hr lec + 1 hr seminar/wk weeks 9-13 **Assumed knowledge:** BACH1132 Foundations of Health Psychology or BACH1133 Introduction to Health Psychology **Assessment:** 20 minute group presentation (30%); 1 hour MC + SA examination; (70%) **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit of study introduces students to visual and auditory perception and presents an information processing approach to cognitive functions including attention, motor skill learning, memory, knowledge acquisition, reasoning and decision-making. The unit of study emphasises the application of perceptual and cognitive research findings to a range of functional activities and to understanding the perceptual and cognitive functioning that may be expected to be associated with head injury and neurological illness and with developmental and learning disabilities.

BACH2140
Research Methods for Health Sciences

Credit points: 6 **Session:** Semester 1, Semester 2 **Classes:** 4 Hours/ week **Assessment:** 2000 word research report. End of Semester examination (2 hrs). **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 standardized instruments, structured and naturalistic observation and interviewing. The unit will also introduce students to major quantitative and qualitative techniques appropriate for analysing research data.

BIOS1155
Structure, Function and Disease A

Credit points: 6 **Teacher/Coordinator:** Dr Ann Murphy **Session:** Semester 1, Semester 2 **Classes:** 4 x 1 hr lec and 1 x 2 hr prac/ wk **Assessment:** Mid semester assessment 1x1hr MCQ exam (38%), End semester assessment 1 x 2 hr MCQ exam and 1 x 1 hr MCQ exam (62%). 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 Structure, Function and Disease B. Students are expected to complete computer-based, self-directed learning packages prior to some practical sessions. 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.

BIOS1156
Human Biology and Radiobiology

Credit points: 6 **Teacher/Coordinator:** Dr Peter Knight **Session:** Semester 1 **Classes:** 3x1hr lec /wk **Assumed knowledge:** Basic Chemistry **Assessment:** 1x2 hour exam (70%), poster and talk presentation (30%) **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 topics to be studied are divided into three areas; the basic processes fundamental to life, growth and development and radiation effects on these basic processes. 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 basic genetics, protein synthesis, and genetic diseases and counselling) and growth and development. In addition, radiation effect on biological systems at the cellular, tissue and organ levels, early and late effects, stochastic and non-stochastic effects will be covered. It concludes with a study of genetic effects, chromosome aberrations, genetic mutations and effects on pregnancy, the young and aged.

Textbooks
Forshier S. Essentials of Radiation Biology and Protection. Albany, NY: Delmar Thomson Learning. 2002.Hall E.J. Radiobiology for the Radiologist, 5th ed. Philadelphia. J.B. Lippincott Co. 2000.

BIOS1157
Introductory Health Physics

Credit points: 6 **Teacher/Coordinator:** Dr Gil Vella **Session:** Semester 2 **Classes:** 3 x 1 hour lecture/week 1 x 1 hour tutorial/fortnight 1 x 2 hour practical class/fortnight **Assessment:** Mid semester 1 hr MCQ and SAQ examination (30%), end of semester 2 hr MCQ and SAQ exam (50%), practical work (20%) **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit of study provides a foundation for the physical concepts and devices used in medical radiation science. It commences with a study of the general principles of wave motion, optics, electricity and magnetism, electrical safety, basic electronics and the measurement of radiation. This provides the foundation on which to study devices used in medical radiation science such as ultrasonic transducers, linear accelerators, cyclotrons, oscilloscopes, televisions, optical fibres, liquid crystal displays, ionisation chambers, Geiger counters, scintillation counters, thermoluminescent dosimeters.

Textbooks
Graham D. and Cloke P. Principles of Radiologic Physics, 4th ed. Churchill Livingstone. 2003.

BIOS1158
Structure, Function and Disease B

Credit points: 6 **Teacher/Coordinator:** Dr Dana Strain **Session:** Semester 2 **Classes:** 4x1hr lec and 1x2hr prac/wk **Assessment:** 1x1 hour exam (30%), 1x2 hour 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. 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
Damjanov I. Pathology for the Health-Related Professions, 2nd ed. W.B. Saunders. 2000.
Martini F. Fundamental Anatomy and Physiology, 6th ed. Prentice Hall Publishing Co. 2004.

BIOS3050
Oncology B

Credit points: 3 **Teacher/Coordinator:** Dr Laura Batmanian **Session:** Semester 1 **Classes:** On campus, 3 hrs per week **Prerequisites:** BIOS2094 Oncology A **Assessment:** 1 hr MCQ/SAQ exam (55%), group participation (5%), case reports (40%) **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit studies the detailed pathology of malignant tumours of the breast, musculoskeletal, lower respiratory, lymphatic, haematopoietic, gastrointestional systems, to provide a foundation to understanding the rationale of oncological regimes. Site specific applications and general concepts and interactions with other treatment modalities are covered. There is emphasis on the practical applications of cancer management, patient care and critical evaluation of treatment outcomes.

Textbooks
Washington C.M. and Leaver D.T. Principles and Practice of Radiation Therapy, 2nd ed. Mosby. 2004.

MRTY1031
Medical Radiation Physics

Credit points: 6 **Teacher/Coordinator:** Mr Barrie Egerton **Session:** Semester 1 **Classes:** 4 hrs lec + 2 hrs tut/wk + directed independent learning **Assumed knowledge:** HSC physics; 2 unit maths **Assessment:** Common + stream specific test 2x10%; class test 1hr MCQ/SAQ 30%; End of semester examination 2hr MCQ/SAQ 50%. **Practical field work:** Practical classes will be provided as required. **Campus:** Cumberland **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 one.

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 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
Principles of Radiological Physics, 4th Ed, 2003 Graham & Cloke

MRTY1032
Preparation for Practice

Credit points: 6 **Teacher/Coordinator:** Ms Edwina Adams **Session:** Semester 1 **Classes:** 4 hrs lec + 2 hrs tut/wk + directed independent learning **Assessment:** Assignment 500 word 16%, group presentation 2x 22%; Final Examination 2hr 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.

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

MRTY1033
Radiographic Practice 1

Credit points: 6 **Teacher/Coordinator:** Edward Caruana **Session:** Semester 2 **Classes:** 4 hrs lec + 2 hrs tut/wk + directed independent learning **Prerequisites:** MRTY1032 Preparation for Practice **Assessment:** Assignment, class tests, examination **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:** Edwina Adams **Session:** Semester 2 **Classes:** 4 hrs lec + 2 hrs tut/wk + directed independent learning **Prerequisites:** MRTY1032 Preparation for Practice **Assessment:** Assignment 1,000 word 20%, Practical Report 20%, Final Exam 2hr 60%. **Practical field work:** Practical classes will provide students with experience in procedures and radiopharmacy. **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit of study introduces the student to the fundamental aspects of the most commonly performed imaging procedures in Nuclear Medicine. It provides a study of the anatomy, physiology, and radiopharmaceutical bio-distributions which are fundamental to an understanding of the imaging procedures. Practical aspects of acquisition and radiopharmacy will be introduced.

Textbooks
Nuclear Medicine and PET Technology and Techniques 5th ed. Mosby.

MRTY1035
Radiation Therapy Practice 1

Credit points: 6 **Teacher/Coordinator:** Nikki Field **Session:** Semester 2 **Classes:** 4 hrs lec + 2 hrs tut/wk + directed independent learning **Prerequisites:** MRTY1032 Preparation for Practice **Assessment:** Practical class test 1.5 hr 30%, Assignment 1,500 word 30% , Practical final test 2hr 40%. **Practical field work:** Practical classes will provide students with experience in planning simple palliative techniques. **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 simple palliative techniques on the linear accelerator. The role

of the radiation therapist as a supporter and educator of the patients will also be covered.

Textbooks
Principles and Practice of Radiation Therapy (2nd ed). Washington, C. & Leaver, D (2004). St. Louis: Mosby

MRTY2080
Radiographic Practice 2.1

Credit points: 6 **Teacher/Coordinator:** John Robinson, Sarah Lewis **Session:** Semester 1 **Classes:** 4 hours of lectures + 2 hours of tutorials per week + directed independent learning **Prerequisites:** MRTY 1033 Radiographic Practice 1 **Assessment:** Assignments, class tests, class presentations, and computer based assessment **Practical field work:** Practical classes will provide students with experience in patient care, practitioner patient communication, radiographic positioning and appropriate anatomy and pathology recognition. The tutorial classes will focus on the development of a clinical knowledge through the use of clinical scenarios. **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

: In this unit of study the student will investigate radiographic techniques and study the roles of additional imaging modalities in the diagnosis of trauma, injury and disease, in particular, of the musculoskeletal system. The unit of study is divided into modules focussing on designated regions and will generate an inquiry-based learning in the student with class presentations forming a 'wrap-up' seminar for each module. Aspects covered within each module will include patient preparation, contrast media administration, technical considerations, radiographic pathology, with the routine protocols being supported by evidence drawn from reference articles. Practical: Practical classes will provide students with experience in patient care, practitioner patient communication, radiographic positioning and appropriate anatomy and pathology recognition. The tutorial classes will focus on the development of a clinical knowledge through the use of clinical scenarios.

Textbooks
Ballinger, PWP, Frank, ED. Merrill's Atlas of Radiographic Positions and Radiologic Procedures. St Louis, Mosby

MRTY2081
Clinical Education 2.1DR

Credit points: 6 **Teacher/Coordinator:** Sarah Lewis **Session:** Semester 1 **Classes:** On Campus and Clinical centre 35 hrs/wk x 6 wks **Prerequisites:** MRTY1033 Radiographic Practice 1 **Prohibitions:** Unsatisfactory criminal record check and non-compliance with NSW Child Protection (Prohibited employment) Act, failure to acquire a PRM, failure to have a written record of current immunity status. **Assessment:** Clinical Departmental Assessment 25%, written case studies 50%, University Supervisor Assessment 25%. **Campus:** Cumberland **Mode of delivery:** Professional Practice

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:** Gary Reddy **Session:** Semester 1 **Classes:** 4 hours of lectures + 2 hours of tutorials per week + directed independent learning **Prerequisites:** MRTY1031 Medical Radiation Physics **Assessment:** Practical 10%, class test 25%, final examination 65%. **Practical field work:** Practical classes will provide students with experience in quality control and application of clinical radiation safety. **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit of study introduces the student to the construction, design, operation and quality control of general radiographic and processing equipment. A section on conventional tomography, computerised tomography and associated radiation protection will also be included.

Textbooks
Curry T S, et al
Christensen's Physics of Diagnostic Radiology (4th edition)

MRTY2083
Nuclear Medicine Practice 2.1

Credit points: 6 **Teacher/Coordinator:** Edwina Adams **Session:** Semester 1 **Classes:** 4 hours of lectures + 2 hours tutorials per week + directed independent learning **Prerequisites:** MRTY1034 Nuclear Medicine Practice 1 **Assessment:** Assignment, Report, Final Examination **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:** Dale Bailey **Session:** Semester 1 **Classes:** 4 hours of lectures + 2 hours tutorials per week + directed independent learning **Prerequisites:** MRTY1031 Medical Radiation Physics **Assessment:** Practicals/Tutorials, Class test, Final Examination. **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
Cherry, S.R, Sorenson, J.A, and Phelps M E
Physics in Nuclear Medicine 3rd Edition
Saunders(2003)

MRTY2085
Clinical Education 2.1NM

Credit points: 6 **Teacher/Coordinator:** Elisabeth Kilburn-Watt **Session:** Semester 1 **Classes:** on-campus tutorials, off-campus clinical placement 35 hrs/wk x 6 wks **Prerequisites:** MRTY1034 Nuclear Medicine Practice 1 **Prohibitions:** Current cardio-pulmonary resuscitation certificate, satisfactory criminal record check, a NSW Child Protection Prohibited Employment declaration completed, acquisition of a personal radiation monitor **Assessment:** Clinical assessment, oral case study, practical test. **Campus:** Cumberland **Mode of delivery:** Professional Practice

Note: The clinical placement component of this unit of study will be undertaken 6 weeks prior to semester 1 commencing

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 of fundamental practice.

Textbooks
Nuclear Medicine and PET Technology and Techniques 5th ed. Mosby

MRTY2086
Radiation Therapy Practice 2.1

Credit points: 6 **Teacher/Coordinator:** John Atyeo **Session:** Semester 1 **Classes:** 4 hrs lec + 2 hrs tut/wk + directed independent learning **Prerequisites:** MRTY1035 Radiation Therapy Practice 1 **Assessment:** Class Test, module report/portfolio, final examination. **Practical field work:** Practical classes will provide the student with experience in planning pelvic and primary brain tumour techniques using 2D & 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 brain. 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)
St. Louis: Mosby (2004)
On-line web based materials.

MRTY2087
Radiation Therapy Physics 2

Credit points: 6 **Teacher/Coordinator:** Mark West **Session:** Semester 1 **Classes:** 4 hours of lectures + 2 hours tutorials per week + directed independent learning **Prerequisites:** MRTY1031 Medical Radiation Physics **Assessment:** Class test, Assignment, Final examination. **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
Khan, FM
The Physics of Radiation Therapy (3rd ed)
Lippincott, Williams & Wilkins (2003)
Baltimore

MRTY2088
Clinical Education 2.1RT

Credit points: 6 **Teacher/Coordinator:** Nikki Field **Session:** Semester 1 **Classes:** Clinical Placement 35 hrs/wk x 6 wks **Prerequisites:** MRTY1035 Radiation Therapy Practice 1 **Prohibitions:** Criminal record check, failure to complete a Prohibited Employment declaration, failure to hold a current CPR, failure to acquire a personal radiation monitor, failure to have a written record of current immunity status **Assessment:** Case study, reflective summary and final clinical assessment **Practical field work:** 35 hours/week for 6 weeks **Campus:** Cumberland **Mode of delivery:** Professional Practice

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
Washington, C. & Leaver, D
Principles and Practice of Radiation Therapy (2nd ed)
St. Louis: Mosby 2004

MRTY2089
Integrated Diagnosis and Treatment

Credit points: 6 **Teacher/Coordinator:** To be announced **Session:** Semester 2 **Classes:** 4 hours of lectures + 2 hours tutorials per week + directed independent learning **Assessment:** Assignment , class test, final examination. **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 on-line reading material.

MRTY2090
Clinical Education 2.2DR

Credit points: 6 **Teacher/Coordinator:** Sarah Lewis **Session:** Semester 2 **Classes:** On campus and clinical centre 35 hrs/wk x 6 wks **Prerequisites:** MRTY2081 Clinical Education 2.1DR **Prohibitions:** Unsatisfactory criminal record check and non-compliance with NSW Child Protection (Prohibited employment) Act, failure to acquire a PRM, failure to have a written record of current immunity status. **Assessment:** Clinical departmental assessment 50%, written case studies 50%. **Practical field work:** Clinical placement of 6 weeks **Campus:** Cumberland **Mode of delivery:** Professional Practice

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:** Sarah Lewis **Session:** Semester 2 **Classes:** On campus and clinical centre 35 hrs/wk x 6 wks **Prerequisites:** MRTY2081 Clinical Education 2.1DR **Prohibitions:** Unsatisfactory criminal record check and non-compliance with NSW Child Protection (Prohibited employment) Act, failure to acquire a PRM, failure to have a written record of current immunity status. **Assessment:** Clinical departmental assessment 25%, written case studies 50%, OSCE 25% **Campus:** Cumberland **Mode of delivery:** Professional Practice

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 renal and 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

MRTY2092
Radiographic Practice 2.2

Credit points: 6 **Teacher/Coordinator:** John Robinson, Sarah Lewis **Session:** Semester 2 **Classes:** 4 hours of lectures + 2 hours tutorials per week + directed independent learning. **Assessment:** Assignments, class tests, class presentations, computer-based assessment. **Practical field work:** Practical classes will provide students with experience in patient care, practitioner patient communication, radiographic positioning and appropriate anatomy and pathology recognition. The tutorial classes will focus on the development of a clinical knowledge through the use of clinical scenarios. **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 of study the student will investigate radiographic techniques and study the roles of additional imaging modalities in the diagnosis of trauma, injury and disease, in particular, of the axial skeleton and the internal body systems. The unit of study is divided into modules focussing on designated regions and will be delivered using inquiry-based learning. Aspects covered within each module will include patient preparation, contrast media administration, technical considerations, radiographic pathology, with the routine protocols being supported by evidence drawn from reference articles.

Textbooks
Ballinger, PWP, Frank, ED. Merrill's Atlas of Radiographic Positions and Radiologic Procedures
St Louis, Mosby

MRTY2093
Clinical Education 2.2NM

Credit points: 6 **Teacher/Coordinator:** Edwina Adams **Session:** Semester 2 **Classes:** on-campus tutorials, off-campus clinical placement 35 hrs/wk x 6 wks **Prerequisites:** MRTY2085 Clinical Education 2.1NM **Prohibitions:** 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 case study, practical test **Practical field work:** Off campus 35 hours/week x 6 wks **Campus:** Cumberland **Mode of delivery:** Professional Practice

Note: Satisfactory progress in the clinical achievements must be demonstrated in order to progress

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 above that of Clinical Education 2.1NM.

Textbooks
Nuclear Medicine and PET Technology and Techniques 5th ed. Mosby

MRTY2094
Clinical Education 2.3NM

Credit points: 6 **Teacher/Coordinator:** Edwina Adams **Session:** Semester 2 **Classes:** on-campus tutorials, off-campus clinical placement 35 hrs/wk x 6 wks **Prerequisites:** MRTY2085 Clinical Education 2.1NM **Prohibitions:** 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, practical test, assignment **Campus:** Cumberland **Mode of delivery:** Professional Practice

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 above that of 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

MRTY2095
Nuclear Medicine Practice 2.2

Credit points: 6 **Teacher/Coordinator:** Peter Kench **Session:** Semester 2 **Classes:** 4 hours of lectures + 2 hours tutorials per week + directed independent learning **Assessment:** Class test, portfolio, oral presentation. **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

MRTY2096
Clinical Education 2.2RT

Credit points: 6 **Teacher/Coordinator:** Nikki Field **Session:** Semester 2 **Classes:** Clinical Placement 35 hrs/wk x 6 wks **Prerequisites:** MRTY2088 Clinical Education 2.1RT **Prohibitions:** Criminal record check, failure to complete a Prohibited Employment declaration, failure to hold a current CPR, failure to acquire a personal radiation monitor, failure to have a written record of current immunity status **Assessment:** 2 case studies, reflective summary, final clinical assessment, and observable clinical skills assessment. **Campus:** Cumberland **Mode of delivery:** Professional Practice

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 brain techniques.

Textbooks
Principles and Practice of Radiation therapy (2nd ed)
Washington & Leaver

MRTY2097
Clinical Education 2.3RT

Credit points: 6 **Teacher/Coordinator:** Nikki Field **Session:** Semester 2 **Classes:** Clinical Placement 35 hrs/wk x 6 wks **Prerequisites:** MRTY2088 Clinical Education 2.1RT **Prohibitions:** Criminal record check, failure to complete a Prohibited Employment declaration, failure to hold a current CPR, failure to acquire a personal radiation monitor, failure to have a written record of current immunity status **Assessment:** 2 case studies, reflective summary and final clinical assessment. **Campus:** Cumberland **Mode of delivery:** Professional Practice

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 head and neck and tangent techniques.

Textbooks
Washington, C. & Leaver, D
Principles and Practice of Radiation Therapy (2nd ed)
St. Louis: Mosby (2004)

MRTY2098
Radiation Therapy Practice 2.2

Credit points: 6 **Teacher/Coordinator:** John Atyeo **Session:** Semester 2 **Classes:** 4 hours of lectures + 2 hours tutorials per week + directed independent learning **Assessment:** Class test, module report/portfolio, final examination. **Practical field work:** Practical classes will provide the student with experience in planning primary Head & Neck and Breast techniques using 3D treatment planning. **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 Head & Neck and Breast. Oncology principles and the role of the radiation therapist as a supporter of psychosocial health and educator of the patients will also be covered.

Textbooks
C. & Leaver, D
Principles and Practice of Radiation Therapy (2nd ed).
St. Louis: Mosby (2004)
online web based materials

MRTY3059
Image Processing

Credit points: 3 **Teacher/Coordinator:** Barrie Egerton **Session:** Semester 1 **Classes:** Lecture 2 hours/week, practical 1 hr/week **Prerequisites:** MRTY2060 Radiographic Physics 2 or MRTY2064 Nuclear Medicine Physics 2 or MRTY2068 Radiation Therapy Physics 2 **Assessment:** Test 1hr 50%, Examination 1hr 50% **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

A study of the fundamentals, concepts and applications of processing of medical images in digital form using computer based systems.

Textbooks
John C Russ The Image Processing Handbook (2000) Handbook of Medical Imaging - Processing and Analysis (2000) Isaac N Bankman

MRTY3060
Medical Radiations Project

Credit points: 3 **Teacher/Coordinator:** Lucy Taylor-Turner **Session:** Semester 2 **Classes:** On campus 2 hrs/wk **Prerequisites:** MRTY2061 Radiographic Practice 2 or MRTY2065 Nuclear Medicine 2 or MRTY2069 Radiation Therapy 2 **Assessment:** Article 2,500 word 80%, Progress report 10%, abstract 10%. **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit of study follows on from the module in MRTY3063 Radiographic Practice 3, MRTY3070 Nuclear Medicine 3A and MRTY3075 Radiation Therapy 3A where a research topic was chosen and a preliminary research proposal was written. The unit of study provides students with the opportunity to extend their interests by undertaking an investigative project in their chosen area of medical radiation science. The project will develop the student's ability to work independently with minimum supervision and introduces the student to the place of research in the medical radiation professions.

MRTY3061
Integrated Diagnosis and Treatment

Credit points: 3 **Teacher/Coordinator:** Nikki Field **Session:** Semester 1 **Classes:** Group led discussion, forums, 2 hrs/wk **Prerequisites:** MRTY2061 Radiographic Practice 2 or MRTY2065 Nuclear Medicine 2 or MRTY2069 Radiation Therapy 2 **Assessment:** Group reports 300 word 15% x3, examination 1 hr 55%. **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit of study will enable the student to gain an understanding of the inter-relationship of imaging and treatment paradigms for selected

regions of the body and disease processes. A selection of pathology related to the following regions will be chosen; central nervous system, gastro-intestinal tract, genito-urinary tract, respiratory tract, skeletal system, breast and thyroid.

MRTY3062
Radiographic Physics 3A

Credit points: 3 **Teacher/Coordinator:** Mr Gary Reddy **Session:** Semester 1 **Classes:** 2 hours of classes per week + 2 hours of practical **Prerequisites:** MRTY2060 Radiographic Physics 2, MRTY2061 Radiographic Practice 2 **Corequisites:** MRTY3059 Image Processing **Assessment:** Tutorials 30%; End of year examination 70%. **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

Upon completion of this unit the student will have been introduced to the principles of NMR. A range of digital and non digital radiographic specialist equipment will be examined in terms of operational principles, quality assurance and radiation dose implications.

Textbooks
1. Christensen's Physics of Diagnostic Radiology. Curry, T.S., Dowdey, J.E, & Murrary, R.C. Lea & Febiger 2. The MRI Manual. Lufkin, R.B. Year Book Medical Publishers

MRTY3063
Radiographic Practice 3

Credit points: 3 **Teacher/Coordinator:** Warren Reed **Session:** Semester 1 **Classes:** 2 hrs lec/wk **Prerequisites:** MRTY2061 Radiographic Practice 2 **Corequisites:** MRTY3096 Clinical Education 3D **Assessment:** Assignment 2,000 word 40%, Research plan + article review 1,500 word 20%, examination 1hr 40%. **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit of study will build upon the regions taught in previous Radiographic Practice units by expanding on the radiography required for traumatised, paediatric or geriatric patients. The unit incorporates specialised procedures such as contrast examinations, CT, Angiography and MRI, as used in the diagnosis of the patient's disease process or extent of injury. A separate module will include the selection of a research topic to be articulated with MRTY3060 Medical Radiations Project in semester 2.

MRTY3064
Sonography A

Credit points: 3 **Teacher/Coordinator:** Jill Clarke **Session:** Semester 1 **Classes:** Lectures/tutorial 2 hrs/wk **Assessment:** Class test 30minutes 25%, final examination 1h 75%. **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit provides an introduction to the clinical applications and practice of diagnostic ultrasound, in particular in the abdomen and in obstetrics and gynaecology.

MRTY3065
Radiographic Pathology 2

Credit points: 3 **Teacher/Coordinator:** Warren Reed **Session:** Semester 1 **Classes:** On campus lec 2hrs/wk **Corequisites:** MRTY3063 Radiographic Practice 3 **Assessment:** Assignment 2,000 word 40%, examination 1.5 hr 60 %. **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit of study will introduce the student to the radiographic manifestations of disease processes such as neoplasms, abnormalities of the respiratory and central nervous system, emergency trauma radiology and respiratory diseases in the paediatric patient.

MRTY3067
Radiographic Physics 3B

Credit points: 3 **Teacher/Coordinator:** Gary Reddy **Session:** Semester 2 **Classes:** On campus lec 2hrs/wk **Prerequisites:** MRTY2060 Radiographic Physics 2, MRTY3063 Radiographic Practice 3 **Assessment:** Tutorials 30%, examinations 2 hr 70%. **Practical field work:** + 2 hours per week for 6 weeks **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

Upon completion the student will have been introduced to a range of digital radiographic equipment and principles including those designed for special procedures and MRI. Quality assurance and radiation protection principles and practice have been extended.

Textbooks
Christensen's Physics of Diagnositic Radiology by Curry, T.S., Dowdey, J.E, & Murrary, R.C. (Lea & Febiger).

MRTY3069
Nuclear Medicine Physics 3

Credit points: 3 **Teacher/Coordinator:** Dale Bailey **Session:** Semester 1 **Classes:** on campus lec 2hrs/wk **Prerequisites:** MRTY2064 Nuclear Medicine Physics 2, MRTY2057 Intro Radiation Biology and Protection **Corequisites:** MRTY3059 Image Processing **Assessment:** Assignment 2,000 word 30%, practical report 20%, examination 1 hr 50%. **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit of study provides advanced understanding of various aspects of nuclear medicine technology systems. It gives the student a comprehensive review of gamma camera specifications, quality control, positron emission tomography (PET) devices and magnetic resonance imaging. The unit of study concludes with a review of recent developments in instrumentation.

MRTY3070
Nuclear Medicine 3A

Credit points: 6 **Teacher/Coordinator:** Peter Kench **Session:** Semester 1 **Classes:** 4 hrs lec + 2hrs tut/wk + directed independent learning **Prerequisites:** MRTY2065 Nuclear Medicine 2, MRTY2075 Clinical Education 2.2B and MRTY2076 Clinical education 2.3B **Corequisites:** MRTY3097 Clinical Education 3N **Assessment:** Class report 10%, research plan and article review MRP 1,500 word + 2 minutes oral 15%, assignments 1,500 word 25%, examination 50%. **Practical field work:** Laboratory, problem centred and web based learning **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit of study examines the application of radionuclides in Nuclear Medicine procedures for the investigation of pathophysiology. The unit of study will introduce methods for planning research. It also provides a study of physiological pathways which are fundamental to an understanding of design and use of radiopharmaceuticals. A separate module will include the selection of a research topic to be articulated with MRTY3060 Medical Radiations Project in semester 2.

Textbooks
Christian P.E, Bernier DR and Langan JK Nuclear Medicine and PET Technology and Techniques (5th ed) Mosby 2004

MRTY3072
Nuclear Medicine 3B

Credit points: 6 **Teacher/Coordinator:** Edwina Adams, Peter Kench **Session:** Semester 2 **Classes:** 4 hrs lec +2 hrs tut/wk +directed independent learning **Prerequisites:** MRTY3070 Nuclear Medicine 3A **Assessment:** Class SAQ test 20%, assignment 2,000 word 25% and examination 2 hr 55%. **Practical field work:** Laboratory, problem centred and web based learning **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit of study examines the application of radionuclides in Nuclear Medicine procedures for the investigation of pathophysiology. Key procedures will be examined comprehensively to integrate theory into practice. It also provides a study of physiological pathways which are fundamental to an understanding of design and use of radiopharmaceuticals.

Textbooks
Christian P.E, Bernier DR and Langan JK Nuclear Medicince and PET Technology and Techniques (5th ed) Mosby 2004

MRTY3074
Radiation Therapy Physics 3

Credit points: 3 **Teacher/Coordinator:** Mark West **Session:** Semester 1 **Classes:** 2 hrs lec /wk **Prerequisites:** MRTY2068 Radiation Therapy Physics 2, MRTY2057 Intro Radiation Biology and Protection, MRTY2069 Radiation Therapy 2. **Corequisites:** MRTY3059 Image Processing **Assessment:** Test 1 hr 25%, poster 35%, and final examination 2 hr SAQ 40% **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This is the third of three units which cover the physical principles of the appropriate use of ionising radiation therapy. This subject aims to make students aware of developing areas in radiation therapy and less common radiation therapy treatment modalities.

Textbooks
Physics of Radiation Therapy. Khan, F.M. (1989). Williams & Wilkins
ÊLevitt & Tapley's Technological Basis of Radiation Therapy. Levitte, S., Khan, F., Potish, R., (eds.). (1992). Lea & Febiger

The Physics of Radiotherapy X-rays from Linear Accelerators. Metcalfe, P., Kron, T. & Hoban, P. Medical Physics Publishing

MRTY3075
Radiation Therapy 3A

Credit points: 6 **Teacher/Coordinator:** Danielle Milinkovic **Session:** Semester 1 **Classes:** Independent research, group discussion forums, practicals. 6 hours/week. **Prerequisites:** MRTY2069 Radiation Therapy 2, MRTY2068 Radiation Therapy Physics 2, MRTY2070 Clinical Education 2C **Corequisites:** BIOS3050 Oncology B **Assessment:** Module report 3,000 word 25%, class test 2 hr 20%, research plan + article review 1,500 word 15%, examination 2hr 40%. **Practical field work:** 3 hrs/wk equivalent **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit of study applies the knowledge gained in the Year 2 radiation therapy and physics units to more complex routine radiation therapy procedures. It will concentrate on the acquisition of the knowledge and skills to enable the student to satisfactorily plan, calculate and treat routine multi field techniques of the thorax, breast and lymphatic regions. Advances in radiation therapy planning will be addressed. A separate module will include the selection of a research topic to be articulated with MRTY3060 Medical Radiations Project in semester 2.

Textbooks
1. The Physics of Radiation Therapy (4th ed). Khan, F.M. (1994). Baltimore: Williams & Wilkins.
2. Principles and Practice of Radiation Therapy: Vol 1, Introduction to radiation therapy. Washington, C. and Leaver, D. (1996). St. Louis: Mosby
3. Principles and Practice of Radiation Therapy: Physics, simulation and treatment. Washington, C. and Leaver, D. (1996). St. Louis: Mosby
4. Principles and Practice of Radiation Therapy: Practical applications. Washington, C. and Leaver, D. (1996). St. Louis: Mosby

MRTY3077
Radiation Therapy 3B

Credit points: 6 **Teacher/Coordinator:** Mark West **Session:** Semester 2 **Classes:** Independent research, group discussion forums, practicals. 6 hours/week **Prerequisites:** MRTY2069 Radiation Therapy 2, MRTY2068 Radiation Therapy Physics 2 **Assessment:** Module class test 20%, examination 2hr 40%, assignment 3,000 word 30%, participation 10%. **Practical field work:** 3 hours/week equivalent. **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit of study applies the knowledge gained in Year 2 to more complex routine radiation therapy procedures. It will concentrate on the acquisition of the knowledge and skills to enable the student to satisfactorily plan, calculate and treat routine multifield techniques of the thorax, salivary glands and facial sinuses. Advances in radiation therapy planning will be further addressed.

Textbooks
The Physics of Radiation Therapy (4th ed). Khan, F.M. (1994). Baltimore: Williams & Wilkins Principles and Practice of Radiation Therapy: Vol 1 Introduction to Radiation Therapy. Washington, C. and Leaver, D. (1996). St. Louis: Mosby
, Principles and Practice of Radiation Therapy: Physics, simulation and treatment. Washington, C. and Leaver, D. (1996). St. Louis: MosbyPrinciples and Practice of Radiation Therapy: Practical applications. Washington, C. and Leaver, D. (1996). St. Louis: Mosby

MRTY3078
Seminars in Radiation Therapy

Credit points: 3 **Teacher/Coordinator:** John Atyeo **Session:** Semester 2 **Classes:** 2 hours/week **Prerequisites:** MRTY3075 Radiation Therapy 3A **Assessment:** Participation 15%.group presentation 10%, report 1,000 word 25% and final exam SAQ 2hr 50% **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit of study gives students the opportunity to investigate specialised and non-routine radiation therapy procedures. Topic areas may include radiation therapy treatment, simulation, planning, physics, dosimetry, innovative treatment techniques and patient support. Core topics will be set by lecturing staff, and students may suggest topics of special interest to themselves.

Textbooks
Library resources

MRTY3080
Seminars in Diagnostic Radiography

Credit points: 3 **Teacher/Coordinator:** Warren Reed **Session:** Semester 2 **Classes:** 1x3hr lec/wk, 1x1hr tut alternate wks **Assessment:** Written assignments 2,000 word 50% x 2 **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit of study aims to encourage discussion of issues relating to diagnostic radiography as a profession. Critical thinking and reflection will be facilitated through the reading of relevant literature, seminar presentation and discussion. Topics will range from the development of the role of the radiographer and models of practice to the wider issues of the context of diagnostic radiography within the history of medical science. Topical issues of concern to the profession will also be discussed. Permission is needed to enrol in this elective.

MRTY3089
Operating Theatre Radiography

Credit points: 3 **Teacher/Coordinator:** Warren Reed **Session:** Semester 1, Semester 2 **Classes:** On campus lec 2hrs/wk and clinical centre **Prohibitions:** Failure to acquire a PRM **Assumed knowledge:** MRTY3063 Radiographic Practice 3 **Assessment:** Essay 2,000 word 40 %, written examination 1 hr 60%, **Practical field work:** Students will engage in theatre radiography whilst on clinical placement. **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

Note: Department permission required for enrolment in the following sessions: Semester 1.

Students will extend their professional development in the area of theatre radiography through a series of facilitated workshops and practical experience. Students will observe and participate in aspects of radiography relating to in-theatre imaging whilst undertaking clinical education at a university approved location. Students attending a clinical placement without theatre capabilities will be able to carry over their experience report until the mid year clinical placement. Areas will include surgical procedures such as orthopaedics, vascular, gastro-intestinal, cardiac and urinary imaging.

MRTY3096
Clinical Education 3D

Credit points: 6 **Session:** Semester 1 **Classes:** Clinical Placements 35 hrs/wk x 6 wks **Prerequisites:** MRTY2072 Clinical Education 2.2A, MRTY2061 Radiographic Practice 2 **Corequisites:** MRTY3063 Radiographic Practice 3 **Prohibitions:** See "Clinical Education" section **Assessment:** Reflective journal, experience report, departmental assessment plus OSCE. **Practical field work:** Clinical Placements 35 hrs/wk x 6 wks **Campus:** Cumberland **Mode of delivery:** Professional Practice

This clincal practicum allows for completion of any outstanding clinical competencies. This block is also designed to allow students to broaden their exposure to specialised examinations and modalities. Particular emphasis is placed on the modification and adaptation of techniques to accomodate the special limitations encountered in severely traumatised and debilitated patients. Development of lifelong learning and professional skills are encouraged. On completion of this unit of study student should be competent in the understanding, knowledge and skills underpinning radiographic procedures as defined by the profession for a "beginning practitioner".

MRTY3097
Clinical Education 3N

Credit points: 6 **Session:** Semester 1 **Classes:** Clinical Placements 35 hrs/wk x 6 wks **Prerequisites:** MRTY2075 Clinical Education 2.2B **Corequisites:** MRTY3070 Nuclear Medicine 3A **Prohibitions:** See " Clinical Education" section **Assessment:** Case study, manual, clinical assessments. **Campus:** Cumberland **Mode of delivery:** Professional Practice

This unit of study provides the student with structured program of clinical experience. The program aims to develop the student's skills and applied knowledge to attain level of proficiency adequate for entry to the Nuclear Medicine profession.

MRTY3098
Clinical Education 3T

Credit points: 6 **Session:** Semester 1 **Classes:** Clinical placement 35 hrs/wk x 6 wks **Prerequisites:** MRTY2069 Radiation Therapy 2, MRTY2078 Clinical Education 2.2C **Prohibitions:** See "Clinical Education" section **Assessment:**

Clinical education report, portfolio, on campus practical assessment. **Campus:** Cumberland **Mode of delivery:** Professional Practice

This is the final unit of study where students are placed in clinical radiation oncology centres, primarily in the greater Sydney metropolitan region. This unit aims to provide students with structured program where knowledge, skills and attributes to practice as a radiation therapist are applied to and further developed in the clinical setting.

MRTY4032
Honours Thesis 1A

Credit points: 24 **Teacher/Coordinator:** Ann Poulos **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.

MRTY4033
Honours Thesis 1B

Credit points: 24 **Teacher/Coordinator:** Ann Poulos **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.

MRTY4034
Honours Thesis A

Credit points: 12 **Teacher/Coordinator:** Ann Poulos **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 tthe academic staff member who is their supervisor. There are no formal classes, but students are required to meet regularly with their superviser and attend compulsory workshops.

MRTY4035
Honours Thesis B

Credit points: 12 **Teacher/Coordinator:** Ann Poulos **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 to attend compulsory workshops.

MRTY4036
Honours Thesis C

Credit points: 12 **Teacher/Coordinator:** Ann Poulos **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 to attend compulsory workshops.

MRTY4037
Honours Thesis D

Credit points: 12 **Teacher/Coordinator:** Ann Poulos **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 to attend compulsory workshops.

13. Occupational Therapy

Courses of study

Occupational Therapy currently offers three undergraduate degrees:

- The Bachelor of Applied Science (Occupational Therapy) course offered on a full-time basis over four years. The course prepares students to practise as an occupational therapist.
- The Bachelor of Health Science (Occupational Therapy) offered in Singapore as a conversion course to enable diplomats to attain a degree.
- The Bachelor of Applied Science (Leisure and Health) for continuing students only. From 2007 commencing students will be able to do Leisure and Health as a stream in the Bachelor of Health Sciences program.

A graduate professional entry degree is also offered through:

- The Master of Occupational Therapy which is an alternative professional entry pathway suitable for students with relevant undergraduate qualifications.

A range of postgraduate study options have also been developed:

- The GraduateCertificate/Master of Health Science (Occupational Therapy) that focuses on specialty areas of practice in occupational therapy.

Research programs include:

- PhD studies
- Professional doctorate (HScD) studies
- Master's by Research

Professional information

Both the disciplines of Occupational Therapy and Leisure and Health prioritise enabling people's participation in living their lives as fully as they would like.

Occupational therapists help to overcome barriers and create opportunities for people 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.

Leisure and Health professionals also enable participation, but their focus is on health and well being through leisure. Leisure has the power to recreate, rejuvenate and empower people at an individual and societal level. The leisure professional can create, manage and evaluate leisure environments within a range of industry settings including health care and community environments.

Further information

Telephone: +61 2 9351 9386
Email: olsinfo@fhs.usyd.edu.au
Website: http://www.fhs.usyd.edu.au/

Bachelor of Applied Science (Leisure and Health)

No first year intake from 2007

From 2007 commencing students in the Bachelor of Health Sciences course can choose to specialise in Leisure and Health studies.

Honours program

For information specific to the Leisure and Health honours program students are advised to contact the honours course coordinator. Students commence the honours program in second semester of third year and complete an additional year in which a research project is undertaken and a thesis written. See Table 13.1.1 for details.

Clinical experience

Students undertake 13 weeks of field experience individually and with peer groups. Individual experience might be in a government department, correctional facility or after school care. Recent group experiences have included planning, implementing and evaluating a camp for adults with disabilities and designing and managing a charity based ski weekend. All clinical experiences are supported through industry partnerships.

Course outlines

The course outlines for the Bachelor of Applied Science (Leisure and Health) Pass and Honours are presented in Tables 13.1 and 13.1.1. For information specific to the Leisure and Health off-campus flexible mode see Table 13.2.

Table 13.1: Bachelor of Applied Science (Leisure and Health) Pass

Unit of study	*Credit points*	*A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition*	*Session*
Course code SH104: Pass course; full-time, 3 years			
Year 2 (last offered in 2007)			
Semester 1			
BACH1134 **Health, Illness and Social Inquiry**	6		Semester 1
BIOS2095 **Body Functions**	4		Semester 1 Semester 2
OCCP2058 **Social Psychology of Leisure and Play**	3		Semester 1
OCCP2059 **Learning Processes and Leisure Education**	3		Semester 1
OCCP2082 **Professional Practice IIA**	8	**P** OCCP1080 Professional Practice I *Credit Transfer for off-campus students only*	Semester 1
SEMESTER 1 TOTAL: 24 CREDIT POINTS			
Semester 2			
BACH1141 **Analysing Health Research: General**	3	**A** Basic mathematics	Semester 1 Semester 2
BIOS2096 **Body Functions and Disease**	4	**A** BIOS2095 Body Functions *This unit will also be available in distance mode for off-campus students and possibly repeating students*	Semester 1 Semester 2
OCCP1056 **Management and Leadership**	4		Semester 2
OCCP2062 **Program Design and Evaluation**	4		Semester 2
OCCP2073 **Client Groups I**	6	**P** OCCP1055 Introduction to Leisure and Health	Semester 2
OCCP2083 **Professional Practice IIB**	3	**P** OCCP2082 Professional Practice IIA *Credit transfer for off-campus students only*	Semester 2
SEMESTER 2 TOTAL: 24 CREDIT POINTS			
Year 3 (last offered in 2008)			
Semester 1			
OCCP3050 **Professional Communication and Guidance**	3		Semester 1
OCCP3067 **Professional Practice IIIA**	18	**P** OCCP2083 Professional Practice IIB	Semester 1
Elective [3] (see note below)			
SEMESTER 1 TOTAL: 24 CREDIT POINTS			
Semester 2			
BACH1031 **Clients, Practitioners and Organisations**	3	**A** BACH1130 Foundations of Health Sociology, BACH1098 Introduction to Health Sociology	Semester 1 Semester 2
BIOS3054 **Contemporary Issues in Biomed Sciences**	4		Semester 2
OCCP3052 **Research Project in Leisure and Health**	4	*This unit is only available to students after completion of 4 semesters (full time equivalent) of the course*	Semester 2
OCCP3059 **Outdoor Recreation and Education**	4	**A** Communication skills, basic counselling skills	Semester 2
OCCP3060 **Client Groups II**	3	**P** OCCP2073 Client Groups 1	Semester 2
OCCP3068 **Professional Practice IIIB**	4	**P** OCCP3067 Professional Practice IIIA	Semester 2
Elective [3] (see note below)			
SEMESTER 2 TOTAL: 25 CREDIT POINTS			
Note			
In consultation with the course coordinator, students will be required to do two elective units of study of three credit points each from the Faculty, the wider University, or other centre of tertiary study.			

Table 13.1.1: Bachelor of Applied Science (Leisure and Health) Honours

Unit of study	*Credit points*	*A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition*	*Session*
Course code SH113: Honours program; full-time, 4 years			
Year 2			
As per Pass course			
Year 3			
Semester 1			
OCCP3050 Professional Communication and Guidance	3		Semester 1
OCCP3067 Professional Practice IIIA	18	**P** OCCP2083 Professional Practice IIB	Semester 1
Elective/Research Elective [3] (see note below)			
SEMESTER 1 TOTAL: 24 CREDIT POINTS			
Semester 2			
BACH1031 Clients, Practitioners and Organisations	3	**A** BACH1130 Foundations of Health Sociology, BACH1098 Introduction to Health Sociology	Semester 1 Semester 2
BIOS3054 Contemporary Issues in Biomed Sciences	4		Semester 2
OCCP3051 Outdoor Recreation and Education	3	**A** Communication skills, basic counselling skills	Semester 2
OCCP3060 Client Groups II	3	**P** OCCP2073 Client Groups 1	Semester 2
OCCP3068 Professional Practice IIIB	4	**P** OCCP3067 Professional Practice IIIA	Semester 2
OCCP3075 Honours Research Seminar I	4		Semester 2
Elective/Research Elective [3] (see note below)			
SEMESTER 2 TOTAL: 24 CREDIT POINTS			
Year 4			
Semester 1			
OCCP4019 Honours Research Seminar II	4		Semester 1
OCCP4073 Honours Thesis A	20		Semester 1
SEMESTER 1 TOTAL: 24 CREDIT POINTS			
Semester 2			
OCCP4074 Honours Thesis B	21		Semester 2
Elective/Research Elective [3] (see note below)			
SEMESTER 2 TOTAL: 24 CREDIT POINTS			
Note			
See course coordinator for Electives/Research Elective choices.			

Table 13.2: Bachelor of Applied Science (Leisure and Health) Off-campus

Unit of study	*Credit points*	*A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition*	*Session*
Course code SH103: Off-campus/flexible mode. Pass course; part-time, 6 years			
Year 4 (last offered in 2007)			
Semester 1			
OCCP2053 Contemporary Issues in Healthcare	3		Semester 1
OCCP2058 Social Psychology of Leisure and Play	3		Semester 1
OCCP2082 Professional Practice IIA	8	**P** OCCP1080 Professional Practice I *Credit Transfer for off-campus students only*	Semester 1
SEMESTER 1 TOTAL: 14 CREDIT POINTS			

Unit of study	*Credit points*	*A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition*	*Session*
Semester 2			
BACH1031 **Clients, Practitioners and Organisations**	3	**A** BACH1130 Foundations of Health Sociology, BACH1098 Introduction to Health Sociology	Semester 1 Semester 2
BIOS2096 **Body Functions and Disease**	4	**A** BIOS2095 Body Functions *This unit will also be available in distance mode for off-campus students and possibly repeating students*	Semester 1 Semester 2
OCCP2061 **Client Groups I**	4		Semester 2
OCCP2083 **Professional Practice IIB**	3	**P** OCCP2082 Professional Practice IIA *Credit transfer for off-campus students only*	Semester 2
SEMESTER 2 TOTAL: 14 CREDIT POINTS			
Year 5 (last offered in 2008)			
Semester 1			
BACH3059 **Research Methods II**	2	**P** BACH2115 Research Methods 1	Semester 1
OCCP3050 **Professional Communication and Guidance**	3		Semester 1
OCCP3059 **Outdoor Recreation and Education**	4	**A** Communication skills, basic counselling skills	Semester 2
OCCP3069 **Professional Practice IIIC**	5		Semester 1
SEMESTER 1 TOTAL: 14 CREDIT POINTS			
Semester 2			
OCCP3060 **Client Groups II**	3	**P** OCCP2073 Client Groups 1	Semester 2
OCCP3070 **Professional Practice IIID**	6	**P** OCCP3069 Professional Practice IIIC	Semester 2
Elective [3] (see note below)			
SEMESTER 2 TOTAL: 12 CREDIT POINTS			
Year 5 total: 25 credit points			
Year 6 (last offered in 2009)			
Semester 1			
BIOS3042 **Biological Sciences IIIA**	2		Semester 1
OCCP3071 **Professional Practice IIIE**	5	**P** OCCP3070 Professional Pactice IIID	Semester 1
Elective [3] (see note below)			
SEMESTER 1 TOTAL: 10 CREDIT POINTS			
Semester 2			
BIOS3043 **Biological Sciences IIIB**	2	**P** BIOS2096 Body Functions and Disease	Semester 2
OCCP3052 **Research Project in Leisure and Health**	4	*This unit is only available to students after completion of 4 semesters (full time equivalent) of the course*	Semester 2
OCCP3072 **Professional Practice IIIF**	6	**P** OCCP3071 Professional Practice IIIE *This unit of study is for off campus students only*	Semester 2
SEMESTER 2 TOTAL: 12 CREDIT POINTS			
Note			
In consultation with the course coordinator, students will be required to do 6 credit points elective units of study from the Faculty, the wider University, or other centre of tertiary study.			

Bachelor of Applied Science (Occupational Therapy)

Occupational Therapy involves a study of human occupations in the areas of self-care, productivity, leisure, and rest and the management of the adaptive behaviour required to perform occupational roles or activities.

This study of human occupations entails analysis of activities or occupations and knowledge of the cognitive, sensory-motor, biomechanical, and psychosocial processes required to perform activities or occupations.

The practice of occupational therapy applies knowledge of occupations and human processes to help people develop adaptive behaviours so that they may manage and interact with their environment. Occupational therapists work with people whose occupational performance has been threatened or impaired by developmental deficits, the ageing process, physical injury or illness, and psychological or social disability. Occupational therapists work in health care and community settings, educational facilities, work environments and as private practitioners.

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 chemistry or biology at HSC level.

Honours program

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 outlines

The course outlines for the Bachelor of Applied Science (Occupational Therapy) Pass and Honours are presented in Tables 13.3 and 13.3.1.

Table 13.3: Bachelor of Applied Science (Occupational Therapy) Pass

Unit of study	*Credit points*	*A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition*	*Session*
Course code SH111: Pass course; full-time, 4 years			
Year 1			
Semester 1			
BACH1130 **Foundations of Health Sociology**	3		Semester 1 Semester 2
BACH1132 **Foundations of Health Psychology**	3		Semester 1 Semester 2
BIOS1126 **Human Biology and Biochemistry**	4	**A** Basic Chemistry *Note: Department permission required for enrolment in the following sessions: Semester 2*	Semester 1 Semester 2
OCCP1081 **Human Occupations IA**	3		Semester 1
OCCP1082 **OT Theory and Process I**	5		Semester 1
OCCP1091 **Components of Occ Performance IA**	3		Semester 1
OCCP1094 **Professional Practice I**	3		Semester 1
SEMESTER 1 TOTAL: 24 CREDIT POINTS			
Semester 2			
BIOS1132 **Neuroscience I**	3		Semester 1 Semester 2
BIOS1136 **Functional Anatomy A**	4		Semester 1 Semester 2
OCCP1036 **Human Occupations IB**	3		Semester 2
OCCP1083 **Occupations/Roles Across the Lifespan I**	5		Semester 2
OCCP1095 **Components of Occ Performance IB**	6		Semester 2
Elective [3] (see note below)			
SEMESTER 2 TOTAL: 24 CREDIT POINTS			
Year 2			
Semester 1			
BACH1143 **Designing Health Research**	3		Semester 1 Semester 2
BIOS1139 **Functional Anatomy B**	3	**A** BIOS1136 Functional Anatomy A	Semester 1 Semester 2
BIOS1141 **Neuroscience II**	3		Semester 1 Semester 2
OCCP2041 **Human Occupations IIA**	3		Semester 1
OCCP2076 **OT Theory and Process II**	4		Semester 1
OCCP2077 **Occupations/Roles Across the Lifespan II**	3		Semester 1
OCCP2080 **Components of Occ Performance IIA**	5		Semester 1
SEMESTER 1 TOTAL: 24 CREDIT POINTS			

Unit of study	*Credit points*	*A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition*	*Session*
Semester 2			
BACH1145 **Quantitative Health and Social Research**	3	**A** Basic mathematics	Semester 1 Semester 2
BACH2127 **Health Policy and Service Delivery**	3	**P** BACH1130 Foundations of Health Sociology or BACH1098 Introduction to Health Sociology	Semester 2
BACH2128 **Cognition and Cognitive Impairment**	3	**A** BACH1132 Foundations of Health Psychology or BACH1133 Introduction to Health Psychology	Semester 2
BIOS1127 **Body Systems I**	3	**A** BIOS1126 Human Biology and Biochemistry	Semester 2
EXSS2015 **Kinesiology for Occupational Therapy**	3	**P** BIOS1136 Functional Anatomy A and BIOS1139 Functional Anatomy B	Semester 2
OCCP2042 **Human Occupations IIB**	3	**A** Child development	Semester 2
OCCP2044 **Components of Occ Performance IIB**	3		Semester 2
OCCP2081 **Professional Practice II**	3	**A** OCCP1094 Professional Practice I	Semester 2
SEMESTER 2 TOTAL: 24 CREDIT POINTS			
Year 3			
Semester 1			
OCCP3061 **Professional Practice IIIA**	12	**A** OCCP2081 Professional Practice II *Note: Department permission required for enrolment in the following sessions: Semester 2, Summer Late*	Semester 1 Semester 2 Summer Late
OCCP3065 **Professional Practice IIIB**	12	**A** OCCP2081 Professional Practice II	Semester 1 Semester 2
SEMESTER 1 TOTAL: 24 CREDIT POINTS			
Semester 2			
BACH1147 **Qualitative Health and Social Research**	3		Semester 2
BACH2126 **Maladaptive Behaviours/Behaviour Change**	4	**A** BACH1132 Foundations of Health Psychology or BACH1133 Introduction to Health Psychology or equivalent	Semester 1 Semester 2
EXSS3019 **Applied Physiology**	3		Semester 2
OCCP3032 **OT Theory and Process III**	3		Semester 2
OCCP3064 **Human Occupations III**	3		Semester 2
OCCP3066 **Components of Occ Performance III**	5		Semester 2
Electives [3] (see note below)			
SEMESTER 2 TOTAL: 24 CREDIT POINTS			
Year 4			
Semester 1			
Professional electives			
Students choose three professional electives of 8 credit points each from the following. Availability of electives may vary from year to year.			
OCCP4055 **Adolescent & Family Mental Health** *This unit of study is not available in 2007*	8		
OCCP4056 **OT in Learning & Co-ord Difficulties**	8		Semester 1
OCCP4057 **Upper Limb / Hand Therapy**	8		Semester 1
OCCP4058 **Advanced Communication & Management**	8		Semester 1
OCCP4062 **Community Based Rehabilitation**	8		Semester 1
OCCP4063 **Evaluation of OT Programs**	8		Semester 1
OCCP4068 **OT in Occ Health, Safety & Rehab**	8	**P** OCCP3064 Human Occupations III	Semester 1
OCCP4075 **Mental Health Interventions**	8	**A** OCCP1091 Components of Occ Performance IA, OCCP2044 Components of Occ Performance IIB, OCCP3066 Components of Occ Performance III	Semester 1
OCCP4076 **Technology for Living**	8	*Internet activity is required as part of this course*	Semester 1
OCCP4077 **Professional Elective - General**	8		Semester 1

Unit of study	Credit points	A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition	Session
SEMESTER 1 TOTAL: 24 CREDIT POINTS			
Semester 2			
OCCP4051 **Professional Practice IV**	24	**A** OCCP3061 Professional Practice IIIA and OCCP3065 Professional Practice IIIB	Semester 2
SEMESTER 2 TOTAL: 24 CREDIT POINTS			
Pass students choose units of study to the value of 6 credit points during the first three years of the course. Honours students choose 3 credit points. The units of study are chosen from outside the Occupational Therapy undergraduate course.			

Table 13.3.1: Bachelor of Applied Science (Occupational Therapy) Honours

Unit of study	Credit points	A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition	Session
Course code SH112: Honours program, full-time; 4 years			
Years 1 and 2			
As per Pass course			
Year 3			
Semester 1			
OCCP3061 **Professional Practice IIIA**	12	**A** OCCP2081 Professional Practice II *Note: Department permission required for enrolment in the following sessions: Semester 2, Summer Late*	Semester 1 Semester 2 Summer Late
OCCP3065 **Professional Practice IIIB**	12	**A** OCCP2081 Professional Practice II	Semester 1 Semester 2
SEMESTER 2 TOTAL: 24 CREDIT POINTS			
Semester 2			
BACH2126 **Maladaptive Behaviours/Behaviour Change**	4	**A** BACH1132 Foundations of Health Psychology or BACH1133 Introduction to Health Psychology or equivalent	Semester 1 Semester 2
EXSS3019 **Applied Physiology**	3		Semester 2
OCCP3029 **Honours Research Seminar I**	3		Semester 2
OCCP3032 **OT Theory and Process III**	3		Semester 2
OCCP3064 **Human Occupations III**	3		Semester 2
OCCP3066 **Components of Occ Performance III**	5		Semester 2
Research elective [3] (see note below)			
SEMESTER 2 TOTAL: 24 CREDIT POINTS			
Year 4			
Semester 1			
OCCP4019 **Honours Research Seminar II**	4		Semester 1
OCCP4071 **Professional Practice IV (Hons)**	20	**A** OCCP3061 Professional Practice IIIA and OCCP3065 Professional Pactice IIIB	Semester 1
SEMESTER 1 TOTAL: 24 CREDIT POINTS			
Semester 2			
OCCP4072 **Honours Thesis**	24		Semester 2
SEMESTER 2 TOTAL: 24 CREDIT POINTS			
Note			
OCCP4070 Research Elective Independent Study is an approved elective.			

Professional Practice

Professional Practice is an integral part of the occupational therapy and leisure and health programs. 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.

Leisure and Health professional practice

Professional Practice I

Clinical Practicums and other guided practice experiences spread over Semesters 1 and 2; a one week block placement in the inter-semester recess.

Professional Practice II
A three week block placement in the inter-semester recess; and or group and individual placement throughout Semesters 1 and 2.

Professional Practice III
During first semester, third year students undertake a nine week field placement. This is completed in one block at a single facility. Students are able to make choices concerning the venue/s of this placement. This placement aims to integrate all subjects studied into practical experience and students are expected to work independently with supervision from placement advisors and the university supervisor. Students utilise learning contracts and have input into the assessment for this subject.

Professional practice dates

Year 1: at various times throughout both semesters

Year 2: Semester 2, after Week 16 (4 weeks)

Year 3: Semester 1, Week 4 (10 weeks)

Occupational Therapy professional practice/fieldwork education

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

Professional Practice II
Lectures, tutorials, and a two week block placement during the inter-semester recess. Placements may also occur at different times of the year, subject to availability. Students also complete a project related to their fieldwork placement which is equivalent to an additional 80 hours.

Professional Practice IIIA and IIIB
Lectures, tutorials, online education, six week (IIIA) and seven week (IIIB) block placements during semester one. Placements may also occur at different times of the year, subject to availability. Students are required to attend university before and after placements for professional practice classes.

Professional Practice IV
Lectures, tutorials, online education and an eight week (pass program) or six week (honours program) placement during Semester Two. Students are required to attend university before and after placement and complete assessments while on placement and on campus.

Note: Students may be required to satisfactorily complete an English proficiency assessment prior to professional practice/fieldwork placements.

Professional practice/fieldwork education dates

Year 1: at various times during inter-semester recess or Semester 2

Year 2: 9 July to 20 July (2 weeks)

Year 3: IIIA: 5 March to 13 April (6 weeks)
IIIB: 7 May to 22 June (7 weeks)

Year 4: Pass course: 7 August to 28 September (8 weeks)
Honours program: 29 October to 7 December (6 weeks)

Uniforms

Students in the Leisure and Health and Occupational Therapy courses 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 by both leisure and health and occupational therapy students. These badges can be obtained from the Students' Union.

Leisure and Health students

Women
Lemon or white Shirtmaker blouse; navy blue skirt or culotte; navy blue cardigan or jumper; navy blue or black, closed shoes.

Men
Lemon or white Shirtmaker shirt; navy blue trousers; navy blue cardigan or jumper; black shoes.

Occupational Therapy students

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

Men
White short sleeves shirt; navy blue trousers; navy blue cardigan or jumper; black or brown shoes.

Units of study

Leisure and Health

BACH1031
Clients, Practitioners and Organisations

Credit points: 3 **Teacher/Coordinator:** Dr Rose Leontini **Session:** Semester 1, Semester 2 **Classes:** 13 lectures, 13 seminars **Assumed knowledge:** BACH1130 Foundations of Health Sociology, BACH1098 Introduction to Health Sociology **Assessment:** 1500 word essay (50%), 1 hr essay exam (50%) **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit of study applies a sociological perspective to the complex relationships between stakeholders in the Australian health care system. The unit emphasises: sociology of client/practitioner relationships; sociology of work and organisations in health care settings; theoretical perspectives on the self, the body, illness and identity.

Textbooks
Book of readings

BACH1134
Health, Illness and Social Inquiry

Credit points: 6 **Teacher/Coordinator:** Mr Ian Andrews/ Dr Zakia Hossain **Session:** Semester 1 **Classes:** strand 1: 1x2hr lect/wk, strand 2: 1x1hrlec & 1x1hr workshop wks 1-6, 1x1hr computer lab session wks 8-14 **Assessment:** Strand 1: class essay 17.5% examination 32.5%, strand 2: 1xpresentation 20%, examination 30% **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit is comprised of two complementary 3 credit point strands: 'Foundations of Health Sociology' and; 'Applied Sociology: Health Inequalities'. The first strand provides the sociological tools (theory and method) that are required to achieve social literacy in the domain of health and illness. This strand will develop within the student a sociological imagination, a quality of mind that will be used to scrutinise everyday assumptions regarding health and illness. Topics covered include the key features of modern societies; structural inequalities in Australian society and their impact upon health and the provision of healthcare services; the distinction between biomedicine, individualistic health promotion and social medicine; the changing role of alternative medicine in the healthcare system; and globalisation and the political-economic context of healthcare. The second strand

provides students with understanding of macro and micro sociological perspectives of health, illness and inequalities. It provides students with opportunities to apply these perspectives and concepts to analyse empirically demonstrable health inequalities in Australian society. Students will use two computer software packages, HealthWIZ and MapWIZ, to research sources of health and population data and to analyse this data using sociological concepts and theories.

BACH1141
Analysing Health Research: General

Credit points: 3 **Teacher/Coordinator:** Ms Karen Pepper **Session:** Semester 1, Semester 2 **Classes:** 1x1hr lec and 1x1hr tut per week for 13 weeks **Assumed knowledge:** Basic mathematics **Assessment:** Practical assignment 40%, exam 60% **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

The purpose of this unit is to provide students with background information concerning the analysis of quantitative and qualitative research in health sciences in order to become informed consumers of health research. The unit will provide a brief introduction to approaches to research, major qualitative data analysis techniques, strategies of quantitative inference, principles of descriptive and inferential statistics and will conclude with a discussion of the structure of research reports and critical literature appraisal.

BACH3059
Research Methods II

Credit points: 2 **Teacher/Coordinator:** Ms Karen Pepper **Session:** Semester 1 **Classes:** Off campus **Prerequisites:** BACH2115 Research Methods 1 **Assessment:** Poster or report **Campus:** Cumberland **Mode of delivery:** Distance Education

This unit of study will consist of two components. The first component will cover descriptive statistics including measures of central tendency and variability, frequency distributions, visual representations of data, cross-tabulations and correlation. In the second component students will conduct a literature review and a class research exercise based on their fieldwork experience. Students will prepare a report on the research exercise.

BIOS2095
Body Functions

Credit points: 4 **Teacher/Coordinator:** Dr Elizabeth Hegedus **Session:** Semester 1, Semester 2 **Classes:** Lectures, tutorials and on-line modules **Assessment:** MCQ and SAQ (40%), end of semester exam (60%) **Campus:** Cumberland **Mode of delivery:** Distance Education

This unit of study will provide the students with an integrated understanding of the structure and function of the human body. The content will be based on the concept of homeostasis in health and disease. This will be developed in terms of 'body systems'. The unit will build upon material in BIOS1126 Human Biology and Biochemistry and will provide a knowledge base for further studies in biomedical sciences. The learning methodology will include: on-line modules with embedded formative assessments, complemented by lectures and tutorials. Collaborative learning will be encouraged with the provision of on-line discussion forums and e-mail. Profession-specific work sheets will allow students to understand the application of biomedical principles to their personal context.

Textbooks
Shier D., Butler J. and Lewis R. Hole's Essentials of Human Anatomy and Physiology, 8th ed. McGraw-Hill Higher Education. 2000.

BIOS2096
Body Functions and Disease

Credit points: 4 **Teacher/Coordinator:** Dr Elizabeth Hegedus **Session:** Semester 1, Semester 2 **Classes:** 15x1hr lec and 2x1hr worksheets **Assumed knowledge:** BIOS2095 Body Functions **Assessment:** 1x1hr exam 40%, 1x2hr exam 60% **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

Note: This unit will also be available in distance mode for off-campus students and possibly repeating students

This unit continues from BIOS2095 Body Functions and builds the students' understanding of disease processes and the associated medical terminology. This will include: an introduction to mechanisms of disease and basic pathophysiology; study of the blood and immune systems and associated disorders followed by a discussion of cross infection and principles of infection control; disorders and principles of disease management, including an introduction to basic pharmacology in the following body systems: cardiovascular, respiratory, gastrointestinal, endocrine, reproductive, renal, nervous and musculoskeletal systems. Student learning will be facilitated with lectures and profession-based tutorials, together with CD ROM and web based material.

Textbooks
Mulvihill M.L., Zelman M., Holdaway P., Tompary E., Turchany J. Human Diseases: A Systemic Approach, 5th ed. New Jersey. Prentice-Hall. 2001.

BIOS3042
Biological Sciences IIIA

Credit points: 2 **Teacher/Coordinator:** Ms Dana Strain **Session:** Semester 1 **Classes:** Distance education - repeating students only **Assessment:** as specified in learning contract **Campus:** Cumberland **Mode of delivery:** Distance Education

This unit of study will allow students to undertake study in four topic areas covering contemporary issues in health and human biology. It is expected that these areas will be of particular interest to students in their future professional roles. It will provide the opportunity to achieve confidence in dealing with biologically based material, to understand scientifically technical language and to interpret biologically based data.

BIOS3043
Biological Sciences IIIB

Credit points: 2 **Teacher/Coordinator:** Ms Dana Strain **Session:** Semester 2 **Classes:** Distance education - repeating students only **Prerequisites:** BIOS2096 Body Functions and Disease **Assessment:** as specified in learning contract **Campus:** Cumberland **Mode of delivery:** Distance Education

This unit of study will allow students to undertake study in four topic areas covering contemporary issues in health and human biology. It is expected that these areas will be of particular interest to students in their future professional roles. It will provide the opportunity to achieve confidence in dealing with biologically based material, to understand scientifically technical language and to interpret biologically based data.

BIOS3054
Contemporary Issues in Biomed Sciences

Credit points: 4 **Teacher/Coordinator:** Ms Dana Strain **Session:** Semester 2 **Classes:** Students choose from 3 units which run on-line or distance modules **Assessment:** Students choose from 3 units which run on-line or distance modules. The assessment depends upon the choice made. **Campus:** Cumberland **Mode of delivery:** On-line

This unit of study will allow students to undertake study in four topic areas covering contemporary issues in health and human biology. It is expected that these areas will be of particular interest to students in their future professional roles. It will provide the opportunity to achieve confidence in dealing with biologically based material, to understand scientific technical language and to interpret biologically based data. Students enrolled in this unit of study will choose to work in one of the following areas: sexuality for health professionals; alternate health care; health disease and ageing and toxic effects of drugs and other chemicals. Assessments and instructional methodology will vary according to the topic selected.

OCCP1056
Management and Leadership

Credit points: 4 **Teacher/Coordinator:** Ms Jo Ragen **Session:** Semester 2 **Classes:** repeating students only - attendance at classes as specified in learning contract **Assessment:** As specified in learning contract **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit focuses on specific skills related to program management and leadership skills. Students are provided with opportunities to develop specific skills in event and program management, volunteer management, total quality management and management of conflict

and change within the workplace. Students will also learn skills related to effective leadership. They will examine their own leadership skills, learn how to match leadership styles with specific situations to gain maximum effectiveness from the group and ways to achieve realisation of their goals through effective leadership of others. Documentation related to management of human and physical resources will form part of this unit.

OCCP2053
Contemporary Issues in Healthcare

Credit points: 3 **Teacher/Coordinator:** Ms Jo Ragen **Session:** Semester 1 **Classes:** A combination of lectures, tutorials, seminars, workshops and/or WebCT **Assessment:** A combination of assignments, reports, case studies, presentations, participation, vivas and/or examinations **Campus:** Cumberland **Mode of delivery:** Distance Education

This unit of study will provide the student with an understanding of concepts which influence the delivery of leisure services and an opportunity to explore current issues within the healthcare system. Students will study relevant government acts and standards and principles which influence the individual and the provision of leisure services. Legal and ethical issues applicable to professional practice will be examined.

OCCP2058
Social Psychology of Leisure and Play

Credit points: 3 **Teacher/Coordinator:** Ms Jo Ragen **Session:** Semester 1 **Classes:** A combination of lectures, tutorials, seminars, workshops and/or WebCT **Assessment:** A combination of assignments, reports, case studies, presentations, participation, vivas and/or examinations **Campus:** Cumberland **Mode of delivery:** Distance Education

This unit of study aims to broaden the student's understanding of the behaviour of individuals within the social contexts of leisure and play. Students will examine and discuss various theories and the interpretation, application and relevance of the theories to the professional arena of leisure and health. Content areas examine elemental themes such as the relativity of freedom and intrinsic motivation. Consistent themes throughout the unit relate to the role of leisure in the construction of the self and the evolution of communication and the significance of play as a cultural phenomenon. Factors that influence social interaction, personal and social roles and self-development are examined both theoretically and as issues that impact on leisure and health service delivery.

OCCP2059
Learning Processes and Leisure Education

Credit points: 3 **Teacher/Coordinator:** Ms Jo Ragen **Session:** Semester 1 **Classes:** A combination of lectures, tutorials, seminars, workshops and/or WebCT **Assessment:** A combination of assignments, reports, case studies, presentations, participation, vivas and/or examinations **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit of study explores the concepts of teaching and learning, examines the significance of motivation, feedback and reinforcement in the learning process and considers ways this knowledge can be applied to recreation and leisure programs. Students will be introduced to task analysis, planning and organising teaching sequences and experiential learning approaches to learning and will be given the opportunity to practice specific teaching skills. Practical skills related to leisure education will be developed in this unit and students will explore a number of approaches available to assess clients' leisure needs and choices.

OCCP2061
Client Groups I

Credit points: 4 **Teacher/Coordinator:** Ms Jo Ragen **Session:** Semester 2 **Classes:** Distance mode **Assessment:** 2000 wd assignment 60%, take home exam/essay 40% **Campus:** Cumberland **Mode of delivery:** Distance Education

This unit of study will provide students with an understanding of the leisure needs and constraints affecting various client groups. Issues relevant to clinical and community contexts will be explored along with issues such as motivation and the creation of therapeutic environments which affect participation in leisure and recreation. Current legislation and policy also will be studied.

OCCP2062
Program Design and Evaluation

Credit points: 4 **Teacher/Coordinator:** Ms Jo Ragen **Session:** Semester 2 **Classes:** A combination of assignments, reports, case studies, presentations, participation, vivas and/or examinations **Assessment:** A combination of assignments, reports, case studies, presentations, participation, vivas and/or examinations **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

In this unit of study students continue to develop the skills necessary for the facilitation of client involvement in leisure and recreation programs. Emphasis is placed on issues related to the design of programs and their effective implementation and evaluation. Participants will develop further knowledge about theories of learning, the process of learning and the role of leisure service providers, including diversional therapists, in this process.

OCCP2073
Client Groups I

Credit points: 6 **Teacher/Coordinator:** Ms Jo Ragen **Session:** Semester 2 **Classes:** 1x 2 hr seminar/wk **Prerequisites:** OCCP1055 Introduction to Leisure and Health **Assessment:** 1x 1500wd Special investigation 40%, WebCT 10%, 1x 2000 wd Report 50% **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit of study will provide students with an understanding of the leisure needs and constraints affecting various people. Issues relevant to clinical and community contexts will be explored along with issues such as motivation and the creation of inclusive environments which affect participation in leisure and recreation. Current legislation and policy also will be studied.

OCCP2082
Professional Practice IIA

Credit points: 8 **Teacher/Coordinator:** Ms Jo Ragen **Session:** Semester 1 **Classes:** clinical/fieldwork placement **Prerequisites:** OCCP1080 Professional Practice I **Assessment:** A Pass grade requires full attendance at clinical workshops, completion of WebCT entries and satisfactory completion of assignments. Assessed on a Pass/Fail basis **Campus:** Cumberland **Mode of delivery:** Professional Practice

Note: Credit Transfer for off-campus students only

This unit of study has three components: clinical workshops, WebCT entries and an assignment which is related to preparation for the placement which is part of OCCP2083 Professional Practice IIB. Workshop sessions are designed to link skills that students learn in the university context with the requirements of workplace practice. These include practical skills such as lifting and transferring, sighted guiding and wheelchair skills, programming skills and professionalism in the workplace.

OCCP2083
Professional Practice IIB

Credit points: 3 **Teacher/Coordinator:** Ms Jo Ragen **Session:** Semester 2 **Classes:** clinical/fieldwork placement **Prerequisites:** OCCP2082 Professional Practice IIA **Assessment:** A Pass grade requires full attendance at field placements, clinical workshops, completion of WebCT entries and satisfactory completion of assignments. Assessed on Pass/Fail basis **Practical field work:** Block placement (4 weeks) or block placement (3 weeks) plus series of on campus activities **Campus:** Cumberland **Mode of delivery:** Professional Practice

Note: Credit transfer for off-campus students only

This unit of study has 4 components: 3 week block placement plus a series of on campus activities; WebCTentries to be completed during the placement; a report is required at the conclusion of the placement; seminar. During the placement(s) in a professional relationship with their supervisor, students are encouraged to develop and implement recreation programs, evaluate the programs and administrative procedures and link their academic study to professional practice.

OCCP3050
Professional Communication and Guidance

Credit points: 3 **Teacher/Coordinator:** Ms Jo Ragen **Session:** Semester 1 **Classes:** 1x 3hr tuorial x 4 wks **Assessment:** 2x 1500 wd essays 50% each, 4x report on activities in placement settings via WebCT **Practical field work:** 3 hrs per week during fieldwork placement **Campus:** Cumberland **Mode of delivery:** Distance Education

This unit is designed to enable students to develop the knowledge, skills and attitudes needed to establish therapeutic helping relationships with clients. Students will complete an independent applied skills assignment during their professional practice placement. They will learn to assess clients' needs and how to best meet these needs through the selection of appropriate strategies. The different helping skills models studied will allow students to develop flexible ways of relating to clients in a variety of context.

OCCP3051
Outdoor Recreation and Education

Credit points: 3 **Teacher/Coordinator:** Ms Jo Ragen **Session:** Semester 2 **Classes:** On-campus mode: 4 x 4hr lecture/wk, 4 day camp plus 16 hrs study **Assumed knowledge:** Communication skills, basic counselling skills **Assessment:** Outdoor education program plan and evaluation. Compulsory attendance on camp **Practical field work:** On campus mode: 2 days camp. Off campus students: 2 days field visits. **Campus:** Cumberland **Mode of delivery:** Distance Education

This unit's focus is outdoor education in adventure based practice and comprises three modules. The first module introduces the notions of experiential education and 'reflection in learning' using associated theories and definitions and the practical application of critical reflection in learning. The second module examines perceptions of skill and risk, the notion of challenge, personal growth and development and moving beyond one's comfort zone. The third module explores the processing of learning through a variety of debriefing methods including the Outward Bound model, frontloading, and metaphoric transference of learning. The third module is substantially taught in block mode, usually over two days at an outdoor education centre where students run programs for themselves and practise debriefing of real adventure experiences. A fee is payable by students for the block mode element of the program.

OCCP3052
Research Project in Leisure and Health

Credit points: 4 **Teacher/Coordinator:** Ms Jo Ragen **Session:** Semester 2 **Classes:** 1x 3hr tutorial x 7 wks **Assessment:** 1x 1500 wd essay 40%, 1x 3000 wd essay 60%, attendance requirement, presentation (hurdle requirement) **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

Note: This unit is only available to students after completion of 4 semesters (full time equivalent) of the course

This unit of study allows students to research and investigate an area that is of particular professional interest to them. It provides opportunities for students to further develop specialised knowledge and skills through an examination and critical review of the literature and the writing of a research paper which demonstrates an in-depth investigation and integration of information from a variety of sources.

OCCP3059
Outdoor Recreation and Education

Credit points: 4 **Teacher/Coordinator:** Ms Jo Ragen **Session:** Semester 2 **Classes:** On-campus, 1 hr lecture, l hr tutorial per week; off-campus, block mode **Assumed knowledge:** Communication skills, basic counselling skills **Assessment:** 1500-2000 word essay (50%), skills-based assessment (50%) **Practical field work:** Two days per semester **Campus:** Cumberland **Mode of delivery:** Distance Education

This unit's focus is outdoor education in adventure based practice and is comprised of three major components. The first component introduces the notions of experiential education and 'reflection in learning' using associated theories and definitions and the practical application of critical reflection in learning. The second component examines perceptions of skill and risk, the notion of challenge, personal growth and development and moving beyond one's comfort zone. The third component explores the processing of learning through a variety of debriefing methods including the Outward Bound model, frontloading, and metaphoric transference of learning. The third module is taught in block mode, usually over two days at an outdoor education centre where students practise advanced debriefing skills in real adventure experiences. A fee is payable by students for the latter part of the program.

OCCP3060
Client Groups II

Credit points: 3 **Teacher/Coordinator:** Ms Jo Ragen **Session:** Semester 2 **Classes:** 1x 2hr lecture x 1 wk, WebCT **Prerequisites:** OCCP2073 Client Groups 1 **Assessment:** 1x 1500 wd essay 40%, 1x 1hr group presentation 40%, supporting report 20% **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit will continue to develop and integrate expertise in supporting people participating in leisure programs who experience various disabilities. Current legislation and policy related to these client groups will be examined and approaches to policy development discussed. The unit continues to provide students with an understanding of the ways in which clinical and community environments affect participation in leisure and recreation which was commenced in earlier units.

OCCP3067
Professional Practice IIIA

Credit points: 18 **Teacher/Coordinator:** Ms Jo Ragen **Session:** Semester 1 **Classes:** clinical/fieldwork placement **Prerequisites:** OCCP2083 Professional Practice IIB **Assessment:** Fieldwork performance, WebCT entries, assignments **Practical field work:** Fieldwork (9 weeks fulltime placement) **Campus:** Cumberland **Mode of delivery:** Professional Practice

On campus students will have the opportunity to consolidate their learning through a 9 week placement. During the placement, in the context of a professional relationship with their superviser, students will integrate academic study with practical experience. The placement will require students, in conjunction with WebCT classes, to implement workplace-based research projects, to further develop their professional identity and to gain mastery of the skills needed in the workplace.

OCCP3068
Professional Practice IIIB

Credit points: 4 **Teacher/Coordinator:** Ms Jo Ragen **Session:** Semester 2 **Classes:** clinical/fieldwork placement **Prerequisites:** OCCP3067 Professional Practice IIIA **Assessment:** Completion of reports regarding placement performance and placement research evaluation survey **Campus:** Cumberland **Mode of delivery:** Professional Practice

For on campus students, this unit completes the requirements for professional practice training in the final year of the course. Within this unit, students are required to submit their end of placement reports on their professional practice placements and reports on the research/evaluation projects that they completed during their placements.

OCCP3069
Professional Practice IIIC

Credit points: 5 **Teacher/Coordinator:** Ms Jo Ragen **Session:** Semester 1 **Classes:** clinical/fieldwork placement **Assessment:** Fieldwork performance, WebCT entries, assignments **Practical field work:** Fieldwork (9 weeks) **Campus:** Cumberland **Mode of delivery:** Professional Practice

Off campus students will have the opportunity to consolidate their learning through 315 hours of placement at one agency. Off campus students will negotiate to take this placement on a full- or part-time basis while completing the units OCCP3070 Professional Practice IIID, OCCP3071 Professional Practice IIIE and OCCP3072 Professional Practice IIIF. This placement will require students, in conjunction with WebCT classes, to implement workplace-based research projects, to further develop their professional identity and gain mastery of the skills needed in the workplace.

OCCP3070
Professional Practice IIID

Credit points: 6 **Teacher/Coordinator:** Ms Jo Ragen **Session:** Semester 2 **Classes:** clinical/fieldwork placement **Prerequisites:** OCCP3069 Professional

Practice IIIC **Assessment:** Fieldwork performance, WebCT entries, assignments **Campus:** Cumberland **Mode of delivery:** Professional Practice

Off campus students will have the opportunity to consolidate their learning through 315 hours of placement at one agency. Off campus students will negotiate to take this placement on a full- or part-time basis while completing the units OCCP3070 Professional Practice IIID, OCCP3071 Professional Practice IIIE and OCCP3072 Professional Practice IIIF. This placement will require students, in conjunction with WebCT classes, to implement workplace-based research projects, to further develop their professional identity and gain mastery of the skills needed in the workplace.

OCCP3071
Professional Practice IIIE

Credit points: 5 **Teacher/Coordinator:** Ms Jo Ragen **Session:** Semester 1 **Classes:** clinical/fieldwork placement **Prerequisites:** OCCP3070 Professional Pactice IIID **Assessment:** Fieldwork performance, WebCT entries, assignments **Campus:** Cumberland **Mode of delivery:** Professional Practice

Off campus students will have the opportunity to consolidate their learning through 315 hours of placement at one agency. Off campus students will negotiate to take this placement on a full- or part-time basis while completing the units OCCP3070 Professional Practice IIID, OCCP3071 Professional Practice IIIE and OCCP3072 Professional Practice IIIF. This placement will require students, in conjunction with WebCT classes, to implement workplace-based research projects, to further develop their professional identity and gain mastery of the skills needed in the workplace.

OCCP3072
Professional Practice IIIF

Credit points: 6 **Teacher/Coordinator:** Ms Jo Ragen **Session:** Semester 2 **Classes:** clinical/fieldwork placement **Prerequisites:** OCCP3071 Professional Practice IIIE **Assessment:** Fieldwork performance, WebCT entries, assignments **Campus:** Cumberland **Mode of delivery:** Professional Practice

Note: This unit of study is for off campus students only

Off campus students will have the opportunity to consolidate their learning through 315 hours of placement at one agency. Off campus students will negotiate to take this placement on a full- or part-time basis while completing the units OCCP3070 Professional Practice IIID, OCCP3071 Professional Practice IIIE and OCCP3072 Professional Practice IIIF. This placement will require students, in conjunction with WebCT classes, to implement workplace-based research projects, to further develop their professional identity and gain mastery of the skills needed in the workplace.

OCCP3075
Honours Research Seminar I

Credit points: 4 **Teacher/Coordinator:** Dr David McConnell **Session:** Semester 2 **Classes:** On campus, 2 hrs per week **Assessment:** ongoing assessments **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 and a student grant application and ethics application. The development of the research proposal is undertaken in collaboration with an academic supervisor.

OCCP4019
Honours Research Seminar II

Credit points: 4 **Teacher/Coordinator:** Dr David McConnell **Session:** Semester 1 **Classes:** On campus, 2 hrs per week **Assessment:** ongoing assessments **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.

OCCP4073
Honours Thesis A

Credit points: 20 **Session:** Semester 1 **Classes:** independent learning, consultation with supervisor **Assessment:** Thesis **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit provides an opportunity for honours students to undertake a supervised research project in an area of leisure and health. As part of this and other honours units of study, each student will design and implement an approved research project and then submit a thesis describing the project and its implications. Students will work closely with an academic staff member who serves as their superviser incompleting the research and thesis.

OCCP4074
Honours Thesis B

Credit points: 21 **Session:** Semester 2 **Classes:** independent learning, consultation with supervisor **Assessment:** Thesis **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit provides an opportunity for honours students to undertake a supervised research project in an area of leisure and health. As part of this and other honours units of study, each student will design and implement an approved research project and then submit a thesis describing the project and its implications. Students will work closely with an academic staff member who serves as their superviser incompleting the research and thesis.

Occupational Therapy

BACH1130
Foundations of Health Sociology

Credit points: 3 **Teacher/Coordinator:** Mr Ian Andrews **Session:** Semester 1, Semester 2 **Classes:** 2 hr plenary session (or lecture) per week from weeks 1-13 inclusive **Assessment:** Class essay (35%), examination (65%) **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit provides the sociological tools (theory and method) that are required to achieve social literacy in the domain of health and illness. The unit will develop within the student a sociological imagination, a quality of mind that will be used to scrutinise everyday assumptions regarding health and illness. Topics covered include: the key features of modern societies; the sociological imagination; structural inequalities in Australian society and their impact upon health and the provision of healthcare services; the distinction between biomedicine, individualistic health promotion and social medicine; the history, presence and future of medical dominance in the Australian healthcare sector and the complex links that exist between gender and health.

BACH1132
Foundations of Health Psychology

Credit points: 3 **Teacher/Coordinator:** Ms Karen Pepper **Session:** Semester 1, Semester 2 **Classes:** 2 lectures per week **Assessment:** 1000 word essay (50%), 1 hr MCQ examination (50%) **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit provides an introduction to areas of psychology relevant to the health sciences. Students will first be introduced to the principles and applications of psychology, including the links between mind and body, and the role of learning. This will be followed by an examination of psychological changes through the life cycle, health psychology and the psychology of groups and organisations.

BACH1143
Designing Health Research

Credit points: 3 **Teacher/Coordinator:** Dr Rob Heard, Ms Adrienne Withall **Session:** Semester 1, Semester 2 **Classes:** 1hr lecture per week and fortnightly tutorials **Assessment:** 1500 word group report due weeks 11-12 (40%), 1.5 hr MCQ/SA exam in weeks 15/16 (60%) **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit is designed to introduce students to the practicalities of the research process in both qualitative and quantitative aspects. As well as an introduction to submission of an institutional ethics proposal and development of a research questionnaire, concepts of experimental validity, single case research and group experimental research are developed. In doing so, research ethics, development of research questions and introduction to sampling will be covered. Students will develop skills in a selection of interview, survey, observational and epidemiological research designs. Database and literature review techniques will be introduced as well as issues of reliability, validity, evidence-based practice, critical appraisal and program evaluation.

BACH1145
Quantitative Health and Social Research

Credit points: 3 **Teacher/Coordinator:** Ms Karen Pepper **Session:** Semester 1, Semester 2 **Classes:** 1 hr lecture, 1 hr tutorial per week **Assumed knowledge:** Basic mathematics **Assessment:** 1000 word assignment (40%), 1.5 hour MCQ examination (60%) **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit introduces prospective health science practitioners and researchers to methods for exploring, analysing, understanding and interpreting quantitative data. It aims to provide an understanding of the main ideas of statistics and useful skills for working with data as well as to introduce students to common data analysis tools. Methods for collecting, exploring and presenting data are discussed from the perspective of the practitioner. Graphical methods and descriptive statistics are emphasised throughout the unit and precede all analysis techniques. The normal and sampling distributions are introduced. The early emphasis in this unit will be placed on explaining; patterns in data, outliers and variability. Random sampling in the context of randomised comparative experiments precedes an introduction to statistical inference for comparisons and relationships. Methods for parametric and non-parametric inference are introduced for one, two and multiple samples. The unit also introduces students to techniques of epidemiological data analysis. Students will use data analysis software packages that are in common use in employment settings. The nexus between qualitative and quantitative methodologies is explored, throughout the unit, in the context of inference and scientific method.

BACH1147
Qualitative Health and Social Research

Credit points: 3 **Teacher/Coordinator:** Dr Toni Schofield **Session:** Semester 2 **Classes:** 1 hr lecture per week, 1 hr tutorial every alternate week, commencing in weeks 2 and 3 **Assessment:** 2x1500 word assignments (50% each) **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.

BACH2126
Maladaptive Behaviours/Behaviour Change

Credit points: 4 **Teacher/Coordinator:** Dr Mairwen Jones **Session:** Semester 1, Semester 2 **Classes:** 2 hr lectures per week (weeks 1-10), 1 hr tutorials per week (weeks 1-13) **Assumed knowledge:** BACH1132 Foundations of Health Psychology or BACH1133 Introduction to Health Psychology or equivalent **Assessment:** 25 minute small group (2-3 people) class presentation (problem and treatment) (40%), 2 hr MCQ/SAQ/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. The social implication of the use of psychological labels is discussed alongside the need for accurate and non-stigmatising language when discussing mental illness. 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.

BACH2127
Health Policy and Service Delivery

Credit points: 3 **Teacher/Coordinator:** Dr Carol O'Donnell **Session:** Semester 2 **Classes:** 1 x 13 lectures + 6 tutorials **Prerequisites:** BACH1130 Foundations of Health Sociology or BACH1098 Introduction to Health Sociology **Assessment:** 1000 word essay (40%), 1.5 hour exam essay and SAQ (60%) **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit provides an understanding of key aspects of the relationship between Australian society, health and health service provision. It discusses the development, delivery and evaluation of Australian health and disability policy and services in a global context and across the life span. The importance of a holistic and preventive approach to health policy is stressed and the relationship between service access, equity, quality and cost is discussed.

BACH2128
Cognition and Cognitive Impairment

Credit points: 3 **Teacher/Coordinator:** Dr Steve Cumming **Session:** Semester 2 **Classes:** 2 hrs lec/wk weeks 1-8, 1 hr lec + 1 hr seminar/wk weeks 9-13 **Assumed knowledge:** BACH1132 Foundations of Health Psychology or BACH1133 Introduction to Health Psychology **Assessment:** 20 minute group presentation (30%); 1 hour MC + SA examination; (70%) **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit of study introduces students to visual and auditory perception and presents an information processing approach to cognitive functions including attention, motor skill learning, memory, knowledge acquisition, reasoning and decision-making. The unit of study emphasises the application of perceptual and cognitive research findings to a range of functional activities and to understanding the perceptual and cognitive functioning that may be expected to be associated with head injury and neurological illness and with developmental and learning disabilities.

BIOS1126
Human Biology and Biochemistry

Credit points: 4 **Teacher/Coordinator:** Diana Oakes **Session:** Semester 1, Semester 2 **Classes:** 3x1hr lec/wk **Assumed knowledge:** Basic Chemistry **Assessment:** Mid semester exam MCQ (20%), end of semester exam MCQ and SAQ (80%) **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

Note: Department permission required for enrolment in the following sessions: Semester 2.

This unit of study introduces students to the biological and biochemical processes which are fundamental to life. The material covered in this unit forms the basis for 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 topics to be studied are divided into two areas: the basic processes fundamental to life and growth and development which is the outcome of the basic processes. The following topics are studied: the structure and function of cells, homeostasis, the basic chemical processes of life, the biochemistry of human function, energy and function (including metabolic processes and diseases), genetic code in health and disease (including basic genetics, protein synthesis and genetic diseases and counselling) and growth and development.

BIOS1127
Body Systems I

Credit points: 3 **Teacher/Coordinator:** Dr Jennifer Lingard **Session:** Semester 2 **Classes:** 3 x 1hour lecture per week, 3x 2 hour practical classes in the semester **Assumed knowledge:** BIOS1126 Human Biology and Biochemistry **Assessment:** 1 x 40 minute exam (25%), 1 x 2 hour exam (75%) **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit builds on the foundation studies of BIOS1126 Human Biology and Biochemistry undertaken in Semester 1. It begins with the study of organ systems in the body, focusing on the cardiovascular and respiratory systems. In addition, the topics of infection control and immunology extend the concept of maintenance of homeostasis with discussion of the body's defenses and barriers to invading organisms. Some general concepts relating to the handling of drugs by the body are introduced and some drugs affecting the function of the autonomic nervous system will be discussed.

BIOS1132
Neuroscience I

Credit points: 3 **Teacher/Coordinator:** Dr Damian Holsinger **Session:** Semester 1, Semester 2 **Classes:** 1x1hr and 1x2hr lec/wk, 1x1hr tut/wk **Assessment:** Mid semester exam (30%), end of semester exam (70%) **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit of study introduces the students to fundamental concepts of nervous system functioning and the structure of muscle tissue. Students are initially introduced to basic structure of the nervous system and neurones. This is followed by an understanding of basic electrical concepts underlying neural signals. The sites of signal transmission and communication in the nervous system, including central synapses, the neuromuscular junction and receptors are discussed. The structure, contractile process, mechanics and biochemistry of skeletal cardiac and smooth muscles are covered. The unit includes laboratory classes in which human cadavers are studied.

BIOS1136
Functional Anatomy A

Credit points: 4 **Teacher/Coordinator:** Dr Karen Ginn **Session:** Semester 1, Semester 2 **Classes:** On campus, 42 hrs; online, 3 hrs **Assessment:** Mid semester exam (25%), end of semester practical exam (25%), end of semester exam (50%) **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit of study begins with an introduction to the study of anatomy with particular reference to the musculoskeletal system. A detailed study of the gross anatomical structure and functional anatomy of the upper limb will then be undertaken. In this unit of study we will also examine the histological features of the tissues of the musculoskeletal system and examine the ways in which some of these tissues are altered by varying activity states. 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

1. Palastanga, Field & Soames. Anatomy and Human Movement, 5th ed. Butterworth Heinemann Publishers.
2. Abrahams, Hutchings & Marks. McMinn's Colour Atlas of Human Anatomy, 5th ed. Mosby Publisher.

BIOS1139
Functional Anatomy B

Credit points: 3 **Teacher/Coordinator:** Dr Catherine Willis **Session:** Semester 1, Semester 2 **Classes:** On campus, 30 hrs **Assumed knowledge:** BIOS1136 Functional Anatomy A **Assessment:** Intrasemester practical exam (35%), end of semester exam (65%) **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit of study begins with a detailed examination of the gross anatomical structure and functional anatomy of the lower limb. During the second half of the semester students will study the gross anatomy, and its functional applications, of the vertebral column thoracic cage and pelvis. Material will be presented in lectures, tutorials and practical sessions; students will also be expected to undertake some independent learning tutorials. This unit includes laboratory classes in which human cadavers are studied; attendance at such classes is strongly encouraged.

Textbooks

1. Palastanga, Field & Soames. Anatomy and Human Movement, 5th ed. Butterworth Heinemann Publishers.
2. Abrahams, Hutchings & Marks. McMinn's Colour Atlas of Human Anatomy, 5th ed. Mosby Publisher.

BIOS1141
Neuroscience II

Credit points: 3 **Teacher/Coordinator:** Dr Ros Bohringer **Session:** Semester 1, Semester 2 **Classes:** 3x1hr lecture per week, 1x2hr prac (5 wks per sem - not blocks), 3x1hr tut (3 wks per sem - not blocks) **Assessment:** Mid semester exam (30%), end of semester exam (70%) **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit of study aims to provide basic understanding of the anatomy and physiology of neural structures. The anatomy of the spinal cord and the brain is presented and studied on models and human cadavers. The basic mechanisms of spinal reflexes and the function of the somatosensory system comprise the physiological aspects of the unit. Students are also introduced to the anatomy and physiology of the autonomic nervous system and motor pathways. Case studies aimed at identifying simple neural problems associated with sensory and motor systems are specifically designed for the students of the profession.

Textbooks

Crossman A.R. and Neary D. Neuroanatomy, an Illustrated Colour Text, 2nd ed. Churchill Livingstone.

EXSS2015
Kinesiology for Occupational Therapy

Credit points: 3 **Teacher/Coordinator:** Dr Benedicte Vanwanseele **Session:** Semester 2 **Classes:** 2 x 1hr lec /wk, 2 x 2hr tut/prac/wk **Prerequisites:** BIOS1136 Functional Anatomy A and BIOS1139 Functional Anatomy B **Assessment:** End of semester Exam (55%), attendance and involvement tutorials/pracs (10%), task Analysis (35%) **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit of study will focus on concepts of biomechanics and kinesiology will be applied to situations which have specific implications for occupational therapy practice and intervention in activities of daily living and the workplace. Included in these applications are the use of electromyography, biomechanics of lifting techniques and manual handling as well as the kinesiology of the trunk and upper limb.

Textbooks

Greene S. and Roberts S. Kinesiology, Movement in the Context of Activity Mosby 1999

EXSS3019
Applied Physiology

Credit points: 3 **Teacher/Coordinator:** A/Prof Martin Thompson **Session:** Semester 2 **Classes:** Lectures and practicals (28 hours) **Assessment:** Mid semester exam (20%), end of semester exam (80%) **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit deals with the integration of body functions during work and exercise. It includes basic and applied aspects of muscle function, temperature regulation, energy metabolism and respiratory and cardiovascular physiology. Processes associated with physical work capacity, training and adaptation to physical activity will also be examined with reference to special populations. eg. the aged, disabled.

OCCP1036
Human Occupations IB

Credit points: 3 **Teacher/Coordinator:** Dr Katy Bridge **Session:** Semester 2 **Classes:** On campus, 9 lectures and 11x2 hr tutorials **Assessment:** A combination of assignments, reports, case studies, presentations, participation, vivas and/or examinations **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit of study continues with self-maintenance occupations, addressing the home and the community environment and the nature of self maintenance activities within the context of daily life. Students will explore the effects of physical, psychosocial and cognitive dysfunction on personal care, home and community skills and examine various occupational therapy assessment and intervention strategies.

OCCP1081
Human Occupations IA

Credit points: 3 **Session:** Semester 1 **Classes:** On campus attendance: 6 lectures, 10x2hrs tutorials **Assessment:** A combination of assignments, reports,

case studies, presentations, participation, vivas and/or examinations **Practical field work:** Tutorials are skills-based **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit of study introduces students to the concept of purposeful occupation in the area of self-maintenance. Students will explore the impact physical, psychosocial and cognitive dysfunction has upon self-maintenance task performance. They will also be given the opportunity to develop skills in methods used to assess, maintain, restore and enhance mobility and basic self-care skills. Appropriate assessment and intervention strategies are presented and explored.

Textbooks

Pedretti L.W. & Early M.B., eds. Occupational Therapy Practice Skills for Physical Dysfunction, 5th ed. St. Louis. Mosby. 2001.

OCCP1082

OT Theory and Process I

Credit points: 5 **Teacher/Coordinator:** Ms Judy Ranka **Session:** Semester 1 **Classes:** A combination of lectures, tutorials, seminars, workshops and/or WebCT **Assessment:** A combination of assignments, reports, case studies, presentations, participation, vivas and/or examinations **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit aims to introduce students to the concepts and philosophies which are foundations underlying current and future directions of occupational therapy practice. These philosophies and concepts will be explored through different theoretical perspectives as reflected in models of occupational therapy practice and include perspectives from therapists, consumers and community members. Students will critically review models of occupational therapy practice and their influence on the problem solving process in occupational therapy.

OCCP1083

Occupations/Roles Across the Lifespan I

Credit points: 5 **Session:** Semester 2 **Classes:** A combination of lectures, tutorials, seminars, workshops and/or WebCT **Assessment:** A combination of assignments, reports, case studies, presentations, participation, vivas and/or examinations **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit of study introduces the student to lifespan development concepts and to occupational role development. It also focuses on the development of occupations and roles in infancy, childhood, adolescence and young adulthood. Development of skills and abilities necessary for performance of occupations during these groups will be examined from various theoretical perspectives.

Textbooks

No textbook required. Core references given in lectures. Book and readings to be purchased

OCCP1091

Components of Occ Performance IA

Credit points: 3 **Session:** Semester 1 **Classes:** On campus, 11x2 hours tutorials **Assessment:** A combination of assignments, reports, case studies, presentations, participation, vivas and/or examinations **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit of study introduces students to the principles of intrapersonal and interpersonal components of occupational performance focusing on social interaction and helping skills which underpin person to person occupational therapy assessment and intervention in all areas of practice. Students will explore different theories of communication and counselling as applied in occupational therapy settings.

Textbooks

List to be provided in class

OCCP1094

Professional Practice I

Credit points: 3 **Session:** Semester 1 **Classes:** clinical/fieldwork placement **Assessment:** Presentation, assignments and performance reports **Practical field work:** Off campus clinical experience **Campus:** Cumberland **Mode of delivery:** Professional Practice

This unit of study provides students with opportunities to interact with clients and relevant others, to demonstrate professional behaviour, to integrate and apply theory and skills acquired in other units and to promote their awareness of the range and scope of occupational therapy services and the roles of team members.

OCCP1095

Components of Occ Performance IB

Credit points: 6 **Teacher/Coordinator:** Ms Kirsty Stewart **Session:** Semester 2 **Classes:** A combination of lectures, tutorials, seminars, workshops and/or WebCT **Assessment:** A combination of assignments, reports, case studies, presentations, participation, vivas and/or examinations **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

The biomechanical performance component is introduced and examined in order to identify and intervene where human performance deficits exist in this area. Principles of occupational therapy assessment and intervention in the area of biomechanical performance are established in order to restore, maintain and enhance occupational performance. Principles of learning and systematic instruction which underpin occupational therapy assessment and intervention in all areas of practice will be established. Students will also explore different theoretical models and approaches to the delivery of services in different contexts. Consideration will be given to future practice context and the consequences of theoretical and practice issues for service delivery.

OCCP2041

Human Occupations IIA

Credit points: 3 **Session:** Semester 1 **Classes:** A combination of lectures, tutorials, seminars, workshops and/or WebCT **Assessment:** A combination of assignments, reports, case studies, presentations, participation, vivas and/or examinations **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit of study will focus on two areas, occupations as therapy and leisure. The therapeutic use of meaningful occupations from all performance areas will be examined as part of intervention strategies that may address dysfunction. Students will be given the opportunity to analyse occupations in detail, identifying the therapeutic potential inherent in them, how they may be adapted for different populations and how they may be used as a form of therapeutic intervention is examined. This unit of study will also focus on the individual use and development of satisfying leisure. Students will be given the opportunity to explore the importance of leisure through the lifespan and examine how occupational therapists may assess and facilitate client involvement in positive leisure experiences.

OCCP2042

Human Occupations IIB

Credit points: 3 **Session:** Semester 2 **Classes:** On campus, lectures 2-3 hrs per week **Assumed knowledge:** Child development **Assessment:** A combination of assignments, reports, case studies, presentations, participation, vivas and/or examinations **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

The focus of this unit of study is on play and school occupations of children. Students will be given opportunity to analyse these occupational areas and to develop skills in the selection of occupational therapy intervention strategies to improve a child's occupational performance in play and at school.

Textbooks

Recommended readings for each class

OCCP2044

Components of Occ Performance IIB

Credit points: 3 **Session:** Semester 2 **Classes:** On campus, 13 lectures and 2 hour tutorials (alternate weeks) **Assessment:** A combination of assignments, reports, case studies, presentations, participation, vivas and/or examinations **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit of study will focus on two areas of study: an introduction to group work and mental health practice. Principles of intra-personal and inter-personal practice which underpin occupational therapy assessment and intervention in groupwork practice will be established through experiential learning. Students will also attend a lecture series on interpersonal and intrapersonal practice in the mental health area

in order to restore, maintain and enhance human occupational performance.

OCCP2076
OT Theory and Process II

Credit points: 4 **Teacher/Coordinator:** Ms Robyn Twible **Session:** Semester 1 **Classes:** 6x2hr lectures, 5x2hr tutorial **Assessment:** 1x45 min group presentation/discussion & Handout 30%, 1 x 4000wd group report 50%, peer participation performance 20%, attendance requirements **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit of study aims to expand students' understanding of occupational therapy theory and process through the exploration of clinical reasoning and decision-making processes. Case studies and problem-based learning will be linked with assessments to explore the application and use of different theories to guide reasoning. Students will also explore different theoretical models and approaches to the delivery of services in different contexts. Consideration will be given to future practice context and the consequences of theoretical and practice issues for service delivery.

OCCP2077
Occupations/Roles Across the Lifespan II

Credit points: 3 **Teacher/Coordinator:** Ms Anne Hillman **Session:** Semester 1 **Classes:** 10x2hr lectures, on-line (webCT) requirements **Assessment:** 1x1500 wd assignment 40%, 1x1hr exam 40%, on-line postings 20% **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit of study focuses on the development of occupations and roles during mid-adulthood and in the elderly. Developmental changes and issues occuring at these stages will be examined in view of their influences on the development of occupations and roles and vice versa. Various developmental perspectives on these changes and issues will be explored.

Textbooks
Peterson, C. Looking Forward Through the Lifespan. 1996.

OCCP2080
Components of Occ Performance IIA

Credit points: 5 **Teacher/Coordinator:** Ms Kirsty Stewart **Session:** Semester 1 **Classes:** 13x1hr lectures, 6x3hr tutorials **Assessment:** 2x2000 wd assignments 50% each, audit tasks, attendance requirements **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit of study examines sensorimotor component performance in order to identify and intervene where human performance deficits exist in this area. Principles of occupational therapy assessment and intervention in the area of sensorimotor performance are established in order to restore, maintain and enhance human occupational performance.

Textbooks
Updated readings assigned yearly

OCCP2081
Professional Practice II

Credit points: 3 **Session:** Semester 2 **Classes:** clinical/fieldwork placement **Assumed knowledge:** OCCP1094 Professional Practice I **Assessment:** Assignments and performance report **Practical field work:** Clinical practice (3 weeks) **Campus:** Cumberland **Mode of delivery:** Professional Practice

This unit of study provides students with opportunities to demonstrate professional behaviour, integrate and apply theory and skills learned in the previous semesters to occupational therapy practice with guidance/supervision from one or more fieldwork educators. Students will be required to consolidate and expand on previous knowledge and skills.

OCCP3029
Honours Research Seminar I

Credit points: 3 **Teacher/Coordinator:** Dr David McConnell **Session:** Semester 2 **Classes:** On campus, 2 hrs per week **Assessment:** ongoing assessments **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
OT Theory and Process III

Credit points: 3 **Teacher/Coordinator:** Ms Robyn Twible **Session:** Semester 2 **Classes:** 1x1hr lec/wk, webCT **Assessment:** Peer evaluation (wk 7 & 11) 25%, Industry partner evaluation (wk 16) 15%, Project presentation (wk 16) 35%, Participation in webCT, Action/business plans, communication logs, Friday lectures 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 differing therapy contexts. Consideration will be given to the impact of current and emerging professional issues as well as broader issues in health care and in the community.

OCCP3061
Professional Practice IIIA

Credit points: 12 **Teacher/Coordinator:** Ms Nicola Hancock **Session:** Semester 1, Semester 2, Summer Late **Classes:** clinical/fieldwork placement **Assumed knowledge:** OCCP2081 Professional Practice II **Assessment:** Performance report, presentation and assignment **Practical field work:** Clinical placement (6 weeks) **Campus:** Cumberland **Mode of delivery:** Professional Practice

Note: Department permission required for enrolment in the following sessions: Semester 2, Summer Late.

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 **Teacher/Coordinator:** Dr Ev Innes **Session:** Semester 2 **Classes:** 11x1hr lectures, 7x2 hr tutorials **Assessment:** 1x10 min presentation (pairs) 10%, 1x1500 wd assignment (pairs) 40%, 1x1500 wd 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 IIIB

Credit points: 12 **Teacher/Coordinator:** Mr Justin Scanlon **Session:** Semester 1, Semester 2 **Classes:** clinical/fieldwork placement (7 weeks) **Assumed knowledge:** OCCP2081 Professional Practice II **Assessment:** Presentation and performance reports **Campus:** Cumberland **Mode of delivery:** Professional Practice

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 **Teacher/Coordinator:** Ms Judy Ranka **Session:** Semester 2 **Classes:** Unit 1: 12x2 hr lectures, Unit 2: 13x1 hr lectures, 4x2hr tutorials **Assessment:** Unit 1: 1x2hr exam 50%, unit 2: 1x1500 wd assignment 30%, independent inquiry tasks 20%, students must pass units 1 & 2 **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 intra-personal and inter-personal components in occupational therapy mental health practice area will also be studied further.

OCCP4019
Honours Research Seminar II

Credit points: 4 **Teacher/Coordinator:** Dr David McConnell **Session:** Semester 1 **Classes:** On campus, 2 hrs per week **Assessment:** ongoing assessments **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 2 **Classes:** clinical/fieldwork placement **Assumed knowledge:** OCCP3061 Professional Practice IIIA and OCCP3065 Professional Practice IIIB **Assessment:** Fieldwork component (Performance report, presentation and assignments) and on-campus component (presentation and assignments) **Campus:** Cumberland **Mode of delivery:** Professional Practice

This unit of study has one 8 week block placement in a professional setting plus briefings and debriefings and a 5 week 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.

OCCP4055
Adolescent & Family Mental Health

This unit of study is not available in 2007

Credit points: 8 **Classes:** Two workshops (Fri/Sat) and one day of presentations. **Assessment:** Journal and presentation. **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit of study aims to extend the student's knowledge and skill in the area of adolescence an creative therapies, and introduce concepts and practice in family therapy. It is expected by the end of the unit that students will be able to analyse a family, identify appropriate issues and design an occupational therapy program relevant to meeting the adolescent and family needs. There will be a large component of experiential and affective learning in this unit, designed to enhance existing skills in counselling, drama therapy and art therapy

OCCP4056
OT in Learning & Co-ord Difficulties

Credit points: 8 **Teacher/Coordinator:** Dr Chris Chapparo **Session:** Semester 1 **Classes:** 13x4 hrs lectures **Assessment:** 1x1500 wd assignment, 1x1000 wd report, 1x3000 wd report, attendance requirements **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

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.

OCCP4057
Upper Limb / Hand Therapy

Credit points: 8 **Teacher/Coordinator:** Ms Judy Ranka **Session:** Semester 1 **Classes:** 21 hours lectures, 12x3 hrs tutorials **Assessment:** 1x1000 wd report 20%, 1x1500 wd group report 15%, 1x annotated bibliography (pairs) 15%, 1x2000 word report 15%, attendance requirements **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit will extend students' knowledge and skills required for beginning practice in hand therapy. Students will review upper limb anatomy in order to understand common problems of the upper limb that interfere with occupational performance. Students will learn to: use detailed biomechanical and sensory assessments; use treatment techniques for management of oedema, scar formation, PROM limitations and muscle weakness; follow post-operative hand management protocols and; fabricate orthoses for common problems at the wrist and hand resulting from cumulative trauma, tendon lacerations, nerve lesions, arthritis and CNS disorders including spinal cord injury.

OCCP4058
Advanced Communication & Management

Credit points: 8 **Session:** Semester 1 **Classes:** 13x4hrs lec/tut **Assessment:** 1x1000 wd essay 30%, 1x1500 wd proposal (pairs) 25%, 1 x presentation, 500 wd handout (pairs) 20%, 1x1500 wd plan (pairs) 25%, attendance requirements **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit aims to develop students' advanced communication and management knowledge, skills and attitudes. It consists of two complementary strands: A: advanced communication techniques aiming to introduce students to relevant advanced communication theories and techniques for the development of self, clients and significant others, which forms part of the core skills in management. Students will have the opportunity to identify own and others' personality, emotion and learning styles; and practise conflict resolution, negotiation, mediation, neurolinguistic and summarising techniques. B: managing occupational therapy services aiming to develop students' understanding of current management theories and practice, with specific reference to their application to managing occupational therapy services. Students will have the opportunity to apply and practice managerial functions such as planning, organising, staffing, leading and continuous quality improvement of occupational therapy services.

OCCP4062
Community Based Rehabilitation

Credit points: 8 **Teacher/Coordinator:** Ms Robyn Twible **Session:** Semester 1 **Classes:** 13x2 hr lectures **Assessment:** 1x40 min seminar group presentation and handout 40%, 1x2500 wd (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 **Teacher/Coordinator:** Dr Michelle Donelly **Session:** Semester 1 **Classes:** 13x4 hr lecture/tutorial **Assessment:** 1x1000 wd report 20%, 1x4000 wd report 80%, attendance requirement **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 **Teacher/Coordinator:** Dr Ev Innes, Dr Kate O' Loughlin **Session:** Semester 1 **Classes:** 13x4 hr lecture/tutorial **Prerequisites:** OCCP3064 Human Occupations III **Assessment:** 1x3000 wd report 60%, 1x2000 wd report 40%, satisfactory completionof 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:** BACH1143 Designing Health Research and BACH1145 Quantitative Health and Social Research or BACH1139 Health and Research Design: General and BACH1141 Analysing Health Research: General or equivalent **Assessment:** 1x 2000 wd assignment 100% **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

Note: Department permission required for enrolment. Note: For Occupation and Leisure Sciences 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 **Assumed knowledge:** OCCP3061 Professional Practice IIIA and OCCP3065 Professional Pactice IIIB **Assessment:** Performance report, presentation, assignments, professional portfolio **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 **Teacher/Coordinator:** Dr David McConnell **Session:** Semester 2 **Classes:** Independent learning **Assessment:** Thesis (100%) **Campus:** Cumberland **Mode of delivery:** 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 superviser.

OCCP4075
Mental Health Interventions

Credit points: 8 **Teacher/Coordinator:** Ms Nicola Hancock/ Mr Justin Scanlon **Session:** Semester 1 **Classes:** 13x2hr lectures, on-line components **Assumed knowledge:** OCCP1091 Components of Occ Performance IA, OCCP2044 Components of Occ Performance IIB, OCCP3066 Components of Occ Performance III **Assessment:** 1x viva 50%, 10x in-class quizzes 30%, in-class and WebCT participation 20%, 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 focussed 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 Lynda Hutchinson **Session:** Semester 1 **Classes:** 13x2hr lectures **Assessment:** 1x essay 25%, 1x glossary 15%, 12x weekly assignments 60%, attendance requirements **Practical field work:** Several visits will be arranged for this course. While these are not compulsory, students who attend will obtain information that will be of benefit in other aspects of the course **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

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
No compulsory texts. A selection of journal articles will be made available in Electronic Reserve. Students will be directed to other reference material and research reports available online

OCCP4077
Professional Elective - General

Credit points: 8 **Session:** Semester 1 **Classes:** 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

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.

14. 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.
- The Bachelor of Health Science (Physiotherapy) course is offered in Singapore to enable local residents to convert their diploma qualifications in physiotherapy to a degree.
- In addition, there are several postgraduate master's coursework programs for students who hold a physiotherapy qualification at bachelor's level (or equivalent) and have at least two years clinical experience to foster and develop their role of physiotherapy in a specialist area. These programs include manipulative physiotherapy, sports physiotherapy, cardiopulmonary physiotherapy, neurological physiotherapy, paediatric physiotherapy, combined degrees in sports and manipulative physiotherapy, and a generic program which addresses a number of other professional sub-disciplines.
- The research programs at master's and doctoral levels provide an opportunity of research and scholarship in specific areas of physiotherapy. The research projects cover several areas including the investigation of musculoskeletal, neurological and cardiopulmonary physiotherapy, breast cancer and clinical reasoning.

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 and other materials 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 (formerly known as Australian Council of Physiotherapy Regulating Authorities).

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 team work 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

Telephone: +61 2 9351 9378
Email: ptinfo@fhs.usyd.edu.au
Website: http://www.fhs.usyd.edu.au/.

Bachelor of Applied Science (Physiotherapy)

The current undergraduate programs require four years of full-time study. These lead to a Bachelor of Applied Science (Physiotherapy) Pass degree and a Bachelor of Applied Science (Physiotherapy) Honours degree and 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 Faculty of Health Sciences.

Please refer to the General Admission Requirements and the section on Bridging Courses both in Chapter 3. Applicants who are not sitting the current NSW HSC examination may be required to demonstrate other entry criteria (e.g. exceptional performance in a recognised undergraduate degree program in which they are currently enrolled or completion of a degree).

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 program

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 any 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 14.1.1 for the honours program course outlines.

For further information specific to the physiotherapy honours program, students are advised to contact the Honours Program Coordinator, Dr Sharon Kilbreath, telephone +61 2 9351 9272.

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 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 14.1 and 14.1.1.

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 handicapped 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 14.1: Bachelor of Applied Science (Physiotherapy) Pass

Unit of study	*Credit points*	*A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition*	*Session*
Course code SH095: Pass course; full-time, 4 years			
Year 1			
Semester 1			
BACH1132 **Foundations of Health Psychology**	3		Semester 1 Semester 2
BACH1143 **Designing Health Research**	3		Semester 1 Semester 2
BIOS1130 **Molecules and Energy**	4	**A** Basic chemistry	Semester 1
BIOS1136 **Functional Anatomy A**	4		Semester 1 Semester 2
BIOS1137 **Introductory Neuroscience**	3		Semester 1
EXSS1026 **Biomechanics A**	3		Semester 1
PHTY1021 **Motor Performance and Learning**	4	**C** BACH1132 Foundations of Health Psychology	Semester 1
SEMESTER 1 TOTAL: 24 CREDIT POINTS			
Semester 2			
BACH1130 **Foundations of Health Sociology**	3		Semester 1 Semester 2
BACH1145 **Quantitative Health and Social Research**	3	**A** Basic mathematics	Semester 1 Semester 2
or			
BACH1147 **Qualitative Health and Social Research**	3		Semester 2
and			
BIOS1133 **Body Systems: Structure & Function I**	3	**A** BIOS1130 Molecules and Energy or CHEM1101 Chemistry IA	Semester 2

Unit of study	*Credit points*	*A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition*	*Session*
BIOS1144 Functional Anatomy B (Physiotherapy)	5	**A** BIOS1136 Functional Anatomy A	Semester 2
BIOS2103 Neurosciences for Physiotherapists	3	**P** BIOS1137 Introductory Neuroscience	Semester 2
EXSS1027 Biomechanics B	3	**A** BIOS1136 Functional Anatomy A and EXSS1026 Biomechanics A	Semester 2
EXSS1028 Muscle Mechanics	4	**A** BIOS1137 Introductory Neuroscience	Semester 2
SEMESTER 2 TOTAL: 24 CREDIT POINTS			
Year 2			
Semester 1			
BACH2126 Maladaptive Behaviours/Behaviour Change	4	**A** BACH1132 Foundations of Health Psychology or BACH1133 Introduction to Health Psychology or equivalent	Semester 1 Semester 2
BIOS2099 Body Systems II and Pharmacology	4	**A** BIOS1130 Molecules and Energy	Semester 1
EXSS2024 Applied Physiology	5	**P** BIOS1133 Body Systems: Structure and Function I	Semester 1
PHTY2045 Evidence Based Physiotherapy	3	**P** BACH1143 Designing Health Research **C** BACH1145 Quantitative Health & Social Research or BACH1147 Qualitative Health & Social Research, PHTY2047 Clinical Observation and Measurement, PHTY2046 Professional Practice	Semester 1
PHTY2046 Professional Practice	4	**P** BACH1132 Foundations of Health Psychology, BACH1130 Foundations of Health Sociology **C** PHTY2045 Evidence Based Physiotherapy, PHTY2047 Clinical Observation and Measurement	Semester 1
PHTY2047 Clinical Observation and Measurement	4	**P** BIOS1136 Functional Anatomy A, BIOS1144 Functional Anatomy B (Physiotherapy), EXSS1026 Biomechanics A, EXSS1027 Biomechanics B **C** PHTY2045 Evidence Based Physiotherapy, PHTY2046 Professional Practice	Semester 1
SEMESTER 1 TOTAL: 24 CREDIT POINTS			
Semester 2			
PHTY2048 Cardiopulmonary Physiotherapy A	4	**P** BIOS1133 Body Systems: Structure and Function I **C** BIOS2099 Body Systems II and Pharmacology	Semester 2
PHTY2049 Neurological Physiotherapy A	6	**P** BIOS2103 Neuroscience for Physiotherapists, PHTY1021 Motor Performance and Learning **C** PHTY2047 Clinical Observation and Measurement, EXSS1028 Muscle Mechanics, PHTY2045 Evidence Based Physiotherapy	Semester 2
PHTY2050 Musculoskeletal Physiotherapy A	8	**P** BIOS1136 Functional Anatomy A, BIOS1144 Functional Anatomy B (Physiotherapy) **C** PHTY2047 Clinical Observation and Measurement, EXSS1028 Muscle Mechanics, PHTY2045 Evidence Based Physiotherapy, PHTY2051 Musculoskeletal Physiotherapy B	Semester 2
PHTY2051 Musculoskeletal Physiotherapy B	6	**P** BIOS1136 Functional Anatomy A, BIOS1144 Functional Anatomy B (Physiotherapy) **C** EXSS1028 Muscle Mechanics, PHTY2050 Musculoskeletal Physiotherapy A, PHTY2047 Clinical Observation and Measurement, PHTY2045 Evidence Based Physiotherapy	Semester 2
SEMESTER 2 TOTAL: 24 CREDIT POINTS			
Year 3			
Semester 1			
PHTY3051 Cardiopulmonary Physiotherapy B	6	**P** PHTY2048 Cardiopulmonary Physiotherapy A, EXSS2024 Applied Physiology	Semester 1
PHTY3052 Neurological Physiotherapy B	4	**P** PHTY2049 Neurological Physiotherapy A	Semester 1
PHTY3053 Musculoskeletal Physiotherapy C	8	**P** PHTY2050 Musculoskeletal Physiotherapy A, PHTY2051 Musculoskeletal Physiotherapy B **C** PHTY3054 Musculoskeletal Physiotherapy D	Semester 1
PHTY3054 Musculoskeletal Physiotherapy D	6	**P** PHTY2050 Musculoskeletal Physiotherapy A, PHTY2051 Musculoskeletal Physiotherapy B **C** PHTY3053 Musculoskeletal Physiotherapy C	Semester 1
SEMESTER 1 TOTAL: 24 CREDIT POINTS			
Semester 2			
PHTY3055 Physiotherapy Practicum A	8	**P** PHTY2046 Professional Practice, PHTY2047 Clinical Observation and Measurement, PHTY2048 Cardiopulmonary Physiotherapy A, PHTY3051 Cardiopulmonary Physiotherapy B, PHTY2049 Neurological Physiotherapy A, PHTY3052 Neurological Physiotherapy B, PHTY2050 Musculoskeletal Physiotherapy A, PHTY2051 Musculoskeletal Physiotherapy B, PHTY3053 Musculoskeletal Physiotherapy C, PHTY3054 Musculoskeletal Physiotherapy D	Semester 2
PHTY3056 Physiotherapy Practicum B	8	**P** PHTY2046 Professional Practice, PHTY2047 Clinical Observation and Measurement, PHTY2048 Cardiopulmonary Physiotherapy A, PHTY3051 Cardiopulmonary Physiotherapy B, PHTY2049 Neurological Physiotherapy A, PHTY3052 Neurological Physiotherapy B, PHTY2050 Musculoskeletal Physiotherapy A, PHTY2051 Musculoskeletal Physiotherapy B, PHTY3053 Musculoskeletal Physiotherapy C, PHTY3054 Musculoskeletal Physiotherapy D	Semester 2
PHTY3057 Physiotherapy Practicum C	8	**P** PHTY2046 Professional Practice, PHTY2047 Clinical Observation & Measurement, PHTY2048 Cardiopulmonary Physiotherapy A, PHTY3051 Cardiopulmonary Physiotherapy B, PHTY2049 Neurological Physiotherapy A, PHTY3052 Neurological Physiotherapy B, PHTY2050 Musculoskeletal Physiotherapy A, PHTY2051 Musculoskeletal Physiotherapy B, PHTY3053 Musculoskeletal Physiotherapy C, PHTY3054 Musculoskeletal Physiotherapy D	Semester 2
SEMESTER 2 TOTAL: 24 CREDIT POINTS			

Unit of study	*Credit points*	*A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition*	*Session*
Year 4 (first offered in 2007)			
Semester 1			
PHTY4092 Musculoskeletal Physiotherapy E	4	**P** PHTY3053 Musculoskeletal Physiotherapy C, PHTY3054 Musculoskeletal Physiotherapy D	Semester 1
PHTY4093 Cardiopulmonary & Neurological Physio	4	**P** PHTY3052 Neurological Physiotherapy B, PHTY3051 Cardiopulmonary Physiotherapy B.	Semester 1
PHTY4094 Physiotherapy Practicum D	8	**P** PHTY3051 Cardiopulmonary Physiotherapy B, PHTY3052 Neurological Physiotherapy B, PHTY3053 Musculoskeletal Physiotherapy C, PHTY3054 Musculoskeletal Physiotherapy D **C** PHTY4092 Musculoskeletal Physiotherapy E, PHTY4093 Cardiopulmonary and Neurological Physio	Semester 1
PHTY4095 Physiotherapy Practicum E	8	**P** PHTY3051 Cardiopulmonary Physiotherapy B, PHTY3052 Neurological Physiotherapy B, PHTY3053 Musculoskeletal Physiotherapy C, PHTY3054 Musculoskeletal Physiotherapy D **C** PHTY4092 Musculoskeletal Physiotherapy E, PHTY4093 Cardiopulmonary and Neurological Physio	Semester 1
SEMESTER 1 TOTAL: 24 CREDIT POINTS			
Semester 2			
PHTY4096 Physiotherapy in Childhood	4	**P** PHTY4093 Cardiopulmonary and Neurological Physio, PHTY4092 Musculoskeletal Physiotherapy E **C** PHTY4094 Physiotherapy Practicum D, PHTY4095 Physiotherapy Practicum E	Semester 2
PHTY4097 Physiotherapy in the Workplace	4	**P** PHTY4092 Musculoskeletal Physiotherapy E **C** PHTY4094 Physiotherapy Practicum D, PHTY4095 Physiotherapy Practicum E	Semester 2
PHTY4098 Physiotherapy in Recreation	4	**P** PHTY4093 Cardiopulmonary and Neurological Physio, PHTY4092 Musculoskeletal Physiotherapy E **C** PHTY4094 Physiotherapy Practicum D, PHTY4095 Physiotherapy Practicum E	Semester 2
PHTY4099 Physiotherapy in the Community	4	**P** PHTY4093 Cardiopulmonary and Neurological Physio, PHTY4092 Musculoskeletal Physiotherapy E **C** PHTY4094 Physiotherapy Practicum D, PHTY4095 Physiotherapy Practicum E	Semester 2
PHTY4100 Physiotherapy for Older People	4	**P** PHTY4093 Cardiopulmonary and Neurological Physio, PHTY4092 Musculoskeletal Physiotherapy E **C** PHTY4094 Physiotherapy Practicum D, PHTY4095 Physiotherapy Practicum E	Semester 2
PHTY4109 Elective Studies	4	**C** PHTY4094 Physiotherapy Practicum D, PHTY4095 Physiotherapy Practicum E	Semester 2
SEMESTER 2 TOTAL: 24 CREDIT POINTS			

Table 14.1.1: Bachelor of Applied Science (Physiotherapy) Honours

Unit of study	*Credit points*	*A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition*	*Session*
Course code SH120:Honours course; full-time, 4 years			
Year 1 to Year 3			
As per Pass course			
Year 4 (first offered in 2007)			
Semester 1			
PHTY4092 Musculoskeletal Physiotherapy E	4	**P** PHTY3053 Musculoskeletal Physiotherapy C, PHTY3054 Musculoskeletal Physiotherapy D	Semester 1
PHTY4093 Cardiopulmonary & Neurological Physio	4	**P** PHTY3052 Neurological Physiotherapy B, PHTY3051 Cardiopulmonary Physiotherapy B.	Semester 1
PHTY4094 Physiotherapy Practicum D	8	**P** PHTY3051 Cardiopulmonary Physiotherapy B, PHTY3052 Neurological Physiotherapy B, PHTY3053 Musculoskeletal Physiotherapy C, PHTY3054 Musculoskeletal Physiotherapy D **C** PHTY4092 Musculoskeletal Physiotherapy E, PHTY4093 Cardiopulmonary and Neurological Physio	Semester 1
PHTY4095 Physiotherapy Practicum E	8	**P** PHTY3051 Cardiopulmonary Physiotherapy B, PHTY3052 Neurological Physiotherapy B, PHTY3053 Musculoskeletal Physiotherapy C, PHTY3054 Musculoskeletal Physiotherapy D **C** PHTY4092 Musculoskeletal Physiotherapy E, PHTY4093 Cardiopulmonary and Neurological Physio	Semester 1
SEMESTER 1 TOTAL: 24 CREDIT POINTS			
Semester 2			
Select four from the following five:			
PHTY4096 Physiotherapy in Childhood	4	**P** PHTY4093 Cardiopulmonary and Neurological Physio, PHTY4092 Musculoskeletal Physiotherapy E **C** PHTY4094 Physiotherapy Practicum D, PHTY4095 Physiotherapy Practicum E	Semester 2
PHTY4097 Physiotherapy in the Workplace	4	**P** PHTY4092 Musculoskeletal Physiotherapy E **C** PHTY4094 Physiotherapy Practicum D, PHTY4095 Physiotherapy Practicum E	Semester 2

Unit of study	*Credit points*	*A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition*	*Session*
PHTY4098 **Physiotherapy in Recreation**	4	**P** PHTY4093 Cardiopulmonary and Neurological Physio, PHTY4092 Musculoskeletal Physiotherapy E **C** PHTY4094 Physiotherapy Practicum D, PHTY4095 Physiotherapy Practicum E	Semester 2
PHTY4099 **Physiotherapy in the Community**	4	**P** PHTY4093 Cardiopulmonary and Neurological Physio, PHTY4092 Musculoskeletal Physiotherapy E **C** PHTY4094 Physiotherapy Practicum D, PHTY4095 Physiotherapy Practicum E	Semester 2
PHTY4100 **Physiotherapy for Older People**	4	**P** PHTY4093 Cardiopulmonary and Neurological Physio, PHTY4092 Musculoskeletal Physiotherapy E **C** PHTY4094 Physiotherapy Practicum D, PHTY4095 Physiotherapy Practicum E	Semester 2
and			
PHTY4101 **Honours Research Dissertation**	8		Semester 2
SEMESTER 2 TOTAL: 24 CREDIT POINTS			

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 and graduates the chance to integrate academic units and practical skills in a clinical setting thereby gaining experience in physiotherapy practice.

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 within their clinical school. All students are required to do at least one rural and/or regional placement.

In order to undertake Clinical Education students must:

1. obtain criminal record clearance;
2. comply with the NSW Child Protection Act;
3. comply with NSW Department of Health Policy Directives regarding immunisation and vaccination and,
4. comply with NSW Health Records and Information Privacy Act (2002) 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.

Physiotherapy practicum dates

Year 2

In Semester 1 of Year 2, students will be assigned to clinical sites in the metropolitan region in order to undertake structured learning tasks related to three of their academic units in Clinical Observation and Measurement, Professional Practice and Evidence-Based Physiotherapy. This will be called a Mentored Clinical Placement. Attendance at the assigned clinical site will be compulsory for one day per week over 7 weeks (commencing the week beginning 23 April 2007).

Year 3

23 July to 24 August
3 September to 5 October
15 October to 16 November

Year 4 Pass/Honours

16 April to 18 May
28 May to 29 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 Cumberland Student Guild)
- 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 clinical academic.

Units of study

BACH1130
Foundations of Health Sociology

Credit points: 3 **Teacher/Coordinator:** Mr Ian Andrews **Session:** Semester 1, Semester 2 **Classes:** 2 hr plenary session (or lecture) per week from weeks 1-13 inclusive **Assessment:** Class essay (35%), examination (65%) **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit provides the sociological tools (theory and method) that are required to achieve social literacy in the domain of health and illness. The unit will develop within the student a sociological imagination, a quality of mind that will be used to scrutinise everyday assumptions regarding health and illness. Topics covered include: the key features of modern societies; the sociological imagination; structural inequalities in Australian society and their impact upon health and the provision of healthcare services; the distinction between biomedicine, individualistic health promotion and social medicine; the history, presence and future of medical dominance in the Australian healthcare sector and the complex links that exist between gender and health.

BACH1132
Foundations of Health Psychology

Credit points: 3 **Teacher/Coordinator:** Ms Karen Pepper **Session:** Semester 1, Semester 2 **Classes:** 2 lectures per week **Assessment:** 1000 word essay

(50%), 1 hr MCQ examination (50%) **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit provides an introduction to areas of psychology relevant to the health sciences. Students will first be introduced to the principles and applications of psychology, including the links between mind and body, and the role of learning. This will be followed by an examination of psychological changes through the life cycle, health psychology and the psychology of groups and organisations.

BACH1143
Designing Health Research

Credit points: 3 **Teacher/Coordinator:** Dr Rob Heard, Ms Adrienne Withall **Session:** Semester 1, Semester 2 **Classes:** 1hr lecture per week and fortnightly tutorials **Assessment:** 1500 word group report due weeks 11-12 (40%), 1.5 hr MCQ/SA exam in weeks 15/16 (60%) **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit is designed to introduce students to the practicalities of the research process in both qualitative and quantitative aspects. As well as an introduction to submission of an institutional ethics proposal and development of a research questionnaire, concepts of experimental validity, single case research and group experimental research are developed. In doing so, research ethics, development of research questions and introduction to sampling will be covered. Students will develop skills in a selection of interview, survey, observational and epidemiological research designs. Database and literature review techniques will be introduced as well as issues of reliability, validity, evidence-based practice, critical appraisal and program evaluation.

BACH1145
Quantitative Health and Social Research

Credit points: 3 **Teacher/Coordinator:** Ms Karen Pepper **Session:** Semester 1, Semester 2 **Classes:** 1 hr lecture, 1 hr tutorial per week **Assumed knowledge:** Basic mathematics **Assessment:** 1000 word assignment (40%), 1.5 hour MCQ examination (60%) **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit introduces prospective health science practitioners and researchers to methods for exploring, analysing, understanding and interpreting quantitative data. It aims to provide an understanding of the main ideas of statistics and useful skills for working with data as well as to introduce students to common data analysis tools. Methods for collecting, exploring and presenting data are discussed from the perspective of the practitioner. Graphical methods and descriptive statistics are emphasised throughout the unit and precede all analysis techniques. The normal and sampling distributions are introduced. The early emphasis in this unit will be placed on explaining; patterns in data, outliers and variability. Random sampling in the context of randomised comparative experiments precedes an introduction to statistical inference for comparisons and relationships. Methods for parametric and non-parametric inference are introduced for one, two and multiple samples. The unit also introduces students to techniques of epidemiological data analysis. Students will use data analysis software packages that are in common use in employment settings. The nexus between qualitative and quantitative methodologies is explored, throughout the unit, in the context of inference and scientific method.

BACH1147
Qualitative Health and Social Research

Credit points: 3 **Teacher/Coordinator:** Dr Toni Schofield **Session:** Semester 2 **Classes:** 1 hr lecture per week, 1 hr tutorial every alternate week, commencing in weeks 2 and 3 **Assessment:** 2x1500 word assignments (50% each) **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.

BACH2126
Maladaptive Behaviours/Behaviour Change

Credit points: 4 **Teacher/Coordinator:** Dr Mairwen Jones **Session:** Semester 1, Semester 2 **Classes:** 2 hr lectures per week (weeks 1-10), 1 hr tutorials per week (weeks 1-13) **Assumed knowledge:** BACH1132 Foundations of Health Psychology or BACH1133 Introduction to Health Psychology or equivalent **Assessment:** 25 minute small group (2-3 people) class presentation (problem and treatment) (40%), 2 hr MCQ/SAQ/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. The social implication of the use of psychological labels is discussed alongside the need for accurate and non-stigmatising language when discussing mental illness. 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.

BIOS1130
Molecules and Energy

Credit points: 4 **Teacher/Coordinator:** Dr Laura Batmanian **Session:** Semester 1 **Classes:** On campus, 40 hrs **Assumed knowledge:** Basic chemistry **Assessment:** Worksheets, mid semester exam (MCQ) (20%), end of semester exam (MCQ/ short answer) (80%) **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit presents aspects of the basic chemistry, biochemistry and physiology which underlie the normal function of the human body. The material covered will form the basis for subsequent biomedical and professional units of study. It will set the scene for understanding key issues such as the basic chemical processes of life, how we produce and use energy, how energy production relates to health and disease and the transmission of genetic information. The topics considered include the principles of homeostasis, general cellular structure and function, introductory chemistry and biochemistry, membrane structure and function, cell metabolism, cell division, protein synthesis and genetics.

Textbooks

1. Bettlheim F. A., Brown W.H., Campbell M.K. and Farrell S.O. Introduction to General, Organic and Biochemistry, 8th ed. Brooks/Cole-Thomson Learning, 2006.
2. Seeley, R.R., Stephens, T.D. and Tate, P. Anatomy and Physiology, 7th ed. Boston. McGraw Hill. 2006.

BIOS1133
Body Systems: Structure & Function I

Credit points: 3 **Teacher/Coordinator:** Dr Ann Murphy **Session:** Semester 2 **Classes:** On campus, 33 hrs **Assumed knowledge:** BIOS1130 Molecules and Energy or CHEM1101 Chemistry IA **Assessment:** Mid semester (MCQ) (20%), end of semester exams (MCQ/short answers) (80%) plus formative assessment with feedback **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit will present the gross anatomy, functional histology and physiology of the cardiovascular and respiratory systems. The material covered in this unit forms the foundation for subsequent biomedical and professional units of study. This unit includes laboratory classes at which human cadaveric material is studied; attendance at such classes is strongly encouraged.

BIOS1136
Functional Anatomy A

Credit points: 4 **Teacher/Coordinator:** Dr Karen Ginn **Session:** Semester 1, Semester 2 **Classes:** On campus, 42 hrs; online, 3 hrs **Assessment:** Mid semester exam (25%), end of semester practical exam (25%), end of semester exam (50%) **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit of study begins with an introduction to the study of anatomy with particular reference to the musculoskeletal system. A detailed study of the gross anatomical structure and functional anatomy of the

upper limb will then be undertaken. In this unit of study we will also examine the histological features of the tissues of the musculoskeletal system and examine the ways in which some of these tissues are altered by varying activity states. 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

1. Palastanga, Field & Soames. Anatomy and Human Movement, 5th ed. Butterworth Heinemann Publishers.
2. Abrahams, Hutchings & Marks. McMinn's Colour Atlas of Human Anatomy, 5th ed. Mosby Publisher.

BIOS1137
Introductory Neuroscience

Credit points: 3 **Teacher/Coordinator:** Dr Alan Freeman **Session:** Semester 1 **Classes:** 2 x 1 hr lec/wk, 9 hrs prac classes / semester **Assessment:** 1hr mid-semester written exam (30%), 2 hr end-semester written examination (60%) **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit introduces students to the basic structure and function of the nervous system. The physiological aspects of the unit cover the mechanisms of signal generation and transmission in the nervous system, spinal reflexes, the somatosensory and autonomic nervous systems and the descending motor pathways. The anatomy component of the unit presents the basic structure of the spinal cord and the brain.

BIOS1144
Functional Anatomy B (Physiotherapy)

Credit points: 5 **Teacher/Coordinator:** Dr Catherine Willis **Session:** Semester 2 **Classes:** 3 hr lecture, 2 hr tutorial per week **Assumed knowledge:** BIOS1136 Functional Anatomy A **Assessment:** Practical exam (20%), end of semester exam (80%) **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit of study examines the detailed gross anatomical structure and functional anatomy of the lower limb, vertebral column, pelvis, thorax and neck, including the functional anatomy of gait. This is followed by an examination of the functional anatomy associated with chewing, swallowing and communication. In addition the embryological development of the musculoskeletal and cardiorespiratory systems of relevance to physiotherapists will be covered. Material will be presented in lectures and practical sessions on campus and in online tutorial sessions. In addition 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.

BIOS2099
Body Systems II and Pharmacology

Credit points: 4 **Teacher/Coordinator:** Coordinator to be confirmed **Session:** Semester 1 **Classes:** 3 hr lectures per week for 13 weeks **Assumed knowledge:** BIOS1130 Molecules and Energy **Assessment:** Mid semester exam (MCQ), end of semester exams (MCQ and SAQ) plus formative assessment with feedback **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit will present the gross anatomy, functional histology and physiology of the renal, digestive, reproductive and endocrine systems, with particular reference to adaptations occurring during exercise and the impact of exercise on system function where appropriate. In addition, acid-base balance, pharmacology, immunology and immunological disorders will be covered.

BIOS2103
Neurosciences for Physiotherapists

Credit points: 3 **Teacher/Coordinator:** Dr John Burne **Session:** Semester 2 **Classes:** On campus, 30 hrs **Prerequisites:** BIOS1137 Introductory Neuroscience **Assessment:** Mid semester exam, end of semester exam **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. Tissues from human cadavers will be studied; attendance at these classes is a subject requirement.

Textbooks

Reference list (no prescribed texts)

EXSS1026
Biomechanics A

Credit points: 3 **Teacher/Coordinator:** Mr Michael Lee **Session:** Semester 1 **Classes:** 2 hrs lectures per week plus independent learning with web and tutor assistance **Assessment:** Mid semester written examination (40%) and end of semester written examination (60%) **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit provides an understanding of the principles and practice of biomechanics relevant to the analysis of movement associated with a wide range of human activities. The underlying principles of movement analysis are presented together with particular application to the analysis of human movement. These principles are applied in some detail to walking gait. There is an emphasis throughout the unit on the application of principles to problem solving in real situations in clinical and workplace contexts.

EXSS1027
Biomechanics B

Credit points: 3 **Teacher/Coordinator:** Mr Michael Lee **Session:** Semester 2 **Classes:** 2 hrs lectures per week plus independent learning with web and tutor assistance **Assumed knowledge:** BIOS1136 Functional Anatomy A and EXSS1026 Biomechanics A **Assessment:** Mid semester written examination (40%) and end of semester written examination (60%) **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit provides an understanding of the principles and practice of biomechanics relevant to the analysis of body loads and tissue stresses associated with a wide range of human activities. The impact of movement and muscle action on tissues is studied through the application of statics, kinetics, energy analysis, electromyography, tissue mechanics. Particular application of these principles is made to balance and stability, muscle-joint systems and simple lifting procedures. There is an emphasis throughout the unit on the application of principles to problem solving in real situations in clinical and workplace contexts.

EXSS1028
Muscle Mechanics

Credit points: 4 **Teacher/Coordinator:** Mr Tom Gwinn **Session:** Semester 2 **Classes:** 2x1 hr lectures per week, 4x2 hr practical sessions and 5x1 hr tutorials per semester **Assumed knowledge:** BIOS1137 Introductory Neuroscience **Assessment:** Mid semester examination (25%), end of semester examination (75%) **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit focuses on the crossbridge cycle and the structure of the sarcomere as themes to explore skeletal muscle function and remodelling. Topic areas include: 1) how muscle produces active forces and power, accomodates length changes and develops passive force, (2) the functional implications of altered assemblies of sarcomeres in series or in parallel, (3) the sarcomere remodelling of muscle associated with chronic changes in use (i.e. hypertrophy, atrophy and length changes) and resultant functional, (4) the within- and between-muscle diversity in terms of fiber type diversity, motor unit diversity and whole-muscle architectural variation, and (5) the control of muscle activation both at cellular level (processes of excitation-contraction coupling) and at the whole muscle level (recruitment and rate coding). Practical classes examine muscle histology and architecture and the analysis of joint torques during maximal voluntary isometric, shortening and lengthening contractions.

EXSS2024
Applied Physiology

Credit points: 5 **Teacher/Coordinator:** Dr Chin Moi Chow **Session:** Semester 1 **Classes:** 3 hrs lectures per week, 3 hrs tutorials and 2x2 hr practical sessions **Prerequisites:** BIOS1133 Body Systems: Structure and Function I

Assessment: Mid semester examination 20%, end of semester examination 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, 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 and the application of exercise training in clinical practice.

PHTY1021
Motor Performance and Learning

Credit points: 4 **Teacher/Coordinator:** Dr Roger Adams **Session:** Semester 1 **Classes:** 2x1 hr lectures per week, 7x2 hr tutorials over the semester **Corequisites:** BACH1132 Foundations of Health Psychology **Assessment:** Seminar presentation, group project report, end of semester written examination **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit of study consists of 3 modules. The first examines aspects of the perceptual-motor system that underpin motor performance such as capacity limitation, automaticity, lateralisation, arousal and stress, talent and expertise. The second examines features of the learning environment that can be manipulated to promote motor learning such as goals, motivation, instruction, practice conditions and feedback and considers normal motor development across the lifespan. The third examines the application of these features of the learning environment of rehabilitation and includes a project in which a motor skill is trained.

Textbooks
Macgill R. Motor Learning and Control: Concepts and Applications, 7th ed. New York. McGraw-Hill. 2004.

PHTY2045
Evidence Based Physiotherapy

Credit points: 3 **Teacher/Coordinator:** Dr Alison Harmer **Session:** Semester 1 **Classes:** 1 hr lecture per week (weeks 1-11), 2 hrs tutorials per week (weeks 8-11) **Prerequisites:** BACH1143 Designing Health Research **Corequisites:** BACH1145 Quantitative Health & Social Research or BACH1147 Qualitative Health & Social Research, PHTY2047 Clinical Observation and Measurement, PHTY2046 Professional Practice **Assessment:** Written report due week 13 (40%), end of semester written examination (60%) **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

In this unit students will learn how clinical research can guide clinical practice. Students will learn to find and critically appraise research into the diagnosis, prognosis and treatment of conditions treated by physiotherapists and how to apply that information to individual patients.

Textbooks
Herbert R., Jamtvedt G., Mead J., Hagen K.B. Practical Evidence-Based Physiotherapy. Oxford. Elsevier. 2005.

PHTY2046
Professional Practice

Credit points: 4 **Teacher/Coordinator:** Ms Vicki Williams **Session:** Semester 1 **Classes:** 1 hr lecture, 2 hrs tutorials per week **Prerequisites:** BACH1132 Foundations of Health Psychology, BACH1130 Foundations of Health Sociology **Corequisites:** PHTY2045 Evidence Based Physiotherapy, PHTY2047 Clinical Observation and Measurement **Assessment:** Written assignment, end of semester written examination **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit introduces the students 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 Australian Physiotherapy Association Professional Code of Conduct and learn to apply this code in ethical and clinical decision-making. The importance of communication and respect for cultural differences in professional conduct will be addressed. Communication will include interviewing and the principles and process of professional documentation. 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. Students will examine the impact of legislation and health policy on service delivery within health care in Australia and the distribution of funding for preventative, palliative and curative care. In addition, students will be assigned to clinical units in the metropolitan region and will undertake structured learning tasks which apply principles taught in this unit of study. Students will complete a workbook of their experiences which will form part of the assessment of the mentored clinical placement.

Textbooks
Higgs J., Sefton A., Street A., McAllister L., Hay I. Communicating in the Health and Social Sciences. Melbourne. Oxford University Press. 2005

PHTY2047
Clinical Observation and Measurement

Credit points: 4 **Teacher/Coordinator:** Ms Angela Stark **Session:** Semester 1 **Classes:** 1 hr lecture, 2 hrs tutorials per week **Prerequisites:** BIOS1136 Functional Anatomy A, BIOS1144 Functional Anatomy B (Physiotherapy), EXSS1026 Biomechanics A, EXSS1027 Biomechanics B **Corequisites:** PHTY2045 Evidence Based Physiotherapy, PHTY2046 Professional Practice **Assessment:** Written assignment (20%), end of semester written examination (50%), practical examination (30%) **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit 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 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 every day activities will be covered in lectures to provide a background for structuring observation. The third module is 'participation' and this covers types of measures designed to determine the impact of impairments on level of participation. Each module considers the development and change in impairments and activities over the lifespan. The principles and practice of manual handling, including lifting and transfers, will be covered in the context of each tutorial. In addition, students will be assigned to clinical sites in the metropolitan region and will undertake structured learning tasks which apply principles taught in this unit of study. Students will complete a workbook which will form part of the written assessment of the mentored clinical placement.

PHTY2048
Cardiopulmonary Physiotherapy A

Credit points: 4 **Teacher/Coordinator:** Dr Bredge McCarren **Session:** Semester 2 **Classes:** 1 hr lecture, 2 hrs tutorial per week **Prerequisites:** BIOS1133 Body Systems: Structure and Function I **Corequisites:** BIOS2099 Body Systems II and Pharmacology **Assessment:** Mid semester practical examination, end of semester written examination **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 the 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 gained through the foundation sciences and preclinical physiotherapy units of study.

PHTY2049
Neurological Physiotherapy A

Credit points: 6 **Teacher/Coordinator:** Ms Angela Stark **Session:** Semester 2 **Classes:** Weeks 1-6: 1 hr lecture, 2 hrs tutorials per week; weeks 8-13: 2 hrs lectures, 4 hrs tutorials per week **Prerequisites:** BIOS2103 Neuroscience for Physiotherapists, PHTY1021 Motor Performance and Learning **Corequisites:** PHTY2047 Clinical Observation and Measurement, EXSS1028 Muscle Mechanics, PHTY2045 Evidence Based Physiotherapy **Assessment:** Mid semester practical examination (25%), end of semester written examination (40%), end of semester practical examination (35%) **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

Neurological physiotherapy aims to develop in students an ability to apply relevant theoretical and data-based scientific findings to clinical practice in the area of motor disability arising from disease and trauma to the nervous system. This unit introduces pathology, impairments, activity limitations and participation restrictions arising from conditions of acute onset across the lifespan, using examples such as stroke, traumatic brain injury, cerebral palsy and Guillain-Barre 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. Students will learn to assess, train and measure everyday activities such as sitting, standing up, standing, walking, reaching and manipulating objects with the hand, rolling over and getting out of bed and swallowing. The contribution of other health professionals to the rehabilitation process is also addressed.

PHTY2050
Musculoskeletal Physiotherapy A

Credit points: 8 **Session:** Semester 2 **Classes:** 2 hrs lectures, 4 hrs tutorials per week **Prerequisites:** BIOS1136 Functional Anatomy A, BIOS1144 Functional Anatomy B (Physiotherapy) **Corequisites:** PHTY2047 Clinical Observation and Measurement, EXSS1028 Muscle Mechanics, PHTY2045 Evidence Based Physiotherapy, PHTY2051 Musculoskeletal Physiotherapy B **Assessment:** Mid semester practical examination (15%), end of semester practical/viva examination (25%) and end of semester written examination (60%) **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 at a level appropriate to commence physiotherapy practicums. This unit will integrate knowledge from earlier foundation science and physiotherapy subjects. 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 B and lays the foundation for Musculoskeletal Physiotherapy C, D and E which will further develop skills in disorders of the spine, upper extremity and more complex musculoskeletal conditions.

PHTY2051
Musculoskeletal Physiotherapy B

Credit points: 6 **Teacher/Coordinator:** Dr Julia Hush/ Ms Karyn Whelan **Session:** Semester 2 **Classes:** Weeks 1-6: 2x1 hr lectures, 2x2 hr tutorials per week; weeks 8-13: 2x1 hr lectures, 1x2 hrs tutorial per week **Prerequisites:** BIOS1136 Functional Anatomy A, BIOS1144 Functional Anatomy B (Physiotherapy) **Corequisites:** EXSS1028 Muscle Mechanics, PHTY2050 Musculoskeletal Physiotherapy A, PHTY2047 Clinical Observation and Measurement, PHTY2045 Evidence Based Physiotherapy **Assessment:** Practical skill assessment, end of semester written examination **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

The overall aim of this unit of study is to develop the skills required for primary care management of low back, hip and pelvic pain at a level to commence musculoskeletal practicum. Students learn to "triage" patients to distinguish patients with non-specific pain from those suspected of having underlying disease/pathology. The unit covers the basic epidemiology of spinal pain (risk factors, clinical course, prognostic factors) and the assessment of treatment outcome. The evidence for management options is explored and students learn to apply a range of treatments such as advice, manual therapy, exercise, McKenzie therapy etc. Non-physiotherapy treatments such as surgery and drug therapy are also covered. The unit aims to teach students to integrate a variety of approaches into management of back, hip and pelvic pain. This unit will integrate knowledge from earlier foundation science and physiotherapy subjects. 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 Musculoskeletal Physiotherapy A and lays the foundation for Musculoskeletal Physiotherapy C, D and E which will further develop skills in disorders of the spine, upper extremity and more complex musculoskeletal conditions.

PHTY3051
Cardiopulmonary Physiotherapy B

Credit points: 6 **Teacher/Coordinator:** Dr Lyndal Maxwell, Dr Jenny Alison **Session:** Semester 1 **Classes:** Weeks 1-6: 2 hr lecture, 4 hr tutorials per week; weeks 8-13: 1 hr lecture, 2 hrs tutorials per week **Prerequisites:** PHTY2048 Cardiopulmonary Physiotherapy A, EXSS2024 Applied Physiology **Assessment:** Mid semester presentation, written assignment, end of semester written examination **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:** 1 hr lecture, 2 hr tutorials per week **Prerequisites:** PHTY2049 Neurological Physiotherapy A **Assessment:** End of semester practical assessment, end of semester written examination **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, overactive cutaneous 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:** Coordinator to be confirmed **Session:** Semester 1 **Classes:** 2 hr lectures, 4 hrs prac/tutorials per week, 24 hours directed independent learning throughout the semester (may be done off-campus) **Prerequisites:** PHTY2050 Musculoskeletal Physiotherapy A, PHTY2051 Musculoskeletal Physiotherapy B **Corequisites:** PHTY3054 Musculoskeletal Physiotherapy D **Assessment:** Mid semester practical assessment, end of semester practical assessment, end of semester written examination **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, surgery and soft tissue injury. A module on rheumatology will also be included. Students will develop their existing ability to select and implement physiotherapy interventions based on principles of clinical reasoning, evidence based practice and safety for the management of such conditions. Interventions will include exercise prescription, manual therapy, selected electrophysical agents and advice. 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 which integrates Musculoskeletal Physiotherapy A, B, C and D to further develop skills in the management of more complex musculoskeletal conditions.

PHTY3054
Musculoskeletal Physiotherapy D

Credit points: 6 **Teacher/Coordinator:** Dr Susan Coulson, Dr Alison Harmer **Session:** Semester 1 **Classes:** Weeks 1-6: 1 hr lecture, 1x2 hr tutorial per week; weeks 8-13: 3 hrs lectures, 2x2 hrs tutorials per week **Prerequisites:** PHTY2050 Musculoskeletal Physiotherapy A, PHTY2051 Musculoskeletal Physiotherapy B **Corequisites:** PHTY3053 Musculoskeletal Physiotherapy C **Assessment:** Mid semester practical assessment, end of semester written examination **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 of 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 diagnose/ triage and manage neck pain or thoracic spine pain patients presenting to primary care with a complex presentation. Students will learn how to assess, manage 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, cholecystitis vs thoracic pain and monitor the outcomes of treatment. This unit also includes modules on chronic pain and rheumatology. 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:** Dr Catherine Dean **Session:** Semester 2 **Classes:** Clinical placement **Prerequisites:** PHTY2046 Professional Practice, PHTY2047 Clinical Observation and Measurement, PHTY2048 Cardiopulmonary Physiotherapy A, PHTY3051 Cardiopulmonary Physiotherapy B, PHTY2049 Neurological Physiotherapy A, PHTY3052 Neurological Physiotherapy B, PHTY2050 Musculoskeletal Physiotherapy A, PHTY2051 Musculoskeletal Physiotherapy B, PHTY3053 Musculoskeletal Physiotherapy C, PHTY3054 Musculoskeletal Physiotherapy D **Assessment:** 100% assessment based on clinical performance, written material, communication skills, organizational skills and professionalism **Campus:** Cumberland **Mode of delivery:** Professional Practice

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. In addition, students will be responsible for individual and group training sessions such as strength and fitness programs. Physiotherapy practicums 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:** Dr Catherine Dean **Session:** Semester 2 **Classes:** Clinical placement **Prerequisites:** PHTY2046 Professional Practice, PHTY2047 Clinical Observation and Measurement, PHTY2048 Cardiopulmonary Physiotherapy A, PHTY3051 Cardiopulmonary Physiotherapy B, PHTY2049 Neurological Physiotherapy A, PHTY3052 Neurological Physiotherapy B, PHTY2050 Musculoskeletal Physiotherapy A, PHTY2051 Musculoskeletal Physiotherapy B, PHTY3053 Musculoskeletal Physiotherapy C, PHTY3054 Musculoskeletal Physiotherapy D **Assessment:** 100% assessment based on clinical performance, written material, communication skills, organizational skills and professionalism **Campus:** Cumberland **Mode of delivery:** Professional Practice

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. In addition, students will be responsible for individual and group training sessions such as strength and fitness programs. Physiotherapy practicums 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.

PHTY3057
Physiotherapy Practicum C

Credit points: 8 **Teacher/Coordinator:** Dr Catherine Dean **Session:** Semester 2 **Classes:** Clinical placement **Prerequisites:** PHTY2046 Professional Practice, PHTY2047 Clinical Observation & Measurement, PHTY2048 Cardiopulmonary Physiotherapy A, PHTY3051 Cardiopulmonary Physiotherapy B, PHTY2049 Neurological Physiotherapy A, PHTY3052 Neurological Physiotherapy B, PHTY2050 Musculoskeletal Physiotherapy A, PHTY2051 Musculoskeletal Physiotherapy B, PHTY3053 Musculoskeletal Physiotherapy C, PHTY3054 Musculoskeletal Physiotherapy D **Assessment:** 100% assessment based on clinical performance, written material, communication skills, organizational skills and professionalism **Campus:** Cumberland **Mode of delivery:** Professional Practice

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. In addition, students will be responsible for individual and group training sessions such as strength and fitness programs. Physiotherapy practicums 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.

PHTY4092
Musculoskeletal Physiotherapy E

Credit points: 4 **Teacher/Coordinator:** Dr Debra Shirley **Session:** Semester 1 **Classes:** Wks 1-5: 2-3 hrs per week, 4-6 hrs tutorials per week **Prerequisites:** PHTY3053 Musculoskeletal Physiotherapy C, PHTY3054 Musculoskeletal Physiotherapy D **Assessment:** Practical exam 30%, written exam 70% **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit will focus on the development of advanced skills in assessment and management of the musculoskeletal system. This unit will consist of four modules: spinal manipulation, physiotherapy and emerging technology, the changing role of the physiotherapist in the health care system and musculoskeletal complex cases. Students will be expected to demonstrate competence in performance of spinal manipulative skills as well as demonstrate clinical reasoning in the application of these skills. Emerging technologies will be explored in relation to physiotherapy practice and students will evaluate the role of the physiotherapist in a changing health environment and explore future directions. In the complex cases module, the emphasis will be on multi-system complex problems, understanding the relevance of coexisting pathologies and integration with other core areas, e.g. depression/low back pain.

PHTY4093
Cardiopulmonary & Neurological Physio

Credit points: 4 **Teacher/Coordinator:** Dr Jenny Alison, Dr Louise Ada **Session:** Semester 1 **Classes:** 2x1 hr lectures per week, 2x2 hr tutorials per week **Prerequisites:** PHTY3052 Neurological Physiotherapy B, PHTY3051 Cardiopulmonary Physiotherapy B. **Assessment:** Two written assignments, 50% each **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 case-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 neurosurgical 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:** Dr Catherine Dean **Session:** Semester 1 **Classes:** Clinical placement **Prerequisites:** PHTY3051 Cardiopulmonary Physiotherapy B, PHTY3052 Neurological Physiotherapy B, PHTY3053 Musculoskeletal Physiotherapy C, PHTY3054 Musculoskeletal Physiotherapy D **Corequisites:** PHTY4092 Musculoskeletal Physiotherapy E, PHTY4093 Cardiopulmonary and Neurological Physio **Assessment:** 100% assessment based based on clinical performance, written material, communication skills, organisational skills and professionalism **Campus:** Cumberland **Mode of delivery:** Professional Practice

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. Clinical education 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:** Dr Catherine Dean **Session:** Semester 1 **Classes:** Clinical placement **Prerequisites:** PHTY3051 Cardiopulmonary Physiotherapy B, PHTY3052 Neurological Physiotherapy B, PHTY3053 Musculoskeletal Physiotherapy C, PHTY3054 Musculoskeletal Physiotherapy D **Corequisites:** PHTY4092 Musculoskeletal Physiotherapy E, PHTY4093 Cardiopulmonary and Neurological Physio **Assessment:** 100% assessment based based on clinical performance, written material, communication skills, organisational skills and professionalism **Campus:** Cumberland **Mode of delivery:** Professional Practice

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. 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:** 2-3 hrs per week plus structured independent learning activities **Prerequisites:** PHTY4093 Cardiopulmonary and Neurological Physio, PHTY4092 Musculoskeletal Physiotherapy E **Corequisites:** PHTY4094 Physiotherapy Practicum D, PHTY4095 Physiotherapy Practicum E **Assessment:** Mid semester group assignment, end of semester written examination **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:** 1-2 hrs lectures/tutorial per week plus structured independent learning activities **Prerequisites:** PHTY4092 Musculoskeletal Physiotherapy E **Corequisites:** PHTY4094 Physiotherapy Practicum D, PHTY4095 Physiotherapy Practicum E **Assessment:** Written exam, seminar or poster presentation **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 firstly 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:** 2-3 hours per week plus structured independent learning activities **Prerequisites:** PHTY4093 Cardiopulmonary and Neurological Physio, PHTY4092 Musculoskeletal Physiotherapy E **Corequisites:** PHTY4094 Physiotherapy Practicum D, PHTY4095 Physiotherapy Practicum E **Assessment:** Mid semester group assignment, end of semester written exanination **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

The aim of this unit of study is to apply the knowledge, skills and reasoning gained during their 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 recration will 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:** Ms Sharon Czerniec **Session:** Semester 2 **Classes:** 2-3 hours per week plus structured independent learning activities **Prerequisites:** PHTY4093 Cardiopulmonary and Neurological Physio, PHTY4092 Musculoskeletal Physiotherapy E **Corequisites:** PHTY4094 Physiotherapy Practicum D, PHTY4095 Physiotherapy Practicum E

Assessment: Mid semester group assignment, end of semester written examination **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, burn injuries, HIV/AIDS, mental illness, intellectual disability and those requiring palliative care. Health care issues specific to women, to men and to indigenous people will also be addressed. This unit will also use sociological perspectives to analyse key personal and interpersonal aspects of therapy in these groups in the community health care settings. The second major theme will address physiotherapy service delivery in various community-based settings such as domiciliary and fixed location private practice, schools and community centres. This aspect of the unit will cover the process of developing an ethical and professional 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:** Dr Catherine Dean **Session:** Semester 2 **Classes:** 2-3 hrs per week plus structured independent learning activities **Prerequisites:** PHTY4093 Cardiopulmonary and Neurological Physio, PHTY4092 Musculoskeletal Physiotherapy E **Corequisites:** PHTY4094 Physiotherapy Practicum D, PHTY4095 Physiotherapy Practicum E **Assessment:** Written assignment and oral examination **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 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.

PHTY4101
Honours Research Dissertation

Credit points: 8 **Teacher/Coordinator:** Dr Sharon Kilbreath **Session:** Semester 2 **Classes:** 6 hrs per week **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

In this unit the student will participate in a research project in an area of, or related to, physiotherapy. The student works under the supervision of an academic staff member. The student will become familiar with the process of producing a fully costed proposal and in obtaining ethical approval from relevant agencies for the conduct of the study, however such approval will normally have already been obtained. The student will apply data collection processes as appropriate and undertake analysis of this data. The student will submit a dissertation comprising an overview of their project and a discussion on a related topic. An aim of this unit is to develop the student's skills required to present orally the results of their research project and to produce and submit their thesis.

PHTY4109
Elective Studies

Credit points: 4 **Teacher/Coordinator:** Dr Susan Coulson, S.Coulson@fhs.usyd,edu.au **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 appoved topic from a list of non-physiotherapy topics offered by the discipline of Physiotherapy.

15. Yooroang Garang: Indigenous Health Studies

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. The Bachelor of Health Science (Aboriginal Health and Community Development) is an innovative program designed to provide students with maximum recognition of prior learning and flexible course options. The course is offered in block-study mode to facilitate access for Indigenous students from rural and remote areas. The course is taught in two stages. The first stage (Years 1 and 2), provides a broad foundation in the field of Aboriginal health and community development. Students are introduced to various perspectives, including behavioural and biomedical sciences and health research, as well as social and historical perspectives on Indigenous health. The second stage of the course (Years 3 and 4) enables students to select an individual program of study. Students may choose to specialise in one of four specialist streams (Research, Indigenous Mental Health and Counselling, Primary Health Care, Health Policy, Planning and Management) or choose individual units of study best suited to the needs of their workplace, community and individual interests. All students are required to complete core units of study in research, project development and evaluation and professional practice.

Two enabling programs are specifically offered for Indigenous students: The Aboriginal Health Science Preparatory Program is undertaken prior to formal enrolment in an undergraduate program, and the Aboriginal Health Science Support Program provides a 'reduced load' option making it possible for students to undertake the first year of their undergraduate program over two years. The postgraduate Indigenous community health coursework programs are offered by off-campus mode. The Graduate Certificate/Graduate Diploma and Master of Health Science (Indigenous Community Health) equip graduates for work in the areas of Indigenous health promotion, education and training, management and research. 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.

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

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Diploma of Health Science (Aboriginal Health and Community Development)

Not offered in 2007

The Diploma of Health Science (Aboriginal Health and Community Development) course is open to Aboriginal people. It is conducted in block mode over 2 years. Students attend compulsory on-campus residentials 6 times a year as well as completing 2 weeks of field placements each year.

Bachelor of Health Science (Aboriginal Health and Community Development)

No first year intake in 2007

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.

Honours program

Students are advised to contact the course coordinator in Yooroang Garang for information specific to the honours program in Aboriginal Health and Community Development.

Course outline

The course outlines for the Bachelor of Health Science (Aboriginal Health and Community Development) Pass and Honours are presented in Tables 15.1 and 15.1.1.

Table 15.1: Bachelor of Health Science (Aboriginal Health and Community Development) Pass

Unit of study	*Credit points*	*A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition*	*Session*
Course code SH059: Pass course; full-time, 4 years, block attendance, plus off-campus			
Year 1 (no first year intake in 2007)			
Semester 1			
AHCD1028 **Perspectives in Indigenous Health I**	6	*Note: Department permission required for enrolment*	Semester 1
AHCD1029 **Communication Studies I**	6	*Note: Department permission required for enrolment*	Semester 1
AHCD1030 **Primary Health Care I**	6	*Note: Department permission required for enrolment*	Semester 1
BIOS1076 **Biological Sciences I**	6		Semester 1
SEMESTER 1 TOTAL: 24 CREDIT POINTS			
Semester 2			
AHCD1031 **Community Development I**	6	*Note: Department permission required for enrolment*	Semester 2
AHCD1032 **Introduction to Counselling Skills**	6		Semester 2
AHCD1035 **Professional Practice I**	6	*Note: Department permission required for enrolment*	Semester 1 Semester 2
AHCD1036 **Alcohol and Other Drugs I**	6	*Note: Department permission required for enrolment*	Semester 2
SEMESTER 2 TOTAL: 24 CREDIT POINTS			
Year 2			
Semester 1			
AHCD2016 **Community Development II**	6	**P** AHCD1031 Community Development I	Semester 1
AHCD2020 **Professional Practice II**	6	**P** AHCD1035 Professional Practice I	Semester 1
AHCD2021 **Alcohol and Other Drugs II**	6	**P** AHCD1036 Alcohol and Other Drugs I	Semester 1
BACH2133 **Health and Human Behaviour**	6		Semester 1
SEMESTER 1 TOTAL: 24 CREDIT POINTS			
Semester 2			
AHCD2013 **Perspectives in Indigenous Health II**	6	**P** AHCD1028 Perspectives in Indigenous Health I	Semester 2
AHCD2015 **Primary Health Care II**	6	**P** AHCD1030 Primary Health Care I	Semester 2
AHCD2022 **Introduction to Health Research**	6		Semester 2
BIOS2090 **Biological Sciences II**	6	**P** BIOS1076 Biological Sciences I	Semester 2
SEMESTER 2 TOTAL: 24 CREDIT POINTS			
Year 3			
Semester 1			
AHCD3015 **Indigenous Health Research**	6	**P** AHCD2022 Introduction to Health Research	Semester 1
Electives [18] (see note 1 below)			
SEMESTER 1 TOTAL: 24 CREDIT POINTS			
Semester 2			
AHCD3008 **Indigenous Community Health Project A**	6		Semester 2
AHCD3009 **Professional Practice III**	6	**P** AHCD2020 Professional Practice II	Semester 2
Electives [6] (see note 1 below)			
Research elective [6] (see note 2 below)			
SEMESTER 2 TOTAL: 24 CREDIT POINTS			

Unit of study	*Credit points*	*A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition*	*Session*
Year 4			
Semester 1			
AHCD4001 Indigenous Community Health Project B	6	**A** Knowledge of project planning **P** AHCD3008 Indigenous Community Health Project A	Semester 1
Electives [18] (see note 1 below)			
SEMESTER 1 TOTAL: 24 CREDIT POINTS			
Semester 2			
AHCD4002 Professional Practice IV	12	**P** AHCD3009 Professional Practice III	Semester 2
Electives [12] (see note 1 below)			
SEMESTER 2 TOTAL: 24 CREDIT POINTS			
Notes			
1. Pass students will choose 4 electives in Year 3 and 5 electives in Year 4. All elective units are presented in related streams as outlined in the elective list. Students may choose to specialise by selecting all electives from one stream, or may select across streams. Students may also choose electives from other discplines to a maximum of 3 units of study.			
2. Pass students will choose one Research elective in Year 3 selected from the Research stream (see list below).			

Table 15.1.1: Bachelor of Health Science (Aboriginal Health and Community Development) Honours

Unit of study	*Credit points*	*A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition*	*Session*
Course code SH060: Honours program; full-time, 4 years, block attendance, plus off-campus			
Years 1 and 2			
As per Pass course			
Year 3			
Semester 1			
AHCD3015 Indigenous Health Research	6	**P** AHCD2022 Introduction to Health Research	Semester 1
Electives [12] (see notes below)			
Research electives [6] (see notes below)			
SEMESTER 1 TOTAL: 24 CREDIT POINTS			
Semester 2			
AHCD3009 Professional Practice III	6	**P** AHCD2020 Professional Practice II	Semester 2
AHCD3016 Writing a Research Proposal	6	**P** AHCD2022 Introduction to Health Research	Semester 2
Electives [12] (see notes below)			
SEMESTER 2 TOTAL: 24 CREDIT POINTS			
Year 4			
Semester 1			
AHCD4052 Honours Workshop	6	**A** This unit is available only to students admitted to the honours program.	Semester 1
Research elective [12]			
SEMESTER 1 TOTAL: 18 CREDIT POINTS			
Semester 2			
AHCD4054 Research Thesis	30		Semester 2
SEMESTER 2 TOTAL: 30 CREDIT POINTS			
Notes			
1. Honours students will choose one Research elective in Year 3 and two Research electives in Year 4 from the Research stream (see list below).			
2. Honours students will choose four electives in Year 3.			

Unit of study	*Credit points*	*A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition*	*Session*
Electives for Aboriginal Health and Community Development			
Electives are 6 credit points each, offered subject to sufficient demand and staff availability			
Counselling and Indigenous Mental Health stream			
AHCD2017 Counselling Theory and Methods A	6	**P** AHCD1032 Introduction to Counselling Skills	Semester 1
AHCD3010 Counselling for Grief and Loss	6	**P** AHCD1032 Introduction to Counselling Skills	Semester 1 Semester 2
AHCD4011 Family Therapy	6	**A** AHCD1032 Introduction to Counselling Skills	Semester 1 Semester 2
AHCD4030 Issues in Indigenous Mental Health	6	**P** AHCD1032 Introduction to Counselling Skills	Semester 1 Semester 2
AHCD4040 Addictions Counselling	6	**A** AHCD1032 Introduction to Counselling Skills	Semester 1 Semester 2
AHCD4041 Counselling With Art Therapy	6	**P** AHCD1032 Introduction to Counselling Skills	Semester 1 Semester 2
AHCD4042 Wellness	6	**P** AHCD1032 Introduction to Counselling Skills	Semester 1 Semester 2
Indigenous Community Development and Management stream			
AHCD4017 Community Development III	6	**P** AHCD2016 Community Development II	Semester 1 Semester 2
AHCD4019 Community Development IV	6	**P** AHCD4017 Community Development III	Semester 1 Semester 2
AHCD4026 Health Management Theory	6		Semester 1 Semester 2
AHCD4031 Health Management Practice	6		Semester 1 Semester 2
AHCD4032 Health Planning, Policy and Evaluation A	6		Semester 1 Semester 2
AHCD4045 Indigenous Health Information Management	6		Semester 1 Semester 2
AHCD4050 Health Planning, Policy and Evaluation B	6	**P** AHCD4032 Health Policy, Planning and Evaluation A	Semester 1 Semester 2
AHCD4053 Human Rights and Social Justice	6		Semester 1 Semester 2
Indigenous Environmental Health and Housing stream			
AHCD4024 Housing and Environmental Health	6		Semester 1 Semester 2
AHCD4048 Issues in Housing & Environmental Hlth	6		Semester 1 Semester 2
AHCD4051 Indigenous Health and Housing	6		Semester 1 Semester 2
Primary Health Care and Health Promotion stream			
AHCD4010 Perspectives in Indigenous Health IV	6	**P** AHCD4033 Perspectives in Indigenous Health III	Semester 1 Semester 2
AHCD4013 Nutrition and Lifestyle	6		Semester 1 Semester 2
AHCD4014 Current Issues in Health, Law & Medicine	6		Semester 2
AHCD4022 Indigenous Community Health Promotion B	6		Semester 1 Semester 2
AHCD4023 Indigenous Community Health Promotion C	6		Semester 1 Semester 2
AHCD4033 Perspectives in Indigenous Health III	6	**P** AHCD2013 Perspectives in Indigenous Health II	Semester 1 Semester 2
AHCD4034 Indigenous Community Health Promotion A	6		Semester 1 Semester 2
AHCD4035 Primary Health Care III	6	**P** AHCD2015 Primary Health Care II	Semester 1 Semester 2
AHCD4036 Art & Media in Indigenous Hlth Promotion	6		Semester 1 Semester 2
AHCD4046 Early Disease Intervention A	6		Semester 1 Semester 2
AHCD4049 Skills for Teaching Health	6		Semester 1 Semester 2

Unit of study	Credit points	A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition	Session
BIOS3046 Biological Sciences III	6	**P** BIOS2090 Biological Sciences II	Semester 1 Semester 2
Research stream			
AHCD3016 Writing a Research Proposal	6	**P** AHCD2022 Introduction to Health Research	Semester 2
AHCD4007 Epidemiology	6	**P** AHCD2022 Introduction to Health Research	Semester 1 Semester 2
AHCD4016 Participant Observation and Ethnography	6	**P** AHCD2022 Introduction to Health Research	Semester 1 Semester 2
AHCD4018 Action Research	6	**P** AHCD2022 Introduction to Health Research	Semester 1 Semester 2
AHCD4039 Oral History	6	**P** AHCD2022 Introduction to Health Research	Semester 1 Semester 2
BACH4052 Social Research	6		Semester 1 Semester 2

Aboriginal Health Science Support Program

Students in the Aboriginal Health Science Support Program 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 15.2.

Table 15.2: Aboriginal Health Science Support Program

Unit of study	Credit points	A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition	Session
Course code SM008: Part-time; 3 years			
Students enrol in the following units of study either in Semester 1 or Semester 2. Average student hours: 6-8 hours per week over first two years, 1-4 hours per week over third year.			
AHCD1006 Study Skills	4		Semester 1 Semester 2
AHCD1007 Aboriginal Studies	1		Semester 1 Semester 2
AHCD1009 Anatomy Support (A)	4		Semester 1 Semester 2
AHCD1010 Anatomy Support (B)	2		Semester 2
AHCD1011 Biological Sciences Orientation	2		Semester 2
AHCD1012 Biological Sciences Support (A)	6		Semester 1 Semester 2
AHCD1013 Biological Sciences Support (B)	3		Semester 1
AHCD1014 Physics Support	6		Semester 1 Semester 2
AHCD1015 Research Methods Support (1)	3		Semester 2
AHCD1016 Professional Studies Support (1A)	2		Semester 1 Semester 2
AHCD1017 Professional Studies Support (1B)	4		Semester 1 Semester 2
AHCD1018 Biomechanics Support (1)	2		Semester 1 Semester 2
AHCD1019 Neurobiology Support	3		Semester 1 Semester 2
AHCD1020 Behavioural Sciences Support (A)	2		Semester 1 Semester 2
AHCD1021 Behavioural Sciences Support (B)	6		Semester 1 Semester 2

Unit of study	*Credit points*	*A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition*	*Session*
AHCD1022 Mathematics Orientation	1		Semester 2
AHCD1023 Mathematics Support (A)	1		Semester 1 Semester 2
AHCD1024 Mathematics Support (B)	2		Semester 1 Semester 2
AHCD1037 Counselling Support	6		Semester 1 Semester 2
AHCD1053 Community Development Support	6		Semester 1 Semester 2
AHCD1054 Primary Health Care Support	6		Semester 1 Semester 2
AHCD1055 Indigenous Studies Support	6		Semester 1 Semester 2
AHCD1056 Communication Studies Support	6		Semester 1 Semester 2
AHCD1057 Biological Sciences Support	6		Semester 1 Semester 2
AHCD1070 Alcohol & Other Drugs Support	6		Semester 1 Semester 2
AHCD2008 Biomechanics Support (2)	2		Semester 1 Semester 2
AHCD2009 Professional Studies Support (2)	2		Semester 1 Semester 2
AHCD2010 Research Methods Support (2A)	3		Semester 1 Semester 2
AHCD2011 Research Methods Support (2B)	4		Semester 1 Semester 2
Notes			
1. AHCD 1010 includes 2 credit points prior to start of academic year.			
2. AHCD 1018 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 in the Aboriginal Health Science Support Program which includes:

- the option to enrol in a reduced load for the first two years
- a variety of academic support tutorials which allow students to revise and consolidate the work being done in the degree program.

HSC applicants are considered for entry on the basis of their Universities Admission Index (UAI) and under the Cadigal program the UAI 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.

Aboriginal Health Science Preparatory Program

Admission requirements

Admission to the Aboriginal Health Science Preparatory Program is based on an assessment (including interview) conducted by Yooroang Garang. It is expected that students who do not meet the eligibility criteria under the Cadigal Policy, may apply for entry to the Preparatory Program. However it should be noted that successful completion of the Preparatory Program does not guarantee a student a place in a degree course, but does provide them eligibility for selection under the Cadigal Policy. The Preparatory Program is open to students with an UAI lower than that needed under the Cadigal Program and mature age students over the age of 21.

Course outline

The course outline for the Aboriginal Health Science Preparatory Program is presented in Table 15.3.

Table 15.3: Aboriginal Health Science Preparatory Program

Unit of study	*Credit points*	*A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition*	*Session*
Course code SM013: Full-time			
Course code SM012: Full-time (block mode)			
Semester 1			
AHCD1058 **Maths Workshop A**	4		Semester 1
AHCD1059 **Academic Skills Workshop A**	4		Semester 1
AHCD1060 **Human Biology Workshop A**	4		Semester 1
AHCD1061 **Aboriginal Studies A**	4		Semester 1
AHCD1062 **Anatomy Workshop A**	4		Semester 1
AHCD1063 **Behavioural Science Workshop A**	4		Semester 1
SEMESTER 1 TOTAL: 24 CREDIT POINTS			
Semester 2			
AHCD1064 **Mathematics Workshop B**	4		Semester 2
AHCD1065 **Academic Skills Workshop B**	4		Semester 2
AHCD1066 **Human Biology Workshop B**	4		Semester 2
AHCD1067 **Aboriginal Studies B**	4		Semester 2
AHCD1068 **Anatomy Workshop B**	4		Semester 2
AHCD1069 **Behavioural Science Workshop B**	4		Semester 2
SEMESTER 2 TOTAL: 24 CREDIT POINTS			

Units of study

AHCD1006
Study Skills

Credit points: 4 **Session:** Semester 1, Semester 2 **Classes:** 2 hours per week or according to student need **Assessment:** Formative assessments only, individual and small group tutorials **Campus:** Cumberland **Mode of delivery:** Distance Education/Intensive on Campus

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.

AHCD1007
Aboriginal Studies

Credit points: 1 **Session:** Semester 1, Semester 2 **Classes:** 2 hours per 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

This unit examines the historical, social, economic and political factors relevant to Aboriginal people today, particularly in relation to health. The meaning of Aboriginality in contemporary society is explored, together with issues of Aboriginal identity.

AHCD1009
Anatomy Support (A)

Credit points: 4 **Session:** Semester 1, Semester 2 **Classes:** 2 hours per week or according to student need **Assessment:** Formative assessments only, individual and small group tutorials consultations **Campus:** Cumberland **Mode of delivery:** Distance Education/Intensive on Campus

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:** 2 hours per week or according to student need **Assessment:** Formative assessments only, individual and small group tutorials **Campus:** Cumberland **Mode of delivery:** Distance Education/Intensive on Campus

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:** 2 hours per week or according to student need **Assessment:** Formative assessments only, individual and small group tutorials **Campus:** Cumberland **Mode of delivery:** Distance Education/Intensive on Campus

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:** 2 hours per week or according to student need **Assessment:** Formative assessments only, individual and small group tutorials **Campus:** Cumberland **Mode of delivery:** Distance Education/Intensive on Campus

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:** 2 hours per week or according to student need **Assessment:** Formative assessments only, individual and small group tutorials **Campus:** Cumberland **Mode of delivery:** Distance Education/Intensive on Campus

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:** 2 hours per week or according to student need **Assessment:** Formative assessments only, individual and small group tutorials **Campus:** Cumberland **Mode of delivery:** Distance Education/Intensive on Campus

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:** 2 hours per week or according to student need **Assessment:** Formative assessments only, individual and small group tutorials **Campus:** Cumberland **Mode of delivery:** Distance Education/Intensive on Campus

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:** 2 hours per week or according to student need **Assessment:** Formative assessments only, individual and small group tutorials **Campus:** Cumberland **Mode of delivery:** Distance Education/Intensive on Campus

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:** 2 hours per week or according to student need **Assessment:** Formative assessments only, individual and small group tutorials **Campus:** Cumberland **Mode of delivery:** Distance Education/Intensive on Campus

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:** 2 hours per week or according to student need **Assessment:** Formative assessments only, individual and small group tutorials **Campus:** Cumberland **Mode of delivery:** Distance Education/Intensive on Campus

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:** 2 hours per week or according to student need **Assessment:** Formative assessments only, individual and small group tutorials **Campus:** Cumberland **Mode of delivery:** Distance Education/Intensive on Campus

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.

AHCD1020
Behavioural Sciences Support (A)

Credit points: 2 **Session:** Semester 1, Semester 2 **Classes:** 2 hours per week or according to student need **Assessment:** Formative assessments only, individual and small group tutorials **Campus:** Cumberland **Mode of delivery:** Distance Education/Intensive on Campus

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.

AHCD1021
Behavioural Sciences Support (B)

Credit points: 6 **Session:** Semester 1, Semester 2 **Classes:** 2 hours per week or according to student need **Assessment:** Formative assessments only, individual and small group tutorials **Campus:** Cumberland **Mode of delivery:** Distance Education/Intensive on Campus

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.

AHCD1022
Mathematics Orientation

Credit points: 1 **Session:** Semester 2 **Classes:** 2 hours per week or according to student need **Assessment:** Formative assessments only, individual and small group tutorials **Campus:** Cumberland **Mode of delivery:** Distance Education/Intensive on Campus

This unit is offered only in semester 2 and aims to provide students with the fundamental mathematical concepts being introduced to students in the human biology course.

AHCD1023
Mathematics Support (A)

Credit points: 1 **Session:** Semester 1, Semester 2 **Classes:** 2 hours per week or according to student need **Assessment:** Formative assessments only, individual and small group tutorials **Campus:** Cumberland **Mode of delivery:** Distance Education/Intensive on Campus

The material covered in the Mathematics Support units depends on the course being undertaken by the student. The aim of the unit is to provide students with an opportunity to revise and consolidate the mathematical concepts/content covered in the biomedical sciences units.

AHCD1024
Mathematics Support (B)

Credit points: 2 **Session:** Semester 1, Semester 2 **Classes:** 2 hours per week or according to student need **Assessment:** Formative assessments only, individual and small group tutorials **Campus:** Cumberland **Mode of delivery:** Distance Education/Intensive on Campus

The material covered in the Mathematics Support units depends on the course being undertaken by the student. The aim of the unit is to provide students with an opportunity to revise and consolidate the mathematical concepts/content covered in the biomedical sciences units.

AHCD1028
Perspectives in Indigenous Health I

Credit points: 6 **Session:** Semester 1 **Classes:** 6 hours per block, 3 blocks per semester **Assessment:** Summary and short answers 25% , Identity project 35 %, Essay 40% **Campus:** Cumberland **Mode of delivery:** Distance Education/Intensive on Campus

Note: Department permission required for enrolment.

This unit introduces students to indigenous perspectives in health. Part I, Dreamings, Culture and Society focuses on traditional or pre-contact Aboriginal lifestyle, philosophy and law, and also explores

issues of identity for contemporary Aboriginal people. Part II, Culture Contact and Conflict is based on case studies from around Australia which provide examples of the diversity of contact with non aboriginal people post invasion. Guest lecturers and field trips will be important components.

AHCD1029
Communication Studies I

Credit points: 6 **Session:** Semester 1 **Classes:** Block mode (3 x 5 days) **Assessment:** Essay, worksheets, class exercise, participation **Campus:** Cumberland **Mode of delivery:** Distance Education/Intensive on Campus

Note: Department permission required for enrolment.

This unit of study helps you to develop academic and professional skills that are an essential part of studying at university and working in Aboriginal settings. Topics covered include computer and information literacy, critical reading and writing skills, multi media presentations, as well as workplace communication skills such as submission writing.

AHCD1030
Primary Health Care I

Credit points: 6 **Session:** Semester 1 **Classes:** Block mode **Assessment:** In class assessment, written assignment **Campus:** Cumberland **Mode of delivery:** Distance Education/Intensive on Campus

Note: Department permission required for enrolment.

This unit of study will introduce the concept of primary health care, which will provide the framework for theoretical and practical learning in the area of indigenous health. Students will explore a range of models of health care and overview the current state of indigenous health in Australia. The unit of study provides students with the opportunity to develop knowledge and skills for the implementation of primary health care in indigenous health.

AHCD1031
Community Development I

Credit points: 6 **Session:** Semester 2 **Classes:** Block mode **Assessment:** In class assessment and written assignment **Campus:** Cumberland **Mode of delivery:** Distance Education/Intensive on Campus

Note: Department permission required for enrolment.

The aim of this unit of study is to provide students with skills to understand community development and how to prepare documents such as community profiles to satisfy the needs of a particular community. The subject commences the process of capacity building within a community by investigating current tools used in the practice of community development.

AHCD1032
Introduction to Counselling Skills

Credit points: 6 **Session:** Semester 2 **Classes:** Block mode **Assessment:** In class assessment and written assignment. **Campus:** Cumberland **Mode of delivery:** Distance Education/Intensive on Campus

This unit will introduce students to the basic skills of communication and counselling. It aims to assist students to develop a broad concept of what counselling is and how it is practised in the context of the Aboriginal Health and Community Development. The focus is on interviewing and communication skills.

AHCD1035
Professional Practice I

Credit points: 6 **Session:** Semester 1, Semester 2 **Classes:** Block mode **Assessment:** Assessment is based on participation in block mode classes, placement and submission of written work. **Practical field work:** Supervised professional practice placement (70hrs). **Campus:** Cumberland **Mode of delivery:** Distance Education/Intensive on Campus

Note: Department permission required for enrolment.

This compulsory unit aims to introduce students to definitions and models of professional practice as they relate to the diverse roles and responsibilities of indigenous health and community development practitioners. The subject comprises attendance at lectures during block and participation in a 70 hour supervised professional practice placement in a health organisation providing services to Indigenous communities. Participation in the professional practice placement provides students with the opportunity to observe and participate in the application of theory in practical settings. Ind addition it supports independent learning in the field and broadens students' knowledge and experience of professional settings by setting individual learning goals.

AHCD1036
Alcohol and Other Drugs I

Credit points: 6 **Session:** Semester 2 **Classes:** Block mode **Assessment:** In class assessment and written assignment. **Practical field work:** Field trip assessment **Campus:** Cumberland **Mode of delivery:** Distance Education/Intensive on Campus

Note: Department permission required for enrolment.

The social, political, psychological and physical factors which contribute to the development of alcohol and other drug related issues are examined, and the more common drugs, both legal and illegal will be considered. Areas to be covered will include: tolerance, dependence, withdrawal, models of drug use/abuse, harm minimisation/reduction, and prevention, intervention and treatment. Assessment will include a field trip component.

AHCD1037
Counselling Support

Credit points: 6 **Session:** Semester 1, Semester 2 **Classes:** 6 hours per block, 3 blocks per semester **Assessment:** Formative assessments only, individual and small group tutorials **Campus:** Cumberland **Mode of delivery:** Distance Education/Intensive on Campus

This unit is conducted concurrently with Counselling 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 Counselling units.

AHCD1053
Community Development Support

Credit points: 6 **Session:** Semester 1, Semester 2 **Classes:** 6 hours per block, 3 blocks per semester **Assessment:** Formative assessments only, individual and small group tutorials **Campus:** Cumberland **Mode of delivery:** Distance Education/Intensive on Campus

This unit is conducted concurrently with Community Development 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 Community Development units.

AHCD1054
Primary Health Care Support

Credit points: 6 **Session:** Semester 1, Semester 2 **Classes:** 6 hours per block, 3 blocks per semester **Assessment:** Formative assessments only, individual and small group tutorials **Campus:** Cumberland **Mode of delivery:** Distance Education/Intensive on Campus

This unit is conducted concurrently with Primnary Health Care 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 Primnary Health Care units.

AHCD1055
Indigenous Studies Support

Credit points: 6 **Session:** Semester 1, Semester 2 **Classes:** 6 hours per block, 3 blocks per semester **Assessment:** Formative assessments only, individual and small group tutorials **Campus:** Cumberland **Mode of delivery:** Distance Education/Intensive on Campus

This unit is conducted concurrently with Indigenous Studies 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 Indigenous Studies units.

AHCD1056
Communication Studies Support

Credit points: 6 **Session:** Semester 1, Semester 2 **Classes:** 6 hours per block, 3 blocks per semester **Assessment:** Formative assessments only, individual and small group tutorials **Campus:** Cumberland **Mode of delivery:** Distance Education/Intensive on Campus

This unit is conducted concurrently with Communication Studies 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 Communication Studies units.

AHCD1057
Biological Sciences Support

Credit points: 6 **Session:** Semester 1, Semester 2 **Classes:** 6 hours per block, 3 blocks per semester **Assessment:** Formative assessments only, individual and small group tutorials **Campus:** Cumberland **Mode of delivery:** Distance Education/Intensive on Campus

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.

AHCD1058
Maths Workshop A

Credit points: 4 **Session:** Semester 1 **Classes:** 6 hrs per block, 3 blocks per semester **Assessment:** 3 short assignments of 30%, 30% and 40% due in weeks 6, 11 & 15. (Each assignment involves calculations, short answers, and the construction of tables and charts). Topics covered include estimation and approximation; fractions, percentages, decimals and rates; graphs, charts and tables. **Campus:** Cumberland **Mode of delivery:** Distance Education/Intensive on Campus

This unit aims to teach the numeracy skills students may need in their chosen course. It takes into account the individual student's past experience of learning maths, and deals with issues such as maths anxiety. The unit contains mathematical concepts which relate to the undergraduate health sciences units. The unit includes both group and individual tuition.

AHCD1059
Academic Skills Workshop A

Credit points: 4 **Session:** Semester 1 **Classes:** 6 hrs per block, 3 blocks per semester **Assessment:** Several assignments (ranging in weights from 5% - 25%) are evenly distributed through the semester. The assignments cover writing skills, information literacy, and communication skills **Campus:** Cumberland **Mode of delivery:** Distance Education/Intensive on Campus

This unit aims to assist students preparing for study at a tertiary institution. It investigates issues such as the culture and values of the tertiary institution, explores students' past educational background and teaches academic skills such as computing, information gathering skills, organisational strategies, research, reading and writing skills, and exam techniques. The unit includes both group and individual tuition.

AHCD1060
Human Biology Workshop A

Credit points: 4 **Session:** Semester 1 **Classes:** 6 hrs per block, 3 blocks per semester **Assessment:** Workbook Readings and Questions 30%, Written Reports 1000 words 40%, End Semester MCQ and SAQs 30 % **Campus:** Cumberland **Mode of delivery:** Distance Education/Intensive on Campus

This unit introduces students to the study of human biology. It begins with an introduction to basic chemical concepts and related mathematical concepts. The unit also covers important physiological concepts such as cell structure, metabolism, genetics and the physiology of various body systems. The unit has a large practical component aimed at teaching laboratory skills. Students have an option to enrol in a relevant Biological Sciences unit within an undergraduate degree program as part of this unit of study.

AHCD1061
Aboriginal Studies A

Credit points: 4 **Session:** Semester 1 **Classes:** 6 hrs per block, 3 blocks per semester **Assessment:** Independent note taking and reconstruction 300 words - 25% due week 5 Independent note taking and reconstruction 600 words - 30 % due week 9, independent note taking, reconstruction /summary writing 1000 words 45% due week 13 **Campus:** Cumberland **Mode of delivery:** Distance Education/Intensive on Campus

This unit aims to investigate a number of issues relevant to Aboriginal students considering participating in tertiary level education. The meaning of Aboriginality in contemporary society is explored, together with issues of Aboriginality.

AHCD1062
Anatomy Workshop A

Credit points: 4 **Session:** Semester 1 **Classes:** 6 hrs per block, 3 blocks per semester **Assessment:** Workbook readings and questions 30%, written reports 1000 words 40%, end semester MCQ and SAQs 30 % **Campus:** Cumberland **Mode of delivery:** Distance Education/Intensive on Campus

This unit introduces the student to the study of anatomy. It covers topics such as anatomical language, histology, neuroanatomy, the musculo-skeletal system, as well as the anatomy of other various body systems. Emphasis is placed on acquiring the skills needed to study anatomy successfully, including laboratory skills and learning anatomical language.

AHCD1063
Behavioural Science Workshop A

Credit points: 4 **Session:** Semester 1 **Classes:** individual or small group tuition **Assessment:** During Each Session students will be required to complete an in class worksheet which will be marked and returned. 1x75 min open book exam 100% **Campus:** Cumberland **Mode of delivery:** Distance Education/Intensive on Campus

This unit introduces students to the study of behavioural science. It uses topics such as health as the basis for exploring contemporary sociological and psychological theories. Emphasis is placed on developing skills needed to study behavioural science successfully, including field observation, presenting seminars and reading research reports. Students have an option to enrol in a relevant Behavioural sciences unit within an undergraduate degree program as part of this unit of study.

AHCD1064
Mathematics Workshop B

Credit points: 4 **Session:** Semester 2 **Classes:** 6 hrs per block, 3 blocks per semester **Assessment:** 3 short assignments of 20%, 20%, 40% and in class closed book exam 20% in the final block. Assignments due in weeks 6, 11 & 15. Each assignment involves calculations, short answers, and the construction of tables and charts **Campus:** Cumberland **Mode of delivery:** Distance Education/Intensive on Campus

This unit aims to teach the numeracy skills students may need in their chosen course. It takes into account the individual student's past experience of learning maths, and deals with issues such as maths anxiety. The unit contains mathematical concepts which relate to the undergraduate health sciences units. The unit includes both group and individual tuition.

AHCD1065
Academic Skills Workshop B

Credit points: 4 **Session:** Semester 2 **Classes:** 6 hrs per block, 3 blocks per semester **Assessment:** Similar to AHCD1059.Several assignments are given through the semester, in addition to a comprehension exam worth 20%. **Campus:** Cumberland **Mode of delivery:** Distance Education/Intensive on Campus

This unit aims to assist students preparing for study at a tertiary institution. It investigates issues such as the culture and values of the tertiary institution; explores students' past educational background; and teaches academic skills such as computing, information gathering skills, organisational strategies, research, reading and writing skills, and exam techniques. The unit includes both group and individual tuition.

AHCD1066
Human Biology Workshop B

Credit points: 4 **Session:** Semester 2 **Classes:** 6 hrs per block, 3 blocks per semester **Assessment:** Workbook readings and questions 30%, written reports 1000 words 40%, end semester MCQ and SAQs 30 % **Campus:** Cumberland **Mode of delivery:** Distance Education/Intensive on Campus

This unit introduces students to the study of human biology. It begins with an introduction to basic chemical concepts and related mathematical concepts. The unit also covers important physiological concepts such as cell structure, metabolism, genetics and the physiology of various body systems. The unit has a large practical component aimed at teaching laboratory skills. Students have an option to enrol in a relevant Biological Sciences unit within an undergraduate degree program as part of this unit of study.

AHCD1067
Aboriginal Studies B

Credit points: 4 **Session:** Semester 2 **Classes:** 6 hrs per block, 3 blocks per semester **Assessment:** Summary writing and essay plan 25% due week 5, descriptive essay 1000 words 35% due week 9, reflective journal 1000 words 40% due week 13 **Campus:** Cumberland **Mode of delivery:** Distance Education/Intensive on Campus

This unit aims to investigate a number of issues relevant to Aboriginal students considering participating in tertiary level education. The meaning of Aboriginality in contemporary society is explored, together with issues of Aboriginality.

AHCD1068
Anatomy Workshop B

Credit points: 4 **Session:** Semester 2 **Classes:** 6 hrs per block, 3 blocks per semester **Assessment:** Workbook readings and questions 30%, written reports 1000 words 40%, end semester MCQ and SAQs 30 % **Campus:** Cumberland **Mode of delivery:** Distance Education/Intensive on Campus

This unit introduces the student to the study of anatomy. It covers topics such as anatomical language, histology, neuroanatomy and the musculo-skeletal system, as well as the anatomy of other various body systems. Emphasis is placed on acquiring the skills needed to study anatomy successfully, including laboratory skills and learning anatomical language.

AHCD1069
Behavioural Science Workshop B

Credit points: 4 **Session:** Semester 2 **Classes:** individual or small group tuition **Assessment:** During Each Session students will be required to complete an in class worksheet which will be marked and returned; 1x75 min open book exam 100% **Campus:** Cumberland **Mode of delivery:** Distance Education/Intensive on Campus

This unit introduces students to the study of behavioural science. It uses topics such as health as the basis for exploring contemporary sociological and psychological theories. Emphasis is placed on developing skills needed to study behavioural science successfully, including field observation, presenting seminars and reading research reports. Students have an option to enrol in a relevant Behavioural Sciences unit within an undergraduate degree program as part of this unit of study.

AHCD1070
Alcohol & Other Drugs Support

Credit points: 6 **Session:** Semester 1, Semester 2 **Classes:** 6 hours per block, 3 blocks per semester **Assessment:** Formative assessments only, individual and small group tutorials **Campus:** Cumberland **Mode of delivery:** Distance Education/Intensive on Campus

This unit is conducted concurrently with the Alcohol and Other Drugs units in the Diploma of Health Science (Aboriginal Health and Community Development) program and enables the students to revise unit material and identify and develop the academic skills required to successfully complete the Alcohol and Other Drugs units.

AHCD2008
Biomechanics Support (2)

Credit points: 2 **Session:** Semester 1, Semester 2 **Classes:** 2 hours per week or according to student need **Assessment:** Formative assessments only, individual and small group tutorials **Campus:** Cumberland **Mode of delivery:** Distance Education/Intensive on Campus

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:** 2 hours per week or according to student need **Assessment:** Formative assessments only, individual and small group tutorials **Campus:** Cumberland **Mode of delivery:** Distance Education/Intensive on Campus

This unit supports one or more of the professional units a student may be having difficulty with. It is based on individual student need.

AHCD2010
Research Methods Support (2A)

Credit points: 3 **Session:** Semester 1, Semester 2 **Classes:** 2 hours per week or according to student need **Assessment:** Formative assessments only, individual and small group tutorials **Campus:** Cumberland **Mode of delivery:** Distance Education/Intensive on Campus

This unit aim to provide students with the opportunity to further understand and use experimental and descriptive research methods.

AHCD2011
Research Methods Support (2B)

Credit points: 4 **Session:** Semester 1, Semester 2 **Classes:** 2 hours per week or according to student need **Assessment:** Formative assessments only, individual and small group tutorials **Campus:** Cumberland **Mode of delivery:** Distance Education/Intensive on Campus

This unit aim to provide students with the opportunity to further understand and use experimental and descriptive research methods.

AHCD2013
Perspectives in Indigenous Health II

Credit points: 6 **Session:** Semester 2 **Classes:** Block mode **Prerequisites:** AHCD1028 Perspectives in Indigenous Health I **Assessment:** In class assessment and written ssignment. **Campus:** Cumberland **Mode of delivery:** Distance Education/Intensive on Campus

This unit provides an historical perspective to the study of Indigenous health through its focus on race relations in Australia during the twentieth century. It identifies mechanisms of control by government and church groups; in particular, institutionalization, and explores their physical and psychological effects on indigenous health. This unit also examines the nature and function of government agencies for Aborigines since 1967 and the development of various policies and strategies at the local, state and national levels. Guest lecturers and field trips will continue to be important components.

AHCD2015
Primary Health Care II

Credit points: 6 **Session:** Semester 2 **Classes:** Block Mode **Prerequisites:** AHCD1030 Primary Health Care I **Assessment:** In class assessment and written assignment. **Campus:** Cumberland **Mode of delivery:** Distance Education/Intensive on Campus

This unit of study further explores the concept of Primary Health Care, through an examination of the Pillars of Primary Health Care: participation, intersectoral collaboration and equity. Also included will be an introduction to the relevant government policies related to Indigenous Australian health.

AHCD2016
Community Development II

Credit points: 6 **Session:** Semester 1 **Classes:** Block mode **Prerequisites:** AHCD1031 Community Development I **Assessment:** In class assessment and written assignment **Campus:** Cumberland **Mode of delivery:** Distance Education/Intensive on Campus

This unit of study follows community profile, developed in AHCD1031 Community Development I. By prioritising community needs and using a community development approach, the unit examines and develops a strategic plan to address the community's needs and prepares the students for work in the community. The principles of partnership, particularly in the indigenous communities and the implications in the development of the community's strategic plan will be also discussed.

AHCD2017
Counselling Theory and Methods A

Credit points: 6 **Session:** Semester 1 **Classes:** Block mode **Prerequisites:** AHCD1032 Introduction to Counselling Skills **Assessment:** In class assessment and written assignment. **Campus:** Cumberland **Mode of delivery:** Distance Education/Intensive on Campus

The aim of this unit is to focus on the development of a variety of counselling techniques and methods. This unit will assist students to develop a clear understanding of the counselling component of the role of Aboriginal health and community development workers.

AHCD2020
Professional Practice II

Credit points: 6 **Session:** Semester 1 **Classes:** Block mode **Prerequisites:** AHCD1035 Professional Practice I **Assessment:** Assessment is based on participation in block work classes, a 2 week placement and submission of written work. **Practical field work:** Professional practice placement (70 hrs). **Campus:** Cumberland **Mode of delivery:** Distance Education/Intensive on Campus

This compulsory unit aims to provide students with the opportunity to focus on their developing professional competencies as they relate to the diverse roles and responsibilities of Indigenous health & community development practitioners. The subject requires attendance at lectures during block and participation in a 70 hour supervised professional practice placement in a health organisation providing clinical or community development health services to Indigenous communities. Examples of organisations where students have completed placements include: hospitals, health outposts, Aboriginal Medical Services, community health services, and health promotion programs. Participation in the professional practice placement provides students with the opportunity to practice their skills and apply theoretical knowledge in a professional workplace setting with the guidance of an experienced supervisor.

AHCD2021
Alcohol and Other Drugs II

Credit points: 6 **Session:** Semester 1 **Classes:** Block mode **Prerequisites:** AHCD1036 Alcohol and Other Drugs I **Assessment:** In class assessment and written assignment. **Practical field work:** Field trip assessment **Campus:** Cumberland **Mode of delivery:** Distance Education/Intensive on Campus

This unit further develops skills in assessing drug related social and psychological problems. Understanding of the factors which contribute to the development of alcohol and drug related problems is utilised as a basis for determining strategies for the prevention of these problems in the community. This unit also explores strategies for maintaining the health and well-being of the worker who is dealing with clients with drug related problems.

AHCD2022
Introduction to Health Research

Credit points: 6 **Session:** Semester 2 **Classes:** Block mode **Assessment:** In class assessment and written assignment. **Campus:** Cumberland **Mode of delivery:** Distance Education/Intensive on Campus

This unit of study provides an introduction to the principles and processes of health research. It is designed to give students a broad overview of research methods used in the health arena including history of scientific method, clinical and biological approaches, demography, Epidemiology, evaluation, social research methods (including qualitative and quantitative) and theories and philosophies of science.

AHCD3008
Indigenous Community Health Project A

Credit points: 6 **Session:** Semester 2 **Classes:** Block mode **Assessment:** In class assessment and written assignment. **Campus:** Cumberland **Mode of delivery:** Distance Education/Intensive on Campus

Indigenous Community Health Project A and B provide students with an opportunity to integrate learning throughout the course by defining, planning, implementing, evaluating and reporting on a project related to professional practice in Aboriginal health and community development. The project plan will be developed in Indigenous Community Health Project A.

AHCD3009
Professional Practice III

Credit points: 6 **Session:** Semester 2 **Classes:** Block Mode **Prerequisites:** AHCD2020 Professional Practice II **Assessment:** Assessment is based on participation in Block work classes, the professional practice placement and submission of written work. **Practical field work:** Supervised professional practice placement (70 hrs) **Campus:** Cumberland **Mode of delivery:** Distance Education/Intensive on Campus

This compulsory unit aims to provide students with the opportunity to extend and integrate their practical skills and theoretical knowledge as these relate to the roles and responsibilities of indigenous health & community development practitioners. There is increasing emphasis in this unit on the development of reflective learning skills and critical analysis of issues as they relate to indigenous health in its many contexts. The subject requires attendance at lectures during block and participation in a 70 hour supervised professional practice placement in an organisation providing health or community development services to indigenous communities.

AHCD3010
Counselling for Grief and Loss

Credit points: 6 **Session:** Semester 1, Semester 2 **Classes:** Block mode **Prerequisites:** AHCD1032 Introduction to Counselling Skills **Assessment:** In class assessment and written assignment. **Campus:** Cumberland **Mode of delivery:** Distance Education/Intensive on Campus

The aim of this subject is to focus on the essential skills and understanding needed for the development of effective counselling in the area of bereavement. Essential to this will be the fostering of an understanding of the unique past and present influences on Indigenous people concerning grief and loss. Several theories, definitions and models of grief and loss will be considered. Factors that influence bereavement will also be discussed, as will cultural aspects of loss, such as the Stolen Generations, and transgenerational grief. Healing and spirituality will be a major part of this subject.

AHCD3015
Indigenous Health Research

Credit points: 6 **Session:** Semester 1 **Classes:** Block mode **Prerequisites:** AHCD2022 Introduction to Health Research **Assessment:** In class assessment and written assignment. **Campus:** Cumberland **Mode of delivery:** Distance Education/Intensive on Campus

This unit will provide students with the opportunity to study in greater depth aspects of Indigenous Health Research. In particular students will develop skills in the application of selected qualitative and quantitative methodologies. Students will critically analyse published research in Indigenous health. Classes will provide a venue for critical discussion on issues such as ethics, intellectual property and copyright and university policies. The unit will introduce students to aspects of professional development as a health researcher, research grants and funding for Indigenous studies.

AHCD3016
Writing a Research Proposal

Credit points: 6 **Session:** Semester 2 **Classes:** 6 hours per block, 3 blocks per semester **Prerequisites:** AHCD2022 Introduction to Health Research **Assessment:** conceptual framework 15%, research proposal 30%, final proposal 45%, attendance/participation 10% **Campus:** Cumberland **Mode of delivery:** Distance Education/Intensive on Campus

The aim of this unit of study is to focus on the writing of the Honours Research Proposal. This unit of study will assist the students to develop their ideas into a set of research questions, review relevant literature, define the methodology and prepare their Honours research proposal.

AHCD4001
Indigenous Community Health Project B

Credit points: 6 **Session:** Semester 1 **Classes:** Block mode **Prerequisites:** AHCD3008 Indigenous Community Health Project A **Assumed knowledge:** Knowledge of project planning **Assessment:** In class assessment and written assignment. **Campus:** Cumberland **Mode of delivery:** Distance Education/Intensive on Campus

Indigenous Community Health Project A and B provide students with an opportunity to integrate learning throughout the course by defining, planning, implementing, evaluating and reporting on a project related to professional practice in Aboriginal health and community development. In this unit, students will complete their project, following the project plan developed in AHCD3008 Indigenous Community Health Project A.

AHCD4002
Professional Practice IV

Credit points: 12 **Session:** Semester 2 **Classes:** Block mode **Prerequisites:** AHCD3009 Professional Practice III **Assessment:** Assessnment is based on participation in block mode classes, a placement (4 weeks) and submission of written work **Practical field work:** Supervised placement **Campus:** Cumberland **Mode of delivery:** Distance Education/Intensive on Campus

The aim of this unit is to provide an opportunity for students to participate in a supervised placement for 140 hours in an organisation providing health and/or community development related services or programs to Indigenous communities. Participation in the placement will enable students to consolidate theoretical knowledge and practical skills as it applies to the role of indigenous health and community development practitioners. In addition students are asked to relate their knowledge and skills to one of 6 Stream Electives including: - Research - Counselling and Indigenous Mental Health - Indigenous Community Development and Management - Primary Health Care/Health Promotion - Addiction Studies - Indigenous Environmental Health & Housing

AHCD4007
Epidemiology

Credit points: 6 **Session:** Semester 1, Semester 2 **Classes:** Block mode **Prerequisites:** AHCD2022 Introduction to Health Research **Assessment:** In class assessment and written assignment. **Campus:** Cumberland **Mode of delivery:** Distance Education/Intensive on Campus

This unit introduces students to the basic principles of epidemiology: the study of the distribution of disease and the search for the determinants of that observed distribution. Measurement and validity issues involved in this search for cause-effect relationships are introduced. The integral role of biostatistics in the planning and data-analysis stages of epidemiological projects is reviewed. The general aim of this unit is for the students to be familiar with terms used in epidemiology and to be able to critically evaluate selected epidemiological literature.

AHCD4010
Perspectives in Indigenous Health IV

Credit points: 6 **Session:** Semester 1, Semester 2 **Classes:** Block mode **Prerequisites:** AHCD4033 Perspectives in Indigenous Health III **Assessment:** Oral Presentation, 750 words 30%; Written assignment, 1500-2000 words 40%; In class test - 30% **Campus:** Cumberland **Mode of delivery:** Distance Education/Intensive on Campus

Perspectives IV is structured around class discussions, readings, case studies and student presentations on selected topics in Indigenous health. These topics will be determined by current student interest and professional directions and may include: men's business; women's business; the role of the professional Aboriginal health worker; international indigenous societies and culture; health and community development.

AHCD4011
Family Therapy

Credit points: 6 **Session:** Semester 1, Semester 2 **Classes:** 6 hours per block, 3 blocks per semester **Assumed knowledge:** AHCD1032 Introduction to Counselling Skills **Assessment:** Content analysis of literature (package given)1200 words 30%, critical appraisal 1,200 words 30%, simulated case study 1,500 words 40% **Campus:** Cumberland **Mode of delivery:** Distance Education/Intensive on Campus

The major theories and methods of family therapy will be examined and related to the Aboriginal culture and traditions.

AHCD4013
Nutrition and Lifestyle

Credit points: 6 **Session:** Semester 1, Semester 2 **Classes:** 6 hours per block, 3 blocks per semester **Assessment:** Nutrition and Lifestyle complete 10 day food consumption diary 25%, Nutrition and Lifestyle food diary analysis 25%, Nutrition and Lifestyle healthy meal preparation 25%, choice of class exercise program or essay on how exercise contributes to a health y lifestyle 25% **Campus:** Cumberland **Mode of delivery:** Distance Education/Intensive on Campus

This unit examines various issues associated with health and nutrition in both urban and rural indigenous communities.

AHCD4014
Current Issues in Health, Law & Medicine

Credit points: 6 **Session:** Semester 2 **Classes:** Blcok mode **Assessment:** Essay, worksheet, take home exam **Campus:** Cumberland **Mode of delivery:** Distance Education/Intensive on Campus

This unit will introduce students to an understanding of the Australian legal system and general principles and law governing human behaviour. This unit will also provide the student with an understanding of human rights and the international legal system. Students will be encouraged to explore the relationship between health, human rights and the law.

AHCD4016
Participant Observation and Ethnography

Credit points: 6 **Session:** Semester 1, Semester 2 **Classes:** 6 hours per block, 3 blocks per semester **Prerequisites:** AHCD2022 Introduction to Health Research **Assessment:** 2 Short exercise 30%, interviews 30%, written assignment 40% **Campus:** Cumberland **Mode of delivery:** Distance Education/Intensive on Campus

This unit of study introduces students to the theory and process of ethnographic research. It will provide students with an understanding of the diverse nature of fieldwork based research. The teaching of the unit will revolve around class discussions of readings and case studies, and practical exercises in observation, note taking and interviewing. Students will critically evaluate the relevance and implications of these methods for research with Indigenous communities.

AHCD4017
Community Development III

Credit points: 6 **Session:** Semester 1, Semester 2 **Classes:** 6 hours per block, 3 blocks per semester **Prerequisites:** AHCD2016 Community Development II **Assessment:** Case study critique, individual 1200-1500 words 30%, case study critique, individual 1200 - 1500 words 30%, LFA plan - Group 2000 words 40% **Campus:** Cumberland **Mode of delivery:** Distance Education/Intensive on Campus

This unit of study explores the community development approach from social justice, empowerment and political perspectives. By using various theories and models, the concept of socio-economic structure, power relationships and social justice within the context of the community development approach are discussed and analysed. How these concepts will influence community development approach and in particular in Indigenous settings will be additional topics discussed in this unit of study.

AHCD4018
Action Research

Credit points: 6 **Session:** Semester 1, Semester 2 **Classes:** Block mode **Prerequisites:** AHCD2022 Introduction to Health Research **Assessment:** In class assessment and written assignment **Campus:** Cumberland **Mode of delivery:** Distance Education/Intensive on Campus

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.

AHCD4019
Community Development IV

Credit points: 6 **Session:** Semester 1, Semester 2 **Classes:** 6 hrs/block, 3 blocks/sem **Prerequisites:** AHCD4017 Community Development III **Assessment:** Outline for a Discussion Paper Individual 750-1000 words, 10%, Discussion Paper, individual 2000-2500 words, 50%, Application of the Discussion Paper to real situation 40% **Campus:** Cumberland **Mode of delivery:** Distance Education/Intensive on Campus

This unit of study aims to provide the student with an opportunity to put into practice the theoretical and conceptual skills they have acquired during their course of study. Assistance and resources will be provided to students to design, develop, implement and evaluate a community-based project.

AHCD4022
Indigenous Community Health Promotion B

Credit points: 6 **Session:** Semester 1, Semester 2 **Classes:** 6 hours per block, 3 blocks per semester **Assessment:** Short answer questions 25%, conceptual framework 10%, discussion paper 40%, journal & reflection summary 25% **Practical field work:** 10-12 hours of field work **Campus:** Cumberland **Mode of delivery:** Distance Education/Intensive on Campus

The aim of this unit of study is to introduce the students to the global view of health promotion. What the role of Aboriginal health professionals might be in the initiation of a health promotion initiative will be discussed. The steps necessary in building partnership with other members of the organisation and communities for health promotion activities will be also examined.

Textbooks
Readings will be provided

AHCD4023
Indigenous Community Health Promotion C

Credit points: 6 **Session:** Semester 1, Semester 2 **Classes:** 6 hours per block, 3 blocks per semester **Assessment:** Short answer questions 25%, conceptual framework 10%, discussion paper 40%, journal & reflection summary 25% **Practical field work:** 18-24 hours of field work **Campus:** Cumberland **Mode of delivery:** Distance Education/Intensive on Campus

This unit of study advances students understanding of health promotion to a higher level. In this unit of study student will be first learn about models and theories used in the health promotion and then apply them to a health promotion imitative. How to evaluate a health promotion activity in both mainstream and Indigenous context is also discussed.

Textbooks
Readings provided

AHCD4024
Housing and Environmental Health

Credit points: 6 **Session:** Semester 1, Semester 2 **Classes:** 6 hours per block, 3 blocks per semester **Assessment:** Practical survey 20%, written letter 10%, practical survey 30%, class exercise and written 20%, class attendance - 20% **Campus:** Cumberland **Mode of delivery:** Distance Education/Intensive on Campus

This unit will focus on the relationship between physical environment and health. Students will learn how to work with town and community planners to explore ways of improving indigenous health.

AHCD4026
Health Management Theory

Credit points: 6 **Session:** Semester 1, Semester 2 **Classes:** 6 hours per block, 3 blocks per semester **Assessment:** Reflective paper 750 words 30%, short answer paper 750 words 30%, essay 2,000 words 40% **Campus:** Cumberland **Mode of delivery:** Distance Education/Intensive on Campus

This unit of study examines the current theories and methods of management and relates these models to the management of Indigenous health organisations.

AHCD4030
Issues in Indigenous Mental Health

Credit points: 6 **Session:** Semester 1, Semester 2 **Classes:** Block mode **Prerequisites:** AHCD1032 Introduction to Counselling Skills **Assessment:** In class assessment and written assignment **Campus:** Cumberland **Mode of delivery:** Distance Education/Intensive on Campus

The objectives of this unit are to consider the special historical, cultural, spiritual and social factors that impact on Indigenous health, especially mental health. Special emphasis will be given to assisting students' understanding of the biopsychosocial aspects of Indigenous mental health. Transgenerational issues (such as grief) in relation to Indigenous mental health will be explored.

AHCD4031
Health Management Practice

Credit points: 6 **Session:** Semester 1, Semester 2 **Classes:** 6 hours per block, 3 blocks per semester **Assessment:** Reflective paper 1000 - 1500 words 45%, select case study individual - 1000 words 30%, class presentation on case study and activities 20-30 minutes 25% **Campus:** Cumberland **Mode of delivery:** Distance Education/Intensive on Campus

This unit of study examines the practical issues of managing indigenous health organisations. Topics will include accounting methods, office practice, legal issues, personnel as well as other topics that are relevant at the time.

AHCD4032
Health Planning, Policy and Evaluation A

Credit points: 6 **Session:** Semester 1, Semester 2 **Classes:** Block mode **Assessment:** In class assessment and written assignment **Campus:** Cumberland **Mode of delivery:** Distance Education/Intensive on Campus

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 Australian Policy Development Model will be examined. Application of these models to a current policy will be also investigated.

Textbooks
Readings provided

AHCD4033
Perspectives in Indigenous Health III

Credit points: 6 **Session:** Semester 1, Semester 2 **Classes:** 6 hours per block, 3 blocks per semester **Prerequisites:** AHCD2013 Perspectives in Indigenous Health II **Assessment:** Oral Presentation, 750 words 30%, written assignment , 1500-2000 words 40%, in class test 30% **Practical field work:** 6 hours of fieldwork **Campus:** Cumberland **Mode of delivery:** Distance Education/Intensive on Campus

This unit builds on Perspectives in Indigenous Health I and II by further exploring Indigenous, sociological, historical and anthropological perspectives on Indigenous health. Students will examine a range of materials related to the themes of race and racism. The major theories underlying the notion of race and racial relations in the nineteenth and twentieth centuries will be introduced and the impact of these on the health of Indigenous people in Australia critically analysed.

Textbooks
Readings provided

AHCD4034
Indigenous Community Health Promotion A

Credit points: 6 **Session:** Semester 1, Semester 2 **Classes:** 6 hours per block, 3 blocks per semester **Assessment:** Reflective paper 750 words 30%, short answer paper 750 words 30%, essay 2,000 words 40% **Practical field work:** 6 hours of fieldwork **Campus:** Cumberland **Mode of delivery:** Distance Education/Intensive on Campus

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 imitative.

Textbooks
Readings will be provided

AHCD4035
Primary Health Care III

Credit points: 6 **Session:** Semester 1, Semester 2 **Classes:** Block mode **Prerequisites:** AHCD2015 Primary Health Care II **Assessment:** In class assessment and written assignment. **Campus:** Cumberland **Mode of delivery:** Distance Education/Intensive on Campus

This unit of study builds on the concepts of Primary Health Care explored in AHCD1030 Primary Health Care 1 and AHCD2015 Primary Health Care II. Students will critically examine Primary Health Care in Indigenous communities. There will also be a consideration of how PHC can be used to facilitate action for change.

AHCD4036
Art & Media in Indigenous Hlth Promotion

Credit points: 6 **Session:** Semester 1, Semester 2 **Classes:** 6 hours per block, 3 blocks per semester **Assessment:** Reflection paper 30%, critical review 40%, seminar presentation 20%, attendance & participation 10% **Campus:** Cumberland **Mode of delivery:** Block Mode

How can art and media be used to promote health? How can this empower communities to achieve their own health? This unit of study focuses on the design, production and delivery of health promotion messages in art through painting, theatre, dance and song and in film, television, radio and the print media. The communication of indigenous concepts of health in images and stories is explored with reference to selected indigenous health promotion projects.

AHCD4039
Oral History

Credit points: 6 **Session:** Semester 1, Semester 2 **Classes:** 6 hours per block, 3 blocks per semester **Prerequisites:** AHCD2022 Introduction to Health Research **Assessment:** Multiple choice exam with open book, 40 minutes, 20%; Take home examination 1500-2000 words, 30%; Analysis of a taped interview 2000-2500 words, 50% **Campus:** Cumberland **Mode of delivery:** Distance Education/Intensive on Campus

This unit introduces students to written and oral history. It explores the appropriate methods and systematic techniques for the collection and evaluation of data from past events in order allow for a better understanding of current events and facilitate the anticipation of future events.

AHCD4040
Addictions Counselling

Credit points: 6 **Session:** Semester 1, Semester 2 **Classes:** Block mode **Assumed knowledge:** AHCD1032 Introduction to Counselling Skills **Assessment:** Practical survey 25%, written letter maximum 500 words 15%, essay 2,000 words 40%, class exercise and written 250 words 20% **Campus:** Cumberland **Mode of delivery:** Distance Education/Intensive on Campus

The relationship between addiction and personality will be explored in depth. Specific addictions such as addiction to gambling will be discussed. Part of the assessment for this unit will require students to present a relevant case study for discussion.

AHCD4041
Counselling With Art Therapy

Credit points: 6 **Session:** Semester 1, Semester 2 **Classes:** 6 hours per block, 3 blocks per semester **Prerequisites:** AHCD1032 Introduction to Counselling Skills **Assessment:** Attendance and clinical skills 30%, theory paper 1200 words 20%, intervention project 1800 words 50% **Campus:** Camperdown/Darlington **Mode of delivery:** Block Mode

This unit will be taught in conjunction with AHCD4010 Perspectives in Indigenous Health IV. It will compare and contrast the modern concepts in Art Therapy with the use of traditional methods in spiritual healing.

AHCD4042
Wellness

Credit points: 6 **Session:** Semester 1, Semester 2 **Classes:** Block mode **Prerequisites:** AHCD1032 Introduction to Counselling Skills **Assessment:** In class assessment and written assignment. **Campus:** Cumberland **Mode of delivery:** Distance Education/Intensive on Campus

This unit will encourage students to focus their attention on the conditions required for healthy living from a holistic perspective of indigenous health. Students will be asked to consider the positive environmental influences required for individuals and communities to achieve and maintain a state of healthy well being. Contributions to an understanding of wellness will be sought from traditional Aboriginal culture and custom, anthropology, sociology and psychology. Content for this unit will be thematic and be determined by current student interest.

AHCD4045
Indigenous Health Information Management

Credit points: 6 **Session:** Semester 1, Semester 2 **Classes:** Block mode **Assessment:** Attendance and Participation 24%;Essay plan 26%; Essay Plan 25%; Essay Plan 25% **Campus:** Cumberland **Mode of delivery:** Distance Education/Intensive on Campus

Students will develop the ability to apply specialist computing software in the management of indigenous health organisations. For example, client registration systems, community needs data systems and centre-management and accounting software.

AHCD4046
Early Disease Intervention A

Credit points: 6 **Session:** Semester 1, Semester 2 **Classes:** Block mode **Assessment:** In class assessment and written assignment. **Campus:** Cumberland **Mode of delivery:** Distance Education/Intensive on Campus

This unit is designed to prepare the students for a role in primary treatment of common health problems. It will be delivered in consecutive units A and B which will be taken together to round off the student's learning. Students will be taught a client management process which will prepare them to manage a number of common clinical problems in remote areas. This process will include taking a history, taking observations, consultation and referal, making a diagnosis, planning management for short and long term and finally evaluation. Fifteen diseases will be covered in detail during the two units, with an emphasis on teaching a process which can be used in a variety of situations. A further eight diseases will be covered in case study assignments. Common illnesses from all age ranges and body systems will be covered. The student will be taught the importance of referal of all unusual or serious illnesses.

AHCD4048
Issues in Housing & Environmental Hlth

Credit points: 6 **Session:** Semester 1, Semester 2 **Classes:** 6 hours per block, 3 blocks per semester **Assessment:** Practical survey 25%, written letter maximum 500 words 15%, essay 2,000 words 40%, class exercise and written 250 words 20% **Campus:** Cumberland **Mode of delivery:** Block Mode

Issues such as government policy, specific cultural needs, differing needs between remote, rural and urban families will be explored.

AHCD4049
Skills for Teaching Health

Credit points: 6 **Session:** Semester 1, Semester 2 **Classes:** Block mode **Assessment:** In class tutorial questions - 250words 10%; written report description of the context of your teaching session - 2, 000 words 30%; A description of the teaching methods, justify your selection of teaching methods 30%; Microskill's presentation 10mins, 20% reflection report - 500 words 10%. **Campus:** Cumberland **Mode of delivery:** Distance Education/Intensive on Campus

This unit provides an opportunity for students to identify and develop teaching skills for use in their professional roles as health workers. The content for this unit will include: principles of adult learning; the teaching process; instructional design; the skills of questioning, explaining and facilitating small group discussions; and the preparation and use of audiovisual teaching materials.

AHCD4050
Health Planning, Policy and Evaluation B

Credit points: 6 **Teacher/Coordinator:** F. Khavarpour **Session:** Semester 1, Semester 2 **Classes:** 6 hours per block, 3 blocks per semester **Prerequisites:** AHCD4032 Health Policy, Planning and Evaluation A **Assessment:** Essay, 800-1000 words, 20%; Essay 800-1000 words, 20%; Report on a policy,

2000-2500 words, 50% Reflection, 500 words, 10% **Campus:** Cumberland **Mode of delivery:** Distance Education/Intensive on Campus

This unit is an advanced study of the policy making process. The aim is to critically analyse the ideological and philosophical issues underlying the policy development process. How social, economic, political and cultural issues will have impact on the outcome of these policies will be also examined.

Textbooks
Readings provided

AHCD4051
Indigenous Health and Housing

Credit points: 6 **Session:** Semester 1, Semester 2 **Classes:** Block mode **Assessment:** Practical survey/Survey sheets 25%; Written letter maximum 500 words 15%; Practical survey 3x completed sets of survey forms and reports; Record the steps taken during class exercise max 250words, NIHG exercises record class exercise and written 20%. **Campus:** Cumberland **Mode of delivery:** Distance Education/Intensive on Campus

This unit encourages students to explore the relationship between housing style and quality and the health of its inhabitants. Students will be able to develop practical skills required to assess housing suitability.

AHCD4052
Honours Workshop

Credit points: 6 **Session:** Semester 1 **Classes:** Block mode **Assumed knowledge:** This unit is available only to students admitted to the honours program. **Assessment:** Continuous assessment **Campus:** Cumberland **Mode of delivery:** Distance Education/Intensive on Campus

This unit of study is divided into two semesters. In semester 1 students will concentrate on the further development of their literature review and collection of the data. Analysis and interpretation of the data towards the first draft of the Honours thesis will also be covered in this semester. In semester 2, redrafting and rewriting of the thesis will be maintained and continued.

Textbooks
Individual based

AHCD4053
Human Rights and Social Justice

Credit points: 6 **Session:** Semester 1, Semester 2 **Classes:** 6 hours per block, 3 blocks per semester **Assessment:** Essay, 800-1000 words, 20%; Essay 800-1000 words, 20%; Report on a policy, 2000-2500 words, 50% Reflection, 500 words, 10% **Campus:** Cumberland **Mode of delivery:** Distance Education/Intensive on Campus

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.

AHCD4054
Research Thesis

Credit points: 30 **Session:** Semester 2 **Classes:** consultation with supervisors **Assessment:** Oral presentation, and submission of thesis **Campus:** Cumberland **Mode of delivery:** Distance Education/Intensive on Campus

This unit of study is designed to give the student in the Honours program an opportunity develop their personal and professional interests through the production of the Honours thesis. Collaboration with the academic supervisors and other relevant academic staff is paramount in the preparation of the thesis. Students will conduct an oral presentation of their Honours Thesis to the School's Research Forum.

BACH2133
Health and Human Behaviour

Credit points: 6 **Teacher/Coordinator:** Ms Karen Pepper **Session:** Semester 1 **Classes:** Block mode 22.5hrs lectures **Assessment:** 1500-2000wd assignment 50%, written exercises 22.5%, exam 27.5% **Campus:** Cumberland **Mode of delivery:** Block Mode

This unit provides an introduction to concepts, theories and applications of the behavioural sciences with special reference to the links between health and human behaviour and the relevance of these issues to indigenous health. Students will be introduced to sociological theories and concepts relating to health, including the relationships between culture, health-care systems and social organisations and processes. The principles and applications of relevant areas of psychology will also be addressed, including the links between mind and body, psychological development through the life cycle, health psychology and the psychological aspects of social relationships.

BACH4052
Social Research

Credit points: 6 **Teacher/Coordinator:** Dr Steve Cumming **Session:** Semester 1, Semester 2 **Classes:** Block mode **Assessment:** 1x3,000wd assignment **Campus:** Cumberland **Mode of delivery:** Block Mode

This unit introduces students to the range of qualitative and multivariate statistics used in the examination of the social aspects of the health care system. Data collection and analysis, techniques associated with interviewing and observation, content analysis, survey and experimental research and secondary data analysis will be covered.

BIOS1076
Biological Sciences I

Credit points: 6 **Session:** Semester 1 **Classes:** Block mode **Assessment:** Consist of two written exams of 1 hour duration (25% each) and a take home case based assignment (50%) **Campus:** Cumberland **Mode of delivery:** Block Mode

This unit is an introduction to the systems of the body using the theme of homeostasis and will provide the basis for further study of health and illness.

BIOS2090
Biological Sciences II

Credit points: 6 **Session:** Semester 2 **Classes:** Block mode **Prerequisites:** BIOS1076 Biological Sciences I **Assessment:** Consist of two written exams of 1 hour duration (25% each) and a take home case based assignment (50%) **Campus:** Cumberland **Mode of delivery:** Block Mode

This unit introduces students to the biological basis of health and illness. It includes the study of the pathophysiology of disease and basic management principles.

BIOS3046
Biological Sciences III

Credit points: 6 **Teacher/Coordinator:** Dr Patricia Weerakoon **Session:** Semester 1, Semester 2 **Classes:** Block mode **Prerequisites:** BIOS2090 Biological Sciences II **Assessment:** seminar presentation 50%, 1x2000wd written assignment 50% **Campus:** Cumberland **Mode of delivery:** Block Mode

This unit will allow students to explore specific areas of health and disease in depth, as relevant to their specific professional role. Specific areas explored in this course include the pathophysiology and management of disease, nutritional aspects and sexual and reproductive aspects of illness and disability.

16. Bachelor of Health Sciences

The modern healthcare environment has changed dramatically in recent years with developments such as the human genome project, e-health and the internet, and consumer-driven healthcare. The rate of change is accelerating, and the health sector needs people with skills for lifelong learning who can keep up.

The Bachelor of Health Sciences is designed to provide graduates with skills important in the health sector and in the wider community, including research and evaluation, evidence-based decision making, and communication and advocacy.

The Bachelor of Health Sciences provides graduates with flexibility and choice. Some graduates will enter the workforce after completing the three year qualification, others will undertake an additional Honours year in Health Sciences and others will pursue graduate entry professional qualifications in areas such as dentistry, health information management, medicine, nursing, nuclear medicine technology, occupational therapy, orthoptics, pharmacy, physiotherapy, radiation therapy, radiography, rehabilitation counselling or speech pathology.

Admission requirements

There are no required HSC subjects for this course. However, students who have taken chemistry at HSC level find that this is advantageous.

Honours program

An additional fourth year honours program is available for meritorious students interested in pursuing careers in research (see Tables 16.1.1, 16.2.1 and 16.3.1).

Course outline

The course outlines for the Bachelor of Health Sciences Pass and Honours are presented in Tables 16.1, 16.1.1, 16.2, 16.2.1, 16.3 and 16.3.1.

Important notes

See chapter 20 for information about the combined degrees of Bachelor of Health Sciences/Master of Clinical Vision Sciences.

See chapter 21 for information about the combimed degrees of Bachelor of Health Sciences/Master of Rehabilitation Counselling.

See chapter 25 for information about the combined degrees of Bachelor of Health Sciences/Master of Health Information Management.

Table 16.1: Bachelor of Health Sciences (Pass)

Unit of study	*Credit points*	*A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition*	*Session*
Course code SH086: Pass course; full-time, 3 years			
Year 3 (last offered in 2007)			
Semester 1			
BIOS3053 **Applied Body Systems 3**	6	**P** BIOS1126 Human Biology and Biochemistry or BIOS1161	Semester 1
BIOS3063 **Project Design and Management**	6		Semester 1
BIOS3064 **Current Issues in Health Care 2**	3		Semester 1
Core electives [6] (see note 1 below)			
General/core electives [3] (see notes below)			
SEMESTER 1 TOTAL: 24 CREDIT POINTS			
Semester 2			
Core electives [20] (see note 1 below)			
General/core electives [4] (see notes1 and 2 below)			
SEMESTER 2 TOTAL: 24 CREDIT POINTS			
Notes			
1. Core electives are to be selected from the list below. In each semester students may select from the list of electives to make up the total number of credit points available for electives in that semester. A student may enrol in a particular elective subject to its availability and approval by the course coordinator (or nominee) of the Bachelor of Health Sciences.			
2. General electives may be chosen from electives available throughout the University. A student may enrol in a particular elective subject to its availability and approval by the course coordinator (or nominee) of the Bachelor of Health Sciences.			

Table 16.1.1: Bachelor of Health Sciences (Honours)

Unit of study	*Credit points*	*A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition*	*Session*
Course code SH087: Honours program; full-time, 4 years			
Years 1 and 2			
As per Pass course			
Year 3 (last offered in 2007)			
Semester 1			
BIOS3053 **Applied Body Systems 3**	6	**P** BIOS1126 Human Biology and Biochemistry or BIOS1161	Semester 1
BIOS3063 **Project Design and Management**	6		Semester 1
BIOS3064 **Current Issues in Health Care 2**	3		Semester 1
Core electives [6] (see note 1 below)			
General/core electives [3] (see notes below)			
SEMESTER 1 TOTAL: 24 CREDIT POINTS			
Semester 2			
BHSC3003 **Honours Research Proposal**	4		Semester 2
Core electives [16] (see note 1 below)			
General/core electives [4] (see notes 1 and 2 below)			
SEMESTER 2 TOTAL: 24 CREDIT POINTS			
Year 4 (last offered in 2008)			
Semester 1			
BHSC4001 **Honours Research Seminar 1**	3	**P** BHSC3003 Honours Research Proposal	Semester 1
BHSC4003 **Honours Thesis/Research Report A**	21	**C** BHSC4001 Honours Research Seminar 1, BHSC4002 Honours Research Seminar 2	Semester 1
SEMESTER 1 TOTAL: 24 CREDIT POINTS			
Semester 2			
BHSC4002 **Honours Research Seminar 2**	3	**P** BHSC3003 Honours Research Proposal	Semester 2
BHSC4004 **Honours Thesis/Research Report B**	21	**C** BHSC4001 Honours Research Seminar 1, BHSC4002 Honours Research Seminar 2	Semester 2
SEMESTER 2 TOTAL: 24 CREDIT POINTS			
Notes			
1. Core electives are to be selected from the list below. In each semester students may select from the list of electives to make up the total number of credit points available for electives in that semester. A student may enrol in a particular elective subject to its availability and approval by the course coordinator (or nominee) of the Bachelor of Health Sciences.			
2. General electives may be chosen from electives available throughout the university. A student may enrol in a particular elective subject to its availability and approval by the course coordinator (or nominee) of the Bachelor of Health Sciences.			

Table 16.2: Bachelor of Health Sciences (Pass)

Unit of study	*Credit points*	*A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition*	*Session*
Course code SH086: Pass course; full-time, 3 years			
Year 2 (first offered in 2007)			
Semester 1			
BACH2140 **Research Methods for Health Sciences**	6	*Note: Department permission required for enrolment in the following sessions: Semester 2*	Semester 1 Semester 2
BIOS2111 **Introductory Toxicology**	6	**P** BIOS1161 Biochemistry and Human Biology	Semester 1
HIMT1051 **Introduction to Management Principles**	6		Semester 1
Elective [6] (see note below)			
SEMESTER 1 TOTAL: 24 CREDIT POINTS			

Unit of study	*Credit points*	*A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition*	*Session*
Semester 2			
AHCD3019 **Indigenous Australian Health**	6		Semester 2
BIOS1158 **Structure, Function and Disease B**	6		Semester 2
Electives [12] (see note below)			
SEMESTER 2 TOTAL: 24 CREDIT POINTS			
Year 3 (first offered in 2008)			
Semester 1			
BIOS3063 **Project Design and Management**	6		Semester 1
BIOS3066 **Current Issues in Healthcare**	6		Semester 1
BIOS3067 **Principles of Pharmacology**	6	**A** BIOS1155 Structure Function and Disease A, BIOS1158 Structure Function and Disease B, BIOS2111 Introductory Toxicology	Semester 1
Elective [6] (see note below)			
SEMESTER 1 TOTAL: 24 CREDIT POINTS			
Semester 2			
Electives [24] (see note below)			
SEMESTER 2 TOTAL: 24 CREDIT POINTS			
Note			
Electives are to be selected from the list below or from others available in the Faculty of Health Sciences and other Faculties of the University. In each semester students may select electives to make up the total number of credit points available for electives in that semester. A student may enrol in a particular elective subject to its availability and approval by the course coordinator (or nominee) of the Bachelor of Health Sciences.		

Table 16.2.1: Bachelor of Health Sciences (Honours)

Unit of study	*Credit points*	*A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition*	*Session*
Honours program; full-time, 4 years			
Years 1 and 2			
As per Pass course			
Year 3 (first offered in 2008)			
Semester 1			
BIOS3063 **Project Design and Management**	6		Semester 1
BIOS3066 **Current Issues in Healthcare**	6		Semester 1
BIOS3067 **Principles of Pharmacology**	6	**A** BIOS1155 Structure Function and Disease A, BIOS1158 Structure Function and Disease B, BIOS2111 Introductory Toxicology	Semester 1
Elective [6] (see note below)			
SEMESTER 1 TOTAL: 24 CREDIT POINTS			
Semester 2			
BHSC3014 Honours Research Proposal [6]			
Electives [18] (see note below)			
SEMESTER 2 TOTAL: 24 CREDIT POINTS			
Year 4 (first offered in 2009)			
Semester 1			
BHSC4001 **Honours Research Seminar 1**	3	**P** BHSC3003 Honours Research Proposal	Semester 1
BHSC4003 **Honours Thesis/Research Report A**	21	**C** BHSC4001 Honours Research Seminar 1, BHSC4002 Honours Research Seminar 2	Semester 1
SEMESTER 1 TOTAL: 24 CREDIT POINTS			

Unit of study	*Credit points*	*A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition*	*Session*
Semester 2			
BHSC4002 Honours Research Seminar 2	3	**P** BHSC3003 Honours Research Proposal	Semester 2
BHSC4004 Honours Thesis/Research Report B	21	**C** BHSC4001 Honours Research Seminar 1, BHSC4002 Honours Research Seminar 2	Semester 2
SEMESTER 2 TOTAL: 24 CREDIT POINTS			
Note			
Electives are to be selected from the list below or from others available in the Faculty of Health Sciences and other Faculties of the University. In each semester students may select electives to make up the total number of credit points available for electives in that semester. A student may enrol in a particular elective subject to its availability and approval by the course coordinator (or nominee) of the Bachelor of Health Sciences.			

Table 16.3 : Bachelor of Health Sciences (Pass)

Unit of study	*Credit points*	*A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition*	*Session*
Course code SH122: Pass course; full-time, 3 years			
Year 1 (first offered in 2007)			
Semester 1			
HSBH1001 Health, Science and Research 1	6		Semester 1
HSBH1002 Health Service Delivery in Australia	6	**N** HIMT1056 Health Care Delivery Systems; BACH2127 Health Policy and Service Delivery	Semester 1
HSBH1003 Health, Behaviour and Society	6	**N** BACH1132 Foundation of Psychology for the Health Sciences, BACH1133 Introduction to Health Psychology, BACH1130 Foundations of Health Sociology, BACH1134 Health, Illness and Social Inquiry	Semester 1
HSBM1001 Biochemistry and Human Biology	6		Semester 1
SEMESTER 1 TOTAL: 24 CREDIT POINTS			
Semester 2			
AHCD3019 Indigenous Australian Health	6		Semester 2
HSBH1004 Communication, Advocacy and Health	6	**P** HSBH1002 Health Service Delivery in Australia, HSBH1003 Health, Behaviour & Society	Semester 2
HSBH1005 Human Development	6	**P** HSBH1003 Health, Behaviour & Society	Semester 2
HSBM1002 Principles of Human Body Systems A	6	**P** HSBM1001 Biochemistry and Human Biology	Semester 2
SEMESTER 2 TOTAL: 24 CREDIT POINTS			
Year 2 (first offered in 2008)			
Semester 1			
HSBM1003 Principles of Human Body Systems B [6]			
Health, Science and Research 2 [6]			
and			
Behaviour, Management and Health [6] (see notes 1 and 2 below)			
or			
Functional Anatomy [6] (see note 3 below)			
or			
Elective [6] (see note 5 below)			
and			
Fundamentals of Disability [6] (see note 2 below)			
or			
Leisure in Society [6] (see notes 2 and 4 below)			
or			
Human Movement [6] (see note 3 below)			
or			
Elective [6] (see note 1 below)			
SEMESTER 1 TOTAL: 24 CREDIT POINTS			

Unit of study	*Credit points*	*A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition*	*Session*
Semester 2			
Health Inequalities [6]			
and			
Health Psychology [6] (see notes 1 and 2 below)			
or			
Neuroscience [6] (see note 3 below)			
or			
Elective [6] (see note 5 below)			
and			
Human Resource Management [6] (see note 1 below)			
or			
Management Principles [6] (see note 1 below)			
or			
Fundamentals of Rehabilitation [6] (see note 2 below)			
or			
Project in Leisure Practice [6] (see notes 2 and 4 below)			
or			
Biomechanics [6] (see note 3 below)			
or			
Elective [6] (see note 5 below)			
and			
Social Psychology of Play and Leisure [6] (see note 4 below)			
or			
Elective [6] (see notes 1, 2 and 3 below)			
SEMESTER 2 TOTAL: 24 CREDIT POINTS			
Year 3 (first offered in 2009)			
Semester 1			
Health, Ethics and the Law [6]			
Research Elective [6]			
and			
Health Policy [6] (see note 1 below)			
or			
Counselling Skills [6] (see note 2 below)			
or			
Physiology for Health Professionals [6] (see note 3 below)			
or			
Elective [6] (see note 5 below)			
and			
Health Economics [6] (see note 1 below)			
or			
Health Policy [6] (see note 4 below)			
or			
Elective [6] (see notes 2 and 3 below)			
SEMESTER 1 TOTAL: 24 CREDIT POINTS			
Semester 2			
Workplace Attachment [6]			
or			
Health Research Project [6]			
and			
Management and Project Design [6] (see note 1 below)			
or			
Disability, Work and Quality of Life [6] (see note 2 below)			
or			
Learning and Motor Control [6] (see note 3 below)			
or			
Elective [6] (see note 5 below)			
and			
Research in Leisure Practicum [6] (see note 4 below)			
or			

Unit of study	*Credit points*	*A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition*	*Session*
Elective [6] (see notes 1,2 and 3)			
and			
Elective [6] (see notes 1,2 and 3 below)			
SEMESTER 2 TOTAL: 24 CREDIT POINTS			
Notes			
1. Required for students specialising in Health System and Services Stream			
2. Required for students specialising in Health and Wellbeing Stream			
3. Required for students specialising in Healthcare Science Stream			
4. Recommended for Leisure, Health and Well-being specialty			
5. 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 18 of the Faculty Handbook.			

Table 16.3.1 : Bachelor of Health Sciences (Honours)

Unit of study	*Credit points*	*A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition*	*Session*
Course code SH123: Honours program; full-time, 3 years			
Years 1 to 3			
As per Pass course			
Year 4 (first offered in 2010)			
Semester 1			
Research Project 1 [15]			
Honours Research Seminar 1 [3]			
Elective [6] (see note below)			
SEMESTER 1 TOTAL: 24 CREDIT POINTS			
Semester 2			
Research Project 2 [12]			
Research Thesis Support [6]			
Special Investigation [6]			
SEMESTER 2 TOTAL: 24 CREDIT POINTS			
Note			
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 18 of the Faculty Handbook.			

Electives for Bachelor of Health Sciences

Unit of study	*Credit points*	*A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition*	*Session*
Ageing			
BACH3122 **Psychosocial Aspects of Ageing**	6	**P** BACH1161 Introductory Behavioural Health Sciences *Distance mode*	Semester 1
BIOS4036 **Biology of Ageing**	3		Semester 1
BIOS4037 **Applied Biology of Ageing**	1	**C** BIOS4036 Biology of Ageing	Semester 1
BIOS4038 **Health, Disease and Ageing**	3		Semester 2
BIOS4039 **Biological Aspects of Disease Management**	1	**C** BIOS4038 Health, Disease and Ageing	Semester 2
EXSS2026 **Growth, Development and Ageing**	6		Semester 2

Unit of study	*Credit points*	*A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition*	*Session*
Disability and Rehabilitation			
REHB3062 **Public Offenders: Criminality & Rehab**	6	**N** REHB3051 Rehabilitation of Public Offenders	Semester 2
REHB3063 **Disability, Work and Quality of Life**	6		Semester 1
REHB3064 **Alcohol and Drug Misuse Rehabilitation**	6	**N** REHB3061 Rehabilitation and Substance Abuse	Semester 1
REHB3065 **PTSD and Rehabilitation**	6	**N** REHB3059 Rehabilitation and PTSD	Semester 1 Semester 2
Environmental Health			
BHSC3013 **Fieldwork Practicum**	4		Semester 1 Semester 2
OCCP4069 **Occ Rehab & Workers' Compensation**	4		Semester 1
Health Promotion			
AHCD1030 **Primary Health Care I**	6	*Note: Department permission required for enrolment*	Semester 1
AHCD1031 **Community Development I**	6	*Note: Department permission required for enrolment*	Semester 2
AHCD2016 **Community Development II**	6	**P** AHCD1031 Community Development I	Semester 1
AHCD3017 **Health Promotion**	6		Semester 1
AHCD4034 **Indigenous Community Health Promotion A**	6		Semester 1 Semester 2
AHCD4036 **Art & Media in Indigenous Hlth Promotion**	6		Semester 1 Semester 2
AHCD4053 **Human Rights and Social Justice**	6		Semester 1 Semester 2
BACH3075 **Health Psychology**	6	**P** BACH2129 Psychological Disorders and Their Treatment	Semester 1 Semester 2
BACH3086 **Lifespan Psychology and the Family**	3	*Note: Department permission required for enrolment in the following sessions: Semester 1*	Semester 1 Semester 2
BACH3128 **Health and Globalisation**	6		Semester 2
BACH3130 **Sport, Society & Social Theory**	6	**P** BACH1134 Health, Illness and Social Inquiry or BACH1130 Foundations of Health Sociology or Introducation to Health Sociology or BACH1161 **N** BACH3081 Sociology of Sport	Semester 2
BACH3146 **Cyberpsychology and e-Health**	6		Semester 2
OCCP2058 **Social Psychology of Leisure and Play**	3		Semester 1
OCCP2059 **Learning Processes and Leisure Education**	3		Semester 1
OCCP3052 **Research Project in Leisure and Health**	4	*This unit is only available to students after completion of 4 semesters (full time equivalent) of the course*	Semester 2
Health Services Management			
EXSS3041 **Management, Marketing and the Law**	6	*Note: Department permission required for enrolment in the following sessions: Semester 1*	Semester 1 Semester 2
HIMT1056 **Health Care Delivery Systems**	6	*Note: Department permission required for enrolment*	Semester 2
HIMT3041 **Human Resource Management**	3	*Note: Department permission required for enrolment*	Semester 1
Research and Evaluation			
BACH3125 **Evaluation for Health Settings**	6		Semester 2
BACH3126 **Research Project Development**	6		Semester 2
BACH3127 **History & Philosophy of Science**	6		Semester 2
BACH4043 **Intermediate Statistics**	3	**P** BACH1027 Research Methods 1 and BACH1118 Research Methods II: Data Analysis/Stats or BACH1139 Health and Research Design - General or equivalent *Note: Department permission required for enrolment*	Semester 2
BACH4044 **Multivariate Statistics**	3	**P** BACH4043 Intermediate Statistics or equivalent *Note: Department permission required for enrolment*	Semester 1 Semester 2

Unit of study	*Credit points*	*A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition*	*Session*
BACH4055 **Intermediate Statistics**	6		Semester 1
BACH4056 **Qualitative Research Methods**	6		Semester 2
BACH4057 **Survey Research Methods**	6		Semester 2
Sports Sciences			
EXSS1030 **Sport First Aid/Trainer**	3	*Note: Department permission required for enrolment in the following sessions: Semester 1*	Semester 1 Semester 2
EXSS1032 **Fundamentals of Exercise Science**	6		Semester 2
EXSS1034 **Sport Coaching**	3	*Note: Department permission required for enrolment*	Semester 2
Toxicology			
BHSC3013 **Fieldwork Practicum**	4		Semester 1 Semester 2
BIOS3068 **Principles of Toxicology**	6	**P** BIOS2111 Introductory Toxicology	Semester 2
Miscellaneous electives			
BIOS1116 **Speech Science I**	3		Semester 1
BIOS1132 **Neuroscience I**	3		Semester 1 Semester 2
BIOS1136 **Functional Anatomy A**	4		Semester 1 Semester 2
BIOS1137 **Introductory Neuroscience**	3		Semester 1
BIOS1139 **Functional Anatomy B**	3	**A** BIOS1136 Functional Anatomy A	Semester 1 Semester 2
BIOS1141 **Neuroscience II**	3		Semester 1 Semester 2
BIOS1159 **Functional Anatomy A - Exercise Science**	6		Semester 1
BIOS1160 **Functional Anatomy B - Exercise Science**	6		Semester 2
BIOS2103 **Neurosciences for Physiotherapists**	3	**P** BIOS1137 Introductory Neuroscience	Semester 2
BIOS3065 **Anatomical Analysis of Exercise**	6	**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 *Note: Department permission required for enrolment* *Preference will be given to students who have achieved graded passes in prerequisite units of study*	Semester 2
BIOS4035 **Sexuality for Health Professionals**	3	*This elective is only available to students in Year 2 or higher*	Semester 1 Semester 2

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 16.4.

Table 16.4: Bachelor of Health Sciences/Master of Nursing

Unit of study	*Credit points*	*A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition*	*Session*
Course code GH016: full-time, 4 years			
Year 1 (first offered in 2007)			
Semester 1			
HSBH1001 Health, Science and Research 1	6		Semester 1
HSBH1002 Health Service Delivery in Australia	6	**N** HIMT1056 Health Care Delivery Systems; BACH2127 Health Policy and Service Delivery	Semester 1
HSBH1003 Health, Behaviour and Society	6	**N** BACH1132 Foundation of Psychology for the Health Sciences, BACH1133 Introduction to Health Psychology, BACH1130 Foundations of Health Sociology, BACH1134 Health, Illness and Social Inquiry	Semester 1
HSBM1001 Biochemistry and Human Biology	6		Semester 1
SEMESTER 1 TOTAL: 24 CREDIT POINTS			
Semester 2			
HSBH1004 Communication, Advocacy and Health	6	**P** HSBH1002 Health Service Delivery in Australia, HSBH1003 Health, Behaviour & Society	Semester 2
HSBH1005 Human Development	6	**P** HSBH1003 Health, Behaviour & Society	Semester 2
HSBM1002 Principles of Human Body Systems A	6	**P** HSBM1001 Biochemistry and Human Biology	Semester 2
HSBM1003 Principles of Human Body Systems B	6	**P** HSBM1001 Biochemistry and Human Biology	Semester 2
SEMESTER 2 TOTAL: 24 CREDIT POINTS			
Year 2 (last offered in 2007)			
Semester 1			
BIOS2111 Introductory Toxicology	6	**P** BIOS1161 Biochemistry and Human Biology	Semester 1
HIMT1051 Introduction to Management Principles	6		Semester 1
NURS5001 Nursing Concepts: Bodies and Boundaries	6		Semester 1
NURS5003 Observation in Nursing Practice	6		Semester 1a
SEMESTER 1 TOTAL: 24 CREDIT POINTS			
Semester 2			
BIOS1158 Structure, Function and Disease B	6		Semester 2
NURS5002 Social Contexts of Health	6		Semester 1 Semester 2
NURS5004 Applied Nursing Practice	6		Semester 1b
Electives [6] (see note below)			
SEMESTER 2 TOTAL: 24 CREDIT POINTS			
Year 3 (last offered in 2008)			
Semester 1			
BIOS3063 Project Design and Management	6		Semester 1
BACH2140 Research Methods for Health Sciences	6	*Note: Department permission required for enrolment in the following sessions: Semester 2*	Semester 1 Semester 2
and			
Nursing units of study [12]			
SEMESTER 1 TOTAL: 24 CREDIT POINTS			

Unit of study	*Credit points*	*A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition*	*Session*
Semester 2			
BIOS3066 **Current Issues in Healthcare**	6		Semester 1
BIOS3067 **Principles of Pharmacology**	6	**A** BIOS1155 Structure Function and Disease A, BIOS1158 Structure Function and Disease B, BIOS2111 Introductory Toxicology	Semester 1
and			
Nursing units of study [12]			
SEMESTER 2 TOTAL: 24 CREDIT POINTS			
Year 4 (last offered in 2009)			
Semester 1			
NURS6001 **Nursing Observations and Bio Parameters**	6		Semester 1
NURS6002 **Maternity, Child & Adolescent Nursing I**	6		Semester 1
NURS6003 **Nursing Care for Chronic Conditions**	6		Semester 1
NURS6004 **Nursing and the Politics of Health Care**	6		Semester 1
SEMESTER 1 TOTAL: 24 CREDIT POINTS			
Semester 2			
NURS6005 **Acute Care and Nursing Practice II**	6	**P** NURS5008 and NURS6001	Semester 2
NURS6006 **Mental Health Nursing Practice II**	6	**P** NURS5007	Semester 2
NURS6007 **Community Nursing**	6		Semester 2
NURS6008 **Inquiry and Research in Nursing**	6		Semester 2
SEMESTER 2 TOTAL: 24 CREDIT POINTS			
Note			
Electives are to be selected from the list following Table 16.3.1 or from others available in the Faculty of Health Sciences and other Faculties of the University. In each semester students may select electives to make up the total number of credit points available for electives in that semester. A student may enrol in a particular elective subject to its availability and approval by the course coordinator (or nominee) of the Bachelor of Health Sciences.			

Units of study

AHCD1030
Primary Health Care I

Credit points: 6 **Session:** Semester 1 **Classes:** Block mode **Assessment:** In class assessment, written assignment **Campus:** Cumberland **Mode of delivery:** Distance Education/Intensive on Campus

Note: Department permission required for enrolment.

This unit of study will introduce the concept of primary health care, which will provide the framework for theoretical and practical learning in the area of indigenous health. Students will explore a range of models of health care and overview the current state of indigenous health in Australia. The unit of study provides students with the opportunity to develop knowledge and skills for the implementation of primary health care in indigenous health.

AHCD1031
Community Development I

Credit points: 6 **Session:** Semester 2 **Classes:** Block mode **Assessment:** In class assessment and written assignment **Campus:** Cumberland **Mode of delivery:** Distance Education/Intensive on Campus

Note: Department permission required for enrolment.

The aim of this unit of study is to provide students with skills to understand community development and how to prepare documents such as community profiles to satisfy the needs of a particular community. The subject commences the process of capacity building within a community by investigating current tools used in the practice of community development.

AHCD2016
Community Development II

Credit points: 6 **Session:** Semester 1 **Classes:** Block mode **Prerequisites:** AHCD1031 Community Development I **Assessment:** In class assessment and written assignment **Campus:** Cumberland **Mode of delivery:** Distance Education/Intensive on Campus

This unit of study follows community profile, developed in AHCD1031 Community Development I. By prioritising community needs and using a community development approach, the unit examines and develops a strategic plan to address the community's needs and prepares the students for work in the community. The principles of partnership, particularly in the indigenous communities and the implications in the development of the community's strategic plan will be also discussed.

AHCD3017
Health Promotion

Credit points: 6 **Teacher/Coordinator:** Dr Freidoon Khavarpour **Session:** Semester 1 **Classes:** 6 hrs/block, 3 blocks/sem **Assessment:** Individual analysis 1,5000 words 40%, outline individual 500 words 20%, planning the initiative plan 1,500 words 40% **Campus:** Cumberland **Mode of delivery:** Distance Education/Intensive on Campus

This unit of study 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 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.

Textbooks
Reading will be provided in the distance mode package

AHCD3019
Indigenous Australian Health

Credit points: 6 **Teacher/Coordinator:** Ms Susan Page (02) 93519153; Ms Miranda Rose (02) 9351 9110 **Session:** Semester 2 **Classes:** 1 hr lec and 2 hr tut/wk **Assessment:** Reflective journal 2000 words (40 %), seminar presentation (20%), essay 1500 words (40%) **Campus:** Cumberland **Mode of delivery:** Distance Education

This unit of study introduces students to the complexity of Aboriginal and Torres Strait Islander health in rural, remote and urban contexts to ensure that non Indigenous health professionals in the field have the knowledge, skills and attitudes to practice with cultural safety. The unit of study compares Indigenous and non Indigenous health status, and overviews patterns of morbidity, disability, and mortality as evidence of the health disadvantage experienced by Aboriginal and Torres Strait Islander people. Social and historical processes influencing these patterns of health are also considered. This is followed by an examination of the differences between biomedical, sociological and Indigenous views of health, illness and wellbeing and the appropriateness of each view as a source of information about Aboriginal and Torres Strait Islander health. The unit of study concludes with an investigation of health service provision for Aboriginal and Torres Strait Islander people. This includes looking at barriers to health service access, the critical role of Aboriginal community controlled and general mainstream health services. Models of primary health care, community development and health promotion will be studied as essential components of Indigenous health provision.

Textbooks
Readings provided

AHCD4034
Indigenous Community Health Promotion A

Credit points: 6 **Session:** Semester 1, Semester 2 **Classes:** 6 hours per block, 3 blocks per semester **Assessment:** Reflective paper 750 words 30%, short answer paper 750 words 30%, essay 2,000 words 40% **Practical field work:** 6 hours of fieldwork **Campus:** Cumberland **Mode of delivery:** Distance Education/Intensive on Campus

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 imitative.

Textbooks
Readings will be provided

AHCD4036
Art & Media in Indigenous Hlth Promotion

Credit points: 6 **Session:** Semester 1, Semester 2 **Classes:** 6 hours per block, 3 blocks per semester **Assessment:** Reflection paper 30%, critical review 40%, seminar presentation 20%, attendance & participation 10% **Campus:** Cumberland **Mode of delivery:** Block Mode

How can art and media be used to promote health? How can this empower communities to achieve their own health? This unit of study focuses on the design, production and delivery of health promotion messages in art through painting, theatre, dance and song and in film, television, radio and the print media. The communication of indigenous concepts of health in images and stories is explored with reference to selected indigenous health promotion projects.

AHCD4053
Human Rights and Social Justice

Credit points: 6 **Session:** Semester 1, Semester 2 **Classes:** 6 hours per block, 3 blocks per semester **Assessment:** Essay, 800-1000 words, 20%; Essay 800-1000 words, 20%; Report on a policy, 2000-2500 words, 50% Reflection, 500 words, 10% **Campus:** Cumberland **Mode of delivery:** Distance Education/Intensive on Campus

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.

BACH2140
Research Methods for Health Sciences

Credit points: 6 **Session:** Semester 1, Semester 2 **Classes:** 4 Hours/ week **Assessment:** 2000 word research report. End of Semester examination (2 hrs). **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 standardized instruments, structured and naturalistic observation and interviewing. The unit will also introduce students to major quantitative and qualitative techniques appropriate for analysing research data.

BACH3075
Health Psychology

Credit points: 6 **Teacher/Coordinator:** Dr Gomathi Sitharthan **Session:** Semester 1, Semester 2 **Classes:** Lecture and seminar **Prerequisites:** BACH2129 Psychological Disorders and Their Treatment **Assessment:** Assignments, examination **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 and 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.

Textbooks
Manual and text

BACH3086
Lifespan Psychology and the Family

Credit points: 3 **Teacher/Coordinator:** Dr Andrew Campbell **Session:** Semester 1, Semester 2 **Classes:** 12 x 1 hour lectures **Assessment:** 1 x 2000 word essay and 1 x 1 hour exam **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

Note: Department permission required for enrolment in the following sessions: Semester 1.

This unit introduces students to a life span approach to human development, focusing on the physical, cognitive and psychosocial

changes experienced during each life stage. Psychological development in the latter half of the life-span is analysed with respect to sensory, perceptual, cognitive and affective aspects of the older person. Changes in social relationships and health status that occur across the life span are also traced. The unit will investigate the role of the family as a central component of modern society and explore developmental approaches to the family parallel to studies of individual development.

BACH3122
Psychosocial Aspects of Ageing

Credit points: 6 **Teacher/Coordinator:** Dr Steve Cumming **Session:** Semester 1 **Classes:** Distance mode **Prerequisites:** BACH1161 Introductory Behavioural Health Sciences **Assessment:** 3 x 2000 word essays/exercises **Campus:** Cumberland **Mode of delivery:** Distance Education

Note: Distance mode

This unit examines the psychosocial context of late adulthood. The impact of changing social, environmental, economic and biological dimensions are examined in the context of healthy ageing and age-related illness. Implications for health care delivery are considered.

BACH3125
Evaluation for Health Settings

Credit points: 6 **Teacher/Coordinator:** Dr Ian Hughes **Session:** Semester 2 **Classes:** 1 hr Lec + 1 hr tutorial x 13 weeks **Assessment:** short exercises + 1 x 1500 words essay + 1 x 3000 words essay **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit prepares professionals in health or related settings to evaluate aspects of their professional practice. The practical and plural approach taken is relevant to a range of professions as well as multi disciplinary settings. Students consider the purpose of evaluation and are encouraged to choose the most appropriate approach, strategies and methods for evaluating the effectiveness of a health care intervention. The practical focus on 'evaluation for action' is relevant to professional development and improvement, reflective practice or evidence based health care.

Textbooks
Ovretveit J. Evaluating Health Interventions. Buckingham. Open University Press. 1998. See also www.fhs.usyd.edu.au/bach/

BACH3126
Research Project Development

Credit points: 6 **Teacher/Coordinator:** Dr Rob Heard **Session:** Semester 2 **Classes:** 3x1hr on campus plus off campus materials **Assessment:** 3xassignments, 6000wd in total, weighted 28%, 28% and 44% **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

The unit will provide an overview of the research process and focus on the formulation of a research proposal. It will provide students with an opportunity to review and update their knowledge of research methods. Basic research design issues will be considered. Various methods of data collection will be examined together with their suitability for investigating different types of research questions. Students will explore the use of quantitative and qualitative data, longitudinal and cross-sectional designs and data resulting from experimental interview, observation, single case and survey research methods in addition to content analysis and secondary data analysis. Emphasis will be placed on the issues of validity and reliability of data collection techniques. Basic statistical procedures will be briefly reviewed and applications such as epidemiology and evaluation research will be introduced. By the end of this unit students will have developed a research proposal.

BACH3127
History & Philosophy of Science

Credit points: 6 **Teacher/Coordinator:** Dr Rodd Rothwell **Session:** Semester 2 **Classes:** Distance education/WebCT (equivalent to 13x2hrs face to face lectures) **Assessment:** 1x2000wd essay 40%, 1x3000wd 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.
Hung E. The Name of Science: Problems and Perspective. Wadsworth Press. 1997.

BACH3128
Health and Globalisation

Credit points: 6 **Teacher/Coordinator:** Dr Zakia Hossain **Session:** Semester 2 **Classes:** 1 hr Lec x 8 weeks + 1 hr Seminar x 8 wks **Assessment:** 1 x 2000 word Essay + Semester presentation **Campus:** Cumberland **Mode of delivery:** Distance Education

The focus of the unit of study is to understand the meaning of globalisation and the impact of globalisation on health. The unit examines the changing trade processes and social and 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:** 2 hour lecture x 13 weeks **Prerequisites:** BACH1134 Health, Illness and Social Inquiry or BACH1130 Foundations of Health Sociology or Introducation to Health Sociology or BACH1161 **Prohibitions:** BACH3081 Sociology of Sport **Assessment:** 1 x 1000 word essay, 1 x 3000 word essay, 1 x 2 hour 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:** 12 x 1 hour lectures **Assessment:** 2 x 2000 word essays and quizzes and 1 x 2 hour 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-pharmocology 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

BACH4043
Intermediate Statistics

Credit points: 3 **Teacher/Coordinator:** Dr Peter Choo **Session:** Semester 2 **Classes:** On campus, 3 hrs per week **Prerequisites:** BACH1027 Research Methods 1 and BACH1118 Research Methods II: Data Analysis/Stats or BACH1139 Health and Research Design - General or equivalent **Assessment:** Written assignments, examination **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

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.

BACH4044
Multivariate Statistics

Credit points: 3 **Teacher/Coordinator:** Dr Peter Choo **Session:** Semester 1, Semester 2 **Classes:** Learning contract, students may be required to attend 3x2hr meetings. **Prerequisites:** BACH4043 Intermediate Statistics or equivalent **Assessment:** 1x1000wd written assignment **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

Note: Department permission required for enrolment.

This unit examines a variety of multivariate designs and statistical procedures, including factor analysis, discriminant function analysis and analysis of covariance. Other procedures will be considered according to the needs and interests of enrolling students.

BACH4055
Intermediate Statistics

Credit points: 6 **Teacher/Coordinator:** Dr Peter Choo **Session:** Semester 1 **Classes:** On campus, 3 hrs per week **Assessment:** Written assignment, examination **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

In this unit, students will extend and consolidate the research methods and statistical skills acquired in Research Methods I and II. Students will gain experience in data screening techniques, analysis of variance, multiple regression and non-parametric statistics. Students will learn how to use SPSS to conduct these statistical tests.

BACH4056
Qualitative Research Methods

Credit points: 6 **Teacher/Coordinator:** Dr Cherry Russell **Session:** Semester 2 **Classes:** On campus, 3 hrs per week **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.

BACH4057
Survey Research Methods

Credit points: 6 **Teacher/Coordinator:** Dr Kate O' Loughlin **Session:** Semester 2 **Classes:** 1x3hr lecture/week **Assessment:** 3 x written assignments, due wks 4, 8, 14, weighted at 33.3% each **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.

BHSC3003
Honours Research Proposal

Credit points: 4 **Teacher/Coordinator:** Dr Gary Lee **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 students 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.

BHSC3013
Fieldwork Practicum

Credit points: 4 **Teacher/Coordinator:** Dr Gary Lee **Session:** Semester 1, Semester 2 **Classes:** no classes; individual meetings with coordinator **Assessment:** Fieldwork report 3000 words (100%) **Practical field work:** Workplace attachment (3 weeks) **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

In this unit, students will undertake a three week workplace attachment during the inter-semester break assessing health issues. The focus of the workplace attachment will depend on the student's (preliminary) core elective academic stream including environmental and occupational health or toxicology or health promotion. Students will develop, prior to the attachment, an approved learning contract that specifies the learning goals, strategies and outcomes expected from the attachment. Identification and organisation of the workplace attachment is the responsibility of the student who must ensure all ethical and legal requirement for the workplace are satisfied before they commence. Students will meet during semester to discuss their fieldwork experiences. Students will submit a detailed report of the workplace attachment, analysing the experience and learning outcomes. This unit is only available in the third year (full-time equivalent) of the program and subject to the approval of the course coordinator.

BHSC4001
Honours Research Seminar 1

Credit points: 3 **Session:** Semester 1 **Prerequisites:** BHSC3003 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:** BHSC3003 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:** Semester 1 **Corequisites:** BHSC4001 Honours Research Seminar 1, BHSC4002 Honours Research Seminar 2 **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, the 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:** Semester 2 **Corequisites:** BHSC4001 Honours Research Seminar 1, 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.

BIOS1116
Speech Science I

Credit points: 3 **Teacher/Coordinator:** Dr William Huang **Session:** Semester 1 **Classes:** 16x1hr lec and 6x2hr pracs/sem **Assessment:** 1x30min Mid semester exam (20%), 1x2hr end of semester exam (60%) and 1x prac exam (20%) **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit of study aims to provide an understanding of the anatomy of speech mechanisms. It also includes the development of the embryo with special reference to the organs of speech. The unit of study includes laboratory classes in which human cadavers are studied; attendance at such classes is required.

Textbooks
Zemlin W.R. Speech and Hearing Science, 4th ed.

BIOS1132
Neuroscience I

Credit points: 3 **Teacher/Coordinator:** Dr Damian Holsinger **Session:** Semester 1, Semester 2 **Classes:** 1x1hr and 1x2hr lec/wk, 1x1hr tut/wk **Assessment:** Mid semester exam (30%), end of semester exam (70%) **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit of study introduces the students to fundamental concepts of nervous system functioning and the structure of muscle tissue. Students are initially introduced to basic structure of the nervous system and neurones. This is followed by an understanding of basic electrical concepts underlying neural signals. The sites of signal transmission and communication in the nervous system, including central synapses, the neuromuscular junction and receptors are discussed. The structure, contractile process, mechanics and biochemistry of skeletal cardiac and smooth muscles are covered. The unit includes laboratory classes in which human cadavers are studied.

BIOS1136
Functional Anatomy A

Credit points: 4 **Teacher/Coordinator:** Dr Karen Ginn **Session:** Semester 1, Semester 2 **Classes:** On campus, 42 hrs; online, 3 hrs **Assessment:** Mid semester exam (25%), end of semester practical exam (25%), end of semester exam (50%) **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit of study begins with an introduction to the study of anatomy with particular reference to the musculoskeletal system. A detailed study of the gross anatomical structure and functional anatomy of the upper limb will then be undertaken. In this unit of study we will also examine the histological features of the tissues of the musculoskeletal system and examine the ways in which some of these tissues are altered by varying activity states. 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
1. Palastanga, Field & Soames. Anatomy and Human Movement, 5th ed. Butterworth Heinemann Publishers.
2. Abrahams, Hutchings & Marks. McMinn's Colour Atlas of Human Anatomy, 5th ed. Mosby Publisher.

BIOS1137
Introductory Neuroscience

Credit points: 3 **Teacher/Coordinator:** Dr Alan Freeman **Session:** Semester 1 **Classes:** 2 x 1 hr lec/wk, 9 hrs prac classes / semester **Assessment:** 1hr mid-semester written exam (30%), 2 hr end-semester written examination (60%) **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit introduces students to the basic structure and function of the nervous system. The physiological aspects of the unit cover the mechanisms of signal generation and transmission in the nervous system, spinal reflexes, the somatosensory and autonomic nervous systems and the descending motor pathways. The anatomy component of the unit presents the basic structure of the spinal cord and the brain.

BIOS1139
Functional Anatomy B

Credit points: 3 **Teacher/Coordinator:** Dr Catherine Willis **Session:** Semester 1, Semester 2 **Classes:** On campus, 30 hrs **Assumed knowledge:** BIOS1136 Functional Anatomy A **Assessment:** Intrasemester practical exam (35%), end of semester exam (65%) **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit of study begins with a detailed examination of the gross anatomical structure and functional anatomy of the lower limb. During the second half of the semester students will study the gross anatomy, and its functional applications, of the vertebral column thoracic cage and pelvis. Material will be presented in lectures, tutorials and practical sessions; students will also be expected to undertake some independent learning tutorials. This unit includes laboratory classes in which human cadavers are studied; attendance at such classes is strongly encouraged.

Textbooks
1. Palastanga, Field & Soames. Anatomy and Human Movement, 5th ed. Butterworth Heinemann Publishers.
2. Abrahams, Hutchings & Marks. McMinn's Colour Atlas of Human Anatomy, 5th ed. Mosby Publisher.

BIOS1141
Neuroscience II

Credit points: 3 **Teacher/Coordinator:** Dr Ros Bohringer **Session:** Semester 1, Semester 2 **Classes:** 3x1hr lecture per week, 1x2hr prac (5 wks per sem - not blocks), 3x1hr tut (3 wks per sem - not blocks) **Assessment:** Mid semester exam (30%), end of semester exam (70%) **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit of study aims to provide basic understanding of the anatomy and physiology of neural structures. The anatomy of the spinal cord and the brain is presented and studied on models and human cadavers. The basic mechanisms of spinal reflexes and the function of the somatosensory system comprise the physiological aspects of the unit. Students are also introduced to the anatomy and physiology of the autonomic nervous system and motor pathways. Case studies aimed at identifying simple neural problems associated with sensory and motor systems are specifically designed for the students of the profession.

Textbooks
Crossman A.R. and Neary D. Neuroanatomy, an Illustrated Colour Text, 2nd ed. Churchill Livingstone.

BIOS1158
Structure, Function and Disease B

Credit points: 6 **Teacher/Coordinator:** Dr Dana Strain **Session:** Semester 2 **Classes:** 4x1hr lec and 1x2hr prac/wk **Assessment:** 1x1 hour exam (30%), 1x2 hour 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. 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

Damjanov I. Pathology for the Health-Related Professions, 2nd ed. W.B. Saunders. 2000.
Martini F. Fundamental Anatomy and Physiology, 6th ed. Prentice Hall Publishing Co. 2004.

BIOS1159
Functional Anatomy A - Exercise Science

Credit points: 6 **Teacher/Coordinator:** Dr Meg Stuart **Session:** Semester 1 **Classes:** 3 hrs lecture plus 2 hrs practical/tutorial per week **Assessment:** Mid semester exam (20%), end of semester prac exam (40%), end of semester exam (40%) **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit of study will commence with an introduction to the study of anatomy with particular reference to the musculoskeletal system. Content: a detailed study of the are gross anatomical structure and functional anatomy of the upper limb; the application of anatomical principles to the analysis of movement (for example, reaching and throwing); the histological features of the tissues of the musculoskeletal system, and the ways in which some of these tissues are altered by varying activity states. Students will be expected to undertake a number of independent learning activities and to participate in a number of online tutorials. This unit includes laboratory classes in which human cadavers are studied; attendance at such classes is strongly encouraged.

Textbooks
Palastanga, Field and Soames. Anatomy and Human Movement, 5th ed. Butterworth Heinemann.
Abrahams, Hutchings and Marks. McMinn's Colour Atlas of Anatomy, 5th ed. Mosby Publisher.

BIOS1160
Functional Anatomy B - Exercise Science

Credit points: 6 **Teacher/Coordinator:** Dr Catherine Willis **Session:** Semester 2 **Classes:** 5 hrs per week **Assessment:** Mid semester practical exam (30%), end semester practical exam (30%), end semester exam (40%) **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit of study presents a detailed study of the gross anatomical structure and functional anatomy of the lower limb, vertebral column, thorax and pelvis. Content will include application of anatomical principles to the analysis of movement. Students will be expected to undertake a number of independent learning activities including participating in on-line tutorials. This unit includes laboratory classes in which human cadavers are studied; attendance at such classes is strongly encouraged. A module examining the analysis of integrated movements of upper and lower limbs will also be presented.

BIOS2103
Neurosciences for Physiotherapists

Credit points: 3 **Teacher/Coordinator:** Dr John Burne **Session:** Semester 2 **Classes:** On campus, 30 hrs **Prerequisites:** BIOS1137 Introductory Neuroscience **Assessment:** Mid semester exam, end of semester exam **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. Tissues from human cadavers will be studied; attendance at these classes is a subject requirement.

Textbooks
Reference list (no prescribed texts)

BIOS2111
Introductory Toxicology

Credit points: 6 **Teacher/Coordinator:** Diana Oakes **Session:** Semester 1 **Classes:** 3 hrs per week **Prerequisites:** BIOS1161 Biochemistry and Human Biology **Assessment:** Assignment, end of semester exam **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit of study will introduce students to the classification and process of absorption and metabolism and effects of toxic environmental and industrial substances in the body. Topics will include a study of chemical principles related to toxicology, various toxic metals, gases, solvents, pesticides, carcinogens, air pollution, venoms and radiation. The student will be introduced to the principles of hazard identification and risk assessment. An underpinning of basic chemical principles will be included.

BIOS3053
Applied Body Systems 3

Credit points: 6 **Teacher/Coordinator:** Dr Dana Strain **Session:** Semester 1 **Classes:** 4x1hr lec and 1x2hr prac/wk **Prerequisites:** BIOS1126 Human Biology and Biochemistry or BIOS1161 **Assessment:** 1x50 minute exam (20%), 1x2hour exam (50%), 2x 500 word essays (15% each) **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit of study begins with an overview of the major diseases of the human urinary, reproductive, endocrine and nervous systems and how they relate to the normal organ. The normal structure and function of each organ is included to emphasise the most important aspects of normal anatomy, histology and physiology that are essential to the understanding of the pathophysiology of the disease being studied. The diseases are chosen either because they are common and thus frequently encountered in practice or because they illustrate important principles and thus provide significant insight into the reaction pattern of an injured organ. The basis 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 required.

BIOS3063
Project Design and Management

Credit points: 6 **Teacher/Coordinator:** Dr Gary Lee **Session:** Semester 1 **Classes:** 1 hr lec/wk, 2 hrs tut/wk **Assessment:** 1 group report approx. 1500 words (70%), 1 individual report 1000 words (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.

BIOS3064
Current Issues in Health Care 2

Credit points: 3 **Teacher/Coordinator:** Dr Meg Stuart **Session:** Semester 1 **Classes:** primarily web-based, 6x1hr lec and 3x1hr tut/sem **Assessment:** Quiz 25%, poster presentation 15%, written assignment 35%, end semester exam 25% **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 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 care management. Examples of the topics under consideration include quality management in the manufacture of alternative health products, medical indemnity, the relationship between vaccination and disease, and psychoneuroimmunology. Because issues current in health care will change from year to year, students 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.

BIOS3065
Anatomical Analysis of Exercise

Credit points: 6 **Teacher/Coordinator:** Dr Karen Ginn **Session:** Semester 2 **Classes:** 1x 1hour hour lecture/wk, 1x 2hour prac/tut class/wk. **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 **Assessment:** Formative assessment during practical classes and tutorials. Summative assessment: group project and presentation (80%), contribution to

class activities (20%) **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

Note: Department permission required for enrolment. Note: Preference will be given to students who have achieved graded passes in prerequisite units of study

This unit of study will extend the students' 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.

BIOS3068
Principles of Toxicology

Credit points: 6 **Teacher/Coordinator:** Dr Diana Oakes, Dr Jennifer Lingard, Dr Fazlul Huq, Dr Catherine Willis **Session:** Semester 2 **Classes:** 3 x 1 hr lec and 1 x 1 hr prac/wk **Prerequisites:** BIOS2111 Introductory Toxicology **Assessment:** 1 x 1 hr exam (40%), 1 x 2000 words assignment and associated presentation (35%), and lab reports (25%) **Practical field work:** Toxicology practical sessions **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. Formal and informal tools used to evaluate the environment will also be considered. 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 (on-line worksheets) and assessment tasks that develop relevant generic skills (oral presentations).

BIOS4035
Sexuality for Health Professionals

Credit points: 3 **Teacher/Coordinator:** Dr Patricia Weerakoon **Session:** Semester 1, Semester 2 **Classes:** This unit is offered on-line. Attendance on campus is required only for the first session in week one of the semester **Assessment:** Group work assignment, an individual assignment and an on-line mastery type multiple-choice test **Campus:** Cumberland **Mode of delivery:** On-line

Note: This elective 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 on-line group discussions. Enrollment in this unit will be limited to 80 participants.

BIOS4036
Biology of Ageing

Credit points: 3 **Teacher/Coordinator:** Dr Peter Knight **Session:** Semester 1 **Classes:** Presented in flexible mode, comprising learning packages and readings, lectures, seminar presentations **Assessment:** Assignment, exam **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit of study examines the physiological changes associated with the normal process of ageing and the decrease in functional capacity in various body systems which occurs as a result. An emphasis is placed on the concept of 'reserve capacity' as a key factor in differentiating normal ageing from disease. The following topics are studied: a physiological explanation of ageing, the cardiovascular system, the respiratory system, the immune system, the nervous system and special senses, the musculoskeletal system, the skin, the renal system, and the endocrine system. 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, develop techniques to minimise the functional effects of ageing related changes, differentiate 'normal' from 'abnormal' ageing, and develop policies related to the care of the aged.

BIOS4037
Applied Biology of Ageing

Credit points: 1 **Teacher/Coordinator:** Dr Peter Knight **Session:** Semester 1 **Classes:** Presented in flexible mode, comprising learning packages and readings, lectures and seminar presentations **Corequisites:** BIOS4036 Biology of Ageing **Assessment:** Assignment **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit of study examines the physiological changes associated with the normal process of ageing and the decrease in functional capacity that occurs as a result. An emphasis is placed on the concept of reserve capacity as a key factor differentiating normal ageing from disease. The following topics are studied: introduction to ageing, the cardiovascular, respiratory, immune, nervous, musculoskeletal, renal and endocrine systems, the skin, nutrition and pharmacology.

BIOS4038
Health, Disease and Ageing

Credit points: 3 **Teacher/Coordinator:** Dr Peter Knight **Session:** Semester 2 **Classes:** Presented in flexible mode, comprising learning packages and readings, lectures and seminar presentations **Assessment:** Assignment, exam **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

While ageing and disease are not synonymous, the incidence of disease increases as people age. This unit of study will examine the disease processes which are of importance in the aged. The issues will be addressed in terms of: 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 relationship between disease and functional limitation, the measures which can be taken to minimise the development and biological impact of disease, a review of important diseases in various body systems, the relationship between the biomedical effects of ageing and sexuality. An understanding of the effects of disease and dysfunction in 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 disease, understand and apply techniques which minimise the functional effects of ageing related changes and develop policies related to the care of the aged, particularly in the fields of health promotion and service planning and provision.

BIOS4039
Biological Aspects of Disease Management

Credit points: 1 **Teacher/Coordinator:** Dr Peter Knight **Session:** Semester 2 **Classes:** Presented in flexible mode, comprising learning packages and readings, seminar presentations **Corequisites:** BIOS4038 Health, Disease and Ageing **Assessment:** Assignment **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

While ageing and disease are not synonymous, the incidence of disease increases as people age. This unit of study examines the disease processes, and other physical health issues, which are important as people age. These issues are addressed in terms of: the factors responsible for the increased incidence of disease and disability in the aged, the role of environmental factors in an individuals adaptation to ageing, the relationship between disease and functional

limitation, the measures which can be taken to minimise the development of physical disease and disability and the important diseases affecting various body systems. Sexuality will also be addressed in this unit. There will be in-depth consideration of one common disease of the aged, and its management in terms of prevention, treatment and residual disability.

EXSS1030
Sport First Aid/Trainer

Credit points: 3 **Teacher/Coordinator:** Dr Margaret Torode **Session:** Semester 1, Semester 2 **Classes:** on campus 3 hrs/week **Assessment:** mid semester exam (30%), prac (40%), end semester exam (30%) **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

Note: Department permission required for enrolment in the following sessions: Semester 1.

This unit aims to provide students with appropriate skills and training for the effective initial management of sport injury situations. On completion of the unit students will be able to execute immediate first aid care with particular attention to extreme environments, soft tissue injuries and demonstrate a sound understanding of communicable diseases and their precautions. Principles and practices for the role of the sports trainer in relation to specific injury management will also be explored.

EXSS1032
Fundamentals of Exercise Science

Credit points: 6 **Session:** Semester 2 **Classes:** 3 hrs lec/week, 2 hrs prac/week **Assessment:** Practical skills mastery (10%), mid semester exam (30%), end of semester exam (40%) **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit encompasses the fundamental principles and practices of exercise science and the use and process of scientific measurement and analysis. The student will gain an understanding of the application of these fields to the assessment and development of physical fitness. The unit examines the energetics of exercise, measurement of human work performance and exercise responses in the laboratory, and the assessment of aerobic fitness. Results acquired in laboratory sessions will be used to examine measurement and data quality, data analysis and the presentation of data in both a graphical and written format.

EXSS1034
Sport Coaching

Credit points: 3 **Session:** Semester 2 **Classes:** 2 hrs lec/week, 2 hrs prac/week **Assessment:** Group project (30%), end of semester exam (50%), oral presentation (20%) **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

Note: Department permission required for enrolment.

This unit introduces students to a range of topics related to the area of sports coaching. This includes codes of behaviour, ethics, communication, skills teaching, games sense and information technology. Students will gain skills in coaching a range of discrete populations (e.g. children, aged and impaired).

EXSS2026
Growth, Development and Ageing

Credit points: 6 **Session:** Semester 2 **Classes:** 3 hrs lec/week, 1hr tut/week **Assessment:** Mid semester exam (40%), end of semester exam (60%) **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

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.

EXSS3041
Management, Marketing and the Law

Credit points: 6 **Session:** Semester 1, Semester 2 **Classes:** 2 hrs lec/week, 1 hr tut/week **Assessment:** Assignment (40%), end of semester exam (60%) **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

Note: Department permission required for enrolment in the following sessions: Semester 1.

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.

HIMT1051
Introduction to Management Principles

Credit points: 6 **Teacher/Coordinator:** Ms Joanne Callen **Session:** Semester 1 **Classes:** 3 hrs lect and 1 hr tut/wk **Assessment:** 2 x assignments (20% each), 2x1 hr exam (30% each) **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit introduces students to the principles of management and develops their skills in management in health care settings. Topics include an introduction to management and what managers do; building effective teams; organising work; the influence of organisational culture; change management; planning; leadership and managerial ethics. Students will also develop an understanding of the structure and functions of organisations ranging from small businesses to government agencies and multinational corporations. The roles and responsibilities of officers at all levels will be examined, as will the chains of responsibility and decision-making processes. The relevant legislation will be explained with a particular focus on its effects on corporate governance. A key objective of this unit is to enable the students to develop practical management skills to enable them to perform effectively in businesses of all sizes. A case study method is used to support this.

HIMT1056
Health Care Delivery Systems

Credit points: 6 **Teacher/Coordinator:** Dr Aditi Dey **Session:** Semester 2 **Classes:** Two hrs on-campus lectures and 1 hr tutorial **Assessment:** Two assesments and final exam **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

Note: Department permission required for enrolment.

In this unit students are given an overview of the Australian health care system. Topics covered include: Commonwealth and State responsibilities for health; the NSW health care service structure; community health care and specialist services; professional associations and organisations; and the role of the medical and allied health professionals. Details of health insurance and Medicare are presented. Trends in the provision of health services and the health status of the Australian population are also discussed. The interactive web-based teaching tool, the Health Care Game, is used in the delivery and assessment of this unit.

HIMT3041
Human Resource Management

Credit points: 3 **Teacher/Coordinator:** Dr Joanne Callen, Ms Linda Ernst **Session:** Semester 1 **Classes:** 3 day block workshop **Assessment:** exercise 10%, case study 40%, 2hr exam 50% **Campus:** Cumberland **Mode of delivery:** Block Mode

Note: Department permission required for enrolment.

This unit is designed to introduce the student to the human resource management function relevant to the work of a health services manager. Areas covered include recruitment and selection, staff

appraisal, training and development and human resource planning. The implications of equal employment and affirmative action legislation to human resource management are also covered. The Australian industrial relations framework with particular emphasis on the current workplace focus and conflict resolution are covered. Students are taught how to prepare their own curriculum vitae, job application skills and interview techniques.

HSBH1001
Health, Science and Research 1

Credit points: 6 **Session:** Semester 1 **Classes:** (1x1hr lec and 1x1hr tut and web-based activities)/wk **Assessment:** 2x1500wd assignments (25% each) 1x2hr exam (50%) **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

Science and research are inextricably bound together, as science refers to knowledge that is acquired through research. This unit introduces students to key elements common to research paradigms in health, and to the major approaches to designing and evaluating basic and applied research in health.

HSBH1002
Health Service Delivery in Australia

Credit points: 6 **Teacher/Coordinator:** Dr Joanne Callen, Ms Janelle Craig, Dr. Toni Schofield, Dr. Aditi Dey **Session:** Semester 1 **Classes:** (5x2hr lec and 2x ind study and 6xWebCT online learning) **Prohibitions:** HIMT1056 Health Care Delivery Systems; BACH2127 Health Policy and Service Delivery **Assessment:** 1 x Website evaluation (20%), 1 x WebCT discussion log/health care game assignment (40%),1 x 2hr exam (40%) **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit introduces the student to the Australian health system and the regulations that apply to this environment. Commonwealth and State responsibilities for health; the NSW Health care service structure; community health care and specialist services; professional associations and organisations; and the role of the medical and allied health professionals are examined along with national and international policy frameworks with particular application to health and community settings.

HSBH1003
Health, Behaviour and Society

Credit points: 6 **Teacher/Coordinator:** Dr Steven Cumming **Session:** Semester 1 **Classes:** 4hrs lec/wk **Prohibitions:** BACH1132 Foundation of Psychology for the Health Sciences, BACH1133 Introduction to Health Psychology, BACH1130 Foundations of Health Sociology, BACH1134 Health, Illness and Social Inquiry **Assessment:** 1 x 1hr in-class essay (17.5%), 1 x 1000wd essay mid sem (25%), 1 x end of sem exam (57.5%) **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.

HSBH1004
Communication, Advocacy and Health

Credit points: 6 **Teacher/Coordinator:** Dr Chris Lennings **Session:** Semester 2 **Classes:** (3x1hr lec and 1x1hr tut)/wk **Prerequisites:** HSBH1002 Health Service Delivery in Australia, HSBH1003 Health, Behaviour & Society **Assessment:** 1 x project (20%), 1 x seminar presentation (20%), 1 x 1000 word essay (20%), 1 x 2 hr exam (40%) **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

Effective health systems are characterised by excellent communication at a range of levels. This unit of study critically examines formal and informal communication flow among those involved in health care delivery: clients, health professionals, funding and regulatory bodies, insurers and others. Students will develop an understanding of the roles of health professionals within the Australian Health care systems and will be introduced to aspects of professional communication in health such as interviewing and basic counselling skills, case notes, professional reports, research reports, media releases and medicolegal documentation. Responsibilities around the role of advocacy in professional practice will be examined.

HSBH1005
Human Development

Credit points: 6 **Teacher/Coordinator:** Dr Gomathi Sitharthan **Session:** Semester 2 **Classes:** (3 x 1 hr lec and 1 x 1 hr tut)/wk **Prerequisites:** HSBH1003 Health, Behaviour & Society **Assessment:** 1 x project (20%), 1 x seminar presentation (20%), 1 x 1000 word essay (20%), 1 x 2hour exam (40%) **Campus:** Cumberland **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, cardio-vascular disease, arthritis and musculoskeletal disease, cancer, injury, and diabetes across the lifespan are considered.

HSBM1001
Biochemistry and Human Biology

Credit points: 6 **Teacher/Coordinator:** Dr Peter Knight **Session:** Semester 1 **Classes:** 2 x 2 hr lec/wk **Assessment:** 1 x mid sem exam (30%), 1 x final exam (70%) **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit of study introduces students to the biological and biochemical processes fundamental to understanding principles of health and disease, such as cell biology, homeostasis, metabolic processes, and genetics.

HSBM1002
Principles of Human Body Systems A

Credit points: 6 **Teacher/Coordinator:** Dr Gary Lee **Session:** Semester 2 **Classes:** 3hrs lec and 1hr prac/wk **Prerequisites:** HSBM1001 Biochemistry and Human Biology **Assessment:** 1 x 1 hr midsemester exam (MCQ) (38%), 1 x 1 hr end semester exam (MCQ) (22%), 1 x 2 hr end semester exam (MCQ) (40%) **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit of study will present the gross anatomy, functional histology and physiology of the cardiovascular, respiratory, gastrointestinal and immune systems. The pathophysiology and pharmacology of these body systems will also be examined. Particular emphasis will be placed on an understanding of the major national health priority areas such as cardio-vascular disease, cancer and asthma as they occur across the lifespan.

HSBM1003
Principles of Human Body Systems B

Credit points: 6 **Session:** Semester 2 **Classes:** (2 x 1 hr lec and 1 x 2 hr prac/tut)/wk **Prerequisites:** HSBM1001 Biochemistry and Human Biology **Assessment:** 1 x 30 min exam (20%), 1 x 2 hr exam (80%) **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit of study will present the gross anatomy, functional histology and physiology of the renal, reproductive, endocrine, musculoskeletal and nervous systems. The pathophysiology and pharmacology of these body systems will also be examined. Particular emphasis will be placed on an understanding of the major national health priority areas such as diabetes, arthritis and musculoskeletal diseases and mental health as they occur across the lifespan.

Textbooks
Anatomy and Physiology. Seeley, Stephens, Tate eds. McGraw Hill, 2000

NURS5001
Nursing Concepts: Bodies and Boundaries

Credit points: 6 **Session:** Semester 1 **Classes:** Seminars **Assessment:** Assignments, exam **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

In this unit of study the concept of embodiment will be used to examine nursing and nurses' practice, exploring both the physical body and the lived body as experienced and interpreted by the patient and the nurse. This unit is closely related to two other units of study: Observation, Assessment & Nursing and Applied Nursing Practice. The unit explores the relevant literatures on: how different cultures have evolved social practices to govern the body and its products and functions; and why the study of these is central to successfully and safely providing nursing care for patients. Students will also study the

legislative and regulatory frameworks relating to nurses' professional and legal boundaries and the origins and purposes of these governing frameworks. The ultimate purpose of the unit is the mindful application of the insights gained here to understanding the clinical context of nurses' care of the physical body and the patient's experiences of nursing care.

NURS5002
Social Contexts of Health

Credit points: 6 **Session:** Semester 1, Semester 2 **Classes:** Seminars, tutorials **Assessment:** Assignments, exam **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

All ideas, beliefs and understandings about health and illness are intrinsically connected to particular social and historical contexts. This unit of study explores a range of such ideas and beliefs from different societies and different historical eras. A major component of this unit will be Indigenous health and history, including Indigenous ideas and beliefs about health and illness. The unit also explores established theories about health and illness from western and non-western perspectives. .Drawing on these theories the unit critically analyses the relationship between social factors (for example ethnicity, gender, socioeconomic status, employment) and patterns of health and illness in contemporary Australia. A focus on contemporary Indigenous Australian health is an important aspect of this unit of study. Current issues related to health and illness in Australia and its region are also explored in this unit.

NURS5003
Observation in Nursing Practice

Credit points: 6 **Session:** Semester 1a **Classes:** lectures, tutorials **Assessment:** assignments, exam **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit of study provides an opportunity to observe and assess approaches to health care such as the biomedical model, the role of preventative and community-based care and complementary and alternative treatments. Observation of specific issues surrounding Indigenous approaches to health care and the increasing aged and chronically ill populations will be explored. The unit focuses on the roles and relationships among nurses, patients and other health professionals in practice settings. Regular clinical visits, with an experiential and reflective approach to learning, provides opportunities for students to gain insight into the provision and receipt of nursing care across a broad spectrum of nurses' working environments. Students will learn how to observe for symptom clusters associated with common illnesses and the processes of clinical nursing assessment will be introduced during the clinical visits.

NURS5004
Applied Nursing Practice

Credit points: 6 **Session:** Semester 1b **Classes:** lectures, labs, tutorials **Assessment:** assignments, exam, clinical placements **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit of study builds on the unit, Observation in Nursing Practice, and will further develop the principles of caring, communication and critical thinking within nursing practice. Practices concerning patient hygiene and comfort, specific observations of the body, infection control (including asepsis and standard and additional precautions, and environmental safety) will be studied. Nursing practices, which are designed to assist those experiencing hospitalisation, will be addressed, including: maintenance of fluid status, skin integrity, mobility, the effective levels of pain relief and oxygenation. This knowledge will be extended to incorporate the experience of both patients and nurses when the body fails to function as expected, particularly where surgery is required. There will be regular clinical visits and a period of clinical placement to further develop the knowledge and skills gained in the unit, Observation in Nursing Practice.

OCCP2058
Social Psychology of Leisure and Play

Credit points: 3 **Teacher/Coordinator:** Ms Jo Ragen **Session:** Semester 1 **Classes:** A combination of lectures, tutorials, seminars, workshops and/or WebCT **Assessment:** A combination of assignments, reports, case studies, presentations, participation, vivas and/or examinations **Campus:** Cumberland **Mode of delivery:** Distance Education

This unit of study aims to broaden the student's understanding of the behaviour of individuals within the social contexts of leisure and play. Students will examine and discuss various theories and the interpretation, application and relevance of the theories to the professional arena of leisure and health. Content areas examine elemental themes such as the relativity of freedom and intrinsic motivation. Consistent themes throughout the unit relate to the role of leisure in the construction of the self and the evolution of communication and the significance of play as a cultural phenomenon. Factors that influence social interaction, personal and social roles and self-development are examined both theoretically and as issues that impact on leisure and health service delivery.

OCCP2059
Learning Processes and Leisure Education

Credit points: 3 **Teacher/Coordinator:** Ms Jo Ragen **Session:** Semester 1 **Classes:** A combination of lectures, tutorials, seminars, workshops and/or WebCT **Assessment:** A combination of assignments, reports, case studies, presentations, participation, vivas and/or examinations **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit of study explores the concepts of teaching and learning, examines the significance of motivation, feedback and reinforcement in the learning process and considers ways this knowledge can be applied to recreation and leisure programs. Students will be introduced to task analysis, planning and organising teaching sequences and experiential learning approaches to learning and will be given the opportunity to practice specific teaching skills. Practical skills related to leisure education will be developed in this unit and students will explore a number of approaches available to assess clients' leisure needs and choices.

OCCP3052
Research Project in Leisure and Health

Credit points: 4 **Teacher/Coordinator:** Ms Jo Ragen **Session:** Semester 2 **Classes:** 1x 3hr tutorial x 7 wks **Assessment:** 1x 1500 wd essay 40%, 1x 3000 wd essay 60%, attendance requirement, presentation (hurdle requirement) **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

Note: This unit is only available to students after completion of 4 semesters (full time equivalent) of the course

This unit of study allows students to research and investigate an area that is of particular professional interest to them. It provides opportunities for students to further develop specialised knowledge and skills through an examination and critical review of the literature and the writing of a research paper which demonstrates an in-depth investigation and integration of information from a variety of sources.

OCCP4069
Occ Rehab & Workers' Compensation

Credit points: 4 **Teacher/Coordinator:** Dr Ev Innes, Dr Kate O' Loughlin **Session:** Semester 1 **Classes:** 13x2hr lect **Assessment:** 1x30 min presentation 20%, 1x2000 wd report 80%, completion of independent learning tasks, attendance requirements **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit focuses on the legislation and policies related to occupational health and safety and workers' compensation in NSW. The legislative requirements provide a framework for understanding the responsibilities and entitlements of employers and employees in the areas of workplace safety, injury prevention, workers' compensation and injury management. Factors associated with the planning, implementation and evaluation of workplace programs will be examined and applied. The unit is taught from a practical perspective, involving the use of case studies.

REHB3062
Public Offenders: Criminality & Rehab

Credit points: 6 **Teacher/Coordinator:** Dr Lynda Matthews **Session:** Semester 2 **Classes:** 2 hrs per week **Prohibitions:** REHB3051 Rehabilitation of Public Offenders **Assessment:** Mid semester exam (40%), 2000 word essay (60%) **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

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.

Textbooks
Course will be supplied with study notes and readings

REHB3063
Disability, Work and Quality of Life

Credit points: 6 **Teacher/Coordinator:** Ms Marcia Underwood **Session:** Semester 1 **Classes:** 2 hrs per week **Assessment:** Class exercise (multiple choice and short answer) (25%), group presentation and summary report (500 words) (25%) and logbook (2000 words) (50%) **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit will provide students with a sound understanding and awareness of disability and social disadvantage issues in today's society, viewed from the perspective of the consumer, the health professional and society. It will explore the primary causes of the major categories of disability and social disadvantage together with indicators and research findings of social and vocational alienation within communities. The subject will further investigate the role of rehabilitation in light of the physical, social and psychological consequences and impacts of disability and social disadvantage (both positive and negative) particularly in relation to work, education, quality of life and community integration. We will explore the stages of change and the significance of attitude, perceptions, group norms and the role of significant others.

Textbooks
Course will be supplied with study notes and readings

REHB3064
Alcohol and Drug Misuse Rehabilitation

Credit points: 6 **Teacher/Coordinator:** Dr Lynda Matthews **Session:** Semester 1 **Classes:** 2 hrs per week **Prohibitions:** REHB3061 Rehabilitation and Substance Abuse **Assessment:** Mid semester exercise and report (max 1500 words) (40%), 2000 word essay (60%) **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

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, the role of the various health professionals in these services and the nature of effective treatment and rehabilitation outcomes.

Textbooks
Study notes provided with references

REHB3065
PTSD and Rehabilitation

Credit points: 6 **Teacher/Coordinator:** Dr Lynda Matthews **Session:** Semester 1, Semester 2 **Classes:** Distance education students will be provided with module notes, readings and exercises **Prohibitions:** REHB3059 Rehabilitation and PTSD **Assessment:** Take home exam (40%), 2000 word research report (60%) **Campus:** Cumberland **Mode of delivery:** Distance Education

This unit introduces the clinical entity of posttraumatic stress disorder (PTSD). Students will learn about the history, nature and presentation of the disorder. Major theoretical approaches to treatment and rehabilitation are examined with interventions for both acute and persisting forms of the disorder being presented. Students will examine the contributions of a range of health care/rehab professionals to the case management of people with PTSD. Students will have the opportunity to extend their knowledge of PTSD through the completion of a specialised research report.

17. Singapore conversion courses

This chapter provides detailed course information about off-shore (Singapore-based) conversion courses to bachelor degrees in nursing, occupational therapy, physiotherapy and medical radiation sciences.

The off-shore programs are conducted in Singapore by the Faculty of Health Sciences in conjunction with the Singapore Institute of Management. They arose from a successful tender by the Faculty to conduct conversion courses for health professionals, namely, nurses, occupational therapists, physiotherapists, and medical radiation technologists who are local residents of Singapore. Graduates from these programs will receive an award from the University of Sydney.

The courses are conducted in a part-time modular mode, the duration being twelve months to two years (see individual program entries). Several units of study described in the nursing program are common to the occupational therapy, physiotherapy and medical radiation technology programs (see individual program entries).

Each unit of study is conducted over a two week period and comprises of twenty to thirty hours of student contact. Units are programmed to allow time between each unit for completion of assessment tasks.

The ongoing responsibility for the management of the programs lies with the Faculty of Health Sciences. Staff in the Faculty of Health Sciences coordinate interactions with the Singapore Institute of Management, the Singapore Ministry of Health and the University's Faculty of Nursing and Midwifery. The role of the Singapore Institute of Management is to provide a vehicle for implementing the courses.

The Faculty of Health Sciences also offers full-time on-shore (Sydney-based) Singapore Conversion programs in occupational therapy, physiotherapy and radiography. These courses are specifically designed for A level entry diplomats who have graduated from Nanyang Polytechnic to convert their diploma qualifications to a bachelor degree.

Bachelor of Health Science (Nursing)

Off-shore (Singapore based)

Admission requirements

Applicants should possess either:

- a Diploma in Nursing from Nanyang Polytechnic, Singapore; OR
- an approved Diploma in Nursing from an approved institution; OR
- a Certificate in Nursing from the Singapore School of Nursing, or its equivalent; AND
- a minimum of 12 months nursing clinical practice; AND
- employment as a registered nurse in a working environment appropriate to their profession and acceptable to the University.

Note: Applicants will be assessed on the basis of academic merit and/or evidence of post-registration professional development.

Course outline

The course outline for the Bachelor of Health Science (Nursing) is presented in Table 17.1.

Each unit of study is conducted over a two week period and comprises 20 hours of student contact and five hours of independent study.

Table 17.1: Bachelor of Health Science (Nursing) Off-shore Singapore based

Unit of study	*Credit points*	*A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition*	*Session*
Part-time, 4 semesters			
Credit point for award: 48			
Course Code: SH077 January and July start			
Year 1			
Semester 1			
SING4062 **Health Care Ethics**	3		Semester 1 Semester 2
SING4063 **Legal Perspectives and Health Care**	3		Semester 1 Semester 2
SING4072 **Nursing Knowledge and Health Care**	6		Semester 1 Semester 2
SEMESTER 1 TOTAL: 12 CREDIT POINTS			
Semester 2			
SING4066 **Pathophysiology A**	3		Semester 1 Semester 2
SING4067 **Pathophysiology B**	3		Semester 1 Semester 2
SING4087 **Nursing and Health Assessment**	6		Semester 1 Semester 2
SEMESTER 2 TOTAL: 12 CREDIT POINTS			

Unit of study	*Credit points*	*A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition*	*Session*
Year 2			
Semester 1			
SING4064 Patient/Client Education	3		Semester 1 Semester 2
SING4065 Managing Resources in Health Services	3		Semester 1 Semester 2
SING4070 Sociology of Work and Organisations	3		Semester 1 Semester 2
SING4071 Patient-Practitioner Relationships	3		Semester 1 Semester 2
SEMESTER 1 TOTAL: 12 CREDIT POINTS			
Semester 2			
SING4068 Research Methods: Design	3		Semester 1 Semester 2
SING4069 Research Methods: Analysis	3		Semester 1 Semester 2
SING4088 Nursing in Complex Clinical Situations	6		Semester 1 Semester 2
SEMESTER 2 TOTAL: 12 CREDIT POINTS			
Notes			
1. SING4062, SING4063 and SING4072 are to be completed in first Semester of enrolment .			
2. SING4066, SING4067 and SING4087 are to be completed in second Semester of enrolment.			
3. SING4064, SING4065, SING4070 and SING4071 are to be completed in third Semester of enrolment.			
4. SING4068, SING4069 and SING4088 are to be completed in fourth Semester of enrolment.			

Bachelor of Health Science (Physiotherapy)

Off-shore (Singapore based)

Admission requirements

Applicants should possess either:

- a Diploma in Physiotherapy from Nanyang Polytechnic, Singapore with A level entry; OR
- an approved Diploma in Physiotherapy from outside Singapore, minimum three years, with entry level at the minimum eligibility requirements in the GCE A level examinations or their equivalent.

Note: Applications will be assessed on the basis of academic merit.

Course outline

The course outline for the Bachelor of Health Science (Physiotherapy) is presented in Table 17.2.

Table 17.2: Bachelor of Health Science (Physiotherapy)

Unit of study	*Credit points*	*A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition*	*Session*
Credit points for award: 24			
Course code SH079 July (Semester 2) start			
Year 1			
Semester 2 (July-December) - Physiotherapy units of study			
Students must select four elective units of study. Availability is subject to enrolment and timetabling constraints.			
SING4083 Evidence Based Practice	3		Semester 2
SING4084 Advanced Musculosketetal Physiotherapy	3		Semester 2
SING4085 Advanced Cardiopulmonary Physiotherapy	3		Semester 2
SING4086 Advanced Neurological Physiotherapy	3		Semester 2
SEMESTER 2 TOTAL: 12 CREDIT POINTS			

Unit of study	*Credit points*	*A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition*	*Session*
Semester 1 (February-June) - Elective units of study			
Electives [12] (see notes below)			
SEMESTER 1 TOTAL: 12 CREDIT POINTS			
Elective units of study (see notes below)			
SING4052 Topics in Physiotherapy Management	3		Semester 1
SING4062 Health Care Ethics	3		Semester 1 Semester 2
SING4063 Legal Perspectives and Health Care	3		Semester 1 Semester 2
SING4065 Managing Resources in Health Services	3		Semester 1 Semester 2
SING4066 Pathophysiology A	3		Semester 1 Semester 2
SING4067 Pathophysiology B	3		Semester 1 Semester 2
Notes			
1. Students must select 'Topics in Physiotherapy Management' plus three of the remaining five elective units of study. Choice may be limited by unit availability according to timetable and enrolment constraints.			
2. Maximum credit point value for non Physiotherapy elective units is 9.			

Bachelor of Health Science (Occupational Therapy)

Off-shore (Singapore based)

Admission requirements

Applicants should possess either:

- A Diploma in Occupational Therapy from Nanyang Polytechnic, Singapore, with A level entry; OR
- An approved Diploma in Occupational Therapy from outside Singapore, minimum three years, with entry level at the minimum eligibility requirements in the GCE A level examinations or the equivalent; PLUS
- Currently working as an occupational therapist.

Course outline

The course outline for the Bachelor of Health Science (Occupational Therapy) is presented in Table 17.3.

Table 17.3: Bachelor of Health Science (Occupational Therapy)

Unit of study	*Credit points*	*A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition*	*Session*
Credit points for award: 24			
Course code SH075 July (Semester 2) start			
Year 1			
Semester 2 (July to December)			
SING4056 Cognitive & Perceptual Components of OT	3		Semester 1 Semester 2
SING4057 Advanced Communication Techniques in OT	3		Semester 1 Semester 2
Electives [6] (see note below)			
SEMESTER 2 TOTAL: 12 CREDIT POINTS			
Semester 1 (January to June)			
SING4054 Community Based Programs Development	3		Semester 1 Semester 2
SING4055 Managing Occupational Therapy Services	3		Semester 1 Semester 2
Electives [6] (see note below)			
SEMESTER 1 TOTAL: 12 CREDIT POINTS			

Unit of study	*Credit points*	*A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition*	*Session*
Elective units of study (see note below)			
SING4062 **Health Care Ethics**	3		Semester 1 Semester 2
SING4063 **Legal Perspectives and Health Care**	3		Semester 1 Semester 2
SING4065 **Managing Resources in Health Services**	3		Semester 1 Semester 2
SING4066 **Pathophysiology A**	3		Semester 1 Semester 2
SING4067 **Pathophysiology B**	3		Semester 1 Semester 2
SING4070 **Sociology of Work and Organisations**	3		Semester 1 Semester 2
Note			
Students must select four elective units of study. Availability is subject to enrolments and timetabling constraints.			

Bachelor of Health Science (Medical Radiation Technology)

Off-shore (Singapore based)

Admission requirements

Applicants should possess either:

- a Diploma in Radiography from Nanyang Polytechnic, Singapore, with A level entry; OR
- a Diploma of the College of Radiographers (Singapore) or equivalent, with entry level at the minimum eligibility requirements in the GCE A level examinations or their equivalent.
- Students admitted through option (2) will be required to undertake Research Methods: Design and Research Methods: Analysis.

Course outline

The course outline for the Bachelor of Health Science (Medical Radiation Technology) is presented in Table 17.4.

Table 17.4: Bachelor of Health Science (Medical Radiation Technology)

Unit of study	*Credit points*	*A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition*	*Session*
(There will be three semesters for students admitted through admission requirements ii)			
Credit points for award: 24			
Course code SH076 - July (Semester 2) start			
Year 1			
Semester 2 (July to December)			
SING4059 **Computer Communication in MRT**	3		Semester 2
SING4061 **The Quality Perspective Applied to MRT**	3		Semester 2
Electives [6] (see note below)			
SEMESTER 2 TOTAL: 12 CREDIT POINTS			
Semester 1 (February to June)			
SING4075 **Integrated Diagnosis and Treatment**	3		Semester 1
SING4076 **Radiographic Interpretation of Pathology**	3	*For Diagnostic Radiography students only*	Semester 1
SING4077 **Imaging Applications in RT**	3	*For Radiation Therapy students only*	Semester 1
Electives [6] (see note below)			
SEMESTER 1 TOTAL: 12 CREDIT POINTS			

Unit of study	*Credit points*	*A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition*	*Session*
Elective units of study (see note below)			
SING4062 Health Care Ethics	3		Semester 1 Semester 2
SING4063 Legal Perspectives and Health Care	3		Semester 1 Semester 2
SING4064 Patient/Client Education	3		Semester 1 Semester 2
SING4065 Managing Resources in Health Services	3		Semester 1 Semester 2
SING4066 Pathophysiology A	3		Semester 1 Semester 2
SING4067 Pathophysiology B	3		Semester 1 Semester 2
SING4068 Research Methods: Design	3		Semester 1 Semester 2
SING4069 Research Methods: Analysis	3		Semester 1 Semester 2
SING4070 Sociology of Work and Organisations	3		Semester 1 Semester 2
SING4071 Patient-Practitioner Relationships	3		Semester 1 Semester 2
Note			
Students must select four elective units of study. Availability is subject to enrolments and timetabling constraints.			

Bachelor of Health Science (Medical Radiation Technology)

On-shore (Sydney based) – Not offered in 2007

This program is a one year conversion course that leads to a Bachelor of Health Science (Medical Radiation Technology) degree. This course has been designed to complement the three year full-time Diploma in Medical Radiation Technology of the Nanyang Polytechnic by extending the latter's content with emphasis on critical and intellectual inquiry into the fields of Diagnostic Radiography or Radiation Therapy.

Graduates of this program would not automatically be accredited by the Australian Institute of Radiography. Enquiries with regard to professional accreditation should be directed to that institute.

Availability is subject to numbers. Contact Mr John Robinson, Medical Radiation Sciences (j.robinson@fhs.usyd.edu.au).

Admission requirements

Applicants should possess either:

- an A level entry Diploma in Medical Radiation Technology program from Nanyang Polytechnic, Singapore; OR
- an equivalent award unit as approved by the head of academic unit, such approval may require additional areas of study.

Bachelor of Health Science (Occupational Therapy)

On-shore (Sydney based) – Not offered in 2007

This is a one semester (Semester 1 only) full-time degree conversion course leading to the award of a Bachelor of Health Science (Occupational Therapy) degree. This course has been designed to complement the three year full-time Diploma in Occupational Therapy course of the Nanyang Polytechnic by extending the latter's content and level to that equivalent to a four year full-time bachelor's degree.

After Semester 1, students of this course will be assisted, if so requested, to find a two-week professional practice observational attachment at a relevant setting. It is optional, non-assessable and does not contribute to any credit points earning.

Diplomats enrolling into this course will gain added value in further academic development and future professional autonomy. They would be able to choose three professional elective units for in-depth study. Furthermore, they will be eligible to enrol, after graduation, into relevant graduate courses at a later date if so desired.

Admission requirements

- Holders of an A level entry Diploma in Occupational Therapy awarded by the Nanyang Polytechnic in Singapore; PLUS
- Six months full-time professional practice experience working as an occupational therapist.

Bachelor of Health Science (Physiotherapy)

On-shore (Sydney based) – Not offered in 2007

The conversion program aims to equip students with the appropriate knowledge, skills and attitudes to work effectively as members of the physiotherapy profession.

Admission requirements

Entry will be restricted to diplomates who have completed the A level entry Diploma in Physiotherapy from Nanyang Polytechnic in Singapore. This pass level conversion course is designed to complement the content of the current Diploma in Physiotherapy offered by the School of Health Sciences, Nanyang Polytechnic, Singapore.

Note: Applications will be assessed on the basis of Academic merit.

Units of study

SING4052
Topics in Physiotherapy Management

Credit points: 3 **Session:** Semester 1 **Classes:** SIM Block mode **Assessment:** Presentation 50%, Written report 50% **Campus:** Cumberland **Mode of delivery:** Block Mode

This unit of study module provides the student with knowledge and skills in Quality Management and Health Promotion appropriate for physiotherapy practice. It consists of two discrete components related to the delivery of physiotherapy services: the first component focuses on Quality Management and the second on Health Promotion. The Quality Management component aims to explore the principles and procedures of Quality Management specifically in relation to evaluation of patient outcomes. Prior knowledge is built up in such a way as to ensure that the student will be able to evaluate physiotherapy services using valid and reliable criteria. This component provides the student with the opportunity to identify areas in which evaluation can be used to direct physiotherapy intervention; to discuss practical aspects as well as philosophical issues related to measurement of outcome; and to investigate the variety of measures used to assess clinical outcomes. The student will also explore these issues in the student's own workplace and develop a project proposal. Factors considered in determining the effectiveness of a physiotherapy service will include the direct and indirect costs of the service and the benefits gained by both individuals and the community. The Health Promotion component will provide the student with an overview of the principles and practice of health promotion which is explored within a community based framework. These principles relate to the skills a physiotherapist can offer in delivering a well planned health promotion project for a specific community group such as aging and or working populations. The student will critique a health promotion program that has been implemented in the student's community. This will provide a discussion with the other students. In analysing the Health Promotion Program the student will develop critical skills giving due consideration to the program's appropriateness for the specific group being targeted and the health problem the program is attempting to prevent.

SING4054
Community Based Programs Development

Credit points: 3 **Session:** Semester 1, Semester 2 **Classes:** SIM block mode **Assessment:** Presentation and writeup (30%), Written proposal (70%) **Campus:** Cumberland **Mode of delivery:** Block Mode

This unit provides students with the opportunity to understand the issues of service provision within a community context and to explore a range of strategies which underpin the development of community based programs relevant to the needs of the Singapore population. Students will have the opportunity to attend and participate in workshops which focus on micro skills appropriate for use in community occupational therapy.

SING4055
Managing Occupational Therapy Services

Credit points: 3 **Session:** Semester 1, Semester 2 **Classes:** SIM Block mode **Assessment:** Presentation and write up (30%), Written rproposal (70%) **Campus:** Cumberland **Mode of delivery:** Block Mode

This unit provides students with the opportunity to review current managerial theories and practice which can be applied to the planning, organizing, staffing, leading and continuous quality improvement of occupational therapy services in the Singapore context. Emphasis will be placed on the use of evidence-based health care, and the use of an evidence-based approach to making management decisions at micro and macro levels and in related clinical service delivery.

SING4056
Cognitive & Perceptual Components of OT

Credit points: 3 **Session:** Semester 1, Semester 2 **Classes:** SIM Block mode **Assessment:** 3000 word written assignment 100% **Campus:** Cumberland **Mode of delivery:** Block Mode

This unit will extend students' knowledge and skills relative to occupational therapy management of children and adults who have neurological conditions which affect their occupational performance. The emphasis will be on the assessment and treatment of cognitive/perceptual disorders that interfere with the performance of everyday tasks and routines.

SING4057
Advanced Communication Techniques in OT

Credit points: 3 **Session:** Semester 1, Semester 2 **Classes:** SIM Block mode **Assessment:** Reflective writing exercise 30%, 2000 word written assignment 70% **Campus:** Cumberland **Mode of delivery:** Block Mode

This unit introduces students to a range of advanced communication techniques for the development of self, clients and significant others. Identification of own and others' learning styles, conflict resolution, negotiation, assertive, neurolinguistic and summarizing techniques will be addressed, with specific reference to their application in cognitive, intra- and inter-personal components of performance.

SING4059
Computer Communication in MRT

Credit points: 3 **Session:** Semester 2 **Classes:** SIM Block mode **Assessment:** Class test 20%, Assignment 40%, Exam 40% **Campus:** Cumberland **Mode of delivery:** Block Mode

This module provides students with an understanding of the design implications of digital image management and the communication systems needed to facilitate patient care. Concepts involving Picture Archival and Communication Systems (PACS), DICOM, Radiology Information System (RIS), tele-radiology and record and verify systems will be discussed. Guidelines concerning information security and confidentiality will be discussed. The impact of image matrix size on image quality, information storage, data transfer rates, display capability and the need for storage compression will be examined. This module also provides the student with the opportunity to examine a range of computer methods to efficiently utilise staff time and resources within a Medical Radiation Department. Within this module special attention will be given to either diagnostic radiography or radiation therapy as appropriate to the student.

SING4061
The Quality Perspective Applied to MRT

Credit points: 3 **Session:** Semester 2 **Classes:** SIM Block mode **Assessment:** Presentation 25%, 2 x written assignments - 1x35%, 1x40% **Campus:** Cumberland **Mode of delivery:** Block Mode

This unit of study introduces the experienced radiographer and therapist to many of the current aspects of the quality perspective. It gives a foundation in the development of the quality perspective and its application to MRT and encourages the experienced radiographer and therapist to examine the management of quality in their work place. The application of quality monitoring to important routine tasks in the MRT environment is explored.

SING4062
Health Care Ethics

Credit points: 3 **Session:** Semester 1, Semester 2 **Classes:** SIM Block mode **Assessment:** Group presentation work (20%), exam (80%) **Campus:** Cumberland **Mode of delivery:** Block Mode

In this module students will be introduced to some major ethical theories and consider ethical issues which are central to the delivery of good health care. Students will be expected to contribute to the case study discussions, and to reflect on the ethical nature of health care practice in general, and their own practice in particular.

SING4063
Legal Perspectives and Health Care

Credit points: 3 **Session:** Semester 1, Semester 2 **Classes:** SIM Block mode **Assessment:** Coure Teport (20%), Exam (80%) **Campus:** Cumberland **Mode of delivery:** Block Mode

The aim of this module is to provide an overview of basic principles of law relating to health care. It involves an examination of the structure and process of law and the legal system, together with a discussion of case law and legislation relevant to health care. It is becoming increasingly important for health professionals to know and understand the legal context within which they live and work, the rights of health consumers and the obligations of health care providers.

SING4064
Patient/Client Education

Credit points: 3 **Session:** Semester 1, Semester 2 **Classes:** SIM Block mode **Assessment:** Pre-module work (15%), Assignment (85%) **Campus:** Cumberland **Mode of delivery:** Block Mode

The primary focus of this unit is to nurture the confidence and skills that will motivate health professionals to undertake teaching in their work environment. Thus the emphasis of the unit is on the teacher as planner and teacher as facilitator of learning. Embedded throughout are the three themes of thinking like a teacher, the learner as active participant and learning as change. Participants are prompted to explore some of the micro skills of teaching and in so doing also come to recognise what is 'personally distinctive' about their own style of teaching.

SING4065
Managing Resources in Health Services

Credit points: 3 **Session:** Semester 1, Semester 2 **Classes:** SIM Block mode **Assessment:** Assignment (25%), Exam (75%) **Campus:** Cumberland **Mode of delivery:** Block Mode

This unit has been designed to provide students with an appreciation of their ability, as health professionals, to influence the costs of healthcare. Topics include health economics, accounting, budgeting, goal setting, time management and decision making. The implications of casemix and other funding systems for patients and health professionals will also be studied.

SING4066
Pathophysiology A

Credit points: 3 **Session:** Semester 1, Semester 2 **Classes:** SIM Block mode **Assessment:** Worksheet (15%), Exam (85%) **Campus:** Cumberland **Mode of delivery:** Block Mode

Pathophysiology A examines the pathophysiological processes underlying certain disease conditions. A body systems approach is used, and the major systems covered in this module are the immune system, the cardiovascular system, the renal system and the pulmonary system. A case study approach is used to illustrate the features of disease, the signs and symptoms, risk factors and causative factors. The pathophysiological processes underlying the breakdown of the functional integrity of the system and anomalies that contribute to the disease condition are emphasised. Relevant clinical tests for the diagnosis and monitoring of disease and the treatment rationales are also presented. The relationship between clinical pathways and basic pathophysiological processes will be considered. Where appropriate, the normal structure and functions of the relevant body system are covered.

SING4067
Pathophysiology B

Credit points: 3 **Session:** Semester 1, Semester 2 **Classes:** SIM Block mode **Assessment:** Worksheet (15%), Exam (85%) **Campus:** Cumberland **Mode of delivery:** Block Mode

Pathophysiology B complements Pathophysiology A by further examining the pathophysiological processes underlying disease conditions. In this module the major systems covered are the immune system, the endocrine system, the digestive system and the nervous system. Neoplasia is also a major concept covered within this module. Case studies are used to illustrate the features of disease, the signs and symptoms, risk factors and causative factors. The underlying pathophysiological processes are emphasised. Relevant clinical tests for the diagnosis and monitoring of disease and the treatment rationales are also presented. The relationship between clinical pathways and basic pathophysiological processes will be considered. Where appropriate, the normal structure and functions of the relevant body system are covered.

SING4068
Research Methods: Design

Credit points: 3 **Session:** Semester 1, Semester 2 **Classes:** SIM Block mode **Assessment:** Exam (80%), Research Proposal (20%) **Campus:** Cumberland **Mode of delivery:** Block Mode

This unit introduces students to the concept of scientific research by defining the key approaches, methods and designs used in carrying out research, particularly within the health professions and health care settings. It incorporates an outline of the research process which will guide students through the completion of a simple descriptive study. Students will develop basic skills related to instrument design, data collection and data analysis. SPSS software will be used to facilitate achievement of the objectives.

SING4069
Research Methods: Analysis

Credit points: 3 **Session:** Semester 1, Semester 2 **Classes:** SIM Block mode **Assessment:** Research report (20%), Exam (80%) **Campus:** Cumberland **Mode of delivery:** Block Mode

The unit examines issues related to research design and how best to analyse and interpret data collected using a variety of experimental and non-experimental designs. Students are given the opportunity to apply the various skills in the conduct of a clinical-focussed group research project.

SING4070
Sociology of Work and Organisations

Credit points: 3 **Session:** Semester 1, Semester 2 **Classes:** SIM Block mode **Assessment:** Mini-poster (30%), Exam (70%) **Campus:** Cumberland **Mode of delivery:** Block Mode

This unit of study examines sociological perspectives relating to work and organisations. It includes the study of the nature of work and occupational structures in modern societies, occupational choice and professionalism. Also included is an examination of the structural aspects of organisations with an emphasis on the hospital as the major work place of health care professionals.

SING4071
Patient-Practitioner Relationships

Credit points: 3 **Session:** Semester 1, Semester 2 **Classes:** SIM Block mode **Assessment:** Class Presentation (20%), Exam (80%) **Campus:** Cumberland **Mode of delivery:** Block Mode

This unit of study examines sociological perspectives relating to the patient-practitioner relationship. It includes the study of the generic professional-client model, the sick role and other models of patient-practitioner relationships, and the key interpersonal aspects of the work of health care professionals. Consideration will be given to the nature of health care as emotion work; aspects of sociology of the body and the stigma associated with illness, disease and disability; and the skills required to facilitate communication and interaction in the patient-practitioner relationship.

SING4072
Nursing Knowledge and Health Care

Credit points: 6 **Session:** Semester 1, Semester 2 **Classes:** SIM Block mode **Assessment:** Exam (50%), Assignment (50%) **Campus:** Cumberland **Mode of delivery:** Block Mode

This unit will provide the student with an overview of the way in which society provides health care for its members. It will explore definitions of health and factors contributing to health and illness. The unit will examine the development and operation of the Singapore health care system, focusing particularly on the role of nursing. The unit will examine the development of nursing knowledge and the way research provides evidence for practice in health care and nursing.

SING4075
Integrated Diagnosis and Treatment

Credit points: 3 **Session:** Semester 1 **Classes:** SIM Block mode **Assessment:** Presentation 25%, written assignment 25%, exam 50% **Campus:** Cumberland **Mode of delivery:** Block Mode

This unit of study will allow students to gain an understanding of the interrelationship of imaging and treatment paradigms for selected regions of the body and disease processes. The regions addressed will be selected from the central nervous system, the gastrointestinal tract, skeletal system, thyroid, breast, chest, pelvis and lymphatics. The processes discussed will be specific to a region.

SING4076
Radiographic Interpretation of Pathology

Credit points: 3 **Session:** Semester 1 **Classes:** SIM Block mode **Assessment:** Presentation 20%, 2 x written assignments x 40% each **Campus:** Cumberland **Mode of delivery:** Block Mode

Note: For Diagnostic Radiography students only

This module will introduce the diagnostic radiographer to the radiographic interpretation of disease processes such as neoplasms, abnormalities of the respiratory system and central nervous system, emergency trauma radiology and congenital disorders, malformations and diseases in the paediatric patient.

SING4077
Imaging Applications in RT

Credit points: 3 **Session:** Semester 1 **Classes:** SIM Block mode **Assessment:** Group presentation 20%, 2 x written assignments x 40% each **Campus:** Cumberland **Mode of delivery:** Block Mode

Note: For Radiation Therapy students only

This unit provides an introduction and understanding of the key role played by the various imaging modalities used in the diagnosis and treatment planning of malignant disease. These modalities include planar radiographs, CT, MRI, NM Imaging, PET, Ultrasound and Portal Imaging including EPI. The advantages of using each in the practice of Radiation Therapy will be addressed as well as their limitations.

SING4083
Evidence Based Practice

Credit points: 3 **Session:** Semester 2 **Classes:** SIM Block mode **Assessment:** Written report 40%, Exam 60% **Campus:** Cumberland **Mode of delivery:** Block Mode

This unit of study provides students with the knowledge and skills needed to critically evaluate clinical epidemiology research; that is, research investigating treatment effectiveness, the utility of diagnostic tests and the causes and prognosis of disease. This knowledge and these skills can be used to improve clinical practice.

SING4084
Advanced Musculosketetal Physiotherapy

Credit points: 3 **Session:** Semester 2 **Classes:** SIM Block mode **Assessment:** Written assignment 50%, Exam 50% **Campus:** Cumberland **Mode of delivery:** Block Mode

The aim of this module is to assist the student in developing clinical reasoning skills and to apply these skills in identifying priorities in the treatment of complex cases in the area of musculoskeletal physiotherapy. Where appropriate, the student will be encouraged to integrate clinical management skills across other areas of physiotherapy management. The student will be asked to apply clinical reasoning skills to develp treatment strategies to adress priorities.

SING4085
Advanced Cardiopulmonary Physiotherapy

Credit points: 3 **Session:** Semester 2 **Classes:** SIM Block mode **Assessment:** 2 x Group exercises (30%), Inidvidual written assignment (70%) **Campus:** Cumberland **Mode of delivery:** Block Mode

The aim of this module is to assist the student in developing clinical reasoning skills and to aply these skills in identifying priorities in the treatment of complex cases in the area of cardiopulmonary physiotherapy. Where appropriate, the student will be encouraged to integrate clinical management skills across other areas of physiotherapy management. The student wil be asked to apply clinical reasoning skills to develop treatment strategies to address priorites.

SING4086
Advanced Neurological Physiotherapy

Credit points: 3 **Session:** Semester 2 **Classes:** SIM Block mode **Assessment:** Presentation 30%, Written assignment 70% **Campus:** Cumberland **Mode of delivery:** Block Mode

The aim of this module is to assist the student in developing clinical reasoning skills and to apply these skills in identifying priorities in the treatment of complex cases in the area of neurological physiotherapy. Where appropriate, the student will be encouraged to integrate clinical management skills across other areas of physiotherapy management. The student will be asked to apply clinical reasoning skills to develop treatment strategies to address priorities.

SING4087
Nursing and Health Assessment

Credit points: 6 **Session:** Semester 1, Semester 2 **Classes:** SIM Block mode **Assessment:** Exam (50%), Assignment (50%) **Campus:** Cumberland **Mode of delivery:** Block Mode

This unit will examine aspects of nursing practice, with special emphasis on patient/client assessment and the planning of nursing care. The unit utilises a clinical case study approach through the use of clinical case studies that focus on the nursing management of patients with varying degrees of clinical and social complexity. Students are expected to apply knowledge and skills encountered in previous units of study in the analysis of the case studies.

SING4088
Nursing in Complex Clinical Situations

Credit points: 6 **Session:** Semester 1, Semester 2 **Classes:** SIM Block mode **Assessment:** Assignment (60%), Interview (10%), Assignment (30%) **Campus:** Cumberland **Mode of delivery:** Block Mode

This unit will examine aspects of nursing practice, with special emphasis on the pharmacological aspects of patient/client management. The unit utilizes a clinical case study approach through the use of clinical case studies that focus on the nursing management of patients with varying degrees of management and social complexity. Students may apply knowledge and skills encountered in previous units of study in the analysis of the case studies.

18. Undergraduate elective units of study

Units of study

This chapter lists elective units of study available to undergraduate students throughout the Faculty. The mode of presentation varies between academic units. Units are offered subject to sufficient demand and staff availability. Students who require further information about the content or administration of electives and when they are offered should contact the unit coordinator of specific elective. The first four characters of the unit's code represents the academic unit in which the unit is taught (see Table 18.1).

Table 18.1: Alphabet unit code

Alphabet code	Taught by	Office	Phone
AHCD	Yooroang Garang: Indigenous Health Studies	T409	+61 2 9351 9393
BACH	Behavioural and Community Health Sciences	G101	+61 2 9351 9228
BIOS	Biomedical Sciences	S202	+61 2 9351 9455
CSCD	Communication Sciences and Disorders	S101	+61 2 9351 9450
EXSS	Exercise and Sport Science	K213	+61 2 9351 9612
HIMT	Health Information Management	T301	+61 2 9351 9494
MRTY	Medical Radiation Sciences	M201	+61 2 9351 9640
OCCP	Occupational Therapy	J101	+61 2 9351 9386
ORTH	Applied Vision Sciences	T326	+61 2 9351 9250
PHTY	Physiotherapy	O100	+61 2 9351 9273
REHB	Behavioural and Community Heatlh Sciences	G101	+61 2 9351 9123

Faculty electives

BACH2022
Psychology of Work and Management

Credit points: 3 **Session:** Semester 2 **Classes:** 3 hrs per week for 10 weeks **Prerequisites:** BACH2091 Social Psychology or equivalent **Assessment:** Continuous **Practical field work:** Field work **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit aims to bring behavioural science perspectives to the analysis of work, work behaviour and occupations as applied to health information management and includes work motivation, work satisfaction, work and the individual, the psychopathology of work, work stress, technical change, work and leisure, redesigning work and managing change.

Textbooks
Manual, key references

BACH2038
Health and Social Theory

Credit points: 6 **Teacher/Coordinator:** Dr Jesse Hooley **Session:** Semester 1 **Classes:** On campus, 4 hrs per week **Prerequisites:** BACH1134 Health, Illness and Social Inquiry or BACH1161 Introductory Behavioural Health Sciences **Assessment:** Three assessments, 6000 word equivalent **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit considers classical and contemporary sociological theory as it applies to health care at a micro and macro level. It draws on a range of sociological theoretical approaches which may include Marx, Weber, Goffman, Foucault and Durkheim. This unit will provide conceptual tools and explore the practical application of social theory to the health context. Skills will be developed in identifying the social origins of illness and treating illness as a social process.

Textbooks
Selected readings (reader)

BACH3055
Cognitive Neuropsychology II

Credit points: 3 **Teacher/Coordinator:** Dr Steve Cumming **Session:** Semester 2 **Classes:** 1x1hr lec and 1x1hr tut per week **Prerequisites:** BACH2109 Cognitive Neuropsychology I **Assessment:** 1x1hr exam 60%, 1x25min seminar presentation 40% **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit is concerned with the cognitive and behavioural consequences of brain damage and models of cognitive rehabilitation.

BACH3081
Sociology of Sport

Credit points: 3 **Teacher/Coordinator:** Mr Ian Andrews **Session:** Semester 2 **Classes:** On campus, 2 hrs per week **Prerequisites:** BACH1130 Foundations of Health Sociology or BACH1134 Health, Illness and Social Inquiry **Prohibitions:** BACH3130 Sport, Society and Social Theory **Assessment:** Assignment, examination **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:** Semester 1 **Classes:** 1hr Lec x 13 wks + 1 hr sem x 13 wks **Prerequisites:** BACH1130 Foundations of Health Sociology or BACH1098 Introduction to Health Sociology, BACH1134 Health, Illness and Social Inquiry **Assessment:** Seminar presentation + Exam **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 of ageing will be applied to patterns of community response, to media representations, and to the well being 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.

BACH3086
Lifespan Psychology and the Family

Credit points: 3 **Teacher/Coordinator:** Dr Andrew Campbell **Session:** Semester 1, Semester 2 **Classes:** 12 x 1 hour lectures **Assessment:** 1 x 2000 word essay and 1 x 1 hour exam **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

Note: Department permission required for enrolment in the following sessions: Semester 1.

This unit introduces students to a life span approach to human development, focusing on the physical, cognitive and psychosocial changes experienced during each life stage. Psychological development in the latter half of the life-span is analysed with respect to sensory, perceptual, cognitive and affective aspects of the older person. Changes in social relationships and health status that occur across the life span are also traced. The unit will investigate the role of the family as a central component of modern society and explore developmental approaches to the family parallel to studies of individual development.

BACH3118
Social Dimensions of Biotechnology

Credit points: 3 **Teacher/Coordinator:** Dr Rose Leontini **Session:** Semester 1 **Classes:** 1 hr Lec x 12 wks + 5 tutorials **Prerequisites:** BACH1134 Health, Illness & Social Inquiry or BACH1130 Foundations of Health Sociology or BACH1098 Introduction to Health Sociology or BACH2038 Health & Social Theory **Assessment:** 1 x 1500 word essay + weekly journal **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit examines the social dimension of biotechnology and its role in medicine and health. It focuses on the promises and limitations of biotechnology, the ethical implications and its representation in the media; genetic determinism in the social context and the reconstitution of social and individual identities through biotechnology. Students will be introduced to various social issues surrounding cutting edge technologies including the human genome project, gene therapy, stem cell research, cloning, xenotransplantations, reproductive technologies, presymptomatic, predictive and diagnostic DNA tests, population screenings, preimplantation diagnosis and forensic DNA fingerprinting.

BACH3120
Self, Society and Mental Health

Credit points: 3 **Teacher/Coordinator:** Mr Ian Andrews **Session:** Semester 1 **Classes:** 2 hrs per week **Prerequisites:** BACH1134 Health, Illness and Social Inquiry or BACH1130 Foundations of Health Sociology or BACH1098 Introduction to Health Sociology **Assessment:** Assignment, examination **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit examines the nature of the self in the modern world and assesses various strategies for shaping and controlling the process of self-formation. These aims are addressed through the application of a range of sociological theories and concepts. Topics covered include: the social nature of the self and the process of socialisation; the social origins of mental illness in general and suicide in particular; the contrasting epistemologies of psychiatry, psychology and assorted forms of psychotherapy; the social construction of madness and the anti-psychiatry movement; psychoanalytic views on the self and society; the aims and limitations of 'self-help' and 'personal development' discourses; and the role of narrative in the formation of self-identity. Throughout the unit, students will be encouraged to reflexively apply to their own lives the theoretical perspectives that are covered, with a view to illuminating their own biography and sense of self.

Textbooks
Book of readings will be available

BACH3135
Occupational Health and Stress

Credit points: 3 **Teacher/Coordinator:** Dr Carol O'Donnell **Session:** Semester 2 **Classes:** Students are given a book of lectures, optional attendance at 8 lectures and 8 tutorials **Assessment:** 1 x 2,000 word workplace risk identification and control project **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

OHS issues are examined within the context of social, economic and political processes and structures. Particular emphasis is placed on OHS as an industrial relations issue, state intervention in OHS policies and the role of the medical and legal professions. Students will learn how to identify and control work related risks in this context.

BACH3146
Cyberpsychology and e-Health

Credit points: 6 **Teacher/Coordinator:** Dr Andrew Campbell **Session:** Semester 2 **Classes:** 12 x 1 hour lectures **Assessment:** 2 x 2000 word essays and quizzes and 1 x 2 hour 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-pharmocology 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

BIOS3065
Anatomical Analysis of Exercise

Credit points: 6 **Teacher/Coordinator:** Dr Karen Ginn **Session:** Semester 2 **Classes:** 1x 1hour hour lecture/wk, 1x 2hour prac/tut class/wk. **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 **Assessment:** Formative assessment during practical classes and tutorials. Summative assessment: group project and presentation (80%), contribution to class activities (20%) **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

Note: Department permission required for enrolment. Note: Preference will be given to students who have achieved graded passes in prerequisite units of study

This unit of study will extend the students' 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.

BIOS4035
Sexuality for Health Professionals

Credit points: 3 **Teacher/Coordinator:** Dr Patricia Weerakoon **Session:** Semester 1, Semester 2 **Classes:** This unit is offered on-line. Attendance on campus is required only for the first session in week one of the semester **Assessment:** Group work assignment, an individual assignment and an on-line mastery type multiple-choice test **Campus:** Cumberland **Mode of delivery:** On-line

Note: This elective 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 on-line group discussions. Enrollment in this unit will be limited to 80 participants.

BIOS4036
Biology of Ageing

Credit points: 3 **Teacher/Coordinator:** Dr Peter Knight **Session:** Semester 1 **Classes:** Presented in flexible mode, comprising learning packages and readings, lectures, seminar presentations **Assessment:** Assignment, exam **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit of study examines the physiological changes associated with the normal process of ageing and the decrease in functional capacity in various body systems which occurs as a result. An emphasis is placed on the concept of 'reserve capacity' as a key factor in differentiating normal ageing from disease. The following topics are studied: a physiological explanation of ageing, the cardiovascular system, the respiratory system, the immune system, the nervous system and special senses, the musculoskeletal system, the skin, the renal system, and the endocrine system. 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, develop techniques to minimise the functional effects of ageing related changes, differentiate 'normal' from 'abnormal' ageing, and develop policies related to the care of the aged.

BIOS4037
Applied Biology of Ageing

Credit points: 1 **Teacher/Coordinator:** Dr Peter Knight **Session:** Semester 1 **Classes:** Presented in flexible mode, comprising learning packages and readings, lectures and seminar presentations **Corequisites:** BIOS4036 Biology of Ageing **Assessment:** Assignment **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit of study examines the physiological changes associated with the normal process of ageing and the decrease in functional capacity that occurs as a result. An emphasis is placed on the concept of reserve capacity as a key factor differentiating normal ageing from disease. The following topics are studied: introduction to ageing, the cardiovascular, respiratory, immune, nervous, musculoskeletal, renal and endocrine systems, the skin, nutrition and pharmacology.

BIOS4038
Health, Disease and Ageing

Credit points: 3 **Teacher/Coordinator:** Dr Peter Knight **Session:** Semester 2 **Classes:** Presented in flexible mode, comprising learning packages and readings, lectures and seminar presentations **Assessment:** Assignment, exam **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

While ageing and disease are not synonymous, the incidence of disease increases as people age. This unit of study will examine the disease processes which are of importance in the aged. The issues will be addressed in terms of: 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 relationship between disease and functional limitation, the measures which can be taken to minimise the development and biological impact of disease, a review of important diseases in various body systems, the relationship between the biomedical effects of ageing and sexuality. An understanding of the effects of disease and dysfunction in 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 disease, understand and apply techniques which minimise the functional effects of ageing related changes and develop policies related to the care of the aged, particularly in the fields of health promotion and service planning and provision.

BIOS4039
Biological Aspects of Disease Management

Credit points: 1 **Teacher/Coordinator:** Dr Peter Knight **Session:** Semester 2 **Classes:** Presented in flexible mode, comprising learning packages and readings, seminar presentations **Corequisites:** BIOS4038 Health, Disease and Ageing **Assessment:** Assignment **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

While ageing and disease are not synonymous, the incidence of disease increases as people age. This unit of study examines the disease processes, and other physical health issues, which are important as people age. These issues are addressed in terms of: the factors responsible for the increased incidence of disease and disability in the aged, the role of environmental factors in an individuals adaptation to ageing, the relationship between disease and functional limitation, the measures which can be taken to minimise the development of physical disease and disability and the important diseases affecting various body systems. Sexuality will also be addressed in this unit. There will be in-depth consideration of one common disease of the aged, and its management in terms of prevention, treatment and residual disability.

EXSS1030
Sport First Aid/Trainer

Credit points: 3 **Teacher/Coordinator:** Dr Margaret Torode **Session:** Semester 1, Semester 2 **Classes:** on campus 3 hrs/week **Assessment:** mid semester exam (30%), prac (40%), end semester exam (30%) **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

Note: Department permission required for enrolment in the following sessions: Semester 1.

This unit aims to provide students with appropriate skills and training for the effective initial management of sport injury situations. On completion of the unit students will be able to execute immediate first aid care with particular attention to extreme environments, soft tissue injuries and demonstrate a sound understanding of communicable diseases and their precautions. Principles and practices for the role of the sports trainer in relation to specific injury management will also be explored.

EXSS1032
Fundamentals of Exercise Science

Credit points: 6 **Session:** Semester 2 **Classes:** 3 hrs lec/week, 2 hrs prac/week **Assessment:** Practical skills mastery (10%), mid semester exam (30%), end of semester exam (40%) **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit encompasses the fundamental principles and practices of exercise science and the use and process of scientific measurement and analysis. The student will gain an understanding of the application of these fields to the assessment and development of physical fitness. The unit examines the energetics of exercise, measurement of human work performance and exercise responses in the laboratory, and the assessment of aerobic fitness. Results acquired in laboratory sessions will be used to examine measurement and data quality, data analysis and the presentation of data in both a graphical and written format.

EXSS2026
Growth, Development and Ageing

Credit points: 6 **Session:** Semester 2 **Classes:** 3 hrs lec/week, 1hr tut/week **Assessment:** Mid semester exam (40%), end of semester exam (60%) **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

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.

EXSS3018
Management, Marketing and the Law

This unit of study is not available in 2007

Credit points: 4 **Assessment:** Assignment, End semester exam **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

Note: Department permission required for enrolment.

This unit presents a brief overview of current marketing principles and marketing management practice in general, and in reference to the health and sporting industry. Attention is given to the fundamentals of planning, organising, staffing and control within an organisation as well as the basics of financial and budgetary controls. 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. Marketing and public relations are introduced to augment the areas of program organisation for facility planning and operations.

HIMT3025
Financial Management in Health Care

Credit points: 3 **Teacher/Coordinator:** Ms Michelle Bramley **Session:** Semester 1 **Classes:** 3 x 3hr block workshops **Assessment:** debate 10%, essay 40%, 2hr exam 50% **Campus:** Cumberland **Mode of delivery:** Block Mode

Note: Department permission required for enrolment.

In this unit students are introduced to the financial management of hospitals and health service institutions. Topics covered include the accounting function embracing basic accounting procedures, financial and budgetary control methods, the budgetary process and types of budgets. In addition, the unit covers hospital accounting systems and methods of funding, performance and productivity, hospital cost analysis and control and clinical costing systems.

HIMT3032
Epidemiology

Credit points: 4 **Teacher/Coordinator:** Dr Aditi Dey **Session:** Semester 2 **Classes:** 2 hr lectures, 1 hr tutorial **Assessment:** Assignments, examination **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

Note: Department permission required for enrolment.

This unit introduces students to epidemiology through the study of historical aspects and design strategies in epidemiological research. This introduction also includes measures of disease frequency and association, types of epidemiological studies - descriptive, case-control, cohort studies and quantitative aspects of epidemiological research. This unit also includes issues pertaining to screening tests, disease outbreaks, randomised controlled trials, surveillance and critical appraisal of documented research.

HIMT3062
Managing Human Resources

Credit points: 6 **Teacher/Coordinator:** Ms Joanne Callen, Ms Linda Ernst **Session:** Semester 2 **Classes:** On campus, 3 days of lectures, block mode **Assessment:** Two assignments (10% and 40%), final exam (50%) **Campus:** Cumberland **Mode of delivery:** Block Mode

This unit introduces the student to the human resource management function relevant to the work of a health services manager. Areas covered include recruitment and selection, staff appraisal, training and development and human resource planning. The implications of equal employment and affirmative action legislation to human resource management are also covered. The Australian industrial relations framework with particular emphasis on the current workplace focus and conflict resolution are covered. Students are taught how to prepare their own curriculum vitae, job application skills and interview techniques.

ORTH3056
Rehabilitation in Childhood

Credit points: 3 **Teacher/Coordinator:** Dr Kathryn Rose **Session:** Semester 2 **Classes:** 1x3hr lec/wk **Assumed knowledge:** Normal paediatric development, embryology **Assessment:** 1x online class test (50%) and 1x written evaluation (30% and 1x presentation (10%) and WebCT contribution (10%) **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

The management of children with permanent visual impairment, learning difficulties and the orthoptist's role in the management of children with developmental delay are studied.

REHB3062
Public Offenders: Criminality & Rehab

Credit points: 6 **Teacher/Coordinator:** Dr Lynda Matthews **Session:** Semester 2 **Classes:** 2 hrs per week **Prohibitions:** REHB3051 Rehabilitation of Public Offenders **Assessment:** Mid semester exam (40%), 2000 word essay (60%) **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

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.

Textbooks
Course will be supplied with study notes and readings

REHB3063
Disability, Work and Quality of Life

Credit points: 6 **Teacher/Coordinator:** Ms Marcia Underwood **Session:** Semester 1 **Classes:** 2 hrs per week **Assessment:** Class exercise (multiple choice and short answer) (25%), group presentation and summary report (500 words) (25%) and logbook (2000 words) (50%) **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit will provide students with a sound understanding and awareness of disability and social disadvantage issues in today's society, viewed from the perspective of the consumer, the health professional and society. It will explore the primary causes of the major categories of disability and social disadvantage together with indicators and research findings of social and vocational alienation within communities. The subject will further investigate the role of rehabilitation in light of the physical, social and psychological consequences and impacts of disability and social disadvantage (both positive and negative) particularly in relation to work, education, quality of life and community integration. We will explore the stages of change and the significance of attitude, perceptions, group norms and the role of significant others.

Textbooks
Course will be supplied with study notes and readings

REHB3064
Alcohol and Drug Misuse Rehabilitation

Credit points: 6 **Teacher/Coordinator:** Dr Lynda Matthews **Session:** Semester 1 **Classes:** 2 hrs per week **Prohibitions:** REHB3061 Rehabilitation and Substance Abuse **Assessment:** Mid semester exercise and report (max 1500 words) (40%), 2000 word essay (60%) **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

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, the role of the various health professionals in these services and the nature of effective treatment and rehabilitation outcomes.

Textbooks
Study notes provided with references

REHB3065
PTSD and Rehabilitation

Credit points: 6 **Teacher/Coordinator:** Dr Lynda Matthews **Session:** Semester 1, Semester 2 **Classes:** Distance education students will be provided with module notes, readings and exercises **Prohibitions:** REHB3059 Rehabilitation and PTSD **Assessment:** Take home exam (40%), 2000 word research report (60%) **Campus:** Cumberland **Mode of delivery:** Distance Education

This unit introduces the clinical entity of posttraumatic stress disorder (PTSD). Students will learn about the history, nature and presentation of the disorder. Major theoretical approaches to treatment and rehabilitation are examined with interventions for both acute and persisting forms of the disorder being presented. Students will examine the contributions of a range of health care/rehab professionals to the case management of people with PTSD. Students will have the opportunity to extend their knowledge of PTSD through the completion of a specialised research report.

REHB3066
Chronic Pain: Disability and Rehab

Credit points: 6 **Teacher/Coordinator:** Mrs Caroline Howe **Session:** Semester 2 **Classes:** Online **Prohibitions:** REHB3060 Chronic Pain and Rehabilitation **Assessment:** Multiple choice and short answer exam (20%), 4 discussion group entries (2000 words) (30%), 2000 word research report (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
Readings provided

Research electives

BACH3101
Introductory Epidemiological Methods

Credit points: 3 **Teacher/Coordinator:** Dr Kaye Brock **Session:** Semester 1 **Classes:** lecture/tutorial 2hr/wk **Assessment:** Open book exam **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

Note: Department permission required for enrolment.

This unit introduces the students to the basic principles of epidemiology: the study of the distribution of disease and the search for the determinants of the observed distribution. This unit provides students with the skills necessary for critical reading of profession-based papers in the clinical and research literature concerned with the efficacy of interventions and the role of other factors in the aetiology of health outcomes.

BACH3102
Advanced Epidemiological Methods

Credit points: 3 **Teacher/Coordinator:** Dr Kaye Brock **Session:** Semester 2 **Classes:** 2hr per week lecture/tutorial **Prerequisites:** HIMT3032 Epidemiology **Assessment:** Open book exam + assignment **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

Note: Department permission required for enrolment.

In this unit the statistics associated with measurement and validity issues involved in the search for cause/effect relationships are expanded, including analysis of confounding variables. The unit also reviews the integral role of biostatistics in the planning stage and the data analysis and modelling stages of epidemiological projects, particularly where categorical data are used.

BACH4017
Epidemiological Research

Credit points: 3 **Teacher/Coordinator:** Dr Kaye Brock **Session:** Semester 2 **Classes:** lectures/tutorials 2hr/wk **Prerequisites:** HIMT3032 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.

BACH4018
Evaluation Research

This unit of study is not available in 2007

Credit points: 3 **Teacher/Coordinator:** Dr Ian Hughes **Classes:** Web based learning. No on-campus attendance required. **Campus:** Cumberland **Mode of delivery:** Distance Education

In this unit students will examine aspects of conducting evaluation research, an area that focuses on the application of multi-disciplinary research methods to health services. Empowering and critical approaches will be included.

BACH4019
History and Philosophy of Science

Credit points: 3 **Teacher/Coordinator:** Dr Rod Rothwell **Session:** Semester 1 **Classes:** 2 hours on-campus, night course **Assessment:** 2x1000 word assignments **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Evening

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
Chalmers A. What is This Thing Called Science? University of Queensland Press. 1994.
Hung E. The Name of Science: Problems and Perspective. Wadsworth Press. 1997.

BACH4020
Action Research

Credit points: 3 **Teacher/Coordinator:** Dr Ian Hughes **Session:** Semester 1 **Classes:** Web based independent learning: no on-campus attendance required **Assessment:** Project based and interactive continuous assessment **Campus:** Cumberland **Mode of delivery:** On-line

Participatory action research extends knowledge and improves social practices through processes which empower ordinary people. Action research projects proceed through cycles of planning, acting, observing and reflecting, with the participation of the people affected by the practices under consideration.

Textbooks
www.fhs.usyd.edu.au/arow

BACH4043
Intermediate Statistics

Credit points: 3 **Teacher/Coordinator:** Dr Peter Choo **Session:** Semester 2 **Classes:** On campus, 3 hrs per week **Prerequisites:** BACH1027 Research Methods 1 and BACH1118 Research Methods II: Data Analysis/Stats or BACH1139 Health and Research Design - General or equivalent **Assessment:** Written assignments, examination **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

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.

BACH4045
Qualitative Research Methods

Credit points: 3 **Teacher/Coordinator:** A/Prof Cherry Russell **Session:** Semester 2 **Classes:** Wednesdays, 4-7 pm **Assessment:** 2 assignments **Practical field work:** 2 hours fieldwork **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Evening

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
Course reader

BACH4046
Survey Research Methods

Credit points: 3 **Teacher/Coordinator:** Dr Kate O' Loughlin **Session:** Semester 2 **Classes:** Monday 5-8pm **Assessment:** 1x8page essay 50%, 1x10page 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.

BACH4047
Developing A Research Project

Credit points: 4 **Teacher/Coordinator:** Dr Rob Heard **Session:** Semester 1, Semester 2 **Classes:** On campus, 3 hrs/wk, or Distance mode **Assessment:** 3 Assignments **Campus:** Cumberland **Mode of delivery:** Distance Education

Note: Department permission required for enrolment in the following sessions: Semester 2.

The unit will provide an overview of the research process and focus on the formulation of a research proposal. It will provide students with an opportunity to review and update their knowledge of research methods and introduce the research electives that concentrate on a particular methodology or aspect of the research process. Basic research design issues will be considered. Various methods of data collection will be examined together with their suitability for investigating different types of research questions. Students will explore the use of quantitative and qualitative data, longitudinal and cross-sectional designs and data resulting from experimental interview, observation, single case and survey research methods in addition to content analysis and secondary data analysis. Emphasis will be placed on the issues of validity and reliability of data collection techniques. Basic statistical procedures will be briefly reviewed and applications such as epidemiology and evaluation research will be introduced.

BACH4071
Evidence Based Health Care Research

Credit points: 3 **Teacher/Coordinator:** Dr Kaye Brock **Session:** Semester 2 **Classes:** 13x2hr lectures **Assumed knowledge:** BACH1139 Health and Research Design - General or equivalent **Assessment:** 1x open book exam or 1500wd assignment **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

One of the greatest challenges in modern health care is knowing how to use the results of research in the context of decision making regarding an individual client. This unit provides students with the skills necessary for critical reading of reviews prepared by Cochrane Collaboration concerned with the efficacy of interventions and aetiology of health outcomes.

BACH4072
Behavioural Epidemiology

Credit points: 3 **Teacher/Coordinator:** Dr Kaye Brock **Session:** Semester 1 **Classes:** lectures/tutorials 2 hrs/wk **Assumed knowledge:** BACH2115 Research Methods I or equivalent **Assessment:** open book exam or assignment **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

Behavioural pidemiology is the study of the distribution and deteminants of the behavioural components of health outcomes. This unit provides students with the skills necessary for critical reading of profession-based papers in the clinical and research literature concerned with the efficacy of behavioural interventions and the role of behavioural and other factors in the aetiology of health outcomes.

BACH4073
Metabolic Epidemiology

Credit points: 3 **Teacher/Coordinator:** Dr Kaye Brock **Session:** Semester 1 **Classes:** lectures/tutorials 2 hrs/wk **Prerequisites:** HIMT3032 Epidemiology **Assumed knowledge:** BACH1139 Health and Research Design - General or equivalent **Assessment:** open book exam or assignment **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 measure of 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 profession-based 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.

19. Postgraduate studies

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 Research/Coursework Studies Handbook.

Doctor of Philosophy (generic award)

- Australian Stuttering Research Centre
- Behavioural and Community Health Sciences
- Biomedical Sciences
- Communication Sciences and Disorders
- Exercise and Sport Science
- Health Information Management
- Indigenous Health Studies
- Medical Radiation Sciences
- Occupational Therapy
- Orthoptics
- Physiotherapy
- Rehabilitation Research

Doctor of Health Science (generic award)

Master of Applied Science (generic award)

- Australian Stuttering Research Centre
- Master of Applied Science

Cross-faculties coursework degrees

- Graduate Certificate/Master of Health Science (Developmental Disability)
- Graduate Certificate/Graduate Diploma/Master of Health Science (Sexual Health)

Applied Vision Sciences

- Bachelor of Health Sciences/Master of Clinical Vision Sciences
- Master of Orthoptics
- Master of Applied Science (Orthoptics)

Behavioural and Community Health Sciences

- Graduate Certificate/Master of Health Science (Behavioural Science)
- Master of Applied Science (Behavioural Science)
- Graduate Certificate/Master of Health Science (Child and Adolescent Health)
- Graduate Certificate/Graduate Diploma/Master of Health Science (Education)
- Master of Applied Science (Education)
- Master of Health Science (Gerontology)
- Master of Applied Science (Gerontology)
- Bachelor of Health Sciences/Master of Rehabilitation Counselling
- Graduate Diploma/Master of Rehabilitation Counselling
- Master of Applied Science (Rehabilitation Counselling)

Biomedical Sciences

- Master of Applied Science (Biomedical Sciences)

Communication Sciences and Disorders

- Graduate Diploma in Communication Disorders
- Master of Health Science (Speech-Language Pathology)
- Master of Speech Language Pathology
- Master of Communication Disorders
- Master of Applied Science (Communication Sciences and Disorders)

Exercise and Sport Science

- Graduate Certificate/Graduate Diploma/Master of Health Science (Exercise and Sport Science)
- Master of Exercise and Sport Science
- Master of Applied Science (Exercise and Sport Science)

Health Information Management

- Bachelor of Health Sciences/Master of Health Information Management
- Graduate Certificate/Master of Health Science (Clinical Data Management)
- Master of Health Science (Health Informatics)
- Master of Health Information Management
- Master of Applied Science (Health Information 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)
- Master of Applied Science (Medical Radiation Sciences)

Occupational Therapy

- Graduate Certificate/Master of Health Science (Occupational Therapy)
- Master of Occupational Therapy
- Master of Applied Science (Occupational Therapy)

Physiotherapy

- Master of Physiotherapy
- Master of Health Science (Cardiopulmonary Physiotherapy)
- Master of Health Science (Manipulative Physiotherapy)
- Master of Health Science (Neurological Physiotherapy)
- Master of Health Science (Paediatric Physiotherapy)
- Master of Health Science (Physiotherapy)
- Master of Health Science (Sports Physiotherapy)
- Combined Master of Health Science (Sports Physiotherapy) and Master of Health Science (Manipulative Physiotherapy)
- Master of Applied Science (Physiotherapy)

Yooroang Garang: Indigenous Health Studies

- Graduate Certificate/Graduate Diploma/Master of Health Science (Indigenous Community Health)
- Master of Applied Science (Indigenous Community Health)

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.*

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.

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. Some coursework may be required, but in no case is it a major component.

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.

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 appropriate head of the academic unit, who also certifies that appropriate supervisors and resources are available. In most instances, a period of probationary candidature of two semesters is required.

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 discipline websites. To access this information visit the Faculty of Health Sciences at http://www.fhs.usyd.edu.au, and follow the links to the research area of your choice.

The *University of Sydney (Doctor of Philosophy (PhD)) Rule 2004* is outlined in the General University section at the back of this handbook.

Doctor of Health Science (HScD)

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

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

For full details see the HScD website http://www.fhs.usyd.edu.au/dhs.

Program aims and conceptual framework

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

The professional doctorate will allow students to pursue high level rigorous scholarship directed towards advanced professional practice. Current health practice requires health professionals 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 the leadership of the health professions to develop sophisticated intellectual and practical skills that have not, until recently, been in high demand. For example, they must become skilled in the evaluation of professional practice and achievement of outcomes at individual and population levels, and to develop new ways of organising the delivery of care to clients in organisations with diminishing resources. The professional doctorate will provide a path for experienced clinicians in the health related areas to further develop their expertise and increase their research in workplace settings.

Course design

The program is designed to be the equivalent of three years full time study and will consist of one third coursework and two thirds thesis. The coursework component of the degree will assist students to develop their expertise over a broader area than is possible with a single thesis topic. Students will be 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 of the course is presented in Table 19.1.

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 the candidate'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). 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 program (see also time limits below). Students who are unable to meet these requirements or wish to seek further information about progression rate in the program should contact: pginfo@fhs.usyd.edu.au.

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, or equivalent; and
- a minimum of three years recent, full-time experience in the health field.

Table 19.1: Doctor of Health Science

Unit of study	*Credit points*	*A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition*	*Session*
Course code SB017			
Full-time, minimum 3 years, maximum 4 years			
Part-time, minimum 6 years, maximum 8 years			
Off-campus, part-time, minimum 6 years, maximum 8 years			
Off-campus, full-time, minimum 3 years, maximum 4 years			
Full-time mode			
Year 1 (Coursework)			
Semester 1			
DHSC7001 **Theory in the Health Professions**	6		Semester 1
DHSC7003 **Foundations for Doctoral Studies**	6		Semester 1
2 Electives [12]			
SEMESTER 1 TOTAL: 24 CREDIT POINTS			
Semester 2			
DHSC7002 **Research & Inquiry in Health Professions**	6	**P** DHSC7001 Theory in Health Professions, DHSC7003 Foundations for Doctoral Studies	Semester 2
3 Electives [18]			
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		Semester 1
DHSC7003 **Foundations for Doctoral Studies**	6		Semester 1
SEMESTER 1 TOTAL: 12 CREDIT POINTS			
Semester 2			
DHSC7002 **Research & Inquiry in Health Professions**	6	**P** DHSC7001 Theory in Health Professions, DHSC7003 Foundations for Doctoral Studies	Semester 2
1 Elective [6]			
SEMESTER 2 TOTAL: 12 CREDIT POINTS			
Year 2 (Coursework)			
Semester 1			
2 Electives [12]			
SEMESTER 1 TOTAL: 12 CREDIT POINTS			
Semester 2			
2 Electives [12]			
SEMESTER 2 TOTAL: 12 CREDIT POINTS			
Year 3 and subsequent years (Research Thesis)			

Coursework units of study

There will be three core units of study:

DHSC7003 Foundations for Doctoral Studies
DHSC7001 Theory in the Health Professions, and
DHSC7002 Research and Inquiry in the Health Professions

These core units are offered, on a Faculty-wide basis, specifically for the doctoral program. Electives will be chosen from the large range of graduate units of study currently offered within the Faculty and University. Details of the Faculty elective units can be found in chapter 31.

Electives must be chosen in consultation with the program coordinator, and approved by the head of the academic unit(s) in which the units are offered.

Credit transfer

An applicant applying for credit transfer will have satisfied the admission criteria listed above and have demonstrated a high level of competency (with at least credit level grades) in the completed graduate coursework for which credit transfer is requested. Approval for credit transfer will be granted by the head of the academic unit responsible for HScD administration. This head of the academic unit's approval will be based on the recommendation of the program coordinator, in consultation with the candidate's supervisors.

Normally, credit transfer will only be granted for previously completed units of study that can be demonstrated as directly contributing to the candidate's total program of study in the Doctor of Health Science degree. General faculty policy on credit transfer for the professional doctorate, together with specific policy in relation to core, elective and research units of study is listed below.

General

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

Core units of study

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

Elective units of study

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

Research units of study and thesis

For those with a part completed candidature in a research master degree up to two semesters (full-time equivalent), credit transfer may be granted for the research thesis component. Students should take into account that such credit transfer will reduce the minimum time of thesis submission and may also reduce the amount of HECS exemption. The amount and nature of credit transfer in the research thesis will generally be given by the head of the academic unit who administers the Professional Doctorate. Advice will be sought from the thesis supervisor in discussion with the Professional Doctorate academic coordinator and in conformity with University rules.

Doctoral symposium

Students will be expected to present three to four research colloquia to their peers. Three will take the form of 'work in progress' colloquia. The fourth and last of which might be analogous to an oral defense of the nearly completed thesis.

Colloquia will normally be arranged for presentation mid-year in a 'conference-type' format. One of the aims of the colloquium will be to reduce the isolation most students feel while undertaking a research degree and to introduce intermediate goals towards completion. It is expected that off-campus students will be incorporated into the common learning community of this program using flexible modes of delivery and through attendance at the research colloquia.

Candidates completing the award in off-campus mode are expected to attend the mid-year colloquium. It is expected that during the period of residence off-campus students will also make contact with significant academic staff within the Faculty.

The thesis

The candidate shall present a thesis of 60,000 words (or equivalent), which shall be a substantial and original contribution to the subject concerned. The candidate shall state the sources from which the information is derived, the extent to which the work of others has been made use of, and the portion of the work that the candidate claims as original.

The topic of the thesis shall be approved by the Faculty.

The Dean on the recommendation of the head of the academic unit shall appoint a supervisor who shall be a member of the academic staff of the Faculty. In accordance with University policy, the Dean will also appoint an associate supervisor.

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.

A candidate shall submit to the Registrar four copies of the thesis in a form prescribed by the Faculty.

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.

When the degree has been awarded, a copy of the thesis incorporating any required emendations and revisions shall be lodged in the University Library.

Examination

The examination will be conducted according to the procedures for the PhD.

Appointment of examiners

On receiving the thesis and having considered the certificate of the supervisor, the Dean shall consult with the relevant head of academic unit, and if he or she thinks fit, appoint examiners.

If the Dean after consultation with the relevant head of academic unit resolves to appoint examiners, she or he shall appoint three independent examiners, at least two of whom shall be external. All examiners shall have at least professional doctorate or PhD qualifications.

The Dean shall report the names of the examiners appointed to the Academic Board, which may appoint one or more additional examiners.

In any case where the Dean, having received the thesis and having considered the report of the supervisor, resolves not to appoint

examiners, he or she shall report the circumstances to the Academic Board.

Degree result

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

Time limits

A candidate may proceed either on a full-time or part-time basis.

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 a manner as approved by the Dean.

Except in special circumstances and with the approval of the Dean a candidate shall complete the requirements for the degree not earlier than the end of the sixth and for a full-time candidate not later than the end of the eighth semester and for a part-time candidate not later than the 16th semester excluding any period of approved suspended candidature.

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

Students will complete an Annual Progress Report and an interview at the end of each academic year according to the procedures for other postgraduate research degrees at the University of Sydney.

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

Further enquiries

Phone: +61 2 9351 9161; Fax: +61 2 9351 9412
Email: pginfo@fhs.usyd.edu.au

Master of Applied Science (generic award)

Australian Stuttering Research Centre – SC057

Admission requirements

The Faculty may, on the recommendation of the Director of the ASRC, admit to candidature to the degree of Master an applicant:

- who is a graduate of the University of Sydney and has completed courses appropriate to the area of study in which the applicant seeks to proceed provided that the applicant's work is of sufficient merit, or who has submitted evidence of general and professional qualifications to satisfy the Faculty that the applicant possesses the educational preparation and capacity to pursue graduate studies;
- who, in addition, meets any other requirements for admission to a particular program that has been prescribed by Faculty.

Selection process

Students wishing to enrol in a research degree in the area of stuttering should apply for admission to candidature within the Australian Stuttering Research Centre. The ASRC will select from among the applicants who meet the entry requirements.

Time limits

The maximum length would normally be four semesters full-time and eight semesters part-time.

Course outline

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.

Master's research thesis

The ASRC utilises a collegial supervision model where the research student is a colleague encouraged to engage with staff at all levels. Constructive feed-back is given at regular round-tables where students present progress papers and argue their methodologies and findings.

For enquiries contact the Director of the Centre, Professor Mark Onslow:

Phone: +61 2 9351 9061; Fax: +61 2 9351 9392
Email: m.onslow@fhs.usyd.edu.au
Website: www.fhs.usyd.edu.au/asrc

Master of Applied Science by Research – 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.

Time limits

The maximum length would normally be four semesters full-time and eight semesters part-time.

Course outline

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 Student Central (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 Student Central (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.

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. The Faculty may permit an applicant to enrol as 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

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 field work 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 Research Training 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

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 conjointly with other persons may be accepted provided the Faculty is satisfied with the candidate's part in the joint work.
3. Every candidate shall submit with the thesis a short abstract of the thesis comprising of not more than 300 words.
4. A candidate may not submit as the main content of the thesis any work or material which has been previously submitted for a degree or other similar award, but shall not be precluded from incorporating such in the thesis, provided that he/she indicates generally in the preface and specifically in the notes of the work, material which has been so incorporated.
5. The candidate shall give in writing two months' notice of the intention to submit the thesis.
6. Two copies of the thesis shall be prepared by the candidate.
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

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.

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, the University of Sydney. 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 post graduate 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.

Enrolment in the graduate programs in developmental disability is open to applicants with a bachelor's degree in an area of occupational relevance such as health, medicine, education, welfare, law, behavioural, social or biomedical sciences.

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 19.2.

Table 19.2: Graduate Certificate of Health Science (Developmental Disability)

Unit of study	*Credit points*	*A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition*	*Session*
Course code: SG028, Credit points for award: 24			
Off-campus, Full-time, 1 semester			
Off-campus, Part-time, 2 semesters			
Full-time mode			
Semester 1			
GSDD5001 Critical Issues-Developmental Disability	6		Semester 1
2 Developmental Disability studies stream electives [12] (6 credit points each) (see note 2 below)			
Elective [6] (see note 3 below)			
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 below)			
SEMESTER 1 TOTAL: 12 CREDIT POINTS			
Semester 2			
Developmental Disability studies stream elective [6] (see note 2 below)			
Elective [6] (see note 3 below)			
SEMESTER 2 TOTAL: 12 CREDIT POINTS			
Notes			
1. 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).			
3. Choose electives up to 6 credit points, relevant to specialisation, from across the Faculty or University.			

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.

Master of Health Science (Developmental Disability) 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 19.3 and 19.3.1.

Table 19.3: Master of Health Science (Developmental Disability) Pass

Unit of study	*Credit points*	*A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition*	*Session*
Course code: SC107, Credit points for award: 48			
Off-campus, Full-time, 2 semesters			
Off-campus, Part-time, 4 semesters			
Full-time mode			
Semester 1			
GSDD5001 Critical Issues-Developmental Disability	6		Semester 1
2 Developmental Disability studies stream electives [12] (see note 2 below)			
Elective [6] (see note 3 below)			
SEMESTER 1 TOTAL: 24 CREDIT POINTS			
Semester 2			
2 Developmental Disability studies stream electives [12] (see note 2 below)			
2 Electives [12] (6 credit points each) (see note 3 below)			
SEMESTER 2 TOTAL: 24 CREDIT POINTS			
Part-time mode			
Year 1			
Semester 1			
GSDD5001 Critical Issues-Developmental Disability	6		Semester 1
Developmental Disability studies stream elective [6] (see note 2 below)			
SEMESTER 1 TOTAL: 12 CREDIT POINTS			
Semester 2			
Developmental Disability studies stream elective [6] (see note 2 below)			
Elective [6] (see note 3 below)			
SEMESTER 2 TOTAL: 12 CREDIT POINTS			
Year 2			
Semester 1			
Developmental Disability studies stream elective [6] (see note 2 below)			
Elective [6] (see note 3 below)			
SEMESTER 1 TOTAL: 12 CREDIT POINTS			
Semester 2			
Developmental Disability studies stream elective [6] (see note 2 below)			
Elective [6] (see note 3 below)			
SEMESTER 2 TOTAL: 12 CREDIT POINTS			
Notes			
1. 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 19.3.1).			
3. Choose electives up to 18 credit points, relevant to specialisation, from across the Faculty or University.			

Table 19.3.1: Master of Health Science (Developmental Disability) Honours

Unit of study	*Credit points*	*A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition*	*Session*
Course code: SC111, Credit points for award: 12			
Off-campus, Full-time, 1 semester			
Off-campus, Part-time, 2 semesters			
Full-time mode			
Year 1			
As per Pass course			

Unit of study	Credit points	A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition	Session
Year 2 Honours (One Semester)			
GSDD5009 Dissertation	12		Semester 1 Semester 2
Part-time mode			
Years 1 and 2			
As per Pass course			
Year 3 Honours (One Semester)			
GSDD5009 Dissertation	12		Semester 1 Semester 2
The Dissertation will normally be completed in the Semester immediately following completion of all the coursework.			

Electives for Graduate Studies in Developmental Disability

Unit of study	Credit points	A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition	Session
Electives - 2007			
Units of study will vary from year to year and will generally be available every second year. Please contact Ms Angela Dew on +61 2 9351 9050 (a.dew@fhs.usyd.edu.au) or Associate Professor Susan Balandin on +61 2 9351 9334 (s.balandin@fhs.usyd.edu.au) for details of units of study currently on offer and available on enrolment.			
Semester 1			
GSDD5001 Critical Issues-Developmental Disability	6		Semester 1
GSDD5007 Communication & Developmental Disability	6		Semester 1 Semester 2
GSDD5011 Autism Spectrum Disorders	6		Semester 1
GSDD5014 Parenting with Developmental Disability	6		Semester 1
Semester 2			
GSDD5003 Mental Health - Developmental Disability	3		Semester 2
GSDD5004 Multidisciplinary-Collaborative Practice	6		Semester 2
GSDD5012 Positive Behaviour Support:Promoting QOL	6		Semester 1 Semester 2
Semester 1 or 2			
GSDD5006 Inquiry Topic	6		Semester 1 Semester 2
Note			
Elective units can be taken from any currently offered across the University of Sydney or at other Universities. Typically elective units will be taken from those currently on offer within the Faculty of Health Sciences (see Chapter 31), the Faculty of Medicine including Dentistry and Nursing and the Faculty of Education and Social Work. Selection of elective units must be done in consultation with the program coordinator and approved by the head of the academic unit(s) in which the units of study are offered.			
Electives - 2008			
The following electives may be available in 2008.			
Semester 1			
GSDD5001 Critical Issues - Developmental Disability (compulsory)			
GSDD5007 Communication and Developmental Disability			
GSDD5013 Community Living			
Semester 2			
GSDD5012 Behaviour Support and Quality of Life			
GSDD5015 Physical Health and Developmental Disability			

Graduate Program in Sexual Health

Program website:http://www.usyd.edu.au/sexualhealth/

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 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 19.4.

Table 19.4: Graduate Certificate of Health Science (Sexual Health)

Unit of study	*Credit points*	*A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition*	*Session*
Course code: SG030, Credit points for award: 24			
Full-time: minimum 1 semester			
Part-time: minimum 2 semesters			
Full-time mode			
Year 1			
Semester 1			
BIOS5069 Introduction to Sexual Health	6		Semester 1 Semester 2
BIOS5070 Communication Skills in Sexual Health	6		Semester 1 Semester 2
Electives for sexual health [12] (see elective list below)			

Unit of study	Credit points	A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition	Session
SEMESTER 1 TOTAL: 24 CREDIT POINTS			
Part-time mode			
Year 1			
Semester 1			
BIOS5069 Introduction to Sexual Health	6		Semester 1 Semester 2
BIOS5070 Communication Skills in Sexual Health	6		Semester 1 Semester 2
SEMESTER 1 TOTAL: 12 CREDIT POINTS			
Semester 2			
Electives for sexual health [12] (see elective list below)			
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,
- other experience or qualifications that provide a sound basis for professional development in the field of sexual health.

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, and
- BIOS5067 Sexual Health Placement and Supervision, or
- BIOS5085 Principles of Sexual Health Research

The course outline for the Graduate Diploma of Health Science (Sexual Health) is presented in Table 19.5.

Table 19.5: Graduate Diploma of Health Science (Sexual Health)

Unit of study	Credit points	A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition	Session
Course code: SF057, Credit points for award: 36 credit points			
Full-time: minimum 2 semesters			
Part-time: minimum 3 semesters			
Full-time mode			
Year 1			
Semester 1			
BIOS5069 Introduction to Sexual Health	6		Semester 1 Semester 2
BIOS5070 Communication Skills in Sexual Health	6		Semester 1 Semester 2
Electives for Sexual Health [6] (see elective list below)			
SEMESTER 1 TOTAL: 18 CREDIT POINTS			
Semester 2			
BIOS5067 Sexual Health Placement and Supervision	6	*Students may enrol in the unit of study "BIOS5085 Principles of Sexual Health Research" (offered in semester 1) as an alternative core choice of study. This unit of study is appropriate for students interested in a research career in sexuality and sexual health.*	Semester 1 Semester 2
Electives for sexual health [12] (see elective list below)			
SEMESTER 2 TOTAL: 18 CREDIT POINTS			

Unit of study	*Credit points*	*A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition*	*Session*
Part-time mode			
Year 1			
Semester 1			
BIOS5069 **Introduction to Sexual Health**	6		Semester 1 Semester 2
BIOS5070 **Communication Skills in Sexual Health**	6		Semester 1 Semester 2
SEMESTER 1 TOTAL: 12 CREDIT POINTS			
Semester 2			
Electives for sexual health [12] (see elective list below)			
SEMESTER 2 TOTAL: 12 CREDIT POINTS			
Year 2			
Semester 1			
BIOS5067 **Sexual Health Placement and Supervision**	6	*Students may enrol in the unit of study "BIOS5085 Principles of Sexual Health Research" (offered in semester 1) as an alternative core choice of study. This unit of study is appropriate for students interested in a research career in sexuality and sexual health.*	Semester 1 Semester 2
Electives for sexual health [6] (see elective list below)			
SEMESTER 1 TOTAL: 12 CREDIT POINTS			

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 one 2 week on-campus, face-to-face session during the Summer (January-February) Session. There will also be a 6-week clinical placement.
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.

Admission requirements

- A bachelor's degree or equivalent qualification, in a relevant area, or
- a Diploma in Sexual Health Counselling, or
- other experience or qualifications that provide a sound basis for professional development in the field of sexual health.

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, or
- BIOS5085 Principles of Sexual Health Research

The course outline for the Master of Health Science (Sexual Health) is presented in Table 19.6.

Table 19.6: Master of Health Science (Sexual Health)

Unit of study	*Credit points*	*A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition*	*Session*
Course code: SC109, Credit points for award: 48			
Full-time minimum 2 semesters			
Part-time minimum 4 semesters			
Full-time mode			
Semester 1			
BIOS5069 **Introduction to Sexual Health**	6		Semester 1 Semester 2
BIOS5070 **Communication Skills in Sexual Health**	6		Semester 1 Semester 2
BIOS5075 **Managing Sexual Dysfunctions**	6	**N** BIOS5074 *This unit of study is appropriate for student who are directly involved in the diagnosis and management of sexual dysfunctions. The 3 credit point unit 'Exploring Sexual Function and Dysfunction BIOS5074' is more appropriate for those who deal with sexual issues at a more general level in their professional practice. Students are advised that they should select EITHER this unit of study OR BIOS5074 Exploring Sexual Function and Dysfunction (3 credits). Students are advised to consult with the unit of study coordinator if they need assistance in this selection.*	Semester 1
Electives for sexual health [6] (see elective list below)			
SEMESTER 1 TOTAL: 24 CREDIT POINTS			

Unit of study	*Credit points*	*A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition*	*Session*
Semester 2			
BIOS5067 **Sexual Health Placement and Supervision**	6	*Students may enrol in the unit of study "BIOS5085 Principles of Sexual Health Research" (offered in semester 1) as an alternative core choice of study. This unit of study is appropriate for students interested in a research career in sexuality and sexual health.*	Semester 1 Semester 2
BIOS5087 **Sexual Counselling Practicum**	6		Semester 2
Electives for sexual health [12] (see elective list below)			
SEMESTER 2 TOTAL: 24 CREDIT POINTS			
Part-time mode			
Year 1			
Semester 1			
BIOS5069 **Introduction to Sexual Health**	6		Semester 1 Semester 2
BIOS5070 **Communication Skills in Sexual Health**	6		Semester 1 Semester 2
SEMESTER 1 TOTAL: 12 CREDIT POINTS			
Semester 2			
BIOS5087 **Sexual Counselling Practicum**	6		Semester 2
Electives for sexual health [6] (see elective list below)			
SEMESTER 2 TOTAL: 12 CREDIT POINTS			
Year 2			
Semester 1			
BIOS5075 **Managing Sexual Dysfunctions**	6	**N** BIOS5074 *This unit of study is appropriate for student who are directly involved in the diagnosis and management of sexual dysfunctions. The 3 credit point unit 'Exploring Sexual Function and Dysfunction BIOS5074' is more appropriate for those who deal with sexual issues at a more general level in their professional practice. Students are advised that they should select EITHER this unit of study OR BIOS5074 Exploring Sexual Function and Dysfunction (3 credits). Students are advised to consult with the unit of study coordinator if they need assistance in this selection.*	Semester 1
Electives for sexual health [6] (see elective list below)			
SEMESTER 1 TOTAL: 12 CREDIT POINTS			
Semester 2			
BIOS5067 **Sexual Health Placement and Supervision**	6	*Students may enrol in the unit of study "BIOS5085 Principles of Sexual Health Research" (offered in semester 1) as an alternative core choice of study. This unit of study is appropriate for students interested in a research career in sexuality and sexual health.*	Semester 1 Semester 2
Electives for sexual health [6] (see elective list below)			
SEMESTER 2 TOTAL: 12 CREDIT POINTS			
Electives for Graduate Studies in Sexual Health			
Students may choose from the electives listed below. Some electives will NOT be offered every year.			
Semester 1			
BACH5268 **Developing A Research Project**	6	*Not available for Doctor of Health Science students*	Semester 1 Semester 2
BIOS5067 **Sexual Health Placement and Supervision**	6	*Students may enrol in the unit of study "BIOS5085 Principles of Sexual Health Research" (offered in semester 1) as an alternative core choice of study. This unit of study is appropriate for students interested in a research career in sexuality and sexual health.*	Semester 1 Semester 2
BIOS5072 **Counselling in Sexual Health II**	6		Semester 1 Semester 2
BIOS5074 **Exploring Sexual Function & Dysfunction**	3	**N** BIOS5075 *This unit of study is appropriate for students who deal with sexual concerns as part of their professional practice. The 6 credit point unit 'Managing Sexual Dysfunction BIOS5075' is more appropriate for those who are directly involved in the diagnosis and management of the condition. Students are advised that they should select EITHER this unit of study OR BIOS5075 Managing Function and Dysfunction (6 credits). Students are advised to consult with the unit of study coordinator if they need assistance in this selection.*	Semester 1
BIOS5075 **Managing Sexual Dysfunctions**	6	**N** BIOS5074 *This unit of study is appropriate for student who are directly involved in the diagnosis and management of sexual dysfunctions. The 3 credit point unit 'Exploring Sexual Function and Dysfunction BIOS5074' is more appropriate for those who deal with sexual issues at a more general level in their professional practice. Students are advised that they should select EITHER this unit of study OR BIOS5074 Exploring Sexual Function and Dysfunction (3 credits). Students are advised to consult with the unit of study coordinator if they need assistance in this selection.*	Semester 1
BIOS5076 **Understanding Reproductive Health**	3	*This unit of study would be appropriate for students who deal with reproductive issues in the context of sexual health as part of the professional practice. Those who are directly involved in the diagnosis and management of sexual and reproductive issues would be advised to enroll in BIOS5077 Advanced Reproductive Health. Students are advised that they should select EITHER BIOS5076 Understanding Reproductive Health(3 cr) OR BIOS5077 Advanced Reproductive Health (6 cr). Students are advised to consult with the unit of study coordinator if they need assistance in this selection.*	Semester 1

Unit of study	Credit points	A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition	Session
BIOS5077 **Advanced Reproductive Health**	6	**N** BIOS5076 *This unit of study would be appropriate for students who are directly involved in the diagnosis and management of sexual and reproductive issues. Those who deal with reproductive issues in the context of sexual health as part of the professional practice would be advised to enroll in BIOS5076 Understanding Reproductive Health. Students are advised that they should select EITHER BIOS5076 Understanding Reproductive Health(3 cr) OR BIOS5077 Advanced Reproductive Health (6 cr). Students are advised to consult with the unit of study coordinator if they need assistance in this selection.*	Semester 1
BIOS5080 **Law and Ethics in Sexual Health**	3		Semester 1
BIOS5081 **Sexual Assault**	3		Semester 1
BIOS5084 **Sexual Attitude Reassessment**	3		Semester 1
BIOS5085 **Principles of Sexual Health Research**	6	*Students enrolled in the Masters 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.*	Semester 1
BIOS5088 **Sexuality in Illness and Disability**	6		Semester 1
RHHG5007 **Clinical Reproductive Medicine**	4		Semester 1
RHHG5010 **Reproductive Sciences**	4		Semester 1
SEXH5109 **Introduction to STIs & HIV**	6	**P** Core units of Graduate Program of Sexual Health	Semester 1
SEXH5206 **Diagnostic Methods in Sexual Health**	6	**P** Prerequisites apply to students in the Faculty of Health Sciences, undertaking the degrees of SC109 M.HlthSc.(Sexual Hlth), SF057 Grad.Dip.HlthSc.(Sexual Hlth) and SG030 Grad.Cert.HlthSc.(Sexual Hlth) only. Prerequisites include all core units of the graduate program in Sexual Health in the Faculty of Health Sciences plus SEXH5019 Introductions to STIs and HIV)	Semester 1
Semester 2			
BACH5268 **Developing A Research Project**	6	*Not available for Doctor of Health Science students*	Semester 1 Semester 2
BACH5335 **Design & Facilitation of Learning**	6	**A** Knowledge pertaining to the content of what the participant will use as the basis of their educational design	Semester 1 Semester 2
BIOS5067 **Sexual Health Placement and Supervision**	6	*Students may enrol in the unit of study "BIOS5085 Principles of Sexual Health Research" (offered in semester 1) as an alternative core choice of study. This unit of study is appropriate for students interested in a research career in sexuality and sexual health.*	Semester 1 Semester 2
BIOS5071 **Counselling in Sexual Health 1**	6		Semester 1 Semester 2
BIOS5078 **Basics of Sexuality in Ageing**	3	**N** BIOS5079 *This unit of study would be appropriate for students who deal with older adults as part of the professional practice. Those who are directly involved in the diagnosis and management of sexual and reproductive issues in older adults would be advised to enroll in BIOS5079 Advanced Sexuality and Aging. Students are advised that they should select either BIOS5078 Basics of Sexuality in Ageing (3 credit points) or BIOS5079 Advanced Sexuality and Ageing (6 credit points). Students are advised to consult with the unit of study coordinator if they need assistance in this selection.*	Semester 2
BIOS5079 **Advanced Sexuality and Ageing**	6	**N** BIOS5078 *This unit of study would be appropriate for students who are directly involved in the diagnosis and management of sexual and reproductive issues in older adults. Those who deal with older adults as part of the professional practice would be advised to enroll in BIOS5078 Basics of Sexuality and Aging. Students are advised that they should select either BIOS5078 Basics of Sexuality in Ageing (3 credit points) or BIOS5079 Advanced Sexuality and Ageing (6 credit points). Students are advised to consult with the unit of study coordinator if they need assistance in this selection.*	Semester 2
BIOS5082 **Understanding Gender and Sexuality**	3	*This unit of study would be appropriate for students who deal with gender issues in the context of sexual health as part of the professional practice. Those who are directly involved in the diagnosis and management of gender identity and intersex issues would be advised to enroll in BIOS5083 Sex, Gender and Sexuality. Students are advised that they should select EITHER BIOS5082 Understanding Gender and Sexuality (3 cr) OR BIOS5083 Sex, Gender and Sexuality (6 cr). Students are advised to consult with the unit of study coordinator if they need assistance in this selection.*	Semester 2
BIOS5083 **Sex, Gender and Sexuality**	6	*This unit of study would be appropriate for students who are directly involved in the diagnosis and management of gender identity and intersex issues. Those who only deal with gender issues in the context of sexual health as part of the professional practice would be advised to enroll in BIOS5082 'Understanding Gender and Sexuality'. Students are advised that they should select EITHER BIOS5082 Understanding Gender and Sexuality (3 cr) OR BIOS5083 Sex, Gender and Sexuality (6 cr). Students are advised to consult with the unit of study coordinator if they need assistance in this selection.*	Semester 2
BIOS5086 **Sexual Health Research Project**	6	**P** BIOS5085 Principles of Sexual Health Research *This unit of study is appropriate for students interested in a research career in sexuality and sexual health.*	Semester 2
BIOS5087 **Sexual Counselling Practicum**	6		Semester 2
RHHG5005 **Reproductive Sciences and Medicine**	4		Semester 2
RHHG5006 **Reproductive, Maternal and Child Health**	4		Semester 2

Unit of study	Credit points	A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition	Session
RHHG5014 Fertility Control	2		Semester 2
RHHG5021 Reproduction and Cancer	2		Semester 2
SEXH5100 Social & Policy Aspects of Sexual Health	4		Semester 2
SEXH5101 Public Health Aspects of STD's	2		Semester 2
SEXH5102 Public Health Aspects of HIV/AIDS	2		Semester 2
SEXH5204 Adolescent Sexual Health	4		Semester 1
SEXH5205 Advanced Adolescent Sexual Health	6		Semester 1
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.			

Units of study

Doctor of Health Science

DHSC7001
Theory in the Health Professions

Credit points: 6 **Teacher/Coordinator:** Dr Rodd Rothwell (02)93519531 r.rothwell@fhs.usyd.edu.au **Session:** Semester 1 **Classes:** 2 hours per week on-campus; external/distance mode **Assessment:** Three assignments **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

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

Textbooks
Extensive study notes provided

DHSC7002
Research & Inquiry in Health Professions

Credit points: 6 **Teacher/Coordinator:** Dr Kate O'Loughlin (02)93519531 k.oloughlin@fhs.usyd.edu.au **Session:** Semester 2 **Classes:** 3 hours per week evening lectures. **Prerequisites:** DHSC7001 Theory in Health Professions, DHSC7003 Foundations for Doctoral Studies **Assessment:** 3 assignments. **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Evening

This unit provides an overview of the research process applied to the formulation of a research proposal. Students will review and update their knowledge of a range of research designs and approaches to data analysis, and will consider the advantages of alternative strategies for addressing particular research questions. Students explore the use of quantitative and qualitative data, longitudinal and cross-sectional designs, and data resulting from experimental, interview, observation, single case and survey research methods. At the conclusion of this unit, students will have developed a research proposal for answering a research question of their choosing.

DHSC7003
Foundations for Doctoral Studies

Credit points: 6 **Teacher/Coordinator:** Dr Ian Hughes, i.hughes@fhs.usyd.edu.au **Session:** Semester 1 **Classes:** On-campus; off-campus/distance mode **Assessment:** Continuous **Campus:** Cumberland **Mode of delivery:** Distance Education

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

Textbooks
www.fhs.usyd.edu.au/bach/dhsc7003

Developmental Disability

GSDD5001
Critical Issues-Developmental Disability

Credit points: 6 **Teacher/Coordinator:** Professor Trevor Parmenter (02) 88780500. **Session:** Semester 1 **Classes:** Off campus mode with block attendance at pre-course workshop, online and distance education **Assessment:** Contribution to tutorials and group work and an individual final report. **Campus:** Cumberland **Mode of delivery:** Distance Education

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.

GSDD5003
Mental Health - Developmental Disability

Credit points: 3 **Teacher/Coordinator:** Dr Seeta Durvasula (02) 88780500. **Session:** Semester 2 **Classes:** Off campus mode **Assessment:** Contributions to tutorials and group work and an individual final report. **Campus:** Cumberland **Mode of delivery:** Distance Education

This unit examines mental health issues in people with developmental disability, including the major psychiatric conditions, behavioural

phenotypes, challenging behaviour and dementia. A multidisciplinary approach to prevention, assessment and management will be considered.

GSDD5004
Multidisciplinary-Collaborative Practice

Credit points: 6 **Session:** Semester 2 **Classes:** Off Campus **Assessment:** Contribution to tutorials and group work and an individual final report **Campus:** Cumberland **Mode of delivery:** Distance Education

Participants in this unit will develop high-level skills in multidisciplinary, collaborative practice in the field of developmental disabilities. Students will explore the range of past and present models of practice affecting the treatment of people with developmental disabilities and their families. These include professional versus client led models of practice; interdisciplinary, multidisciplinary and transdisciplinary models; parents as partners, collaborators and drivers; negotiation and communication between professionals and with families; multidisciplinary team management and consultation skills and expertise. Students will have the opportunity to participate in multidisciplinary assessment and support planning case presentations.

GSDD5006
Inquiry Topic

Credit points: 6 **Teacher/Coordinator:** Professor Trevor Parmenter (02) 8078 0500, Associate Professor Susan Balandin (02) 9351 9334. **Session:** Semester 1, Semester 2 **Classes:** Online and Distance educations,with independent directed study. **Assessment:** 6,000 word report **Campus:** Cumberland **Mode of delivery:** Distance Education

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 **Teacher/Coordinator:** Bronwyn Hemsley **Session:** Semester 1, Semester 2 **Classes:** Distance Education **Assessment:** Participation in online discussion groups (10%), assignments (90%) **Campus:** Cumberland **Mode of delivery:** Distance Education

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 lifelong disability and those who support them, functional communication assessment and intervention strategies, and the importance of multi modal communication systems in facilitating community participation. Students will have the opportunity in a two day workshop to learn (1) the basic principles of augmentative and alternative communication (AAC) (2) the importance of involving and training communication partners in AAC assessment and interventions, including key word signing. 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:** Professor Trevor Parmenter (02) 8878 0500, Associate Professor Susan Balandin (02) 9351 9334 **Session:** Semester 1, Semester 2 **Classes:** Off campus with independent directed study, online and distance education. **Assessment:** 12,000 words dissertation **Campus:** Cumberland **Mode of delivery:** Distance Education

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

GSDD5011
Autism Spectrum Disorders

Credit points: 6 **Teacher/Coordinator:** Dr Jacqui Roberts, Faculty of Education & Social Work, University of Sydney **Session:** Semester 1 **Classes:** Online and Distance education **Assessment:** Individual and group reports **Campus:** Cumberland **Mode of delivery:** Distance Education

This unit focuses students' understanding of autism spectrum disorders across the life span in both historical and current contexts. The unit will cover topical issues in autism including but not limited to:'Autism spectrum or spectra': Exploring issues of definition, assessment and diagnosis in autism; 'From psychotherapy to discrete trial training': Changes in treatment and management of autism over time; 'From research to practice': Exploring the relationship between empirical information and the management of autism across the life span; 'Beyond the Triad': Exploring what we now know about the underlying characteristics of autism, which inform observable autistic behaviours; 'Crossing the boundaries': Issues in the provision of a multi disciplinary collaborative approach to the assessment and management of autism; and an exploration of the validity of a 'neurotypical' approach to the world, from the perspective of people with autism.

GSDD5012
Positive Behaviour Support:Promoting QOL

Credit points: 6 **Teacher/Coordinator:** Michelle Weise, Centre for Developmental Disability Studies (02) 88780500 **Session:** Semester 1, Semester 2 **Classes:** Online **Assessment:** Participation in online discussion groups (10%), assignments (90%) **Campus:** Camperdown/Darlington **Mode of delivery:** On-line

This unit provides students with a contemporary understanding of assessment, intervention and intervention evaluation techniques relevant to the support of people with disability whose behaviour is challenging. 'Challenging behaviour' is understood to denote any behaviour that is a barrier to the person participating in and contributing to their community; that undermines the person's rights, dignity and quality of life; and poses a risk to their health and safety and/or the safety of those with whom they live or work. Assessment methodologies and intervention techniques covered will include ecological, functional and clinical approaches. Legal and ethical issues will also be addressed. Multi-disciplinary approaches and education for family members and staff providing direct support will be discussed.

GSDD5014
Parenting with Developmental Disability

Credit points: 6 **Teacher/Coordinator:** Dr David McConnell (02) 9351 9370 and Dr Rachel Mayes (02) 9351 9711 **Session:** Semester 1 **Classes:** Online and Distance education. **Assessment:** Group assignment/presentation and individual report. **Campus:** Cumberland **Mode of delivery:** Distance Education

This unit introduces students to the challenges and achievements typically found in the lives of parents with a devlopmental 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 heatlh and wellbeing of families headed by a parent with a developmental disability.

Sexual Health

BACH5268
Developing A Research Project

Credit points: 6 **Teacher/Coordinator:** Dr Rob Heard, email: r.heard@fhs.usyd.edu.au **Session:** Semester 1, Semester 2 **Classes:** 3 hrs/week semester 1 on campus Delivery Mode: Normal delivery evening Cumb Sem 1, DE Cumb Sem 1, Cumb Sem 2 **Assessment:** 3 assignments **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Evening

Note: Not available for Doctor of Health Science students

This unit provides an overview of the research process and focus on the formulation of a research proposal. It provides students with an

opportunity to review and update their knowledge of research methods, and introduce the research electives which concentrate on a particular methodology or aspect of the research process. Basic research design issues are considered. Various methods of data collection are examined together with their suitability for investigating different types of research questions. Students explore the use of quantitative and qualitative data, longitudinal and cross-sectional designs, and data resulting from experimental interview, observation, single case and survey research methods in addition to content analysis and secondary data analysis. Emphasis is placed on the issues of validity and reliability of data collection techniques. Basic statistical procedures are briefly reviewed and applications such as epidemiology and evaluation research are introduced.

Textbooks
Minichiello V, Sullivan G, Greenwood K, & Axford R. (2004) Handbook of Research Methods for Nursing and Health Sciences (2nd ed) Frenchs Forest NSW: Pearson Education Australia.

BACH5335
Design & Facilitation of Learning

Credit points: 6 **Teacher/Coordinator:** Ms Fran Everingham, email: f.everingham@fhs.usyd.edu.au **Session:** Semester 1, Semester 2 **Classes:** Paper-based independent learning modules plus one day workshop which will be scheduled together with the Sexual Counselling Practicum. **Assumed knowledge:** Knowledge pertaining to the content of what the participant will use as the basis of their educational design **Assessment:** Literature review (2000 words); Design of 2-4 hours of small group learning (1500 words); Participation in mico skills practice and reflection on self as teacher (1500 words) **Campus:** Cumberland **Mode of delivery:** Distance Education

Participants examine the fundamentals of educational design relevant to interactive small group learning sessions in the context of a specialised area of health-related education associated with transitions and change such as sexuality, disability, adolescence, childbirth, pareting or ageing. Participants will also use a micro skills approach to explore and practice the effective use of explaining, demonstration, group discussion, questioning, interactive learning exercises, listening, building trust and using humour in the learning environment. By the end of this Unit of Study it is anticipated that the participant will be better able to: 1. use the educational literature pertaining to their specific health-related area of interest to inform unique aspects of their educational design; 2. use the basic building blocks of educational design to create effective learning plans; 3. utilise a range of facilitation skills known to promote effective learning in face-to-face settings; 4. use reflection as professional development skill in the context of coming to know themselves as a teacher.

BIOS5067
Sexual Health Placement and Supervision

Credit points: 6 **Teacher/Coordinator:** Unit of Study Co-ordinator: Brett McCann (email: admin@impotenceaustralia.com.au) BIOS Co-ordinator: Dr Patricia Weerakoon (email: P.Weerakoon@fhs.usyd.edu.au) **Session:** Semester 1, Semester 2 **Classes:** 80 hours of supervised activities based on a learning contract negotiated between the student and supervisor in consultation with the unit of study co-ordinator. **Assessment:** Assessment performance will be based on feedback from the placement supervisor and reflective reporting both to peers and the course co-ordinator. Students will be given a satisfactory/unsatisfactory grade. **Campus:** Cumberland **Mode of delivery:** Professional Practice

Note: Students may enrol in the unit of study "BIOS5085 Principles of Sexual Health Research" (offered in semester 1) as an alternative core choice of study. This unit of study is appropriate for students interested in a research career in sexuality and sexual health.

The aim of this unit of study 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 wil provide the opportunity for supervised training in sexual health. Students will gain practical experience while reflecting on personal and professional learning goals. Students will be able to take theoretical sexual health models (in counselling, research or education) and utilise them within a practical field setting. At the end of the unit of study, the student will display a standard of skill in sexual health (education, research or counselling) deemed acceptable practice and based on the theoretical framework of the profession. The placement will consist of approximately 60 hours of supervised activities based on a learning contract negotiated between the student and superviser in consultation with the unit of study co-ordinator. Assessment of performance in this unit of study will be based on feedback from the placement superviser and reflective reporting both to peers and the course co-ordinator.

BIOS5069
Introduction to Sexual Health

Credit points: 6 **Teacher/Coordinator:** Unit of Study Coordinator: Dr Patricia Weerakoon, (e-mail: P.Weerakoon@fhs.usyd.edu.au) BIOS Coordinator: Dr Patricia Weerakoon **Session:** Semester 1, Semester 2 **Classes:** Offered in off campus on-line learning mode in Semester 1 and Semester 2. On campus face to face mode in semester 2: 4 hours lecture and 4 hours moderated group discussions per week. **Assessment:** Consist of three group work tasks (5%, 20%, 20%), a quiz (20%) and two assignments (10%, 25%) **Campus:** Cumberland **Mode of delivery:** On-line

This unit of study is designed to provide the student with an overview of sexual health and sexology 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 sexology 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 multi professional, multicultural 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. This unit of study will explore specific issues in sexology and sexual health such as: sexual function and dysfunction; sexually transmissible iInfections and HIV; ethical and legal issues in sexology; sexual rights and factors that affect these; sexuality in illness and disability; sexuality and aging; sexuality in pregnancy, infertility and contraceptive use. This unit will be offered in a distance mode, using the WebCT (internet based) delivery platform. Assessment will include on-line quizzes, case based small group work assignments and individual activity reports. Synchronous on-line discussions will be held at times convenient to the students. The on campus delivery mode will replace on-line discussions and activities with small group tutorials, presentations and seminars. At the end of this introductory unit of study the students will 1. 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 2. Be sensitised to their personal values and attitudes in sexuality and sexual health and explore the range of differences in others 3. Be aware of the issues related to the sexual rights of all individuals. 4. Have an overall understanding of the bio-psychosocial aspects of sexuality and sexual health care. 5. Be able to apply these principles in their professional situation 6. Develop an understanding of sexology as a science and profession. 7. Understand the way in which sexology developed over the years and the ways in which community knowledge, attitudes, values and beliefs developed over time.

BIOS5070
Communication Skills in Sexual Health

Credit points: 6 **Teacher/Coordinator:** Mr Brett McCann, (e-mail: admin@impotenceaustralia.com.au), BIOS Coordinator: Dr Dariusz Skowronski **Session:** Semester 1, Semester 2 **Classes:** Offered in off campus on-line learning mode in Sem 1 and Sem 2. On campus face to face mode in Sem 2: 4 hours lecture and 4 hours moderated group discussion per week. **Assessment:** Will include on-line quizzes, case based small group work assignments and an audiotaped interview with a reflective report. Synchronous on-line discussions will be held at times convenient to the students. **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Evening

This introductory unit will provide the students with an overview of the models of sexual health counselling and professional ethics in a multicultural and global context. The students will explore ways of discussing and communicating with clients of varying socio-cultural

groups 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 UOS the student will be able to: 1. Have an understanding of the terminology of sexual health and be aware of the effect perceptions of meaning affect professional communication patterns. 2. Identify their own values and biases and discuss the effect these may have on their provision of sexual health care to clients. 3. 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. 4. Be able to describe briefly the theories of general counselling. 5. Understand the range of personal and community agenda individuals bring to sexuality and sexual health, and how these affect professional communication 6. Describe changes in social definition and construction of sexuality over time and how these influence professional communication and practice. 7. Demonstrate an ability to perceive sexual health issues within local and global context. This Unit of Study will be offered in a distance mode, using the Web CT delivery platform. Assessment will include on-line quizzes, case based small group work assignments and an audiotaped interview with a reflective report. Synchronous on-line discussions will be held at times convenient to the students. . The on campus delivery mode will replace on-line discussions and activities with small group tutorials, presentations and seminars

BIOS5071
Counselling in Sexual Health 1

Credit points: 6 **Teacher/Coordinator:** Unit of Study Coordinator: Dariusz Skowronski BIOS Coordinator: Dariusz Skowronski. **Session:** Semester 1, Semester 2 **Classes:** Offered in off campus on-line learning mode. **Assessment:** Assessment will include on-line quizzes, case based small group work assignments and individual activity reports. Synchronous on-line discussions will be held at times convenient to the students. **Campus:** Cumberland **Mode of delivery:** On-line

This unit of study builds upon Communication Skills in Sexual Health BIOS 5057. Students may enrol concurrently in 5057 and 5060. The unit of study 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 application of counselling models 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 Focussed 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 of study will be offered in a distance mode, using Web CT (internet based).

BIOS5072
Counselling in Sexual Health II

Credit points: 6 **Teacher/Coordinator:** Unit of Study Coordinator: Dr Dariusz Skowronski, BIOS Coordinator: Dr Dariusz Skowronski, D.Skowronski@fhs.usyd.edu.au **Session:** Semester 1, Semester 2 **Classes:** off campus on-line learning mode **Assessment:** Will include on-line quizzes, case based small group work assignments and individual activity reports. Synchronous on-line discussions will be held at times convenient to the students. **Campus:** Cumberland **Mode of delivery:** On-line

This unit of study builds upon the earlier units in the counselling stream , namely, Communication Skills in Sexual Health (BIOS 5070) and Counselling Strategies in Sexual Health I (BIOS 5071). Successful completion of these is a pre-requisite for enrolment in this unit of study. This unit will provide the student an in depth knowledge of the common counselling models in sexual. These will include: 1. The PLISSIT model and its Application 2. The SNARCH model of counselling 3. Cognitive Behavioural Therapy 4. 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 of study will be offered in a distance mode, using Web CT (internet based).

BIOS5074
Exploring Sexual Function & Dysfunction

Credit points: 3 **Teacher/Coordinator:** Dr Patricia Weerakoon P.Weerakoon@fhs.usyd.edu.au **Session:** Semester 1 **Classes:** No on-campus attendance required. Offered in a distance mode, using the Web CT (internet based) delivery platform. **Prohibitions:** BIOS5075 **Assessment:** On-line quizzes, case based small group work assignments and individual activity reports. **Campus:** Cumberland **Mode of delivery:** Distance Education

Note: This unit of study is appropriate for students who deal with sexual concerns as part of their professional practice. The 6 credit point unit 'Managing Sexual Dysfunction BIOS5075' is more appropriate for those who are directly involved in the diagnosis and management of the condition. Students are advised that they should select EITHER this unit of study OR BIOS5075 Managing Function and Dysfunction (6 credits). Students are advised to consult with the unit of study coordinator if they need assistance in this selection.

This Unit of Study 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 range of sexual concerns and dysfunctions. The available management options for sexual dysfunctions both medical and other will be critically evaluated. Objectives: At the end of the Unit of Study the student will be able to: 1. Critically discuss the concept of "normality" and the range of values and behaviours in a socio-cultural context. 2. Compare the models currently used to explain the adult sexual response in males and females 3. Demonstrate an understanding of the common sexual concerns and dysfunctions. 4. 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. 5. Demonstrate an understanding of the treatment options available for the management of sexual concerns.

BIOS5075
Managing Sexual Dysfunctions

Credit points: 6 **Teacher/Coordinator:** Dr Patricia Weerakoon P.Weerakoon@fhs.usyd.edu.au **Session:** Semester 1 **Classes:** No on-campus attendance required. Offered in a distance mode, using the Web CT (internet based) delivery platform. Synchronous on-line discussions will be held at times convenient to the students. **Prohibitions:** BIOS5074 **Assessment:** On-line quizzes, case based small group work assignments, individual activity reports and reflective reports on professional practice. **Campus:** Cumberland **Mode of delivery:** Distance Education

Note: This unit of study is appropriate for student who are directly involved in the diagnosis and management of sexual dysfunctions. The 3 credit point unit 'Exploring Sexual Function and Dysfunction BIOS5074' is more appropriate for those who deal with sexual issues at a more general level in their professional practice. Students are advised that they should select EITHER this unit of study OR BIOS5074 Exploring Sexual Function and Dysfunction (3 credits). Students are advised to consult with the unit of study coordinator if they need assistance in this selection.

This Unit of Study 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 psycho-social factors that determine them. The students will critically evaluate the currents 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. Objectives: At the end of the Unit of Study the student will be able to: 1. 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. 2. Discuss and critically evaluate the models used to explain the adult sexual response in males and females, based on current research. 3. Critique current classifications of sexual dysfunction and demonstrate the ability to evaluate common sexual concerns and dysfunctions based on current evidence and research. 4. 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. 5. 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.

BIOS5076
Understanding Reproductive Health

Credit points: 3 **Teacher/Coordinator:** Unit of study Coordinator: Dr Katherine Brown. BIOS Coordinator: Patricia Weerakoon (P.Weerakoon@fhs.usyd.edu.au) **Session:** Semester 1 **Classes:** Distance education - no on-campus attendance required, using the Web CT (internet based) delivery platform. **Assessment:** On-line quizzes, case based small group work assignments and individual activity reports. **Campus:** Cumberland **Mode of delivery:** Distance Education

Note: This unit of study would be appropriate for students who deal with reproductive issues in the context of sexual health as part of the professional practice. Those who are directly involved in the diagnosis and management of sexual and reproductive issues would be advised to enroll in BIOS5077 Advanced Reproductive Health. Students are advised that they should select EITHER BIOS5076 Understanding Reproductive Health(3 cr) OR BIOS5077 Advanced Reproductive Health (6 cr). Students are advised to consult with the unit of study coordinator if they need assistance in this selection.

Students will explore common issues that arise in reproductive health from adolescence to old age, including the biological and psychological aspects of pregnancy, infertility and termination of pregnancy as they relate to sexuality and sexual health. This unit will provide the student with the skills to understand the underlying issues and management principles in clients who present with reproductive concerns related to sexual health. Objectives At the conclusion of this module students will be able to: 1. List and discuss the availability of the resources available to assist clients with reproductive health issues particularly related to sexual health from adolescence to old age. 2. Demonstrate an understanding of the options available for clients seeking contraceptive advice with special reference to their own cultural and socio-religious background. 3. Discuss the options available for clients presenting with an unplanned pregnancy and the problems with access in specific client situations. 4. Discuss the issues regarding sexuality that may arise during and after pregnancy. 5. Critically assess the issues of the intimacy and relationship issues that may arise for a couple with sub fertility.

BIOS5077
Advanced Reproductive Health

Credit points: 6 **Teacher/Coordinator:** Unit of study Coordinator: Dr Katherine Brown. BIOS Coordinator: Patricia Weerakoon (P.Weerakoon@fhs.usyd.edu.au) **Session:** Semester 1 **Classes:** Distance education - no on-campus attendance required, using the Web CT (internet based) delivery platform. Synchronous on-line discussions will be held at times convenient to the students. **Prohibitions:** BIOS5076 **Assessment:** On-line 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

Note: This unit of study would be appropriate for students who are directly involved in the diagnosis and management of sexual and reproductive issues. Those who deal with reproductive issues in the context of sexual health as part of the professional practice would be advised to enroll in BIOS5076 Understanding Reproductive Health. Students are advised that they should select EITHER BIOS5076 Understanding Reproductive Health(3 cr) OR BIOS5077 Advanced Reproductive Health (6 cr). Students are advised to consult with the unit of study coordinator if they need assistance in this selection.

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, infertility, termination of pregnancy and genetic counseling 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. Objectives: At the conclusion of this module students will be able to: 1. Critically evaluate the resources available to assist clients with reproductive health issues particularly related to sexual health from adolescence to old age. 2. Explore the options available for clients seeking contraceptive advice with special reference to their own cultural and socio-religious background. 3. Discuss the options available for clients presenting with an unplanned pregnancy and the problems with access in specific client situations. 4. Discuss the issues regarding sexuality that may arise during and after pregnancy. 5. Critically review the current literature on the intimacy and relationship issues that may arise for a couple with sub fertility. 6. Demonstrate the ability to critically evaluate the evidence and research base to specific reproductive issues such as reproduction in older ages and genetic counselling.

BIOS5078
Basics of Sexuality in Ageing

Credit points: 3 **Teacher/Coordinator:** Unit of study Coordinator: Dr Lesley Yee. BIOS Coordinator: Dr Peter Knight. (P.Knight@fhs.usyd.edu.au) **Session:** Semester 2 **Classes:** Distance education delivery - no on-campus attendance required, using the Web CT (internet based) delivery platform. **Prohibitions:** BIOS5079 **Assessment:** On-line quizzes, case based small group work assignments and individual activity reports. **Campus:** Cumberland **Mode of delivery:** Distance Education

Note: This unit of study would be appropriate for students who deal with older adults as part of the professional practice. Those who are directly involved in the diagnosis and management of sexual and reproductive issues in older adults would be advised to enroll in BIOS5079 Advanced Sexuality and Aging. Students are advised that they should select either BIOS5078 Basics of Sexuality in Ageing (3 credit points) or BIOS5079 Advanced Sexuality and Ageing (6 credit points). Students are advised to consult with the unit of study coordinator if they need assistance in this selection.

Students will explore the sexual and reproductive changes that take place in older adults and the social, psychological and emotional consequences of these changes. The students will be provided with an overview of the range of sexual concerns and dysfunctions in older adults and available management options. They will have the opportunity to explore their own attitudes towards these issues and consider the situation in nursing homes and aged care facilities. Objectives: At the end of this unit of study the student will be able to: 1. Demonstrate an understanding of ageing in Australian society, and discuss the implications in terms of health. 2. Discuss the ways in which the biological changes of ageing impact on sexuality and sexual health. 3. Evaluate how the psycho-social and life changes of older age impact on sexuality and sexual health. 4. Demonstrate an ability to manage practical issues of sexual dysfunction related to ageing. 5. Discuss the effects of specific diseases on the aged and their partners. 6. Investigate the ways in which nursing homes and aged care facilities manage issues of sexuality and sexual health.

BIOS5079
Advanced Sexuality and Ageing

Credit points: 6 **Teacher/Coordinator:** Unit of study Coordinator: Dr Lesley Yee. BIOS Coordinator: Dr Peter Knight. (P.Knight@fhs.usyd.edu.au) **Session:** Semester 2 **Classes:** Distance education delivery - no on-campus attendance required, using the Web CT (internet based) delivery platform. Synchronous on-line discussions will be held at times convenient to the students. **Prohibitions:** BIOS5078 **Assessment:** On-line 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

Note: This unit of study would be appropriate for students who are directly involved in the diagnosis and management of sexual and reproductive issues in older adults. Those who deal with older adults as part of the professional practice would be advised to enroll in BIOS5078 Basics of Sexuality and Aging. Students are advised that they should select either BIOS5078 Basics of Sexuality

in Ageing (3 credit points) or BIOS5079 Advanced Sexuality and Ageing (6 credit points). Students are advised to consult with the unit of study coordinator if they need assistance in this selection.

Students will explore and critically assess the literature on the sexual and reproductive changes that take place in older adults and the social, psychological and emotional consequences of these changes. Students will evaluate the research on sexual health concerns and dysfunctions in older adults and available management options. They will also be sensitized to the issues of sexual dysfunction and sexually transmissible diseases in the elderly, and the consequences of these on partners and carers. They will have the opportunity to explore their own attitudes towards these issues and explore the situation in nursing homes and aged care facilities. Students will be encouraged to explore these in depth in specific topic areas, as relevant to their professional role. Objectives: At the end of this UOS the student will be able to: 1. Demonstrate an understanding of ageing in Australian society, and discuss the implications in terms of health. 2. Critically review the literature on the impact of biological changes of ageing on sexuality and sexual health, in a social and cultural context. 3. Explore personal values and attitudes to aging and sexual health and place this in a cultural and socio-religious frame, such as to understand how the psycho-social and life changes of older age impact on sexuality and sexual health 4. Demonstrate the competence to detect and manage practical issues of sexual dysfunction related to ageing 5. Discuss the effects of specific diseases on the aged and their partners. 6. Demonstrate an understanding of the issues of sexuality and intimacy in older adults in the context of nursing home and aged care facilities and their implications to professionals working in the field at all levels (eg.: administrators, carers, policy makers). 7. Discuss issues related to STIs in the aged population.

BIOS5080
Law and Ethics in Sexual Health

Credit points: 3 **Teacher/Coordinator:** Unit of study Coordinator: Dr Katherine Brown. BIOS Co-coordinator: Dr Peter Knight (email P.Knight@fhs.usyd.edu.au) **Session:** Semester 1 **Classes:** External/distance mode: Web CT. No on-campus attendance required. **Assessment:** On-line asynchronous discussions and group work activities, as well as individual activity reports. **Campus:** Cumberland **Mode of delivery:** Distance Education

This unit of study aims to develop the student's understanding of legal and ethical issues relating to sexual health care. The major content of the unit will be based on the Australian legal system and laws applicable to sexuality and sexual health. Students will, however, be given the opportunity to examine other legal systems and laws and to engage in comparative dialogue. Objectives: At the completion of the unit of study, the student will be able to: 1. Critically report on public health law and laws applicable to age of consent, sexual assault and anti-discrimination as relevant to sexuality and sexual health, as well as laws related to abortion. While these will be couched in an Australian context, the student will be encouraged to explore all issues in an international and global perspective. 2. Report on the Australian judicial system and compare this with that from different regions, countries and cultures. Particular emphasis will be placed on ethical considerations in dealing with sexuality and sexual health of clients, including confidentiality, research with clients and sexual relationships in the professional client relationship.

BIOS5081
Sexual Assault

Credit points: 3 **Teacher/Coordinator:** Unit of study Coordinator: Dr Katherine Brown. BIOS Coordinator: Dr Dariusz Skowronski (D.Skowronski@fhs.usyd.edu.au) **Session:** Semester 1 **Classes:** External/distance mode: Web CT. No on-campus attendance required. **Assessment:** On-line asynchronous discussions and group work activities, as well as individual activity reports. **Campus:** Cumberland **Mode of delivery:** Distance Education

This unit of study aims to provide students with an understanding of the detection and management of sexual assault and the short and long term consequences to the individual, family and community. Objectives: At the completion of the unit of study, the student will be able to: 1. Critically evaluate the principles of clinical management of a client following a recent sexual assault. 2. Demonstrate an understanding of the principles of sexual assault counselling 3. Be sensitive to the potential long term effects of sexual assault on victims. 4. Discuss critically the factors associated with sexual offending including such issues as child sexual assault .and male assault. 5. Discuss the medico legal issues associated with the management of an alleged sexual assault. Students will be encouraged to explore these issues in the context of their own community and professional background.

BIOS5082
Understanding Gender and Sexuality

Credit points: 3 **Teacher/Coordinator:** Dr Patricia Weerakoon (e-mail: p.weerakoon@fhs.usyd.edu.au) **Session:** Semester 2 **Classes:** Distance education - no on-campus attendance required, using the Web CT delivery platform. **Assessment:** On-line quizzes, case based small group work assignments and an individual reflective report. **Campus:** Cumberland **Mode of delivery:** Distance Education

Note: This unit of study would be appropriate for students who deal with gender issues in the context of sexual health as part of the professional practice. Those who are directly involved in the diagnosis and management of gender identity and intersex issues would be advised to enroll in BIOS5083 Sex, Gender and Sexuality. Students are advised that they should select EITHER BIOS5082 Understanding Gender and Sexuality (3 cr) OR BIOS5083 Sex, Gender and Sexuality (6 cr). Students are advised to consult with the unit of study coordinator if they need assistance in this selection.

This Unit of Study will provide the student with an understanding of the biological basis of sexual development from fetus to adulthood and the socio-cultural factors that determine their expression. The students will be sensitised to the terminology of gender discourse and explore the range of gender and sexual differences and practices in the community. Objectives: At the end of this Unit of Study the student will be able to: 1. Discuss the terminology used in gender discourse. 2. Describe the biology of sexual development from fetus to adolescence and an understanding of the factors that influence the process. 3. Critically discuss syndromes of atypical sexual development and intersex and demonstrate an understanding the medical and ethical concerns in the management. 4. Demonstrate an understanding of the variations of sexual orientation and the factors that affect the expression in the community. 5. Assess the current literature on issues of gender identity (transgender and transsexual) and social and cultural factors in their expression in a community.

BIOS5083
Sex, Gender and Sexuality

Credit points: 6 **Teacher/Coordinator:** Dr Patricia Weerakoon (e-mail: p.weerakoon@fhs.usyd.edu.au). Consultant: Professor Milton Diamond **Session:** Semester 2 **Classes:** Distance education - no on-campus attendance required,using the Web CT (internet based) delivery platform. Synchronous on-line discussions will be held at times convenient to the students. **Assessment:** On-line 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

Note: This unit of study would be appropriate for students who are directly involved in the diagnosis and management of gender identity and intersex issues. Those who only deal with gender issues in the context of sexual health as part of the professional practice would be advised to enroll in BIOS5082 'Understanding Gender and Sexuality'. Students are advised that they should select EITHER BIOS5082 Understanding Gender and Sexuality (3 cr) OR BIOS5083 Sex, Gender and Sexuality (6 cr). Students are advised to consult with the unit of study coordinator if they need assistance in this selection.

This Unit of Study will provide the student with an understanding of the biological basis of sexual development from fetus to adulthood and the socio-cultural factors that determine their expression. The students will be sensitised to the terminology of gender discourse and investigate the range of gender and sexual differences and practices in the community. Students will explore the range of sex and gender issues in the context of current research and evidence base, and reflect on the implications to their professional practice. Objectives: 1. Discuss the terminology used in gender discourse. 2. Critically review the literature on the biology of sexual development from fetus to adolescence and an understanding of the factors that influence the process. 3. Evaluate the current evidence on syndromes of atypical sexual development and intersex and demonstrate an understanding the medical and ethical concerns in the management. 4. Demonstrate an understanding of the variations of sexual orientation and the factors

that affect the expression in the community and discuss the current 'nature vs. nurture ' issues in the genesis and management of sexual orientation. 5. Assess the current literature on issues of gender identity (transgender and transsexual) and social and cultural factors in their expression in a community. 6. Demonstrate an understanding of the social and psychological factors that influence the expression of gender roles in the community. 7. Critically evaluate the current research base and evidence on sex and gender and apply this to their own personal and professional environment.

BIOS5084
Sexual Attitude Reassessment

Credit points: 3 **Teacher/Coordinator:** Dr Patricia Weerakoon (e-mail: P.Weerakoon@fhs.usyd.edu.au) **Session:** Semester 1 **Classes:** Offered in a blended e-learning mode and supported by a Web CT site. Students will be expected to attend a 2 day compulsory workshop. **Assessment:** Completion of on-line activities including value clarification quizzes and small group discussions, participation in the workshop and submission of reflective reports. **Campus:** Cumberland **Mode of delivery:** Distance Education

The aim of this unit is to provide students with the opportunity to assess their own sexual knowledge, attitudes, beliefs, and value systems to sexuality and sexual health. The students will explore their own biases be sensitised to the attitudes and values of others. This will provide an attitudinal basis for students to deal with clients whose attitudes and values differ from their own. This unit will be offered as a non-award unit of study to persons wishing to apply for accreditation with the Australian Society of Sexuality Educators Researchers and Therapists (ASSERT). A certificate of completion will be awarded to those enrolled in the unit as non-award students. Objectives: At the end of this unit of study, the participant will be able to: 1. Critically discuss the main attitudinal biases and issues faced by a person through the life cycle. 2. Reflect on and discuss their own attitudes and values on a range of the above issues. 3. Critically assess the range of biases, attitudes and values that exist in people and understand how these attitudes and values affect professional and personal interactions. 4. Demonstrate the skills to deal with clients in a non-judgmental and professional manner.

BIOS5085
Principles of Sexual Health Research

Credit points: 6 **Teacher/Coordinator:** Dr Patricia Weerakoon (e-mail: P.Weerakoon@fhs.usyd.edu.au) **Session:** Semester 1 **Classes:** No on-campus attendance required. **Assessment:** The student will produce a research proposal with a reflective report of the process of development and the feasibility of conducting the project. Assessment will be based on the quality of the proposal and participation in the activities set in the Web CT site. **Campus:** Cumberland **Mode of delivery:** Distance Education

Note: Students enrolled in the Masters 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.

This unit of study will provide the student with an opportunity to critically review 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 Web CT site. Students will work individually with their supervisor. Objectives: At the completion of the unit of study, the student will be able to: 1. Explore, and critically evaluated the current state of research and evidence base in a specific area of sexual health. 2. Reviewed the ethical issues of research in sexual health and write an ethics proposal. 3. Identified an area of research, developed a research plan and assess the feasibility of conducting the research.

BIOS5086
Sexual Health Research Project

Credit points: 6 **Teacher/Coordinator:** Dr Patricia Weerakoon (e-mail: P.Weerakoon@fhs.usyd.edu.au) **Session:** Semester 2 **Classes:** On-line in Web CT format. Students will be required to attend a 2 day on-campus session at the end of the 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

Note: This unit of study is appropriate for students interested in a research career in sexuality and sexual health.

The aim of this unit of study is to provide the opportunity to implement the research project planned in "BIOS5085 Principles of Sexual Health Research" and present the outcome 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 Web CT site. Students will be encouraged to participate in on-line discussions with students enrolled in research masters and PhD degrees in the Graduate Program in Sexual Health. Objectives: At the completion of the unit of study, the student will be able to: 1. Conduct a research project in a selected area of sexual health. 2. Analyse and discuss the results and write up the project as a journal article. 3. Present research results at a research symposium.

BIOS5087
Sexual Counselling Practicum

Credit points: 6 **Teacher/Coordinator:** Dr Dariusz Skowronski **Session:** Semester 2 **Classes:** Intensive face-to-face training, comprising lectures/demonstrations, small group discussion, role-plays and feedbacks. **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

This unit of study will provide practical instruction in the application of specific counselling approaches in Sexual Health. The 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 clients misunderstands the question and/or motives of the counsellor; situations where the clients 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 effectiveness of the counselling process; inappropriate client sexual behaviour. At the end of this unit of study, the student will be able to demonstrate the ability to: take a sexual history; conceptualise 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, sociocultural backgrounds with a variety of sexual health concerns

BIOS5088
Sexuality in Illness and Disability

Credit points: 6 **Teacher/Coordinator:** John Brown, edu@acshp.org.au. Dr Patricia Weerakoon **Session:** Semester 1 **Classes:** Distance education mode, using the Web CT (internet based) delivery platform. Synchronous on-line discussions will be held at times convenient to the students. No on-campus attendance required **Assessment:** Assessment will include on-line quizzes, case based small group work assignments and individual activity reports. **Campus:** Cumberland **Mode of delivery:** On-line

The Unit of Study 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 of Study the student will be able to: 1. Discuss the models of disability (medical, social, psychological, psycho social) from the point of view of the factors that influence individual's reaction to and adjustment to disability and the communities reactions. 2. Demonstrate an understanding of the sexual concerns at individual, community and health care levels in people with intellectual disability, development disability and mental illness. 3. Demonstrate an understanding of the

sexual concerns at individual, community and health care levels in people physical disability of various causations such as spinal cord injury and brain injury. 4. Discuss the individual and health care consequences of the sexual concerns that are likely in people with illnesses (eg: heart attacks, COPD, cancer), surgery (eg: prostatectomy, stoma therapy) and on therapeutic medication. 5. Demonstrate an ability to identify and manage as appropriate the sexual concerns in illness and in people with disability.

RHHG5005
Reproductive Sciences and Medicine

Credit points: 4 **Teacher/Coordinator:** Professor Robert Jansen **Session:** Semester 2 **Classes:** 7x4hr lectures **Assessment:** essay assignment **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit covers the following topics: reproductive cycle 1 (hypothalamus and pituitary); gamete approximation and fertilisation biology; ovarian function, oogenesis and ovulation; testicular function, spermatogenesis, male accessory organs; sexual physiology; reproductive cycle 2 (ovary and genital tract); implantation, embryogenesis; placentation; fetal development - ultrasound perspective; endocrinology of pregnancy and parturition; lactation; puberty and menstruation; menopause; effects of reproductive steroids on metabolism and other body systems; gonadal differentiation and genital development.

RHHG5006
Reproductive, Maternal and Child Health

Credit points: 4 **Teacher/Coordinator:** Professor Ian Fraser **Session:** Semester 2 **Classes:** 5x4hr lectures **Assessment:** essay assignment **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit identifies significant issues in reproductive, maternal and child health, gives an overview of existing services for these population groups, and emphasises preventive health programs.

RHHG5007
Clinical Reproductive Medicine

Credit points: 4 **Teacher/Coordinator:** Dr Mark Bowman **Session:** Semester 1 **Classes:** 7x4hr lectures **Assessment:** Essay assignment **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit covers the following areas of reproductive medicine: puberty, virility and male infertility, menstrual cycle and menstrual symptoms, premenstrual syndrome, dysfunctional uterine bleeding, dysmenorrhoea, menopause, amenorrhoea, ovulation induction, endometriosis, spontaneous abortion and recurrent abortion, contraception, psychosexual disorders, venereal diseases, subfertility and infertility, reproductive technology, assisted conception. This course is based on pre-reading provided prior to each lecture and followed by a two-hour tutorial, during which case studies provide material for investigation and management discussions. This will enable participants to develop a problem-solving approach to clinical management. Participants are required to present a case on at least one occasion during the semester.

RHHG5010
Reproductive Sciences

Credit points: 4 **Teacher/Coordinator:** Professor Michael Sinosich **Session:** Semester 1 **Classes:** 9x4hr lectures **Assessment:** Essay assignment **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit covers the following topics: cell structure and function; intracellular signalling and intercellular communication; cryobiology; steroidogenesis; steroid hormones and receptors; peptide hormone biochemistry and receptors; the social interaction of cells; regulation of cell division; molecular motors; contractility of smooth muscle, cilia and flagella; pathogenesis of PA11; rhesus incompatibility; XGR; recurrent abortion; protein structure and function, structure and function of complex carbohydrates; fetal monitoring; ultrasound, amniocentesis, CVS; radiation and thermal stress; birth defects and their causes; immunological processes in reproduction.

RHHG5014
Fertility Control

Credit points: 2 **Teacher/Coordinator:** Dr Edith Weisberg **Session:** Semester 2 **Classes:** 4x3hr lectures **Assessment:** essay assignment **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit ncourages a practical approach to fertility control and enables students to develop skills in the provision of contraceptive services. The following topics are covered: general issues in fertility control; contraceptive choice; benefits and risks of contraception; legal aspects; contraceptive counselling; availability of contraceptives; development of new contraceptives and details of specific methods of contraception including behavioural methods, barrier methods, intra-uterine devices, steroidal contraceptives, contra contragestion and abortion, immunological methods, and status of male contraception. Lectures build on pre-reading provided. Tutorials require student presentation and discussion of issues. A written assignment is required during the semester. Assessment is based on presentations during tutorials and on the written assignment.

RHHG5021
Reproduction and Cancer

Credit points: 2 **Teacher/Coordinator:** Dr Alan Ferrier **Session:** Semester 2 **Classes:** 3x4hr lectures **Assessment:** essay assignment **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit examines three areas of interest linking cancer, reproductive endocrinology and infertility. The first concerns the application of 'reproductive insurance' using cryopreservation of ovarian cortical biopsy specimens, mature oocytes, sperm and embryos in patients with cancer. The second area explores the evidence between infertility and its management, childlessness and common gynaecological cancers and the alleged increased incidence of testicular cancer. The third examines the alleged links between breast cancer and hormone replacement therapy in the menopause.

SEXH5100
Social & Policy Aspects of Sexual Health

Credit points: 4 **Teacher/Coordinator:** Dr Richard Hillman, Professor Adrian Mindel **Session:** Semester 2 **Classes:** 2 hours of lectures per week, whole semester **Assessment:** written assignment and online quizzes **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit aims to introduce the social, psychological and political determinants of sexuality, and consider their impact on public health. It is available in both online and face to face modes. At the end of this unit, students will be able to understand the spectrum and determinants of sexuality; the impacts of biology, culture, tradition, society, environment, life experiences, personal beliefs and health on sexual activity; the impacts of sexuality at public health levels; how the sexual health needs vary with risk activity group and geographical location. Students will also be able to discuss policy and legislative responses to sexual activity and methods for determining the effectiveness of such responses. Course content will include population studies on sexual behaviour; historical perspectives; variants of sexuality (including adolescence, prisoners, multicultural aspects, the elderly, disability homosexuality, transgender issues); sexual dysfunction and counselling; commercial sex work; sex education; sexual assault, health promotion and ethical and legal aspects.

SEXH5101
Public Health Aspects of STD's

Credit points: 2 **Teacher/Coordinator:** Dr Richard Hillman, Professor Adrian Mindel **Session:** Semester 2 **Classes:** 2 hours of lectures, per week, half semester **Assessment:** written assignment and online quizzes **Campus:** Camperdown/Darlington **Mode of delivery:** 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 and sexual health; health promotion for STIs; policy approaches and ethical and legal issues.

SEXH5102
Public Health Aspects of HIV/AIDS

Credit points: 2 **Teacher/Coordinator:** Dr Richard Hillman, Professor Adrian Mindel **Session:** Semester 2 **Classes:** 2 hours of lectures, per week, half semester **Assessment:** written assignment and online quizzes **Campus:** Camperdown/Darlington **Mode of delivery:** On-line

This unit aims to provide a public health perspective of the impact of HIV infection. It is available in both online and face to face modes At the end of this unit, students will be able to understand the underlying principles of the surveillance systems used to monitor HIV infection; the core risk activity groups involved in the transmission of HIV; how the epidemiology of HIV infection varies within and between societies; the public health impacts of HIV infection; and effective preventative strategies. Course content will include an introduction to the science of HIV infection; epidemiology and surveillance methods; factors influencing sexual transmission; STI/HIV interactions; other methods of transmission; health promotion for HIV; government perspectives and ethical and legal issues.

SEXH5109
Introduction to STIs & HIV

Credit points: 6 **Teacher/Coordinator:** Dr Richard Hillman **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:** Cumberland **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.

SEXH5204
Adolescent Sexual Health

Credit points: 4 **Teacher/Coordinator:** Dr Melissa Kang **Session:** Semester 1 **Classes:** fully online **Assessment:** Continuous assessment including participation in group discussion and project, short answer questions, 1000 word assignments **Campus:** Camperdown/Darlington **Mode of delivery:** On-line

This unit aims to introduce the constructs of adolescent sexuality, explore the determinants of adolescent sexual health and to discuss the personal and public health implications of adolescent sexuality. At the end of this unit of study, students will be able to describe the biological, developmental and socio-cultural contexts of adolescent sexual health as well as the constructs, challenges and diversities of adolescent sexuality. They will learn techniques used to optimize communication with adolescents and explore legal, ethical and public health implications of adolescent sexuality. The course is taught fully online using a range of assessments including group participation and discussion, a group project, short answer questions and discussions based on case scenarios. It is divided into 6 modules: adolescent sexuality, adolescent sexual health, reproductive health issues in adolescence, diversity, legal and ethical issues and sexual health promotion.

SEXH5205
Advanced Adolescent Sexual Health

Credit points: 6 **Teacher/Coordinator:** Dr Melissa Kang **Session:** Semester 1 **Classes:** fully online **Assessment:** continuous assessment including participation in group discussion, short answer questions, 1000 word assignments plus 2500 word essay or field report **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit aims to introduce the constructs of adolescent sexuality, explore the determinants of adolescent sexual health and to discuss the personal and public health implications of adolescent sexuality, with additional emphasis on a deeper exploration of an area of adolescent sexual health that is of particular interest to the student. At the end of this unit of study, students will be able to describe the biological, developmental and socio-cultural contexts of adolescent sexual health as well as the constructs, challenges and diversities of adolescent sexuality. They will learn techniques used to optimize communication with adolescents and explore legal, ethical and public health implications of adolescent sexuality. They will also understand and describe one area of adolescent sexual health that the student chooses to study in depth from a list of suggestions. The course is taught fully online using a range of assessments including group discussion, short answer questions and discussions based on case scenarios. It is divided into 6 modules: adolescent sexuality, adolescent sexual health, reproductive health issues in adolescence, diversity, legal and ethical issues and sexual health promotion.

SEXH5206
Diagnostic Methods in Sexual Health

Credit points: 6 **Teacher/Coordinator:** Dr Richard Hillman **Session:** Semester 1 **Classes:** blended online - a one week practical session towards the end of the course will compliment the online learning **Prerequisites:** Prerequisites apply to students in the Faculty of Health Sciences, undertaking the degrees of SC109 M.HlthSc.(Sexual Hlth), SF057 Grad.Dip.HlthSc.(Sexual Hlth) and SG030 Grad.Cert.HlthSc.(Sexual Hlth) only. Prerequisites include all core units of the graduate program in Sexual Health in the Faculty of Health Sciences plus SEXH5019 Introductions to STIs and HIV) **Assessment:** online quizzes, case based presentations and an OSCE at the end of the practicum **Campus:** Camperdown/Darlington **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit aims to introduce the student to the common methods used in the diagnosis and management of infections with the common Sexually Transmissible Infections (STIs), including HIV. At the end of this unit, students will be able to understand the principles of Infection Control; methods used in diagnostic microbiology including specimen collection, storage and transport; specific diagnostic techniques and the interpretation of laboratory results; principle methods of detection for the following organisms: Chlamydia trachomatis, Candida albicans, genital mycoplasmas, Herpes simplex viruses, Human papillomaviruses, Molluscum contagiosum, Neisseria gonorrhoeae, Treponema pallidum, Trichomonas vaginalis, tropical genital ulcerating conditions and genital ectoparasites. Students will also be able to discuss methods used and interpretation of Hepatitis serology; laboratory aspects of syndromic management of vaginal discharge, urethral discharge, rectal discharge and prostatism; the diagnosis and management of HIV infection; the diagnosis of HIV-related opportunistic infections and tumours, and genital cytological assessment. Course content will include reading materials and exercises. An intensive one week practical allows students to consolidate their theoretical knowledge.

20. Applied Vision Sciences

Bachelor of Health Sciences/Master of Clinical Vision Sciences

The Bachelor of Health Sciences/Master of Clinical Vision Sciences is a professional preparation course for students who aim to practise as an orthoptist or in a related area. It is designed to produce graduates with high level clinical and problem solving skills and who are aware of current research and developments in a broad range of conditions associated with the eye and visual pathways.

Graduates can work in a wide variety of settings that include treatment of people who have trouble using their eyes together as a pair, specialised assessments as part of a medical team managing people with many different disorders of the eye, screening programs to detect vision problems, especially in children and the elderly, and research programs.

Admission requirements

A UAI of 80 or above is needed for admission to the Bachelor of Health Sciences/Master of Clinical Vision Sciences course. The general admission requirements in chapter 3 apply.

Students are required to maintain a credit average until the end of Year 2 to remain enrolled in the Bachelor of Health Sciences/Master of Clinical Vision Sciences course.

Course outline

The course outline for the Bachelor of Health Sciences/Master of Clinical Vision Sciences is presented in Table 20.1.

Table 20.1: Bachelor of Health Sciences/Master of Clinical Vision Sciences

Unit of study	*Credit points*	*A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition*	*Session*
Course code SH124: Pass course; full-time, 4 years			
Year 1 (first offered in 2007)			
Semester 1			
HSBH1001 **Health, Science and Research 1**	6		Semester 1
HSBH1002 **Health Service Delivery in Australia**	6	**N** HIMT1056 Health Care Delivery Systems; BACH2127 Health Policy and Service Delivery	Semester 1
HSBH1003 **Health, Behaviour and Society**	6	**N** BACH1132 Foundation of Psychology for the Health Sciences, BACH1133 Introduction to Health Psychology, BACH1130 Foundations of Health Sociology, BACH1134 Health, Illness and Social Inquiry	Semester 1
HSBM1001 **Biochemistry and Human Biology**	6		Semester 1
SEMESTER 1 TOTAL: 24 CREDIT POINTS			
Semester 2			
AHCD3019 **Indigenous Australian Health**	6		Semester 2
HSBH1004 **Communication, Advocacy and Health**	6	**P** HSBH1002 Health Service Delivery in Australia, HSBH1003 Health, Behaviour & Society	Semester 2
HSBH1005 **Human Development**	6	**P** HSBH1003 Health, Behaviour & Society	Semester 2
HSBM1002 **Principles of Human Body Systems A**	6	**P** HSBM1001 Biochemistry and Human Biology	Semester 2
SEMESTER 2 TOTAL: 24 CREDIT POINTS			
Year 2 (first offered in 2008)			
Semester 1			
HSBM1003 Principles of Human Body Systems B [6]			
BHS/AVS Elective (Visual Systems) [6]			
Ocular Pathology A [6]			
Binocular Vision and Clinical Optics [6]			
SEMESTER 1 TOTAL: 24 CREDIT POINTS			
Semester 2			
Neuroscience [6]			
BHS/AVS Elective (Vision Impairment) [6]			
Ocular Pathology B [6]			
Concomitant Strabismus and Clinical Optics [6]			
SEMESTER 2 TOTAL: 24 CREDIT POINTS			

Unit of study	*Credit points*	*A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition*	*Session*
Year 3 (first offered in 2009)			
Semester 1			
Health, Ethics and the Law [6]			
BHS Elective [6]			
Professional Practice A [6]			
Professional Practice B [6]			
SEMESTER 1 TOTAL: 24 CREDIT POINTS			
Semester 2			
Management and Project Design [6]			
Research Elective [6]			
Eye Movement Disorders [6]			
Ocular Pathology C [6]			
SEMESTER 2 TOTAL: 24 CREDIT POINTS			
Year 4 (first offered in 2010)			
Semester 1			
Clinical Assessment and Management of Refractive Error [6]			
Ocular Pathology D [6]			
Advanced Clinical Neurology [6]			
Research Project [6]			
SEMESTER 1 TOTAL: 24 CREDIT POINTS			
Semester 2			
Professional Practice C [6]			
Professional Practice D [6]			
Advanced Professional Studies [6]			
Research Dissertation or Clinical Project [6]			
SEMESTER 2 TOTAL: 24 CREDIT POINTS			

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 should possess:

- a bachelor's degree in a relevant health science area other than Orthoptics, and
- evidence of general and professional qualifications and experience that will enable engagement with the program.

Students applying for the program who do not meet the admission criteria will be required to complete particular units of study on a non-award basis, prescribed by the academic unit.

Course outline

The course outline for the Master of Orthoptics is presented in Table 20.2.

Table 20.2: Master of Orthoptics

Unit of study	*Credit points*	*A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition*	*Session*
Course code SC110 Credit points for award: 96			
on-campus or off-campus, full-time; minimum 4 semesters			
on-campus or off-campus, part-time; minimum 8 semesters			
Full-time mode			
Year 1			
Semester 1			
BACH5268 Developing A Research Project	6	*Not available for Doctor of Health Science students*	Semester 1 Semester 2
ORTH5022 Binocular Vision and Strabismus A	5	**C** ORTH5023 Ocular Pahology A	Semester 1
ORTH5023 Ocular Pathology A	5	**C** ORTH 5022 Binocular Vision and Strabismus A	Semester 1
ORTH5024 Professional Experience 1A	4	**C** ORTH5022 Binocular Vision and Strabismus ORTH5023 Ocular Pathology A	Semester 1
Elective [4] (see note below)			
SEMESTER 1 TOTAL: 24 CREDIT POINTS			
Semester 2			
ORTH5025 Binocular Vision and Strabismus B	5	**P** ORTH5022 Binocular Vision and Strabismus A ORTH5024 Professional Experience 1A	Semester 2
ORTH5026 Ocular Pathology B	5	**P** ORTH5023 Ocular Pathology A ORTH5024 Professional Experience 1A **C** ORTH5025 Binocular Vision and Strabismus B	Semester 2
ORTH5027 Professional Experience 1B	4	**P** ORTH5024 Professional Experience 1A ORTH5022 Binocular Vision and Strabismus A **C** ORTH5025 Binocular Vision and Strabismus B	Semester 2
ORTH5028 Professional Experience 1C	4	**P** ORTH5023 Ocular Pathology A ORTH5024 Professional Experience 1A **C** ORTH5026 Ocular Pathology B	Semester 2
ORTH5029 Clinical Management of Refractive Error	6	**P** ORTH5023 Ocular Pathology A ORTH5022 Binocular Vision and Strabismus A ORTH5024 Professional Experience 1A	Semester 2
SEMESTER 2 TOTAL: 24 CREDIT POINTS			
Year 2			
Semester 1			
ORTH5030 Paediatrics	6	**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	Semester 1
ORTH5031 Eye Movement Disorders	6	**P** ORTH5022 Binocular Vision and Strabismus A ORTH5025 Binocular Vision and Strabismus B ORTH 5024 Professional Experience 1A ORTH5027 Professional Experience 1B ORTH5028 Professional Experience 1C	Semester 1
ORTH5032 Geriatrics	6	**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	Semester 1
ORTH5033 Professional Development	6	**A** Broad body of knowledge and clinical experience in orthoptics and ophthalmology, from completing earlier units of study. **P** BACH5268 Developing a Research Project	Semester 1
SEMESTER 1 TOTAL: 24 CREDIT POINTS			
Semester 2			
ORTH5034 Advanced Orthoptic Practice	6	**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	Semester 2
ORTH5035 Professional Experience 2A	4	**P** ORTH5022 Binocular Vision and Strabismus A ORTH5025 Binocular Vision and Strabismus B ORTH5024 Professional Experience 1A ORTH5027 Professional Experience 1B ORTH5028 Professional Experience 1C ORTH5029 Clinical Management of Refractive Errors ORTH5030 Paediatrics ORTH5031 Eye Movement Disorders	Semester 2
ORTH5036 Professional Experience 2B	4	**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	Semester 2
ORTH5037 Professional Experience 2C	4	**P** ORTH5029 Clinical Management of Refractive Error ORTH5032 Geriatrics ORTH5031 Eye Movement Disorders **C** ORTH5035 Professional Experience 2A ORTH5036 Professional Experience 2B	Semester 2
ORTH5038 Research Project	6	**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, ORTH5033 Professional Development. **C** ORTH5035 Professional Experience 2A; ORTH5036 Professional Experience 2B or ORTH5037 Professional Experience 2C	Semester 2
SEMESTER 2 TOTAL: 24 CREDIT POINTS			

Unit of study	Credit points	A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition	Session
Note			
'ORTH5019 Special Study A' is the recommended research elective unit of study.			
Part-time mode			
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.			

Master of Applied Science (Orthoptics) by Research – SC032

The Master of Applied Science (Orthoptics) is a research degree designed to provide opportunities for research and scholarship in specific areas of applied visual sciences.

Admission requirements

Pass level entry

Applicants should possess either:

1. a Bachelor of Applied Science in Orthoptics from the Faculty of Health Sciences, the University of Sydney; or
2. a Bachelor of Applied Science deemed to be equivalent to the above; or
3. a diploma of Applied Science in Orthoptics from Cumberland College of Health Sciences PLUS other evidence of professional development or qualifications which will satisfy the Graduate Coursework Committee that the applicant possesses the educational preparation and capacity to pursue graduate studies; or
4. possess such qualifications as are deemed to be equivalent to (1) and/or (2) and (3).

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

Honours level entry

Applicants who have completed an approved bachelor's degree at honours level can be admitted to the program and will not be required to complete a qualifying program. Students with an honours degree may apply for advanced standing in the Research Electives, enabling them to enrol in the Research Thesis in the first semester of the program.

Time limits

The maximum length would normally be four semesters full-time and eight semesters part-time.

Course outline

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.

Units of study

AHCD3019
Indigenous Australian Health

Credit points: 6 **Teacher/Coordinator:** Ms Susan Page (02) 93519153; Ms Miranda Rose (02) 9351 9110 **Session:** Semester 2 **Classes:** 1 hr lec and 2 hr tut/wk **Assessment:** Reflective journal 2000 words (40 %), seminar presentation (20%), essay 1500 words (40%) **Campus:** Cumberland **Mode of delivery:** Distance Education

This unit of study introduces students to the complexity of Aboriginal and Torres Strait Islander health in rural, remote and urban contexts to ensure that non Indigenous health professionals in the field have the knowledge, skills and attitudes to practice with cultural safety. The unit of study compares Indigenous and non Indigenous health status, and overviews patterns of morbidity, disability, and mortality as evidence of the health disadvantage experienced by Aboriginal and Torres Strait Islander people. Social and historical processes influencing these patterns of health are also considered. This is followed by an examination of the differences between biomedical, sociological and Indigenous views of health, illness and wellbeing and the appropriateness of each view as a source of information about Aboriginal and Torres Strait Islander health. The unit of study concludes with an investigation of health service provision for Aboriginal and Torres Strait Islander people. This includes looking at barriers to health service access, the critical role of Aboriginal community controlled and general mainstream health services. Models of primary health care, community development and health promotion will be studied as essential components of Indigenous health provision.

Textbooks
Readings provided

BACH5268
Developing A Research Project

Credit points: 6 **Teacher/Coordinator:** Dr Rob Heard, email: r.heard@fhs.usyd.edu.au **Session:** Semester 1, Semester 2 **Classes:** 3 hrs/week semester 1 on campus Delivery Mode: Normal delivery evening Cumb Sem 1, DE Cumb Sem 1, Cumb Sem 2 **Assessment:** 3 assignments **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Evening

Note: Not available for Doctor of Health Science students

This unit provides an overview of the research process and focus on the formulation of a research proposal. It provides students with an opportunity to review and update their knowledge of research methods, and introduce the research electives which concentrate on a particular methodology or aspect of the research process. Basic research design issues are considered. Various methods of data collection are examined together with their suitability for investigating different types of research questions. Students explore the use of quantitative and qualitative data, longitudinal and cross-sectional designs, and data resulting from experimental interview, observation, single case and survey research methods in addition to content analysis and secondary data analysis. Emphasis is placed on the issues of validity and reliability of data collection techniques. Basic statistical procedures are briefly reviewed and applications such as epidemiology and evaluation research are introduced.

Textbooks
Minichiello V, Sullivan G, Greenwood K, & Axford R. (2004) Handbook of Research Methods for Nursing and Health Sciences (2nd ed) Frenchs Forest NSW: Pearson Education Australia.

HSBH1001
Health, Science and Research 1

Credit points: 6 **Session:** Semester 1 **Classes:** (1x1hr lec and 1x1hr tut and web-based activities)/wk **Assessment:** 2x1500wd assignments (25% each)

1x2hr exam (50%) **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

Science and research are inextricably bound together, as science refers to knowledge that is acquired through research. This unit introduces students to key elements common to research paradigms in health, and to the major approaches to designing and evaluating basic and applied research in health.

HSBH1002
Health Service Delivery in Australia

Credit points: 6 **Teacher/Coordinator:** Dr Joanne Callen, Ms Janelle Craig, Dr. Toni Schofield, Dr. Aditi Dey **Session:** Semester 1 **Classes:** (5x2hr lec and 2x ind study and 6xWebCT online learning) **Prohibitions:** HIMT1056 Health Care Delivery Systems; BACH2127 Health Policy and Service Delivery **Assessment:** 1 x Website evaluation (20%), 1 x WebCT discussion log/health care game assignment (40%),1 x 2hr exam (40%) **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit introduces the student to the Australian health system and the regulations that apply to this environment. Commonwealth and State responsibilities for health; the NSW Health care service structure; community health care and specialist services; professional associations and organisations; and the role of the medical and allied health professionals are examined along with national and international policy frameworks with particular application to health and community settings.

HSBH1003
Health, Behaviour and Society

Credit points: 6 **Teacher/Coordinator:** Dr Steven Cumming **Session:** Semester 1 **Classes:** 4hrs lec/wk **Prohibitions:** BACH1132 Foundation of Psychology for the Health Sciences, BACH1133 Introduction to Health Psychology, BACH1130 Foundations of Health Sociology, BACH1134 Health, Illness and Social Inquiry **Assessment:** 1 x 1hr in-class essay (17.5%), 1 x 1000wd essay mid sem (25%), 1 x end of sem exam (57.5%) **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.

HSBH1004
Communication, Advocacy and Health

Credit points: 6 **Teacher/Coordinator:** Dr Chris Lennings **Session:** Semester 2 **Classes:** (3x1hr lec and 1x1hr tut)/wk **Prerequisites:** HSBH1002 Health Service Delivery in Australia, HSBH1003 Health, Behaviour & Society **Assessment:** 1 x project (20%), 1 x seminar presentation (20%), 1 x 1000 word essay (20%), 1 x 2 hr exam (40%) **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

Effective health systems are characterised by excellent communication at a range of levels. This unit of study critically examines formal and informal communication flow among those involved in health care delivery: clients, health professionals, funding and regulatory bodies, insurers and others. Students will develop an understanding of the roles of health professionals within the Australian Health care systems and will be introduced to aspects of professional communication in health such as interviewing and basic counselling skills, case notes, professional reports, research reports, media releases and medicolegal documentation. Responsibilities around the role of advocacy in professional practice will be examined.

HSBH1005
Human Development

Credit points: 6 **Teacher/Coordinator:** Dr Gomathi Sitharthan **Session:** Semester 2 **Classes:** (3 x 1 hr lec and 1 x 1 hr tut)/wk **Prerequisites:** HSBH1003 Health, Behaviour & Society **Assessment:** 1 x project (20%), 1 x seminar presentation (20%), 1 x 1000 word essay (20%), 1 x 2hour exam (40%) **Campus:** Cumberland **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, cardio-vascular disease, arthritis and musculoskeletal disease, cancer, injury, and diabetes across the lifespan are considered.

HSBM1001
Biochemistry and Human Biology

Credit points: 6 **Teacher/Coordinator:** Dr Peter Knight **Session:** Semester 1 **Classes:** 2 x 2 hr lec/wk **Assessment:** 1 x mid sem exam (30%), 1 x final exam (70%) **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit of study introduces students to the biological and biochemical processes fundamental to understanding principles of health and disease, such as cell biology, homeostasis, metabolic processes, and genetics.

HSBM1002
Principles of Human Body Systems A

Credit points: 6 **Teacher/Coordinator:** Dr Gary Lee **Session:** Semester 2 **Classes:** 3hrs lec and 1hr prac/wk **Prerequisites:** HSBM1001 Biochemistry and Human Biology **Assessment:** 1 x 1 hr midsemester exam (MCQ) (38%), 1 x 1 hr end semester exam (MCQ) (22%), 1 x 2 hr end semester exam (MCQ) (40%) **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit of study will present the gross anatomy, functional histology and physiology of the cardiovascular, respiratory, gastrointestinal and immune systems. The pathophysiology and pharmacology of these body systems will also be examined. Particular emphasis will be placed on an understanding of the major national health priority areas such as cardio-vascular disease, cancer and asthma as they occur across the lifespan.

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:** 1x 500-1000 wd assignment (20%) and 1x 3000-3500 wd assignment (80%) **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

ORTH5022
Binocular Vision and Strabismus A

Credit points: 5 **Teacher/Coordinator:** Mrs Kathryn Thompson/Assoc Prof Elaine Cornell **Session:** Semester 1 **Classes:** Distance mode and 3hr/week staff supervised activities **Corequisites:** ORTH5023 Ocular Pahology A **Assessment:** 1x online assessment (50%) and 1x online assessment (50%) **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

The student will gain an understanding of the normal eye and the functioning of the visual system, covering content using a systems approach. The systems to be studied include: the sensory system; the optical system; the motor system; the receptive and integrative systems. The student will develop an understanding of the anatomy of the eye and visual system, and the physiology related to the process of seeing and binocular vision, whilst studying the systems in an integrated manner.

ORTH5023
Ocular Pathology A

Credit points: 5 **Session:** Semester 1 **Classes:** Distance educauon delivery. **Corequisites:** ORTH 5022 Binocular Vision and Strabismus A **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit will introduce the student to the medical model and highlight the role the orthoptist plays in this model. The student will learn about broad areas of medical disease, medical terminology, components of medical terms and general pharmacology. The focus will then shift to the eye, and the student will study common eye diseases, their presenting features and assessment for these by the eye health care professional. 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 management.

ORTH5024
Professional Experience 1A

Credit points: 4 **Session:** Semester 1 **Classes:** Off campus clinical experiences **Corequisites:** ORTH5022 Binocular Vision and Strabismus ORTH5023 Ocular Pathology A **Campus:** Cumberland **Mode of delivery:** Clinical Experience

The student will apply learning from ORTH 5022 Binocular Vision and Strabismus A and ORTH 5023 Ocular Pathology A to the clinical environment by observation and participation.

ORTH5025
Binocular Vision and Strabismus B

Credit points: 5 **Teacher/Coordinator:** Mrs Neryla Jolly **Session:** Semester 2 **Classes:** Distance mode and 3hr/week staff supervised activities **Prerequisites:** ORTH5022 Binocular Vision and Strabismus A ORTH5024 Professional Experience 1A **Assessment:** 4 case studies **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

The student will study defects of binocular cortical function related to inherited motor defects and developmental defects (strabismus, amblyopia and binocular vision abnormalities), abnormalities of the accommodative mechanism and the decompensation 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.

ORTH5026
Ocular Pathology B

Credit points: 5 **Teacher/Coordinator:** Mrs Kathryn Thompson **Session:** Semester 2 **Classes:** Distance mode and 3hr/week staff supervised activities. **Prerequisites:** ORTH5023 Ocular Pathology A ORTH5024 Professional Experience 1A **Corequisites:** ORTH5025 Binocular Vision and Strabismus B **Assessment:** Case study 30% and online exam 60% and online activities 10% **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 cataract and glaucoma including evidence based practice in the areas of investigation and treatment of these conditions. Aspects related to new research into the detection and management of these conditions will be studied, including critical analysis of results from clinical trials. This unit will include a significant section on automated perimetry and its analysis. The anterior segment of the eye will also be studied.

ORTH5027
Professional Experience 1B

Credit points: 4 **Teacher/Coordinator:** Mrs Susan Silveira **Session:** Semester 2 **Classes:** Supervised individual student clinical placement **Prerequisites:** ORTH5024 Professional Experience 1A ORTH5022 Binocular Vision and Strabismus A **Corequisites:** ORTH5025 Binocular Vision and Strabismus B **Assessment:** Clinical competency checklist 10% and concom squint exam 70% and online case analysis 30% **Campus:** Cumberland **Mode of delivery:** Clinical Experience

This unit provides the student with clinical experience in investigation of intermittent and constant concomitant deviations - including history taking, testing visual acuity, cover testing, measuring the deviation, testing ocular movements, assessing the patient's binocular status and any control they have over the deviation, assessing retinal fixation and the effect of any other influencing factors, e.g. suppression. It also provides experience in formulating management plans and communication related to patients with concomitant squint.

ORTH5028
Professional Experience 1C

Credit points: 4 **Teacher/Coordinator:** Mrs Susan Silveira **Session:** Semester 2 **Classes:** Supervised individual student clinical placement **Prerequisites:** ORTH5023 Ocular Pathology A ORTH5024 Professional Experience 1A **Corequisites:** ORTH5026 Ocular Pathology B **Assessment:** Short ophthalmic exam 70% and online case analysis 20% and opthalmic skills manual **Campus:** Cumberland **Mode of delivery:** Clinical Experience

This unit provides the student with clinical experience in investigation and management of cataract, glaucoma and contact lens patients including: history taking, testing visual acuity; the investigation and management of cataract and glaucoma patients, including Humphrey fields; the contact lens regime - fitting, insertion, removal and patient education; general ophthalmic principles - subjective refraction, ophthalmoscopy, slit lamp techniques, vertometry, keratometry, minor surgical procedures and pharmacology.

ORTH5029
Clinical Management of Refractive Error

Credit points: 6 **Teacher/Coordinator:** Mr Nathan Clunas **Session:** Semester 2 **Classes:** Distance mode and 4hr/week staff supervised activities **Prerequisites:** ORTH5023 Ocular Pathology A ORTH5022 Binocular Vision and Strabismus A ORTH5024 Professional Experience 1A **Assessment:** Clinical refraction exam 45% and 1x2hr online exam 45% **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

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 VS multifocal lenses in a variety of occupational situations.

ORTH5030
Paediatrics

Credit points: 6 **Teacher/Coordinator:** Mrs. Neryla Jolly & Mrs. Sue Silveira **Session:** Semester 1 **Classes:** Distance mode and 4hr/wk 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 **Assessment:** 3 on-line exercises, 1 exam **Campus:** Cumberland **Mode of delivery:** Distance Education

The student will study specific testing procedures for the paediatric population with emphasis on vision assessment. Common presenting problems resulting in visual or ocular motor disorders are studied and their relationship to embryology and genetics are considered where relevant. The role of the orthoptist in vision screening programs is also studied. A variety of paediatric population will be included such as learning disabled and developmentally delayed children. The orthoptist's role in a multi-disciplinary health team will be emphasised.

ORTH5031
Eye Movement Disorders

Credit points: 6 **Teacher/Coordinator:** A.Prof Elaine Cornell **Session:** Semester 1 **Classes:** Distance mode and 4hr/wk staff supervised activities **Prerequisites:** ORTH5022 Binocular Vision and Strabismus A ORTH5025 Binocular Vision and Strabismus B ORTH 5024 Professional Experience 1A ORTH5027 Professional Experience 1B ORTH5028 Professional Experience 1C **Assessment:** Mid Semester Web CT exam 50%, End of semester Web CT exam 50% **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

Defects of the motor function of the eye will be studied, tracing the pathway from the cortex to the brain stem, through the infra nuclear pathways to the eye. The student will be encouraged to: 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. Content: supra nuclear pathways, nuclear, internuclear and gaze centres, pathway from the nucleus to the orbit and orbital operation; impact of diseases such as multiple sclerosis, myasthenia gravis tumours; impact of head injury including blow out fractures.

Textbooks
No specific text, wide reading of texts and manual

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:** 2x case study (20% ea) and 2x case study

(30% ea) **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

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 of the role 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:** Dr Kathryn Rose **Session:** Semester 1 **Classes:** Distance mode and 4hr/week staff supervised activities **Prerequisites:** BACH5268 Developing a Research Project **Assumed knowledge:** Broad body of knowledge and clinical experience in orthoptics and ophthalmology, from completing earlier units of study. **Assessment:** 1x 500-1000 wd assignment (20%) and 1x 3000-3500 wd assignment (80%) **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

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.

ORTH5034
Advanced Orthoptic Practice

Credit points: 6 **Teacher/Coordinator:** Neryla Jolly **Session:** Semester 2 **Classes:** Distance mode and 4hr/wk 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 **Assessment:** 5 case studies **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 and complex systemic conditions, such as diabetes, stroke, thyroid disease; traumatic conditions such as head injury, blow out fractures.

ORTH5035
Professional Experience 2A

Credit points: 4 **Session:** Semester 2 **Classes:** Clinical Experience off campus **Prerequisites:** ORTH5022 Binocular Vision and Strabismus A ORTH5025 Binocular Vision and Strabismus B ORTH5024 Professional Experience 1A ORTH5027 Professional Experience 1B ORTH5028 Professional Experience 1C ORTH5029 Clinical Management of Refractive Errors ORTH5030 Paediatrics ORTH5031 Eye Movement Disorders **Campus:** Cumberland **Mode of delivery:** Clinical Experience

This unit provides the student with clinical experience in investigation of incomitant squint. This includes intermittent, constant, congenital, acquired, neurogenic and mechanical conditions. It also provides experience in formulating management plans and communication related to patients with incomitant squint.

ORTH5036
Professional Experience 2B

Credit points: 4 **Teacher/Coordinator:** Mrs Susan Silveira **Session:** Semester 2 **Classes:** Supervised individual student clinical placement **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:** Ophthalmic clinical exam 80% and online case study 20% **Campus:** Cumberland **Mode of delivery:** Clinical Experience

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 **Teacher/Coordinator:** Mrs Susan Silveira **Session:** Semester 2 **Classes:** Supervised individual student clinical placement **Prerequisites:** ORTH5029 Clinical Management of Refractive Error ORTH5032 Geriatrics ORTH5031 Eye Movement Disorders **Corequisites:** ORTH5035 Professional Experience 2A ORTH5036 Professional Experience 2B **Assessment:** Online case study 50% and reflection report 50% **Campus:** Cumberland **Mode of delivery:** Clinical Experience

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 4hr/wk 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, ORTH5033 Professional Development. **Corequisites:** ORTH5035 Professional Experience 2A; ORTH5036 Professional Experience 2B or ORTH5037 Professional Experience 2C **Assessment:** Research Project **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

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 Developing a Research Project and Professional Development, the student will formulate a research question and conduct a pilot study on the topic.

21. Behavioural and Community Health Sciences

Graduate Certificate of Health Science (Behavioural Science)

Master of Health Science (Behavioural Science)

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

For the Graduate Certificate there are no core units. However, students are strongly encouraged to enrol in BACH5186 Professional Development Skills. For the master's there are no core units specified. However, all masters' students are required to do one research elective. For both coursework programs at least 50 per cent of the electives must be in Behavioural Science. Electives in the Education stream are not classed as Behavioural Science electives. Electives are chosen by students in consultation with the Program Coordinator.

International students and participants undertaking the master's Program without a recent background in higher education and/or experience with information technology are strongly advised to undertake the unit BACH5186 Professional Development Skills in their first semester of enrolment.

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

Students must complete four units for the Graduate Certificate of Health Science (Behavioural Science). Students must complete eight units for the Master of Health Science (Behavioural Science) Pass course. Master's students wishing to take the award with honours will also complete a dissertation in semester three (full-time enrolment) or part-time equivalent.

For students seeking registration with the NSW Psychologists' Registration Board, the Master of Health Science (Behavioural Science) is an approved fourth year course. However, 80 per cent of electives chosen need to be Psychology electives. Check with the Postgraduate Coordinator which electives meet this criterion.

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

Students who are not qualified to enrol in the master's degree may, upon approval of the Postgraduate Committee, be permitted to enrol in the Graduate Certificate. Conditional upon satisfactory performance, students may then be able to articulate to the Master of Health Science (Behavioural Science) coursework program.

Admission requirements

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

1. a bachelor's degree with a major in anthropology, sociology or psychology with satisfactory performance in behavioural sciences units of study; or
2. a bachelor's degree in social work with satisfactory performance in behavioural sciences units of study; or
3. an approved bachelor's degree in a health profession with satisfactory performance in Behavioural Sciences units of study; or
4. evidence of general and/or professional qualifications where the prospective candidate can satisfy the Faculty that she or he possesses expertise equivalent to (1), (2), or (3).

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

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 outlines

The course outlines for graduate coursework studies in Behavioural Science are presented in Tables 21.1, 21.2 and 21.2.1.

See information following Table 21.8 for elective streams and refer to end of this chapter for unit descriptions. See Chapter 31 for Faculty electives and Research electives.

Table 21.1: Graduate Certificate of Health Science (Behavioural Science)

Unit of study	*Credit points*	*A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition*	*Session*
Course code: SG010, Credit points for award: 24			
Full-time, minimum 1 semester			
Part-time, minimum 2 semesters			
Off-campus (1 to 2 semesters)			
Full-time mode			
Year 1			
4 Electives [24] (6 credit points each) (see note below)			
SEMESTER 1 TOTAL: 24 CREDIT POINTS			
Part-time mode			
Year 1			
Semester 1			
2 Electives [12] (6 credit points each) (see note below)			
SEMESTER 1 TOTAL: 12 CREDIT POINTS			
Semester 2			
2 Electives [12] (6 credit points each) (see note below)			
SEMESTER 2 TOTAL: 12 CREDIT POINTS			
Note			
Generally these electives are taken from elective streams following Table 21.8.			

Table 21.2: Master of Health Science (Behavioural Science) Pass

Unit of study	*Credit points*	*A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition*	*Session*
Course code: SC047, Credit points for award: 48			
Full-time, minimum 2 semesters			
Part-time, minimum 4 semesters			
Off-campus (2 to 4 semesters)			
Full-time mode			
Year 1			
Research elective [6]			
7 Electives [42] (6 credit points each) (see note below)			
YEAR 1 TOTAL: 48 CREDIT POINTS			
Part-time mode			
Year 1			
Research elective [6]			
3 Electives [18] (6 credit points each) (see note below)			
YEAR 1 TOTAL: 24 CREDIT POINTS			
Year 2			
4 Electives [24] (6 credit points each) (see note below)			
YEAR 2 TOTAL: 24 CREDIT POINTS			
Note			
Generally electives are taken from elective streams following Table 21.8.			

Table 21.2.1: Master of Health Science (Behavioural Science) Honours

Unit of study	*Credit points*	*A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition*	*Session*
Course code: SC081, Credit points for award: 60			
Full-time 3 semesters			
Part-time 5 semesters			
Full-time mode			
Year 1			
As per pass course			
Year 2			
BACH5263 Dissertation	12		Semester 1 Semester 2
Part-time mode			
Years 1 and 2			
As per pass course			
Year 3			
BACH5263 Dissertation	12		Semester 1 Semester 2
Notes			
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 grade of distinction.			

Master of Applied Science (Behavioural Science) by Research – SC035

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

Admission requirements

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

1. a bachelor's degree with a major in anthropology, sociology or psychology; or
2. a bachelor's degree in social work; or
3. an approved bachelor's degree in a health profession with satisfactory performance in Behavioural Sciences units of study; or
4. evidence of general and/or professional qualifications where the prospective candidate can satisfy the Faculty that she or he possesses expertise equivalent to (1), (2), or (3).

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

Time limits

The maximum length would normally be four semesters full-time and eight semesters part-time.

Course outline

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.

Graduate Certificate of Health Science (Child and Adolescent Health)

Master of Health Science (Child and Adolescent Health)

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

International students and participants undertaking the Master's Program without a recent background in higher education and/or experience with information technology are strongly advised to undertake the unit Professional Development Skills BACH5186 in their first semester of enrolment.

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

Students undertaking the Graduate Certificate BACH5186 must complete three Child and Adolescent Health electives, and one other elective. Professional Development Skills is strongly recommended.

Students must complete eight units for the Master of Health Science (Child and Adolescent Health) Pass course, including four Child and Adolescent Health electives and a research elective. The research elective titled Developing a Research Project BACH5268 is strongly recommended.

Master's students wishing to take the award with Honours will also complete a dissertation in semester three (full-time) or part-time equivalent. For students seeking registration with the NSW Psychologists' Registration Board the Master of Health Science (Child and Adolescent Health) is an approved fourth year course. However, 80 per cent of electives chosen need to be Psychology electives. Check which electives meet this criterion with the Postgraduate Coordinator.

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

Students who are not qualified to enrol in the master's may, upon approval of the Postgraduate Committee, be permitted to enrol in the Graduate Certificate. Conditional upon satisfactory performance, students may then be able to articulate to the Master of Health Science (Child and Adolescent Health) coursework program.

Preferred stream

For master's students, in addition to the core electives, students need to select three other electives from the behavioural and community health sciences list of electives. However, students are encouraged to select electives from the Child and Adolescent stream where possible.

Note: Students will need to familiarise themselves with the semesters and any prerequisites that the different Child and Adolescent Health electives that are offered to ensure that over the period of enrolment the required electives are completed.

Admission requirements

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

1. a bachelor's degree with a major in anthropology (with satisfactory performance in at least two psychology units/subjects at undergraduate level), sociology (with satisfactory performance in at least two psychology units/subjects at undergraduate level) or psychology; or
2. a bachelor's degree in social work (with satisfactory performance in at least two psychology units/subjects at undergraduate level); or
3. an approved bachelor's degree in a health profession with satisfactory performance in behavioural sciences units of study (with satisfactory performance in at least two psychology units/subjects at undergraduate level); or
4. evidence of general and/or professional qualifications where the prospective candidate can satisfy the Faculty that she or he possesses expertise equivalent to (1), (2), or (3).

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

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 outlines

The course outlines for graduate coursework studies in Child and Adolescent Health are presented in Tables 21.3, 21.4 and 21.4.1.
See elective streams following Table 21.8 for list of Child and Adolescent Health elective units of study. See chapter 31 for Faculty electives and research electives.

Table 21.3: Graduate Certificate of Health Science (Child and Adolescent Health)

Unit of study	*Credit points*	*A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition*	*Session*
Course code: SG029, Credit points for award: 24			
Full-time, 1 semester			
Part-time, 2 semesters			
Off-campus (1 to 2 semesters)			
Full-time mode			
Year 1			
3 Child and Adolescent Health electives [18] (6 credit points each)			
Elective [6] (see note below)			
YEAR 1 TOTAL: 24 CREDIT POINTS			
Part-time mode			
Year 1			
3 Child and Adolescent Health electives [18] (6 credit points each)			
Elective [6] (see note below)			
YEAR 1 TOTAL: 24 CREDIT POINTS			
Note			
Generally electives are taken from elective streams below Table 21.8. Students are strongly encouraged to select electives from the Child and Adolescent stream.			

Table 21.4: Master of Health Science (Child and Adolescent Health) Pass

Unit of study	*Credit points*	*A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition*	*Session*
Course code: SC048, Credit points for award: 48			
Full-time, minimum 2 semesters			
Part-time, minimum 4 semesters			
Off-campus (2 to 4 semesters)			
Full-time mode			
Year 1			
Research elective [6]			
4 Child and Adolescent Health electives [24] (6 credit points each)			
3 Electives [18] (6 credit points each) (see note below)			
YEAR 1 TOTAL: 48 CREDIT POINTS			
Part-time mode			
Year 1			
Research elective [6]			
2 Child and Adolescent Health electives [12] (6 credit points each)			
Elective [6] (see note below)			
YEAR 1 TOTAL: 24 CREDIT POINTS			
Year 2			
2 Child and Adolescent Health electives [12] (6 credit points each)			
2 Electives [12] (6 credit points each) (see note below)			
YEAR 2 TOTAL: 24 CREDIT POINTS			
Note			
Generally electives are taken from the elective streams below Table 21.8. Students are encouraged to select electives from the Child and Adolescent stream.			

Table 21.4.1: Master of Health Science (Child and Adolescent Health) Honours

Unit of study	*Credit points*	*A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition*	*Session*
Course code: SC116, Credit points for award: 60			
Full-time, 3 semesters			
Part-time, 5 semesters			
Full-time mode			
Year 1			
As per Pass course			
Year 2			
BACH5263 Dissertation	12		Semester 1 Semester 2
Part-time mode			
Year 1 and Year 2			
As per Pass course			
Year 3			
BACH5263 Dissertation	12		Semester 1 Semester 2
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 grade of distinction.			

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, and health information management, and the complementary therapies including homoeopathy, 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 off shore. 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 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 is essential.

Studies in university teaching for academic staff in 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. The option to undertake 6 or 12 credit point negotiated projects provides participants with a unique opportunity to develop some aspect of their teaching with mentoring and support from experienced educational developers who are contextually informed academics and colleagues.

Examples of such projects include, designing a unit of study, managing and mapping constructive alignment, building an effective assessment protocol, undertaking a significant review of the literature, preparing a paper for publication in a professional journal, introducing some innovative approach to teaching and learning, or transforming a unit of study or curriculum from one mode of delivery to another.

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) visit the website http://www.fhs.usyd.edu.au/bach/hse/.

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.

Course Award	Units of study	Credit points
Graduate Certificate	4 units	24
Graduate Diploma	6 units	36
Master's Degree	8 units	48
Honours (Option)	10 units	60

Admission requirements

In order to qualify for admission to either the Graduate Certificate, Graduate Diploma or Master 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 level of Master. Some students enter at the graduate certificate level and choose the option to articulate to the Master 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 should complete a Course Application form and submit this to the head of academic unit 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 graduate 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 distinction in at least two units of study in the Master of Health Science (Education) Pass course.

Course outlines

The course outline for each award is described in the following tables. Units of study are described later in this chapter. Educational electives available in Semesters 1 and 2 are listed following Table 21.8. Faculty electives can be found in chapter 31.

Table 21.5: Graduate Certificate of Health Science (Education)

Unit of study	*Credit points*	*A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition*	*Session*
Course code: SG032, Credit points for award: 24			
Full-time, 1 semester			
Part-time, 2 semesters			
Full-time mode			
Year 1			
BACH5001 Adult Learning	6		Semester 1 Semester 2
BACH5002 Educational Design	6		Semester 1 Semester 2
2 Electives [12] (see note 2 below)			
YEAR 1 TOTAL: 24 CREDIT POINTS			
Part-time mode			
Year 1			
Semester 1			
BACH5001 Adult Learning	6		Semester 1 Semester 2
Elective [6] (see note 2 below)			
SEMESTER 1 TOTAL: 12 CREDIT POINTS			
Semester 2			
BACH5002 Educational Design	6		Semester 1 Semester 2
Elective [6] (see note 2 below)			
SEMESTER 2 TOTAL: 12 CREDIT POINTS			
Notes			
1. Adult Learning must be undertaken in the first semester of entry to the program.			
2. Students undertake two (2) professional electives of 6 credit points. Generally these electives are taken from Education List A or List B following Table 21.8.			

Table 21.6: Graduate Diploma of Health Science (Education)

Unit of study	*Credit points*	*A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition*	*Session*
Course code: SF046, Credit points for award: 36 (minimum)			
Part-time, 3 semesters			
Part-time mode			
Year 1			
Semester 1			
BACH5001 Adult Learning	6		Semester 1 Semester 2
Elective [6] (see note 2 below)			
SEMESTER 1 TOTAL: 12 CREDIT POINTS			
Semester 2			
BACH5002 Educational Design	6		Semester 1 Semester 2
Elective [6] (see note 2 below)			
SEMESTER 2 TOTAL: 12 CREDIT POINTS			
Year 2			
2 Electives [12] (see note 2 below)			
YEAR 2 TOTAL: 12 CREDIT POINTS			
Notes			
1. Adult Learning must be undertaken in the first semester of entry to the program.			
2. Students undertake two professional electives of 6 credit points. Generally these electives are taken from Education List A or List B following Table 21.8.			

Table 21.7: Master of Health Science (Education) Pass

Unit of study	*Credit points*	*A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition*	*Session*
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		Semester 1 Semester 2
3 Electives [18] (see note 2 below)			
SEMESTER 1 TOTAL: 24 CREDIT POINTS			
Semester 2			
BACH5002 Educational Design	6		Semester 1 Semester 2
3 Electives [18] (see note 2 below)			
SEMESTER 2 TOTAL: 24 CREDIT POINTS			
Part-time mode			
Year 1			
Semester 1			
BACH5001 Adult Learning	6		Semester 1 Semester 2
Electives [6] (see note 2 below)			
SEMESTER 1 TOTAL: 12 CREDIT POINTS			
Semester 2			
BACH5002 Educational Design	6		Semester 1 Semester 2
Electives [6] (see note 2 below)			
SEMESTER 2 TOTAL: 12 CREDIT POINTS			

Unit of study	*Credit points*	*A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition*	*Session*
Year 2			
Semester 1			
2 Electives [12] (see note 2 below)			
SEMESTER 1 TOTAL: 12 CREDIT POINTS			
Semester 2			
2 Electives [12] (see note 2 below)			
SEMESTER 2 TOTAL: 12 CREDIT POINTS			
Notes			
1. Adult Learning must be undertaken in the first semester of entry to the program.			
2. Students undertake electives of 6 credit points. Generally these electives are taken from Education List A or List B following Table 21.8.			

Table 21.7.1: Master of Health Science (Education) Honours

Unit of study	*Credit points*	*A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition*	*Session*
Course code: SC082, Credit points for award: 60			
Full-time, 3 semesters			
Part-time, 5 semesters			
Full-time mode			
Year 1			
As per Pass course			
Year 2			
BACH5263 Dissertation	12		Semester 1 Semester 2
Part-time mode			
Years 1 and 2			
As per Pass course			
Year 3			
BACH5263 Dissertation	12		Semester 1 Semester 2
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 grade of distinction.			

Master of Applied Science (Education) by Research – SC117

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

Admission requirements

1. A bachelor's degree at honours level in a health science field or other relevant area; or
2. A bachelor's degree in a health science field or other related area; or
3. Evidence of general and professional qualifications and experience as will satisfy the Faculty that the applicant possesses the educational preparation and capacity to pursue independent research, and will: **(i)** satisfy such additional requirements for admission to the program, if any, as may be prescribed by the Faculty; and **(ii)** have completed at least two years full-time work in their professional field; and **(iii)** have completed a minimum of one year's full-time experience in an educational role.

Students with Honours level entry can apply for advanced standing in relevant research units. All qualifying requirements must be completed before enrolment in this master's course.

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

Time limits

The maximum length would normally be four semesters full-time and eight semesters part-time.

Course outline

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.

Master of Health Science (Gerontology)

No first year intake in 2007

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

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

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

The course is offered on a full-time or part-time basis. Course requirements may be completed entirely off-campus.

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

Admission requirements

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

1. a bachelor's degree in an area of occupational relevance such as the health, welfare, social or biological sciences; or
2. overseas qualifications acceptable to the Faculty; or
3. other general and professional qualifications and/or experience as will satisfy the Faculty that the applicant possesses the educational preparation and capacity to pursue graduate studies, and satisfy such additional requirements for admission to the program, as may be prescribed by Faculty.

Honours

Articulation into the Master of Health Science (Gerontology) 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 Science (Gerontology) Pass course.

Course outline

The course outlines for the Master of Health Science (Gerontology) Pass is presented in Tables 21.8.

More information at: www.fhs.usyd.edu.au/bach/gerontology

Table 21.8: Master of Health Science (Gerontology) Pass

Unit of study	*Credit points*	*A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition*	*Session*
Course code: SC070, Credit points for award: 48			
Full-time, 2 semesters			
Part-time, 4 semesters			
Off-campus, 4 semesters			
Part-time mode			
Year 1 (no first year intake in 2007)			
Year 2			
Semester 1			
2 Electives [12] (6 credit points each) (see note below)			
SEMESTER 1 TOTAL: 12 CREDIT POINTS			
Semester 2			
2 Electives [12] (6 credit points each) (see note below)			
SEMESTER 2 TOTAL: 12 CREDIT POINTS			
Note			
Students study a total of seven elective units; each unit is 6 credit points. At least three elective units must be chosen from the ageing/gerontology stream. The electives offered may vary according to staff availability and student demand. With the approval of the course coordinator, students may choose remaining electives from units within other study streams, including research electives. Elective units within different study streams are listed following Table 21.8. For a list of Faculty electives see chapter 31.			

Master of Applied Science (Gerontology) by Research – SC118

This course provides the opportunity for research in gerontology.

Admission requirements

To qualify for admission to the master degree by Research in gerontology applicants must:

1. have completed a bachelor's degree in an area of relevance such as health, welfare, social, behavioural or biological sciences or
2. submit such other evidence of general and professional qualifications and experience as will satisfy the Faculty that the applicant possesses the educational preparation and capacity to pursue independent research.
3. satisfy such additional requirements for admission to the program, if any, as may be prescribed.

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

Time limit

The maximum length would normally be four semesters full-time and eight semesters part-time.

Course outline

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.

Electives for Behavioural and Community Health Sciences

Unit of study	*Credit points*	*A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition*	*Session*
Elective streams			
Depending on the degree program you are enrolled in you may be able to choose electives across a number of streams. Electives in all the streams listed below except for those in the Education stream are classed as Behavioural Science electives.			
Ageing/Gerontology			
BACH5027 **Mental Health in Later Life**	6		Semester 1 Semester 2
BACH5034 **Residential Care and Older People**	6		Semester 1
BACH5036 **Community Aged Care**	6		Semester 1
BACH5038 **The Community Setting and Older People**	6		Semester 2
BACH5041 **Introduction to Gerontology**	6		Semester 1 Semester 2
BACH5058 **Residential Care Policies and Services**	6		Semester 2
BACH5147 **Psychology of Ageing**	6		Semester 2
BACH5212 **Multicultural Issues in Gerontology**	6		Semester 1 Semester 2
BACH5216 **Behavioural Aspects of Ageing**	6		Semester 1
BIOS5018 **Health, Dysfunction and Ageing**	6		Semester 1 Semester 2
BIOS5041 **Biological Aspects of Ageing**	6		Semester 2
Child and Adolescent Health			
BACH5063 **Therapies for Children and Adolescents**	6		Semester 1 Semester 2
BACH5138 **Abnormal Psychology and Mental Health**	6	**A** Undergraduate Psychology	Semester 1 Semester 2
BACH5198 **Contemporary Issues 1**	6	**A** Previous study of Psychology at undergraduate level or BACH5321 Psychology for Graduate Students.	Semester 1 Semester 2
BACH5200 **Contemporary Issues 2**	6	**P** Contemporary Issues I BACH5198	Semester 1 Semester 2
BACH5309 **Assessment of Children and Adolescents**	6	**P** BACH5313 Child and Adolescent Psychology	Semester 1 Semester 2
BACH5313 **Child and Adolescent Psychology**	6	**A** Previous study of Psychology at undergraduate level is assumed.	Semester 1 Semester 2
Counselling			
BACH5138 **Abnormal Psychology and Mental Health**	6	**A** Undergraduate Psychology	Semester 1 Semester 2

Unit of study	*Credit points*	*A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition*	*Session*
BACH5139 **Behaviour Mod & Cog Behavioural Therapy**	6		Semester 1
BACH5143 **Counselling**	6	**A** Undergraduate Psychology	Semester 1 Semester 2
BACH5323 **Advanced Counselling Skills**	6	**A** Basic counselling skills **P** BACH5143 Counselling	Semester 1 Semester 2
BACH5324 **Psychotherapy**	6	**P** BACH 5143 Counselling **C** BACH 5323 Advanced Counselling Skills	Semester 2
Education			
List A (normally offered in Semester 1)			
BACH5001 **Adult Learning**	6		Semester 1 Semester 2
BACH5002 **Educational Design**	6		Semester 1 Semester 2
BACH5020 **Introduction to Educational Computing**	6	**A** Basic computer skills and some knowledge of Adult Learning theory is useful.	Semester 1
BACH5085 **Clinical Teaching and Supervision**	6	**A** Some knowledge of Adult Learning theory is useful.	Semester 1
BACH5118 **Learning in Groups**	6		Semester 1
BACH5128 **Educational Innovation Project A**	6		Semester 1
BACH5151 **Independent Investigation I**	6	**A** Basic principles of adult learning and educational design are useful	Semester 1
BACH5153 **Assessment of Learning**	6	**A** Knowledge of Adult Learning and Educational Design is useful.	Semester 1
BACH5336 **Lecturing and Large Group Teaching**	6	**A** BACH5001 Adult Learning and BACH5002 Educational Design	Semester 1
List B (normally offered in Semester 2)			
BACH5001 **Adult Learning**	6		Semester 1 Semester 2
BACH5002 **Educational Design**	6		Semester 1 Semester 2
BACH5003 **Facilitating Learning**	6	**A** Some knowledge of Adult Learning theory and Group Dynamics useful.	Semester 2
BACH5004 **Educational Practice**	6	**A** Educational Design BACH5002	Semester 2
BACH5007 **Curriculum Leadership**	6	**A** Adult Learning BACH5001 and Educational Design BACH5002	Semester 2
BACH5022 **Independent Investigation II**	6	**A** Basic principles of adult learning and educational design are useful	Semester 2
BACH5024 **In-service and Continuing Education**	6	**A** Adult Learning BACH5001 and Educational Design BACH5002 .	Semester 2
BACH5042 **Teaching Clinical Reasoning**	6	**A** Some knowledge of Adult Learning theory is useful.	Semester 2
BACH5116 **Developing Web-Based Education**	6	**A** Basic computer skills and some knowledge of Adult Learning theory would be useful.	Semester 2
BACH5129 **Educational Innovation Project B**	6	**A** Educational Design BACH5002	Semester 2
Educational Innovation Project is a two semester (12 credit points) elective for students undertaking a major project in their workplace.			
Improving Health Systems			
AHCD5048 **Action Research**	6		Semester 1 Semester 2
BACH5026 **Special Investigation**	6		Semester 1 Semester 2
BACH5074 **Reflective Inquiry in Practice**	6	*Access to the World Wide Web is essential.*	Semester 1 Semester 2
BACH5326 **Improving Health Systems**	6		Semester 2
BACH5328 **Evaluating Health Interventions**	6		Semester 1 Semester 2
Note: Improving Health Systems electives may be taken sequentially to support an extended workplace learning project.			
Information Technology			
BACH5061 **Statistical Analysis With SPSS**	6		Semester 1 Semester 2
BACH5208 **Introduction to Computers & the Internet**	6	**A** Familiarity with Windows **N** BACH3105 Computing for Health Practitioners	Semester 2

Unit of study	*Credit points*	*A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition*	*Session*
International Health			
BACH5196 International Health and Society	6		Semester 1 Semester 2
BACH5306 International Health Risk Management	6		Semester 1 Semester 2
Research electives (6 credit points)			
BACH5011 Survey Research Methods	6		Semester 1 Semester 2
BACH5253 Intermediate Statistics	6	**P** Research Methods I (BACH2115) and Research Methods II: Data Analysis and Statistics (BACH1118), or equivalent. *Note: Department permission required for enrolment*	Semester 1 Semester 2
BACH5255 Qualitative Research Methods	6		Semester 2
BACH5268 Developing A Research Project	6	*Not available for Doctor of Health Science students*	Semester 1 Semester 2
BACH5298 History and Philosophy of Science	6		Semester 1
BACH5300 Action Research	6		Semester 1
BACH5302 Epidemiological Research	6	**A** Previous study of Research Methods at undergraduate level	Semester 1 Semester 2
BACH5327 Internet Research	6	**A** Basic knowledge of research approaches and methods.	Semester 1 Semester 2
BACH5328 Evaluating Health Interventions	6		Semester 1 Semester 2
Other			
BACH5164 Occupational Health	6		Semester 1 Semester 2
BACH5165 Post Trauma Stress	6		Semester 1
BACH5180 Stress and Illness: Management Issues	6		Semester 1
BACH5186 Professional Development Skills	6		Semester 2
BACH5224 Organisational Management	6		Semester 1
BACH5321 Psychology for Graduate Students	6		Semester 1 Semester 2
BACH5322 Sociology for Health Professionals	6		Semester 1 Semester 2
BACH5338 Cyberpsychology and Online Health	6		Semester 2
BACH5339 Cognitive Function	6	**N** Psychology of Ageing BACH5147	Semester 1

Bachelor of Health Sciences/Master of Rehabilitation Counselling

The Bachelor of Health Sciences/Master of Rehabilitation Counselling is a combined degree that provides a professional qualification in Rehabilitation Counselling. Students are required to complete 96 credit points in the Bachelor of Health Sciences and 96 credit points in the Master of Rehabilitation Counselling. Master of Rehabilitation Counselling units are begun in the second year of the undergraduate degree.

This combined degree aims to produce a graduate who will function as a high quality practitioner providing 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. At the conclusion of the course, students will be eligible to apply for membership of the Rehabilitation Counselling Association of Australasia and the Australian Society of Rehabilitation Counsellors.

Admission requirements

A UAI of 80 or above is needed for admission to the Bachelor of Health Sciences/Master of Rehabilitation Counselling course. The general admission requirements in chapter 3 apply. Students are required to maintain a credit average until the end of year two to remain enrolled in the Bachelor of Health Sciences/Master Rehabilitation Counselling course.

Course outline

The course outline for the Bachelor of Health Sciences/Master of Rehabilitation Counselling course is presented in Table 21.9.

Table 21.9: Bachelor of Health Sciences/Master of Rehabilitation Counselling

Unit of study	*Credit points*	*A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition*	*Session*
Course code SH126: Pass course; full-time, 4 years			
Year 1 (first offered in 2007)			
Semester 1			
HSBH1001 Health, Science and Research 1	6		Semester 1
HSBH1002 Health Service Delivery in Australia	6	**N** HIMT1056 Health Care Delivery Systems; BACH2127 Health Policy and Service Delivery	Semester 1
HSBH1003 Health, Behaviour and Society	6	**N** BACH1132 Foundation of Psychology for the Health Sciences, BACH1133 Introduction to Health Psychology, BACH1130 Foundations of Health Sociology, BACH1134 Health, Illness and Social Inquiry	Semester 1
HSBM1001 Biochemistry and Human Biology	6		Semester 1
SEMESTER 1 TOTAL: 24 CREDIT POINTS			
Semester 2			
AHCD3019 Indigenous Australian Health	6		Semester 2
HSBH1004 Communication, Advocacy and Health	6	**P** HSBH1002 Health Service Delivery in Australia, HSBH1003 Health, Behaviour & Society	Semester 2
HSBH1005 Human Development	6	**P** HSBH1003 Health, Behaviour & Society	Semester 2
HSBM1002 Principles of Human Body Systems A	6	**P** HSBM1001 Biochemistry and Human Biology	Semester 2
SEMESTER 2 TOTAL: 24 CREDIT POINTS			
Year 2 (first offered in 2008)			
Semester 1			
HSBM1003 Principles of Human Body Systems B [6]			
Behaviour, Management and Health [6]			
Rehabilitation Philosophy [6]			
Master of Rehabilitation Counselling Elective [6] (see Elective list below)			
SEMESTER 1 TOTAL: 24 CREDIT POINTS			
Semester 2			
Fundamentals of Rehabilitation [6]			
Health Psychology [6]			
Applied Psychosocial and Medical Rehab [6]			
Master of Rehabilitation Counselling Elective [6] (see Elective list below)			
SEMESTER 2 TOTAL: 24 CREDIT POINTS			
Year 3 (first offered in 2009)			
Semester 1			
Health, Ethics and the Law [6]			
Elective [6] (see note below)			
Introductory Rehab Counselling [6]			
Avocational Rehab Management [6]			
SEMESTER 1 TOTAL: 24 CREDIT POINTS			
Semester 2			
Disability, Work and QOL [6]			
Research Elective [6]			
Applied Counselling and Case Mgt [6]			
Professional Practice [6]			
SEMESTER 2 TOTAL: 24 CREDIT POINTS			
Year 4 (first offered in 2010)			
Semester 1			
Vocational Development and Counselling [6]			
Psychiatric Rehabilitation [6]			
Work Injury and Workers' Compensation [6]			
Rehab Counselling Dissertation A [6]			
SEMESTER 1 TOTAL: 24 CREDIT POINTS			

Unit of study	*Credit points*	*A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition*	*Session*
Semester 2			
Client Assessment and Job Placement [6]			
Perspectives on Rehab Legislation [6]			
Professional Practice B [6]			
Rehab Counselling Dissertation B [6]			
SEMESTER 2 TOTAL: 24 CREDIT POINTS			
Note			
Students choose from the Bachelor of Health Sciences coursework electives in chapter 16.			
Electives			
for the Master of Rehabilitation Counselling component of the Bachelor of Health Sciences/Master of Rehabilitation Counselling course			
Semester 1			
Brain Injury Rehabilitation [6]			
Rehabilitation of PTSD [6]			
Rehab of Alcohol and Drug Misuse [6]			
Semester 2			
Public Offenders: Aspects of Rehab [6]			
Advances in HIV/AIDS Rehabilitation [6]			
Chronic Pain and Rehab Management [6]			
Multicultural Rehab Management [6]			

Graduate Diploma in Rehabilitation Counselling

This course offers professional development for students wishing to add to their existing qualifications in social sciences or health sciences.

Graduates attain professional status as a rehabilitation counsellor and 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.

This course can be completed on a one year full-time basis or over a longer period via the off-campus (distance education) mode.

Admission requirements

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

1. have completed a bachelor's degree in an appropriate area other than rehabilatation counselling; or
2. submit such other evidence of general and professional qualifications and experience as will satisfy the Faculty that the applicant possesses the educational preparation and capacity to 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.

Course outline

The course outline for the Graduate Diploma in Rehabilitation Counselling is presented in Table 21.10.

Table 21.10: Graduate Diploma in Rehabilitation Counselling

Unit of study	*Credit points*	*A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition*	*Session*
Course code: SF055, Credit points for award: 48			
Off-campus, full-time; 2 semesters			
Off-campus, part-time; 4 semesters (see note 1)			
Semester 1			
Full-time mode			
REHB5012 **Medical Aspects of Disability**	3		Semester 1
REHB5043 **Rehabilitation Counselling A**	3		Semester 1
REHB5044 **Vocational Development and Counselling**	3		Semester 1
REHB5045 **Rehabilitation Theory**	3		Semester 1
REHB5046 **Work Injury and Disability**	3		Semester 1
REHB5047 **Psychosocial Aspects of Disability**	3		Semester 1
REHB5048 **Field Experience I**	3		Semester 1 Semester 2
Coursework Electives [3] (see note 5 below)			
SEMESTER 1 TOTAL: 24 CREDIT POINTS			
Semester 2			
REHB5049 **Rehabilitation Counselling B**	3	**P** REHB5043 Rehabilitation Counselling A **C** REHB5050 Client Assessment and Job Placement	Semester 2
REHB5050 **Client Assessment and Job Placement**	3	**P** REHB5044 Vocational Development and Counselling **C** REHB5049 Rehabilitation Counselling B	Semester 2
REHB5051 **Rehabilitation and Case Management**	3	**P** REHB5044 Vocational Development and Counselling **C** REHB5050 Client Assessment and Job Placement	Semester 2
REHB5052 **Legal Aspects of Rehabilitation**	3		Semester 2
REHB5053 **Workers Compensation and Rehabilitation**	3		Semester 2
REHB5054 **Field Experience II**	3	**P** REHB5048 Field Experience I	Semester 1 Semester 2
Coursework Electives [6] (see note 5 below)			
SEMESTER 2 TOTAL: 24 CREDIT POINTS			
Notes			
1. Entry is in First or Second Semester. Part-time students may select from the total units offered, keeping in mind that some Semester 1 units are prerequisites for some Semester 2 units (as outlined below).			
2. REHB5043 Rehabilitation Counselling A is a prerequisite to REHB5049 Rehabilitation Counselling B.			
3. REHB5044 Vocational Development and Counselling is a prerequisite to REHB5050 Client Assessment and Job Placement and to REHB5051 Rehabilitation and Case Management.			
4. REHB5048 Field Experience I includes two 5-week (total 385 hours) block placements at separate agencies. Placements are organised through the Rehabilitation Counselling Clinical Coordinator.			
5. Students choose from the coursework electives following table 21.11: Master of Rehabilitation Counselling.			

Master of Rehabilitation Counselling

This course can be completed on a three semester full-time basis or over a longer period off-campus (distance education) mode. The coursework is equivalent to that offered in the Graduate Diploma in Rehabilitation Counselling. In addition, Master of Rehabilitation Counselling students undertake a dissertation in an area of relevance to the profession.

Admission requirements

To qualify for direct admission to the Master's degree by Coursework in Rehabilitation Counselling, applicants must:

1. have completed a 4-year bachelor's degree in an appropriate area other than rehabilitation counselling with meritorious performance; or
2. submit such other evidence of general and professional qualifications and experience as will satisfy the Faculty that the applicant possesses the educational preparation and capacity to 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.

Applicants who have completed the graduate diploma within the previous 5 years with a marks average of 80 per cent or better, may apply to enter Stage 3 of the Master by Coursework.

Course outline

The course outline for the Master of Rehabilitation Counselling is presented in Table 21.11.

Table 21.11: Master of Rehabilitation Counselling

Unit of study	*Credit points*	*A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition*	*Session*
Course code: SC102, Credit points for award: 72			
Full-time, 3 semesters			
Off-campus, 6 semesters (see note 1)			
Full-time mode			
Year 1			
Semester 1			
REHB5012 Medical Aspects of Disability	3		Semester 1
REHB5043 Rehabilitation Counselling A	3		Semester 1
REHB5044 Vocational Development and Counselling	3		Semester 1
REHB5045 Rehabilitation Theory	3		Semester 1
REHB5046 Work Injury and Disability	3		Semester 1
REHB5047 Psychosocial Aspects of Disability	3		Semester 1
REHB5048 Field Experience I	3		Semester 1 Semester 2
Coursework Electives [3] (see note 6 below)			
SEMESTER 1 TOTAL: 24 CREDIT POINTS			
Semester 2			
REHB5049 Rehabilitation Counselling B	3	**P** REHB5043 Rehabilitation Counselling A **C** REHB5050 Client Assessment and Job Placement	Semester 2
REHB5050 Client Assessment and Job Placement	3	**P** REHB5044 Vocational Development and Counselling **C** REHB5049 Rehabilitation Counselling B	Semester 2
REHB5051 Rehabilitation and Case Management	3	**P** REHB5044 Vocational Development and Counselling **C** REHB5050 Client Assessment and Job Placement	Semester 2
REHB5052 Legal Aspects of Rehabilitation	3		Semester 2
REHB5053 Workers Compensation and Rehabilitation	3		Semester 2
REHB5054 Field Experience II	3	**P** REHB5048 Field Experience I	Semester 1 Semester 2
Coursework Electives [6] (see note 6 below)			
SEMESTER 2 TOTAL: 24 CREDIT POINTS			
Year 2			
Semester 1			
REHB5059 Dissertation	18		Semester 1
Research elective [6] (see note 5 below)			
SEMESTER 1 TOTAL: 24 CREDIT POINTS			

Unit of study	*Credit points*	*A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition*	*Session*
Part-time mode			
Year 3 (on completion of all other coursework units)			
Semester 1			
REHB5057 **Dissertation A**	9		Semester 1 Semester 2
SEMESTER 1 TOTAL: 9 CREDIT POINTS			
Semester 2			
REHB5058 **Dissertation B**	9		Semester 1 Semester 2
Research elective [6] (see note 5 below)			
SEMESTER 2 TOTAL: 15 CREDIT POINTS			
Notes			
1. Entry is in First or Second Semester. Part-time students may select from the total units offered, keeping in mind that some Semester 1 units are prerequisites for some Semester 2 units (as outlined below).			
2. REHB5043 Rehabilitation Counselling A is a prerequisite to REHB5049 Rehabilitation Counselling B.			
3. REHB5044 Vocational Development and Counselling is a prerequisite to REHB5050 Client Assessment and Job Placement and to REHB5051 Rehabilitation and Case Management.			
4. REHB5048 Field Experience I includes two 5-week (total 385 hours) block placements at separate agencies. Placements are organised through the Rehabilitation Counselling Clinical Coordinator.			
5. Students select one of the research elective units in consultation with the Course Coordinator. Some units are offered in Semester 1 and others in Semester 2. For the list of research electives, see chapter 31.			
6. Students choose from the following coursework electives:			
Coursework electives			
The offering of these electives will depend on availability of staff and student demand. To complete the requirements of the Graduate Diploma in Rehabilitation Counselling or Master of Rehabilitation Counselling course you are required to complete nine (9) credit points of electives. In addition to the electives listed here, electives available in the Faculty of Health Sciences are detailed in Chapter 31 of this Handbook. Students must discuss their enrolment in electives that differ from those listed below with their Rehabilitation Counselling academic adviser prior to enrolment. At least one (1) Group A unit must be completed.			
Group A			
Semester 1			
REHB5014 **Rehabilitation and Substance Abuse**	3		Semester 1
REHB5022 **Acquired Brain Injury Rehabilitation**	3		Semester 1
REHB5034 **Rehabilitation and PTSD**	3		Semester 1
Semester 2			
REHB5016 **Rehabilitation of Public Offenders**	3		Semester 2
REHB5042 **Psychiatric Rehabilitation**	3		Semester 2
Group B			
Semester 1			
AHCD5052 **Indigenous Community Health**	6		Semester 1 Semester 2
BACH5041 **Introduction to Gerontology**	6		Semester 1 Semester 2
Semester 2			
AHCD5002 **Program Planning and Evaluation**	6		Semester 1 Semester 2
AHCD5052 **Indigenous Community Health**	6		Semester 1 Semester 2
BACH5041 **Introduction to Gerontology**	6		Semester 1 Semester 2

Master of Applied Science (Rehabilitation Counselling) by Research – SC023

This course provides the opportunity for research in the areas of rehabilitation counselling, and other broader areas of rehabilitation and disability.

Admission requirements

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

1. a Graduate Diploma in Rehabilitation Counselling or Bachelor of Health Science (Rehabilitation Counselling); or
2. general and professional qualifications as will satisfy the Faculty that the applicant possesses the educational preparation and capacity to pursue graduate studies. In addition, the applicant shall satisfy such additional requirements for admission to the program, if any, as may be prescribed by the Faculty.
3. a minimum of one year of full-time relevant work experience in a rehabilitation setting.

Time limits

The maximum length would normally be four semesters full-time and eight semesters part-time.

Course outline

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.

Field experience and professional practice

Rehabilitation Counselling

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

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

Fieldwork Placements will normally occur during the 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.

Field placement dates – Graduate Diploma and Master of Rehabilitation Counselling

Mid-semester placement block

2 July 2007 to 21 July 2007

End of semester placement block

19 November 2007 to 2 March 2008

Alternative placement opportunities

1. Various camps will be offered to students through the semester to attend. These are live in placements over a one week period.
2. Attendance at various seminars, conferences and Rehabilitation Counselling Vocational Assessment Clinics may also be awarded Field Experience credit through prior arrangement only.

Units of study

Behavioural and Community Health Sciences

AHCD5048

Action Research

Credit points: 6 **Session:** Semester 1, Semester 2 **Classes:** Off-campus web based **Assessment:** 750-1000 word Proposal, 2000 word Review Article, various lengths Reflections. **Campus:** Cumberland **Mode of delivery:** On-line

Participatory action research extends knowledge and improves social practice through processes, which empower ordinary people. Action research projects proceed through cycles of planning, acting, observing and reflecting with the participation of the people affected by the practices under consideration. www.fhs.usyd.edu.au/bach/5300.

BACH5001

Adult Learning

Credit points: 6 **Teacher/Coordinator:** Ms Victoria Neville. (02) 9351 9118. V.Neville@fhs.usyd.edu.au **Session:** Semester 1, Semester 2 **Classes:** External/distance mode: independent learning package with internet support. **Assessment:** Assignment based (non exam) **Campus:** Cumberland **Mode of delivery:** Distance Education

The unit has been designed to encourage you to think critically about the concepts, strategies and theories of adult learning (traditional and contemporary). The purpose of this process is to enable you to make informed, evidence-based arguments for enhancing deep approaches to student learning and encouraging self-regulated learning in your own teaching practice.

BACH5002

Educational Design

Credit points: 6 **Teacher/Coordinator:** Ms Fran Everingham (02) 9351 9116, f.everingham@fhs.usyd.edu.au **Session:** Semester 1, Semester 2 **Classes:** No classes - independent learning package, WebCT, and email support. **Assessment:** Assignment-based (non exam) **Campus:** Cumberland **Mode of delivery:** Distance Education

This unit examines the procedures and practices used by an educational designer in collecting and analysing data required for planning and proposing educational programs and designing effective learning plans. The models and readings recognise the differences and commonalities in the design needs of academics, clinical teachers and professional educators in university and further education settings, clinical and workplace contexts, and patient and community health

education. Current concerns, such as evidence based design, constructive alignment, flexible and technology based modes of delivery and student approaches to learning are addressed. Participants experience design processes, such as pedagogical reasoning, by undertaking a design project relevant to their setting.

Textbooks

Recommended: Caffarella, R (2002) Planning Programs for Adult Learners A practical guide for educators, trainers and staff developers, (Jossey Bass, San Francisco); Fraser, K (1996) Student centered teaching: the development and use of conceptual frameworks (Green Guide No 18, Higher Education and Research Society of Australasia); Higgs, J & Edwards, H (eds) (1999) Educating Beginning Practitioners (Butterworth Heinemann, London).

BACH5003
Facilitating Learning

Credit points: 6 **Teacher/Coordinator:** Ms Fran Everingham (02) 9351 9116, f.everingham@fhs.usyd.edu.au **Session:** Semester 2 **Classes:** External/distance mode: independent learning package, WebCT and email support. Optional weekend workshop (Saturday and Sunday). **Assumed knowledge:** Some knowledge of Adult Learning theory and Group Dynamics useful. **Assessment:** Literature review, video skills practice and reflective report (non exam). **Campus:** Cumberland **Mode of delivery:** Distance Education

This unit engages new and experienced academic and clinical teachers and tutors with the opportunity to experiment with and practice the micro skills of teaching that are associated with effective learning, such as explaining, variation, questioning, demonstration and group discussion, and the micro skills of facilitation that enable students to learn from experience and construct personal and professional meaning. Participants videotape themselves practising various micro skills in their place of work or in the workshop offered on campus. Participants then experience reflection as the basis for developing their "pedagogical signature" as a teacher and as a catalyst for continuing professional development. Teacher inquiry is introduced in the context of the scholarship of teaching associated with selecting and investigating the effectiveness of teaching and learning strategies.

Textbooks

Recommended: Brookfield, S. The Skilful Teacher: on techniques, trust and responsiveness in the classroom (Jossey Bass, San Francisco, 1990); Brookfield., S and Reskill, S Discussion as a way of Teaching: Tools and techniques for university teachers (Buckingham, The Society for research into Higher Education, 1999); Higgs, J and Edwards, H (eds) Educating Beginning Practitioners (Butterworth Heinemann, London, 1999).

BACH5004
Educational Practice

Credit points: 6 **Teacher/Coordinator:** Ms Victoria Neville, tel: (02) 93519118. Email: v.neville@fhs.usyd.edu.au **Session:** Semester 2 **Classes:** Distance education with internet support. **Assumed knowledge:** Educational Design BACH5002 **Assessment:** Assignment based (non exam) **Campus:** Cumberland **Mode of delivery:** Distance Education

Available only to Health Science (Education) students. Participants undertake an independent learning project in which they develop a teaching plan or product relevant to their professional setting. Directed independent learning contract including negotiated assessment with internet support.

BACH5007
Curriculum Leadership

Credit points: 6 **Teacher/Coordinator:** Ms Fran Everingham (02) 9351 9116, f.everingham@fhs.usyd.edu.au **Session:** Semester 2 **Classes:** Independent learning package / WebCT and email support **Assumed knowledge:** Adult Learning BACH5001 and Educational Design BACH5002 **Assessment:** Assignment choices include essays or workplace project (no exam) **Campus:** Cumberland **Mode of delivery:** On-line

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

BACH5011
Survey Research Methods

Credit points: 6 **Teacher/Coordinator:** Dr Peter Choo (02) 9351 9583 email: p.choo@fhs.usyd.edu.au and Dr Kate O'Loughlin (02) 9351 9531 email: k.oloughlin@fhs.usyd.edu.au **Session:** Semester 1, Semester 2 **Classes:** Ondividual supervision; night classes **Assessment:** Three written assignments each worth 33.3% **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Evening

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

BACH5020
Introduction to Educational Computing

Credit points: 6 **Teacher/Coordinator:** Ms Victoria Neville, tel: (02) 9351 9118. Email: v.neville@fhs.usyd.edu.au **Session:** Semester 1 **Classes:** External/distance with internet support. **Assumed knowledge:** Basic computer skills and some knowledge of Adult Learning theory is useful. **Assessment:** Assignment based (non exam) **Campus:** Cumberland **Mode of delivery:** Distance Education

This unit examines the conceptual and technological developments in educational computing and their use and impact on health science education. Participants will learn to apply concepts and skills of educational computing to their own educational settings, and developing a small web site.

BACH5022
Independent Investigation II

Credit points: 6 **Teacher/Coordinator:** Ms Fran Everingham (02) 9351 9116. Email: f.everingham@fhs.usyd.edu.au **Session:** Semester 2 **Classes:** Contract learning **Assumed knowledge:** Basic principles of adult learning and educational design are useful **Assessment:** Negotiated **Campus:** Cumberland **Mode of delivery:** Distance Education

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

BACH5024
In-service and Continuing Education

Credit points: 6 **Teacher/Coordinator:** Ms Fran Everingham (02) 9351 9116, f.everingham@fhs.usyd.edu.au **Session:** Semester 2 **Classes:** Distance education mode: independent learning package, WebCT and email support. **Assumed knowledge:** Adult Learning BACH5001 and Educational Design BACH5002 . **Assessment:** Assignment based. **Campus:** Cumberland **Mode of delivery:** Distance Education

Participants explore the main challenges facing educators delivering inservice and continuing education in the workplace. For example, the effects of the changing nature of work; the culturally diverse work force; multi-disciplinary service delivery; job redesign; workplace standards; retention; and information and communication technologies. Education trends associated with these changes are considered; such as, on the job training, competency-based education, mandatory continuing education, informal and incidental learning, transfer of learning and life long learning.

BACH5026
Special Investigation

Credit points: 6 **Teacher/Coordinator:** Dr Ian Hughes (02) 9351 9582. Email: i.hughes@fhs.usyd.edu.au **Session:** Semester 1, Semester 2 **Classes:** Contract learning on- and off-campus **Assessment:** Negotiated learning contract **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit provides participants with an opportunity to undertake a critical review of the literature in relation to a significant topic or issue of relevance to their professional interest. www.fhs.usyd.edu.au/bach/5026

Textbooks

www.fhs.usyd.edu.au/bach/5026

BACH5027
Mental Health in Later Life

Credit points: 6 **Teacher/Coordinator:** Assoc Prof Cherry Russell **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 and the opportunity for in-depth study of an area of professional relevance.

Textbooks
Please refer to www.fhs.usyd.edu.au/bach/5027

BACH5034
Residential Care and Older People

Credit points: 6 **Teacher/Coordinator:** Assoc Prof Cherry Russell (02) 9351 9129. Email: c.russell@fhs.usyd.edu.au **Session:** Semester 1 **Classes:** Web-based; external/distance mode **Assessment:** Three assignments **Campus:** Cumberland **Mode of delivery:** On-line

This unit examines the environment of supported accommodation from the perspective of older residents and professional care staff. There are 3 modules: Quality of life in residential care; Working in residential care; Managing for quality in residential care.

Textbooks
www.fhs.usyd.edu.au/bach/5034

BACH5036
Community Aged Care

Credit points: 6 **Teacher/Coordinator:** Assoc Professor Cherry Russell, c.russell@fhs.usyd.edu.au **Session:** Semester 1 **Classes:** web based off-campus mode **Assessment:** continuous **Campus:** Cumberland **Mode of delivery:** On-line

This unit examines the development and implementation of community care policy for frail and disabled older people. It provides a critical analysis of "deinstitutionalisation" as a defining feature of contemporary health policy and explores its intended and unintended consequences. There are 3 modules: The Policy Context; Programs and Services; Profile and Analysis.

Textbooks
www.fhs.usyd.edu.au/bach/5036

BACH5038
The Community Setting and Older People

Credit points: 6 **Teacher/Coordinator:** Assoc. Prof. Cherry Russell (02) 9351 9129 **Session:** Semester 2 **Classes:** Web based learning see www.fhs.usyd.edu.au/bach/5038; external/distance mode **Assessment:** Three assignments **Campus:** Cumberland **Mode of delivery:** On-line

This unit explores the home and community environment of older people in relation to factors which affect their health and quality of life. There are 3 modules: Ageing, Community and Culture; Ageing, Communities and Social Resources; Ageing in the Community Environment.

Textbooks
www.fhs.usyd.edu.au/bach/5038

BACH5041
Introduction to Gerontology

Credit points: 6 **Teacher/Coordinator:** Assoc Prof Cherry Russell email C.Russell@fhs.usyd.edu.au **Session:** Semester 1, Semester 2 **Classes:** Web-based off-campus mode **Assessment:** Three assignments **Campus:** Cumberland **Mode of delivery:** On-line

This unit provides an overview of gerontology as a multi-disciplinary field of study and its application to professional practice. It explains basic concepts and key issues in the study of ageing at the level of individuals and of populations. 3 Modules: Population ageing and public policy; Understanding health and ageing; Ageing, society and professional practice.

Textbooks
www.fhs.usyd.edu.au/bach/5041

BACH5042
Teaching Clinical Reasoning

Credit points: 6 **Teacher/Coordinator:** Ms Victoria Neville (02) 9351 9118 email: v.neville@fhs.usyd.edu.au **Session:** Semester 2 **Classes:** External/distance mode: independent learning package with email and web support; **Assumed knowledge:** Some knowledge of Adult Learning theory is useful. **Assessment:** Assignment based (non-exam) **Campus:** Cumberland **Mode of delivery:** Distance Education

Participants explore theories and models of clinical reasoning and decision-making from the medical, nursing and allied health literature. A range of strategies to facilitate the development of clinical reasoning will be examined. Participants will have the opportunity to plan the application of strategies to their teaching context.

Textbooks
Clinical Reasoning in the Health Professions. 2nd Edition. Higgs, J. & Jones, M. (2000). Butterworth Heinneman.

BACH5058
Residential Care Policies and Services

Credit points: 6 **Teacher/Coordinator:** A/Prof Cherry Russell **Session:** Semester 2 **Classes:** Distance/external mode: web based **Assessment:** 3 x assignments (33%, 33%, 34%) **Campus:** Cumberland **Mode of delivery:** On-line

This unit provides an overview of the development and implementation of residential care policies for older Australians, explores specific issues in the delivery of residential aged care services and provides opportunity for independent inquiry.

Textbooks
www.fhs.usyd.edu.au/bach/5058

BACH5061
Statistical Analysis With SPSS

Credit points: 6 **Teacher/Coordinator:** Dr Peter Choo and Ms Karen Pepper **Session:** Semester 1, Semester 2 **Classes:** Individual supervision including a small number of on-campus classes. **Assessment:** Practical assignments **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit teaches the student to use the SPSS for Windows computer package to manage and analyse research data using a range of common statistical procedures. Data management procedures will include data transformation and selection, and import and exporting data. Statistical analyses to be covered include descriptive statistics, t-test, analysis of variance, correlation and regression, chi-square, non-variance, multiple regression, and factor analysis.

Textbooks
SPSS Analysis Without Anguish, Coakes, S.J. & Steel, L.G. (1999)

BACH5063
Therapies for Children and Adolescents

Credit points: 6 **Teacher/Coordinator:** Assoc Professor Dianne Kenny (02) 9351 9644 email: d.kenny@fhs.usyd.edu.au **Session:** Semester 1, Semester 2 **Classes:** Contract learning **Assessment:** Assignments **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit will provide students with an understanding of the major forms of therapy for children, adolescents and their families, research methods appropraite 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

BACH5074
Reflective Inquiry in Practice

Credit points: 6 **Teacher/Coordinator:** Dr Ian Hughes, email: i.hughes@fhs.usyd.edu.au **Session:** Semester 1, Semester 2 **Classes:** Web based. No on-campus attendance required. **Assessment:** Continuous **Campus:** Cumberland **Mode of delivery:** On-line

Note: Access to the World Wide Web is essential.

In this unit, students participate in a learning set to read, plan, implement, reflect and report on a reflective inquiry project. Participants use reflective inquiry cycles that can be applied in action learning, professional development, reflective practice, problem solving, diagnostic professional practice, continuous improvement, and action inquiry. Reflective Inquiry in Practice is delivered through the Internet

for on-campus study, distance education, workplace learning or facilitated learning.

Textbooks
www.fhs.usyd.edu.au/bach/5074

BACH5085
Clinical Teaching and Supervision

Credit points: 6 **Teacher/Coordinator:** Ms Victoria Neville, 02-93519118. Email: v.neville@fhs.usyd.edu.au **Session:** Semester 1 **Classes:** External/distance mode: independent learning package with web support. **Assumed knowledge:** Some knowledge of Adult Learning theory is useful. **Assessment:** Assignment based (non exam) **Campus:** Cumberland **Mode of delivery:** Distance Education

This unit of study is concerned with exploring teaching and supervision in clinical settings. You will be introduced to the principles of roles and responsibilities of clinical educators/supervisors/teachers, styles and models of clinical supervision, clinical assessment, and other important issues. The teaching and learning experiences in this subject are structured to allow you the opportunity to learn and apply these principles to your own teaching contexts.

Textbooks
Rose, M. & Best, D. (eds) (2005) Transforming practice through clinical education, professional supervision & mentoring. Elsevier Churchill Livingstone

BACH5116
Developing Web-Based Education

Credit points: 6 **Teacher/Coordinator:** Ms Victoria Neville (02) 9351 9118. Email: v.neville@fhs.usyd.edu.au **Session:** Semester 2 **Classes:** Web-based. **Assumed knowledge:** Basic computer skills and some knowledge of Adult Learning theory would be useful. **Assessment:** Assignment based (non exam) **Campus:** Cumberland **Mode of delivery:** On-line

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

Textbooks
Study materials will include CDROM study guide and readings on papers, with internet support. Students will be expected to purchase Microsoft Frontpage software.

BACH5118
Learning in Groups

Credit points: 6 **Teacher/Coordinator:** Ms Fran Everingham (02) 9351 9116, f.everingham@fhs.usyd.edu.au **Session:** Semester 1 **Classes:** External/distance mode: Independent learning package with WebCT and email support. **Assessment:** Assignment based (non exam) **Campus:** Cumberland **Mode of delivery:** Distance Education

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

BACH5128
Educational Innovation Project A

Credit points: 6 **Teacher/Coordinator:** Ms Victoria Neville and subject specialists where relevant. Ph: 02 9351 9118. Email: V.Neville@fhs.usyd.edu.au **Session:** Semester 1 **Classes:** Learning contract **Assessment:** Report based **Campus:** Cumberland **Mode of delivery:** Distance Education

Available only to Health Science Education students. This unit enables participants to explore the major issues concerned with developing, implementing and evaluating an educational innovation in their own teaching context. This unit addresses the first part of the project. Supervised project available in distance education mode with internet support.

BACH5129
Educational Innovation Project B

Credit points: 6 **Teacher/Coordinator:** Ms Victoria Neville and subject specialists where relevant. Ph: 02 9351 9118. Email: V.Neville@fhs.usyd.edu.au **Session:** Semester 2 **Classes:** Learning contract **Assumed knowledge:** Educational Design BACH5002 **Assessment:** Report based **Campus:** Cumberland **Mode of delivery:** Distance Education

Available only to Health Science Education students. This unit enables participants to explore the major issues concerned with developing, implementing and evaluating an educational innovation in their own teaching context. This unit addresses the second part of the project. Supervised project available in distance education mode with internet support.

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:** Normal (lecture/lab/tutorial) Day

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 two and three will involve learning by case studies. The Unit is available in Distance Education mode in the Second Semester of each year, and is taught as a series of 6 seminars in Semester 1 of each year. Assessment requires students to complete 5 case studies and conduct a literature review.

Textbooks
Abnormal Psychology, 2nd Edition. Barlow (2001).

BACH5139
Behaviour Mod & Cog Behavioural Therapy

Credit points: 6 **Teacher/Coordinator:** Dr Mairwen Jones **Session:** Semester 1 **Classes:** Individual supervision **Assessment:** Assignments and examination **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 programs based on reinforcement principles, such as operant and classical conditioning, extinction, shaping, maintenance and generalisation of the behaviour, stimulus discrimination training and fading, cognitive behaviour modification and assertiveness training, a behavioural model of somatic disorders and behavioural intervention in rehabilitation. This is an on-campus, directed independent study unit.

Textbooks
Behavior Modification What It Is and How To Do It. Martin & Pear. (2000).

BACH5143
Counselling

Credit points: 6 **Teacher/Coordinator:** Dr Chris Lennings (02) 9351 9587 and A/Prof Dianna Kenny (02) 9351 9644 **Session:** Semester 1, Semester 2 **Classes:** Class attendance required (Semester 1); Distance Learning (Semester 2) **Assumed knowledge:** Undergraduate Psychology **Assessment:** Audio-tape; literature review. **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

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
The Skilled Helper. Egan, G. (2001).

BACH5147
Psychology of Ageing

Credit points: 6 **Teacher/Coordinator:** Dr Steve Cumming and Assoc Prof Lynne Harris **Session:** Semester 2 **Classes:** On campus: directed independent and contract learning **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

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

BACH5151
Independent Investigation I

Credit points: 6 **Teacher/Coordinator:** Ms Fran Everingham (02) 93519116, f.everingham@fhs.usyd.edu.au **Session:** Semester 1 **Classes:** Contract learning **Assumed knowledge:** Basic principles of adult learning and educational design are useful **Assessment:** Negotiated **Campus:** Cumberland **Mode of delivery:** Distance Education

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

BACH5153
Assessment of Learning

Credit points: 6 **Teacher/Coordinator:** Ms Fran Everingham (02) 9351 9116. Email: f.everingham@fhs.usyd.edu.au **Session:** Semester 1 **Classes:** Independent learning package for external/distance students. Email support. **Assumed knowledge:** Knowledge of Adult Learning and Educational Design is useful. **Assessment:** Two written assignments **Campus:** Cumberland **Mode of delivery:** Distance Education

Various educationalists point to the impact of assessment on student approaches to learning. Combined with concern to promote deep approaches 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.

BACH5164
Occupational Health

Credit points: 6 **Teacher/Coordinator:** Dr Carol O'Donnell and Dr Kate O'Loughlin **Session:** Semester 1, Semester 2 **Classes:** External /distance mode: independent learning package **Assessment:** Two written assignments. **Campus:** Cumberland **Mode of delivery:** Distance Education

This unit teaches basic management principles related to the effective implementation of the duty of care in regard to occupational health and safety. Students will gain an understanding of the legislative and policy provisions associated with occupational health and safety, workers' compensation, rehabilitation and re-training. Students will be required to gain access to a workplace and develop a prevention program proposal based on identification of risks and provision of strategies for their control.

BACH5165
Post Trauma Stress

Credit points: 6 **Teacher/Coordinator:** Dr Gomathi Sitharthan **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 **Teacher/Coordinator:** Dr Gomathi Sitharthan **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
Stress and Health. 3rd Edition. Rice, PC. (1999). Melbourne: Brooks/Cole Publishing Company.

BACH5186
Professional Development Skills

Credit points: 6 **Teacher/Coordinator:** Ms Victoria Neville (02) 9351 9118 email V.Neville@fhs.usyd.edu.au **Session:** Semester 2 **Classes:** Distance education: no on-campus attendance required **Assessment:** Assignments **Campus:** Cumberland **Mode of delivery:** Distance Education

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

Textbooks
1. The Research Student's Guide to Success. Cryer, P. (1996). Buckingham, England. Open University Press.
2. Get Great Information Fast. Germov, J. and Williams, L. (1999). Sydney: Allen and Unwin.

BACH5196
International Health and Society

Credit points: 6 **Teacher/Coordinator:** Dr Zakia Hossain, email: z.hossain@fhs.usyd.edu.au **Session:** Semester 1, Semester 2 **Classes:** External/distance mode: independent learning package **Assessment:** Project and 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 (02) 9351 9587 and Assoc Professor Dianna Kenny (02) 9351 9644 **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 focussed 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 (02) 9351 9587 and Assoc Professor Dianna Kenny (02) 9351 9644 **Session:** Semester 1, Semester 2 **Classes:** Distance education: contract learning. **Prerequisites:** Contemporary Issues I BACH5198 **Assessment:** Four critical reviews **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

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 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

BACH5208
Introduction to Computers & the Internet

Credit points: 6 **Teacher/Coordinator:** Dr Peter Choo and Dr Zakia Hossain **Session:** Semester 2 **Classes:** Contract learning. **Prohibitions:** BACH3105 Computing for Health Practitioners **Assumed knowledge:** Familiarity with Windows **Assessment:** One assignment **Practical field work:** 1 project **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit introduces the student to the use of computers for research, educational, and professional purposes. Important computer concepts will be covered, however the emphasis will be on developing practical computer skills. Skills covered will include the rudiments of computer programming; the use of popular applications such as word processors, spreadsheets and databases; and the use of the Internet as a research and communications tool.

BACH5212
Multicultural Issues in Gerontology

Credit points: 6 **Teacher/Coordinator:** Dr Zakia Hossain, email: z.hossain@fhs.usyd.edu.au **Session:** Semester 1, Semester 2 **Classes:** Independent learning package **Assessment:** Project **Campus:** Cumberland **Mode of delivery:** Distance Education

This unit examines what it means to be old in a country whose language, expectations for aged behaviour and types of support available, differ from those of their country of origin. The impact of immigration policy and services provision will be analysed.

BACH5216
Behavioural Aspects of Ageing

Credit points: 6 **Teacher/Coordinator:** Dr Steven Cumming, (02) 9351 9404 **Session:** Semester 1 **Classes:** Distance education: web based delivery **Assessment:** 3 assessments at 2000 words each. **Campus:** Cumberland **Mode of delivery:** On-line

This unit provides an overview of how psychology and sociology approach issues associated with ageing. There are three modules: ageing brain, ageing mind (psychology); sociological theories in ageing (sociology); the 3rd age in the 21st century (integrative module).

Textbooks
See www.fhs.usyd.edu.au/bach/5216

BACH5224
Organisational Management

Credit points: 6 **Teacher/Coordinator:** Dr Kate O'Loughlin. (02) 9351 9531. Email: K.Oloughlin@fhs.usyd.edu.au **Session:** Semester 1 **Classes:** Distance Education **Assessment:** Three written assignments (20%, 30% and 50%). **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 springboard for the analysis of changing functions of a successful manager.

BACH5253
Intermediate Statistics

Credit points: 6 **Teacher/Coordinator:** Dr Peter Choo, Dr Zakia Hossain **Session:** Semester 1, Semester 2 **Classes:** On-campus, Night classes **Prerequisites:** Research Methods I (BACH2115) and Research Methods II: Data Analysis and Statistics (BACH1118), or equivalent. **Assessment:** Written reports, written examination **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Evening

Note: Department permission required for enrolment.

In this unit, students will extend and consolidate the research methods and statistical skills acquired in Research Methods I and II. Students will gain experience in data screening techniques, analysis of variance, multiple regression and non-parametric statistics. Students will learn how to use SPSS to conduct these statistical tests.

BACH5255
Qualitative Research Methods

Credit points: 6 **Teacher/Coordinator:** Assoc Prof Cherry Russell **Session:** Semester 2 **Classes:** 3 hours per week **Assessment:** Assignments **Practical field work:** 2 hours fieldwork **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; students also work on a research project of their choice throughout the semester.

Textbooks
No set texts - readings are recommended

BACH5263
Dissertation

Credit points: 12 **Teacher/Coordinator:** A/Prof Cherry Russell **Session:** Semester 1, Semester 2 **Classes:** Supervised project: external/distance mode **Assessment:** Written report of 12,000 words **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

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.

BACH5268
Developing A Research Project

Credit points: 6 **Teacher/Coordinator:** Dr Rob Heard, email: r.heard@fhs.usyd.edu.au **Session:** Semester 1, Semester 2 **Classes:** 3 hrs/week semester 1 on campus Delivery Mode: Normal delivery evening Cumb Sem 1, DE Cumb Sem 1, Cumb Sem 2 **Assessment:** 3 assignments **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Evening

Note: Not available for Doctor of Health Science students

This unit provides an overview of the research process and focus on the formulation of a research proposal. It provides students with an opportunity to review and update their knowledge of research methods, and introduce the research electives which concentrate on a particular methodology or aspect of the research process. Basic research design issues are considered. Various methods of data collection are examined together with their suitability for investigating different types of research questions. Students explore the use of quantitative and qualitative data, longitudinal and cross-sectional designs, and data resulting from experimental interview, observation, single case and survey research methods in addition to content analysis and secondary data analysis. Emphasis is placed on the issues of validity and reliability of data collection techniques. Basic statistical procedures are briefly reviewed and applications such as epidemiology and evaluation research are introduced.

Textbooks
Minichiello V, Sullivan G, Greenwood K, & Axford R. (2004) Handbook of Research Methods for Nursing and Health Sciences (2nd ed) Frenchs Forest NSW: Pearson Education Australia.

BACH5298
History and Philosophy of Science

Credit points: 6 **Teacher/Coordinator:** Dr Rodd Rothwell (02) 9351 9122 email: r.rothwell@fhs.usyd.edu.au **Session:** Semester 1 **Classes:** 2 hours per week on-campus evening classes. Not available to Doctor of Health Science students. **Assessment:** 2 assignments, 1000 words each **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Evening

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
What is this thing called Science? (1994). Chalmers, A. University of Queensland Press.
The Name of Science: Problems and Perspective. (1997). Hung, E. Wadsworth Press

BACH5300
Action Research

Credit points: 6 **Teacher/Coordinator:** Dr Ian Hughes (02) 9351 9582, i.hughes@fhs.usyd.edu.au **Session:** Semester 1 **Classes:** Web based: no on-campus attendance required. **Assessment:** Three assignments **Practical field work:** None **Campus:** Cumberland **Mode of delivery:** On-line

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 gogether in the pursuit of practical solutions to pressing issues of health and wellbeing of 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. Check the Unit web site www.fhs.usyd.edu.au/bach/5300.shtml for recent details.

Textbooks
See: www.fhs.usyd.edu.au/bach/5300.shtml

BACH5302
Epidemiological Research

Credit points: 6 **Teacher/Coordinator:** Dr Kaye Brock (02) 9351 9124 email: k.brock@fhs.usyd.edu.au **Session:** Semester 1, Semester 2 **Classes:** On-campus 3 hours/week **Assumed knowledge:** Previous study of Research Methods at undergraduate level **Assessment:** Assignments and examination **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
Epidemiology in Medicine. Hennekens & Buring

BACH5306
International Health Risk Management

Credit points: 6 **Teacher/Coordinator:** Dr Carol O'Donnell **Session:** Semester 1, Semester 2 **Classes:** Contract learning: no on-campus attendance required. **Assessment:** Two assignments. **Campus:** Cumberland **Mode of delivery:** Distance Education

This unit aims to provide students with an understanding of the requirements of basic health risk managment in the context of the principles adopted by the World Health Organization (WHO). Basic principles of health risk management as required by relevant International Labour Organisation (ILO) Conventions and Australian legislation related to health, work and rehabilitation are also addressed. Students develop a program for controlling risks to health in a particular regional environment in the light of these international and national requirements.

BACH5309
Assessment of Children and Adolescents

Credit points: 6 **Teacher/Coordinator:** Assoc Professor Dianna Kenny (02) 9351 9644 and Dr Chris Lennings (02) 9351 9587 **Session:** Semester 1, Semester 2 **Classes:** Contract learning, including on-campus attendance of two hrs/fortnight. Also available by distance education. **Prerequisites:** BACH5313 Child and Adolescent Psychology **Assessment:** Case study and 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

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 Children.

Textbooks
A manual will be provided.

BACH5313
Child and Adolescent Psychology

Credit points: 6 **Teacher/Coordinator:** Assoc. Prof. Dianna Kenny (02) 9351 9644 **Session:** Semester 1, Semester 2 **Classes:** Distance education plus 16 hrs face-to-face **Assumed knowledge:** Previous study of Psychology at undergraduate level is assumed. **Assessment:** Four tasks **Campus:** Cumberland **Mode of delivery:** Distance Education/Intensive on Campus

This unit will provide students with an understanding of the major theories of child development with a focus on cognitive and social development; an overview of current issues in child development and the application of developmental theory to health professional practice. Students will be encouraged to pursue an area of special interest within the field of child development related to their area of professional practice.

Textbooks
Berk, L E (2003) Child Development (6th edition) Boston, Allyn & Bacon Publishing OR
Shaffer, D R (2002) Developmental Psychology (6th edition) Belmont: Wadsworth/Thomson Learning.

BACH5321
Psychology for Graduate Students

Credit points: 6 **Teacher/Coordinator:** Dr Chris Lennings **Session:** Semester 1, Semester 2 **Classes:** External/distance mode **Assessment:** Literature review **Campus:** Cumberland **Mode of delivery:** Distance Education

This subject provides students with an understanding of the major theoretical perspectives, concepts and vocabulary of psychology. Psychology is concerned with the science of human behaviour - how

individuals perceive, think about, and behave in the 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.

BACH5322
Sociology for Health Professionals

Credit points: 6 **Teacher/Coordinator:** Dr Toni Schofield (02) 9351 9577 Email: t.schofield@fhs.usyd.edu.au **Session:** Semester 1, Semester 2 **Classes:** External/distance mode **Assessment:** Six short answers (500 words each), 3000 word essay. **Campus:** Cumberland **Mode of delivery:** Distance Education

The aim of this unit is to develop an understanding of basic sociological concepts and theories and their applications in analysing health issues. It also aims to develop an ability to critically examine and evaluate aspects of a familiar society in order to extend an understanding of the social structures, institutions and processes relevant to health issues.

Textbooks
www.fhs.usyd.edu.au/bach/5322

BACH5323
Advanced Counselling Skills

Credit points: 6 **Teacher/Coordinator:** Dr Chris Lennings **Session:** Semester 1, Semester 2 **Classes:** Contract learning, including attendance at 6 seminars. Also available by distance education mode. **Prerequisites:** BACH5143 Counselling **Assumed knowledge:** Basic counselling skills **Assessment:** Case study analysis and counselling management plan. **Campus:** Cumberland **Mode of delivery:** Distance Education

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 and complete a counselling management plan.

Textbooks
To be advised.

BACH5324
Psychotherapy

Credit points: 6 **Teacher/Coordinator:** Dr Chris Lennings **Session:** Semester 2 **Classes:** Contract learning, including attendance at 6 seminars **Prerequisites:** BACH 5143 Counselling **Corequisites:** BACH 5323 Advanced Counselling Skills **Assessment:** Completion of 3 case studies **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

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.

Textbooks
To be advised.

BACH5326
Improving Health Systems

Credit points: 6 **Teacher/Coordinator:** Dr Ian Hughes, email: i.hughes@fhs.usyd.edu.au **Session:** Semester 2 **Classes:** Seminars vary from year to year (see www.fhs.usyd.edu.au/bach/5326.shtml). **Assessment:** Three assignments **Campus:** Cumberland **Mode of delivery:** Distance Education

This seminar series enables postgraduate research and coursework students to explore the uses of systems thinking, complex adaptive systems, and recent advances in networks theory with related practices such as working with communities of knowledge and on the edge of chaos. Student participation in developing emerging ideas and applications is encouraged. Topics and learning activities in this emergent field may change from year to year (eg monthly seminars, day-long workshops, on-line seminars etc). Check the web site at www.fhs.usyd.edu.au/bach/5326.shtml for most recent information.

Textbooks
www.fhs.usyd.edu.au/bach/5326.shtml

BACH5327
Internet Research

Credit points: 6 **Teacher/Coordinator:** Dr Andrew Campbell **Session:** Semester 1, Semester 2 **Classes:** Internet delivery **Assumed knowledge:** Basic knowledge of research approaches and methods. **Assessment:** Project based assignments and participation. **Campus:** Cumberland **Mode of delivery:** On-line

This unit of study teaches Web-Based management strategies that focus on data collection, analysis and dissemination over the Internet, by either using the Internet as a tool, resource or topic of Investigation. Students taking this unit of study will acquire the knowledge and skills to conduct research projects by using the Internet and will be able to effectively apply such techniques in many research and applied employment positions. www.fhs.usyd.edu.au/bach/5327

Textbooks
www.fhs.usyd.edu.au/bach/5327

BACH5328
Evaluating Health Interventions

Credit points: 6 **Teacher/Coordinator:** Dr Ian Hughes (02) 9351 9582 email: i.hughes@fhs.usyd.edu.au **Session:** Semester 1, Semester 2 **Classes:** Web based. Some optional evening classes may be offered. In semester 1, four optional face-to-face workshops may be offered if there is sufficient demand. **Assessment:** Continuous. Project based assignments and participation. **Campus:** Cumberland **Mode of delivery:** On-line

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. www.fhs.usyd.edu.au/bach/5328

Textbooks
J.Ovretreit (1998) Evaluating Health Interventions, Buckingham: Open University Press. www.fhs.usyd.edu.au/bach/5328
See www.usyd.edu.au/bach/5238.

BACH5336
Lecturing and Large Group Teaching

Credit points: 6 **Teacher/Coordinator:** Ms Fran Everingham (02) 93519116, email: f.everingham@fhs.usyd.edu.au **Session:** Semester 1 **Classes:** Distance education mode: independent learning package with webCT and email support. No on-campus attendance required. **Assumed knowledge:** BACH5001 Adult Learning and BACH5002 Educational Design **Assessment:** Assignment based **Campus:** Cumberland **Mode of delivery:** Distance Education

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 concering the impact of memory, attention and motivation in the process of student learning and the transfer of learning. Design issues, such as strategies to engage deep learning, monitoring understanding, and flexibility offered by the new information and communication technologies are explored. Relevant micro skills of teaching, such as getting and keeping attention, explaining, variation, dynamic structuring and managing disruption are addressed.

Textbooks
Recommended:
Bligh, D (2000) What's the use of lectures? (Jossey Bass, San Francisco)

BACH5338
Cyberpsychology and Online Health

Credit points: 6 **Teacher/Coordinator:** Dr Andrew Campbell, email: A.Campbell@fhs.usyd.edu.au **Session:** Semester 2 **Classes:** On-campus 2 hours per week **Assessment:** Assignments and 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 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: 1. Informing allied health professionals of online resources for their profession. 2. How types of ICT functions may affect the behaviour of youth and the elderly. 3. Ethics and viability of delivering general health and mental health resources online. 4. The evolution of Telemedicine and Cyber-pharmacology practices. 5. Provision of psychological therapy over the Internet. 6. General health and mental health research and testing online. 7. Quality control and assessment of general and specific online health resources. 8. Future directions of Information Technology and its application to health.

Textbooks
No set textbook, but recommended reading will be provided.

BACH5339
Cognitive Function

Credit points: 6 **Teacher/Coordinator:** Associate Professor Lynne Harris, tel: (02) 9351 9283 Email: L.Harris@fhs.usyd.edu.au **Session:** Semester 1 **Classes:** Contract learning, including scheduled meetings or regular communication with the Unit Co-ordinator. Can be done by distance through telephone & email. **Prohibitions:** Psychology of Ageing BACH5147 **Assessment:** Assignments and Essay. **Campus:** Cumberland **Mode of delivery:** Distance Education

This unit will consider the principles of cognitive function applied to a range of neurological disorders (eg, Alzheimer's disease, amnestic disorders, developmental disability). The emphasis will be on understanding cognitive impairments and considering strategies for managing these impairments.

BIOS5018
Health, Dysfunction and Ageing

Credit points: 6 **Teacher/Coordinator:** Dr Dana Strain (02) 9351 9140. email D.Strain@fhs.usyd.edu.au **Session:** Semester 1, Semester 2 **Classes:** Web CT **Assessment:** 1 essay on set case study online (100%) **Campus:** Cumberland **Mode of delivery:** On-line

This unit aims to provide an understanding of the factors responsible for the increased prevalence, with age, of certain diseases and syndromes / disorders, especially those with a tendency to become disabling. Particular attention is paid to the contribution of environmental factors to the development of these conditions and to the ways in which such disorders may be prevented or resulting to futher disability. The unit also provides an in-depth study of a specific aspect of individual student interest.

BIOS5041
Biological Aspects of Ageing

Credit points: 6 **Teacher/Coordinator:** Dr Peter Knight (02) 9351 9339. **Session:** Semester 2 **Classes:** Independent learning package. No attendance required. **Assessment:** Written assignment. **Campus:** Cumberland **Mode of delivery:** Distance Education

This unit studies human ageing from biological perspectives. The emphasis is on understanding the main features of 'normal' ageing or senescence as distinct from disease processes and the contribution of environmental factors to ageing.

Rehabilitation Counselling

AHCD3019
Indigenous Australian Health

Credit points: 6 **Teacher/Coordinator:** Ms Susan Page (02) 93519153; Ms Miranda Rose (02) 9351 9110 **Session:** Semester 2 **Classes:** 1 hr lec and 2 hr tut/wk **Assessment:** Reflective journal 2000 words (40 %), seminar presentation (20%), essay 1500 words (40%) **Campus:** Cumberland **Mode of delivery:** Distance Education

This unit of study introduces students to the complexity of Aboriginal and Torres Strait Islander health in rural, remote and urban contexts to ensure that non Indigenous health professionals in the field have the knowledge, skills and attitudes to practice with cultural safety. The unit of study compares Indigenous and non Indigenous health status, and overviews patterns of morbidity, disability, and mortality as evidence of the health disadvantage experienced by Aboriginal and Torres Strait Islander people. Social and historical processes influencing these patterns of health are also considered. This is followed by an examination of the differences between biomedical, sociological and Indigenous views of health, illness and wellbeing and the appropriateness of each view as a source of information about Aboriginal and Torres Strait Islander health. The unit of study concludes with an investigation of health service provision for Aboriginal and Torres Strait Islander people. This includes looking at barriers to health service access, the critical role of Aboriginal community controlled and general mainstream health services. Models of primary health care, community development and health promotion will be studied as essential components of Indigenous health provision.

Textbooks
Readings provided

AHCD5002
Program Planning and Evaluation

Credit points: 6 **Session:** Semester 1, Semester 2 **Classes:** External/distance mode **Assessment:** Written assignments **Campus:** Cumberland **Mode of delivery:** Distance Education

The aim of this unit is to examine factors and elements involved in the process of planning, developing, implementing, and evaluating services/programs/projects. Student will be also become aware of the basic skills required in the management of non-profit organisations. This is a "hands on" subject which relies on the participants' work and experience. Students will also learn basic skills in critically analysing non-profit organisation management, and appreciate the role of health outcome in evaluation of health services.

AHCD5052
Indigenous Community Health

Credit points: 6 **Session:** Semester 1, Semester 2 **Classes:** External/distance mode **Assessment:** Focus questions, 2000 words; Review of a health care setting, 2000 words; 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.

BACH5041
Introduction to Gerontology

Credit points: 6 **Teacher/Coordinator:** Assoc Prof Cherry Russell email C.Russell@fhs.usyd.edu.au **Session:** Semester 1, Semester 2 **Classes:** Web-based off-campus mode **Assessment:** Three assignments **Campus:** Cumberland **Mode of delivery:** On-line

This unit provides an overview of gerontology as a multi-disciplinary field of study and its application to professional practice. It explains basic concepts and key issues in the study of ageing at the level of individuals and of populations. 3 Modules: Population ageing and

public policy; Understanding health and ageing; Ageing, society and professional practice.

Textbooks
www.fhs.usyd.edu.au/bach/5041

HSBH1001
Health, Science and Research 1

Credit points: 6 **Session:** Semester 1 **Classes:** (1x1hr lec and 1x1hr tut and web-based activities)/wk **Assessment:** 2x1500wd assignments (25% each) 1x2hr exam (50%) **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

Science and research are inextricably bound together, as science refers to knowledge that is acquired through research. This unit introduces students to key elements common to research paradigms in health, and to the major approaches to designing and evaluating basic and applied research in health.

HSBH1002
Health Service Delivery in Australia

Credit points: 6 **Teacher/Coordinator:** Dr Joanne Callen, Ms Janelle Craig, Dr. Toni Schofield, Dr. Aditi Dey **Session:** Semester 1 **Classes:** (5x2hr lec and 2x ind study and 6xWebCT online learning) **Prohibitions:** HIMT1056 Health Care Delivery Systems; BACH2127 Health Policy and Service Delivery **Assessment:** 1 x Website evaluation (20%), 1 x WebCT discussion log/health care game assignment (40%),1 x 2hr exam (40%) **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit introduces the student to the Australian health system and the regulations that apply to this environment. Commonwealth and State responsibilities for health; the NSW Health care service structure; community health care and specialist services; professional associations and organisations; and the role of the medical and allied health professionals are examined along with national and international policy frameworks with particular application to health and community settings.

HSBH1003
Health, Behaviour and Society

Credit points: 6 **Teacher/Coordinator:** Dr Steven Cumming **Session:** Semester 1 **Classes:** 4hrs lec/wk **Prohibitions:** BACH1132 Foundation of Psychology for the Health Sciences, BACH1133 Introduction to Health Psychology, BACH1130 Foundations of Health Sociology, BACH1134 Health, Illness and Social Inquiry **Assessment:** 1 x 1hr in-class essay (17.5%), 1 x 1000wd essay mid sem (25%), 1 x end of sem exam (57.5%) **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.

HSBH1004
Communication, Advocacy and Health

Credit points: 6 **Teacher/Coordinator:** Dr Chris Lennings **Session:** Semester 2 **Classes:** (3x1hr lec and 1x1hr tut)/wk **Prerequisites:** HSBH1002 Health Service Delivery in Australia, HSBH1003 Health, Behaviour & Society **Assessment:** 1 x project (20%), 1 x seminar presentation (20%), 1 x 1000 word essay (20%), 1 x 2 hr exam (40%) **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

Effective health systems are characterised by excellent communication at a range of levels. This unit of study critically examines formal and informal communication flow among those involved in health care delivery: clients, health professionals, funding and regulatory bodies, insurers and others. Students will develop an understanding of the roles of health professionals within the Australian Health care systems and will be introduced to aspects of professional communication in health such as interviewing and basic counselling skills, case notes, professional reports, research reports, media releases and medicolegal documentation. Responsibilities around the role of advocacy in professional practice will be examined.

HSBH1005
Human Development

Credit points: 6 **Teacher/Coordinator:** Dr Gomathi Sitharthan **Session:** Semester 2 **Classes:** (3 x 1 hr lec and 1 x 1 hr tut)/wk **Prerequisites:** HSBH1003 Health, Behaviour & Society **Assessment:** 1 x project (20%), 1 x seminar presentation (20%), 1 x 1000 word essay (20%), 1 x 2hour exam (40%) **Campus:** Cumberland **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, cardio-vascular disease, arthritis and musculoskeletal disease, cancer, injury, and diabetes across the lifespan are considered.

HSBM1001
Biochemistry and Human Biology

Credit points: 6 **Teacher/Coordinator:** Dr Peter Knight **Session:** Semester 1 **Classes:** 2 x 2 hr lec/wk **Assessment:** 1 x mid sem exam (30%), 1 x final exam (70%) **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit of study introduces students to the biological and biochemical processes fundamental to understanding principles of health and disease, such as cell biology, homeostasis, metabolic processes, and genetics.

HSBM1002
Principles of Human Body Systems A

Credit points: 6 **Teacher/Coordinator:** Dr Gary Lee **Session:** Semester 2 **Classes:** 3hrs lec and 1hr prac/wk **Prerequisites:** HSBM1001 Biochemistry and Human Biology **Assessment:** 1 x 1 hr midsemester exam (MCQ) (38%), 1 x 1 hr end semester exam (MCQ) (22%), 1 x 2 hr end semester exam (MCQ) (40%) **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit of study will present the gross anatomy, functional histology and physiology of the cardiovascular, respiratory, gastrointestinal and immune systems. The pathophysiology and pharmacology of these body systems will also be examined. Particular emphasis will be placed on an understanding of the major national health priority areas such as cardio-vascular disease, cancer and asthma as they occur across the lifespan.

REHB5012
Medical Aspects of Disability

Credit points: 3 **Teacher/Coordinator:** Dr Lynda Matthews, email: L.Matthews@fhs.usyd.edu.au **Session:** Semester 1 **Classes:** Distance study equivalent to 2 hours lectures and 1 hour tutorial. **Assessment:** 1500 word Log Report 1 (50%), 1500 word Log Report 2 (50%). **Campus:** Cumberland **Mode of delivery:** Distance Education

This unit aims to provide a background of information and knowledge which is essential for effective rehabilitation practice. It develops the students' general knowledge of the medical basis of disability, as well as giving them the opportunity to acquire specialised expertise in particular areas.

REHB5014
Rehabilitation and Substance Abuse

Credit points: 3 **Teacher/Coordinator:** Dr Rodd Rothwell, email: R.Rothwell@fhs.usyd.edu.au **Session:** Semester 1 **Classes:** Distance study equivalent to 2 hours lectures and 1 hour tutorial. **Assessment:** One 2500 word essay (100%). **Campus:** Cumberland **Mode of delivery:** Distance Education

The history of use and treatment for illegal and over-the-counter drugs is presented. Students examine social attitudes to drug taking and theoretical approaches to addictive behaviour. Community therapy programs and self-help groups are discussed.

REHB5016
Rehabilitation of Public Offenders

Credit points: 3 **Teacher/Coordinator:** Dr Rodd Rothwell, email: R.Rothwell@fhs.usyd.edu.au **Session:** Semester 2 **Classes:** Distance study equivalent to 2 hours lectures and 1 hour tutorial. **Assessment:** One 1500-2000 word essay (100%). **Campus:** Cumberland **Mode of delivery:** Distance Education

The aim is to provide students with a basic understanding of the major models for explaining and researching criminal behaviour. Students are familiarised with current penal philosophies and 'corrective' programs for both adult and juvenile offenders.

REHB5022
Acquired Brain Injury Rehabilitation

Credit points: 3 **Teacher/Coordinator:** Mr Trevor Hawkins. Email: t.hawkins@fhs.usyd.edu.au **Session:** Semester 1 **Classes:** Distance study equivalent to 2 hours lectures and 1 hour tutorial. **Assessment:** One 1000 word Take Home Exam (40%), One 1500-2000 word Essay (60%). **Campus:** Cumberland **Mode of delivery:** Distance Education

The nature of head injury is examined and its effect on functioning. The rehabilitation process for this population is discussed with emphasis on evaluation, planning and resettlement.

REHB5034
Rehabilitation and PTSD

Credit points: 3 **Teacher/Coordinator:** Dr Lynda Matthews. Email: l.matthews@fhs.usyd.edu.au **Session:** Semester 1 **Classes:** Distance study equivalent to 2 hours lectures and 1 hour tutorial. **Assessment:** One Assignment (30%), one 2000 word Essay (70%). **Campus:** Cumberland **Mode of delivery:** Distance Education

PTSD as a clinical entity is examined and major explanatory and research models are reviewed. Students explore theoretical approaches to treatment and become familiar with issues relevant to their role in rehabilitation.

REHB5042
Psychiatric Rehabilitation

Credit points: 3 **Teacher/Coordinator:** Dr Lynda Matthews. Email: l.matthews@fhs.usyd.edu.au **Session:** Semester 2 **Classes:** Distance study equivalent to 2 hours lectures and 1 hour tutorial. **Assessment:** One 1000 word report (30%), one 2000 word essay (70%). **Campus:** Cumberland **Mode of delivery:** Distance Education

This unit examines goals, values and guiding principles and methodology of psychiatric rehabilitation and its application to the rehabilitation of persons with severe and persistent symptoms of mental illness. Current practice in rehabilitation is evaluated.

REHB5043
Rehabilitation Counselling A

Credit points: 3 **Teacher/Coordinator:** Sandra Bentley (02) 93519115. Email: s.bentley@fhs.usyd.edu.au **Session:** Semester 1 **Classes:** WebCTOnline course distance study - equivalent to 2 hours lectures 1 hour tutorial, 1/2 day workshop. **Assessment:** 3 assignments:Take Home exam 30%, online discussion contribution 20%, counselling interview video and report 50% **Practical field work:** Students are invited to attend a half-day skills workshop. **Campus:** Cumberland **Mode of delivery:** On-line

This unit facilitates students' acquisition of the ASORC Core Competency 10: Counselling. The Ivey model of basic counselling microskills are studied and practised. Skills application in rehabilitation counsellor roles are introduced. The unit also covers some counselling theories and procedures and explores their application to the rehabilitation counselling context. The unit is delivered by web-based CD-ROM, distance learning packages, interactive discussion forums and email support. Students are required to undertake a counselling interview and self-critique as part of assessment.

Textbooks
External study notes provided to all students.
Ivey, A. Intentional Interviewing (latest edition).
Corey, G. Theory and Practice of Counseling (latest edition).

REHB5044
Vocational Development and Counselling

Credit points: 3 **Teacher/Coordinator:** Mr Trevor Hawkins. Email: t.hawkins@fhs.usyd.edu.au **Session:** Semester 1 **Classes:** Distance study equivalent to 2 hours lectures and 1 hour tutorial. **Assessment:** One 2 hour Take-Home Exam (50%), One 1200-1500 word Vocational Assessment Report (50%). **Campus:** Cumberland **Mode of delivery:** Distance Education

The foci of this unit are the Australian Society of Rehabilitation Counsellors (ASORC) core competencies 7 and 8, namely, Vocational Assessment and Vocational Counselling. This unit looks at the theory of vocational choice and career development particularly as it relates to persons with disability. Students are provided with a framework for vocational counselling and are taken through the process of assisting individuals with career choice problems. Resources essential to providing vocational planning and career choice assistance are also explored with students. Non-compulsory skills development workshops are offered to students.

REHB5045
Rehabilitation Theory

Credit points: 3 **Teacher/Coordinator:** Dr Rodd Rothwell, email: R.Rothwell@fhs.usyd.edu.au **Session:** Semester 1 **Classes:** Distance study equivalent to 2 hours lectures and 1 hour tutorial. **Assessment:** One Practical Exercise - Submit Venue evaluation (15%), one 2000-2500 word essay (85%). **Campus:** Cumberland **Mode of delivery:** Distance Education

This unit discusses the history and philosophies of rehabilitation and rehabilitation service delivery in relation to medical and health services generally.

REHB5046
Work Injury and Disability

Credit points: 3 **Teacher/Coordinator:** Dr Toni Schofield, email: T.Schofield@fhs.usyd.edu.au **Session:** Semester 1 **Classes:** Distance study equivalent to 2 hours lectures and 1 hour tutorial. **Assessment:** One 3000 word essay (100%) or two 1500 word essays (50% each). **Campus:** Cumberland **Mode of delivery:** Distance Education

This unit examines the social distribution and origins of occupational injury and disability. It explores the role of work organisation and management in contemporary Australian society as a key factor. The impact of globalisation and policy developments related to Australian workplaces and industrial relations will also be addressed.

REHB5047
Psychosocial Aspects of Disability

Credit points: 3 **Teacher/Coordinator:** Rosemary Pynor. Email: r.pynor@fhs.usyd.edu.au **Session:** Semester 1 **Classes:** Distance study equivalent to 2 hours lectures and 1 hour tutorial. **Assessment:** One 1500 word essay (50%), one 2000 word Jounral/Exercise (50%). **Campus:** Cumberland **Mode of delivery:** Distance Education

The aim of this unit of study is to challenge students' understanding of disability. The unit provides students with an insight into the social position and life experiences of disabled people from their own perspective. Disabled people do take an active role in the community and should not be seen as passive recipients of the care of others, such as health professionals. Upon completion of this unit, students should have an increased understandimg of disability. This understanding will improve the effectiveness of their service delivery to disabled people, leading to more positive rehabilitation outcomes.

REHB5048
Field Experience I

Credit points: 3 **Teacher/Coordinator:** Ms Caroline Howe, email: c.howe@fhs.usyd.edu.au **Session:** Semester 1, Semester 2 **Classes:** 385 hours over 5 weeks **Assessment:** Clinical placement with supervisors and student assessment. This is a pass fail subject based on students passing the competencies. **Practical field work:** Students are required to complete a total of 385 hours of placement under supervision. **Campus:** Cumberland **Mode of delivery:** Professional Practice

Students are assigned selected cases in rehabilitation agencies and are required to carry out a range of tasks appropriate to a rehabilitation counsellor, with supervision from a qualified professional.

Textbooks
Unit manual only

REHB5049
Rehabilitation Counselling B

Credit points: 3 **Teacher/Coordinator:** Sandra Bentley (02) 93519115. Email: s.bentley@fhs.usyd.edu.au **Session:** Semester 2 **Classes:** WebCTOnline course distance study - equivalent to 2 hours lectures 1 hour tutorial, 1/2 day workshop. **Prerequisites:** REHB5043 Rehabilitation Counselling A **Corequisites:** REHB5050 Client Assessment and Job Placement **Assessment:**

Counselling interview video and report 50%, essay 50% **Campus:** Cumberland **Mode of delivery:** On-line

The unit covers aspects of the ASORC Core Competency 10: Counselling. Advanced counselling microskills in the Ivey model are studied and practised. Application of these skills to the rehabilitation context is explored, for example, in adjustment to disability, vocational counselling and occupational rehabilitation case management. Students are introduced to action-based counselling theory. The unit is delivered by web-based CDRom, distance learning packages, interactive discussion forums and email support. Students are required to undertake a counselling interview and self-critiques as part of assessment. Students are invited to attend a half-day skills workshop.

Textbooks

Ivey. A. (2003) Intentional Interviewing & Counseling. Thomson
Corey. G. (2006) Theory and Practice of Counseling and Psychotherapy. Thomson

REHB5050
Client Assessment and Job Placement

Credit points: 3 **Teacher/Coordinator:** Mr Trevor Hawkins. Email: T.Hawkins@fhs.usyd.edu.au **Session:** Semester 2 **Classes:** Distance study equivalent to 2 hours lectures and 1 hour tutorial. **Prerequisites:** REHB5044 Vocational Development and Counselling **Corequisites:** REHB5049 Rehabilitation Counselling B **Assessment:** One Take Home Exam (50%), one 1200 word Job Placement Report (50%). **Campus:** Cumberland **Mode of delivery:** Distance Education

The foci of this unit are the Australian Society of Rehabilitation Counsellors (ASORC) core competencies 7 and 9, namely, Vocational Assessment and Vocational Training and Placement. This unit focuses on job analysis and the various ways in which the problem of accurately assessing the rehabilitation client's potential for re-entry to the workforce can be resolved. Students are also taught how to actively engage with the labour market in terms of assessing job suitability and negotiating with employers in order to secure job opportunities for persons with disability. The unit addresses the issue of accessing and analysing labour market information in order to guarantee the availability of job options generated for clients. Formats for writing vocational assessment reports and labour market analyses are presented and discussed. A one-day skills workshop on practical aspects of the unit is offered, but attendance is not compulsory.

REHB5051
Rehabilitation and Case Management

Credit points: 3 **Teacher/Coordinator:** Mr Trevor Hawkins. Email: t.hawkins@fhs.usyd.edu.au **Session:** Semester 2 **Classes:** Distance study equivalent to 2 hours lectures and 1 hour tutorial. **Prerequisites:** REHB5044 Vocational Development and Counselling **Corequisites:** REHB5050 Client Assessment and Job Placement **Assessment:** One 1 hour Take Home Exam (50%), One 1.5 hour Take Home Exam Rehab Plan (50%). **Campus:** Cumberland **Mode of delivery:** Distance Education

The focus of this unit is the Australian Society of Rehabilitation Counsellors (ASORC) core competency 5, namely, Case and Caseload Management. Students are exposed to both the theoretical and practical aspects of managing individual clients and a caseload of clients through a rehabilitation process. Issues addressed in this unit are: how to determine appropriate assessments, how to draw up individual rehabilitation plans, how to monitor and document progress in rehabilitation and negotiation skills needed to work with a variety of providers. Strategies to be an effective and efficient manager of clients within a human service environment are also discussed.

REHB5052
Legal Aspects of Rehabilitation

Credit points: 3 **Teacher/Coordinator:** Dr Lynda Matthews, email: l.matthews@fhs.usyd.edu.au **Session:** Semester 2 **Classes:** Distance study equivalent to 2 hours lectures and 1 hour tutorial. **Assessment:** One 500 word Court report (20%), one 2000 word short answer assignment (80%). **Campus:** Cumberland **Mode of delivery:** Distance Education

Students address the role of Australian anti-discimination and guardianship legislation in delivering quality of life to people with disabilities.

REHB5053
Workers Compensation and Rehabilitation

Credit points: 3 **Teacher/Coordinator:** Dr Toni Schofield, email: T.Schofield@fhs.usyd.edu.au **Session:** Semester 2 **Classes:** Distance study equivalent to 2 hours lectures and 1 hour tutorial. **Assessment:** Either one 3000 word essay or two 1500 word essays (100%). **Campus:** Cumberland **Mode of delivery:** Distance Education

This unit addresses workers compensation and rehabilitation as both a public policy and system of injury management. It focuses on developments in NSW workers compensation and rehabilitation, locating these within an historical and political context. Students are encouraged to understand injured workers experiences of compensation and rehabilitation in terms of this context.

REHB5054
Field Experience II

Credit points: 3 **Teacher/Coordinator:** Ms Caroline Howe, email: c.howe@fhs.usyd.edu.au **Session:** Semester 1, Semester 2 **Classes:** 385 hours over 5 weeks **Prerequisites:** REHB5048 Field Experience I **Assessment:** Clinical placement with supervisors and student assessment. This is a pass fail subject based on students passing the competencies. **Campus:** Cumberland **Mode of delivery:** Professional Practice

Students are assigned selected cases in rehabilitation agencies and are required to carry out a range of tasks appropriate to a rehabilitation counsellor, with supervision from a qualified professional.

Textbooks

Subject manual only

REHB5057
Dissertation A

Credit points: 9 **Teacher/Coordinator:** Dr Lynda Matthews, email: l.matthews@fhs.usyd.edu.au **Session:** Semester 1, Semester 2 **Classes:** Supervisor meetings **Assessment:** Proposal for dissertation **Campus:** Cumberland **Mode of delivery:** Distance Education

The dissertation requires the completion of a paper which aims to synthesise post-graduate knowledge and skills through an original investigation of an area of professional relevance.

REHB5058
Dissertation B

Credit points: 9 **Teacher/Coordinator:** Dr Lynda Matthews, email: l.matthews@fhs.usyd.edu.au **Session:** Semester 1, Semester 2 **Classes:** Supervisor meetings **Assessment:** Dissertation **Campus:** Cumberland **Mode of delivery:** Distance Education

The dissertation requires the completion of a paper which aims to synthesise post-graduate knowledge and skills through an original investigation of an area of professional relevance.

REHB5059
Dissertation

Credit points: 18 **Teacher/Coordinator:** Dr Lynda Matthews, email: l.matthews@fhs.usyd.edu.au **Session:** Semester 1 **Classes:** Supervisor meetings **Assessment:** Dissertation **Campus:** Cumberland **Mode of delivery:** Distance Education

The dissertation requires the completion of a paper which aims to synthesise post-graduate knowledge and skills through an original investigation of an area of professional relevance.

22. Biomedical Sciences

Master of Applied Science (Biomedical Sciences) by Research – SCO43

This graduate program is designed primarily to provide an opportunity for those interested in carrying out research in any of the specialised areas of anatomy, physiology, microbiology, applied physics, applied chemistry, biochemistry or in human sexuality.

It will enable and encourage such graduate students to engage in multidisciplinary collaborative research within the area of biomedical sciences. Such research may be in a basic scientific and/or clinical setting.

The degree includes a minimal coursework component which will be necessary to facilitate the research projects.

Admission requirements

- A Bachelor of Applied Science degree from the Faculty of Health Sciences, at a credit level or higher; or
- A Bachelor of Applied Science degree from the Faculty of Health Sciences at an honours level; or
- A bachelor's degree, preferably with a biological background, from an Australian university, at credit level or higher; or
- A Bachelor of Medical Sciences degree; or
- A degree deemed to be equivalent to any of the above from a foreign university; or
- A master's degree by coursework in a relevant/related area; or
- Submit evidence of general and/or professional qualifications as well as satisfy the head of the academic unit and the University that the applicant possesses the educational preparation and capacity to pursue graduate studies.

Advanced standing may be given to candidates of high calibre to enter the second year of the program.

Time limits

The maximum length would normally be four semesters full-time and eight semesters part-time.

Course outline

Research thesis is the major component of the course. Coursework may be required where this is considered necessary for the development of the thesis.

Important note

See 'Chapter 19: Postgraduate studies' for information about the Graduate Studies in Sexual Health.

23. Communication Sciences and Disorders

Postgraduate Coordinator (Research Programs): Dr Kierrie Ballard
Postgraduate Coordinator (Coursework): Dr Linda Hand

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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 Health Science (Speech-Language Pathology) which is a coursework-by-distance program for qualified speech pathologists
- Master of Speech Language Pathology: This is a professional entry coursework program that qualifies students to practise as speech pathologists
- The Graduate Diploma in Communication Disorders. This is 1-year full-time course and its curriculum is common with the first year of the Master of Speech Language Pathology. At the end of the Graduate Diploma students can either graduate or articulate into Year 2 of the MSLP. Graduates of the Graduate Diploma (CommDis) are not qualified to practise as a speech pathologist.

Research programs

- Master of Communication Disorders by research
- Master of Applied Science (Communication Sciences and Disorders) by research
- Doctor of Philosophy (PhD) in areas related to communication sciences and disorders

The Master of Health Science (Speech-Language Pathology) is a coursework program offered to people already qualified in speech pathology and who wish to do advanced study in their discipline area or specialise in a particular area of their professional discipline. Students can complete this degree through distance education.

The Master of Speech Language Pathology (MSLP) qualifies students to practise as a speech pathologist. The MSLP is available as a full-time (2 years) or part-time (4 years) program. Students must hold a Bachelors 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 enroll 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 undergoing accreditation by Speech Pathology Australia in August 2006.

The Graduate Diploma in Communication Disorders is 1-year 48 credit point, full-time course and its curriculum is common with the first year of the Master of Speech Language Pathology. At the end of the Graduate Diploma students can either graduate or articulate into Year 2 of the MSLP. Students who graduate from the Graduate Diploma in Communication Disorders will have a significant understanding of language and communication which is especially valuable for teachers who want to learn more about the diagnosis and intervention of communication disorders. Graduates of the Graduate Diploma (CommDis) are not qualified to practise as a speech pathologist.

The Master of Communication Disorders is a research degree offered to speech pathologists who wish to study an aspect of their discipline area through individual research while the Master of Applied Science (Communication Sciences and Disorders) is a research degree open to individuals from diverse backgrounds wishing to do research in the area of human communication sciences and/or communication disorders. In both of these research master's, the research topics are individualised for students to meet their specific career objectives.

At the PhD level, students join a thriving research program in communication sciences and disorders and receive high quality training and supervision tailored to their particular needs. We have research facilities which include a large on-campus Communication Disorders Treatment and Research Clinic, and a Speech Science Laboratory.

Master of Health Science (Speech-Language Pathology) by coursework, off-campus

This master's degree is a coursework program open to qualified speech pathologists who wish to extend their knowledge and skills in speech language pathology fields. It is a two-year part-time degree (or one year full-time) offered by distance. Students must have access to the internet as most work will be conducted on-line.

All units of study are directly relevant to becoming skilled consumers and producers of scholarship and research in speech pathology. This degree develops skills in critiquing, reviewing, evaluating and writing about research in speech pathology. As such it is very appropriate to those who wish to increase their skills in the principles and applications of evidence based practice in their work. The course is offered in distance mode via WebCT which enables students to study at times and locations that are convenient to them.

The focus of the course in Semester 1 is on developing academic scholarship and writing skills and research skills to investigate issues in speech pathology.

In Semester 2 students undertake a unit which focuses on the current state of the discipline ("Trends in Speech Language Pathology").

In Semester 3 students are given the option of completing a unit which enables them to focus on a selected topic in speech pathology

("Clinical Review in Speech-Lang Pathology") or pursuing study in a related area (such as public health, health administration etc) by electing one or more units to 12 credit points from across the university.

For their final units, students will undertake a QI project within their workplace and complete an evidence based practice review of an area related to their work in the units “Research Led Practice” and “Applied Clinical Research”. Students who are not in the workplace can undertake their electives in this semester.

This is a fee-paying course. Details of fees are available through the faculty administration.

Admission requirements

In order to qualify for admission, applicants shall possess:

- a bachelor's degree in speech pathology from the University of Sydney or a degree from another Australian or overseas tertiary institution deemed to be equivalent to this University's degree, and
- general and professional qualifications and experience as will satisfy the Faculty that the applicant possesses the educational preparation and capacity to undertake the course, and
- for those applicants who received their speech-language pathology degree qualifying them to practise more than 5 years prior to their intended year of enrolment, evidence of at least the equivalent of half-time professional employment/ professional practice as a speech-language pathologist during the most recent five years prior to applying for admission.

Because students will need to use electronic information systems, a statement that they have access to a computer with Internet connection is a condition for admission.

Requirements for successful completion

(A) Computer requirements

This course uses WebCT as a teaching platform. Guidelines for computer requirements to use this system can be found at www.usyd.edu.au/webct/student_guides/Student_WebCTguide_fhs.pdf

- PC running Windows 98 Second Edition, 2000 or XP
- Macintosh OS9, OS X v10.1, 10.2 or 10.3
- Modem 56k bps or faster

The University recommends that you use web browsers that officially supported by the WebCT Organisation, which include Internet Explorer, Netscape, AOL and Mozilla. More details about versions and browsers for Apple operating systems can be found in the website above.

(B) Part-time study

assumes that students will be able to spend up to 20 hours per week working on this degree during the 16 week semester time. Students will need to spend about half that time connected to either WebCT or the university library system by computer.

Course outline

The course outline for the Master of Health Science (Speech-Language Pathology) is presented in Table 23.1.

Table 23.1: Master of Health Science (Speech-Language Pathology)

Unit of study	*Credit points*	*A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition*	*Session*
Course code SC084: (Generalist or Specialist stream), Credit points for award: 48			
Part-time, 4 semesters			
Full-time, 2 semesters. The typical enrolment for this degree is part-time. Students wishing to enroll full-time should discuss their enrolment with the course co-ordinator.			
Part-time mode			
Year 1			
Semester 1			
CSCD5050 Scholarship in Speech Language Pathology	12		Semester 1
SEMESTER 1 TOTAL: 12 CREDIT POINTS			
Semester 2			
CSCD5051 Trends Speech Language Pathology	12	**P** CSCD5050 Scholarship in Speech Language Pathology	Semester 2
SEMESTER 2 TOTAL: 12 CREDIT POINTS			
Year 2 (first offered in 2007)			
Students do 1 of the options below			
Semester 1			
CSCD5052 Clinical Review in Speech Lang Pathology	12	**P** CSCD5050 Scholarship in Speech-Language Pathology CSCD5051 Trends in Speech-Language Pathology	Semester 1
or			
Electives [12] (see note below)			
SEMESTER 1 TOTAL: 12 CREDIT POINTS			

Unit of study	*Credit points*	*A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition*	*Session*
Semester 2			
Students do 12 credit points from the following options.			
CSCD5032 **Research Led Practice**	6	**P** CSCD5028 Language 3, CSCD5022 Specialist Studies 1, CSCD5023 Swallowing and Neurogenics 1, CSCD5029 Neurogenics 2, CSCD5025 Specialist Studies 2, CSCD5031 Clinical Practice 2 **C** CSCD5053 Clinical Practice 3 - Pediatric or CSCD5054 Clinical Practice 3 - Adult	Semester 1 Semester 2
CSCD5033 **Applied Clinical Research**	6	**P** CSCD5022 Specialist Studies 1, CSCD5023 Swallowing and Neurogenics 1, CSCD5025 Specialist Studies 2, CSCD5028 Language 3, CSCD5029 Neurogenics 2 CSCD5031 Clinical Practice 2 **C** CSCD5053 Clinical Practice 3 - Pediatric or CSCD5054 Clinical Practice 3 - Adult	Semester 1 Semester 2
Electives [12] (see note below)			
SEMESTER 2 TOTAL: 12 CREDIT POINTS			
Note			
During their course students may select a unit or units of study at master's level to a maximum of 12 credit points that are offered in distance mode from across the University, related to speech pathology practice; e.g. public health, research methods, culture and communication etc.			

Graduate Diploma in Communication Disorders

The Graduate Diploma in Communication Disorders is a one year full time course providing the basic scientific background for speech pathology and an introduction to clinical work. In order to practise as a speech pathologist, students must do an additional year in the Master of Speech Language Pathology (Master of Speech Language Pathology) which provides comprehensive training in all aspects of evidenced based clinical practice in speech pathology.

At the completion of all units of study in the Graduate Diploma in Communication Disorders students can articulate into Year 2 of the Master of Speech Language Pathology. Both courses consist of lectures, seminars, practical work and student presentations along with a substantial clinical component.

This is a fee-paying course. Details of fees are available through the faculty administration.

Admission requirements

The prerequisite qualification for admission to the Graduate Diploma in Communication Disorders is a Bachelor level degree in linguistics, health, education, or the social, physical or biological sciences or an equivalent degree. Students will have achieved a minimum grade point average of credit level in the final year of their undergraduate degree. Students must have knowledge of formal linguistics (phonology, syntax, morphology and semantics), and functional linguistics (language as communication in social and cultural contexts) and skills in analysing syntax to complex clause levels using a traditional grammar.

In addition, students must have a basic understanding of phonetics and phonology and a mastery of broad phonetic transcription.

Preference will be given to students who have undertaken units of study in basic research methods and data analysis and in cognitive and developmental psychology. Students may be required to undertake qualifying study if they do not have sufficient background in both behavioural and biomedical sciences. Entry will be competitive based on the applicants' academic record.

The selection process will involve a review of transcripts and other evidence to confirm applicants meet the background knowledge requirements. Where more applicants exist than number of places available, applicants will be short listed on the basis of merit, including grade point average and may be required to attend for an interview. International applicants may apply to have the interview by phone.

Curriculum structure

The curriculum incorporates 10 compulsory units of study. On successful completion of these units of study the student may gradaute or articulate to Year 2 of the Master of Speech Language Pathology.

Requirements for successful completion

(A) Computer requirements

This course uses WebCT to supplement lectures. Guidelines for computer requirements to use this system can be found at www.usyd.edu.au/webct/student_guides/Student_WebCTguide_fhs.pdf. Computer facilities on campus give students access to WebCT. When using a home computer or a computer off-campus, the minimum computer requirements are:

- PC running Windows 98 Second Edition, 2000 or XP
- Macintosh OS9, OS X v10.1, 10.2 or 10.3
- Modem 56k bps or faster

(B) Academic writing, referencing and understandings about plagiarism

are required for successful study in the Graduate Diploma in Communication Disorders. If students feel concerned about their tertiary writing skills, especially if English is not their first language, undertaking study in advanced writing skills independently of this award is recommended. Use of the Faculty "Guide to Presentation of Assignments", particularly the sections on plagiarism and referencing is required. This may be found online at:
www.fhs.usyd.edu.au/pdfs_docs/assign_guide.pdf.

Course outline

The Graduate Diploma in Communication Disorders is comprised of 48 credit points and is structured around 2 academic blocks and 2 clinical blocks. The clinical blocks may occur outside normal semester times. The academic program will require all students to attend in orientation week and for 13 teaching weeks in each semester.

The course outline for the Graduate Diploma in Communication Disorders is presented in Table 23.2.

Table 23.2: Graduate Diploma in Communication Disorders

Unit of study	*Credit points*	*A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition*	*Session*
Course code SF059, Credit points for award: 48			
Full-time, on-campus, 2 semesters			
Year 1			
Semester 1			
CSCD5018 Core Studies	3	**A** Ability to transcribe normal adult speech in broad phonetic transcription. Understanding of basic linguistics, including grammatical analysis.	Semester 1
CSCD5019 Speech Pathology Practice (Introduction)	3		Semester 1
CSCD5020 Articulation and Phonology	6		Semester 1
CSCD5021 Language 1	6		Semester 1
CSCD5022 Specialist Studies 1	6		Semester 1
SEMESTER 1 TOTAL: 24 CREDIT POINTS			
Semester 2			
CSCD5023 Swallowing and Neurogenics 1	6	**A** Basic understanding of neuroanatomy and physiology.	Semester 2
CSCD5024 Language 2	6	**A** CSCD5021 Language 1, CSCD5020 Articulation and Phonology.	Semester 2
CSCD5025 Specialist Studies 2	3	**A** Anatomy of the head and neck, thorax and respiratory system.	Semester 2
CSCD5026 Professional Development 1	3		Semester 2
CSCD5027 Clinical Practice 1	6	**P** CSCD5018 Core Studies, CSCD5019 Speech Pathology Practice (Introduction), CSCD5020 Articulation and Phonology, CSCD5021 Language 1, CSCD5022 Specialist Studies 1.	Semester 2
SEMESTER 2 TOTAL: 24 CREDIT POINTS			

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. 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 as bridging courses or by enrolment in undergraduate units of study.

Applicants should normally have at least a credit grade average in the final year/s of their undergraduate degree and have demonstrated adequate background knowledge of the speech pathology profession.

Curriculum structure

The curriculum is designed around the competency requirements for speech pathology professional practice. The curriculum incorporates 17 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.

The course outline for the Master of Speech Language Pathology (Pass) is presented in Table 23.3.

Table 23.3: Master of Speech Language Pathology (Pass)

Unit of study	*Credit points*	*A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition*	*Session*
Course code SC112, Credit points for award: 96			
Full-time, on-campus, 4 semesters; Part-time, on-campus, 8 semesters			
Full-time mode			
Year 1			
Semester 1			
CSCD5018 **Core Studies**	3	**A** Ability to transcribe normal adult speech in broad phonetic transcription. Understanding of basic linguistics, including grammatical analysis.	Semester 1
CSCD5019 **Speech Pathology Practice (Introduction)**	3		Semester 1
CSCD5020 **Articulation and Phonology**	6		Semester 1
CSCD5021 **Language 1**	6		Semester 1
CSCD5022 **Specialist Studies 1**	6		Semester 1
SEMESTER 1 TOTAL: 24 CREDIT POINTS			
Semester 2			
CSCD5023 **Swallowing and Neurogenics 1**	6	**A** Basic understanding of neuroanatomy and physiology.	Semester 2
CSCD5024 **Language 2**	6	**A** CSCD5021 Language 1, CSCD5020 Articulation and Phonology.	Semester 2
CSCD5025 **Specialist Studies 2**	3	**A** Anatomy of the head and neck, thorax and respiratory system.	Semester 2
CSCD5026 **Professional Development 1**	3		Semester 2
CSCD5027 **Clinical Practice 1**	6	**P** CSCD5018 Core Studies, CSCD5019 Speech Pathology Practice (Introduction), CSCD5020 Articulation and Phonology, CSCD5021 Language 1, CSCD5022 Specialist Studies 1.	Semester 2
SEMESTER 2 TOTAL: 24 CREDIT POINTS			
Year 2			
Semester 1			
CSCD5028 **Language 3**	6	**A** CSCD5021 Language 1 CSCD5024 Language 2 CSCD5023 Swallowing and Neurogenics 1 *This unit is a prerequisite for CSCD5032 Research Led Practice, CSCD5033 Applied Clinical Research, CSCD5053 Clinical Practice 3 - Pediatric, CSCD5054 Clinical Practice 3 - Adult*	Semester 1
CSCD5029 **Neurogenics 2**	6	**A** CSCD5023 Swallowing and Neurogenics 1 *This unit of study is a prerequisite for CSCD5053 Clinical Practice 3 - Padiatric, CSCD5054 Clinical Practice 3 - Adult, CSCD5032 Research Led Practice and CSCD5033 Applied Clinical Research*	Semester 1
CSCD5030 **Professional Development 2**	6	**P** CSCD5026 Professional Development 1 *This unit is a prerequisite for CSCD5053 Clinical Practice 3 - Pediatric and CSCD5054 Clinical Practice 3 - Adult*	Semester 1 Semester 2
CSCD5031 **Clinical Practice 2**	6	**P** CSCD5023 Swallowing and Neurogenice 1, CSCD5024 Language 2, CSCD5026 Professional Development 1, CSCD5027 Clinical Practice 1 *This unit is a prerequisite for CSCD5053 Clinical Practice 3 - Pediatric and CSCD5054 Clinical Practice 3 - Adult*	Semester 1 Semester 2
SEMESTER 1 TOTAL: 24 CREDIT POINTS			
Semester 2			
CSCD5032 **Research Led Practice**	6	**P** CSCD5028 Language 3, CSCD5022 Specialist Studies 1, CSCD5023 Swallowing and Neurogenics 1, CSCD5029 Neurogenics 2, CSCD5025 Specialist Studies 2, CSCD5031 Clinical Practice 2 **C** CSCD5053 Clinical Practice 3 - Pediatric or CSCD5054 Clinical Practice 3 - Adult	Semester 1 Semester 2
CSCD5033 **Applied Clinical Research**	6	**P** CSCD5022 Specialist Studies 1, CSCD5023 Swallowing and Neurogenics 1, CSCD5025 Specialist Studies 2, CSCD5028 Language 3, CSCD5029 Neurogenics 2 CSCD5031 Clinical Practice 2 **C** CSCD5053 Clinical Practice 3 - Pediatric or CSCD5054 Clinical Practice 3 - Adult	Semester 1 Semester 2
CSCD5053 **Clinical Practice 3 - Pediatric**	6	**P** CSCD5027 Clinical Practice 1, CSCD5028 Language 3, CSCD5029 Neurogenics2, CSCD5030 Professional Development 2, CSCD5031 Clinical Practice 2	Semester 1 Semester 2
CSCD5054 **Clinical Practice 3 - Adult**	6	**P** CSCD5027 Clinical Practice 1, CSCD5028 Language 3, CSCD5029 Neurogenics2, CSCD5030 Professional Development 2, CSCD5031 Clinical Practice 2	Semester 1 Semester 2
SEMESTER 2 TOTAL: 24 CREDIT POINTS			

Unit of study	*Credit points*	*A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition*	*Session*
Part-time mode			
Year 1			
Semester 1			
CSCD5018 Core Studies	3	**A** Ability to transcribe normal adult speech in broad phonetic transcription. Understanding of basic linguistics, including grammatical analysis.	Semester 1
CSCD5019 Speech Pathology Practice (Introduction)	3		Semester 1
CSCD5021 Language 1	6		Semester 1
SEMESTER 1 TOTAL: 12 CREDIT POINTS			
Semester 2			
CSCD5024 Language 2	6	**A** CSCD5021 Language 1, CSCD5020 Articulation and Phonology.	Semester 2
CSCD5025 Specialist Studies 2	3	**A** Anatomy of the head and neck, thorax and respiratory system.	Semester 2
CSCD5026 Professional Development 1	3		Semester 2
SEMESTER 2 TOTAL: 12 CREDIT POINTS			
Year 2			
Semester 1			
CSCD5020 Articulation and Phonology	6		Semester 1
CSCD5022 Specialist Studies 1	6		Semester 1
SEMESTER 1 TOTAL: 12 CREDIT POINTS			
Semester 2			
CSCD5023 Swallowing and Neurogenics 1	6	**A** Basic understanding of neuroanatomy and physiology.	Semester 2
CSCD5027 Clinical Practice 1	6	**P** CSCD5018 Core Studies, CSCD5019 Speech Pathology Practice (Introduction), CSCD5020 Articulation and Phonology, CSCD5021 Language 1, CSCD5022 Specialist Studies 1.	Semester 2
SEMESTER 2 TOTAL: 24 CREDIT POINTS			
Year 3			
Semester 1			
CSCD5028 Language 3	6	**A** CSCD5021 Language 1 CSCD5024 Language 2 CSCD5023 Swallowing and Neurogenics 1 *This unit is a prerequisite for CSCD5032 Research Led Practice, CSCD5033 Applied Clinical Research, CSCD5053 Clinical Practice 3 - Pediatric, CSCD5054 Clinical Practice 3 - Adult*	Semester 1
CSCD5029 Neurogenics 2	6	**A** CSCD5023 Swallowing and Neurogenics 1 *This unit of study is a prerequisite for CSCD5053 Clinical Practice 3 - Padiatric, CSCD5054 Clinical Practice 3 - Adult, CSCD5032 Research Led Practice and CSCD5033 Applied Clinical Research*	Semester 1
SEMESTER 1 TOTAL: 12 CREDIT POINTS			
Semester 2			
CSCD5030 Professional Development 2	6	**P** CSCD5026 Professional Development 1 *This unit is a prerequisite for CSCD5053 Clinical Practice 3 - Pediatric and CSCD5054 Clinical Practice 3 - Adult*	Semester 1 Semester 2
CSCD5031 Clinical Practice 2	6	**P** CSCD5023 Swallowing and Neurogenice 1, CSCD5024 Language 2, CSCD5026 Professional Development 1, CSCD5027 Clinical Practice 1 *This unit is a prerequisite for CSCD5053 Clinical Practice 3 - Pediatric and CSCD5054 Clinical Practice 3 - Adult*	Semester 1 Semester 2
SEMESTER 2 TOTAL: 12 CREDIT POINTS			
Year 4			
Semester 1			
CSCD5032 Research Led Practice	6	**P** CSCD5028 Language 3, CSCD5022 Specialist Studies 1, CSCD5023 Swallowing and Neurogenics 1, CSCD5029 Neurogenics 2, CSCD5025 Specialist Studies 2, CSCD5031 Clinical Practice 2 **C** CSCD5053 Clinical Practice 3 - Pediatric or CSCD5054 Clinical Practice 3 - Adult	Semester 1 Semester 2
CSCD5053 Clinical Practice 3 - Pediatric	6	**P** CSCD5027 Clinical Practice 1, CSCD5028 Language 3, CSCD5029 Neurogenics2, CSCD5030 Professional Development 2, CSCD5031 Clinical Practice 2	Semester 1 Semester 2
SEMESTER 1 TOTAL: 12 CREDIT POINTS			

Unit of study	Credit points	A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition	Session
Semester 2			
CSCD5033 **Applied Clinical Research**	6	**P** CSCD5022 Specialist Studies 1, CSCD5023 Swallowing and Neurogenics 1, CSCD5025 Specialist Studies 2, CSCD5028 Language 3, CSCD5029 Neurogenics 2 CSCD5031 Clinical Practice 2 **C** CSCD5053 Clinical Practice 3 - Pediatric or CSCD5054 Clinical Practice 3 - Adult	Semester 1 Semester 2
CSCD5054 **Clinical Practice 3 - Adult**	6	**P** CSCD5027 Clinical Practice 1, CSCD5028 Language 3, CSCD5029 Neurogenics2, CSCD5030 Professional Development 2, CSCD5031 Clinical Practice 2	Semester 1 Semester 2
SEMESTER 2 TOTAL: 12 CREDIT POINTS			

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. The course outline for the Master of Speech Language Pathology (Honours) is presented in Table 23.3.1.

Table 23.3.1: Master of Speech Language Pathology (Honours)

Unit of study	Credit points	A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition	Session
Course code SC113, Credit points for award: 96			
Full-time, on-campus, 4 semesters			
Full-time mode			
Year 1			
As per Pass course			
Year 2			
Semester 1			
CSCD5028 **Language 3**	6	**A** CSCD5021 Language 1 CSCD5024 Language 2 CSCD5023 Swallowing and Neurogenics 1 *This unit is a prerequisite for CSCD5032 Research Led Practice, CSCD5033 Applied Clinical Research, CSCD5053 Clinical Practice 3 - Pediatric, CSCD5054 Clinical Practice 3 - Adult*	Semester 1
CSCD5029 **Neurogenics 2**	6	**A** CSCD5023 Swallowing and Neurogenics 1 *This unit of study is a prerequisite for CSCD5053 Clinical Practice 3 - Padiatric, CSCD5054 Clinical Practice 3 - Adult, CSCD5032 Research Led Practice and CSCD5033 Applied Clinical Research*	Semester 1
CSCD5031 **Clinical Practice 2**	6	**P** CSCD5023 Swallowing and Neurogenice 1, CSCD5024 Language 2, CSCD5026 Professional Development 1, CSCD5027 Clinical Practice 1 *This unit is a prerequisite for CSCD5053 Clinical Practice 3 - Pediatric and CSCD5054 Clinical Practice 3 - Adult*	Semester 1 Semester 2
CSCD5035 **Professional Development 2H**	3	**P** CSCD5026 Professional Development 1 *Note: Department permission required for enrolment in the following sessions: Semester 2* *This unit is a prerequisite for CSCD5053 Clinical Practice 3 - Pediatric and CSCD5054 Clinical Practice 3 - Adult.*	Semester 1 Semester 2
CSCD5036 **Research in Clinical Practice 1**	3	*Note: Department permission required for enrolment in the following sessions: Semester 2* *This unit is a prerequisite for CSCD5053 Clinical Practice 3 - Pediatric and CSCD5054 Clinical Practice 3 - Adult.*	Semester 1 Semester 2
SEMESTER 1 TOTAL: 24 CREDIT POINTS			
Semester 2			
CSCD5037 **Research in Clinical Practice 2**	12	**P** CSCD5036 Research in Clinical Practice 1	Semester 2
CSCD5053 **Clinical Practice 3 - Pediatric**	6	**P** CSCD5027 Clinical Practice 1, CSCD5028 Language 3, CSCD5029 Neurogenics2, CSCD5030 Professional Development 2, CSCD5031 Clinical Practice 2	Semester 1 Semester 2
CSCD5054 **Clinical Practice 3 - Adult**	6	**P** CSCD5027 Clinical Practice 1, CSCD5028 Language 3, CSCD5029 Neurogenics2, CSCD5030 Professional Development 2, CSCD5031 Clinical Practice 2	Semester 1 Semester 2
SEMESTER 2 TOTAL: 24 CREDIT POINTS			

Master of Communication Disorders by research – SC044

The Master of Communication Disorders is a research program designed for qualified speech pathologists who wish to develop specialisation in a particular clinical area.

The course may be taken on a full-time or part-time basis. Completion of the course requires submission of an acceptable thesis on a clinically relevant topic.

Admission requirements

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

- a bachelor's degree in speech pathology from an Australian tertiary institution; or
- a bachelor's degree from an overseas institution equivalent to an Australian bachelor's degree in speech pathology; and
- a minimum of 12 months professionally relevant post-graduation experience

Time limits

The maximum length would normally be four semesters full-time and eight semesters part-time.

Course outline

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.

Master of Applied Science (Communication Sciences and Disorders) by research – SC052

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
- a bachelor's degree in an area of relevance from an overseas institution equivalent to an Australian bachelor's degree; 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.

Time limits

The maximum length would normally be four semesters full-time and eight semesters part-time.

Course outline

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.

Units of study

CSCD5018
Core Studies

Credit points: 3 **Session:** Semester 1 **Classes:** 4 hour lectures and practicals/week on campus **Assumed knowledge:** Ability to transcribe normal adult speech in broad phonetic transcription. Understanding of basic linguistics, including grammatical analysis. **Assessment:** Written assignment, phonetics transcription exam, theory exam. **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

Advanced linguistics and phonetics study in the context of speech pathology practice and normal communication development. This unit is a prerequisite for CSCD5027 Clinical Practice 1.

CSCD5019
Speech Pathology Practice (Introduction)

Credit points: 3 **Session:** Semester 1 **Classes:** 2-3 hours/week on-campus **Assessment:** Practical and written assignment. **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

An introduction to speech pathology practice with individuals with communication impairment in the on-campus clinic. 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 **Session:** Semester 1 **Classes:** 3 hours/week on-campus **Assessment:** Exam x 2 and assignment **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 **Session:** Semester 1 **Classes:** 4-5 hours/week on-campus **Assessment:** Written assignment and examination. **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:** 4-6 hours/week on campus **Assessment:** Progressive assessment, including viva and written examination. **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 **Session:** Semester 2 **Classes:** 5 hours /week on campus **Assumed knowledge:** Basic understanding of neuroanatomy and physiology. **Assessment:** 4 exams 25% each. 1 MBS 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 Clinical Practice 2, Research Led Practice and Applied Clinical Research.

CSCD5024
Language 2

Credit points: 6 **Session:** Semester 2 **Classes:** 5 hours /week on campus **Assumed knowledge:** CSCD5021 Language 1, CSCD5020 Articulation and Phonology. **Assessment:** Written assignment and examination. **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 Language 3.

CSCD5025
Specialist Studies 2

Credit points: 3 **Session:** Semester 2 **Classes:** 4 hours/week on campus **Assumed knowledge:** Anatomy of the head and neck, thorax and respiratory system. **Assessment:** Progressive assessment and written examination. **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

Assessment, diagnosis and management of voice disorders. This unit of study is a prerequisite for Applied Clinical Research and Research Led Pactice.

CSCD5026
Professional Development 1

Credit points: 3 **Session:** Semester 2 **Classes:** 2 hours/week on-campus **Assessment:** Progressive assessment and written examination. Critique 10% Reports 30% 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 work place contexts. This unit of study is a prerequisite for Clinical Practice 2 and Professional Development 2.

CSCD5027
Clinical Practice 1

Credit points: 6 **Teacher/Coordinator:** Associate Professor Michelle Lincoln, (02) 9351 9430 M.Lincoln@fhs.usyd.edu.au **Session:** Semester 2 **Classes:** Block mode or weekly placement on and off-campus depending on availability. **Prerequisites:** CSCD5018 Core Studies, 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:** Clinical Experience

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 Clinical Practice 2.

CSCD5028
Language 3

Credit points: 6 **Teacher/Coordinator:** Dr Alison Purcell (02) 9351 9335, A.Purcell@fhs.usyd.edu.au **Session:** Semester 1 **Classes:** 4 hours per week on campus **Assumed knowledge:** CSCD5021 Language 1 CSCD5024 Language 2 CSCD5023 Swallowing and Neurogenics 1 **Assessment:** Assignment 45% and exam 55% **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 - Pediatric, CSCD5054 Clinical Practice 3 - Adult

Assessment, diagnosis and intervention of children and adults with complex language problems, including those due to sensory, cognitive and developmental impairments

CSCD5029
Neurogenics 2

Credit points: 6 **Teacher/Coordinator:** Christine Sheard phone (02) 9351 9695, C.Sheard@fhs.usyd.edu.au **Session:** Semester 1 **Classes:** Block mode and 4 hours /week on campus **Assumed knowledge:** CSCD5023 Swallowing and Neurogenics 1 **Assessment:** Written assignment and exam **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

Note: This unit of study is a prerequisite for CSCD5053 Clinical Practice 3 - Padiatric, CSCD5054 Clinical Practice 3 - Adult, CSCD5032 Research Led Practice and CSCD5033 Applied Clinical Research

Assessment, diagnosis and management of acquired aphasia and related cognitive communication impairments from perspectives of impairment, disability and handicap (limitation, activity and health/participation).

CSCD5030
Professional Development 2

Credit points: 6 **Teacher/Coordinator:** Ms Belinda Kenny (02) 9351 9337, B.Kenny@fhs.usyd.edu.au **Session:** Semester 1, Semester 2 **Classes:** Block mode and 2 hours/week on-campus **Prerequisites:** CSCD5026 Professional Development 1 **Assessment:** Progressive assessment and written assignments **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

Note: This unit is a prerequisite for CSCD5053 Clinical Practice 3 - Pediatric and CSCD5054 Clinical Practice 3 - Adult

Advanced issues in speech pathology practice including ethics, management of clients and services, government political and legal influences and professional self regulation.

CSCD5031
Clinical Practice 2

Credit points: 6 **Teacher/Coordinator:** Associate Professor Michelle Lincoln, (02) 9351 9430, M.Lincoln@fhs.usyd.edu.au **Session:** Semester 1, Semester 2 **Classes:** Block mode or weekly placement on and off-campus depending on availability **Prerequisites:** CSCD5023 Swallowing and Neurogenice 1, CSCD5024 Language 2, CSCD5026 Professional Development 1, CSCD5027 Clinical Practice 1 **Assessment:** Progressive clinical evaluation based on professional competencies **Campus:** Cumberland **Mode of delivery:** Clinical Experience

Note: This unit is a prerequisite for CSCD5053 Clinical Practice 3 - Pediatric 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.

CSCD5032
Research Led Practice

Credit points: 6 **Teacher/Coordinator:** Dr Patricia McCabe (02) 9351 9747. Email: p.mccabe@fhs.usyd.edu.au **Session:** Semester 1, Semester 2 **Classes:** On campus plus distance component **Prerequisites:** CSCD5028 Language 3, CSCD5022 Specialist Studies 1, CSCD5023 Swallowing and Neurogenics 1, CSCD5029 Neurogenics 2, CSCD5025 Specialist Studies 2, CSCD5031 Clinical Practice 2 **Corequisites:** CSCD5053 Clinical Practice 3 - Pediatric or CSCD5054 Clinical Practice 3 - Adult **Assessment:** 4 WebCT submissions including 2 assignments **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit will provide the opportunity for students to learn 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.

CSCD5033
Applied Clinical Research

Credit points: 6 **Teacher/Coordinator:** Ms Belinda Kenny (02) 9351 9337, B.Kenny@fhs.usyd.edu.au **Session:** Semester 1, Semester 2 **Classes:** On campus with distance component **Prerequisites:** CSCD5022 Specialist Studies 1, CSCD5023 Swallowing and Neurogenics 1, CSCD5025 Specialist Studies 2, CSCD5028 Language 3, CSCD5029 Neurogenics 2 CSCD5031 Clinical Practice 2 **Corequisites:** CSCD5053 Clinical Practice 3 - Pediatric or CSCD5054 Clinical Practice 3 - Adult **Assessment:** Project Contract 10% Progress Report 10% Presentation 20% Final Report 60% **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

Students engage in in-depth study of a clinical issue or model and investigate its application and impact on research, practice, education, services and other relevant areas.

CSCD5035
Professional Development 2H

Credit points: 3 **Teacher/Coordinator:** Ms Belinda Kenny (02) 9351 9337, B.Kenny@fhs.usyd.edu.au **Session:** Semester 1, Semester 2 **Classes:** Block mode and 2hour/week on-campus **Prerequisites:** CSCD5026 Professional Development 1 **Assessment:** Progressive assessment and written assignments **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 - Pediatric and CSCD5054 Clinical Practice 3 - Adult.

Advanced issues in speech pathology practice including ethics, management of clients and services, government political and legal influences and professional self regulation

CSCD5036
Research in Clinical Practice 1

Credit points: 3 **Teacher/Coordinator:** Dr. Kirrie Ballard, (02) 9351 9879, K.Ballard@fhs.usyd.edu.au **Session:** Semester 1, Semester 2 **Classes:** On campus with distance component **Assessment:** Participation in seminars; written assignment 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 - Pediatric 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:** Dr. Kirrie Ballard, (02) 9351 9879, K.Ballard@fhs.usyd.edu.au **Session:** Semester 2 **Classes:** On campus with distance component **Prerequisites:** CSCD5036 Research in Clinical Practice 1 **Assessment:** Dissertation and 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.

CSCD5050
Scholarship in Speech Language Pathology

Credit points: 12 **Teacher/Coordinator:** Dr Linda Hand, 02 9351 9286. Email: L.Hand@fhs.usyd.edu.au **Session:** Semester 1 **Classes:** WebCT contact, variable. **Assessment:** Participation in WebCT based activities Five exercises Final assignment; mini literature review **Campus:** Cumberland **Mode of delivery:** Distance Education

This unit provides students with an intensive course in library research and critique of speech pathology materials to make them sophisticated consumers of research and scholarship in the field of speech pathology, and to become academic level writers of reviews of this literature. Exercises utilising these developing skills will cover all the areas of the speech pathology field, and allow students to develop directions for further units of study.

Textbooks
None. Access to on-line journals required

CSCD5051
Trends Speech Language Pathology

Credit points: 12 **Teacher/Coordinator:** Dr Linda Hand (02) 9351 9286. Email: L.Hand@fhs.usyd.edu.au **Session:** Semester 2 **Classes:** WebCT contact, variable. **Prerequisites:** CSCD5050 Scholarship in Speech Language Pathology **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
None. Access to on-line journals required

CSCD5052
Clinical Review in Speech Lang Pathology

Credit points: 12 **Teacher/Coordinator:** Dr Linda Hand (02) 9351 9286. Email: L.Hand@fhs.usyd.edu.au **Session:** Semester 1 **Classes:** WebCT contact, variable. **Prerequisites:** CSCD5050 Scholarship in Speech-Language Pathology CSCD5051 Trends in Speech-Language Pathology **Assessment:** Literature review. **Campus:** Cumberland **Mode of delivery:** Distance Education

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 and 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
None. Access to on-line journals required

CSCD5053
Clinical Practice 3 - Pediatric

Credit points: 6 **Teacher/Coordinator:** Associate Professor Michelle Lincoln, (02) 9351 9430, m.lincoln@fhs.usyd.edu.au **Session:** Semester 1, Semester 2 **Classes:** Clinical Placement **Prerequisites:** CSCD5027 Clinical Practice 1, CSCD5028 Language 3, CSCD5029 Neurogenics2, CSCD5030 Professional Development 2, CSCD5031 Clinical Practice 2 **Assessment:** Progressive clinical evaluation based on professional competencies. **Campus:** Cumberland **Mode of delivery:** Clinical Experience

Students attend various speech pathology clinical placements to consolidate their skills with pediatric clients in areas required for competency as a beginning practitioner in speech pathology.

Textbooks
Competency Based Occupational Standards in speech pathology. Clinical manual.

CSCD5054
Clinical Practice 3 - Adult

Credit points: 6 **Teacher/Coordinator:** Associate Professor Michelle Lincoln, (02) 9351 9430, m.lincoln@fhs.usyd.edu.au **Session:** Semester 1, Semester 2 **Classes:** Clinical placement. **Prerequisites:** CSCD5027 Clinical Practice 1, CSCD5028 Language 3, CSCD5029 Neurogenics2, CSCD5030 Professional Development 2, CSCD5031 Clinical Practice 2 **Assessment:** Progressive clinical evaluation based on professional competencies. **Campus:** Cumberland **Mode of delivery:** Clinical Experience

Students attend various speech pathology clinical placements to consolidate their skills with adult clients in areas required for competency as a beginning practitioner in speech pathology.

Textbooks
Competency Based Occupational Standards in speech pathology. Clinic Manual.

24. Exercise and Sport Science

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 24.1.

Table 24.1: Graduate Certificate of Health Science (Exercise and Sport Science)

Unit of study	*Credit points*	*A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition*	*Session*
Course code: SG026, Credit points for award: 24			
Full-time, 1 semester minimum			
Part-time, 2 semesters minimum			
Full-time mode			
EXSS5029 **Exercise Metabolism and Physiology**	6	**A** Good working knowledge by students of basic human biochemistry and physiology	Semester 1
Select 18 credit points of electives [18] (see elective list below)			
Semester 1 total: 24 credit points			
Part-time mode			
Semester 1			
EXSS5029 **Exercise Metabolism and Physiology**	6	**A** Good working knowledge by students of basic human biochemistry and physiology	Semester 1
Select 6 credit points of electives [6] (see elective list below)			
Semester 1 total: 12 credit points			
Semester 2			
Select 12 credit points of electives [12] (see elective list below)			
SEMESTER 2 TOTAL: 12 CREDIT POINTS			
Electives for Graduate Certificate of Health Science (Exercise and Sport Science)			
Elective units of study may be chosen from the elective list below, or subject to head of academic unit approval, may be taken from within or outside the Faculty.			
BACH5268 **Developing A Research Project**	6	*Not available for Doctor of Health Science students*	Semester 1 Semester 2
BACH5340 **Healthy Behaviours-Promoting Self Change**	6		Semester 2
EXSS5030 **Human Mechanics**	6		Semester 1
EXSS5036 **Exercise for Clinical Populations**	6	**P** EXSS5029	Semester 2
EXSS5044 **Advanced Exercise Physiology**	6	**P** EXSS5029	Semester 2
EXSS5046 **Sports Biomechanics**	6	**P** EXSS5030	Semester 2
EXSS5047 **Nutrition for Health, Exercise and Sport**	6	**A** Undergraduate biology and physiology (biochemistry is desirable).	Semester 1
EXSS5048 **Exercise Throughout the Lifespan**	6	**P** EXSS5029	Semester 2

Unit of study	*Credit points*	*A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition*	*Session*
EXSS5049 Athlete Exercise Testing and Training	6	**P** EXSS5029	Semester 2
EXSS5050 Human Motor Learning and Control	6		Semester 1
EXSS5051 Clinical Biomechanics	6	**P** EXSS5030 *Not available during concurrent enrolment in EXSS5046 Sports Biomechanics.*	Semester 2
EXSS5053 Clinical Exercise Science Practicum I	6	**A** Information contained in ACSM's Guidelines for Exercise Testing and Prescription (7th Edition). Lippincott Williams & Wilkins, 2006. **P** EXSS5029 - Exercise Metabolism and Physiology, or equivalent. *Note: Department permission required for enrolment*	Semester 1 Semester 2
The following electives are available to students enrolled prior to 2006 upon consultation with the course coordinator.			
EXSS5033 Advanced Cardiorespiratory Physiology	4	*Note: Department permission required for enrolment*	Semester 2
EXSS5035 Applied Biomechanics	6	*Note: Department permission required for enrolment*	Semester 2
EXSS5039 Exercise Testing and Prescription II	4	**A** EXSS5029 *Note: Department permission required for enrolment*	Semester 2
EXSS5040 Exercise and Ageing	4	*Note: Department permission required for enrolment*	Semester 2

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 24.2.

Students completing the Graduate Diploma of Health Science (Exercise and Sport Science) (36 credit points) with a credit grade average in their first 24 credit points of units of study may apply to progress to the Master of Exercise and Sport Science course.

Table 24.2: Graduate Diploma of Health Science (Exercise and Sport Science)

Unit of study	*Credit points*	*A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition*	*Session*
Course code: SF054, Credit points for award: 36			
Part-time, 2 semesters minimum			
Part-time mode			
Semester 1			
EXSS5029 Exercise Metabolism and Physiology	6	**A** Good working knowledge by students of basic human biochemistry and physiology	Semester 1
Select 18 credit points of electives [18] (see elective list below)			
SEMESTER 1 TOTAL: 24 CREDIT POINTS			
Semester 2			
Select 12 credit points of electives [12] (see elective list below)			
SEMESTER 2 TOTAL: 12 CREDIT POINTS			

Unit of study	*Credit points*	*A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition*	*Session*
Electives for Graduate Diploma of Health Science (Exercise and Sport Science)			
Elective units of study may be chosen from the above elective list, or subject to head of academic unit approval, may be taken from within or outside the Faculty.			
BACH5026 Special Investigation	6		Semester 1 Semester 2
BACH5268 Developing A Research Project	6	*Not available for Doctor of Health Science students*	Semester 1 Semester 2
BACH5340 Healthy Behaviours-Promoting Self Change	6		Semester 2
EXSS5030 Human Mechanics	6		Semester 1
EXSS5036 Exercise for Clinical Populations	6	**P** EXSS5029	Semester 2
EXSS5044 Advanced Exercise Physiology	6	**P** EXSS5029	Semester 2
EXSS5046 Sports Biomechanics	6	**P** EXSS5030	Semester 2
EXSS5047 Nutrition for Health, Exercise and Sport	6	**A** Undergraduate biology and physiology (biochemistry is desirable).	Semester 1
EXSS5048 Exercise Throughout the Lifespan	6	**P** EXSS5029	Semester 2
EXSS5049 Athlete Exercise Testing and Training	6	**P** EXSS5029	Semester 2
EXSS5050 Human Motor Learning and Control	6		Semester 1
EXSS5051 Clinical Biomechanics	6	**P** EXSS5030 *Not available during concurrent enrolment in EXSS5046 Sports Biomechanics.*	Semester 2
EXSS5053 Clinical Exercise Science Practicum I	6	**A** Information contained in ACSM's Guidelines for Exercise Testing and Prescription (7th Edition). Lippincott Williams & Wilkins, 2006. **P** EXSS5029 - Exercise Metabolism and Physiology, or equivalent. *Note: Department permission required for enrolment*	Semester 1 Semester 2
The following electives are available to students enrolled prior to 2006 upon consultation with the course coordinator.			
EXSS5033 Advanced Cardiorespiratory Physiology	4	*Note: Department permission required for enrolment*	Semester 2
EXSS5035 Applied Biomechanics	6	*Note: Department permission required for enrolment*	Semester 2
EXSS5039 Exercise Testing and Prescription II	4	**A** EXSS5029 *Note: Department permission required for enrolment*	Semester 2
EXSS5040 Exercise and Ageing	4	*Note: Department permission required for enrolment*	Semester 2

Master of Exercise and Sport Science (Sports Performance)

This course aims to provide advanced study in the broad discipline of exercise and sport science as it applies to elite sportspersons. It is designed to equip graduates with an in depth understanding of advanced exercise physiology, sports biomechanics, athlete assessment and exercise program prescription for elite sports performance.

Sport specific studies related to nutrition and psychosocial attributes may also be undertaken.

Admission requirements

The programs Graduate Diploma, Master and Master's honours, constitute a progressive sequence. All candidates are required to initially enrol in the Graduate Diploma. EXSS5029 Exercise Metabolism and Physiology is compulsory. Subsequent progression to the Master's program is contingent on the student achieving a credit grade average in the first 24 credit points of study undertaken. Progression into the Master's honours program is contingent upon the student achieving a credit average over 48 credit points.

Special circumstances

In special circumstances a person may be admitted as a candidate on the submission of an academic transcript and professional attainment that is approved by the Faculty.

Course outline

The course outlines for the Master of Exercise and Sport Science (Sports Performance) Pass and Honours are presented in Tables 24.3 and 24.3.1.

Table 24.3: Master of Exercise and Sport Science (Sports Performance) Pass

Unit of study	*Credit points*	*A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition*	*Session*
Course code: SC127, Credit points for award: 48			
Full-time, 2 semesters			
Part-time, 4 semesters			
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
Select a total of 18 credit points of electives [18] (see elective list below)			
SEMESTER 1 TOTAL: 24 CREDIT POINTS			
Semester 2			
EXSS5044 **Advanced Exercise Physiology**	6	**P** EXSS5029	Semester 2
EXSS5046 **Sports Biomechanics**	6	**P** EXSS5030	Semester 2
EXSS5049 **Athlete Exercise Testing and Training**	6	**P** EXSS5029	Semester 2
Select a total of 6 credit points of electives [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
Select a total of 6 credit points of electives [6] (see elective list below)			
SEMESTER 1 TOTAL: 12 CREDIT POINTS			
Semester 2			
EXSS5044 **Advanced Exercise Physiology**	6	**P** EXSS5029	Semester 2
EXSS5046 **Sports Biomechanics**	6	**P** EXSS5030	Semester 2
SMESTER 2 TOTAL: 12 CREDIT POINTS			
Year 2 (first offered in 2007)			
Semester 1			
Select a total of 12 credit points of electives [12] (see elective list below)			
SEMESTER 1 TOTAL: 12 CREDIT POINTS			
Semester 2			
EXSS5049 **Athlete Exercise Testing and Training**	6	**P** EXSS5029	Semester 2
Select a total of 6 credit points of electives [6] (see elective list below)			
SEMESTER 2 TOTAL: 12 CREDIT POINTS			
Electives for Master of Exercise and Sport Science (Sports Performance)			
Elective units of study may be chosen from the elective list below, or subject to head of academic unit approval, may be taken from within or outside the Faculty.			
BACH5026 **Special Investigation**	6		Semester 1 Semester 2
BACH5268 **Developing A Research Project**	6	*Not available for Doctor of Health Science students*	Semester 1 Semester 2
BACH5340 **Healthy Behaviours-Promoting Self Change**	6		Semester 2
EXSS5030 **Human Mechanics**	6		Semester 1
EXSS5047 **Nutrition for Health, Exercise and Sport**	6	**A** Undergraduate biology and physiology (biochemistry is desirable).	Semester 1
EXSS5050 **Human Motor Learning and Control**	6		Semester 1
EXSS5051 **Clinical Biomechanics**	6	**P** EXSS5030 *Not available during concurrent enrolment in EXSS5046 Sports Biomechanics.*	Semester 2

Table 24.3.1: Master of Exercise and Sport Science (Sports Performance) Honours

Unit of study	Credit points	A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition	Session
Course code: SC128, Credit points for award: 60			
Full-time, 3 semesters			
Part-time, 5 semesters			
Full-time mode			
Year 1			
As per Pass course			
Year 2			
Semester 1			
EXSS5037 Research Dissertation	12		Semester 1 Semester 2
SEMESTER 1 TOTAL: 12 CREDIT POINTS			
Part-time mode			
Years 1 and 2			
As per Pass course			
Year 3			
Semester 1			
EXSS5037 Research Dissertation	12		Semester 1 Semester 2
SEMESTER 1 TOTAL: 12 CREDIT POINTS			

Master of Exercise and Sport Science (Clinical Exercise Science)

This course aims to provide advanced study in the broad discipline of clinical exercise physiology and biomechanics as it applies to rehabilitation of individuals with disease or disability. It is designed to equip graduates with an in depth understanding of applied physiology, clinical biomechanics, and the effect of health disorders on exercise performance, together with the knowledge and skills to conduct exercise testing of symptomatic and asymptomatic population groups and prescribe appropriate exercise programs. Clinical exercise studies related to nutrition and psychosocial attributes may also be undertaken.

Admission requirements

The programs Graduate Diploma, Master and Master's honours, constitute a progressive sequence. All candidates are required to initially enrol in the Graduate Diploma. EXSS5029 Exercise Metabolism and Physiology is compulsory. Subsequent progression to the Master's program is contingent on the student achieving a credit grade average in the first 24 credit points of study undertaken. Progression into the Master's honours program is contingent upon the student achieving a credit average over 48 credit points.

Special circumstances

In special circumstances a person may be admitted as a candidate on the submission of an academic transcript and professional attainment that is approved by the Faculty.

Course outline

The course outlines for the Master of Exercise and Sport Science (Clinical Exercise Science) Pass and Honours are presented in Tables 24.4 and 24.4.1.

Table 24.4: Master of Exercise and Sport Science (Clinical Exercise Science) Pass

Unit of study	Credit points	A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition	Session
Course code: SC129, Credit points for award: 48			
Full-time, 2 semesters			
Part-time, 4 semesters			
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
Select a total of 18 credit points of electives [18] (see elective list below)			
SEMESTER 1 TOTAL: 24 CREDIT POINTS			

Unit of study	*Credit points*	*A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition*	*Session*
Semester 2			
EXSS5036 **Exercise for Clinical Populations**	6	**P** EXSS5029	Semester 2
EXSS5048 **Exercise Throughout the Lifespan**	6	**P** EXSS5029	Semester 2
EXSS5051 **Clinical Biomechanics**	6	**P** EXSS5030 *Not available during concurrent enrolment in EXSS5046 Sports Biomechanics.*	Semester 2
Select a total of 6 credit points of electives [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
Select a total of 6 credit point of electives [6] (see elective list below)			
SEMESTER 1 TOTAL: 12 CREDIT POINTS			
Semester 2			
EXSS5048 **Exercise Throughout the Lifespan**	6	**P** EXSS5029	Semester 2
EXSS5051 **Clinical Biomechanics**	6	**P** EXSS5030 *Not available during concurrent enrolment in EXSS5046 Sports Biomechanics.*	Semester 2
SEMESTER 2 TOTAL: 12 CREDIT POINTS			
Year 2 (first offered in 2007)			
Semester 1			
Select a total of 12 credit points of electives [12] (see elective list below)			
SEMESTER 1 TOTAL: 12 CREDIT POINTS			
Semester 2			
EXSS5036 **Exercise for Clinical Populations**	6	**P** EXSS5029	Semester 2
Select a total of 6 credit points of electives [6] (see elective list below)			
SEMESTER 2 TOTAL: 12 CREDIT POINTS			
Electives for Master of Exercise and Sport Science (Clinical Exercise Science)			
Elective units of study may be chosen from the elective list below, or subject to head of academic unit approval, may be taken from within or outside the Faculty.			
BACH5026 **Special Investigation**	6		Semester 1 Semester 2
BACH5268 **Developing A Research Project**	6	*Not available for Doctor of Health Science students*	Semester 1 Semester 2
BACH5340 **Healthy Behaviours-Promoting Self Change**	6		Semester 2
EXSS5030 **Human Mechanics**	6		Semester 1
EXSS5044 **Advanced Exercise Physiology**	6	**P** EXSS5029	Semester 2
EXSS5047 **Nutrition for Health, Exercise and Sport**	6	**A** Undergraduate biology and physiology (biochemistry is desirable).	Semester 1
EXSS5050 **Human Motor Learning and Control**	6		Semester 1
EXSS5053 **Clinical Exercise Science Practicum I**	6	**A** Information contained in ACSM's Guidelines for Exercise Testing and Prescription (7th Edition). Lippincott Williams & Wilkins, 2006. **P** EXSS5029 - Exercise Metabolism and Physiology, or equivalent. *Note: Department permission required for enrolment*	Semester 1 Semester 2
EXSS5054 **Clinical Exercise Science Practicum II**	6	**A** Information contained in ACSM's Guidelines for Exercise Testing and Prescription (7th Edition). Lippincott Williams and Wilkins, 2006. **P** EXSS5029 and EXSS5053 *Note: Department permission required for enrolment*	Semester 2

Table 24.4.1: Master of Exercise and Sport Science (Clinical Exercise Science) Honours

Unit of study	*Credit points*	*A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition*	*Session*
Course code: SC130, Credit points for award: 60			
Full-time, 3 semesters			
Part-time, 5 semesters			
Full-time mode			
Year 1			
As per Pass course			
Year 2			
Semester 1			
EXSS5037 **Research Dissertation**	12		Semester 1 Semester 2
SEMESTER 1 TOTAL: 12 CREDIT POINTS			
Part-time mode			
Years 1 and 2			
As per Pass course			
Year 3			
Semester 1			
EXSS5037 **Research Dissertation**	12		Semester 1 Semester 2
SEMESTER 1 TOTAL: 12 CREDIT POINTS			

Master of Applied Science (Exercise and Sport Science) by Research – SC120

The Master of Applied Science (Exercise and Sport Science) by Research provides the opportunity for research into specific areas of exercise and sport sciences. This research degree includes a minimal coursework component, designed specifically to facilitate the student's research progress.

Admission requirements

To qualify for admission to the Master of Applied Science (Exercise and Sport Science) by Research program, applicants shall possess a bachelor's degree in science, medicine, physiotherapy, occupational therapy, nursing, human movement sciences, physical education or other related fields. A background in anatomy and biomechanics or physiology is essential. Students may be directed to undertake a qualifying program based on coursework offered in the Master of Exercise and Sport Science Pass course.

Special circumstances

In special circumstances a person may be admitted as a candidate on the submission of an academic transcript and professional attainment that is approved by the Faculty. Advanced Standing may be granted by the Faculty for the coursework component of the Master of Applied Science (Exercise and Sport Science) by Research degree.

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.

Time limits

The maximum length would normally be four semesters full-time and eight semesters part-time.

Course outline

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.

Units of study

BACH5026
Special Investigation

Credit points: 6 **Teacher/Coordinator:** Dr Ian Hughes (02) 9351 9582. Email: i.hughes@fhs.usyd.edu.au **Session:** Semester 1, Semester 2 **Classes:** Contract learning on- and off-campus **Assessment:** Negotiated learning contract **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit provides participants with an opportunity to undertake a critical review of the literature in relation to a significant topic or issue of relevance to their professional interest. www.fhs.usyd.edu.au/bach/5026

Textbooks
www.fhs.usyd.edu.au/bach/5026

BACH5268
Developing A Research Project

Credit points: 6 **Teacher/Coordinator:** Dr Rob Heard, email: r.heard@fhs.usyd.edu.au **Session:** Semester 1, Semester 2 **Classes:** 3 hrs/week semester 1 on campus Delivery Mode: Normal delivery evening Cumb

Sem 1, DE Cumb Sem 1, Cumb Sem 2 **Assessment:** 3 assignments **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Evening

Note: Not available for Doctor of Health Science students

This unit provides an overview of the research process and focus on the formulation of a research proposal. It provides students with an opportunity to review and update their knowledge of research methods, and introduce the research electives which concentrate on a particular methodology or aspect of the research process. Basic research design issues are considered. Various methods of data collection are examined together with their suitability for investigating different types of research questions. Students explore the use of quantitative and qualitative data, longitudinal and cross-sectional designs, and data resulting from experimental interview, observation, single case and survey research methods in addition to content analysis and secondary data analysis. Emphasis is placed on the issues of validity and reliability of data collection techniques. Basic statistical procedures are briefly reviewed and applications such as epidemiology and evaluation research are introduced.

Textbooks

Minichiello V, Sullivan G, Greenwood K, & Axford R. (2004) Handbook of Research Methods for Nursing and Health Sciences (2nd ed) Frenchs Forest NSW: Pearson Education Australia.

BACH5340

Healthy Behaviours-Promoting Self Change

Credit points: 6 **Teacher/Coordinator:** Dr.Gomathi Sitharthan, tel: (02) 9351 9584, email: G.Sitharthan@fhs.usyd.edu.au **Session:** Semester 2 **Classes:** 3 hours per week (2 hours lectures and 1 hour tutorials) **Assessment:** Two assignments: 1500 & 3000 words worth 25% and 50% respectively; Exam: Short answers, worth 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 mobilsations, 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.

EXSS5029

Exercise Metabolism and Physiology

Credit points: 6 **Teacher/Coordinator:** Mr Tom Gwinn (02) 9351 9569 **Session:** Semester 1 **Classes:** 2 hours lecture plus 2 hours practical classed per week. **Assumed knowledge:** Good working knowledge by students of basic human biochemistry and physiology **Assessment:** Mid semester exam (40%), End of 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 cardio-vascular adaptions 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:** Associate Professor Richard Smith, r.smith@fhs.usyd.edu.au/Dr Margaret Torode, m.torode@fhs.usyd.edu.au **Session:** Semester 1 **Classes:** Normal Evening 2 hours lecture, 2 hours practical per week. **Assessment:** Assignment (40%), theory (30%) and practical examinations (30%). **Practical field work:** Practical assignment included **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Evening

This unit aims to investigate how the musculo-skeletal 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 activit (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

Joint Structure & Function. Norkin & Levange; Skeletal muscle structure and function. Leiber, R.I.

EXSS5033

Advanced Cardiorespiratory Physiology

Credit points: 4 **Teacher/Coordinator:** Dr Chin Moi Chow **Session:** Semester 2 **Classes:** 4 hours per week. **Assessment:** 1 mid-term examination (30%), 1 assignment (40%), 1 final examination (30%). **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

Note: Department permission required for enrolment.

This program expands upon the physiological responses to exercise and training dealt with in Applied Physiology, with particular reference to the cardio-respiratory system. Attention will be paid to the limitations of the heart-lung systems for elite performance, and the effects of cardiovascular and respiratory disorders on functional performance. There will also be a comprehensive review of cardiovascular regulation during exercise with specific reference to clinical populations. Additionally, the cardiorespiratory responses to exercise in children will be examined. Offered by full-time and part-time coursework on campus with regularly scheduled classes held in the early evenings.

EXSS5035

Applied Biomechanics

Credit points: 6 **Teacher/Coordinator:** Dr Peter Sinclair **Session:** Semester 2 **Classes:** On-campus 4 hours/week **Assessment:** Assignment (40%) and examinations (60%). **Practical field work:** Practical assignment included **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

Note: Department permission required for enrolment.

This unit extends and deepens the tools for assessing the mechanical effectiveness and efficiency of movement introduced in Human Mechanics. The mechanical properties of tissues and anatomical structures will be related to injury occurrence and prevention. These concepts and skills will be applied to a variety of human tasks from sport, leisure and work through in-depth case studies. Offered by full-time and part-time coursework on-campus with regularly scheduled classes held in the early evening.

Textbooks

Introduction to Sports Biomechanics. Bartlett, R.

EXSS5036

Exercise for Clinical Populations

Credit points: 6 **Teacher/Coordinator:** A/Prof Glen Davis **Session:** Semester 2 **Classes:** 2 hours lecture, 2 hours practical per week **Prerequisites:** EXSS5029 **Assessment:** Assignment (40%) and final examination (60%). **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Evening

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.

EXSS5037
Research Dissertation

Credit points: 12 **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

In this unit students conduct an investigative project related to exercise physiology and biomechanics. This project may take one of several formats including: a quality assurance project, study of acute responses to exercise in a small sample of healthy or disabled individuals, a sports/exercise epidemiological study, extensive literature review, or a minor research project related to exercise and sport science.

EXSS5039
Exercise Testing and Prescription II

Credit points: 4 **Teacher/Coordinator:** Associate Professor Martin Thompson **Session:** Semester 2 **Classes:** Normal evenings, 2 hours lecture and 2 hours practical per week. **Assumed knowledge:** EXSS5029 **Assessment:** Written examination (50%) and written report (50%). **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Evening

Note: Department permission required for enrolment.

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 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 athlete training programs for increasing anaerobic power and capacity, endurance, speed and muscle strength and power. Issues related to athletic training, such as dose-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.

Textbooks
Gore (2000) Physiological Tests for Elite Athletes

EXSS5040
Exercise and Ageing

Credit points: 4 **Teacher/Coordinator:** Professor Maria Fiatarone Singh **Session:** Semester 2 **Classes:** On-campus, Lectures and workshops per week. **Assessment:** Final report on topic of choice (70%), class participation (30%). **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

Note: Department permission required for enrolment.

This course will cover the rationale and recommendations for the use of exercise and the promotion of physical activity in older adults. Topics will include: * Evidence that exercise can minimise the physiological changes of ageing * Evidence that exercise contributes to psychological health and well being * Relationship between exercise and age related changes in body composition associated with poor health outcomes * The role of exercise in the prevention of chronic disease and disability * The role of exercise in the treatment of chronic disease and disability * The choice of appropriate exercise modalities in the older adult * Risks and benefits of exercise in older adults * Promotion of adoption and adherence to exercise recommendations in fit and frail older adults * Practical implementation of the exercise prescription

Textbooks
Recommended: Fiaratone Singh (Ed), Exercise, Nutrition and the Older Woman, CRC Press, 2000

EXSS5044
Advanced Exercise Physiology

Credit points: 6 **Teacher/Coordinator:** Dr. Chin Moi Chow **Session:** Semester 2 **Classes:** 4 hours per week **Prerequisites:** EXSS5029 **Assessment:** 3000 word assignment (30%) and a 2-h written examination (70%) **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Evening

This unit of study will focus on the following four areas: neuroendocrinology and exercise, signaling pathways in adaptation to exercise, immune responses to exercise and environmental factors and exercise. The hormonal responses to exercise related to fuel mobilization, exercise intensity, exercise training and their interactions will be discussed, with an added 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, alluding to 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 web CT resources.

Textbooks
Reading materials will be recommended for individual lectures.

EXSS5046
Sports Biomechanics

Credit points: 6 **Teacher/Coordinator:** Associate Professor Richard Smith **Session:** Semester 2 **Classes:** 4 hours per week on campus supported with web CT resources. **Prerequisites:** EXSS5030 **Assessment:** 30% Assignment + 70% examinations **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

In this unit participants will apply the principles of biomechanics to the assessment and optimization 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:** 4 hours per week on campus supported with web CT resources. **Assumed knowledge:** Undergraduate biology and physiology (biochemistry is desirable). **Assessment:** Poster presentation 30%; in class problem based learning 10%; final exam 60%. **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. 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 web CT resources.

Textbooks
Clinical Sports Nutrition by Burke. L & Deakin V, 2000 (2nd ed) McGraw-Hill

EXSS5048
Exercise Throughout the Lifespan

Credit points: 6 **Teacher/Coordinator:** Prof Maria Fiatarone Singh, Ms Rhonda Orr **Session:** Semester 2 **Classes:** 4 hours per week **Prerequisites:** EXSS5029 **Assessment:** 30% Assignment, 70% end semester exam **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Evening

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 web CT resources.

EXSS5049
Athlete Exercise Testing and Training

Credit points: 6 **Teacher/Coordinator:** Associate Professor Martin Thompson **Session:** Semester 2 **Classes:** 4 hours per week **Prerequisites:** EXSS5029 **Assessment:** 70% written examination and 30% written report. **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Evening

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 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. This unit of study will be offered on campus supported with web CT resources.

Textbooks
Gore (2000) Physiological Tests for Elite Athletes

EXSS5050
Human Motor Learning and Control

Credit points: 6 **Teacher/Coordinator:** Associate Professor Nicholas O'Dwyer **Session:** Semester 1 **Classes:** 4 hours per week **Assessment:** 30% Assignment and 70% final examination. **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Evening

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 energetic 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. An overview of common disorders of movement is presented. 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 web CT resources.

EXSS5051
Clinical Biomechanics

Credit points: 6 **Teacher/Coordinator:** B. Vanwanseele **Session:** Semester 2 **Classes:** 4 hours per week (2 hours lectures + 2 hours pracs) **Prerequisites:** EXSS5030 **Assessment:** 30% assignment + 70% examinations **Practical field work:** 2 hours per week **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Evening

Note: Not available during concurrent enrolment in EXSS5046 Sports Biomechanics.

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 web CT resources.

Textbooks
Basic Biomechanics of the Musculoskeletal System

EXSS5053
Clinical Exercise Science Practicum I

Credit points: 6 **Teacher/Coordinator:** Dr Marg Torode; Dr John Brotherhood **Session:** Semester 1, Semester 2 **Classes:** Introductory lectures; minimum of 15 hrs/week (approx. 200 hours). **Prerequisites:** EXSS5029 - Exercise Metabolism and Physiology, or equivalent. **Assumed knowledge:** Information contained in ACSM's Guidelines for Exercise Testing and Prescription (7th Edition). Lippincott Williams & Wilkins, 2006. **Assessment:** Case management reports (40%), Practical competency exam (60%). **Practical field work:** 200 hours off campus at various clinical sites. **Campus:** Cumberland **Mode of delivery:** Distance Education

Note: Department permission required for enrolment.

The Unit is designed to provide students with the opportunity to learn and demonstrate the knowledge, skills and abilities of the clinical exercise physiologist. The theory will be applied to practice of graded exercise testing for healthy and diseased populations, exercise supervision and counseling for healthy and diseased populations and emergency procedures related to exercise testing and training situations. Students will have the opportunity to case manage and provide a written report.

Textbooks
ACSM's Resource Manual for Guidelines for Clinical Exercise Physiology (1st Edition). Lippincott Williams & Wilkins, 2002.

EXSS5054
Clinical Exercise Science Practicum II

Credit points: 6 **Teacher/Coordinator:** Dr Marg Torode; Dr John Brotherhood **Session:** Semester 2 **Classes:** Introductory lectures; minimum of 15 hrs/week (approx. 200 hours). **Prerequisites:** EXSS5029 and EXSS5053 **Assumed knowledge:** Information contained in ACSM's Guidelines for Exercise Testing and Prescription (7th Edition). Lippincott Williams and Wilkins, 2006. **Assessment:** Case management reports (40%), Practical competency exam (60%). **Practical field work:** 200 hours off campus at various clinical sites. **Campus:** Cumberland **Mode of delivery:** Distance Education

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.

Textbooks
ACSM's Resource Manual for Guidelines for Clinical Exercise Physiology (1st Edition). Lippincott Williams & Wilkins, 2002.

25. Health Information Management

Bachelor of Health Sciences/Master of Health Information Management

The Bachelor of Health Sciences/Master of Health Information Management is a four year course for students wishing to undertake a combined degree. The combined study of general health sciences with a professional qualification in health information management will prepare graduates to be specialists in the design and management of health information systems. Health information management graduates choose from a wide range of exciting career opportunities across the health care spectrum. Examples include positions working wherever systems are needed to manage information, such as in research and management in positions in health-related organisations in the public and private health sectors, in clinical and non-clinical settings, and government and other public and community institutions.

Admission requirements

A UAI of 80 or above is needed for admission to the Bachelor of Health Sciences/Master of Health Information Management course. The general admission requirements in chapter 3 apply.

Students are required to maintain a credit average until the end of year two to remain enrolled in the Bachelor of Health Sciences/Master of Health Information Management course.

Course outline

The course outline for the Bachelor of Health Sciences/Master of Health Information Management is presented in Table 25.1.

Table 25.1: Bachelor of Health Sciences/Master of Health Information Management

Unit of study	*Credit points*	*A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition*	*Session*
Course code SH125: Pass course; full-time, 4 years			
Year 1 (first offered in 2007)			
Semester 1			
HSBH1001 Health, Science and Research 1	6		Semester 1
HSBH1002 Health Service Delivery in Australia	6	**N** HIMT1056 Health Care Delivery Systems; BACH2127 Health Policy and Service Delivery	Semester 1
HSBH1003 Health, Behaviour and Society	6	**N** BACH1132 Foundation of Psychology for the Health Sciences, BACH1133 Introduction to Health Psychology, BACH1130 Foundations of Health Sociology, BACH1134 Health, Illness and Social Inquiry	Semester 1
HSBM1001 Biochemistry and Human Biology	6		Semester 1
SEMESTER 1 TOTAL: 24 CREDIT POINTS			
Semester 2			
AHCD3019 Indigenous Australian Health	6		Semester 2
HSBH1004 Communication, Advocacy and Health	6	**P** HSBH1002 Health Service Delivery in Australia, HSBH1003 Health, Behaviour & Society	Semester 2
HSBH1005 Human Development	6	**P** HSBH1003 Health, Behaviour & Society	Semester 2
HSBM1002 Principles of Human Body Systems A	6	**P** HSBM1001 Biochemistry and Human Biology	Semester 2
SEMESTER 2 TOTAL: 24 CREDIT POINTS			
Year 2 (first offered in 2008)			
Semester 1			
HSBM1003 Principles of Human Body Systems B [6]			
Health Science and Research 2 [6]			
Principles of Health Informatics [6]			
Medical Science 1 [6]			
SEMESTER 1 TOTAL: 24 CREDIT POINTS			
Semester 2			
Management Principles [6]			
Human Resource Management [6]			
Medical Science 2 [6]			
Information Technology in Health [6]			
SEMESTER 2 TOTAL: 24 CREDIT POINTS			

Unit of study	*Credit points*	*A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition*	*Session*
Year 3 (first offered in 2009)			
Semester 1			
Health Ethics and the Law [6]			
Health Policy or Health Economics [6]			
Health Information Systems [6]			
Health Classification 1 [6]			
SEMESTER 1 TOTAL: 24 CREDIT POINTS			
Semester 2			
Management and Project Design [6]			
Health Research Elective [6]			
Health Informatics Applications [6]			
Health Classification 2 [6]			
SEMESTER 2 TOTAL: 24 CREDIT POINTS			
Year 4 (first offered in 2010)			
Integration of Health Informatics [6]			
Database Management Systems [6]			
Industry Placement [6]			
Elective [6] (recommended elective: Current Research in Health Informatics 1)			
SEMESTER 1 TOTAL: 24 CREDIT POINTS			
Semester 2			
Health Terminologies [6]			
Health Informatics Research Project [6]			
Industry placement 2 [6]			
Elective [6] (recommended elective: Current Research in Health Informatics 2)			
SEMESTER 2 TOTAL: 24 CREDIT POINTS			

Graduate Certificate of Health Science (Clinical Data Management)

This course is designed to provide health professionals with a working knowledge of the management of clinical data used in clinical trials and other projects.

The course is suitable for health information managers, data managers and other health professionals working with, or planning to work with, clinical data and other health databases. A one week residential school is normally held at the end of Semester 1.

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 microcomputing software such as DOS, Windows, word processing, a database package and a spreadsheet package.

Course outline

The course outline for the Graduate Certificate of Health Science (Clinical Data Management) is presented in Table 25.2.

Table 25.2: Graduate Certificate of Health Science (Clinical Data Management)

Unit of study	*Credit points*	*A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition*	*Session*
Course code: SG017, Credit points for award: 24			
Off-campus, part-time, minimum 2 semesters			
Year 1			
Semester 1			
HIMT5025 Clinical Trials and Data Management	6		Semester 1
HIMT5027 Introduction to Epidemiology	6		Semester 1
HIMT5052 Database Management Systems	6	*Students enrolling in HIMT5052 by distance mode are required to attend a 5 day workshop during inter-semester break.*	Semester 2
Semester 2			
HIMT5023 Fundamentals of Medical Terminology	6		Semester 2

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 end of Semester 1. 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; and
- 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 25.3 and 25.3.1.

Table 25.3: Master of Health Science (Clinical Data Management) Pass

Unit of study	*Credit points*	*A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition*	*Session*
Course code: SC097, Credit points for award: 48			
Full-time; 2 semesters (5 units off-campus and 3 units flexible mode including workshops and block teaching)			
Part-time; 4 semesters (5 units off-campus and 3 units flexible mode including workshops and block teaching)			
Full-time mode			
Year 1			
Semester 1			
BACH5068 Statistics for Clinical Research	6	*Students must have access to a PC to load and use the statistics packages SAS or SPSS.*	Semester 1 Semester 2
HIMT5025 Clinical Trials and Data Management	6		Semester 1
HIMT5027 Introduction to Epidemiology	6		Semester 1
Semester 2			
HIMT5023 Fundamentals of Medical Terminology	6		Semester 2
HIMT5052 Database Management Systems	6	*Students enrolling in HIMT5052 by distance mode are required to attend a 5 day workshop during inter-semester break.*	Semester 2
HIMT5066 Advanced Clinical Data Management	6		Semester 2

Unit of study	Credit points	A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition	Session
Semester 1 or 2			
HIMT5065 **Project Management**	6	*Note: Department permission required for enrolment*	Semester 1 Semester 2
HIMT5067 **Evidence Based Health Care**	6		Semester 1 Semester 2
Part-time mode			
Year 1			
Semester 1			
HIMT5025 **Clinical Trials and Data Management**	6		Semester 1
HIMT5027 **Introduction to Epidemiology**	6		Semester 1
Semester 2			
HIMT5023 **Fundamentals of Medical Terminology**	6		Semester 2
HIMT5052 **Database Management Systems**	6	*Students enrolling in HIMT5052 by distance mode are required to attend a 5 day workshop during inter-semester break.*	Semester 2
Year 2			
Semester 1			
BACH5068 **Statistics for Clinical Research**	6	*Students must have access to a PC to load and use the statistics packages SAS or SPSS.*	Semester 1 Semester 2
Semester 2			
HIMT5066 **Advanced Clinical Data Management**	6		Semester 2
Semester 1 or 2			
HIMT5065 **Project Management**	6	*Note: Department permission required for enrolment*	Semester 1 Semester 2
HIMT5067 **Evidence Based Health Care**	6		Semester 1 Semester 2

Table 25.3.1: Master of Health Science (Clinical Data Management) Honours

Unit of study	Credit points	A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition	Session
Course code: SC098, Credit points for award: 60			
Full-time, 3 semesters			
Part-time, 5 semesters			
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		Semester 1
Semester 2			
HIMT5063 **Dissertation B**	6		Semester 2

Master of Health Science (Health Informatics)

The Master of Health Science (Health Informatics) provides graduates with a theoretical and practical understanding of the role of information and communication technologies in health care and the skills required for the successful integration of such technologies into the health system. The course focuses on three central knowledge areas; principles and applications of health informatics; database management systems and the classification of data; and managing the integration of health informatics within the health care environment.

The course is suitable for health professionals who wish to enhance their understanding and ability to work effectively with information and information technologies. The course is also designed for those graduates who wish to pursue a career as a health informatics specialist. Participants complete five core and three elective units of study. The program is offered one year full-time or two years part-time. Credit and above level candidates will be offered the option of an additional honours year.

A Certificate of Specialisation in Nosology is awarded to students who complete the five core units and take as electives the units HIMT5084 Nosology, HIMT5050 International Disease Classification A and HIMT5051 International Disease Classification B. An additional elective completes the required 48 credit points.

Students may receive credit transfer for core units of study, however credit transfer for elective units must be replaced with alternative units of study.

Admission requirements

- A bachelor's degree from an Australian tertiary institution or equivalent; or
- Experience and/or qualifications as deemed appropriate by the head of academic unit.

Course outline

The course outlines for the Master of Health Science (Health Informatics) Pass and Honours are presented in Tables 25.4 and 25.4.1.

The course outline for the Master of Health Science (Health Informatics) Specialisation in Nosology is presented in Table 25.4.2.

Table 25.4: Master of Health Science (Health Informatics) Pass

Unit of study	*Credit points*	*A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition*	*Session*
Course code: SC095, Credit points for award: 48			
Full-time; minimum 2 semesters			
Part-time; minimum 4 semesters			
Full-time mode			
Year 1			
Semester 1			
HIMT5057 **Introduction to Health Informatics**	6		Semester 1
HIMT5059 **Health Classification Systems**	6		Semester 1
Elective [6] (see elective list below)			
Elective [6] (see elective list below)			
SEMESTER 1 TOTAL: 24 CREDIT POINTS			
Semester 2			
HIMT5052 **Database Management Systems**	6	*Students enrolling in HIMT5052 by distance mode are required to attend a 5 day workshop during inter-semester break.*	Semester 2
HIMT5058 **Health Informatics Applications**	6		Semester 2
HIMT5060 **Integration of Health Informatics**	6		Semester 2
Elective [6] (see elective list below)			
SEMESTER 2 TOTAL: 24 CREDIT POINTS			

Unit of study	*Credit points*	*A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition*	*Session*
Part-time mode			
Year 1			
Semester 1			
HIMT5057 **Introduction to Health Informatics**	6		Semester 1
HIMT5059 **Health Classification Systems**	6		Semester 1
SEMESTER 1 TOTAL: 12 CREDIT POINTS			
Semester 2			
HIMT5052 **Database Management Systems**	6	*Students enrolling in HIMT5052 by distance mode are required to attend a 5 day workshop during inter-semester break.*	Semester 2
HIMT5058 **Health Informatics Applications**	6		Semester 2
SEMESTER 2 TOTAL: 12 CREDIT POINTS			
Year 2			
Semester 1			
Elective [6] (see elective list below)			
Elective [6] (see elective list below)			
SEMESTER 1 TOTAL: 12 CREDIT POINTS			
Semester 2			
HIMT5060 **Integration of Health Informatics**	6		Semester 2
Elective [6] (see elective list below)			
SEMESTER 2 TOTAL: 12 CREDIT POINTS			
Electives			
Electives taken may vary in credit points, but the total electives taken must equal 18 credit points.			
Semester 1			
BACH5068 **Statistics for Clinical Research**	6	*Students must have access to a PC to load and use the statistics packages SAS or SPSS.*	Semester 1 Semester 2
HIMT5027 **Introduction to Epidemiology**	6		Semester 1
HIMT5068 **Microcomputing and Data Mining**	6		Semester 1
HIMT5069 **Health Care Systems**	6		Semester 1
Semester 2			
HIMT5023 **Fundamentals of Medical Terminology**	6		Semester 2
HIMT5076 **Casemix Measurement Systems**	6		Semester 2
Semester 1 or 2			
BACH5002 **Educational Design**	6		Semester 1 Semester 2
BACH5061 **Statistical Analysis With SPSS**	6		Semester 1 Semester 2
BACH5268 **Developing A Research Project**	6	*Not available for Doctor of Health Science students*	Semester 1 Semester 2
HIMT5065 **Project Management**	6	*Note: Department permission required for enrolment*	Semester 1 Semester 2
HIMT5067 **Evidence Based Health Care**	6		Semester 1 Semester 2
HIMT5079 **Health Informatics Project**	6		Semester 1 Semester 2

Table 25.4.1: Master of Health Science (Health Informatics) Honours

Unit of study	*Credit points*	*A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition*	*Session*
Course code: SC121, Credit points for award: 60			
Full-time, 3 semesters			
Part-time, 5 semesters			
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		Semester 1

Table 25.4.2: Master of Health Science (Health Informatics) Specialisation in Nosology

Unit of study	*Credit points*	*A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition*	*Session*
Course code: SC095, Credit points for award: 48			
Full-time; minimum 2 semesters			
Part-time; minimum 4 semesters			
Full-time mode			
Year 1			
Semester 1			
HIMT5050 **International Disease Classifications A**	3		Semester 1
HIMT5057 **Introduction to Health Informatics**	6		Semester 1
HIMT5059 **Health Classification Systems**	6		Semester 1
Elective [6] (see notes below)			
SEMESTER 1 TOTAL: 21 CREDIT POINTS			
Semester 2			
HIMT5051 **International Disease Classifications B**	3	**P** HIMT5050 International Disease Classification Systems A	Semester 2
HIMT5052 **Database Management Systems**	6	*Students enrolling in HIMT5052 by distance mode are required to attend a 5 day workshop during inter-semester break.*	Semester 2
HIMT5058 **Health Informatics Applications**	6		Semester 2
HIMT5060 **Integration of Health Informatics**	6		Semester 2
HIMT5084 **Nosology**	6	**P** HIMT5059 Health Classification Systems	Semester 2
SEMESTER 2 TOTAL: 27 CREDIT POINTS			

Unit of study	*Credit points*	*A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition*	*Session*
Part-time mode			
Year 1			
Semester 1			
HIMT5050 International Disease Classifications A	3		Semester 1
HIMT5057 Introduction to Health Informatics	6		Semester 1
SEMESTER 1 TOTAL: 9 CREDIT POINTS			
Semester 2			
HIMT5051 International Disease Classifications B	3	**P** HIMT5050 International Disease Classification Systems A	Semester 2
HIMT5052 Database Management Systems	6	*Students enrolling in HIMT5052 by distance mode are required to attend a 5 day workshop during inter-semester break.*	Semester 2
HIMT5058 Health Informatics Applications	6		Semester 2
SEMESTER 2 TOTAL: 15 CREDIT POINTS			
Year 2			
Semester 1			
HIMT5059 Health Classification Systems	6		Semester 1
Elective [6] (see notes below)			
SEMESTER 1 TOTAL: 12 CREDIT POINTS			
Semester 2			
HIMT5060 Integration of Health Informatics	6		Semester 2
HIMT5084 Nosology	6	**P** HIMT5059 Health Classification Systems	Semester 2
SEMESTER 2 TOTAL: 12 CREDIT POINTS			
Notes			
1. Elective is chosen from the listed units of study below Table 25.4. Elective may be chosen from Faculty electives (see Chapter 31) in consultation with the course coordinator of Master of Health Science (Health Informatics). Electives may vary in credit points but the total electives taken must equal 6 credit points.			
2. The process of selection of elective will be undertaken in consultation with the course coordinator of Master of Health Science (Health Informatics) and will be based upon the individual student's previous qualifications and professional experience.			

Master of Health Information Management

The Master of Health Information Management is a coursework program designed to prepare specialists in the design and management of health information systems.

The course focuses on the information needs of health care professionals and facilities. It provides participants with core knowledge and skills necessary for the effective practice of health information management.

Health information management graduates choose from a wide range of exciting career opportunities in organsations which include health care facilities, Commonwealth and State health departments, information technology firms, health funds and research organisations.

This course is ideally suited to health professionals seeking to develop a new career pathway, however, applicants with non-health related undergraduate qualifications are also encouraged to apply.

Students may receive credit transfer for core units of study, however credit transfer for elective units must be replaced with alternative units of study.

Admission requirements

- A bachelor's degree from an Australian tertiary institution or equivalent; or
- Information Management.
- Experience and/or qualifications as deemed appropriate by the head of academic unit.
- Professionals who hold an Associate Diploma in Health Information Management (or equivalent) may seek admission to a qualifying master's program and then proceed to the Master of Health

Course outline

The course outline for the Master of Health Information Management is presented in Table 25.5.

Table 25.5: Master of Health Information Management

Unit of study	*Credit points*	*A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition*	*Session*
Course code: SC096, Credit points for award: 48			
Full-time, minimum 2 semesters			
Part-time, minimum 4 semesters			
Full-time mode			
Semester 1			
Core units			
HIMT5048 **Information Systems Management I**	3		Semester 1
HIMT5050 **International Disease Classifications A**	3		Semester 1
HIMT5082 **Fundamentals of Medical Terminology I**	2		Semester 1
2 Electives [12] (6 credit points each) (see elective list below)			
SEMESTER 1 TOTAL: 20 CREDIT POINTS			
Semester 2			
HIMT5049 **Information Systems Management II**	3	**P** HIMT5048 Information Systems Management I	Semester 2
HIMT5051 **International Disease Classifications B**	3	**P** HIMT5050 International Disease Classification Systems A	Semester 2
HIMT5052 **Database Management Systems**	6	*Students enrolling in HIMT5052 by distance mode are required to attend a 5 day workshop during inter-semester break.*	Semester 2
HIMT5055 **Professional Experience**	2		S2 Late Int
HIMT5083 **Fundamentals of Medical Terminology II**	2	**P** HIMT5082 Fundamentals of Medical Terminology I (or HIMT5053) *Note: Department permission required for enrolment in the following sessions: Semester 1*	Semester 1 Semester 2
2 Electives [12] (6 credit points each) (see elective list below)			
SEMESTER 2 TOTAL: 28 CREDIT POINTS			
Part-time mode			
Year 1			
Semester 1			
HIMT5048 **Information Systems Management I**	3		Semester 1
HIMT5050 **International Disease Classifications A**	3		Semester 1
HIMT5082 **Fundamentals of Medical Terminology I**	2		Semester 1
SEMESTER 1 TOTAL: 8 CREDIT POINTS			
Semester 2			
HIMT5049 **Information Systems Management II**	3	**P** HIMT5048 Information Systems Management I	Semester 2
HIMT5051 **International Disease Classifications B**	3	**P** HIMT5050 International Disease Classification Systems A	Semester 2
HIMT5052 **Database Management Systems**	6	*Students enrolling in HIMT5052 by distance mode are required to attend a 5 day workshop during inter-semester break.*	Semester 2
HIMT5055 **Professional Experience**	2		S2 Late Int
HIMT5083 **Fundamentals of Medical Terminology II**	2	**P** HIMT5082 Fundamentals of Medical Terminology I (or HIMT5053) *Note: Department permission required for enrolment in the following sessions: Semester 1*	Semester 1 Semester 2
SEMESTER 2 TOTAL: 16 CREDIT POINTS			

Unit of study	*Credit points*	*A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition*	*Session*
Year 2 elective units (elective total must equal 24 credit points)			
Semester 1			
2 Electives [12] (6 credit points each) (see elective list below)			
SEMESTER 1 TOTAL: 12 CREDIT POINTS			
Semester 2			
2 Electives [12] (6 credit points each) (see elective list below)			
SEMESTER 2 TOTAL: 12 CREDIT POINTS			
Electives			
Electives taken may vary in credit points, but the total electives taken must equal 24 credit points.			
Semester 1			
BACH5268 Developing A Research Project	6	*Not available for Doctor of Health Science students*	Semester 1 Semester 2
HIMT5027 Introduction to Epidemiology	6		Semester 1
HIMT5068 Microcomputing and Data Mining	6		Semester 1
HIMT5069 Health Care Systems	6		Semester 1
HIMT5070 Human Resource Management	6		Semester 1
HIMT5074 Health Services Management	6		Semester 1
Semester 2			
HIMT5075 Medicolegal Principles and Practice	6		Semester 2
HIMT5076 Casemix Measurement Systems	6		Semester 2
HIMT5078 Health Sector Financial Management	6		Semester 2
Semester 1 or 2			
HIMT5065 Project Management	6	*Note: Department permission required for enrolment*	Semester 1 Semester 2
HIMT5067 Evidence Based Health Care	6		Semester 1 Semester 2

Master of Applied Science (Health Information Management) by Research – SC011

The Faculty of Health Sciences has a firm commitment to the development of knowledge and skills appropriate to the needs of health information managers. The postgraduate programs in the discipline of health information management are therefore designed to give graduates an opportunity to pursue advanced study in areas of professional interest including information systems, organisational management and evaluation methodology.

The Master of Applied Science (Health Information Management) is largely by Research thesis with minimal supplementary course work. This program gives graduates an opportunity to further develop their skills by undertaking research in a specialised area of study.

Admission requirements

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

- a bachelor's degree in Health Information Management or Medical Record Administration from an Australian tertiary institution; or
- an Associate Diploma in Medical Record Administration plus an approved bachelor's degree; or
- a bachelor's degree in a health science field or other related area.

Time limits

The maximum length would normally be four semesters full-time and eight semesters part-time.

Course outline

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.

Professional experience

In the Master of Health Information Management, professional experience provides students with a variety of learning experiences which relate both to the theoretical content of the classroom and to their future professional career goals. A range of field-based activities are organised in selected learning sites which include hospitals, community care centres, research units and the Department of Health (NSW). Placements can be undertaken in NSW, interstate or overseas.

Clinical practice dates

– Master of Health Information Management

One week in December

Identification badges

All students must wear identification badges during practical placements.

Units of study

AHCD3019
Indigenous Australian Health

Credit points: 6 **Teacher/Coordinator:** Ms Susan Page (02) 93519153; Ms Miranda Rose (02) 9351 9110 **Session:** Semester 2 **Classes:** 1 hr lec and 2 hr tut/wk **Assessment:** Reflective journal 2000 words (40 %), seminar presentation (20%), essay 1500 words (40%) **Campus:** Cumberland **Mode of delivery:** Distance Education

This unit of study introduces students to the complexity of Aboriginal and Torres Strait Islander health in rural, remote and urban contexts to ensure that non Indigenous health professionals in the field have the knowledge, skills and attitudes to practice with cultural safety. The unit of study compares Indigenous and non Indigenous health status, and overviews patterns of morbidity, disability, and mortality as evidence of the health disadvantage experienced by Aboriginal and Torres Strait Islander people. Social and historical processes influencing these patterns of health are also considered. This is followed by an examination of the differences between biomedical, sociological and Indigenous views of health, illness and wellbeing and the appropriateness of each view as a source of information about Aboriginal and Torres Strait Islander health. The unit of study concludes with an investigation of health service provision for Aboriginal and Torres Strait Islander people. This includes looking at barriers to health service access, the critical role of Aboriginal community controlled and general mainstream health services. Models of primary health care, community development and health promotion will be studied as essential components of Indigenous health provision.

Textbooks
Readings provided

BACH5002
Educational Design

Credit points: 6 **Teacher/Coordinator:** Ms Fran Everingham (02) 9351 9116, f.everingham@fhs.usyd.edu.au **Session:** Semester 1, Semester 2 **Classes:** No classes - independent learning package, WebCT, and email support. **Assessment:** Assignment-based (non exam) **Campus:** Cumberland **Mode of delivery:** Distance Education

This unit examines the procedures and practices used by an educational designer in collecting and analysing data required for planning and proposing educational programs and designing effective learning plans. The models and readings recognise the differences and commonalities in the design needs of academics, clinical teachers and professional educators in university and further education settings, clinical and workplace contexts, and patient and community health education. Current concerns, such as evidence based design, constructive alignment, flexible and technology based modes of delivery and student approaches to learning are addressed. Participants experience design processes, such as pedagogical reasoning, by undertaking a design project relevant to their setting.

Textbooks
Recommended: Caffarella, R (2002) Planning Programs for Adult Learners A practical guide for educators, trainers and staff developers, (Jossey Bass, San Francisco); Fraser, K (1996) Student centered teaching: the development and use of conceptual frameworks (Green Guide No 18, Higher Education and Research Society of Australasia); Higgs, J & Edwards, H (eds) (1999) Educating Beginning Practitioners (Butterworth Heinemann, London).

BACH5061
Statistical Analysis With SPSS

Credit points: 6 **Teacher/Coordinator:** Dr Peter Choo and Ms Karen Pepper **Session:** Semester 1, Semester 2 **Classes:** Individual supervision including a small number of on-campus classes. **Assessment:** Practical assignments **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit teaches the student to use the SPSS for Windows computer package to manage and analyse research data using a range of common statistical procedures. Data management procedures will include data transformation and selection, and import and exporting data. Statistical analyses to be covered include descriptive statistics, t-test, analysis of variance, correlation and regression, chi-square, non-variance, multiple regression, and factor analysis.

Textbooks
SPSS Analysis Without Anguish, Coakes, S.J. & Steel, L.G. (1999)

BACH5068
Statistics for Clinical Research

Credit points: 6 **Teacher/Coordinator:** Dr Rob Heard, email: r.heard@fhs.usyd.edu.au and Dr Zakia Hossain, email: z.hossain@fhs.usyd.edu.au **Session:** Semester 1, Semester 2 **Classes:** Off-campus **Assessment:** Four assignments, total length 6000 words equivalent **Campus:** Cumberland **Mode of delivery:** Distance Education

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

BACH5268
Developing A Research Project

Credit points: 6 **Teacher/Coordinator:** Dr Rob Heard, email: r.heard@fhs.usyd.edu.au **Session:** Semester 1, Semester 2 **Classes:** 3 hrs/week semester 1 on campus Delivery Mode: Normal delivery evening Cumb Sem 1, DE Cumb Sem 1, Cumb Sem 2 **Assessment:** 3 assignments **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Evening

Note: Not available for Doctor of Health Science students

This unit provides an overview of the research process and focus on the formulation of a research proposal. It provides students with an opportunity to review and update their knowledge of research methods, and introduce the research electives which concentrate on a particular methodology or aspect of the research process. Basic research design issues are considered. Various methods of data collection are examined together with their suitability for investigating different types of research questions. Students explore the use of quantitative and qualitative data, longitudinal and cross-sectional designs, and data resulting from experimental interview, observation, single case and survey research methods in addition to content analysis and secondary data analysis. Emphasis is placed on the issues of validity and reliability of data collection techniques. Basic statistical procedures are briefly reviewed and applications such as epidemiology and evaluation research are introduced.

Textbooks
Minichiello V, Sullivan G, Greenwood K, & Axford R. (2004) Handbook of Research Methods for Nursing and Health Sciences (2nd ed) Frenchs Forest NSW: Pearson Education Australia.

HIMT5023
Fundamentals of Medical Terminology

Credit points: 6 **Teacher/Coordinator:** Sheree Crick (02) 9351 9336, s.crick@fhs.usyd.edu.au **Session:** Semester 2 **Classes:** On-Line **Assessment:** Assignments and 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:** Angelika Lange (02) 9351 9570, a.lange@fhs.usyd.edu.au **Session:** Semester 1 **Classes:** On-line 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 Aditi Dey (02) 9351 9058, a.dey@fhs.usyd.edu.au **Session:** Semester 1 **Classes:** Distance Education **Assessment:** Assignments & examination **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.

HIMT5048
Information Systems Management I

Credit points: 3 **Teacher/Coordinator:** Dr Basema Saddik (02) 9351 9193, b.saddik@fhs.usyd.edu.au **Session:** Semester 1 **Classes:** Block mode **Assessment:** Assignments **Campus:** Cumberland **Mode of delivery:** Block Mode

This unit introduces students to the concepts of health information systems management by means of an integrated study of the nature of health information and its management. Students will examine hospital information systems in the wider context of computers in information management. The major components covered include: patient identification, storage and retrieval systems, retention policies and storage media, discharge analysis and the content and structure of health information systems. Legal aspects related to confidentiality and release of information will also be examined. Hospital visits to observe and practise skills are a compulsory component of the unit. Students are given the opportunity to perform various tasks in small groups under the supervision of a health information manager. The hospital visits are structured in a way that allow the student to apply the knowledge gained from the lecture material.

HIMT5049
Information Systems Management II

Credit points: 3 **Teacher/Coordinator:** Dr Basema Saddik (02) 9351 9193, b.saddik@fhs.usyd.edu.au **Session:** Semester 2 **Classes:** Block mode **Prerequisites:** HIMT5048 Information Systems Management I **Assessment:** Assignments **Campus:** Cumberland **Mode of delivery:** Block Mode

In this unit students extend their study of health information systems by focussing on the collection, analysis and reporting of health data. This will include current systems used to collect and report data to government departments and other authorities. Forms design principles and forms management will also be covered. Professional issues will be examined through the discussion of current literature in the field of health information.

HIMT5050
International Disease Classifications A

Credit points: 3 **Teacher/Coordinator:** Anne Marks (02) 9351 9057, a.marks@fhs.usyd.edu.au **Session:** Semester 1 **Classes:** 3 hours per week for 6 weeks, 2 hours for 1 week **Assessment:** Assignments and examinations **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit is designed to enable the student to classify diseases using ICD-10-AM and procedures using MBS-Extended. It includes the historical development of clinical classification systems and students will make comparisons between ICD-9-CM and ICD-10-AM . The focus of the unit is to develop the student's practical coding skills.

HIMT5051
International Disease Classifications B

Credit points: 3 **Teacher/Coordinator:** Anne Marks (02) 9351 9057, a.marks@fhs.usyd.edu.au **Session:** Semester 2 **Classes:** 2 hours per week for 10 weeks **Prerequisites:** HIMT5050 International Disease Classification Systems A **Assessment:** Assignments and examinations **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

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.

HIMT5052
Database Management Systems

Credit points: 6 **Teacher/Coordinator:** Angelika Lange (02) 93519570, A.Lange@fhs.usyd.edu.au **Session:** Semester 2 **Classes:** Off-campus mode: 4 day block workshop; On-campus mode: block workshop 10x2 hr **Assessment:** test 20%, report 30%, assignment 50% **Campus:** Cumberland **Mode of delivery:** Distance Education/Intensive on Campus

Note: Students enrolling in HIMT5052 by distance mode are required to attend a 5 day workshop during inter-semester break.

This unit provides a theoretical and practical introduction to relational database management systems. The unit covers systems analysis and design (feasibility studies, entity-relationship modelling, data integrity, and normalization); languages (SQL, Visual Basic for Applications); database implementation and management (forms, queries, reports and security) in MS Access and FileMaker Pro. Included are current developments in database applications (static and dynamic web reporting, open database connectivity, messaging standards, data mining, data warehousing, object oriented approaches and distributed databases).

HIMT5055
Professional Experience

Credit points: 2 **Teacher/Coordinator:** Anne Marks (02) 9351 9057, a.marks@fhs.usyd.edu.au **Session:** S2 Late Int **Classes:** 35 hours for 1 week **Assessment:** Placement Report **Campus:** Cumberland **Mode of delivery:** Professional Practice

Professional Experience will be a one-week placement undertaken in December.

HIMT5056
Health Information Management Research

This unit of study is not available in 2007

Credit points: 12 **Teacher/Coordinator:** Joanne Callen (02) 9351 9558, j.callen@fhs.usyd.edu.au **Classes:** Intensive compulsory block mode with directed independent study **Assumed knowledge:** Available only to graduates of the Graduate Diploma of Health Science (Health Information Management) articulating to the Master of Health Information Management. **Campus:** Cumberland **Mode of delivery:** Distance Education

This unit provides an overview of the research process. The students design, plan and implement the investigation of an area of professional relevance. It requires the completion of a publishable paper.

HIMT5057
Introduction to Health Informatics

Credit points: 6 **Teacher/Coordinator:** Janelle Craig (02) 9351 9651, j.craig@fhs.usyd.edu.au **Session:** Semester 1 **Classes:** Intensive compulsory block mode **Assessment:** Assignments **Campus:** Cumberland **Mode of delivery:** Block Mode

This unit introduces the definition of data, information and knowledge as well as what defines a system and a model. National and state information policies will be reviewed and steps in policy formulation, analysis and implementation will be covered. A central focus will be issues relating to privacy, confidentiality, security and the ethical use of health information. This will include discussion of relevant legislation.

HIMT5058
Health Informatics Applications

Credit points: 6 **Teacher/Coordinator:** Janelle Craig (02) 9351 9651, j.craig@fhs.usyd.edu.au **Session:** Semester 2 **Classes:** Intensive compulsory block mode **Assessment:** Assignments **Campus:** Cumberland **Mode of delivery:** Block Mode

This unit will introduce system analysis and design concepts, including the system life cycle, scheduling tools and approaches to assessing user requirements. Relevant IT standards for the health sector, for example HL7 will be covered along with issues related to data warehousing. Health informatics applications such as imaging, smart cards, telemedicine, wireless data transmission, handheld computers, robotics, data transmission via the Internet, expert systems and decision support systems will be discussed. A focus will be the design and implementation of the electronic patient record.

HIMT5059
Health Classification Systems

Credit points: 6 **Teacher/Coordinator:** Michelle Bramley (02) 9351 9493, m.bramley@fhs.usyd.edu.au **Session:** Semester 1 **Classes:** Intensive compulsory block mode **Assessment:** Assignments and examinations **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 importance of terminologies such as the Unified Medical Language System will be investigated along with issues related to comparing coding systems, including mapping. A review of the structure of a range of current health classification systems such as International Classification of Diseases (ICD), the Systematised Nomenclature of Medicine (SNOMED), Read Codes, the International Classification of Primary Care (ICPC) and casemix (DRGs, RUGs, AVG) will be undertaken.

HIMT5060
Integration of Health Informatics

Credit points: 6 **Teacher/Coordinator:** Dr Joanne Callen (02) 9351 9558, j.callen@fhs.usyd.edu.au **Session:** Semester 2 **Classes:** Intensive compulsory block mode **Assessment:** Assignments **Campus:** Cumberland **Mode of delivery:** Block Mode

This unit aims to provide students with management skills that are needed to ensure the successful integration of information technology into an organisation. Topics covered include decision-making, the management of change and organisational culture. The features and development of an effective learning organisation are discussed.

HIMT5061
Dissertation

Credit points: 12 **Teacher/Coordinator:** Dr Joanne Callen (02) 9351 9558, J.Callen@fhs.usyd.edu.au **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 (02) 9351 9558, J.Callen@fhs.usyd.edu.au **Session:** Semester 1 **Classes:** Directed independent study **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit requires the preparation of a proposal for the investigation of an area of professional relevance.

HIMT5063
Dissertation B

Credit points: 6 **Teacher/Coordinator:** Dr Joanne Callen (02) 9351 9558, J.Callen@fhs.usyd.edu.au **Session:** Semester 2 **Classes:** 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:** Anne Marks (02) 9351 9057, a.marks@fhs.usyd.edu.au **Session:** Semester 1, Semester 2 **Classes:** Intensive compulsory block mode. **Assessment:** Assignments **Campus:** Cumberland **Mode of delivery:** Block Mode

Note: Department permission required for enrolment.

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:** Sheree Crick (02) 9351 9336, S.Crick@fhs.usyd.edu.au **Session:** Semester 2 **Classes:** On-line delivery **Assessment:** Assignments **Campus:** Cumberland **Mode of delivery:** On-line

This advanced unit will build on the principles and skills developed in the core unit 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:** Anne Marks (02) 9351 9057, a.marks@fhs.usyd.edu.au **Session:** Semester 1, Semester 2 **Classes:** Intensive compulsory block mode. Semester 2 workshop may be held during intersemester break. **Assessment:** 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. Please note that there are limited places in this unit of study.

HIMT5068
Microcomputing and Data Mining

Credit points: 6 **Teacher/Coordinator:** Angelika Lange (02) 93519570, a.lange@fhs.usyd.edu.au **Session:** Semester 1 **Classes:** Normal delivery evening **Assessment:** Windows/Word in-class test (25%), Excel assignment (practical) (40%), internet/library presentation in front of the class (35%) **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Evening

This unit introduces the student to common computer applications including word processors, spreadsheets, databases, and web browsers. The aim is for students to acquire sophisticated skills in the use of these applications. Search strategies for finding health information on the Internet are covered and different search engines are compared. An introduction to the structure of literature databases, thesauri and MESH-systems is given and methods of searching the medical literature, for example using CD-ROM databases are presented.

HIMT5069
Health Care Systems

Credit points: 6 **Teacher/Coordinator:** Janelle Craig (02) 9351 9651, j.craig@fhs.usyd.edu.au **Session:** Semester 1 **Classes:** Block mode **Assessment:** Assignments and examinations **Campus:** Cumberland **Mode of delivery:** Block Mode

This unit provides an introduction to the Australian health care system. Topics covered include Commonwealth and State responsibilities for health with a particular focus on funding issues, healthcare expenditure, the structure and organisation of health insurance, health care facilities and the health workforce. The unit encourages a critical appraisal of current health arrangements and policies and an appreciation of the pluralistic nature of the health system. Students will participate in the Health Care Game, an interactive web-based program, as part of the unit.

HIMT5070
Human Resource Management

Credit points: 6 **Teacher/Coordinator:** Dr Joanne Callen (02) 9351 9558, j.callen@fhs.usyd.edu.au **Session:** Semester 1 **Classes:** Distance education mode **Assessment:** Assignments **Campus:** Cumberland **Mode of delivery:** Distance Education

This unit of study focuses on managing the human resources of an organisation. Students explore in depth the individual processes of human resource management and their inter-relationships, including: human resource planning; recruitment; selection; orientation and training; career development and performance appraisal. The unit also covers the industrial relations framework in Australia with particular emphasis on the current workplace focus with enterprise bargaining. The implications of equal employment legislation and affirmative action legislation to the employment relationship are also covered.

HIMT5074
Health Services Management

Credit points: 6 **Teacher/Coordinator:** Dr Joanne Callen (02) 9351 9558, j.callen@fhs.usyd.edu.au/Anne Marks (02) 9351 9057 a.marks@fhs.usyd.edu.au **Session:** Semester 1 **Classes:** Block mode **Assessment:** Assignments **Campus:** Cumberland **Mode of delivery:** Block Mode

This unit of study explores a range of management theories, perspectives and approaches. Topics covered include the functions of planning, organising, leading and controlling as well as total quality management, change management and organisational communication. The students investigate the relevance and applicability of these management concepts to health services management and undertake critical analyses of contemporary management theories. Students are also encouraged to develop their own skills as managers by applying the relevant management theories.

HIMT5075
Medicolegal Principles and Practice

Credit points: 6 **Teacher/Coordinator:** Anne Marks (02) 9351 9057, a.mark@fhs.usyd.edu.au **Session:** Semester 2 **Classes:** Block mode **Assessment:** Assignments **Campus:** Cumberland **Mode of delivery:** Block Mode

This unit introduces students to the legal system in Australia and legal constructs with which managers within the health care system should be familiar. The focus of this unit is on the management of the medico-legal function in an information services department. Topics include patient access to information, medico-legal correspondence, subpoenas and the NSW Health Department Patient Matters Manual. Privacy legislation and standards are also addressed.

HIMT5076
Casemix Measurement Systems

Credit points: 6 **Teacher/Coordinator:** Anne Marks (02) 9351 9057, a.marks@fhs.usyd.edu.au **Session:** Semester 2 **Classes:** Distance education mode **Assessment:** Assignments **Campus:** Cumberland **Mode of delivery:** Distance Education

This unit introduces the student to casemix classification systems which are used by states and territories to fund healthcare services. This unit is designed to cover a variety of casemix classification systems for acute and non-acute inpatients and ambulatory patients. The major emphasis will be on Diagnosis Related Groups (DRGs) with specific reference to the Australian National Diagnosis Related Groups (AN-DRGs). Casemix applications and current casemix initiatives will also be explored.

HIMT5078
Health Sector Financial Management

Credit points: 6 **Teacher/Coordinator:** Michelle Bramley (02) 9351 9493, michelle.bramley@fhs.usyd.edu.au **Session:** Semester 2 **Classes:** Distance education mode **Assessment:** Assignments and examinations **Campus:** Cumberland **Mode of delivery:** Distance Education

In this unit students are introduced to the financial management of hospitals and health service institutions. Topics covered include basic financial accounting, costing and budgeting with an emphasis on departmental budgeting. Billing and claims processes in the private sector are examined as well as methods of funding used in the public sector. Differences between financial management approaches in the private and public sectors are highlighted.

HIMT5079
Health Informatics Project

Credit points: 6 **Teacher/Coordinator:** Janelle Craig (02) 93519651, j.craig@fhs.usyd.edu.au **Session:** Semester 1, Semester 2 **Classes:** Distance education mode **Assessment:** Progress report (due Wk 7) (30%), final report (due Wk 13) (70%) **Campus:** Cumberland **Mode of delivery:** Distance Education

The unit provides candidates with the opportunity to undertake an advanced investigation of a topic or issue related to health informatics.

HIMT5082
Fundamentals of Medical Terminology I

Credit points: 2 **Teacher/Coordinator:** Dr Aditi Dey (02) 93519058, A.Dey@fhs.usyd.edu.au **Session:** Semester 1 **Classes:** 2 hr lectures and 1 hr tuttorials/wk **Assessment:** test 20%, presentations 20%, 2hr exam 60% **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Evening

This unit is designed to provide the student with the knowledge necessary to understand the information contained in the health record, to function within a medical environment through an understanding of the fundamentals of medicine and to effectively use disease classification systems. Within each body system, the student will study anatomy and physiology, disease processes and their treatment, and medical terminology (disease titles, symptomatic terms, surgical terms and investigations).

HIMT5083
Fundamentals of Medical Terminology II

Credit points: 2 **Teacher/Coordinator:** Dr Aditi Dey (02) 9351 9058, A.Dey@fhs.usyd.edu.au **Session:** Semester 1, Semester 2 **Classes:** 2 hr lectures and 1 hr tutorials/wk **Prerequisites:** HIMT5082 Fundamentals of Medical Terminology I (or HIMT5053) **Assessment:** test 20%, presentations 20%, 2hr exam 60% **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Evening

Note: Department permission required for enrolment in the following sessions: Semester 1.

This unit builds on HIMT5082 Fundamentals of Medical Terminology I through further exploration of medical terms. In this unit the study of disease processes and medical intervention focuses on specialist topics such as psychiatry, obstetrics, paediatrics, infectious diseases, oncology, radiotherapy, nuclear medicine, diagnostic procedures and surgical techniques.

HIMT5084
Nosology

Credit points: 6 **Teacher/Coordinator:** Michelle Bramley (02) 9351 9451, Michelle.Bramley@fhs.usyd.edu.au **Session:** Semester 2 **Classes:** Block mode **Prerequisites:** HIMT5059 Health Classification Systems **Assessment:** Assignments **Campus:** Cumberland **Mode of delivery:** Block Mode

This unit builds on the theoretical knowledge learnt in HIMT 5059 Health Classification Systems and compliments the practical skills learnt in HIMT5050 International Disease Classification A and HIMT5051 International Disease Classification B. The unit is aimed at those students who are interested in building their knowledge of the underlying principles of health terminology and classification as distinct from using a classification or terminology system. Students will learn about the various structures of terminologies, with focus on concept-orientated structures developed for electronic health records.

Also included are hierarchical and axial structures, semantic relationships, semantic types and networks. Pre and post coordination of health concepts will be covered. Students will learn to maintain the currency of existing clinical terminologies by incorporating new diseases and procedures, removing redundant terms and improving the user interface. Students will also learn to create new clinical terminologies with a focus on creating subsets for specific purposes and health care domains. Practical examples using scenarios and problems from the industry will be drawn from areas such as emergency, outpatients and disability/rehabilitation settings as well as the more developed areas of inpatient and ambulatory care. The topic of mapping is further developed through a more detailed study of approaches such as algorithmic matching, crosswalks, and rating scales. Students will be expected to critique existing evaluation frameworks and apply these in a rigorous evaluation of classification systems.

HSBH1001
Health, Science and Research 1

Credit points: 6 **Session:** Semester 1 **Classes:** (1x1hr lec and 1x1hr tut and web-based activities)/wk **Assessment:** 2x1500wd assignments (25% each) 1x2hr exam (50%) **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

Science and research are inextricably bound together, as science refers to knowledge that is acquired through research. This unit introduces students to key elements common to research paradigms in health, and to the major approaches to designing and evaluating basic and applied research in health.

HSBH1002
Health Service Delivery in Australia

Credit points: 6 **Teacher/Coordinator:** Dr Joanne Callen, Ms Janelle Craig, Dr. Toni Schofield, Dr. Aditi Dey **Session:** Semester 1 **Classes:** (5x2hr lec and 2x ind study and 6xWebCT online learning) **Prohibitions:** HIMT1056 Health Care Delivery Systems; BACH2127 Health Policy and Service Delivery **Assessment:** 1 x Website evaluation (20%), 1 x WebCT discussion log/health care game assignment (40%),1 x 2hr exam (40%) **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit introduces the student to the Australian health system and the regulations that apply to this environment. Commonwealth and State responsibilities for health; the NSW Health care service structure; community health care and specialist services; professional associations and organisations; and the role of the medical and allied health professionals are examined along with national and international policy frameworks with particular application to health and community settings.

HSBH1003
Health, Behaviour and Society

Credit points: 6 **Teacher/Coordinator:** Dr Steven Cumming **Session:** Semester 1 **Classes:** 4hrs lec/wk **Prohibitions:** BACH1132 Foundation of Psychology for the Health Sciences, BACH1133 Introduction to Health Psychology, BACH1130 Foundations of Health Sociology, BACH1134 Health, Illness and Social Inquiry **Assessment:** 1 x 1hr in-class essay (17.5%), 1 x 1000wd essay mid sem (25%), 1 x end of sem exam (57.5%) **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.

HSBH1004
Communication, Advocacy and Health

Credit points: 6 **Teacher/Coordinator:** Dr Chris Lennings **Session:** Semester 2 **Classes:** (3x1hr lec and 1x1hr tut)/wk **Prerequisites:** HSBH1002 Health Service Delivery in Australia, HSBH1003 Health, Behaviour & Society **Assessment:** 1 x project (20%), 1 x seminar presentation (20%), 1 x 1000 word essay (20%), 1 x 2 hr exam (40%) **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

Effective health systems are characterised by excellent communication at a range of levels. This unit of study critically examines formal and informal communication flow among those involved in health care delivery: clients, health professionals, funding and regulatory bodies, insurers and others. Students will develop an understanding of the roles of health professionals within the Australian Health care systems and will be introduced to aspects of professional communication in health such as interviewing and basic counselling skills, case notes, professional reports, research reports, media releases and medicolegal documentation. Responsibilities around the role of advocacy in professional practice will be examined.

HSBH1005
Human Development

Credit points: 6 **Teacher/Coordinator:** Dr Gomathi Sitharthan **Session:** Semester 2 **Classes:** (3 x 1 hr lec and 1 x 1 hr tut)/wk **Prerequisites:** HSBH1003 Health, Behaviour & Society **Assessment:** 1 x project (20%), 1 x seminar presentation (20%), 1 x 1000 word essay (20%), 1 x 2hour exam (40%) **Campus:** Cumberland **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, cardio-vascular disease, arthritis and musculoskeletal disease, cancer, injury, and diabetes across the lifespan are considered.

HSBM1001
Biochemistry and Human Biology

Credit points: 6 **Teacher/Coordinator:** Dr Peter Knight **Session:** Semester 1 **Classes:** 2 x 2 hr lec/wk **Assessment:** 1 x mid sem exam (30%), 1 x final exam (70%) **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit of study introduces students to the biological and biochemical processes fundamental to understanding principles of health and disease, such as cell biology, homeostasis, metabolic processes, and genetics.

HSBM1002
Principles of Human Body Systems A

Credit points: 6 **Teacher/Coordinator:** Dr Gary Lee **Session:** Semester 2 **Classes:** 3hrs lec and 1hr prac/wk **Prerequisites:** HSBM1001 Biochemistry and Human Biology **Assessment:** 1 x 1 hr midsemester exam (MCQ) (38%), 1 x 1 hr end semester exam (MCQ) (22%), 1 x 2 hr end semester exam (MCQ) (40%) **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit of study will present the gross anatomy, functional histology and physiology of the cardiovascular, respiratory, gastrointestinal and immune systems. The pathophysiology and pharmacology of these body systems will also be examined. Particular emphasis will be placed on an understanding of the major national health priority areas such as cardio-vascular disease, cancer and asthma as they occur across the lifespan.

26. 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, Master of Nuclear Medicine and Master of Radiation Therapy, 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 Coordinator
Dr Sarah Lewis

Postgraduate coursework programs in Medical Radiation Sciences

Postgraduate MRS Coursework Coordinator
Ms Edwina Adams

Postgraduate program in Medical Sonography

Sonography Coordinator
Ms Jane Fonda

Postgraduate research programs

Research Coordinator
Associate Professor Jenny Cox

Further information
Phone:+61 2 9351 9640
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Website: http://www.fhs.usyd.edu.au/

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 minimum grade point average of credit level throughout their studies and 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 7.0 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 visit 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 post-graduate 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.

Diagnostic Radiographers are involved with many digital imaging systems, the most advanced being Magnetic Resonance Imaging. This is a very sensitive method of imaging some parts of the body and is a rapidly expanding speciality which allows the radiographer to be 'on the cutting edge' for advances in technology and associated research.

Honours program

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 Master's Honours program. To be eligible, students must have achieved a Weighted Average Mark of at least 70 per cent in their first semester of study. Students will enrol in the unit of study BACH5268 Developing a Research Project instead of choosing an elective as per the pass program. Honours students will complete the specific unit of study Honours Dissertation A (MRSC5008) and Honours Dissertation B (MRSC5021). 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 Master's honours www.fhs.usyd.edu.au/learn_teach/mhonsmrkngmatrx.doc.

Course outlines

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 26.1 and 26.1.1.

Table 26.1: Master of Diagnostic Radiography (Pass)

Unit of study	*Credit points*	*A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition*	*Session*
Course code: SC131; Pass course; Credit points for award: 96			
Full-time, on-campus, 4 semesters			
Year 1 (first offered in 2007)			
Semester 1			
MRSC5001 **Professional Practice Radiography 1**	6		Semester 1
MRSC5002 **Medical Radiation Science 1**	6		Semester 1
MRSC5003 **Foundations of Health Care Practice**	6		Semester 1
MRSC5004 **Clinical Studies 1**	6		Semester 1
SEMESTER 1 TOTAL: 24 CREDIT POINTS			
Semester 2			
MRSC5005 **Professional Practice Radiography 2**	6	**P** MRSC5001 Professional Practice Radiography 1	Semester 2
MRSC5006 **Clinical Studies 2**	6	**P** MRSC5004 Clinical Studies 1	Semester 2
MRSC5007 **Research Studies 1**	6		Semester 2
Elective [6] (see elective list below Table 26.3.1)			
SEMESTER 2 TOTAL: 24 CREDIT POINTS			
Year 2 (first offered in 2008)			
Semester 1			
Professional Practice Radiography 3 [6]			
Medical Radiation Science 2 [6]			
Clinical Studies 3 [6]			
Research Studies 2 [6]			
SEMESTER 1 TOTAL: 24 CREDIT POINTS			
Semester 2			
Professional Practice Radiography 4 [6]			
Medical Radiation Science 3 [6]			
Integrated Imaging and Treatment [6]			
Clinical Studies 4 [6]			
SEMESTER 2 TOTAL: 24 CREDIT POINTS			

Table 26.1.1: Master of Diagnostic Radiography (Honours)

Unit of study	*Credit points*	*A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition*	*Session*
Course code: SC132; Honours program; Credit points for award: 96			
Full-time, on-campus, 4 semesters			
Year 1 (first offered in 2007)			
Semester 1			
As per Pass course			
Semester 2			
BACH5268 **Developing A Research Project**	6	*Not available for Doctor of Health Science students*	Semester 1 Semester 2
MRSC5005 **Professional Practice Radiography 2**	6	**P** MRSC5001 Professional Practice Radiography 1	Semester 2
MRSC5006 **Clinical Studies 2**	6	**P** MRSC5004 Clinical Studies 1	Semester 2
MRSC5008 **Honours Dissertation A**	6		Semester 2
SEMESTER 2 TOTAL: 24 CREDIT POINTS			

Unit of study	*Credit points*	*A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition*	*Session*
Year 2 (first offered in 2008)			
Semester 1			
Professional Practice Radiography 3 [6]			
Medical Radiation Science 2 [6]			
Clinical Studies 3 [6]			
Honours Dissertation B [6]			
SEMESTER 1 TOTAL: 24 CREDIT POINTS			
Semester 2			
Professional Practice Radiography 4 [6]			
Medical Radiation Science 3 [6]			
Integrated Imaging and Treatment [6]			
Clinical Studies 4 [6]			
SEMESTER 2 TOTAL: 24 CREDIT POINTS			

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 visit 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, 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 program

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 Master's Honours program. To be eligible, students must have achieved a Weighted Average Mark of at least 70 per cent in their first semester of study.

Students will enrol in the unit of study BACH5268 Developing a Research Project instead of choosing an elective as per the pass program. Honours students will complete the specific unit of study Honours Dissertation A (MRSC5008) and Honours Dissertation B (MRSC5021). 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 Master's honours www.fhs.usyd.edu.au/learn_teach/mhonsmrkngmatrx.doc.

Course outlines

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 26.2 and 26.2.1.

Table 26.2: Master of Nuclear Medicine (Pass)

Unit of study	*Credit points*	*A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition*	*Session*
Course code: SC133; Pass course; Credit points for award: 96			
Full-time, on-campus, 4 semesters			
Year 1 (first offered in 2007)			
Semester 1			
MRSC5002 Medical Radiation Science 1	6		Semester 1
MRSC5003 Foundations of Health Care Practice	6		Semester 1
MRSC5004 Clinical Studies 1	6		Semester 1
MRSC5009 Professional Practice Nuclear Medicine 1	6		Semester 1
SEMESTER 1 TOTAL: 24 CREDIT POINTS			
Semester 2			
MRSC5006 Clinical Studies 2	6	**P** MRSC5004 Clinical Studies 1	Semester 2
MRSC5007 Research Studies 1	6		Semester 2
MRSC5010 Professional Practice Nuclear Medicine 2	6	**P** MRSC5009 Professional Practice Nuclear Medicine 1	Semester 2
Elective [6] (see elective list below Table 26.3.1)			
SEMESTER 2 TOTAL: 24 CREDIT POINTS			
Year 2 (first offered in 2008)			
Semester 1			
Professional Practice Nuclear Medicine 3 [6]			
Medical Radiation Science 2 [6]			
Clinical Studies 3 [6]			
Research Studies 2 [6]			
SEMESTER 1 TOTAL: 24 CREDIT POINTS			
Semester 2			
Professional Practice Nuclear Medicine 4 [6]			
Medical Radiation Science 3 [6]			
Integrated Imaging and Treatment [6]			
Clinical Studies 4 [6]			
SEMESTER 2 TOTAL: 24 CREDIT POINTS			

Table 26.2.1: Master of Nuclear Medicine (Honours)

Unit of study	*Credit points*	*A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition*	*Session*
Course code: SC134; Honours program; Credit points for award: 96			
Full-time, on-campus, 4 semesters			
Year 1 (first offered in 2007)			
Semester 1			
As per Pass course			
Semester 2			
BACH5268 Developing A Research Project	6	*Not available for Doctor of Health Science students*	Semester 1 Semester 2
MRSC5006 Clinical Studies 2	6	**P** MRSC5004 Clinical Studies 1	Semester 2
MRSC5008 Honours Dissertation A	6		Semester 2
MRSC5010 Professional Practice Nuclear Medicine 2	6	**P** MRSC5009 Professional Practice Nuclear Medicine 1	Semester 2
SEMESTER 2 TOTAL: 24 CREDIT POINTS			

Unit of study	Credit points	A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition	Session
Year 2 (first offered in 2008)			
Semester 1			
Professional Practice Nuclear Medicine 3 [6]			
Medical Radiation Science 2 [6]			
Clinical Studies 3 [6]			
Honours Dissertation B [6]			
SEMESTER 1 TOTAL: 24 CREDIT POINTS			
Semester 2			
Professional Practice Nuclear Medicine 4 [6]			
Medical Radiation Science 3 [6]			
Integrated Imaging and Treatment [6]			
Clinical Studies 4 [6]			
SEMESTER 2 TOTAL: 24 CREDIT POINTS			

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 visit 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 post-graduate 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 CT scans and treatment simulators, 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 program

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 Master's Honours program. To be eligible, students must have achieved a Weighted Average Mark of at least 70 per cent in their first semester of study. Students will enrol in the unit of study BACH5268 Developing a Research Project instead of choosing an elective as per the pass program.

Honours students will complete the specific unit of study Honours Dissertation A (MRS5008) and Honours Dissertation B (MRS5021). 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 Master's honours www.fhs.usyd.edu.au/learn_teach/mhonsmrkngmatrx.doc

Course outlines

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.

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 26.3 and 26.3.1.

Table 26.3: Master of Radiation Therapy (Pass)

Unit of study	*Credit points*	*A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition*	*Session*
Course code: SC135; Pass course; Credit points for award: 96			
Full-time, on-campus, 4 semesters			
Year 1 (first offered in 2007)			
Semester 1			
MRSC5002 **Medical Radiation Science 1**	6		Semester 1
MRSC5003 **Foundations of Health Care Practice**	6		Semester 1
MRSC5004 **Clinical Studies 1**	6		Semester 1
MRSC5011 **Professional Practice Rad Therapy 1**	6		Semester 1
SEMESTER 1 TOTAL: 24 CREDIT POINTS			
Semester 2			
MRSC5006 **Clinical Studies 2**	6	**P** MRSC5004 Clinical Studies 1	Semester 2
MRSC5007 **Research Studies 1**	6		Semester 2
MRSC5012 **Professional Practice Rad Therapy 2**	6	**P** MRSC5011 Professional Practice Radiation Therapy 1	Semester 2
Elective [6] (see elective list below Table 26.3.1)			
SEMESTER 2 TOTAL: 24 CREDIT POINTS			
Year 2 (first offered in 2008)			
Semester 1			
Professional Practice Rad Therapy 3 [6]			
Medical Radiation Science 2 [6]			
Clinical Studies 3 [6]			
Research Studies 2 [6]			
SEMESTER 1 TOTAL: 24 CREDIT POINTS			
Semester 2			
Professional Practice Rad Therapy 4 [6]			
Medical Radiation Science 3 [6]			
Integrated Imaging and Treatment [6]			
Clinical Studies 4 [6]			
SEMESTER 2 TOTAL: 24 CREDIT POINTS			

Table 26.3.1: Master of Radiation Therapy (Honours)

Unit of study	*Credit points*	*A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition*	*Session*
Course code: SC136; Honours program; Credit points for award: 96			
Full-time, on-campus, 4 semesters			
Year 1 (first offered in 2007)			
Semester 1			
As per Pass course			
Semester 2			
BACH5268 **Developing A Research Project**	6	*Not available for Doctor of Health Science students*	Semester 1 Semester 2
MRSC5006 **Clinical Studies 2**	6	**P** MRSC5004 Clinical Studies 1	Semester 2
MRSC5008 **Honours Dissertation A**	6		Semester 2
MRSC5012 **Professional Practice Rad Therapy 2**	6	**P** MRSC5011 Professional Practice Radiation Therapy 1	Semester 2
SEMESTER 2 TOTAL: 24 CREDIT POINTS			

Unit of study	Credit points	A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition	Session
Year 2 (first offered in 2008)			
Semester 1			
Professional Practice Rad Therapy 3 [6]			
Medical Radiation Science 2 [6]			
Clinical Studies 3 [6]			
Honours Dissertation B [6]			
SEMESTER 1 TOTAL: 24 CREDIT POINTS			
Semester 2			
Professional Practice Rad Therapy 4 [6]			
Medical Radiation Science 3 [6]			
Integrated Imaging and Treatment [6]			
Clinical Studies 4 [6]			
SEMESTER 2 TOTAL: 24 CREDIT POINTS			

Graduate entry electives

Unit of study	Credit points	A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition	Session
Electives may be taken from within or outside the Faculty of Health Sciences, subject to availability, prerequisites and minimum student enrolment. Students must discuss their choice of elective with their academic adviser prior to enrolment. Students may choose from the following suggested pool of electives:			
BACH5321 Psychology for Graduate Students	6		Semester 1 Semester 2
BACH5322 Sociology for Health Professionals	6		Semester 1 Semester 2
BIOS5050 Clin Oriented Musculoskeletal Anatomy	4		Semester 1
HIMT5027 Introduction to Epidemiology	6		Semester 1
HIMT5067 Evidence Based Health Care	6		Semester 1 Semester 2
MRTY5056 Patient/Practitioner Communication	6		Semester 2

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 subject 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
- apply informed critical thinking to their professional activities.

It should be noted that the MRS Postgraduate Coursework Program does not lead in any way to accreditation or licensure to practice 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
- 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 26.4. A minimum of 12 credit points 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 31).

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 26.4: Graduate Certificate of Health Science (Medical Radiation Sciences)

Unit of study	*Credit points*	*A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition*	*Session*
Course code: SG024, Credit points for award: 24			
Off-campus, 2 semesters			
Year 1			
Semester 1			
2 Electives [12] (6 credit points each) (see elective list below Table 26.6)			
SEMESTER 1 TOTAL: 12 CREDIT POINTS			
Semester 2			
2 Electives [12] (6 credit points each) (see elective list below Table 26.6)			
SEMESTER 2 TOTAL: 12 CREDIT POINTS			

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 there should be a minimum of 30 credit points from a major area. Up to 12 credit points may be gained by studying elective units from outside the University. There is one obligatory unit of study that must be completed by 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 Postgraduate Coursework Program does not lead in any way to accreditation or licensure to practice 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 an undergraduate Diploma or less will be required to achieve at least a credit average to be admitted to the Graduate Diploma.

Course outline

The course outline for the Graduate Diploma of Health Science (Medical Radiation Sciences) is presented in Table 26.5.

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 31).

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 26.5: Graduate Diploma of Health Science (Medical Radiation Sciences)

Unit of study	*Credit points*	*A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition*	*Session*
Course code: SF053, Credit points for award: 36			
Off-campus, 3 semesters			
Year 1			
Semester 1			
2 Electives (6 credit points each) (see elective list below Table 26.6)			
SEMESTER 1 TOTAL: 12 CREDIT POINTS			
Semester 2			
2 Electives [12] (6 credit point each) (see elective list below Table 26.6)			
SEMESTER 2 TOTAL: 12 CREDIT POINTS			
Year 2			
Semester 1			
MRTY5024 **Current Issues in Medical Radiations**	6		Semester 1 Semester 2
Elective [6] (see elective list below Table 26.6)			
SEMESTER 1 TOTAL: 12 CREDIT POINTS			

Master of Health Science (Medical Radiation Sciences) by Coursework

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 Postgraduate Coursework Program does not lead in any way to accreditation or licensure to practice 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 of Health Science (Medical Radiation Sciences) with an undergraduate Diploma or less will be required to achieve at least a credit average to be admitted to the Master of Health Science (Medical Radiation Sciences).

Course outline

The course outline for the Master of Health Science (Medical Radiation Sciences) by Coursework is presented in Table 26.6.

A minimum of 24 credit points (inclusive of core subjects) must be completed from Medical Radiation Sciences Elective units of study. The remaining credit points may be completed from other academic units within the Faculty of Health Sciences (see chapter 31).

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 26.6: Master of Health Science (Medical Radiation Sciences)

Unit of study	*Credit points*	*A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition*	*Session*
Course code: SC077, Credit points for awards: 48			
Off-campus, 4 semesters			
Year 1			
Semester 1			
2 Electives [12] (6 credit point each) (see elective list below Table 26.6)			
SEMESTER 1 TOTAL: 12 CREDIT POINTS			
Semester 2			
2 Electives [12] (6 credit point each) (see elective list below Table 26.6)			
SEMESTER 2 TOTAL: 12 CREDIT POINTS			
Year 2			
Semester 1			
MRTY5024 **Current Issues in Medical Radiations**	6		Semester 1 Semester 2
Elective [6] (see elective list below Table 26.6)			
SEMESTER 1 TOTAL: 12 CREDIT POINTS			
Semester 2			
2 Electives [12] (6 credit point each) (see elective list below Table 26.6)			
SEMESTER 2 TOTAL: 12 CREDIT POINTS			

Medical Radiation Sciences electives

Unit of study	*Credit points*	*A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition*	*Session*
Semester 1			
MRTY5028 **Advanced Image Processing**	6		Semester 1
MRTY5030 **Advanced Radiographic Pathology**	6		Semester 1
MRTY5034 **Breast Imaging II**	6		Semester 1
MRTY5038 **Diag Imaging for Radiation Therapists**	6		Semester 1
MRTY5047 **History of Medical Radiations**	6		Semester 1
MRTY5055 **Introduction to Functional Neuro-imaging**	6		Semester 1
MRTY5057 **Prevention and Care of Radiation Injury**	6	**A** Basic Biology	Semester 1
MRTY5058 **Quality Management in Medical Radiations**	6		Semester 1
MRTY5062 **Specialised Skeletal Scintigraphy**	6		Semester 1
MRTY5064 **Stabilisation and Positioning**	6		Semester 1
MRTY5094 **Brachytherapy Theory**	6	**A** Some clinical experience in brachytherapy	Semester 1
Semester 2			
MRTY5031 **Advanced SPECT**	6		Semester 2
MRTY5035 **Breast Imaging III**	6		Semester 2

Unit of study	*Credit points*	*A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition*	*Session*
MRTY5049 Isotope Production	6		Semester 2
MRTY5054 Nuclear Cardiology	6	**A** Basic principles of Nuclear Medicine Imaging	Semester 2
MRTY5056 Patient/Practitioner Communication	6		Semester 2
MRTY5059 Radiation Safety	6		Semester 2
MRTY5060 Radiation Therapy Tmt Planning Systems	6	**A** MRTY5038 Diagnostic Imaging for Radiation Therapists is useful but not essential	Semester 2
MRTY5063 511 keV Imaging	6		Semester 2
MRTY5066 Theory of Rad Therapy Tmt Plan Calcs	6		Semester 2
MRTY5090 Advanced Multiplanar Anatomy A	6		Semester 2
MRTY5091 Advanced Multiplanar Anatomy B	6		Semester 2
MRTY5095 Brachytherapy Applications	6	**A** Understanding of fundamentals and principles of brachytherapy to the level reached in the unit MRTY5094 Brachytherapy Theory. Access to clinical Brachytherapy and a mentor is essential. *Students require access to clinical patient cases to complete this unit. Students are expected to complete at least three patient cases per month.*	Semester 2
MRTY5096 Advanced Nuclear Medicine Practice	6	**A** Clinical experience in nuclear medicine	Semester 2
MRTY5099 Radiographic Image Interpretation B	6	**A** It is recommended that MRTY5098 Radiographic Image Interpretation A be completed prior to enrolling in this unit.	Semester 2
MRTY5100 Radiographic Image Interpretation C	6	**A** It is recommended that students complete MRTY5098 Radiographic Image Interpretation A prior to enrolling in this unit.	Semester 2
MRTY5101 Radiographic Image Interpretation Study	6	**A** it is recommended that MRTY5098 Radiographic Image Interpretation A be completed before enrolling in this unit.	Semester 2
Offered in both semesters			
MRTY5024 Current Issues in Medical Radiations	6		Semester 1 Semester 2
MRTY5033 Breast Imaging I	6		Semester 1 Semester 2
MRTY5039 C.T. Applications	6		Semester 1 Semester 2
MRTY5040 C.T. Practice I	6		Semester 1 Semester 2
MRTY5041 CT Practice II	6		Semester 1 Semester 2
MRTY5042 Digital Communications in Med Rad Sci	6		Semester 1 Semester 2
MRTY5043 Directed Studies A	6		Semester 1 Semester 2
MRTY5044 Directed Studies B	6	**P** MRTY5043 Directed Studies A.	Semester 1 Semester 2
MRTY5051 MR Theory	6		Semester 1 Semester 2
MRTY5052 MR Applications 1	6		Semester 1 Semester 2
MRTY5053 MR Applications 2	6		Semester 1 Semester 2
MRTY5087 Advanced MR Theory	6	**A** It is recommended that MRTY5051 MR Theory and MRTY5052 MR Applications I be completed prior to studying this unit	Semester 1 Semester 2
MRTY5089 MRI Project	6	**A** Students are advised to complete at least two MR units of study before undertaking this unit.	Semester 1 Semester 2
MRTY5097 CT for Nuclear Medicine Technologists	6	**A** Clinical experience in nuclear medicine	Semester 1 Semester 2
MRTY5098 Radiographic Image Interpretation A	6	**A** It is recommended that MRTY5030 Advanced Radiographic Pathology be completed before taking this unit.	Semester 1 Semester 2
Notes			
1. Units offered in both semesters are run subject to sufficient applications.			
2. For the list of Faculty electives, see chapter 31.			

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 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, 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 26.7.

Table 26.7: Graduate Certificate of Health Science (Medical Sonography)

Unit of study	*Credit points*	*A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition*	*Session*
Course code: SG023, Credit points for award: 24			
Off-campus; 2 semesters			
Year 1			
Clinical Practice Elective [4] (see note 1 below)			
Semester 1			
BIOS5047 **Biological Sciences**	4		Semester 1
Sonography Elective or Elective [6] (see note 2 below)			
SEMESTER 1 TOTAL: 14 CREDIT POINTS			
Semester 2			
Sonography Elective [6] (see note 2 below)			
Sonography Elective or Elective [4] or [6] (see note 2 below)			
SEMESTER 2 TOTAL: 10 CREDIT POINTS			
Notes			
1. Clinical Practice Elective may be taken in Semester 1 or 2.			
2. Electives are outlined below Table 26.9. 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.			

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 26.8.

Table 26.8: Graduate Diploma of Health Science (Medical Sonography)

Unit of study	*Credit points*	*A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition*	*Session*
Course code: SF052, Credit points for award: 48			
Off-campus, 4 semesters			
Year 1			
Clinical Practice Elective [4] (see note 1 below)			
Semester 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 below)			
SEMESTER 2 TOTAL: 10 CREDIT POINTS			
Year 2			
Semester 1			
MRTY5068 **Physics and Instrumentation II**	4	**P** MRTY5088 Physics and Instrumentation I	Semester 1
Sonography Elective [6] (see note 2 below)			
Clinical Practice Elective [4] (see note 1 below)			
SEMESTER 1 TOTAL: 14 CREDIT POINTS			
Semester 2			
Sonography Elective [6] (see note 2 below)			
Clinical Practice Elective [4] (see note 1 below)			
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 26.9. 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 26.9.

Table 26.9: Master of Health Science (Medical Sonography)

Unit of study	*Credit points*	*A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition*	*Session*
Course code: SC076, Credit points for award: 72			
Off-campus; 6 semesters			
Year 1			
Clinical Practice Elective [4] (see note 1 below)			
Semester 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 below)			
SEMESTER 2 TOTAL: 10 CREDIT POINTS			
Year 2			
Semester 1			
MRTY5068 **Physics and Instrumentation II**	4	**P** MRTY5088 Physics and Instrumentation I	Semester 1
Sonography Elective [6] (see note 2 below)			
Clinical Practice Elective [4] (see note 1 below)			
SEMESTER 1 TOTAL: 14 CREDIT POINTS			
Semester 2			
Sonography Elective [6] (see note 2 below)			
Clinical Practice Elective [4] (see note 1 below)			
SEMESTER 2 TOTAL: 10 CREDIT POINTS			

Unit of study	Credit points	A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition	Session
Year 3			
Semester 1			
Elective or Sonography Elective [6] (see note 2 below)			
Elective or Clinical Practice Elective [4] or [6] (see notes below)			
SEMESTER 1 TOTAL: 10 CREDIT POINTS			
Semester 2			
MRTY5086 **Investigative Project**	8		Semester 1 Semester 2
Elective [6] (see note 2 below)			
SEMESTER 2 TOTAL: 14 CREDIT POINTS			
Notes			
1. Clinical Practice Elective in Year 1 may be taken in Semester 1 or 2.			
2. Electives are outlined below Table 26.9. 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.			

Medical Sonography Electives

Unit of study	Credit points	A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition	Session
Sonography electives (6 credit points)			
Semester 1			
MRTY5069 **Sonography in Obstetrics and Gynaecology**	6		Semester 1
MRTY5070 **Cardiac Sonography**	6		Semester 1
MRTY5071 **Vascular Sonography**	6		Semester 1
MRTY5072 **Independent Study in Sonography**	6		Semester 1 Semester 2
MRTY5102 **Musculoskeletal Sonography**	6		Semester 1
Semester 2			
MRTY5072 **Independent Study in Sonography**	6		Semester 1 Semester 2
MRTY5073 **Abdominal Sonography**	6		Semester 2
MRTY5074 **Superficial Structures Sonography**	6		Semester 2
MRTY5075 **Cardiac Measurement Techniques**	6		Semester 2
MRTY5076 **Paediatric Sonography**	6		Semester 2
MRTY5104 **Breast Sonography**	6		Semester 2
Clinical practice electives (4 credit points)			
Offered in both semesters			
MRTY5078 **Clinical Practice: Abdominal Sonography**	4		Semester 1 Semester 2
MRTY5079 **Clinical Prac in Ob & Gyn Sonography**	4		Semester 1 Semester 2
MRTY5080 **Clinical Prac in Superficial Str Sono**	4		Semester 1 Semester 2
MRTY5081 **Clinical Practice in Vascular Sonography**	4		Semester 1 Semester 2
MRTY5082 **Clinical Prac in Cardiac Measurements**	4		Semester 1 Semester 2
MRTY5083 **Clinical Practice in Cardiac Sonography**	4		Semester 1 Semester 2

Unit of study	*Credit points*	*A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition*	*Session*
MRTY5084 Clinical Practice: Paediatric Sonography	4		Semester 1 Semester 2
MRTY5085 Clinical Practice in Independent Study	4		Semester 1 Semester 2
MRTY5103 Clinical Prac in Musculoskeletal Sono	4		Semester 1 Semester 2
MRTY5105 Clinical Practice in Breast Sonography	4		Semester 1 Semester 2
Electives (4 or 6 credit points)			
Choose from the following:			
BACH5085 Clinical Teaching and Supervision	6	**A** Some knowledge of Adult Learning theory is useful.	Semester 1
BACH5298 History and Philosophy of Science	6		Semester 1
MRTY5043 Directed Studies A	6		Semester 1 Semester 2
MRTY5044 Directed Studies B	6	**P** MRTY5043 Directed Studies A.	Semester 1 Semester 2
or			
Elective or Research Elective (see chapter 31 for description), subject to approval by course coordinator.			
or			
Medical Radiation Sciences elective units of study (see elective list below Table 26.6), subject to approval by course coordinator.			
or (see note 1 below)			
MRTY5067 Professional Issues	4		Semester 2
MRTY5088 Physics and Instrumentation I	6		Semester 1
Notes			
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.			
2. Some electives offered may depend on sufficient enrolments.			

Master of Applied Science (Medical Radiation Sciences) by Research – SC045

The Master of Applied Science (Medical Radiation Sciences) course is a research degree. The course is designed to provide an opportunity for research and scholarship in medical radiation sciences and aims to prepare individuals to pursue their career objectives as specialist practitioners, administrators, academics, or researchers. 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 post graduate 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.

Time limits

The maximum length would normally be four semesters full-time or eight semesters part-time.

Course outline

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.

Students entering the course with adequate research preparation may be exempt from completing the Research elective. Usually these students would have completed an approved bachelor's degree program at honours level.

Units of study

BACH5085
Clinical Teaching and Supervision

Credit points: 6 **Teacher/Coordinator:** Ms Victoria Neville, 02-93519118. Email: v.neville@fhs.usyd.edu.au **Session:** Semester 1 **Classes:** External/distance mode: independent learning package with web support. **Assumed knowledge:** Some knowledge of Adult Learning theory is useful. **Assessment:** Assignment based (non exam) **Campus:** Cumberland **Mode of delivery:** Distance Education

This unit of study is concerned with exploring teaching and supervision in clinical settings. You will be introduced to the principles of roles and responsibilities of clinical educators/supervisors/teachers, styles and models of clinical supervision, clinical assessment, and other important issues. The teaching and learning experiences in this subject are structured to allow you the opportunity to learn and apply these principles to your own teaching contexts.

Textbooks
Rose, M. & Best, D. (eds) (2005) Transforming practice through clinical education, professional supervision & mentoring. Elsevier Churchill Livingstone

BACH5268
Developing A Research Project

Credit points: 6 **Teacher/Coordinator:** Dr Rob Heard, email: r.heard@fhs.usyd.edu.au **Session:** Semester 1, Semester 2 **Classes:** 3 hrs/week semester 1 on campus Delivery Mode: Normal delivery evening Cumb Sem 1, DE Cumb Sem 1, Cumb Sem 2 **Assessment:** 3 assignments **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Evening

Note: Not available for Doctor of Health Science students

This unit provides an overview of the research process and focus on the formulation of a research proposal. It provides students with an opportunity to review and update their knowledge of research methods, and introduce the research electives which concentrate on a particular methodology or aspect of the research process. Basic research design issues are considered. Various methods of data collection are examined together with their suitability for investigating different types of research questions. Students explore the use of quantitative and qualitative data, longitudinal and cross-sectional designs, and data resulting from experimental interview, observation, single case and survey research methods in addition to content analysis and secondary data analysis. Emphasis is placed on the issues of validity and reliability of data collection techniques. Basic statistical procedures are briefly reviewed and applications such as epidemiology and evaluation research are introduced.

Textbooks
Minichiello V, Sullivan G, Greenwood K, & Axford R. (2004) Handbook of Research Methods for Nursing and Health Sciences (2nd ed) Frenchs Forest NSW: Pearson Education Australia.

BACH5298
History and Philosophy of Science

Credit points: 6 **Teacher/Coordinator:** Dr Rodd Rothwell (02) 9351 9122 email: r.rothwell@fhs.usyd.edu.au **Session:** Semester 1 **Classes:** 2 hours per week on-campus evening classes. Not available to Doctor of Health Science students. **Assessment:** 2 assignments, 1000 words each **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Evening

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
What is this thing called Science? (1994). Chalmers, A. University of Queensland Press.
The Name of Science: Problems and Perspective. (1997). Hung, E. Wadsworth Press

BACH5321
Psychology for Graduate Students

Credit points: 6 **Teacher/Coordinator:** Dr Chris Lennings **Session:** Semester 1, Semester 2 **Classes:** External/distance mode **Assessment:** Literature review **Campus:** Cumberland **Mode of delivery:** Distance Education

This subject provides students with an understanding of the major theoretical perspectives, concepts and vocabulary of psychology. Psychology is concerned with the science of human behaviour - how individuals perceive, think about, and behave in the 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.

BACH5322
Sociology for Health Professionals

Credit points: 6 **Teacher/Coordinator:** Dr Toni Schofield (02) 9351 9577 Email: t.schofield@fhs.usyd.edu.au **Session:** Semester 1, Semester 2 **Classes:** External/distance mode **Assessment:** Six short answers (500 words each), 3000 word essay. **Campus:** Cumberland **Mode of delivery:** Distance Education

The aim of this unit is to develop an understanding of basic sociological concepts and theories and their applications in analysing health issues. It also aims to develop an ability to critically examine and evaluate aspects of a familiar society in order to extend an understanding of the social structures, institutions and processes relevant to health issues.

Textbooks
www.fhs.usyd.edu.au/bach/5322

BIOS5047
Biological Sciences

Credit points: 4 **Teacher/Coordinator:** Dr Laura Batmanian **Session:** Semester 1 **Classes:** On campus and distance education mode. 3 hours per week, 3 hours tutorials. **Assessment:** Written examination, assignment, group participation and case reports **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

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
1. Larsen W.J. Essentials of Human Embryology, 5th ed. Churchill Livingstone. 1998.
2. Damjanov I. Pathology for the Health Professions, 3rd ed. Elsevier Saunders. 2006.

BIOS5050
Clin Oriented Musculoskeletal Anatomy

Credit points: 4 **Teacher/Coordinator:** Dr. Catherine Willis (02) 9351 9458. **Session:** Semester 1 **Classes:** On campus lectures, tutorials & practical classes. **Assessment:** Written examination and assignment. **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 studies have been carefully selected to support the knowledge required by health practitioners and there is particular emphasis on the functional applications of the knowledge within the framework of clinical situations. A study of gross anatomy of upper limb and histological features of the musculoskeletal system or a study of gross anatomy of the lower limb and torso are currently available. The unit includes laboratory classes where tissues from of human cadavers are examined in detail. Attendance at such classes is required for this unit. Instructional methodology will include: lectures,

practical classes, CD-ROM based learning support packages and on line.

HIMT5027
Introduction to Epidemiology

Credit points: 6 **Teacher/Coordinator:** Dr Aditi Dey (02) 9351 9058, a.dey@fhs.usyd.edu.au **Session:** Semester 1 **Classes:** Distance Education **Assessment:** Assignments & examination **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.

HIMT5067
Evidence Based Health Care

Credit points: 6 **Teacher/Coordinator:** Anne Marks (02) 9351 9057, a.marks@fhs.usyd.edu.au **Session:** Semester 1, Semester 2 **Classes:** Intensive compulsory block mode. Semester 2 workshop may be held during intersemester break. **Assessment:** 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. Please note that there are limited places in this unit of study.

MRSC5001
Professional Practice Radiography 1

Credit points: 6 **Session:** Semester 1 **Classes:** 4-6 hours per week of lectures and tutorials. 35 hours practical work per week **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 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.

MRSC5002
Medical Radiation Science 1

Credit points: 6 **Session:** Semester 1 **Classes:** 4-6 hours per week of lectures and tutorials. 35 hours practical work per week **Assessment:** Exam **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 biology applicable to the medical radiation sciences will be covered.

MRSC5003
Foundations of Health Care Practice

Credit points: 6 **Session:** Semester 1 **Classes:** 4-6 hours per week of lectures and tutorials. 35 hours practical work per week **Assessment:** Case based portfolio **Practical field work:** . **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit of study introduces the student to the Australian health care system and health care delivery to the Australian public. Safety issues will be addressed concurrently with ethical and legal issues relating to professional practice. Within this unit, a library literacy module will be included. A scenario based learning approach covering healthcare, ethical and legal issues will be used with a strong emphasis on integration of concepts specific to the disciplines. An MRS specific module is included focussing on occupational radiation safety.

Textbooks
No text is prescribed for this unit of study

MRSC5004
Clinical Studies 1

Credit points: 6 **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 medical radiation science practitioner will be integrated with the professional practice subjects.

Textbooks
Students will be supplied with workbooks.

MRSC5005
Professional Practice Radiography 2

Credit points: 6 **Session:** Semester 2 **Classes:** 4-6 hours per week of lectures and tutorials. 35 hours practical work per week **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 students' 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.

MRSC5006
Clinical Studies 2

Credit points: 6 **Session:** Semester 2 **Classes:** On campus/clinical centres **Prerequisites:** MRSC5004 Clinical Studies 1 **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 student's ability to achieve competence in performing routine 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.

MRSC5007
Research Studies 1

Credit points: 6 **Session:** Semester 2 **Classes:** Group project. 35 hours practical work per week **Assessment:** Portfolio satisfying key learning outcomes **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit of study is the first of two research units that will introduce the student to the principles of research design and delivery. The development of a research proposal including ethical considerations will be produced. A literature review focused on a specific aspect of evidence based practice will be completed. The research project will be completed as a group project.

MRSC5008
Honours Dissertation A

Credit points: 6 **Session:** Semester 2 **Classes:** Dissertation **Assessment:** Portfolio satisfying key learning outcomes **Practical field work:** 35 hours per 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 **Session:** Semester 1 **Classes:** 35 hours per week. **Assessment:** Assignments, exam **Practical field work:** Practical classes will provide students with experience in procedures and radiopharmacy. 35 hours per week. **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
Christen P., Bernier D. and Langan J. Nuclear Medicine and PET Technology and Techniques 5th ed. Mosby. 2000

MRSC5010
Professional Practice Nuclear Medicine 2

Credit points: 6 **Session:** Semester 2 **Classes:** 35 hours per week **Prerequisites:** MRSC5009 Professional Practice Nuclear Medicine 1 **Assessment:** Assignments, exam **Practical field work:** Practical classes will provide students with experience in procedures and radiopharmacy. 35 hours per week. **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit of study will develop the students' knowledge in the professional practice of nuclear medicine. The techniques covered will build upon routine procedures that the student will encounter in the workplace. 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. Students will be expected to supplement and broaden their learning by independent research on relevant topics.

Textbooks
Christen, P, Bernier, D and Langan, J. (2000) Nuclear Medicine and PET Technology and Techniques 5th ed. Mosby.

MRSC5011
Professional Practice Rad Therapy 1

Credit points: 6 **Session:** Semester 1 **Classes:** 35 hours per week. **Assessment:** Assignment, exam **Practical field work:** 35 hours per week. **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.

MRSC5012
Professional Practice Rad Therapy 2

Credit points: 6 **Session:** Semester 2 **Classes:** Clinical Experience 35 hours per week **Prerequisites:** MRSC5011 Professional Practice Radiation Therapy 1 **Assessment:** Assignments/exam **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit of study will develop the students' 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.

MRTY5024
Current Issues in Medical Radiations

Credit points: 6 **Teacher/Coordinator:** Dr Ann Poulos **Session:** Semester 1, Semester 2 **Classes:** Distance Education **Assessment:** Continuous assessment, no examination **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 radiation science. 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
Essential reading supplied

MRTY5028
Advanced Image Processing

Credit points: 6 **Teacher/Coordinator:** Mr Barrie Egerton **Session:** Semester 1 **Classes:** Distance Education **Assessment:** Continuous assessments, no examination **Campus:** Cumberland **Mode of delivery:** Distance Education

This unit of study deals with advanced image processing techniques including procedures relevant to imaging equipment used in diagnostic radiography, nuclear medicine technology, radiation therapy, sonography, and research in these areas. The unit will be presented in a series of distance education modules.

Textbooks
1. Digital Image Processing (2001), Gonzalez & Woods, Addison Wesley.
2. Handbook of Medical Imaging - Processing and Analysis (2000) Isaac N Bankman.

MRTY5030
Advanced Radiographic Pathology

Credit points: 6 **Teacher/Coordinator:** Dr Sarah Lewis **Session:** Semester 1 **Classes:** Distance Education **Assessment:** Continuous assessment, no examination **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
Pathophysiology: The Biological Basis for Disease In Adults And Children (3rd ed), McCance, K & Hvether, S (1998), Mosby would be useful

MRTY5031
Advanced SPECT

Credit points: 6 **Teacher/Coordinator:** Dr Dale Bailey **Session:** Semester 2 **Classes:** Distance Education **Assessment:** Continuous assessment, no examination **Campus:** Cumberland **Mode of delivery:** Distance Education

This unit is designed to optimise the single photon emission computer tomography (SPECT) expertise of practitioners. It focuses on SPECT acquisition, quality control and reconstruction. The subject will provide a deeper understanding of the principles, techniques and application

of SPECT and will clarify the student's understanding of the role of SPECT in clinical diagnosis. The subject will be offered in distance education mode.

MRTY5033
Breast Imaging I

Credit points: 6 **Teacher/Coordinator:** Dr Ann Poulos **Session:** Semester 1, Semester 2 **Classes:** Distance Education **Assessment:** Continuous assessment, no examination **Campus:** Cumberland **Mode of delivery:** Distance Education

This unit of study comprises three modules incorporating the context of mammography, technical expertise and client and radiographer satisfaction in mammography. Breast Imaging I will be delivered in distance education mode.

MRTY5034
Breast Imaging II

Credit points: 6 **Teacher/Coordinator:** Dr Ann Poulos **Session:** Semester 1 **Classes:** Distance Education **Assessment:** Continuous assessment, no examination **Campus:** Cumberland **Mode of delivery:** Distance Education

This unit of study expands and extends the material presented in Breast Imaging I. As well, the role of advanced technologies in breast imaging such as MRI and nuclear medicine will be discussed. Breast Imaging II is delivered in distance education mode.

MRTY5035
Breast Imaging III

Credit points: 6 **Teacher/Coordinator:** Ms Jill Clarke **Session:** Semester 2 **Classes:** Distance Education **Assessment:** Continuous assessment, no examination **Campus:** Cumberland **Mode of delivery:** Distance Education

This unit completes three units in breast imaging. Breast ultrasound as an imaging modality is covered in depth with emphasis on its role in the diagnosis of breast cancer. While this unit is not currently designed to produce a qualified breast sonographer, it is valuable to mammography as a complementary imaging method. The fundamental physical theory of ultrasound and its applications to ultrasound of the breast will be examined. This unit will be delivered in distance education mode with no requirement for attendance on-campus.

MRTY5038
Diag Imaging for Radiation Therapists

Credit points: 6 **Teacher/Coordinator:** Mr David Chrystal **Session:** Semester 1 **Classes:** Distance Education **Assessment:** Continuous assessment, no examination **Practical field work:** Access to an imaging department/centre would be advantageous. **Campus:** Cumberland **Mode of delivery:** Distance Education

This unit provides the non-medical-imaging practitioner with an understanding and overview of the principles underlying a range of imaging modalities. These modalities include planar radiographs, CT, MRI, SPECT, PET and ultrasound. The advantages and limitations of using each modality in radiation therapy practice will be addressed. The unit will be presented in a series of distance education modules with on-line discussion groups.

Textbooks
A compulsory text is provided (on deposit) with the course material

MRTY5039
C.T. Applications

Credit points: 6 **Teacher/Coordinator:** Dr Sarah Lewis **Session:** Semester 1, Semester 2 **Classes:** Distance Education **Assessment:** Continuous assessment, no examination **Practical field work:** Access to CT scanner is expected **Campus:** Cumberland **Mode of delivery:** Distance Education

This unit covers the application of CT in the clinical environment, in order for students to develop and extend the theoretical skills acquired in CT Practice I and CT practice II. There is a strong focus on 3D and virtual imaging techniques with reference to current research evidence. The main learning activity in this unit of study is a small directed research project. It is preferable that students have completed CT Practice I & II prior to undertaking CT Applications as it is designed for advanced users.

Textbooks
Reference Lists provided throughout course material. Some journal articles included

MRTY5040
C.T. Practice I

Credit points: 6 **Teacher/Coordinator:** Dr Sarah Lewis **Session:** Semester 1, Semester 2 **Classes:** Distance Education **Assessment:** Continuous assessment, no examination **Practical field work:** Access to CT scanner is expected **Campus:** Cumberland **Mode of delivery:** Distance Education

CT Practice I includes both helical (Single and Multi-slice) and conventional computed tomography. The unit of study looks briefly at the historical development and physics of CT. The variables controlled by the radiographer are discussed with particular emphasis on the effect these parameters have on the resultant scan. A thorough understanding of these effects is essential if the radiographer is to obtain optimal images when scanning. Recording of the images obtained is discussed, with the rationale for the settings used and the reconstructions routinely performed. These basic concepts lead to the development of possible protocols for the CT scans most commonly ordered. Areas covered will include brain, thorax and abdomen. The unit will look critically at the choice of parameters for these protocols and situations when the parameters may need to be varied in order to obtain optimal images. Protocols will include patient booking, preparation, contrast media, scan plans, exposure factors, image reconstruction and recording, and patient care. CT Practice I is offered in distance education mode with Internet support. There will be no residentials. The student is expected to have access to a CT scanner, although not necessarily at their place of work.

Textbooks
Reference lists provided throughout course material. Some journal articles included.

MRTY5041
CT Practice II

Credit points: 6 **Teacher/Coordinator:** Dr Sarah Lewis **Session:** Semester 1, Semester 2 **Classes:** Distance Education **Assessment:** Continuous assessment, no examinations **Practical field work:** Access to a CT scanner is expected **Campus:** Cumberland **Mode of delivery:** Distance Education

CT Practice II includes specialist CT examinations such as dental CT, QCT and 3D CT applications including angiography. This unit of study does not cover CT anatomy in depth. The basic physics of these CT applications will be covered in this unit. The unit will look critically at the choice of parameters for these examinations and situations when the parameters may need to be varied in order to complete an optimal examination. Protocols for these examinations will include patient booking, preparation, contrast media, scan plans, exposure factors, image reconstruction and recording, and patient care. CT Practice II is offered in distance education mode. Content for this unit of study will be provided by professionals currently involved in specialist CT areas. Access to a CT scanner performing at least one of the specialist functions is advisable.

Textbooks
Resource list provided in course material. Basic journal articles supplied

MRTY5042
Digital Communications in Med Rad Sci

Credit points: 6 **Teacher/Coordinator:** A/Prof Steve Meikle **Session:** Semester 1, Semester 2 **Classes:** Distance Education **Assessment:** Continuous assessment, no examination **Campus:** Cumberland **Mode of delivery:** Distance Education

This unit of study provides students with an understanding of digital image fundamentals, such as image acquisition, storage and transmission and implications on image quality and dose. Management and the communication systems needed to facilitate patient care procedures will be examined, including PACS, DICOM, RIS, tele-radiology and record and verify systems. This unit also provides the student with the opportunity to examine computer based methods

to efficiently utilise staff time and resources within a Medical Radiation Sciences department.

MRTY5043
Directed Studies A

Credit points: 6 **Teacher/Coordinator:** Ms Edwina Adams **Session:** Semester 1, Semester 2 **Classes:** Distance Education **Assessment:** Negotiated assessment, examination unlikely **Campus:** Cumberland **Mode of delivery:** Distance Education

The unit allows the student, in collaboration with the University supervisor and the student's employer, to tailor the content and mode of presentation to suit the needs of the student and the workplace. For example, new technology or procedures may be introduced into the workplace, necessitating changes in the knowledge, skills and attributes of the student. The student must initially present a proposal to the Head of School. Upon preliminary approval, a supervisor will be appointed, and a firm contract will be negotiated and agreed upon by all parties to achieve the desired educational outcomes. The unit of study may comprise, for instance, a literature review covering the development and applications of a new technology, it may comprise a personal reading and study program, it may involve specific workplace experience and analysis, or it may comprise a combination of these elements. It may not be possible for all students to enrol in this subject, as it depends strongly upon the provision of suitable resources and experiences in the workplace, plus cooperation and commitment from the student's employer. Students wishing to study Directed Studies B or C must first complete Directed Studies A.

MRTY5044
Directed Studies B

Credit points: 6 **Teacher/Coordinator:** Ms Edwina Adams **Session:** Semester 1, Semester 2 **Classes:** Distance Education **Prerequisites:** MRTY5043 Directed Studies A. **Assessment:** Negotiated assessment, examination unlikely **Campus:** Cumberland **Mode of delivery:** Distance Education

The unit allows the student, in collaboration with the University supervisor and the student's employer, to tailor the content and mode of presentation to suit the needs of the student and the workplace. For example, new technology or procedures may be introduced into the workplace, necessitating changes in the knowledge, skills and attributes of the student. The student must initially present a proposal to the Head of School. Upon preliminary approval, a supervisor will be appointed, and a firm contract will be negotiated and agreed upon by all parties to achieve the desired educational outcomes. The unit of study may comprise, for instance, a literature review covering the development and applications of a new technology, it may comprise a personal reading and study program, it may involve specific workplace experience and analysis, or it may comprise a combination of these elements. It may not be possible for all students to enrol in this subject, as it depends strongly upon the provision of suitable resources and experiences in the workplace, plus cooperation and commitment from the student's employer.

MRTY5047
History of Medical Radiations

Credit points: 6 **Teacher/Coordinator:** Mr Peter Kench **Session:** Semester 1 **Classes:** Distance Education **Assessment:** Continuous assessment, no examination **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 radiation profession is still developing it's standing in the health industry. The subject, 'History of Medical Radiations' aims to provide an insight into the past with a view to empowering the future. The subject will develop research and writing skills through the study of areas such as early radiation discovery, the dominance of radiologists, the rise and future of the nuclear debate, medical radiation education and independent private practice. The subject will be offered in off-campus mode supported by email discussion groups.

MRTY5049
Isotope Production

Credit points: 6 **Teacher/Coordinator:** Ms Elisabeth Kilburn-Watt **Session:** Semester 2 **Classes:** Distance Education **Assessment:** Continuous assessment, no examination **Campus:** Cumberland **Mode of delivery:** Distance Education

The aim of this unit is to acquaint the student with the physical principles and techniques of isotope production. Students will be able to clarify their understanding about QC and safe handling of radioisotopes. It will focus on advanced understanding of nuclear reactor, cyclotron and other particle accelerators for isotope production. Emphasis will be given to production of positron emitters for PET study. This course will highlight the application of recently developed radionuclides for radioimmunotherapy and diagnostic purposes using SPECT and PET facilities. This subject will be offered in distance education mode.

MRTY5051
MR Theory

Credit points: 6 **Teacher/Coordinator:** Mr Warren Reed **Session:** Semester 1, Semester 2 **Classes:** Distance Education **Assessment:** Continuous assessment, no examination **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, CD ROM and floppy disks.

MRTY5052
MR Applications 1

Credit points: 6 **Teacher/Coordinator:** Mr John Robinson **Session:** Semester 1, Semester 2 **Classes:** Distance Education **Assessment:** Continuous assessment, no examination **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 to a MRI unit. The delivery will be in distance education mode and will utilise a range of media, including printed material, CD ROM and floppy disks.

MRTY5053
MR Applications 2

Credit points: 6 **Teacher/Coordinator:** Mr John Robinson **Session:** Semester 1, Semester 2 **Classes:** Distance Education **Assessment:** Continuous assessment, no examination **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 focussing 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 to a MRI unit. The delivery will be in distance education mode and will utilise a range of media, including printed material, CD ROM and floppy disks.

MRTY5054
Nuclear Cardiology

Credit points: 6 **Teacher/Coordinator:** Mr Peter Kench **Session:** Semester 2 **Classes:** Distance Education **Assumed knowledge:** Basic principles of Nuclear Medicine Imaging **Assessment:** Assignments and In service seminar **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.

MRTY5055
Introduction to Functional Neuro-imaging

Credit points: 6 **Teacher/Coordinator:** Prof Richard Banati **Session:** Semester 1 **Classes:** Distance Education **Assessment:** Continuous assessment, no examination **Campus:** Cumberland **Mode of delivery:** Distance Education

Neuro-imaging techniques such as positron emission tomography (PET), functional magnetic resonance imaging (fMRI), single photon emission computed tomography (SPECT), electroencephalography (EEG), magnetic resonance spectroscopy, (MRS), event related potentials (ERP) and magnetoencephalography (MEG) are used to map functional areas of the brain. While these techniques are frequently cited across a range of disciplines including; neurology, psychiatry, speech pathology, radiography, radiology, nuclear medicine and neuropsychology, many practitioners have only a vague understanding of the principles and applications of these techniques. This is understandable as functional brain mapping uses complex technology that is constantly changing. This unit of study aims: (a) to introduce practitioners to the principles and complementary applications of these techniques and (b) to develop practical understanding of specific brain mapping issues such as paradigm design, patient interaction and image coregistration. The unit will be offered in distance education mode.

MRTY5056
Patient/Practitioner Communication

Credit points: 6 **Teacher/Coordinator:** Mr John Atyeo **Session:** Semester 2 **Classes:** Distance Education **Assessment:** Continuous assessment no examination **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 reflective 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 Nikki Field **Session:** Semester 1 **Classes:** Distance Education **Assumed knowledge:** Basic Biology **Assessment:** Continuous assessment, no examination **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: 6 **Teacher/Coordinator:** Mr Peter Kench **Session:** Semester 1 **Classes:** Distance Education **Assessment:** Continuous assessment, no examination **Practical field work:** Access to a medical radiation 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:** Mr Barrie Egerton **Session:** Semester 2 **Classes:** Distance Education **Assessment:** Continuous assessment, no examination **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
1. Practical Radiation Protection and Applied Radiobiology (1999). Dowd SB and Tilson ER.
2. Introduction to Health Physics (1996), Cember H.

MRTY5060
Radiation Therapy Tmt Planning Systems

Credit points: 6 **Teacher/Coordinator:** Mr Mark West **Session:** Semester 2 **Classes:** Distance Education **Assumed knowledge:** MRTY5038 Diagnostic Imaging for Radiation Therapists is useful but not essential **Assessment:** Continuous assessment, no examination **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 3D planning systems. These methods are described and their potential advantages and limitations are discussed. Students will be given the opportunity to investigate the application and impact of 3D treatment planning on clinical practice. The unit will be presented in a series of distance education modules which will be supported by on-line internet discussion groups.

Textbooks
Essential reading is supplied

MRTY5062
Specialised Skeletal Scintigraphy

Credit points: 6 **Teacher/Coordinator:** Ms Edwina Adams **Session:** Semester 1 **Classes:** Distance Education **Assessment:** Continuous assessment, no examination **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
511 keV Imaging

Credit points: 6 **Teacher/Coordinator:** Ms Edwina Adams **Session:** Semester 2 **Classes:** Distance Education **Assessment:** Continuous assessment, no examination **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 subject will examine the safety issues related to the handling of PET isotopes and patient imaging. Instrumentation and imaging principles will be examined, and applications of FDG imaging within the nuclear medicine department will be included. This unit will be presented in a series of distant education modules.

MRTY5064
Stabilisation and Positioning

Credit points: 6 **Teacher/Coordinator:** Dr Jenny Cox **Session:** Semester 1 **Classes:** Distance Education **Assessment:** Continuous assessment, no examination **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 a series of distance education modules which will be supported by on-line internet discussion groups.

Textbooks
Essential reading is supplied

MRTY5066
Theory of Rad Therapy Tmt Plan Calcs

Credit points: 6 **Teacher/Coordinator:** Mr Mark West **Session:** Semester 2 **Classes:** Distance Education **Assessment:** Continuous assessment, no examination **Campus:** Cumberland **Mode of delivery:** Distance Education

This unit of study provides students with an in depth study of radiation therapy treatment planning calculation methods. An appreciation of the relevance of manual calculations and their methods (basic monitor unit calculations) will be established before embarking on a study of traditional correction-based and contemporary model-based algorithms. The unit will conclude with a reflection on the philosophy of treatment planning approaches in the light of current trends towards treatment optimisation and inverse planning. This unit will be offered in distance mode, which will be supported with on-line internet activities and discussion. This unit is most suited to students with experience in radiation therapy planning and who have a good grasp of basic mathematics.

Textbooks
The Physics of Radiotherapy X-rays for Linear Accelerators Metcalfe P. Kron T., Koban P.

MRTY5067
Professional Issues

Credit points: 4 **Teacher/Coordinator:** Ms Lucy Taylor-Turner **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. Modules are offered for study in distance mode. These are combined with discussion of the issues presented, at an on-campus block.

MRTY5068
Physics and Instrumentation II

Credit points: 4 **Teacher/Coordinator:** Ms Jill Clarke **Session:** Semester 1 **Classes:** Distance Education and Block attendance **Prerequisites:** MRTY5088 Physics and Instrumentation I **Assessment:** Assignments and examination **Campus:** Cumberland **Mode of delivery:** Distance Education/Intensive on Campus

This unit builds on the physical principles and instrumentation of diagnostic ultrasound presented in 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 Jane Fonda **Session:** Semester 1 **Classes:** Distance Education and Block Attendance **Assessment:** Assignments, film reading and examination **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.

MRTY5070
Cardiac Sonography

Credit points: 6 **Teacher/Coordinator:** Ms Jill Clarke **Session:** Semester 1 **Classes:** Distance Education and Block attendance **Assessment:** Assignments and examination **Campus:** Cumberland **Mode of delivery:** Distance Education/Intensive on Campus

This unit examines sonography of the adult heart in detail, and introduces paediatric echocardiography and congenital conditions encountered in adult practice. In addition, some complimentary techniques used in cardiac diagnosis and care are presented. Distance learning modules are provided and are supported by on-campus lectures and tutorials.

MRTY5071
Vascular Sonography

Credit points: 6 **Teacher/Coordinator:** Ms Lucy Taylor-Turner **Session:** Semester 1 **Classes:** Distance Education and Block attendance **Assessment:** Assignments and examination **Campus:** Cumberland **Mode of delivery:** Distance Education/Intensive on Campus

This unit of study provides students with an understanding of both non-invasive and sonographic methods of detection of vascular disease processes. Distance learning modules are provided and are supported by on-campus lectures and tutorials.

MRTY5072
Independent Study in Sonography

Credit points: 6 **Teacher/Coordinator:** Ms Jill Clarke **Session:** Semester 1, Semester 2 **Classes:** Distance Education, on-campus attendance is not necessary **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 is not necessary.

MRTY5073
Abdominal Sonography

Credit points: 6 **Teacher/Coordinator:** Ms Lucy Taylor-Turner **Session:** Semester 2 **Classes:** Block attendance **Assessment:** Assignments, film reading test and examination **Campus:** Cumberland **Mode of delivery:** Distance Education/Intensive on Campus

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 Jane Fonda **Session:** Semester 2 **Classes:** Distance Education and Block attendance **Assessment:** Assignments, film reading and examination **Practical field work:** Minimum 18 hours/week **Campus:** Cumberland **Mode of delivery:** Distance Education/Intensive on Campus

This unit examines in detail sonography applied to superficial organs and structures, including basic peripheral vascular introduction to cardiac and musculoskeletal sonography. Distance learning modules are provided and supported by lectures and tutorials in an on-campus block.

MRTY5075
Cardiac Measurement Techniques

Credit points: 6 **Teacher/Coordinator:** Ms Jill Clarke **Session:** Semester 2 **Classes:** Distance Education and Block attendance **Assessment:** Assignments and examination **Campus:** Cumberland **Mode of delivery:** Distance Education/Intensive on Campus

This unit covers cardiac physiological measurement techniques used in clinical settings. Distance learning modules are provided and are supported by lectures and tutorials in an on-campus block.

MRTY5076
Paediatric Sonography

Credit points: 6 **Teacher/Coordinator:** Ms Jill Clarke **Session:** Semester 2 **Classes:** Distance Education **Assessment:** Assignments as negotiated **Campus:** Cumberland **Mode of delivery:** Distance Education

This unit covers general sonography as applied to the paediatric patient, including patient care and studies unique to the paediatric population. This unit will be facilitated in a distance education mode.

MRTY5078
Clinical Practice: Abdominal Sonography

Credit points: 4 **Teacher/Coordinator:** Ms Jane Fonda **Session:** Semester 1, Semester 2 **Classes:** Distance Education **Assessment:** Clinical skills assessments **Practical field work:** Minimum 18 hours/week **Campus:** Cumberland **Mode of delivery:** Distance Education

This unit covers the application of sonography in the clinical environment, in order for the student to develop skills as taught in Abdominal Sonography (MRTY5073).

MRTY5079
Clinical Prac in Ob & Gyn Sonography

Credit points: 4 **Teacher/Coordinator:** Ms Jane Fonda **Session:** Semester 1, Semester 2 **Classes:** Distance Education **Assessment:** Clinical skills assessments **Practical field work:** Minimum 18 hours/week **Campus:** Cumberland **Mode of delivery:** Distance Education

This unit covers the application of sonography in the clinical environment, in order for the student to develop skills as taught in Sonography in Obstetrics and Gynaecology (MRTY5069).

MRTY5080
Clinical Prac in Superficial Str Sono

Credit points: 4 **Teacher/Coordinator:** Ms Jane Fonda **Session:** Semester 1, Semester 2 **Classes:** Distance Education **Assessment:** Clinical skills assessments **Practical field work:** Minimum 18 hours/week **Campus:** Cumberland **Mode of delivery:** Distance Education

This unit covers the application of sonography in the clinical environment, in order for the student to develop skills as taught in Superficial Structures Sonography (MRTY5074).

MRTY5081
Clinical Practice in Vascular Sonography

Credit points: 4 **Teacher/Coordinator:** Ms Lucy Taylor-Turner **Session:** Semester 1, Semester 2 **Classes:** Distance Education **Assessment:** Clinical skills assessments **Practical field work:** Minimum 18 hours/week **Campus:** Cumberland **Mode of delivery:** Distance Education

This unit covers the application of vascular sonography in the clinical environment, in order for the student to develop skills as taught in Vascular Sonography (MRTY5071).

MRTY5082
Clinical Prac in Cardiac Measurements

Credit points: 4 **Teacher/Coordinator:** Ms Jill Clarke **Session:** Semester 1, Semester 2 **Classes:** Distance Education **Assessment:** Clinical skills assessments **Practical field work:** Minimum 8 hours/week **Campus:** Cumberland **Mode of delivery:** Distance Education

This unit covers the application of cardiac measurement techniques in the clinical environment, in order for the student to develop skills as taught in Cardiac Measurement Techniques (MRTY5075).

MRTY5083
Clinical Practice in Cardiac Sonography

Credit points: 4 **Teacher/Coordinator:** Ms Jill Clarke **Session:** Semester 1, Semester 2 **Classes:** Distance Education **Assessment:** Clinical skills assessments **Practical field work:** Minimum 18 hours/week **Campus:** Cumberland **Mode of delivery:** Distance Education

This unit covers the application of cardiac sonography in the clinical environment, in order for the student to develop skills as taught in MRTY5070 Cardiac Sonography

MRTY5084
Clinical Practice: Paediatric Sonography

Credit points: 4 **Teacher/Coordinator:** Ms Jill Clarke **Session:** Semester 1, Semester 2 **Classes:** Distance Education **Assessment:** Clinical skills assessments **Practical field work:** Minimum 18 hours/week **Campus:** Cumberland **Mode of delivery:** Distance Education

This unit covers the application of paediatric sonography in the clinical environment, in order for the student to develop skills as taught in Paediatric Sonography (MRTY5076).

MRTY5085
Clinical Practice in Independent Study

Credit points: 4 **Teacher/Coordinator:** Ms Jill Clarke **Session:** Semester 1, Semester 2 **Classes:** Distance Education **Assessment:** Clinical skills assessment **Practical field work:** Minimum 18 hours/week **Campus:** Cumberland **Mode of delivery:** Distance Education

This unit covers the application of an investigation of sonographic practice in the clinical environment, in order for the student to develop skills as acquired in Independent Study in Sonography (MRTY 5072).

MRTY5086
Investigative Project

Credit points: 8 **Teacher/Coordinator:** Ms Jill Clarke **Session:** Semester 1, Semester 2 **Classes:** Distance Education **Assessment:** Dissertation **Campus:** Cumberland **Mode of delivery:** Distance Education

This unit provides the student with the opportunity to undertake a supervised project. This will consist of either a substantial literature review and critique on a topic of interest to the student from the student's major field, or a research oriented project in which the student may carry out a small pilot study aiming towards the development of a research proposal for a future Master's (Research) or PhD project. This unit of study can be facilitated on-campus or off-campus.

MRTY5087
Advanced MR Theory

Credit points: 6 **Teacher/Coordinator:** Mr John Robinson **Session:** Semester 1, Semester 2 **Classes:** Distance Education **Assumed knowledge:** It is recommended that MRTY5051 MR Theory and MRTY5052 MR Applications I be completed prior to studying this unit **Assessment:** Continuous assessment, no examination **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 regular and constant access to a magnetic resonance imaging site. The delivery will be in distance education mode and will utilise a range of media, including printed material, CD ROM and floppy disks.

MRTY5088
Physics and Instrumentation I

Credit points: 6 **Teacher/Coordinator:** Mr Barrie Egerton **Session:** Semester 1 **Classes:** Block attendance **Assessment:** Assignments, test and compulsory pass examination **Campus:** Cumberland **Mode of delivery:** Distance Education/Intensive on Campus

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

1. Applied Physics and Technology of Diagnostic Ultrasound (1997). Gent, R.
2. Diagnostic Ultrasound: Principles and Instruments (2001). Kremkau, FW.

MRTY5089
MRI Project

Credit points: 6 **Teacher/Coordinator:** Mr John Robinson **Session:** Semester 1, Semester 2 **Classes:** Distance Education **Assumed knowledge:** Students are advised to complete at least two MR units of study before undertaking this unit. **Assessment:** Negotiated assessment **Campus:** Cumberland **Mode of delivery:** Distance Education

This unit allows the student studying MRI, in collaboration with the University supervisor and the student's employer, to tailor the content and mode of presentation to suit the needs of the student and the workplace. For example, new technology or procedures may be introduced into the workplace, necessitating changes in the knowledge, skills and attributes of the student or the MRI practitioners. This unit will require a learning contract that will achieve the desired educational outcomes to be negotiated and agreed upon by all parties. The unit of study will be directed towards MRI and may comprise a literature review covering the development and applications of a new technology, a specific workplace experience and analysis, or it may comprise a combination of these elements.

MRTY5090
Advanced Multiplanar Anatomy A

Credit points: 6 **Teacher/Coordinator:** Dr Ann Poulos **Session:** Semester 2 **Classes:** Distance Education **Assessment:** Continuous assessment, no examinations **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 examinations **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, CD ROM and floppy disks.

MRTY5094
Brachytherapy Theory

Credit points: 6 **Teacher/Coordinator:** Ms Louise Gately **Session:** Semester 1 **Classes:** Distance Education **Assumed knowledge:** Some clinical experience in brachytherapy **Assessment:** Continuous assessment, no examinations **Campus:** Cumberland **Mode of delivery:** Distance Education

This unit will provide an understanding of the historical development of brachytherapy and increased knowledge of the fundamental principles of brachytherapy techniques, dosimetry, planning and delivery. Content includes: historical perspective of brachytherapy; implantation techniques; instrumentation fundamentals - delivery systems, sources, dosimetry; principles of brachytherapy planning; radiobiology and protection.

Textbooks

Essential reading (articles, book extracts) provided in course notes

MRTY5095
Brachytherapy Applications

Credit points: 6 **Teacher/Coordinator:** Ms Louise Gately **Session:** Semester 2 **Classes:** Distance education to local and international students 8-10 hours per week **Assumed knowledge:** Understanding of fundamentals and principles of brachytherapy to the level reached in the unit MRTY5094 Brachytherapy Theory. Access to clinical Brachytherapy and a mentor is essential. **Assessment:** Assignments **Campus:** Cumberland **Mode of delivery:** Distance Education

Note: Students require access to clinical patient cases to complete this unit. Students are expected to complete at least three patient cases per month.

This unit will cover the practical applications of the three main modes of brachytherapy; intracavitary, intrauminal (intravascular) and interstitial. Factors considered will be common disease sites; indications for brachytherapy in the overall management of disease; implantation procedures; planning; treatment and post implant care. An understanding of the practical appplications of brachytherapy; knowledge and skills to carry out a range of brachytherapy procedures will be covered. The role and indications for brachytherapy as a treatment option in the overall management of disease are presented.

Textbooks

Essential reading (articles, book extracts) provided in course notes.

MRTY5096
Advanced Nuclear Medicine Practice

Credit points: 6 **Teacher/Coordinator:** Ms Edwina Adams **Session:** Semester 2 **Classes:** Distance Education **Assumed knowledge:** Clinical experience in nuclear medicine **Assessment:** Continuous **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:** Ms Edwina Adams **Session:** Semester 1, Semester 2 **Classes:** Distance Education **Assumed knowledge:** Clinical experience in nuclear medicine **Assessment:** Continuous **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:** Mr John Robinson **Session:** Semester 1, Semester 2 **Classes:** Distance Education **Assumed knowledge:** It is recommended that MRTY5030 Advanced Radiographic Pathology be completed before taking this unit. **Assessment:** Continuous assessment, no examination. **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 appendicular 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:** Mr John Robinson **Session:** Semester 2 **Classes:** 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 examination. **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:** Mr John Robinson **Session:** Semester 2 **Classes:** Distance education **Assumed knowledge:** It is recommended that students complete MRTY5098 Radiographic Image Interpretation A prior to enrolling in this unit. **Assessment:** Continuous assessment, no examination. **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.

MRTY5101
Radiographic Image Interpretation Study

Credit points: 6 **Teacher/Coordinator:** Mr Warren Reed **Session:** Semester 2 **Classes:** Distance education **Assumed knowledge:** it is recommended that MRTY5098 Radiographic Image Interpretation A be completed before enrolling in this unit. **Assessment:** continuous assessment, no examination. **Campus:** Cumberland **Mode of delivery:** Distance Education

This unit allows the student, in collaboration with a University superviser, to focus on issues relating to the reporting of radiographs by radiographers. The student will be directed to investigate two topics that relate to the implementation of a radiographic reporting service and the ways in which the quality of such a service can be maintained.

MRTY5102
Musculoskeletal Sonography

Credit points: 6 **Teacher/Coordinator:** Ms Jill Clarke **Session:** Semester 1 **Classes:** Block mode: total 16 hours **Assessment:** Assignments, film reading test and examination. **Campus:** Cumberland **Mode of delivery:** Block Mode

This unit examines in detail sonography of the soft tissues of the musculoskeletal system. Teaching and learning in this unit will include lectures and tutorials held on campus in the evenings.

MRTY5103
Clinical Prac in Musculoskeletal Sono

Credit points: 4 **Teacher/Coordinator:** Ms Jill Clarke **Session:** Semester 1, Semester 2 **Classes:** Distance Education **Assessment:** Clinical skills assessments. **Practical field work:** Recommended minimum 8 hrs/week. **Campus:** Cumberland **Mode of delivery:** Distance Education

This unit covers the application of sonography in the clinical environment, in order for the student to develop skills as covered in MRTY5102 Musculoskeletal Sonography.

MRTY5104
Breast Sonography

Credit points: 6 **Teacher/Coordinator:** Ms Jill Clarke **Session:** Semester 2 **Classes:** Distance education, independent learning **Assessment:** Assignments, film reading test and examination. **Campus:** Cumberland **Mode of delivery:** Distance Education

This unit examines in detail sonography of the soft tissues of the breast and related structures.

MRTY5105
Clinical Practice in Breast Sonography

Credit points: 4 **Teacher/Coordinator:** Ms Jane Fonda **Session:** Semester 1, Semester 2 **Classes:** Distance Education **Assessment:** Clinical skills assessments **Practical field work:** Recommended minimum of 8 hrs/week **Campus:** Cumberland **Mode of delivery:** Distance Education

This unit covers the application of sonography in the clinical environment in order for the student to develop skills as covered in Breast Sonography MRTY5104.

27. Occupational Therapy

Graduate Certificate of Health Science (Occupational Therapy)

The Graduate Certificate of Health Science (Occupational Therapy) is a fee paying course which is designed to provide specific professional development for occupational therapists who wish to extend the knowledge, skills and attitude required by their professional roles of Practitioner and Learner/Teacher.

Participants enrolled in this program may complete their studies with a specialist focus: a specialty requires that 75 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.

Units of study in the Graduate Certificate are embedded in the Master's by Coursework and may be credited against the requirements of this program.

Admission requirements

Applicants for admission to the Graduate Certificate 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 outline for the Graduate Certificate of Health Science (Occupational Therapy) is presented in Table 27.1.

Table 27.1: Graduate Certificate of Health Science (Occupational Therapy)

Unit of study	*Credit points*	*A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition*	*Session*
Course code: SG022, Credit points for award: 24			
Full-time, 1 semester			
Part-time, 2 semesters			
Off-campus, 2 semesters			
Full-time mode			
Semester 1			
Choose 24 credit points from the relevant topics/electives [24] (see note below)			
Part-time mode			
Semester 1			
Choose 12 credit points from the relevant topic/electives [12] (see note below)			
Semester 2			
Choose 12 credit points from the relevant topics/electives [12] (see note below)			
Note			
For Topics in Theory, see section A under Master of Health Science (Occupational Therapy) by coursework Electives. For Topics in Research, see section B under Master of Health Science (Occupational Therapy) by coursework Electives. For Professional Practice Topics, see section C under Master of Health Science (Occupational Therapy) by coursework Electives. For Faculty electives, see Chapter 31.			

Master of Health Science (Occupational Therapy)

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

See Graduate Certificate of Health Science (Occupational Therapy) above.

Course outline

The course outlines for the Master of Health Science (Occupational Therapy) Pass and Honours are presented in Tables 27.2 and 27.2.1.

Table 27.2: Master of Health Science (Occupational Therapy) Pass

Unit of study	*Credit points*	*A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition*	*Session*
Course code: SC074, Credit points for award: 48			
Full-time, 2 semesters			
Part-time, 4 semesters			
Off-campus, 2 to 4 semesters			
Full-time mode			
Year 1			
Choose 48 credit points from:			
Topics in Theory (at least 6 credit points) (see note 1)			
Topics in Research (at least 6 credit points) (see note 2)			
Professional Practice Topics (see note 3)			
Part-time mode			
Year 1			
Choose 24 credit points from:			
Topics in Theory (at least 6 credit points) (see note 1)			
Topics in Research (at least 6 credit points) (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 27.2.1.			
2. Topics in Research are listed in Section B of Master of Health Science (Occupational Therapy) electives outlined below Table 27.2.1.			
3. Professional Practice Topics are listed in Section C of Master of Health Science (Occupational Therapy) electives outlined below Table 27.2.1.			

Table 27.2.1: Master of Health Science (Occupational Therapy) Honours

Unit of study	*Credit points*	*A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition*	*Session*
Course code: SC075, Credit points for award: 60			
Full-time, 3 semesters			
Part-time, 5 semesters			
Off-campus, 5 semesters			
Full-time mode			
Year 1			
As per Pass course			
Year 2			
OCCP5136 Dissertation	12	**A** Normally student doing Dissertation has already completed 48 credit points.	Semester 1 Semester 2

Unit of study	Credit points	A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition	Session
Part-time mode			
Years 1 and 2			
As per Pass course			
Year 3			
OCCP5136 Dissertation	12	**A** Normally student doing Dissertation has already completed 48 credit points.	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)
2. Specialty Theory units

(B) Topics in Research

(minimum 6 credit points)

(C) Professional Practice Topics

1. Topics in Assessment
2. Topics in Service Delivery
3. Topics in Enhancing Human Occupation
4. Practice Topics
5. Inquiry Topics/Projects

Electives for Graduate Certificate/Master of Health Science (Occupational Therapy)

Unit of study	Credit points	A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition	Session
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			
OCCP5104 Understanding Health Science Theory	3	**N** OCCP5186 *OCCP5104 and OCCP5146 combined are equivalent to the 6 credit point OCCP5186 Theory in Occupational Therapy*	Semester 1
OCCP5146 Applied Theory of Occupations	3	**N** OCCP5186 *OCCP5104 and OCCP5146 combined are equivalent to the 6 credit point OCCP5186 Theory in Occupational Therapy.*	Semester 1
OCCP5186 Theory in Occupational Therapy	6	**N** OCCP5104, OCCP5146 *This unit is equivalent to OCCP5104 and OCCP5146 together*	Semester 1
Specialty Theory units			
OCCP5053 Environmental Modification Foundations	6	*Open to MOT students.*	Semester 1
OCCP5142 Theory in Community Practice	6		Semester 2
B. Topics in Research			
BACH5328 Evaluating Health Interventions	6		Semester 1 Semester 2
OCCP5068 Program Evaluation	6		Semester 2
OCCP5145 Research Elective Independent Study	6	**A** BACH1143 Designing Health Research and BACH 1145 Quantitative Health and Social Research and BACH1147 Qualitative Health and Social Research, or equivalent. *For Occupation and Leisure Sciences graduate research students only*	Semester 1 Semester 2
or			
Faculty and other research electives			
C. Professional Practice Topics			
Professional Practice Topics are divided into five broad topic areas:			
1. Topics in Assessment			
2. Topics in Service Delivery			
3. Topics in Enhancing Human Occupation			
4. Practice Topics			
5. Inquiry Topics/Projects			
Master's candidates are required to complete a minimum of 36 credit points from Professional Practice Topics but there are no minimum credit requirements from these five broad topic areas.			

Unit of study	*Credit points*	*A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition*	*Session*
1. Topics in Assessment			
OCCP5051 **Environmental Modification Measurement**	6	**P** Prior experience with Access Auditing or home visiting (usually satisfied by an UG degree in OT or the completion of OCCP1036 Human Occupations 1B)	Semester 1
OCCP5110 **Measuring Occupation 1**	3		Semester 1 Semester 2
OCCP5191 **Assessing Play: Top to Toes**	3	**A** Moderate knowledge of normal child development	Semester 2
OCCP5200 **PRPP System of Assessment Introduction**	3	**N** OCCP5152, OCCP5153, OCCP5201	Semester 2
OCCP5201 **PRPP System of Assessment**	6	**N** OCCP5152, OCCP5153, OCCP5200	Semester 2
or			
Faculty and other research electives			
2. Topics in Service Delivery			
OCCP5189 **Consultation: The Other Service Delivery**	6		Semester 1
3. Topics in Enhancing Human Occupation			
OCCP5054 **Environmental Modification Communication**	6	*Open to MOT students.*	Semester 2
OCCP5055 **Computer Aided Drafting for OT**	6	*Open to MOT students.*	Semester 2
OCCP5116 **Specialist Intervention 1**	3		Semester 1 Semester 2
OCCP5127 **Enhancing Functional Reach** *This unit of study is not available in 2007*	3	*Note: Department permission required for enrolment*	
OCCP5138 **Specialised Seating**	3		Semester 2
OCCP5143 **Driving Assessment and Training A**	6	**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 *This unit of study must be taken concurrently with OCCP5144 Driving Assessment and Training B and are conducted in the same two week block.*	Semester 1
OCCP5144 **Driving Assessment and Training B**	6	**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. *This unit of study must be taken concurrenlty with OCCP5143 Driving Assessment and Training A and are conducted in the same two week block.*	Semester 1
OCCP5187 **Falls Prevention With Older People**	6		Semester 2
OCCP5206 **Specialist Intervention**	6	*Open to MOT students*	Semester 1 Semester 2
4. Practice Topics			
OCCP5175 **Practice Topic 1**	6		Semester 1 Semester 2
OCCP5198 **Using Water to Promote Participation 1**	3	**N** OCCP5199 Using Water to Promote Participation 2	Semester 2
OCCP5199 **Using Water to Promote Participation 2**	6	**N** OCCP5198 Using Water to Promote Participation 1 *Open to MOT students.*	Semester 2
OCCP5202 **Sensory Integration: Theory and App**	3	**N** OCCP5203	Semester 1
OCCP5203 **Sensory Integration: Theory and Evidence**	6	**N** OCCP5202	Semester 1
OCCP5204 **Sensory Processing and Autism**	6		Semester 2
OCCP5225 **Applied Paediatric Intervention in OT**	6	**A** Some paediatric experience preferred *Note: Department permission required for enrolment*	Semester 1 Semester 2
or			
Faculty and other research electives			
5. Inquiry Topics/Projects			
OCCP5070 **Selected Topic**	6	*Note: Department permission required for enrolment* *The focus of this unit may change from year to year. See School website for unit of study listings and additional details.*	Semester 1 Semester 2
OCCP5133 **Inquiry Topic 1**	6		Semester 1 Semester 2

Unit of study	Credit points	A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition	Session
OCCP5134 Inquiry Topic 2	6		Semester 1 Semester 2
OCCP5185 Selected Topic	3		Semester 1 Semester 2

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 a relevant 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".

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 at least a credit grade average in their undergraduate degree studies; and
- possess a relevant undergraduate degree from an institution recognised by the University of Sydney. Relevance implies that at least 40 per cent of the content of the applicant's undergraduate degree will be relevant to the field of occupational therapy. For applicants whose undergraduate degree has less than 40 per cent relevant content, entry may be possible through successful completion of undergraduate units in areas of relevance.

Note: Students are commonly advised to complete Year 1 of the Bachelor of Applied Science (Occupational Therapy) course at the University of Sydney.

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 commencment 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 whose prior undergraduate education contained limited behavioural or biomedical sciences content can supplement their entry learning and improve their course outcomes by completing bridging courses, continuing education programs and student learning assistance courses offered by the Faculty and University.
4. Students will be expected to demonstrate competence in computing skills, particularly word processing and internet searching skills from the beginning of the course.

Course outline

The course outlines for the Master of Occupational Therapy are presented in Tables 27.3 and 27.4.

Table 27.3: Master of Occupational Therapy

Unit of study	Credit points	A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition	Session
Course code: SC063 Credit points for award: 96			
Full-time, 4 semesters			
Part-time, 8 semesters			
Full-time mode			
Year 2 (last offered in 2007)			
Semester 1			
OCCP5086 Problem Identification in Practice 1	4		Semester 1
OCCP5088 Activity Adaptation in Practice 1	2		Semester 1
OCCP5090 OT Intervention in Practice 1	4		Semester 1
OCCP5092 Evaluation and Research in Practice 1	4		Semester 1
OCCP5094 Professional Management in Practice 1	3		Semester 1
OCCP5096 Professional Presentation in Practice 1	3		Semester 1
Elective [3] (see note below)			
Semester 2			
OCCP5087 Problem Identification in Practice 2	4		Semester 2
OCCP5089 Activity Adaptation in Practice 2	2		Semester 2

Unit of study	*Credit points*	*A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition*	*Session*
OCCP5091 **OT Intervention in Practice 2**	4		Semester 2
OCCP5093 **Evaluation and Research in Practice 2**	4		Semester 2
OCCP5095 **Professional Management in Practice 2**	3		Semester 2
OCCP5097 **Professional Presentation in Practice 2**	3		Semester 2
Elective [4] (see note below)			
Note			
Students must complete 16 credit points of electives across the program. Students choose elective units of study from across the Faculty. Electives may vary from 2 to 6 credit points each. These could include the following elective:			
OCCP5098 **Elective Topic**	4		Semester 1 Semester 2
Part-time mode			
Year 2 (last offered in 2007)			
Semester 1			
OCCP5074 **Problem Identification I**	4		Semester 1
OCCP5076 **Activity Adaptation 1**	3		Semester 1
OCCP5179 **Problem Identification in Practice 1A**	2	*Note: Department permission required for enrolment*	Semester 1
OCCP5180 **Activity Adaption in Practice 1A**	1	*Note: Department permission required for enrolment*	Semester 1
OCCP5181 **OT Intervention in Practice 1A**	2	*Note: Department permission required for enrolment*	Semester 1
Semester 2			
OCCP5075 **Problem Identification 2**	4		Semester 2
OCCP5077 **Activity Adaptation 2**	3		Semester 2
OCCP5079 **OT Intervention 2**	4		Semester 2
Year 3 (last offered in 2008)			
Semester 1			
OCCP5092 **Evaluation and Research in Practice 1**	4		Semester 1
OCCP5182 **Problem Identification in Practice 1B**	2	*Note: Department permission required for enrolment*	Semester 1
OCCP5183 **Activity Adaptation in Practice 1B**	1	*Note: Department permission required for enrolment*	Semester 1
OCCP5184 **OT Intervention in Practice 1B**	2	*Note: Department permission required for enrolment*	Semester 1
Semester 2			
OCCP5093 **Evaluation and Research in Practice 2**	4		Semester 2
OCCP5095 **Professional Management in Practice 2**	3		Semester 2
OCCP5097 **Professional Presentation in Practice 2**	3		Semester 2
Year 4 (last offered in 2009)			
Semester 1			
OCCP5094 **Professional Management in Practice 1**	3		Semester 1
OCCP5096 **Professional Presentation in Practice 1**	3		Semester 1

Unit of study	*Credit points*	*A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition*	*Session*
Semester 2			
OCCP5087 **Problem Identification in Practice 2**	4		Semester 2
OCCP5089 **Activity Adaptation in Practice 2**	2		Semester 2
OCCP5091 **OT Intervention in Practice 2**	4		Semester 2

Table 27.4: Master of Occupational Therapy

Unit of study	*Credit points*	*A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition*	*Session*
Course code: SC063; Credit points for award: 96			
Full-time, on-campus, 4 semesters			
Part-time, on-campus, 8 semesters			
Full-time mode			
Year 1 (first offered in 2007)			
Semester 1			
OCCP5207 **Assessing Evidence for OT Practice**	6	**C** OCCP5211 Fieldwork 1	Semester 1
OCCP5211 **Fieldwork 1**	3	**C** OCCP5216 Human Occupations, OCCP5217 OT Assessment and Planning	Semester 1
OCCP5216 **Human Occupations**	3	**A** Biomedical and behavioural sciences knowledge	Semester 1
OCCP5217 **OT Assessment and Planning**	6	**A** English and computing skills **C** OCCP5216 Human Occupations	Semester 1
OCCP5222 **Psychosocial and Cognitive Strategies**	6	**C** OCCP5217 OT Assessment and Planning	Semester 1
SEMESTER 1 TOTAL: 24 CREDIT POINTS			
Semester 2			
OCCP5208 **Biomechanical & Sensorimotor Strategies**	6	**P** OCCP 5217 OT Assessment and Planning	Semester 2
OCCP5212 **Fieldwork 2**	3	**C** OCCP5223 Reflexive Practice 1	Semester 2
OCCP5218 **OT in Home and Community Environments**	6	**P** OCCP5217 OT Assessment and Planning **C** OCCP5208 Biomechanical & Sensorimotor Strategies	Semester 2
OCCP5219 **OT in School and Work Environments**	6	**P** OCCP5217 OT Assessment and Planning, OCCP5222 Psychosocial & Cognitive Strategies **C** OCCP5208 Biomechanical & Sensorimotor Strategies	Semester 2
OCCP5223 **Reflexive Practice 1**	3	**C** OCCP5212 Fieldwork 2	Semester 2
SEMESTER 2 TOTAL: 24 CREDIT POINTS			
Year 2 (first offered in 2008)			
Semester 1			
OCCP5209 Evaluating OT Outcomes [3]			
OCCP5210 Evaluating OT Programs [6]			
OCCP5213 Fieldwork 3 [6]			
OCCP5220 Person-Environment-Occpuation I [6]			
OCCP5221 Person-Environment-Occupation 2 [3]			
SEMESTER 1 TOTAL: 24 CREDIT POINTS			
Semester 2			
OCCP5214 Fieldwork 4 [9]			
OCCP5215 Fieldwork 5 [9]			
OCCP5224 Reflexive Practice 2 [3]			
Elective [3]			
SEMESTER 2 TOTAL: 24 CREDIT POINTS			

Unit of study	*Credit points*	*A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition*	*Session*
Part-time mode			
Year 1 (first offered in 2007)			
Semester 1			
OCCP5211 Fieldwork 1	3	**C** OCCP5216 Human Occupations, OCCP5217 OT Assessment and Planning	Semester 1
OCCP5216 Human Occupations	3	**A** Biomedical and behavioural sciences knowledge	Semester 1
OCCP5217 OT Assessment and Planning	6	**A** English and computing skills **C** OCCP5216 Human Occupations	Semester 1
SEMESTER 1 TOTAL: 12 CREDIT POINTS			
Semester 2			
OCCP5208 Biomechanical & Sensorimotor Strategies	6	**P** OCCP 5217 OT Assessment and Planning	Semester 2
OCCP5218 OT in Home and Community Environments	6	**P** OCCP5217 OT Assessment and Planning **C** OCCP5208 Biomechanical & Sensorimotor Strategies	Semester 2
SEMESTER 2 TOTAL: 12 CREDIT POINTS			
Year 2 (first offered in 2008)			
Semester 1			
OCCP5207 Assessing Evidence for OT Practice	6	**C** OCCP5211 Fieldwork 1	Semester 1
OCCP5222 Psychosocial and Cognitive Strategies	6	**C** OCCP5217 OT Assessment and Planning	Semester 1
SEMESTER 1 TOTAL: 12 CREDIT POINTS			
Semester 2			
OCCP5212 Fieldwork 2	3	**C** OCCP5223 Reflexive Practice 1	Semester 2
OCCP5219 OT in School and Work Environments	6	**P** OCCP5217 OT Assessment and Planning, OCCP5222 Psychosocial & Cognitive Strategies **C** OCCP5208 Biomechanical & Sensorimotor Strategies	Semester 2
OCCP5223 Reflexive Practice 1	3	**C** OCCP5212 Fieldwork 2	Semester 2
SEMESTER 2 TOTAL: 12 CREDIT POINTS			
Year 3 (first offered in 2009)			
Semester 1			
OCCP5213 Fieldwork 3 [6]			
OCCP5220 Person-Environment-Occupation I [6]			
SEMESTER 1 TOTAL: 12 CREDIT POINTS			
Semester 2			
OCCP5214 Fieldwork 4 [9]			
Elective [3]			
SEMESTER 2 TOTAL: 12 CREDIT POINTS			
Year 4 (first offered in 2010)			
Semester 1			
OCCP5209 Evaluating OT Outcomes [3]			
OCCP5210 Evaluating OT Programs [6]			
OCCP5221 Person-Environment-Occupation 2 [3]			
SEMESTER 1 TOTAL: 12 CREDIT POINTS			
Semester 2			
OCCP5215 Fieldwork 5 [9]			
OCCP5224 Reflexive Practice 2 [3]			
SEMESTER 2 TOTAL: 12 CREDIT POINTS			
Note			
Accelerated three year program is available. Students wishing to change from part-time to full-time mode must consult with the course coordinator in advance before enrolling for Year 3.			

Master of Applied Science (Occupational Therapy) by Research – SC008

The Master of Applied Science (Occupational Therapy) by Research has an applied research thesis format supplemented with a set of enabling components. The course is designed to provide opportunity for advanced study, critical evaluation, and research in specific areas of occupational therapy. The course may be completed full-time or part-time.

Admission requirements

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) by Research 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) by Research degree.

Time limits

The maximum length would normally be four semesters full-time and eight semesters part-time.

Course outline

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.

Units of study

Note: Units of study on offer will vary from year to year. Please check the Faculty website: http://www.fhs.usyd.edu.au/ for details.

GradCert/MHlthSc (Occupational Therapy)

BACH5328

Evaluating Health Interventions

Credit points: 6 **Teacher/Coordinator:** Dr Ian Hughes (02) 9351 9582 email: i.hughes@fhs.usyd.edu.au **Session:** Semester 1, Semester 2 **Classes:** Web based. Some optional evening classes may be offered. In semester 1, four optional face-to-face workshops may be offered if there is sufficient demand. **Assessment:** Continuous. Project based assignments and participation. **Campus:** Cumberland **Mode of delivery:** On-line

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. www.fhs.usyd.edu.au/bach/5328

Textbooks

J.Ovretreit (1998) Evaluating Health Interventions, Buckingham: Open University Press. www.fhs.usyd.edu.au/bach/5328
See www.usyd.edu.au/bach/5238.

OCCP5051

Environmental Modification Measurement

Credit points: 6 **Teacher/Coordinator:** Dr Catherine Bridge (02) 93519376. Email: C.Bridge@fhs.usyd.edu.au **Session:** Semester 1 **Classes:** Distance education. Independent learning with email support, three teleconferences and option for formative assessment **Prerequisites:** Prior experience with Access Auditing or home visiting (usually satisfied by an UG degree in OT or the completion of OCCP1036 Human Occupations 1B) **Assessment:** Video (40%), 3000 word report (60%) **Campus:** Cumberland **Mode of delivery:** Distance Education

This unit of study examines formal and informal tools that have been developed to evaluate the impact of the built environment for persons with disabilities. These tools include checklists and post occupancy evaluation protocols. In addition students will develop skill in correct use and practice with retractable measures, builders levels, stud finders, light meters and load measures. This will be achieved through practice utilising tools during tutorial sessions as well as practice utilising tools to evaluate buildings within their community. Students will examine the theoretical base, underlying assumptions, strengths, limitations and suitability for use in assessing the built environment. Learning experiences include three tele-tutorials, email and peer study support groups and the use of video for modelling, self-reflection and practical skill assessment.

Textbooks

Course manual or workbook may be required

OCCP5053

Environmental Modification Foundations

Credit points: 6 **Teacher/Coordinator:** Dr Catherine Bridge (02) 9351 9376 **Session:** Semester 1 **Classes:** Intensive block mode (2 days) with independent learning and email support. **Assessment:** Two 3,000 word reports (50% each). **Campus:** Cumberland **Mode of delivery:** Block Mode

Note: Open to MOT students.

This unit of study is delivered as a combination of a weekend workshop and independent learning. It examines the expertise that can be acquired via application and interpretation of regulatory standards viewed within a foundational framework of human, activity and spatial interactions. Material to be covered will include general principles for design of buildings to enhance access and mobility. Design standards will be examined in relation to their history, assumptions, applicability and research base. Students will critically evaluate the appropriate application of standards in eliminating access barriers both publicly and privately. Learning experiences include student discussion and problem solving around clinical cases.

Textbooks

Course Manual or Workbook may be required.

OCCP5054

Environmental Modification Communication

Credit points: 6 **Teacher/Coordinator:** Dr Catherine Bridge (02) 9351 9376. Email: c.bridge@fhs.usyd.edu.au **Session:** Semester 2 **Classes:** Distance education, independent learning with 2 teleconferences and option for formative assessment. **Assessment:** Audio cassette (40%) and 3,000 word report (60%). **Campus:** Cumberland **Mode of delivery:** Distance Education

Note: Open to MOT students.

This six-credit point distance education subject, is run over the whole semester. Students will analyse the communication needs of a range of stakeholders (clients, architects, builders and tradesman) in order to determine the knowledge and skills required for getting their environment expertise utilized. To achieve this students will apply basic consulting skills using verbal and written media. The basis

distance learning materials are packaged electronically and are accompanied by two teleconferences and ongoing support via the internet.

Textbooks
Course Manual or Workbook may be required.

OCCP5055
Computer Aided Drafting for OT

Credit points: 6 **Teacher/Coordinator:** Dr Catherine Bridge (02) 9351 9376. Email: c.bridge@fhs.usyd.edu.au **Session:** Semester 2 **Classes:** Intensive block mode (2 days) with independent learning and email support. **Assessment:** 2,000 word report (40%) and set of drawing demonstrating CAD mastery and graphic symbol manipulation (60%). **Campus:** Cumberland **Mode of delivery:** Distance Education/Intensive on Campus

Note: Open to MOT students.

This unit of study is delivered as a combination of a weekend workshop and independent learning. It focuses on occupational therapy skills in representing changes to the built environment using drawing techniques. Students examine various computer aided design (CAD) packages that can be used to simplify and facilitate representation of problems and potential solutions in buidling design. Students also learn how to critically select and operate CAD software to produce appropriate plan drawings and front and side elevations. Learning experiences include overview of graphic communication principles, case presentations and problem solving tutorials using a range of CAD software.

Textbooks
Course Manual or Workbook may be required.

OCCP5068
Program Evaluation

Credit points: 6 **Teacher/Coordinator:** Dr Christine Chapparo (02) 9351 9206 **Session:** Semester 2 **Classes:** Distance education with 1 x 3 days intensive block. **Assessment:** Continuous assessment. **Campus:** Cumberland **Mode of delivery:** Distance Education/Intensive on Campus

This unit is designed to introduce participants to many of the issues and practices in evaluation of occupational therapy programs. The context will focus on exploration of issues in occupational therapy program evaluation; developing evaluation questions and design that are realistic within an occupational therapy work environment; examining and critiquing program evaluations that have been completed; application of program evaluation principles to various occupational therapy work environments and development of an evaluation proposal that is based on the evaluation needs of participants.

OCCP5070
Selected Topic

Credit points: 6 **Teacher/Coordinator:** Ms Judy Ranka (02) 93519207 **Session:** Semester 1, Semester 2 **Classes:** Independent learning, block mode or contract arrangement with supervisor **Assessment:** Assignments **Campus:** Cumberland **Mode of delivery:** Distance Education

Note: Department permission required for enrolment. Note: The focus of this unit may change from year to year. See School 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.

OCCP5104
Understanding Health Science Theory

Credit points: 3 **Teacher/Coordinator:** Ms Ruth Beltran (02) 9351 9295 **Session:** Semester 1 **Classes:** On campus evening classes. **Prohibitions:** OCCP5186 **Assessment:** Assignment **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Evening

Note: OCCP5104 and OCCP5146 combined are equivalent to the 6 credit point OCCP5186 Theory in Occupational Therapy

The purpose of this unit of study is for students to investigate theoretical and practice issues that impact on knowledge development and practice in the health professions. Epistemological orientation to practice, conceptual and theoretical structures, and framework for theory description, analysis, and critique will be explored. The student will develop an enhanced understanding of theory as a framework for practice and research and will develop an enhanced ability to critically appraise theoretical frameworks and conceptual models relevant to the health sciences/professions.

OCCP5110
Measuring Occupation 1

Credit points: 3 **Teacher/Coordinator:** Ms Judy Ranka (02) 9351 9207 **Session:** Semester 1, Semester 2 **Classes:** Distance education with one intensive block (3 days). **Assessment:** Assignments and/or examinations **Campus:** Cumberland **Mode of delivery:** Distance Education/Intensive on Campus

The purpose of this unit of study is to examine current instruments developed for use in various areas of occupational therapy practice. Students will choose one mode of assessment and study its theoretical base, assumptions, development, strengths, limitations and suitability for use with clients. Students will develop skill in test mechanics and interpretation of results of the chosen assessment mode through practice and use within their workplace.

Textbooks
List of core references available

OCCP5116
Specialist Intervention 1

Credit points: 3 **Teacher/Coordinator:** Ms Judy Ranka (O2) 9351 9207 **Session:** Semester 1, Semester 2 **Classes:** Distance education with one intensive block (3 days). **Assessment:** Assignments and/or examination **Campus:** Cumberland **Mode of delivery:** Distance Education/Intensive on Campus

This unit of study will provide the student with an opportunity to learn about a specific form of intervention used by occupational therapists. Students will explore the theoretical foundation of the intervention, critique the available research evidence about this intervention, and develop skill in applying the techniques of this approach.

Textbooks
List of core references available

OCCP5127
Enhancing Functional Reach

This unit of study is not available in 2007

Credit points: 3 **Teacher/Coordinator:** Ms Judy Ranka (02) 9351 9207 **Classes:** Distance education with intensive block attendance (3 days). **Assessment:** Combined written and practical assignment. **Campus:** Cumberland **Mode of delivery:** Distance Education/Intensive on Campus

Note: Department permission required for enrolment.

This module examines the use of various physical guidance models to improve performance of occupational tasks by people whose reach is compromised by neurological or developmental disorder. Each model will be examined relative to its theoretical base, assumptions and application to the specific therapeutic instruction for reach. Students will select one specific physical guidance model and develop skill in the associated therapeutic instructional methods that enable adults or children to perform the reach patterns required by their occupational performance. Learning experiences include seminars, problem solving around case studies, and videotape analysis of students' skill in their chosen model of physical guidance.

OCCP5133
Inquiry Topic 1

Credit points: 6 **Teacher/Coordinator:** Ms Judy Ranka (02) 93519207 **Session:** Semester 1, Semester 2 **Classes:** Independent learning, contract arrangement with supervisor **Assessment:** Assignments **Campus:** Cumberland **Mode of delivery:** Distance Education/Intensive on Campus

These units of study provide the student with the opportunity to investigate an area relevant to theory, practice and professional interests in occupational therapy or related disciplines. The outcome of this inquiry topic is a comprehensive paper that may involve an extended literature analysis and critical review and exposition of a range of knowledge and practice issues.

OCCP5134
Inquiry Topic 2

Credit points: 6 **Teacher/Coordinator:** Ms Judy Ranka (02) 93519207 **Session:** Semester 1, Semester 2 **Classes:** Independent learning, contract arrangement with supervisor **Assessment:** Assignments **Practical field work:** Depends on nature of topic **Campus:** Cumberland **Mode of delivery:** Distance Education

These units of study provide the student with the opportunity to investigate an area relevant to theory, practice and professional interests in occupational therapy or related disciplines. The outcome of this inquiry topic is a comprehensive paper that may involve an extended literature analysis and critical review and exposition of a range of knowledge and practice issues.

Textbooks
List of core references available

OCCP5136
Dissertation

Credit points: 12 **Teacher/Coordinator:** Ms Judy Ranka (02) 9351 9207 **Session:** Semester 1, Semester 2 **Classes:** Distance education/flexible delivery **Assumed knowledge:** Normally student doing Dissertation has already completed 48 credit points. **Assessment:** 12,000 words dissertation **Campus:** Cumberland **Mode of delivery:** Distance Education

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 School's master's coursework document that Honours Dissertation is an opportunity to understand an advanced investigation in a topic or issue through the development of either a proposal for independent research on that topic or a substantial paper that demonstrates the application of scholarly literature to a practical problem.

OCCP5138
Specialised Seating

Credit points: 3 **Teacher/Coordinator:** Ms Judy Ranka (02) 9351 9207 email J.Ranka@fhs.usyd.edu.au **Session:** Semester 2 **Classes:** Distance education CD-ROM and attendance at intensive block (2 days) **Assessment:** Theoretical and practical assignment equivalent to 5000 words **Campus:** Cumberland **Mode of delivery:** Distance Education/Intensive on Campus

This unit of study will cover the knowledge and skills required by occupational therapists and others to prescribe, evaluate and modify equipment that promotes effective sitting positions. Students will integrate principles of ergonomics, biomechanics and design to determine appropriate wheelchair and other seating options for children and adults whose physical function is compromised by neurological and/or musculoskeletal impairments. Learning experience will include CD-ROM self study followed by an intensive two day block mode

OCCP5142
Theory in Community Practice

Credit points: 6 **Teacher/Coordinator:** Ms Ruth Beltran (02) 9351 9295. Email: r.beltran@fhs.usyd.edu.au **Session:** Semester 2 **Classes:** Flexible delivery supported by online and other resources. Available off-campus and off-shore **Assessment:** Written paper- 3000 words (50%) (Linked to OBJ 6) synthesis theory, policy, population, specific discipline of student , promotion/communication contribution to online discussion on five modules responding to issues raised - 1800 words (30%), Reflections on and evidence of learning 1200 words (20%) **Campus:** Cumberland **Mode of delivery:** Distance Education

This unit explores the theories and perspectives that underpin community practice in relation to community development and promotion of health and wellness and the implications for discipline specific theory and practice. Students will gain knowledge which will expand their understanding, involvement, and expertise in community practice.

OCCP5143
Driving Assessment and Training A

Credit points: 6 **Teacher/Coordinator:** Ms Bernadette Walsh (02) 9351 9331. Email: b.walsh@fhs.usyd.edu.au **Session:** Semester 1 **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 (worth 25% each). 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: This unit of study must be taken concurrently with OCCP5144 Driving Assessment and Training B and are conducted in the same two week block.

These units of study are designed to provide the participant with the knowledge and skills necessary to complete comprehensive driving assessments and to design appropriate rehabilitation programs for clients with a variety of disabilities. Learning experiences include formal lectures, a variety of practicums (several with clients with disabilities), problem solving tutorials and student reading on: biomechanical, sensorimotor , cognitive and psychosocial aspects of driving, defensive driving techniques, road craft theory and application, vehicle prescription, modification prescription, off-road and on-road assessment methodology, design of driver rehabilitation programs, medico-legal issues and licensing policy and procedures. Successful completion of this course will qualify Occupational Therapists to be registered with the appropriate state licensing authorities as registered driving assessors. 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.

OCCP5144
Driving Assessment and Training B

Credit points: 6 **Teacher/Coordinator:** Ms Bernadette Walsh (02) 9351 9331. Email: b.walsh@fhs.usyd.edu.au **Session:** Semester 1 **Classes:** Intensive block mode, on-campus (2 weeks full-time, 9am to 5pm). **Corequisites:** OCCP5143 Driving Assessment and Training A. **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:** 7 assignments: assessment of client and report (58%) and 6 post-course reports (42%). 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: This unit of study must be taken concurrenlty with OCCP5143 Driving Assessment and Training A and are conducted in the same two week block.

These units of study are designed to provide the participant with the knowledge and skills necessary to complete comprehensive driving assessments and to design appropriate rehabilitation programs for clients with a variety of disabilities. Learning experiences include formal lectures, a variety of practicums (several with clients with disabilities), problem solving tutorials and student reading on: biomechanical, sensorimotor , cognitive and psychosocial aspects of driving, defensive driving techniques, road craft theory and application, vehicle prescription, modification prescription, off-road and on-road assessment methodology, design of driver rehabilitation programs, medico-legal issues and licensing policy and procedures. Successful completion of this course will qualify Occupational Therapists to be registered with the appropriate state licensing authorities as registered driving assessors. 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:** Dr Christine Chapparo (02) 9351 9206. Email: c.chapparo@fhs.usyd.edu.au **Session:** Semester 1, Semester 2 **Classes:** Independent learning - no on-campus attendance required. **Assumed knowledge:** BACH1143 Designing Health Research and BACH 1145 Quantitative Health and Social Research and BACH1147 Qualitative Health and Social Research, or equivalent. **Assessment:** Assignment (6000 words) 100% **Campus:** Cumberland **Mode of delivery:** Distance Education

Note: For Occupation and Leisure Sciences graduate research students only

This unit will function as an independent study program. As with other research elective units, it allows students to pursue an area of study related to the development of knowledge and skills in a specific area of research methodology in preparation for their research thesis. 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.

OCCP5146
Applied Theory of Occupations

Credit points: 3 **Teacher/Coordinator:** Ms Ruth Beltran (02) 9351 9295. Email: r.beltran@fhs.usyd.edu.au **Session:** Semester 1 **Classes:** Distance education; no on-campus attendance required. **Prohibitions:** OCCP5186 **Assessment:** Assignment, examination **Campus:** Cumberland **Mode of delivery:** Distance Education

Note: OCCP5104 and OCCP5146 combined are equivalent to the 6 credit point OCCP5186 Theory in Occupational Therapy.

The purpose of this unit of study is for students to engage in an in-depth exploration of a particular theoretical framework or conceptual model of occupations and examine its application and impact on research, practice, education, administration, and other relevant areas.

OCCP5175
Practice Topic 1

Credit points: 6 **Session:** Semester 1, Semester 2 **Classes:** Independent learning, block mode or contract arrangement with supervisor **Assessment:** Negotiated by contract with supervisor. **Campus:** Cumberland **Mode of delivery:** Distance Education

This unit of study provides the student with the opportunity to study in-depth a specific aspect of occupational therapy practice. The outcome of this 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.

OCCP5185
Selected Topic

Credit points: 3 **Teacher/Coordinator:** Ms Judy Ranka (02) 9351 9207. Email: j.ranka@fhs.usyd.edu.au **Session:** Semester 1, Semester 2 **Classes:** Distance education **Assessment:** Assignments **Campus:** Cumberland **Mode of delivery:** Distance Education

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.

OCCP5186
Theory in Occupational Therapy

Credit points: 6 **Teacher/Coordinator:** Ms Ruth Beltran (02) 9351 9295. R.Beltran@fhs.usyd.edu.au **Session:** Semester 1 **Classes:** Web-based **Prohibitions:** OCCP5104, OCCP5146 **Assessment:** Contribution to online discussion, equivalent to 2800 words (50%); assignment 1200 words (20%, assignment 2000 words (30%) **Campus:** Cumberland **Mode of delivery:** Distance Education

Note: This unit is equivalent to OCCP5104 and OCCP5146 together

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.

Textbooks
No text book

OCCP5187
Falls Prevention With Older People

Credit points: 6 **Teacher/Coordinator:** Dr. Lindy Clemson (02) 9351 9377. Email: l.clemson@fhs.usyd.edu.au **Session:** Semester 2 **Classes:** Distance education, web-based module **Assessment:** Contribution to web-based discussions (40%) and 4,000 word assignment (60%) **Campus:** Cumberland **Mode of delivery:** Distance Education

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.

Textbooks
Clemson L., Swann M., Twible R., Cumming R.G., Kendig H. & Taylor K. (2003) Stepping On: building confidence and reducing falls. A community based program for older people. Lidcombe, NSW: The University of Sydney. Lord S.R., Sherrington & C., Menz H.B. (2001) Falls in older people. Risk factors and strategies for prevention. Cambridge: Cambridge University Press.

OCCP5189
Consultation: The Other Service Delivery

Credit points: 6 **Teacher/Coordinator:** Professor Anita Bundy **Session:** Semester 1 **Classes:** 5 day workshop with a WebCT mode **Assessment:** 3000 word report of consultation (50%); oral presentation (30%); self assessment (20%) **Practical field work:** This course provides students with the knowledge base and skills needed to deliver health care services through consultation. **Campus:** Cumberland **Mode of delivery:** Distance Education/Intensive on Campus

Collaborative (process) consultation is about helping clients solve their own problems. It can be used, in health care, education, and other settings as an adjunct to, or in place of, direct intervention with adults or children. The course explores various models of consultation with an emphasis on building collaborative relationships and conducting process consultation. We apply principles of consultation to the students' practice environments. Critical components of the course include interpersonal communication, collaborative problem solving, and interviewing. The course will involve conducting a consultation intervention with mentoring from the instructor and classmates. There is a WebCT component.

Textbooks
Schein, E. H. (1999). Process consultation revisited: Building the helping relationship. Sydney: Addison Wesley.

OCCP5191
Assessing Play: Top to Toes

Credit points: 3 **Teacher/Coordinator:** Professor Anita Bundy. Email: a.bundy@fhs.usyd.edu.au **Session:** Semester 2 **Classes:** 3 day block mode **Assumed knowledge:** Moderate knowledge of normal child development **Assessment:** 3000 word paper **Practical field work:** Students learn to administer, score, and interpret the results of the assessments. **Campus:** Cumberland **Mode of delivery:** Block Mode

This course provides students with in-depth knowledge of two observational assessments of children's play: The Test of Playfulness (ToP) and the Test of Environmental Supportiveness (TOES). The ToP is based on a conceptualisation of play that includes intrinsic

motivation, internal control, the freedom to suspend some aspects of reality, and the ability to give and read cues. The TOES is set in the context of children's motivations for play and examines the supportiveness of various aspects of the environment.

OCCP5198
Using Water to Promote Participation 1

Credit points: 3 **Teacher/Coordinator:** Professor Anita Bundy (02) 9351 9373. A.Bundy@fhs.usyd.edu.au **Session:** Semester 2 **Classes:** Intensive block mode (2.5 days), on-campus. **Prohibitions:** OCCP5199 Using Water to Promote Participation 2 **Assessment:** 3,000 words assignment. **Practical field work:** One pool practice. **Campus:** Cumberland **Mode of delivery:** Block Mode

Water-based intervention may widen clients' experiences and provide learning and developmental experiences - physically, emotionally, socially and cognitively. Students will get an introduction to: water activities, reflections on what water activities facilitate, hydrodynamics, how water influences a body and basic water-skills. In theory and through one pool-practice the students will experience how to promote activity and participation through water activities with children and adults. Learning activities will consist of lectures, group-based reflections, group-work, videos and pool-practice.

Textbooks
Nil

OCCP5199
Using Water to Promote Participation 2

Credit points: 6 **Teacher/Coordinator:** Professor Anita Bundy (02) 9351 9373. A.Bundy@fhs.usyd.edu.au **Session:** Semester 2 **Classes:** On-campus, block mode (5 days). **Prohibitions:** OCCP5198 Using Water to Promote Participation 1 **Assessment:** 6,000 words assignment. **Campus:** Cumberland **Mode of delivery:** Block Mode

Note: Open to MOT students.

Water-based intervention may widen clients' experiences and provide learning and developmental experiences - physically, emotionally, socially and cognitively. Students will get in addition to an introduction more advanced theory and practice about hydrodynamics. We will reflect on assessment of clients' abilities in water, on designing activities in water to meet the goals of the clients, and on designing progression in the activities. In this course there will be 2 more pool-practices: one on assessment and one on activities. Learning activities will consist of lectures, group-based reflections, group-work, videos and pool-practice.

Textbooks
Nil

OCCP5200
PRPP System of Assessment Introduction

Credit points: 3 **Teacher/Coordinator:** Ms Judy Ranka (02) 9351 9207. J.Ranka@fhs.usyd.edu.au **Session:** Semester 2 **Classes:** Intensive block mode, on-campus **Prohibitions:** OCCP5152, OCCP5153, OCCP5201 **Assessment:** 3,000 word assignment. **Campus:** Cumberland **Mode of delivery:** Block Mode

Students will learn to reliably administer the Perceive, Recall, Plan & Perform System of Assessment: An ecological measure of occupational performance skill and the information processing operations that support or interfere will skilled performance. Theoretical information that supports constructs and design of this assessment will be reviewed, as well as information about its reliability and validity. Students will learn to use findings from the assessment to develop measurable goals for both mastery and information processing.

Textbooks
Course Workbook or Manual may be required.

OCCP5201
PRPP System of Assessment

Credit points: 6 **Teacher/Coordinator:** Ms Judy Ranka (02) 9351 9207. J.Ranka@fhs.usyd.edu.au **Session:** Semester 2 **Classes:** Intensive block mode, on-campus. **Prohibitions:** OCCP5152, OCCP5153, OCCP5200 **Assessment:** 6,000 word assignment. **Campus:** Cumberland **Mode of delivery:** Block Mode

Students will learn to reliably administer the Perceive, Recall, Plan & Perform System of Assessment: An ecological measure of occupational performance skill and the information processing operations that support or interfere will skilled performance. Theoretical information that supports constructs and design of this assessment will be reviewed, as well as information about its reliability and validity. Students will learn to use findings from the assessment to develop measurable goals for both mastery and information processing. Students will also engage in in-depth exploration of literature about one dimension of information processing and learning as it relates to the use of physical guidance methods and will write this as a scholarly literature review.

Textbooks
PRPP Research Training Manual to be purchased.

OCCP5202
Sensory Integration: Theory and App

Credit points: 3 **Teacher/Coordinator:** Dr Chris Chapparo (02) 9351 9206. C.Chapparo@fhs.usyd.edu.au **Session:** Semester 1 **Classes:** Intensive block mode (4 days), on-campus plus independent learning module. **Prohibitions:** OCCP5203 **Assessment:** Assessment options result in a written assessment that is 3,000 words. **Campus:** Cumberland **Mode of delivery:** Block Mode

This unit of study introduces participants to the theory of sensory integration and the evidence that supports its concepts and use. Topics covered will include: a review of the development of the theoretical principles of sensory integration; the relationship between sensory integration and occupational performance; examination of the types of sensory integrative disorders that have been generated through research; observations of sensory integrative performance and an introduction to how sensory integrative concepts and procedures can be integrated into interventions for children who have difficulties processing sensation for use. Information in this unit will be applied specifically to children with learning and behavioural disorders from pre-school to middle childhood.

Textbooks
Bundy, A., Lane, S., & Murray, E. (2002). Sensory Integration Theory and Practice (2nd ed.). Philadelphia: F.A. Davis Company.

OCCP5203
Sensory Integration: Theory and Evidence

Credit points: 6 **Teacher/Coordinator:** Dr Chris Chapparo (02) 9351 9206. C.Chapparo@fhs.usyd.edu.au **Session:** Semester 1 **Classes:** Intensive block mode (4 days), on-campus plus independent learning module. **Prohibitions:** OCCP5202 **Assessment:** Assessment options offered result in a written assessment that is 6,000 words. **Campus:** Cumberland **Mode of delivery:** Block Mode

This unit of study gives participants the opportunity to examine the theory of sensory integration and the evidence that supports it concepts and use. Topics covered will include: a review of the development of the theoretical principles of sensory integration; the relationship between sensory integration and occupational performance; examination of the types of sensory integrative disorders that have been generated through research; observations of sensory integrative performance and an introduction to how sensory integrative concepts and procedures can be integrated into interventions for children who have difficulties processing sensation for use. Information in this unit will be applied specifically to children with learning and behavioural disorders from pre-school to middle childhood.

Textbooks
Bundy, A., Lane, S., & Murray, E. (2002). Sensory Integration Theory and Practice (2nd ed.). Philadelphia: F.A. Davis Company.

OCCP5204
Sensory Processing and Autism

Credit points: 6 **Teacher/Coordinator:** Dr Chris Chapparo (02) 9351 9206. C.Chapparo@fhs.usyd.edu.au **Session:** Semester 2 **Classes:** Intensive block mode (4 days), on-campus plus independent learning module. **Assessment:** 6,000 word assignment. **Campus:** Cumberland **Mode of delivery:** Block Mode

Students will extend their learning in this topic through a written discussion of the links between sensory integrative disorder and occupational behaviour in young children with ASD. This unit of study is linked to previous units of study on sensory integration theory and

sensory processing . Participants will have an opportunity to apply sensory integrative theory and practice to the particular difficulties of sensory regulation and praxis common to children who have a diagnosis in the autism spectrum disorder. Emphasis will be on intervention for young children, infancy through primary school age. Some knowledge of sensory integrative theory is assumed.

Textbooks
Nil

OCCP5206
Specialist Intervention

Credit points: 6 **Session:** Semester 1, Semester 2 **Classes:** Independent learning, block mode or contract arrangement with supervisor **Assessment:** 5000 word assignment or alternative **Campus:** Cumberland **Mode of delivery:** Distance Education

Note: Open to MOT students

This unit of study will provide the student with an opportunity to learn about a specific form of intervention used by occupational therapists. Students will explore the theoretical foundation of the intervention, critique the available research evidence about this intervention, and develop skill in applying the techniques of this approach.

Textbooks
List of core references available.

OCCP5225
Applied Paediatric Intervention in OT

Credit points: 6 **Teacher/Coordinator:** Professor Anita Bundy **Session:** Semester 1, Semester 2 **Classes:** Off campus, block mode (2 weekends) **Assumed knowledge:** Some paediatric experience preferred **Assessment:** 6,000 word case study and detailed treatment plan **Campus:** Cumberland **Mode of delivery:** Block Mode

Note: Department permission required for enrolment.

This hands-on intervention course will occur on-site at the Sensory Gym in Hobartville, NSW. Each participant will have a mentored experience with direct intervention, observation, and reasoning. The format will include brief lectures on topics relevant to the participating children, hands-on intervention sessions, and discussion. Emphasis will be on application of sensory processing theory, play the DIR (floortime) approach and developing the "art" of therapy. Participants will co-treat the same child for 3-4 sessions. Partcipants will report to parents and serve as observers/discussants for classmates working with different children.

Textbooks
Bundy A, Lane S, & Murray E (2002) Sensory Integration Theory and Practice (2nd ed.) Philadelphia F.A. Davis Company. Greenspan S I, Simon R & Wieder S. (1996) The Child with special needs: Encouraging Intellectual and Emotional Growth USA: Perseus Publishing

Master of Occupational Therapy

OCCP5074
Problem Identification I

Credit points: 4 **Session:** Semester 1 **Classes:** 3 hours/week on campus. **Assessment:** Assignments. **Practical field work:** A three week fieldwork placement contributes to units of study in semester 1 **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

Students will learn to identify client problems as the clients see them and from different theoretical perspectives. Students will acquire the skills necessary to interview clients, assess their abilities and limitations in performing the daily activities which are appropriate to client roles, determine the extent of the mismatch between what clients would like to do and what they can do. Students will learn to identify problems with a range of clients including individuals, families, small groups, organisations and communities, with the focus being the consumer (client) perspectives of problems. Students will learn to determine the appropriateness of, and select from a variety of assessment methods including interviews, clinical observation, standardised and non-standardised assessments, and environmental evaluations. They will learn to clearly articulate the conceptual foundation and rationale for their choices.

OCCP5075
Problem Identification 2

Credit points: 4 **Session:** Semester 2 **Classes:** 3 hours/week on campus. **Assessment:** Assignments. **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

Students will learn to identify client problems as the clients see them and from different theoretical perspectives. Students will acquire the skills necessary to interview clients, assess their abilities and limitations in performing the daily activities which are appropriate to client roles, determine the extent of the mismatch between what clients would like to do and what they can do. Students will learn to identify problems with a range of clients including individuals, families, small groups, organisations and communities, with the focus being the consumer (client) perspectives of problems. Students will learn to determine the appropriateness of, and select from a variety of assessment methods including interviews, clinical observation, standardised and non-standardised assessments, and environmental evaluations. They will learn to clearly articulate the conceptual foundation and rationale for their choices.

OCCP5076
Activity Adaptation 1

Credit points: 3 **Session:** Semester 1 **Classes:** 3 hours/week on campus. **Assessment:** Assignments. **Practical field work:** A three week fieldwork placement contributes to all units of sutdy in semester 1 **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

Students will learn to analyse and adapt daily activities from different theoretical perspectives appropriate to client roles, including the biocognitive and psycho-socio-cultural factors which underpin the ability to perform the activities. The students will also consider the client contexts and the impact these have on their roles and activity performance.

OCCP5077
Activity Adaptation 2

Credit points: 3 **Session:** Semester 2 **Classes:** 3 hours/week on campus. **Assessment:** Assignments. **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

Students will learn to analyse and adapt daily activities from different theoretical perspectives appropriate to client roles, including the biocognitive and psycho-socio-cultural factors which underpin the ability to perform the activities. The students will also consider the client contexts and the impact these have on their roles and activity performance.

OCCP5079
OT Intervention 2

Credit points: 4 **Session:** Semester 2 **Classes:** 3 hours/week on campus. **Assessment:** Assignments. **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

Students will learn to implement occupational therapy interventions from different theoretical perspectives and clearly articulate the rationale for their choices. This will include the processes of goal setting with clients, considering a range of interventions drawing on their ability to analyse and adapt activities, selecting an intervention based on client priorities, and implementing the intervention. A wide range of possible intervention strategies will be considered throughout the course including individual activities, group work, prescription of assistive devices and use of technology, modification of the environment and work practices, education and counselling.

OCCP5086
Problem Identification in Practice 1

Credit points: 4 **Teacher/Coordinator:** Ms Ruth Beltran (02) 9351 9295 **Session:** Semester 1 **Classes:** 3 hours/week for 6 weeks on campus. **Assessment:** Skills viva examination, assignments, performance in the field. **Practical field work:** Performance in the field (6 weeks) contributes to all units of study in semester 1 **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

Students will continue to develop their skills in problem identification. Students will continue this development largely in fieldwork settings. Their case based learning will continue using problems and issues reflected in the fieldwork setting. Emphasis will be placed on exploring conceptual issues which underpin problem identification in practice.

OCCP5087
Problem Identification in Practice 2

Credit points: 4 **Teacher/Coordinator:** Ms Ruth Beltran (02) 9351 9295 **Session:** Semester 2 **Classes:** 1 hour/week on campus. **Assessment:** Assignments, performance in the field, final examinations. **Practical field work:** Performance in the field (16 weeks including inter-semester recess) contributes to all units of study in semester 2 **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

Students will continue to develop their skills in problem identification. Students will continue this Development largely in fieldwork settings. Their case based learning will continue using problems and issues reflected in the fieldwork setting. Emphasis will be placed on exploring conceptual issues which underpin problem identification in practice.

OCCP5088
Activity Adaptation in Practice 1

Credit points: 2 **Session:** Semester 1 **Classes:** 3 hours/week for 6 weeks on campus. **Assessment:** Skills viva examination, assignments, performance in the field. **Practical field work:** Performance in the field (6 weeks) contributes to all units of study in semester 1 **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

Students will apply their theoretical and practical knowledge of activity analysis and adaption in the fieldwork setting. Students will be applying what they have learnt during the first year of this unit in to other units and in to their occupational therapy assessment tasks used in the fieldwork setting. Emphasis will be placed on exploring conceptual issues which underpin practice in activity analysis and adaption.

OCCP5089
Activity Adaptation in Practice 2

Credit points: 2 **Session:** Semester 2 **Classes:** 1 hour/week on campus. **Assessment:** Assignments, performance in the field, final examinations. **Practical field work:** Performance in the field (16 weeks including inter-semester recess) contributes to all units of study in semester 2 **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

Students will apply their theoretical and practical knowledge of activity analysis and adaption in the fieldwork setting. Students will be applying what they have learnt during the first year of this unit in to other units and in to their occupational therapy assessment tasks used in the fieldwork setting. Emphasis will be placed on exploring conceptual issues which underpin practice in activity analysis and adaption.

OCCP5090
OT Intervention in Practice 1

Credit points: 4 **Session:** Semester 1 **Classes:** 3 hours/week for 6 weeks on campus. **Assessment:** Skills viva examination, assignments, performance in the field. **Practical field work:** Performance in the field (6 weeks) contributes to all units of study in semester 1 **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

Students will continue to develop their theory base and skills in occupational therapy intervention. They will continue this development largely in fieldwork settings using care based learning, problems and issues which arise in the fieldwork setting. The emphasis for this unit will be the conceptual issues which underpin occupational therapy practice as well as implementation of practice.

OCCP5091
OT Intervention in Practice 2

Credit points: 4 **Session:** Semester 2 **Classes:** 1 hour/week on campus. **Assessment:** Assignments, performance in the field, final examinations. **Practical field work:** Performance in the field (16 weeks including inter-semester recess) contributes to all units of study in semester 2 **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

Students will continue to develop their theory base and skills in occupational therapy intervention. They will continue this development largely in fieldwork settings using care based learning, problems and issues which arise in the fieldwork setting. The emphasis for this unit will be the conceptual issues which underpin occupational therapy practice as well as implementation of practice.

OCCP5092
Evaluation and Research in Practice 1

Credit points: 4 **Session:** Semester 1 **Classes:** Independent learning **Assessment:** Assignment, performance in the field **Practical field work:** Performance in the field (6 weeks) contributes to all units of study in semester 1 **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit of study focuses on evidence based practice. Students will explore in more detail what this term means and how it is being applied for occupational therapists and others in the health field. Students will gather evidence for an aspect of OT practice they experience in their fieldwork and this will be the focus of the assignment in this semester.

OCCP5093
Evaluation and Research in Practice 2

Credit points: 4 **Session:** Semester 2 **Classes:** Independent learning. **Assessment:** Assignments, performance in the field. **Practical field work:** Performance in the field (16 weeks including inter-semester recess) contributes to all units of study in semester 2 **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

Students will either design or conduct an evaluation or piece of research in the field during their fieldwork placement. Whether you actually collect the data and write up the results or fully develop a detailed proposal based on the fieldwork placement will be determined by the nature of the placement and what is appropriate in the setting. This is an opportunity to apply what they have learnt previously in the MOT about research and its use in program evaluation to an actual program and client group.

OCCP5094
Professional Management in Practice 1

Credit points: 3 **Session:** Semester 1 **Classes:** 2 hours/week for 6 weeks on campus. **Assessment:** Assignments, performance in the field. **Practical field work:** Performance in the field (6 weeks) contributes to all units of study in semester 1 **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

Students will continue to develop their theory base and skills in professional management, with fieldwork providing practice opportunities to build on first year in this unit. Their case based learning will continue using theoretical analysis of problems which arise in the fieldwork setting, with a focus on the caseload, the health care team and the organisational context.

OCCP5095
Professional Management in Practice 2

Credit points: 3 **Session:** Semester 2 **Classes:** 1 hour/week on campus. **Assessment:** Assignment, performance in the field. **Practical field work:** Performance in the field (16 weeks including inter-semester recess) contributes to all units of study in semester 2 **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

Students will continue to develop their theory base and skills in professional management, with fieldwork providing practice opportunities to build on first year in this unit. Their case based learning will continue using theoretical analysis of problems which arise in the fieldwork setting, with a focus on the caseload, the health care team and the organisational context.

OCCP5096
Professional Presentation in Practice 1

Credit points: 3 **Session:** Semester 1 **Classes:** 2 hours/week on campus. **Assessment:** Assignments, performance in the field. **Practical field work:** Performance in the field (6 weeks) contributes to all units of study in semester 1 **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

Students will continue to develop their professional presentation skills and apply them in fieldwork settings. They will be supported to prepare and present the results of their evaluation project in professional forums.

OCCP5097
Professional Presentation in Practice 2

Credit points: 3 **Session:** Semester 2 **Classes:** 1 hour/week on campus. **Assessment:** Assignments, performance in the field. **Practical field work:** Performance in the field (16 weeks including inter-semester recess) contributes to all units of study in semester 2 **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

Students will continue to develop their professional presentation skills and apply them in fieldwork settings. They will be supported to prepare and present the results of their evaluation project in professional forums.

OCCP5098
Elective Topic

Credit points: 4 **Session:** Semester 1, Semester 2 **Classes:** Depends on individual learning contract **Assessment:** Assignments **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

For some students an elective topic will be developed specifically for them in consultation with an academic adviser. This will take the form of individual learning contract.

OCCP5179
Problem Identification in Practice 1A

Credit points: 2 **Session:** Semester 1 **Classes:** On-campus 1.5 hrs/week for 6 weeks. **Assessment:** Skills viva examination, assignments. **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

Note: Department permission required for enrolment.

Students will continue to develop their skills in problem identification. Students will continue this development via skills based workshops. Emphasis will be placed on exploring conceptual issues which underpin problem identificaton in practice.

Textbooks
No prescribed textbooks.

OCCP5180
Activity Adaption in Practice 1A

Credit points: 1 **Session:** Semester 1 **Classes:** On-campus 1.5 hrs/week for 6 weeks. **Assessment:** Skills viva examination, assignment. **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

Note: Department permission required for enrolment.

Students will apply what they have learned during the first two units in this area via skills based workshops. Emphasis will be placed on exploring conceptual issues which underpin practice in activity analysis and adaptation.

Textbooks
No prescribed textbooks.

OCCP5181
OT Intervention in Practice 1A

Credit points: 2 **Session:** Semester 1 **Classes:** On-campus 1.5 hrs/week for 6 weeks. **Assessment:** Skills viva examination, assignment **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

Note: Department permission required for enrolment.

Students will continue to develop their theory base and akills in occupational therapy intervention. They will continue this development via skills based workshops that focus on the types of issues that arise in practice. The emphasis for this unit will be the conceptual issues that underpin occupational therapy practice as well as implemetation of practice.

Textbooks
No prescribed textbooks.

OCCP5182
Problem Identification in Practice 1B

Credit points: 2 **Session:** Semester 1 **Classes:** On-campus 1.5hrs/week for 6 weeks. **Assessment:** Skills viva examination, assignment, performance in the field. **Practical field work:** Performance in the field, 6 weeks, contributes to all units of study in semester 1. **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

Note: Department permission required for enrolment.

Students will continue to develop their skills in problem identification. Students will continue this development largely in Fieldwork settings. Case based learning will use problems and issues reflected in the fieldwork setting. Emphasis will be placed on exploring conceptual issues which underpin problem identification in practice.

Textbooks
No prescribed textbooks.

OCCP5183
Activity Adaptation in Practice 1B

Credit points: 1 **Session:** Semester 1 **Classes:** On-campus 1.5 hrs/week for 6 weeks. **Assessment:** Skills viva exdamination, assignment, performance in the field. **Practical field work:** Performance in the field, 6 weeks, contributes to all units of study in Semester 1. **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

Note: Department permission required for enrolment.

Students will apply their theoretical and practical knowledge of activity analysis and adaptation in the fieldwork setting. Emphasis will be placed on exploring conceptual issues which underpin practice in activity analysis and adaptation.

OCCP5184
OT Intervention in Practice 1B

Credit points: 2 **Session:** Semester 1 **Classes:** On-campus 1.5 hrs/week for 6 weeks **Assessment:** Skills viva examination, assignment, performance in the field. **Practical field work:** Performance in the field, 6 weeks, contributes to all units of study in semester 1. **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

Note: Department permission required for enrolment.

Students will continue to develop their theory base and skills in occupational therapy intervention. They will develop this largely in field work settings using case based learning, problems and issues that arise in the field work setting. The emphasis for this unit will be the conceptual issues that underpin occupational therapy practice as well as implementation of practice.

Textbooks
No prescribed textbooks.

OCCP5207
Assessing Evidence for OT Practice

Credit points: 6 **Session:** Semester 1 **Classes:** On-campus sessions; e-learning. **Corequisites:** OCCP5211 Fieldwork 1 **Assessment:** Seminar presentation, written paper, and/or graded e-learning activities **Campus:** Cumberland **Mode of delivery:** Block Mode

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 identified during Fieldwork 1, through the examination of evidence they locate and critique with regard to clinically relevant questions.

OCCP5208
Biomechanical & Sensorimotor Strategies

Credit points: 6 **Session:** Semester 2 **Classes:** On campus seminars and workshops to learn theory and practical skills. Individual and small group independent learning and e-learning activities. **Prerequisites:** OCCP 5217 OT Assessment and Planning **Assessment:** Seminar presentation, written paper, graded e-learning activities, and/or vivas **Campus:** Cumberland **Mode of delivery:** Distance Education/Intensive on Campus

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.

OCCP5211
Fieldwork 1

Credit points: 3 **Session:** Semester 1 **Classes:** On-campus preparation and debriefing. 4 weeks X 2 days per week supervised observational fieldwork. **Corequisites:** OCCP5216 Human Occupations, OCCP5217 OT Assessment and Planning **Assessment:** Assessment of Fieldwork Performance and Fieldwork Assignments **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit of study will engage students in the process of exploring occupational therapy in practical settings. Interaction with occupational therapists and other members of multidisciplinary teams will establish solid foundations for the variety of interdisciplinary learning opportunities available throughout the course. Students will engage in observation of occupational therapy practice and guided self-reflection to identify their personal learning needs, existing strengths and required capabilities of occupational therapists. At completion of the unit, students will be able to discuss the capabilities and roles of occupational therapists and engage in professional discourse regarding their own learning needs.

OCCP5212
Fieldwork 2

Credit points: 3 **Session:** Semester 2 **Classes:** On-campus preparation and debriefing. 6 weeks x 2 days per week supervised fieldwork with concurrent e-learning tasks. **Corequisites:** OCCP5223 Reflexive Practice 1 **Assessment:** Assessment of Fieldwork Performance and Fieldwork Assignments and/or graded e-learning activities **Campus:** Cumberland **Mode of delivery:** Distance Education/Intensive on Campus

This unit of study will engage students in the process of developing skills in elements of the occupational therapy process in practical settings. Students will focus on developing practical skills in the areas of communication, interaction and implementation under supervision. Appropriate opportunities to learn within interdisciplinary teams will be available and students will engage in facilitated peer discussions via electronic media. At completion of this unit of study, students will document achievement of competency in a suitable range of appropriate practice skills. This unit is articulated with and will directly inform learning and development in the unit of study Reflexive Practice 1.

OCCP5216
Human Occupations

Credit points: 3 **Session:** Semester 1 **Classes:** On campus seminars and workshops to learn theory and practical skills. Individual and small group independent learning and e-learning activities. **Assumed knowledge:** Biomedical and behavioural sciences knowledge **Assessment:** Seminar presentation and written paper **Campus:** Cumberland **Mode of delivery:** Distance Education/Intensive on Campus

This unit introduces students to the concepts and philosophies which are foundations underlying current and future directions of occupational therapy practice. The concept of occupations as they are understood in occupational therapy practice will be explored together with the theory and practice of activity analysis that underpins occupational therapists understanding of occupations. Students will come to an understanding of the capabilities that underpin occupational therapy practice and are developed throughout the course. They will also come to an understanding of the problem based nature of the curriculum.

OCCP5217
OT Assessment and Planning

Credit points: 6 **Session:** Semester 1 **Classes:** On campus seminars and workshops to learn theory and practical skills. Individual and small group independent learning and e-learning activities. **Corequisites:** OCCP5216 Human Occupations **Assumed knowledge:** English and computing skills **Assessment:** Seminar presentation and written paper **Campus:** Cumberland **Mode of delivery:** Distance Education/Intensive on Campus

Students will learn to determine and plan relevant occupational therapy strategies to address OT relevant needs of individuals groups and communities. Students will learn to identify client problems as the clients see them and from different theoretical perspectives. Students will acquire the skills necessary to interview clients, assess their abilities and limitations in performing the daily activities which are appropriate to client roles, determine the extent of the mismatch between what clients would like to do and what they can do. Students will learn to identify problems with a range of clients including individuals, families, small groups, organizations and communities 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, standardized and non-standardized assessments and environmental evaluations. They will learn to clearly articulate the conceptual foundation and rationale for their choices.

OCCP5218
OT in Home and Community Environments

Credit points: 6 **Session:** Semester 2 **Classes:** On campus seminars and workshops to learn theory and practical skills. Individual and small group independent learning and e-learning activities. **Prerequisites:** OCCP5217 OT Assessment and Planning **Corequisites:** OCCP5208 Biomechanical & Sensorimotor Strategies **Assessment:** Seminar presentation, written paper, graded e-learning activities, and/or vivas **Campus:** Cumberland **Mode of delivery:** Distance Education/Intensive on Campus

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.

OCCP5219
OT in School and Work Environments

Credit points: 6 **Session:** Semester 2 **Classes:** On campus seminars and workshops to learn theory and practical skills. Individual and small group independent learning and e-learning activities. **Prerequisites:** OCCP5217 OT Assessment and Planning, OCCP5222 Psychosocial & Cognitive Strategies **Corequisites:** OCCP5208 Biomechanical & Sensorimotor Strategies **Assessment:** Seminar presentation, written paper, graded e-learning activities, and/or vivas **Campus:** Cumberland **Mode of delivery:** Distance Education/Intensive on Campus

This unit introduces students to the paid & 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, 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 health and work settings. Students will learn appropriate presentation skills to document school and work environment assessments and recommendations including written reports and verbal presentations.

OCCP5222
Psychosocial and Cognitive Strategies

Credit points: 6 **Session:** Semester 1 **Classes:** On campus seminars and workshops to learn theory and practical skills. Individual and small group independent learning and e-learning activities **Corequisites:** OCCP5217 OT Assessment and Planning **Assessment:** Seminar presentation, written paper, and/or graded e-learning activities **Campus:** Cumberland **Mode of delivery:** Distance Education/Intensive on Campus

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.

OCCP5223
Reflexive Practice 1

Credit points: 3 **Session:** Semester 2 **Classes:** One day per week tutorial and seminar **Corequisites:** OCCP5212 Fieldwork 2 **Assessment:** Seminar presentation, reflective exercises, and/or graded e-learning activities **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit of study will explore the nature of reflexivity as a core capability in professional practice. It will refine and develop students' capabilities as critical, lifelong learners. Using experiences from fieldwork and other units of study, students will present their experiences to their peers and reflect upon their development as occupational therapists in training. In keeping with the principles of peer learning and the ability to critically appraise and develop from past experience, students will integrate, explain and present their experiences with reference to a variety of approaches to practice. The shared student experience will enhance the capacity for vision, professionalism and reflexivity.

28. Physiotherapy

Enquiries regarding postgraduate courses should be directed to the following:

Academic Program Administrator
Ms Trish Fennessy +61 2 9351 9378 or
Mrs Shiva Chetty +61 2 9351 9273

Postgraduate Coursework Programs Coordinator
Dr Leslie Nicholson +61 2 9351 9369

Research Master's Program and PhD Program Coordinator
Associate Professor Jenny Alison +61 2 9351 9371 or
Associate Professor Jack Crosbie +61 2 9351 9180

Graduate Entry Master's Program Coordinator
Dr Jane Latimer +61 2 9351 9191 or
Ms Angela Stark +61 2 9351 9549

Master of Physiotherapy (Graduate Entry Master's Program)

Course coordinator
Dr Jane Latimer +61 2 9351 9191 or
Ms Angela Stark +61 2 9351 9549

Course aims

The principle aims of the course are to:

- produce a body of graduates with the academic and clinical skills to be registered as beginning practitioner physiotherapists in NSW; and
- encourage the undertaking of research within the profession.

The course is accredited with the Australian Physiotherapy Council (formerly known as Australian Council of Physiotherapy Regulating Authorities).

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 Exercise Science from the University of Wollongong; or
3. an award of Bachelor of Science (Health and Sports Science) from the University of NSW, which includes completion of the elective "Brain Mechanisms in Sensory Motor Integration"; or elective "Motor Control and Dysfunction"; or
4. such studies as are deemed to be equivalent to (1), (2) and/or (3).

To enter this course, the applicant shall normally have at least a credit grade average in their undergraduate degree.

The selection process will involve a review of the applicant's ability to meet the admission requirements. In addition, applicants will need to have demonstrated adequate background knowledge of physiotherapy as a profession. Where more applicants exist than number of places available, admission will be determined on the basis of merit, including GPA.

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 and graduates the chance to integrate academic units and practical skills in a clinical setting thereby gaining experience in physiotherapy practice. During the undergraduate and graduate 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 within their clinical school. All students are required to do at least one rural and/or regional placement.

In order to undertake Clinical Education students must:

1. obtain criminal record clearance;
2. comply with the NSW Child Protection Act;
3. comply with NSW Department of Health Policy Directives regarding immunisation and vaccination; and
4. comply with NSW Health Records and Information Privacy Act (2002) and complete declaration.

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

Physiotherapy practicum dates

Year 2
5 March to 6 April
16 April to 18 May
28 May to 29 June
15 October to 16 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.

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 Student Guild)
- 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.

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 28.1.

Table 28.1: Master of Physiotherapy (Graduate Entry Master's Program)

Unit of study	*Credit points*	*A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition*	*Session*
Course code SC104 Award total: 96 credit points			
Full-time, 4 semesters			
Year 1			
Semester 1			
BIOS5055 Neurosciences for Physiotherapists	3	**A** Basic neuroscience equivalent to BIOS1137 Introductory Neuroscience	Semester 1
BIOS5073 Functional Musculoskeletal Anatomy	3	**A** Basic musculoskeletal anatomy (about 50 hours approximating BIOS1136 Functional Anatomy A and BIOS1139 Functional Anatomy B)	Semester 1
PHTY5170 Cardiopulmonary Physiotherapy I	4	**C** BIOS5073 Functional Musculoskeletal Anatomy, BIOS5055 Neurosciences for Physiotherapists	Semester 1
PHTY5171 Musculoskeletal Physiotherapy I	6	**C** BIOS5073 Functional Musculoskeletal Anatomy, BIOS5055 Neurosciences for Physiotherapists	Semester 1
PHTY5172 Musculoskeletal Physiotherapy II	4	**C** BIOS5073 Functional Musculoskeletal Anatomy, BIOS5055 Neurosciences for Physiotherapists	Semester 1
PHTY5176 Neurological Physiotherapy I	4	**C** BIOS5073 Functional Musculoskeletal Anatomy, BIOS5055 Neurosciences for Physiotherapists	Semester 1
SEMESTER 1 TOTAL: 24 CREDIT POINTS			
Semester 2			
PHTY5173 Scientific Practice I	3	**A** Background research methods equivalent to Designing Health Research and Analyzing Quantitative/Qualitative Health	Semester 2
PHTY5174 Professional Practice I	3		Semester 2
PHTY5175 Cardiopulmonary Physiotherapy II	4	**P** PHTY5170 Cardiopulmonary Physiotherapy I	Semester 2
PHTY5177 Neurological Physiotherapy II	4	**P** PHTY5176 Neurological Physiotherapy I	Semester 2
PHTY5178 Musculoskeletal Physiotherapy III	6	**P** PHTY5171 Musculoskeletal Physiotherapy I, PHTY5172 Musculoskeletal Physiotherapy II	Semester 2
PHTY5179 Musculoskeletal Physiotherapy IV	4	**P** PHTY5171 Musculoskeletal Physiotherapy I, PHTY5172 Musculoskeletal Physiotherapy II	Semester 2
SEMESTER 2 TOTAL: 24 CREDIT POINTS			
Year 2 (first offered in 2007)			
Semester 1			
PHTY5180 Physiotherapy Practicum I	6	**P** PHTY5175 Cardiopulmonary Physiotherapy II, PHTY5177 Neurological Physiotherapy II, PHTY5178 Musculoskeletal Physiotherapy III, PHTY5179 Musculoskeletal Physiotherapy IV	Semester 1
PHTY5181 Physiotherapy Practicum II	6	**P** PHTY5175 Cardiopulmonary Physiotherapy II, PHTY5177 Neurological Physiotherapy II, PHTY5178 Musculoskeletal Physiotherapy III, PHTY5179 Musculoskeletal Physiotherapy IV	Semester 1
PHTY5182 Physiotherapy Practicum III	6	**P** PHTY5175 Cardiopulmonary Physiotherapy II, PHTY5177 Neurological Physiotherapy II, PHTY5178 Musculoskeletal Physiotherapy III, PHTY5179 Musculoskeletal Physiotherapy IV	Semester 1
SEMESTER 1 TOTAL: 18 CREDIT POINTS			
Semester 2			
PHTY5183 Advanced Physiotherapy	4	**P** PHTY5178 Musculoskeletal Physiotherapy III, PHTY5179 Musculoskeletal Physiotherapy IV, PHTY5175 Cardiopulmonary Physiotherapy II, PHTY5177 Neurological Physiotherapy II	Semester 2
PHTY5184 Paediatric Physiotherapy	4	**P** PHTY5175 Cardiopulmonary Physiotherapy II, PHTY5177 Neurological Physiotherapy II, PHTY5178 Musculoskeletal Physiotherapy III, PHTY5179 Musculoskeletal Physiotherapy IV	Semester 2
PHTY5185 Physiotherapy for Older Persons	4	**P** PHTY5175 Cardiopulmonary Physiotherapy II, PHTY5177 Neurological Physiotherapy II, PHTY5178 Musculoskeletal Physiotherapy III, PHTY5179 Musculoskeletal Physiotherapy IV.	Semester 2
PHTY5186 Physiotherapy in Selected Populations	4	**P** PHTY5175 Cardiopulmonary Physiotherapy II, PHTY5177 Neurological Physiotherapy II, PHTY5178 Musculoskeletal Physiotherapy III, PHTY5179 Musculoskeletal Physiotherapy IV	Semester 2
PHTY5187 Scientific Practice II	4	**P** PHTY5180 Physiotherapy Practicum I, PHTY5181 Physiotherapy Practicum II, PHTY5182 Physiotherapy Practicum III.	Semester 2
PHTY5188 Professional Practice II	4		Semester 2
PHTY5189 Physiotherapy Practicum IV	6	**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	Semester 2
SEMESTER 2 TOTAL: 30 CREDIT POINTS			

Master of Health Science – Physiotherapy coursework programs

The Master of Health Science (Cardiopulmonary Physiotherapy), Master of Health Science (Neurological Physiotherapy), Master of Health Science (Paediatric Physiotherapy) and Master of Health Science (Physiotherapy) are offered by flexible delivery mode. In addition, three units of study within the Master of Health Science (Manipulative Physiotherapy) and the Master of Health Science (Sports Physiotherapy) are offered in flexible delivery mode.

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.

Flexible delivery mode

Flexible delivery mode implies a different mode of delivery of course material from the usual on-campus attendance once or twice a week for an entire semester. Flexible delivery mode could include:

- Block mode on-campus delivery: This will comprise 2–4 days of face-to-face teaching on-campus once or twice a semester with work completed by the student between blocks of teaching. Often the teaching block will be scheduled over a weekend.
- Web/online delivery: Course material and interaction between students and lecturers will be via the web.
- Text-based delivery: Students will be provided with course material and worksheets in text form. Contact with lecturers and other students will be via email or chat/discussion rooms.
- Structured independent learning: Students will carry out independent research of the literature on an agreed topic while supervised by a lecturer.
- On-campus delivery. Some units of study in some coursework programs will require regular attendance at tutorials.
- Clinical practice: Some units of study will require students to attend clinics either on or off-campus as part of the course requirement.

Note: All students enrolled in the Master of Heath Sciences will undertake some units in flexible mode. Currently, the 3 core units which all students enrolled in the Master of Health Sciences must take, are delivered in block mode. For other students, the course may be entirely delivered in flexible delivery mode (Cardiopulmonary, Neurological, Paediatrics and Physiotherapy specialties).

Please contact the appropriate course coordinator for further information regarding the mode of delivery of units of study within any particular coursework program or visit the website: http://www.fhs.usyd.edu.au.

Credit transfer

Credit transfer follows the existing Faculty policy as outlined in the Faculty of Health Sciences Handbook.

Master of Health Science (Cardiopulmonary Physiotherapy)

Course Coordinator

Associate Professor Jenny Alison +61 2 9351 9371

Course aims

The principle aims of the course are to produce a body of graduates:

- with advanced academic and clinical skills in the specilalist area of cardiopulmonary physiotherapy that promote a scientific approach to evaluation and practice; and
- who will foster and develop the specialist role of cardiopulmonary physiotherapy in heatlh care.

This course will also enable physiotherapists to gain credit towards titled membership as a cardiopulmonary physiotherapist within the Australian Physiotherapy Association.

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 Graduate Studies Committee of the Faculty of Health Sciences 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 of relevant clinical experience in the area of cardiopulmonary physiotherapy and demonstrate ongoing participation in high quality continuing education within the field of cardiopulmonary physiotherapy.

Course outline

This course is composed of specified units of study totalling 48 credit points as presented in Table 28.2. A dissertation is an additional requirement for the Master of Health Science (Cardiopulmonary Physiotherapy) Honours degree (Table 28.2.1).

Table 28.2: Master of Health Science (Cardiopulmonary Physiotherapy) Pass

Unit of study	*Credit points*	*A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition*	*Session*
Course code SCO86 Award total: 48 credit points			
Off-campus, Full-time or Part-time, 2 to 4 semesters. Some on-campus block attendance will be required			
Full-time mode			
Semester 1			
PHTY5100 Evaluation & Research in Physio Practice	6		Semester 1
PHTY5119 Topics in Cardiopulmonary Physiotherapy	6	**C** PHTY5105 Theoretical Basis of Clinical Practice	Semester 1
PHTY5120 Clinical Cardiopulmonary Physiotherapy A	6		Semester 1
PHTY5121 Cardiopulmonary Physiotherapy A	6	**C** PHTY5100 Evaluation and Research in Physiotherapy Practice	Semester 1
SEMESTER 1 TOTAL: 24 CREDIT POINTS			
Semester 2			
PHTY5105 Theoretical Basis of Clinical Practice	6		Semester 2
PHTY5123 Clinical Cardiopulmonary Physiotherapy B	6		Semester 2
PHTY5163 Physiotherapy in Pulmonary Rehab	6		Semester 2
PHTY5169 Physiotherapy Management in Acute Care	6		Semester 2
SEMESTER 2 TOTAL: 24 CREDIT POINTS			
Part-time mode			
Year 1			
Semester 1			
PHTY5100 Evaluation & Research in Physio Practice	6		Semester 1
PHTY5121 Cardiopulmonary Physiotherapy A	6	**C** PHTY5100 Evaluation and Research in Physiotherapy Practice	Semester 1
SEMESTER 1 TOTAL: 12 CREDIT POINTS			
Semester 2			
PHTY5105 Theoretical Basis of Clinical Practice	6		Semester 2
PHTY5169 Physiotherapy Management in Acute Care	6		Semester 2
SEMESTER 2 TOTAL: 12 CREDIT POINTS			
Year 2			
Semester 1			
PHTY5120 Clinical Cardiopulmonary Physiotherapy A	6		Semester 1
PHTY5119 Topics in Cardiopulmonary Physiotherapy	6	**C** PHTY5105 Theoretical Basis of Clinical Practice	Semester 1
SEMESTER 1 TOTAL: 12 CREDIT POINTS			
Semester 2			
PHTY5123 Clinical Cardiopulmonary Physiotherapy B	6		Semester 2
PHTY5163 Physiotherapy in Pulmonary Rehab	6		Semester 2
SEMESTER 2 TOTAL: 12 CREDIT POINTS			
Note			
Students may enrol in the unit PHTY5159 Managing Clinical Education Placements at the discretion of the course coordinator.			

Table 28.2.1: Master of Health Science (Cardiopulmonary Physiotherapy) Honours

Unit of study	*Credit points*	*A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition*	*Session*
Course code SC119 Award total: 60 credit points			
Off-campus, Full-time or Part-time			
Full-time: 2 semesters and 3 months			
Part-time: 5 semesters			
Full-time mode			
Year 1			
As per Pass course			
Year 2 Honours year			
PHTY5109 Dissertation	12		Semester 1
Part-time mode			
Year 1 and Year 2			
As per Pass course			
Year 3 Honours year			
PHTY5109 Dissertation	12		Semester 1

Master of Health Science (Manipulative Physiotherapy)

Course Coordinator

Dr Rob Boland +61 2 9351 9156

Course aims

The principle aims of the course are to produce a body of graduate:

- with advanced academic and clinical skills in the specialist area of manipulative physiotherapy that promote a scientific approach to evaluation and practice; and
- who will foster and develop the specialist role of manipulative physiotherapy in health care.

This course will also enable physiotherapists to gain credit towards the Australian Physiotherapy Association title of "Musculoskeletal Physiotherapist" and towards the clinical specialisation process of the Australian College of Physiotherapists.

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 Graduate Studies Committee of the Faculty of Health Sciences 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 of relevant clinical experience in the area of musculoskeletal physiotherapy and demonstrate ongoing participation in high quality continuing education within the field of manual therapy.

Course outline

This course is composed of specified units of study totalling 48 credit points as presented in Table 28.3. A dissertation is an additional requirement for the Master of Health Science (Manipulative Physiotherapy) Honours degree (table 28.3.1).

Table 28.3: Master of Health Science (Manipulative Physiotherapy) Pass

Unit of study	*Credit points*	*A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition*	*Session*
Course code: SC085 Award total: 48 credit points			
Full-time: 2 semesters			
Part-time: 4 semesters			
Full-time mode			
Semester 1			
PHTY5100 Evaluation & Research in Physio Practice	6		Semester 1
PHTY5101 Advanced Anatomy and Biomechanics	6		Semester 1
PHTY5124 Advanced Musculoskeletal Disorders A	6	**C** PHTY5101 Advanced Anatomy & Biomechanics	Semester 1
PHTY5125 Clinical Manipulative Physiotherapy A	6	**C** PHTY5101 Advanced Anatomy & Biomechanics, PHTY5124 Advanced Musculoskeletal Disorders A	Semester 1
SEMESTER 1 TOTAL: 24 CREDIT POINTS			
Semester 2			
PHTY5105 Theoretical Basis of Clinical Practice	6		Semester 2
PHTY5126 Advanced Musculoskeletal Disorders B	6	**P** PHTY5101 Advanced Anatomy & Biomechanics	Semester 2
PHTY5107 Advanced Musculoskeletal Complex Cases	6	**P** PHTY5101 Advanced Anatomy & Biomechanics. Also PHTY5103 Musculoskeletal Sports Injuries A, PHTY5106 Musculoskeletal Sports Injuries B if enrolled in SC090 MHlthSc(SportsPhty)	Semester 2
PHTY5128 Clinical Manipulative Physiotherapy B	6	**P** PHTY5101 Advanced Anatomy & Biomechanics, PHTY5124 Advanced Musculoskeletal Disorders A, PHTY5125 Clinical Manipulative Physiotherapy A **C** PHTY5107 Advanced Musculoskeletal Complex Cases, PHTY5126 Advanced Musculoskeletal Disorders B	Semester 2
SEMESTER 2 TOTAL: 24 CREDIT POINTS			
Part-time mode			
Year 1			
Semester 1			
PHTY5101 Advanced Anatomy and Biomechanics	6		Semester 1
PHTY5124 Advanced Musculoskeletal Disorders A	6	**C** PHTY5101 Advanced Anatomy & Biomechanics	Semester 1
SEMESTER 1 TOTAL: 12 CREDIT POINTS			
Semester 2			
PHTY5105 Theoretical Basis of Clinical Practice	6		Semester 2
PHTY5126 Advanced Musculoskeletal Disorders B	6	**P** PHTY5101 Advanced Anatomy & Biomechanics	Semester 2
SEMESTER 2 TOTAL: 12 CREDIT POINTS			
Year 2			
Semester 1			
PHTY5100 Evaluation & Research in Physio Practice	6		Semester 1
PHTY5125 Clinical Manipulative Physiotherapy A	6	**C** PHTY5101 Advanced Anatomy & Biomechanics, PHTY5124 Advanced Musculoskeletal Disorders A	Semester 1
SEMESTER 1 TOTAL: 12 CREDIT POINTS			

Unit of study	*Credit points*	*A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition*	*Session*
Semester 2			
PHTY5107 Advanced Musculoskeletal Complex Cases	6	**P** PHTY5101 Advanced Anatomy & Biomechanics. Also PHTY5103 Musculoskeletal Sports Injuries A, PHTY5106 Musculoskeletal Sports Injuries B if enrolled in SC090 MHlthSc(SportsPhty)	Semester 2
PHTY5128 Clinical Manipulative Physiotherapy B	6	**P** PHTY5101 Advanced Anatomy & Biomechanics, PHTY5124 Advanced Musculoskeletal Disorders A, PHTY5125 Clinical Manipulative Physiotherapy A **C** PHTY5107 Advanced Musculoskeletal Complex Cases, PHTY5126 Advanced Musculoskeletal Disorders B	Semester 2
SEMESTER 2 TOTAL: 12 CREDIT POINTS			

Table 28.3.1: Master of Health Science (Manipulative Physiotherapy) Honours

Unit of study	*Credit points*	*A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition*	*Session*
Course code SC101 Award total: 60 credit points			
Full-time: 2 semesters and 3 months			
Part-time: 5 semesters			
Year 1			
As per Pass course			
Year 2 Honours year			
PHTY5109 Dissertation	12		Semester 1
Part-time mode			
Years 1 and 2			
As per Pass course			
Year 3 Honours year			
PHTY5109 Dissertation	12		Semester 1

Master of Health Science (Neurological Physiotherapy)

Course Coordinator

Dr Sharon Kilbreath +61 2 9351 9272

Course aims

The principle aims of the course are to produce a body of graduates:

- with advanced academic and clinical skills that promote a scientific approach to evaluation and practice; and
- who will foster and develop the specialist role of neurological physiotherapy in health care.

This course will also enable physiotherapists to gain credit towards the clinical specialisation process of the Australian College of Physiotherapists.

Admission requirements

To qualify for admission to this course 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 Graduate Studies Committee of the Faculty of Health Sciences 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 of relevant clinical experience in neurological physiotherapy and demonstrate ongoing participation in high quality continuing education within the field of neurological physiotherapy.

Course outline

This course is composed of specified units of study totalling 48 credit points. A dissertation is an additional requirement for the Master of Health Science (Neurological Physiotherapy) Honours degree. The course outlines for the Master of Health Science (Neurological Physiotherapy) Pass and Honours courses are presented in Tables 28.4 and 28.4.1.

Table 28.4: Master of Health Science (Neurological Physiotherapy) Pass

Unit of study	*Credit points*	*A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition*	*Session*
Course code SC088 Award total: 48 credit points			
Off-campus, Full-time or Part-time, 2 to 4 semesters. Some on-campus block attendance will be required.			
Full-time mode			
Semester 1			
PHTY5100 Evaluation & Research in Physio Practice	6		Semester 1
PHTY5101 Advanced Anatomy and Biomechanics	6		Semester 1
PHTY5114 Optimising Motor Performance A	6	**A** 2 years neurology clinical experience	Semester 1
PHTY5115 Clinical Neurological Physiotherapy A	6	**A** 2 years neurology clinical experience	Semester 1
SEMESTER 1 TOTAL: 24 CREDIT POINTS			
Semester 2			
PHTY5105 Theoretical Basis of Clinical Practice	6		Semester 2
PHTY5116 Optimising Motor Performance B	6	**A** 2 years of clinical experience in physiotherapy	Semester 2
PHTY5117 Topics in Neurological Physiotherapy	6	**A** 2 years neurology clinical experience	Semester 2
PHTY5118 Clinical Neurological Physiotherapy B	6	**A** 2 years neurology clinical experience	Semester 2
SEMESTER 2 TOTAL: 24 CREDIT POINTS			
Part-time mode			
Year 1			
Semester 1			
PHTY5100 Evaluation & Research in Physio Practice	6		Semester 1
PHTY5101 Advanced Anatomy and Biomechanics	6		Semester 1
SEMESTER 1 TOTAL: 12 CREDIT POINTS			
Semester 2			
PHTY5105 Theoretical Basis of Clinical Practice	6		Semester 2
PHTY5116 Optimising Motor Performance B	6	**A** 2 years of clinical experience in physiotherapy	Semester 2
SEMESTER 2 TOTAL: 12 CREDIT POINTS			
Year 2			
Semester 1			
PHTY5114 Optimising Motor Performance A	6	**A** 2 years neurology clinical experience	Semester 1
PHTY5115 Clinical Neurological Physiotherapy A	6	**A** 2 years neurology clinical experience	Semester 1
SEMESTER 1 TOTAL: 12 CREDIT POINTS			
Semester 2			
PHTY5117 Topics in Neurological Physiotherapy	6	**A** 2 years neurology clinical experience	Semester 2
PHTY5118 Clinical Neurological Physiotherapy B	6	**A** 2 years neurology clinical experience	Semester 2
SEMESTER 2 TOTAL: 12 CREDIT POINTS			

Table 28.4.1: Master of Health Science (Neurological Physiotherapy) Honours

Unit of study	*Credit points*	*A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition*	*Session*
Course code SC089 Award total: 60 credit points			
Full-time: 2 semesters and 3 months			
Part-time: 5 semesters			
Some on-campus block attendance will be required.			
Full-time mode			
Year 1			
As per Pass course			
Year 2 Honours year			
PHTY5109 Dissertation	12		Semester 1
Part-time mode			
Years 1 and 2			
As per Pass course			
Year 3 Honours year			
PHTY5109 Dissertation	12		Semester 1

Master of Health Science (Paediatric Physiotherapy)

Course Coordinator

Ms Jane Butler +61 2 9351 9265

Course aims

The principle aims of the course are to produce a body of graduates:

- with advanced academic and clinical skills in the specialist area of paediatric physiotherapy that promote a scientific approach to evaluation and practice; and
- who will foster and develop the specialist role of paediatric physiotherapy in health care.

This course will also enable physiotherapists to gain credit towards the clinical specialisation process of the Australian College of Physiotherapists.

Admission requirements

To qualify for admission to this course 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 Graduate Studies Committee of the Faculty of Health Sciences 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 of relevant clinical experience in paediatric physiotherapy and demonstrate ongoing participation in high quality continuing education within the field of paediatric physiotherapy.

Course outline

This course is composed of specified units of study totalling 48 credit points. A dissertation is an additional requirement for the Master of Health Science (Paediatric Physiotherapy) Honours degree. The course outlines for the Master of Health Science (Paediatric Physiotherapy) Pass and Honours are presented in Tables 28.5 and 28.5.1.

Table 28.5: Master of Health Science (Paediatric Physiotherapy) Pass

Unit of study	*Credit points*	*A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition*	*Session*
Course code SC087 Award total: 48 credit points			
Off-campus, Full-time or Part-time, 2 to 4 semesters			
Full-time mode			
Semester 1			
PHTY5100 Evaluation & Research in Physio Practice	6		Semester 1
PHTY5101 Advanced Anatomy and Biomechanics	6		Semester 1
PHTY5129 Topics in Paediatric Physiotherapy A	6	**A** 2 years paediatric physiotherapy clinical experience	Semester 1
PHTY5130 Clinical Paediatric Physiotherapy A	6	**A** 2 years paediatric physiotherapy clinical experience	Semester 1
SEMESTER 1 TOTAL: 24 CREDIT POINTS			
Semester 2			
PHTY5105 Theoretical Basis of Clinical Practice	6		Semester 2
PHTY5131 Concepts in Paediatric Physiotherapy	6	**A** 2 years paediatric physiotherapy clinical experience	Semester 2
PHTY5132 Topics in Paediatric Physiotherapy B	6	**A** 2 years paediatric physiotherapy clinical experience	Semester 2
PHTY5133 Clinical Paediatric Physiotherapy B	6	**A** 2 years paediatric physiotherapy clinical experience **P** PHTY5129 Topics in Paediatric Physiotherapy A	Semester 2
SEMESTER 2 TOTAL: 24 CREDIT POINTS			
Part-time mode			
Year 1			
Semester 1			
PHTY5100 Evaluation & Research in Physio Practice	6		Semester 1
PHTY5101 Advanced Anatomy and Biomechanics	6		Semester 1
SEMESTER 1 TOTAL: 12 CREDIT POINTS			
Semester 2			
PHTY5105 Theoretical Basis of Clinical Practice	6		Semester 2
PHTY5131 Concepts in Paediatric Physiotherapy	6	**A** 2 years paediatric physiotherapy clinical experience	Semester 2
SEMESTER 2 TOTAL: 24 CREDIT POINTS			
Year 2			
Semester 1			
PHTY5129 Topics in Paediatric Physiotherapy A	6	**A** 2 years paediatric physiotherapy clinical experience	Semester 1
PHTY5130 Clinical Paediatric Physiotherapy A	6	**A** 2 years paediatric physiotherapy clinical experience	Semester 1
SEMESTER 1 TOTAL: 12 CREDIT POINTS			
Semester 2			
PHTY5132 Topics in Paediatric Physiotherapy B	6	**A** 2 years paediatric physiotherapy clinical experience	Semester 2
PHTY5133 Clinical Paediatric Physiotherapy B	6	**A** 2 years paediatric physiotherapy clinical experience **P** PHTY5129 Topics in Paediatric Physiotherapy A	Semester 2
SEMESTER 2 TOTAL: 12 CREDIT POINTS			
Note			
Students may enrol in PHTY5132 Topics in Paediatric Physiotherapy B or an approved elective subject to the approval from the course coordinator.			

Table 28.5.1: Master of Health Science (Paediatric Physiotherapy) Honours

Unit of study	*Credit points*	*A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition*	*Session*
Course code SC123 Award total: 60 credit points			
Off-campus, Full-time: 2 semesters and 3 months, Part-time: 5 semesters			
Full-time mode			
Year 1			
As per Pass course			
Year 2 Honours year			
PHTY5109 Dissertation	12		Semester 1
Part-time mode			
Years 1 and 2			
As per Pass course			
Year 3 Honours year			
PHTY5109 Dissertation	12		Semester 1

Master of Health Science (Physiotherapy)

Course Coordinator

Dr Martin Mackey +61 2 9351 9374

Course aims

The principle aims of the course are to produce a body of graduates:

- with advanced academic and clinical skills in a range of professional areas that promote a scientific approach to evaluation and practice; and
- who will foster and develop the role of physiotherapy in a range of professional areas in health care.

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 Graduate Studies Committee of the Faculty of Health Sciences 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 and demonstrate ongoing participation in high quality continuing education in physiotherapy.

Course outline

This course is composed of specified units of study totalling 48 credit points. A dissertation is an additional requirement for the Master of Health Science (Physiotherapy) Honours degree.

The course outlines for the Master of Health Science (Physiotherapy) Pass and Honours are presented in Tables 28.6 and 28.6.1.

Table 28.6: Master of Health Science (Physiotherapy) Pass

Unit of study	*Credit points*	*A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition*	*Session*
Course code SC092 Award total: 48 credit points			
Full-time or part-time, 2 to 4 semesters. Some on-campus block attendance will be required.			
Full-time mode			
Semester 1			
PHTY5100 Evaluation & Research in Physio Practice	6		Semester 1
PHTY5101 Advanced Anatomy and Biomechanics	6		Semester 1
PHTY5111 Clinical Practice A	6		Semester 1
Elective [6] (see List A below)			
SEMESTER 1 TOTAL: 24 CREDIT POINTS			

Unit of study	*Credit points*	*A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition*	*Session*
Semester 2			
PHTY5105 Theoretical Basis of Clinical Practice	6		Semester 2
PHTY5113 Clinical Practice B	6		Semester 2
2 Electives [12] (see List B below)			
SEMESTER 2 TOTAL: 24 CREDIT POINTS			
Part-time mode			
Year 1			
Semester 1			
PHTY5100 Evaluation & Research in Physio Practice	6		Semester 1
PHTY5101 Advanced Anatomy and Biomechanics	6		Semester 1
SEMESTER 1 TOTAL: 12 CREDIT POINTS			
Semester 2			
PHTY5105 Theoretical Basis of Clinical Practice	6		Semester 2
Elective [6] (see List B below)			
SEMESTER 2 TOTAL: 12 CREDIT POINTS			
Year 2			
Semester 1			
PHTY5111 Clinical Practice A	6		Semester 1
Elective [6] (see List A below)			
SEMESTER 1 TOTAL: 12 CREDIT POINTS			
Semester 2			
PHTY5113 Clinical Practice B	6		Semester 2
Elective [6] (see List B below)			
SEMESTER 2 TOTAL: 12 CREDIT POINTS			
Master of Health Science (Physiotherapy) Electives			
List A			
Semester 1 (6 credit points)			
PHTY5112 Orthopaedic Physiotherapy	6	*Note: Department permission required for enrolment*	Semester 1
PHTY5121 Cardiopulmonary Physiotherapy A	6	**C** PHTY5100 Evaluation and Research in Physiotherapy Practice	Semester 1
PHTY5159 Managing Clinical Education Placements	6	**A** Professional practice and teaching experience.	Semester 1
PHTY5164 Ultrasound for Physiotherapists	6		Semester 1
Approved Faculty and other electives			
List B			
Semester 2 (12 credit points)			
PHTY5107 Advanced Musculoskeletal Complex Cases	6	**P** PHTY5101 Advanced Anatomy & Biomechanics. Also PHTY5103 Musculoskeletal Sports Injuries A, PHTY5106 Musculoskeletal Sports Injuries B if enrolled in SC090 MHlthSc(SportsPhty)	Semester 2
PHTY5116 Optimising Motor Performance B	6	**A** 2 years of clinical experience in physiotherapy	Semester 2
PHTY5131 Concepts in Paediatric Physiotherapy	6	**A** 2 years paediatric physiotherapy clinical experience	Semester 2
PHTY5134 Therapy in Disorders of the Hand	6	**A** Graduate experience in hand therapy as a qualified Physiotherapist or Occupational Therapist.	Semester 2
Approved Faculty and other electives			

Table 28.6.1: Master of Health Science (Physiotherapy) Honours

Unit of study	*Credit points*	*A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition*	*Session*
Course code SC093 Award total: 60 credit points			
Full-time: 2 semesters and 3 months			
Part-time: 5 semesters			
Full-time mode			
Year 1			
As per Pass course			
Year 2 Honours year			
PHTY5109 Dissertation	12		Semester 1
Part-time mode			
Years 1 and 2			
As per Pass course			
Year 3 Honours year			
PHTY5109 Dissertation	12		Semester 1

Master of Health Science (Sports Physiotherapy)

Course Coordinator

Dr Leslie Nicholson +61 2 9351 9369

Course aims

The principle aims of the course are to produce a body of graduates:

- with advanced academic and clinical skills in the specialist area of sports physiotherapy that promote a scientific approach to evaluation and practice; and
- who will foster and develop the specialist role of sports physiotherapy in health care.

This course will also enable physiotherapists to gain credit towards Level 2 membership of the Australian Physiotherapy Association's national specialty group, Sports Physiotherapy Australia and towards the clinical specialisation process of the Australian College of Physiotherapists.

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 Graduate Studies Committee of the Faculty of Health Sciences 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 of relevant clinical experience in musculoskeletal/sports physiotherapy and demonstrate ongoing participation in high quality continuing education within the field of sports physiotherapy.

Course outline

This course is composed of specified units of study totalling 48 credit points. A dissertation is an additional requirement for the Master of Health Science (Sports Physiotherapy) Honours degree. The course outlines for the Master of Health Science (Sports Physiotherapy) Pass and Honours are presented in Tables 28.7 and 28.7.1.

Table 28.7: Master of Health Science (Sports Physiotherapy) Pass

Unit of study	*Credit points*	*A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition*	*Session*
Course code SC090 Award total: 48 credit points			
Full-time, 2 semesters			
Part-time, 4 semesters			
Full-time mode			
Semester 1			
PHTY5100 Evaluation & Research in Physio Practice	6		Semester 1
PHTY5101 Advanced Anatomy and Biomechanics	6		Semester 1

Unit of study	*Credit points*	*A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition*	*Session*
PHTY5103 Musculoskeletal Sports Injuries A	6	**C** PHTY5101 Advanced Anatomy & Biomechanics	Semester 1
PHTY5104 Clinical Sports Physiotherapy A	6	**C** PHTY5103 Musculoskeletal Sports Injuries A or PHTY5124 Advanced Musculoskeletal Disorders A; and PHTY5101 Advanced Anatomy and Biomechanics	Semester 1
SEMESTER 1 TOTAL: 24 CREDIT POINTS			
Semester 2			
PHTY5105 Theoretical Basis of Clinical Practice	6		Semester 2
PHTY5106 Musculoskeletal Sports Injuries B	6	**P** PHTY5101 Advanced Anatomy & Biomechanics	Semester 2
PHTY5107 Advanced Musculoskeletal Complex Cases	6	**P** PHTY5101 Advanced Anatomy & Biomechanics. Also PHTY5103 Musculoskeletal Sports Injuries A, PHTY5106 Musculoskeletal Sports Injuries B if enrolled in SC090 MHlthSc(SportsPhty)	Semester 2
PHTY5108 Clinical Sports Physiotherapy B	6	**P** PHTY5103 Musculoskeletal Sports Injuries A **C** PHTY5106 Musculoskeletal Sports Injuries B or PHTY5126 Advanced Musculoskeletal Disorders B; and PHTY5101 Advanced Anatomy and Biomechanics	Semester 2
SEMESTER 2 TOTAL: 24 CREDIT POINTS			
Part-time mode			
Year 1			
Semester 1			
PHTY5101 Advanced Anatomy and Biomechanics	6		Semester 1
PHTY5103 Musculoskeletal Sports Injuries A	6	**C** PHTY5101 Advanced Anatomy & Biomechanics	Semester 1
SEMESTER 1 TOTAL: 12 CREDIT POINTS			
Semester 2			
PHTY5105 Theoretical Basis of Clinical Practice	6		Semester 2
PHTY5106 Musculoskeletal Sports Injuries B	6	**P** PHTY5101 Advanced Anatomy & Biomechanics	Semester 2
SEMESTER 2 TOTAL: 12 CREDIT POINTS			
Year 2			
Semester 1			
PHTY5100 Evaluation & Research in Physio Practice	6		Semester 1
PHTY5104 Clinical Sports Physiotherapy A	6	**C** PHTY5103 Musculoskeletal Sports Injuries A or PHTY5124 Advanced Musculoskeletal Disorders A; and PHTY5101 Advanced Anatomy and Biomechanics	Semester 1
SEMESTER 1 TOTAL: 12 CREDIT POINTS			
Semester 2			
PHTY5107 Advanced Musculoskeletal Complex Cases	6	**P** PHTY5101 Advanced Anatomy & Biomechanics. Also PHTY5103 Musculoskeletal Sports Injuries A, PHTY5106 Musculoskeletal Sports Injuries B if enrolled in SC090 MHlthSc(SportsPhty)	Semester 2
PHTY5108 Clinical Sports Physiotherapy B	6	**P** PHTY5103 Musculoskeletal Sports Injuries A **C** PHTY5106 Musculoskeletal Sports Injuries B or PHTY5126 Advanced Musculoskeletal Disorders B; and PHTY5101 Advanced Anatomy and Biomechanics	Semester 2
SEMESTER 2 TOTAL: 12 CREDIT POINTS			

Table 28.7.1: Master of Health Science (Sports Physiotherapy) Honours

Unit of study	*Credit points*	*A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition*	*Session*
Course code SC091 Award total: 60 credit points			
Full-time: 2 semesters and 3 months, Part-time: 5 semesters			
Full-time mode			
Year 1			
As per Pass course			
Year 2 Honours year			
PHTY5109 Dissertation	12		Semester 1

Unit of study	Credit points	A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition	Session
Part-time mode			
Years 1 and 2			
As per Pass course			
Year 3 Honours year			
PHTY5109 Dissertation	12		Semester 1

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

Course Coordinators

Dr Rob Boland +61 2 9351 9156 and
Dr Leslie Nicholson +61 2 9351 9369

Course aims

The principle aims of the course are to produce a body of graduates:

- with advanced academic and clinical skills in the specialist areas of sports and manipulative physiotherapy that promote a scientific approach to evaluation and practice; and
- who will foster and develop the specialist roles of sports and manipulative physiotherapy in health care.

This program will also enable physiotherapists to gain credit towards Level 2 membership of the Australian Physiotherapy Association national specialty groups, Sports Physiotherapy Australia and Musculoskeletal Physiotherapy Australia, and towards the clinical specialisation process of the Australian College of Physiotherapists.

Admission requirements

To qualify for admission to this program applicants will 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 Graduate Studies Committee of the Faculty of health Sciences that the applicant possesses the educational preparation and capacity to pursue graduate studies.

The successful applicant will have at least two years of relevant clinical experience in musculoskeletal/sports physiotherapy and demonstrate ongoing participation in high quality continuing education within the field of sports and manipulative physiotherapy.

Course outline

The program will require the completion of a 48 credit point Master of Health Science (Sports Physiotherapy) or (Manipulative Physiotherapy) followed by completion of 24 credit points in the other discipline (see Table 28.8). The program can be undertaken in full-time or part-time mode.

Students enrolled in the combined program will not take out the first award, but will transfer to the combined award. Content will include biomedical and behavioural sciences, research methods and clinical practice.

Full-time mode

Total length of candidature for the combined degree will usually be four semesters full-time. That is, two semesters for the single degree and an additional two semesters to complete the combined degree.

Part-time mode

Total length of candidature for the combined degree will usually be 6 semesters part-time. That is, four semesters for the single degree and an additional one or two semesters to complete the combined degree depending on when the units of study are on offer. Candidates will be encouraged to complete the additional units of study in two semesters; if they choose to undertake only one unit of study per year, they may be required to return the following year for Semester 2 to complete the second unit of study.

Credit transfer

For new enrolments, credit transfer will follow the existing Faculty policy as outlined in the Faculty of Health Sciences handbook. Students must complete the prescribed 48-credit point program in Sports Physiotherapy or Manipulative Physiotherapy before transferring to the combined degree program.

The combined degree will require the completion of additional credit points that complement the previous degree (Tables 28.8 and 28.8.1). In other words, those who have completed the requirements of the Master of Health Science (Manipulative Physiotherapy) will complete units of study to expand their Sports Physiotherapy knowledge and skills, and vice versa.

Students who have had the degree of Master of Health Science (Sports Physiotherapy) or (Manipulative Physiotherapy) conferred but elect to return to enrol in the alternate degree, will not be awarded the combined degree. They will, instead, have two masters degrees i.e. Master of Health Science (Sports Physiotherapy) and Master of Health Science (Manipulative Physiotherapy).

Master of Health Science (Sports Physiotherapy) and Master of Health Science (Manipulative Physiotherapy) Honours

As with other master's degree programs within the Faculty, students can transfer to a Master of Health Science (Sports Physiotherapy) and Master of Health Science (Manipulative Physiotherapy) Honours, provided they have successfully completed the Master of Health Science (Sports Physiotherapy) and Master of Health Science (Manipulative Physiotherapy) Pass degree at a level deemed to be of sufficient merit by the discipline of physiotherapy.

Table 28.8: Combined Master of Health Science (Sports Physiotherapy) and Master of Health Science (Manipulative Physiotherapy) Pass

Unit of study	*Credit points*	*A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition*	*Session*
Course code SC105 Credit points for award: 72			
Full-time, 4 semesters			
Part-time, 6 to 7 semesters (duration depends on when units of study are offered)			
Full-time mode			
Year 1			
See Table 28.7 (Sports Physiotherapy) OR Table 28.3 (Manipulative Physiotherapy)			
Year 2			
PHTY5155 Clinical Manipulative Physiotherapy C	12	**A** This unit is only available to students who have completed all requirements for the MHlthSc (Sports Physiotherapy)	Semester 1
PHTY5156 Clinical Manipulative Physiotherapy D	12	**A** This unit of study is available only to students who have completed all requirements for the MHlthSc (Sports Physiotherapy) **C** PHTY5155 Clinical Manipulative Physiotherapy C	Semester 2
or			
PHTY5157 Clinical Sports Physiotherapy C	12	**A** This unit of study is available only to students who have completed all requirements for the MHlthSc (Manipulative Physiotherapy)	Semester 1
PHTY5158 Clinical Sports Physiotherapy D	12	**A** This unit of study is available only to students who have completed all requirements for the MHlthSc (Manipulative Physiotherapy)	Semester 2
SEMESTER 2 TOTAL: 24 CREDIT POINTS			
Part-time mode			
Years 1 and 2			
See Table 28.7 (Sports Physiotherapy) OR Table 28.3 (Manipulative Physiotherapy)			
Year 3			
Semester 1			
PHTY5155 Clinical Manipulative Physiotherapy C	12	**A** This unit is only available to students who have completed all requirements for the MHlthSc (Sports Physiotherapy)	Semester 1
or			
PHTY5157 Clinical Sports Physiotherapy C	12	**A** This unit of study is available only to students who have completed all requirements for the MHlthSc (Manipulative Physiotherapy)	Semester 1
SEMESTER 1 TOTAL: 12 CREDIT POINTS			
Semester 2			
PHTY5156 Clinical Manipulative Physiotherapy D	12	**A** This unit of study is available only to students who have completed all requirements for the MHlthSc (Sports Physiotherapy) **C** PHTY5155 Clinical Manipulative Physiotherapy C	Semester 2
or			
PHTY5158 Clinical Sports Physiotherapy D	12	**A** This unit of study is available only to students who have completed all requirements for the MHlthSc (Manipulative Physiotherapy)	Semester 2
SEMESTER 2 TOTAL: 12 CREDIT POINTS			

Table 28.8.1: Combined Master of Health Science (Sports Physiotherapy) and Master of Health Science (Manipulative Physiotherapy) Honours

Unit of study	*Credit points*	*A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition*	*Session*
The combined Master of Health Science honours degree involves the addition of a 12-credit point dissertation. Students of sufficient merit can apply to enter the Master of Health Science honours degree in either Sports Physiotherapy or Manipulative Physiotherapy.			
Course code SC091 (Sports Physiotherapy)			
Course code SC101 (Manipulative Physiotherapy)			
Full-time, 5 semesters			
Part-time, 7 semesters			
Award total: 12 credit points			
Full-time mode			
PHTY5109 Dissertation	12		Semester 1

Unit of study	Credit points	A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition	Session
Part-time mode			
PHTY5109 Dissertation	12		Semester 1

Master of Applied Science (Physiotherapy) by Research – SC025

Course Coordinator

Associate Professor Jenny Alison +61 2 9351 9371 or
Associate Professor Jack Crosbie +61 2 9351 9180.

Course aims

The Master of Applied Science (Physiotherapy) course is a research degree. The course is designed to provide an opportunity for research and scholarship in specific areas of physiotherapy.

Admission requirements

The Faculty may, on the recommendation of the head of academic unit concerned, admit to candidature for a degree of Master within the Faculty 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 Faculty.

** Appropriate courses are those deemed equivalent to the Bachelor degree in Physiotherapy from Cumberland College of Health Sciences or the University of Sydney.*

Time limits

The standard course comprises both enabling preparatory work to support the research and a research thesis. Students who enter the course with adequate research preparation (eg honours graduates) may be exempt from completing some or all of the enabling components in preparation for their Master's Research Thesis – e.g. research elective units and/or thesis workshops. The maximum length would normally be four semesters full-time and eight semesters part-time.

Course outline

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.

Units of study

Master of Physiotherapy

BIOS5055

Neurosciences for Physiotherapists

Credit points: 3 **Teacher/Coordinator:** Dr John Burne, J.Burne@fhs.usyd.edu.au **Session:** Semester 1 **Classes:** 3 hrs per week **Assumed knowledge:** Basic neuroscience equivalent to BIOS1137 Introductory Neuroscience **Assessment:** Mid semester written exam (20%), end of 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 cadavers are studied; attendance at such classes is strongly encouraged

Textbooks

Lecture notes plus comprehensive reading list

BIOS5073

Functional Musculoskeletal Anatomy

Credit points: 3 **Teacher/Coordinator:** Ms Jan Douglas-Morris, J.Douglas-Morris@fhs.usyd.edu.au **Session:** Semester 1 **Classes:** 3 hours per week. **Assumed knowledge:** Basic musculoskeletal anatomy (about 50 hours approximating BIOS1136 Functional Anatomy A and BIOS1139 Functional Anatomy B) **Assessment:** Intra-semester practical exam (40%), end of 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 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 tutorials. This unit includes laboratory classes in which human cadavers are studied; attendance at such classes is strongly encouraged.

Textbooks

Palastanga, Field and Soames (2006). Anatomy and Human Movement, 5th ed.

PHTY5170

Cardiopulmonary Physiotherapy I

Credit points: 4 **Teacher/Coordinator:** Dr Bredge McCarren, B.McCarren@fhs.usyd.edu.au **Session:** Semester 1 **Classes:** 3 hrs per week **Corequisites:** BIOS5073 Functional Musculoskeletal Anatomy, BIOS5055 Neurosciences for Physiotherapists **Assessment:** Mid semester practical assessment, end of semester written exam **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:** Ms Sharon Czerniec, S.Czerniec@fhs.usyd.edu.au **Session:** Semester 1 **Classes:** 6 hrs per week **Corequisites:** BIOS5073 Functional Musculoskeletal Anatomy, BIOS5055 Neurosciences for Physiotherapists **Assessment:** Mid semester practical assessment, end of semester practical assessment, end of semester 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 practicums. 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 Musculoskeletal Physiotherapy II and lays the foundation for Musculoskeletal Physiotherapy III and 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 Julia Hush, J.Hush@fhs.usyd.edu.au/Ms Karyn Whelan, K.Whelan@fhs.usyd.edu.au **Session:** Semester 1 **Classes:** 4.5 hrs per week **Corequisites:** BIOS5073 Functional Musculoskeletal Anatomy, BIOS5055 Neurosciences for Physiotherapists **Assessment:** Mid semester practical assessment, end of semester written exam **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit introduces students to the physiotherapy assessment and management of spinal 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 pain.

PHTY5173
Scientific Practice I

Credit points: 3 **Teacher/Coordinator:** Dr Rob Herbert. R.Herbert@fhs.usyd.edu.au **Session:** Semester 2 **Classes:** 3 hrs per week **Assumed knowledge:** Background research methods equivalent to Designing Health Research and Analyzing Quantitative/Qualitative Health **Assessment:** Mid semester report, end of 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 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
Herbert R. D., Jamtvedt G., Mead J., Hagen K.B. Practical Evidence-based Physiotherapy. Oxford. Elsevier. 2005.

PHTY5174
Professional Practice I

Credit points: 3 **Teacher/Coordinator:** Ms Vicki Williams, V.Williams@fhs.usyd.edu.au **Session:** Semester 2 **Classes:** 1 hr lecture, 2 hrs tutorials each week **Assessment:** Mid semester oral presentation, end of 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 Australian Physiotherapy Association Professional Code of Conduct and learn to apply this code 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, L.Maxwell@fhs.usyd.edu.au/Assoc Prof Jenny Alison, J.Alison@fhs.usyd.edu.au **Session:** Semester 2 **Classes:** Wks 1-6: 2x1 hr lectures, 2x2 hr tutorials per week; wks 8-13: 1x1 hr lecture, 1x2 hr tutorials per week **Prerequisites:** PHTY5170 Cardiopulmonary Physiotherapy I **Assessment:** Mid semester seminar presentation, written assignment, end of 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.

PHTY5176
Neurological Physiotherapy I

Credit points: 4 **Teacher/Coordinator:** Ms Angela Stark, A.Stark@fhs.usyd.edu.au **Session:** Semester 1 **Classes:** 4.5 hrs per week **Corequisites:** BIOS5073 Functional Musculoskeletal Anatomy, BIOS5055 Neurosciences for Physiotherapists **Assessment:** Mid semester practical assessment, end of semester practical assessment, end of semester written exam **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

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, ataxia 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 swallowing) 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. C.Canning@fhs.usyd.edu.au **Session:** Semester 2 **Classes:** 3 hrs per week **Prerequisites:** PHTY5176 Neurological Physiotherapy I **Assessment:** End of semester practical assessment, end of semester written exam **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit consists of two modules. The first module examines 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:** Dr Bronwen Ackermann/Dr Adrienne Hunt **Session:** Semester 2 **Classes:** 6 hrs per week **Prerequisites:** PHTY5171 Musculoskeletal Physiotherapy I, PHTY5172 Musculoskeletal Physiotherapy II **Assessment:** Mid semester practical assessment, end of semester practical assessment, end of 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, including rheumatoid arthritis, with a focus on the upper extremity. The unit will cover selected musculoskeletal conditions of the upper extremity across the lifespan, including fractures, surgery and soft tissue injury and include a module on rheumatology. Students will develop their existing ability to select and implement physiotherapy interventions based on principles of clinical reasoning, evidence based practice and safety for the management of such conditions. Interventions will include exercise prescription, manual therapy, selected electrophysical agents and advice. This unit of study integrates knowledge from Musculoskeletal Physiotherapy I and Musculoskeletal Physiotherapy II and will complement Musculoskeletal Physiotherapy IV.

PHTY5179
Musculoskeletal Physiotherapy IV

Credit points: 4 **Teacher/Coordinator:** Dr Sue Coulson, S.Coulson@fhs.usyd.edu.au/Dr Alison Harmer, A.Harmer@fhs.usyd.edu.au **Session:** Semester 2 **Classes:** 4.5 hrs per week **Prerequisites:** PHTY5171 Musculoskeletal Physiotherapy I, PHTY5172 Musculoskeletal Physiotherapy II **Assessment:** Mid semester practical assessment, end of semester practical assessment, end of 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 exam 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 diagnose/triage and manage neck pain or thoracic spine pain patients presenting to primary care with a complex presentation. Students will learn how to assess, manage and monitor 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 monitor the outcome of treatment. This unit also includes modules on chronic pain and rheumatology. This unit of study builds upon information provided in Musculoskeletal Physiotherapy I and II.

PHTY5180
Physiotherapy Practicum I

Credit points: 6 **Teacher/Coordinator:** Dr Catherine Dean, C.Dean@fhs.usyd.edu.au **Session:** Semester 1 **Classes:** Off campus **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. 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:** Dr Catherine Dean, C.Dean@fhs.usyd.edu.au **Session:** Semester 1 **Classes:** Off-campus setting 37 hours per 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. 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:** Dr Catherine Dean, C.Dean@fhs.usyd.edu.au **Session:** Semester 1 **Classes:** Off campus setting 37 hours per 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. 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.

PHTY5183
Advanced Physiotherapy

Credit points: 4 **Teacher/Coordinator:** Dr Debra Shirley, D.Shirley@fhs.usyd.edu.au/Assoc Prof Jenny Alison, J Alison@fhs.usyd.edu.au/Dr Louise Ada, L.Ada@fhs.usyd.edu.au **Session:** Semester 2 **Classes:** 8 hours per week for 5 weeks. **Prerequisites:** PHTY5178 Musculoskeletal Physiotherapy III, PHTY5179 Musculoskeletal Physiotherapy IV, PHTY5175 Cardiopulmonary Physiotherapy II, PHTY5177 Neurological Physiotherapy II **Assessment:** End of unit practical assessment, end of unit written assignment **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit consists of three modules: musculoskeletal, cardiopulmonary and neurological physiotherapy. The musculoskeletal module will focus on the development of advanced skills in assessment and management of the musculoskeletal system, in particular, spinal manipulation. Medico legal report writing will also be covered. The cardiopulmonary module will examine a range of complex clinical

issues organised on a case-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 neurosurgical interventions and the management of some less common neurological conditions.

PHTY5184
Paediatric Physiotherapy

Credit points: 4 **Teacher/Coordinator:** Ms Jane Butler, J.Butler@fhs.usyd.edu.au **Session:** Semester 2 **Classes:** 4 hours per week **Prerequisites:** PHTY5175 Cardiopulmonary Physiotherapy II, PHTY5177 Neurological Physiotherapy II, PHTY5178 Musculoskeletal Physiotherapy III, PHTY5179 Musculoskeletal Physiotherapy IV **Assessment:** Mid unit seminar, end of unit assignment **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

The aim of this unit of study is to give the students the opportunity to consolidate their understanding of the musculoskeletal, cardiopulmonary and neurological systems and be able to apply this knowledge to paediatric physiotherapy. Students will be made aware of the changes which occur from infancy through to adulthood in motor, musculoskeletal and cardiopulmonary development. In addition, students will address issues related to assessment and training strategies in children with dysfunction in motor, musculoskeletal and cardiopulmonary systems. Content in this unit of study will be presented in an integrated format utilising the principles of clinical reasoning and problem solving. Some relevant resource material will be made available to the students in web-based, CD ROM and hard copy format but students will also be required to research topics independently in areas not previously encountered in their program.

PHTY5185
Physiotherapy for Older Persons

Credit points: 4 **Teacher/Coordinator:** Dr Catherine Dean, C.Dean@fhs.usyd.du.au **Session:** Semester 2 **Classes:** 3 hrs per week **Prerequisites:** PHTY5175 Cardiopulmonary Physiotherapy II, PHTY5177 Neurological Physiotherapy II, PHTY5178 Musculoskeletal Physiotherapy III, PHTY5179 Musculoskeletal Physiotherapy IV. **Assessment:** Mid unit seminar, end of unit assignment **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 aging and the more common impairments, activity limitations and participation restrictions that arise in an older population. 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, CD ROM 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 Sharon Kilbreath, S.Kilbreath@fhs.usyd.edu.au (Community Physiotherapy). Module Coordinators: Dr Martin Mackey, M.Mackey@fhs.usyd.edu.au (Occupational Physiotherapy), Dr Leslie Nicholson, L.Nicholson@fhs.usyd.edu.au (Sports Physiotherapy) **Session:** Semester 2 **Classes:** 3 hrs per week **Prerequisites:** PHTY5175 Cardiopulmonary Physiotherapy II, PHTY5177 Neurological Physiotherapy II, PHTY5178 Musculoskeletal Physiotherapy III, PHTY5179 Musculoskeletal Physiotherapy IV **Assessment:** Mid unit seminar, end of unit assignment **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 assess and design program for common community health issues.

PHTY5187
Scientific Practice II

Credit points: 4 **Teacher/Coordinator:** Dr Roger Adams, R.Adams@fhs.usyd.edu.au **Session:** Semester 2 **Classes:** 2 hrs per 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. This module will build on previous knowledge of research methods and develop skills in applying this 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. By the completion of this unit of study participants will understand research designs relevant to physiotherapy practice, how to enter, enter, analyse and interpret data and how to use a variety of statistical packages.

PHTY5188
Professional Practice II

Credit points: 4 **Teacher/Coordinator:** Dr Bronwen Ackermann, B.Ackermann@fhs.usyd.edu.au **Session:** Semester 2 **Classes:** 4 hrs per week for 5 weeks **Assessment:** Written assignment, oral presentation (seminar) **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

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 recognized 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:** Dr Catherine Dean, C.Dean@fhs.usyd.edu.au **Session:** Semester 2 **Classes:** Off-campus 37 hours per 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

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. 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.

Master of Health Science - Physiotherapy coursework programs

PHTY5100
Evaluation & Research in Physio Practice

Credit points: 6 **Teacher/Coordinator:** A/Prof Rob Herbert, r.herbert@fhs.usyd.edu.au **Session:** Semester 1 **Classes:** Block flexible delivery modes **Assessment:** Written submission **Campus:** Cumberland **Mode of delivery:** Block Mode

The unit will provide the opportunity for students to practise critical evaluation of clinical research pertinent to physiotherapy practice. 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.

PHTY5101
Advanced Anatomy and Biomechanics

Credit points: 6 **Teacher/Coordinator:** Assoc Prof Jack Crosbie, J.Crosbie@fhs.usyd.edu.au/Dr Karen Ginn, K.Ginn@fhs.usyd.edu.au **Session:** Semester 1 **Classes:** Total 21 hours on campus with block modes/flexible delivery **Assessment:** Written examination, individual assignments **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit will consist of six modules exploring functional anatomy and biomechanics. Each module will examine one body region and will include an in-depth exploration of the structure and function of joints and soft tissues as well as the properties and characteristics of movement related to these regions.

PHTY5103
Musculoskeletal Sports Injuries A

Credit points: 6 **Teacher/Coordinator:** Dr Leslie Nicholson, l.nicholson@fhs.usyd.edu.au **Session:** Semester 1 **Classes:** On campus, 4-6 hrs per week, during the day **Corequisites:** PHTY5101 Advanced Anatomy & Biomechanics **Assessment:** Written report, seminar presentation and practical examinations, objective structured clinical exam **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 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, L.Nicholson@fhs.usyd.edu.au **Session:** Semester 1 **Classes:** On campus, 2 hrs per week; will require off campus commitment **Corequisites:** PHTY5103 Musculoskeletal Sports Injuries A or PHTY5124 Advanced Musculoskeletal Disorders A; and PHTY5101 Advanced Anatomy and Biomechanics **Assessment:** Research based seminar presentations and written reports, written exam **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

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.

PHTY5105
Theoretical Basis of Clinical Practice

Credit points: 6 **Teacher/Coordinator:** Dr Alison Harmer, A.Harmer@fhs.usyd.edu.au **Session:** Semester 2 **Classes:** Web based modules and one 1.5 day block session **Assessment:** Four 500 word written reports (60%), short answer question exam 2 hrs (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 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 Leslie Nicholson, l.nicholson@fhs.usyd.edu.au **Session:** Semester 2 **Classes:** On campus, 4-6 hrs per week, during the day **Prerequisites:** PHTY5101 Advanced Anatomy & Biomechanics **Assessment:** Written research based report, practical examinations, objective structured clinical examination **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 Debra Shirley, D.Shirley@fhs.usyd.edu.au **Session:** Semester 2 **Classes:** On campus, 4 hrs per week, during the day **Prerequisites:** PHTY5101 Advanced Anatomy & Biomechanics. Also PHTY5103 Musculoskeletal Sports Injuries A, PHTY5106 Musculoskeletal Sports Injuries B if enrolled in SC090 MHlthSc(SportsPhty) **Assessment:** Case study analyses, group participation and seminar presentations, panel discussion 30mins (20% x2), short answer question exam 2hrs (60%) **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

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, L.Nicholson@fhs.usyd.edu.au **Session:** Semester 2 **Classes:** 3 hours per 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 PHTY5101 Advanced Anatomy and Biomechanics **Assessment:** Peer review, practical examinations, written reports, written exam **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

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.

PHTY5109
Dissertation

Credit points: 12 **Teacher/Coordinator:** Dr Martin Mackey, M.Mackey@fhs.usyd.edu.au **Session:** Semester 1 **Assessment:** 5000-7000 words (100%) due Wk 14 Sem 1, Full-time students; due Wk 13 Sem 2, Part-time students **Campus:** Cumberland **Mode of delivery:** Distance Education

The dissertation comprises a major written work that involves the preparation of a non-research dissertation on a specific area of interest, under supervision. This document is a substantial scholarly work (of approximately 5000-7000 words) that is an exposition of a range of knowledge in a specific area of physiotherapy (clinical) practice and is expected to include original argument substantiated

by reference to acknowledged authorities. It does not involve data collection but may take the form of analysis of existing data, developing a clinical tool or developing and evaluating patient education materials. The nature and complexity of the topic is negotiated with a designated supervisor. The aim of this work is for students to integrate background material and provide cohesive, structured suggestions for physiotherapy development or practice. A designated number of hours are set aside for workshops for classes in scientific writing but the majority of the hours will be spent in consultation with the supervisor or in independent study. The dissertation document will be assessed by 2 examiners and comprises 100% of the assessment in this unit.

PHTY5111
Clinical Practice A

Credit points: 6 **Teacher/Coordinator:** Dr Martin Mackey, M.Mackey@fhs.usyd.edu.au **Session:** Semester 1 **Classes:** Predominantly off campus clinical practice 50-60 hrs **Assessment:** Clinical journal, seminar presentation **Practical field work:** Involves both on and off campus clinical hours **Campus:** Cumberland **Mode of delivery:** Professional Practice

This unit provides students with the opportunity to apply knowledge gained during the course within a clinical environment. Clinical placement will depend upon identified needs of the students and the availability of appropriate clinical areas. To this end, students are required to develop a learning contract which specifies their learning goals, strategies, resources and outcomes. Note: To undertake this unit overseas and interstate trained physiotherapists must apply to the NSW Physiotherapists Registration Board for approval to practise during the course. This process will be facilitated by the unit coordinator following enrolment. Original documents and certified translations into English will be required.

PHTY5112
Orthopaedic Physiotherapy

Credit points: 6 **Teacher/Coordinator:** Dr Alison Harmer, A.Harmer@fhs.usyd.edu.au; Dr Julia Hush, J.Hush@fhs.usyd.edu.au **Session:** Semester 1 **Classes:** Off campus, 4 hrs per week **Assessment:** Written assignment, seminar presentation, written exam **Campus:** Cumberland **Mode of delivery:** Distance Education

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 orthopaedic physiotherapy. This unit will focus on the assessment, clinical diagnosis and management of common orthopaedic conditions such as rheumatoid arthritis and osteoporosis as well as orthopaedic post-surgical rehabilitation. The unit has been designed to be offered in distance education mode with on-line tutorials, electronic student chat rooms and electronically posted assignments and thus depends upon a core number of students enrolling.

PHTY5113
Clinical Practice B

Credit points: 6 **Teacher/Coordinator:** Dr Martin Mackey, M.Mackey@fhs.usyd.edu.au **Session:** Semester 2 **Classes:** Predominantly off campus clinical practice 50-60 hrs per week **Assessment:** Clinical journal, seminar presentation **Practical field work:** Involves both on and off campus clinical hours **Campus:** Cumberland **Mode of delivery:** Professional Practice

This unit provides students with the opportunity to apply knowledge gained during the course within a clinical environment. Clinical placement will depend upon identified needs of the students and the availability of appropriate clinical areas. To this end students are required to develop a learning contract which specifies their learning goals, strategies, resources and outcomes. Note: To undertake this unit overseas and interstate trained physiotherapists must apply to the NSW Physiotherapists Registration Board for approval to practise during the course. This process will be facilitated by the unit coordinator following enrolment. Original documents and certified translations into English will be required.

PHTY5114
Optimising Motor Performance A

Credit points: 6 **Teacher/Coordinator:** Dr Sharon Kilbreath, S.Kilbreath@fhs.usyd.edu.au **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.

PHTY5115
Clinical Neurological Physiotherapy A

Credit points: 6 **Teacher/Coordinator:** Dr Sharon Kilbreath, S.Kilbreath@fhs.usyd.edu.au **Session:** Semester 1 **Classes:** Flexible delivery modes **Assumed knowledge:** 2 years neurology clinical experience **Assessment:** Assignment 1 (30%), assignment 2 (30%), take-home exam (40%) **Practical field work:** Clinical hours as determined by student and co-ordinator **Campus:** Cumberland **Mode of delivery:** Distance Education

This unit is designed to enable students to explore in some depth aspects of clinical practice to increase their knowledge of available clinical and scientific resources and to expand their awareness and experience in areas of practice with which they are unfamiliar. Clinical placement will depend upon identified needs of the students and the availability of clinical placements. Students will also have an opportunity to apply knowledge gained in Physiotherapy Management of Impairment, Disability and Handicap to clinical practice. The subject involves both academic and clinical hours. The clinical hours may be undertaken at the student's convenience.

PHTY5116
Optimising Motor Performance B

Credit points: 6 **Teacher/Coordinator:** Dr Sharon Kilbreath, S.Kilbreath@fhs.usyd.edu.au **Session:** Semester 2 **Classes:** Flexible delivery modes **Assumed knowledge:** 2 years of clinical experience in physiotherapy **Assessment:** Written assignment (50%), viva exam 15 mins (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.

PHTY5117
Topics in Neurological Physiotherapy

Credit points: 6 **Teacher/Coordinator:** Dr Sharon Kilbreath, S.Kilbreath@fhs.usyd.edu.au **Session:** Semester 2 **Classes:** Depends on elective chosen **Assumed knowledge:** 2 years neurology clinical experience **Assessment:** Varies, depending on electives chosen **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit is designed to allow the student choice in studying an area pertinent to neurological physiotherapy. With the approval of the course academic adviser, students may choose from units offered within the faculty, the University or by other universities.

PHTY5118
Clinical Neurological Physiotherapy B

Credit points: 6 **Teacher/Coordinator:** Dr Sharon Kilbreath, S.Kilbreath@fhs.usyd.edu.au **Session:** Semester 2 **Classes:** On campus, 4 hrs per week, late afternoon and evening **Assumed knowledge:** 2 years neurology clinical experience **Assessment:** Training videotape (50%), written report of a case study (50%) **Practical field work:** Yes **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Evening

This unit provides students with the opportunity to apply knowledge gained in PHTY5116 Optimising Motor Performance within a clinical environment without the pressure of the usual work place. Students will also prepare, document and write up the results of a case study of training a patient to improve performance on a specific task. It involves both clinical and academic hours. The clinical hours may be undertaken at the student's convenience.

PHTY5119
Topics in Cardiopulmonary Physiotherapy

Credit points: 6 **Teacher/Coordinator:** A/Prof Jenny Alison, J.Alison@fhs.usyd.edu.au **Session:** Semester 1 **Classes:** Off campus **Corequisites:** PHTY5105 Theoretical Basis of Clinical Practice **Assessment:** Written assignments **Campus:** Cumberland **Mode of delivery:** Distance Education

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:** Dr Bredge McCarren, B.McCarren@fhs.usyd.edu.au **Session:** Semester 1 **Classes:** Off campus, clinical placement **Assessment:** Case presentation and written report on a clinical investigation **Campus:** Cumberland **Mode of delivery:** Clinical Experience

This unit will provide the equivalent of 2 weeks (approx 60 hrs) 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
Cardiopulmonary Physiotherapy A

Credit points: 6 **Teacher/Coordinator:** Dr Martin Mackay, M.Mackay@fhs.usyd.edu.au **Session:** Semester 1 **Classes:** Independent learning package with one-day workshop **Corequisites:** PHTY5100 Evaluation and Research in Physiotherapy Practice **Assessment:** Five worksheets, three written assignments (2000 words each) **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:** Dr Bredge McCarren, B.McCarren@fhs.usyd.edu.au **Session:** Semester 2 **Classes:** Off campus clinical placement **Assessment:** Case presentation and written report on a clinical investigation **Campus:** Cumberland **Mode of delivery:** Clinical Experience

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, R.Boland@fhs.usyd.edu.au **Session:** Semester 1 **Classes:** On campus, 4-6 hrs per week during day **Corequisites:** PHTY5101 Advanced Anatomy & Biomechanics **Assessment:** Essay 1500 words (40%), objective structured clinical exam 2hrs (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 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 Rob Boland, R.Boland@fhs.usyd.edu.au **Session:** Semester 1 **Classes:** 12 hrs per week **Corequisites:** PHTY5101 Advanced Anatomy & Biomechanics, PHTY5124 Advanced Musculoskeletal Disorders A **Assessment:** Clinical exam short case x2 (15% and 35%), clinical exam long case (includes viva) (50%) **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

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 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, R.Boland@fhs.usyd.edu.au **Session:** Semester 2 **Classes:** On campus, 4-6 hrs per week, during the day **Prerequisites:** PHTY5101 Advanced Anatomy & Biomechanics **Assessment:** 1500 word essay (40%), objective structured clinical exam 2hrs (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 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 Rob Boland, R.Boland@fhs.usyd.edu.au **Session:** Semester 2 **Classes:** On campus, 12 hrs per week **Prerequisites:** PHTY5101 Advanced Anatomy & Biomechanics, PHTY5124 Advanced Musculoskeletal Disorders A, PHTY5125 Clinical Manipulative Physiotherapy A **Corequisites:** PHTY5107 Advanced Musculoskeletal Complex Cases, PHTY5126 Advanced Musculoskeletal Disorders B **Assessment:** Clinical exam short case x2 (15% and 35%), clinical exam long case (includes viva) (50%) **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

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.

PHTY5129
Topics in Paediatric Physiotherapy A

Credit points: 6 **Teacher/Coordinator:** Ms Jane Butler, J.Butler@fhs.usyd.edu.au **Session:** Semester 1 **Classes:** Independent learning package **Assumed knowledge:** 2 years paediatric physiotherapy clinical experience **Assessment:** Seminar presentation 45mins (40%), 2000-4000 word assignment (60%) **Campus:** Cumberland **Mode of delivery:** Distance Education

This unit covers topics of current interest to paediatric physiotherapists in the area of neurological impairment, cardiorespiratory and musculoskeletal issues. The student will choose one of these areas to study and will be required to analyse information presented in the form of a clinical scenario, identify their learning needs and explore the pathophysiology and management of the problem through a process of supported self directed learning. Furthermore, the student will be required to identify clinical implications for physiotherapy intervention based on current research findings, justify their selection of intervention on the basis of best evidence available and identify the most appropriate means to evaluate the effectiveness of the intervention.

PHTY5130
Clinical Paediatric Physiotherapy A

Credit points: 6 **Teacher/Coordinator:** Ms Jane Butler, J.Butler@fhs.usyd.edu.au **Session:** Semester 1 **Classes:** Independent learning package **Assumed knowledge:** 2 years paediatric physiotherapy clinical experience **Assessment:** Seminar presentation 45 minutes (50%), 3000-4000 word written report (50%) **Campus:** Cumberland **Mode of delivery:** Distance Education

This unit of study is designed to provide the student with an understanding of paediatric physiotherapy within a clinical setting. The student will be required to derive inferences from scientific research and develop applications to the clinical setting. In addition they will need to apply problem-solving skills to the effective management and evaluation of physiotherapy intervention. The student will be given the opportunity to decide on their individual preference of clinical setting and will conduct their placement through a learning contract supported self-directed learning.

PHTY5131
Concepts in Paediatric Physiotherapy

Credit points: 6 **Teacher/Coordinator:** Ms Jane Butler, J.Butler@fhs.usyd.edu.au **Session:** Semester 2 **Classes:** Independent learning package **Assumed knowledge:** 2 years paediatric physiotherapy clinical experience **Assessment:** Seminar presentation-individual, 20 mins (30%), 2000 word written assignment (70%) **Campus:** Cumberland **Mode of delivery:** Distance Education

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 B

Credit points: 6 **Teacher/Coordinator:** Ms Jane Butler, J.Butler@fhs.usyd.edu.au **Session:** Semester 2 **Classes:** Independent learning package **Assumed knowledge:** 2 years paediatric physiotherapy clinical experience **Assessment:** In accordance with selected unit **Campus:** Cumberland **Mode of delivery:** Distance Education

This unit is designed to allow the student the opportunity to select their own area of study related to paediatric physiotherapy. With approval from the course academic advisor and unit of study coordinator, the student may select a unit of study from within the Faculty or through another university.

PHTY5133
Clinical Paediatric Physiotherapy B

Credit points: 6 **Teacher/Coordinator:** Ms Jane Butler, J.Butler@fhs.usyd.edu.au **Session:** Semester 2 **Classes:** Independent learning package **Prerequisites:** PHTY5129 Topics in Paediatric Physiotherapy A **Assumed knowledge:** 2 years paediatric physiotherapy clinical experience **Assessment:** Seminar presentation (50%), written report of a case study (50%) **Campus:** Cumberland **Mode of delivery:** Distance Education

This unit provides the students with the opportunity to apply knowledge gained in PHTY5129 Topics in Paediatric Physiotherapy A within a clinical environment. Students will prepare, document and write up the results of a case study of training a patient to improve performance on a specific task. It involves both clinical and academic hours. The academic hours will be negotiated with the unit coordinator with the clinical hours undertaken at the student's convenience.

PHTY5134
Therapy in Disorders of the Hand

Credit points: 6 **Teacher/Coordinator:** Dr Martin Mackay, m.mackey@fhs.usyd.edu.au **Session:** Semester 2 **Classes:** Two on-campus teaching blocks of 2-4 days plus some off-campus distance mode. **Assumed knowledge:** Graduate experience in hand therapy as a qualified Physiotherapist or Occupational Therapist. **Assessment:** Seminar presentation, participation, essay, group participation and mastery of practical skills. **Campus:** Cumberland **Mode of delivery:** Block Mode

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.

PHTY5155
Clinical Manipulative Physiotherapy C

Credit points: 12 **Teacher/Coordinator:** Dr Rob Boland, R.Boland@fhs.usyd.edu.au **Session:** Semester 1 **Assumed knowledge:** This unit is only available to students who have completed all requirements for the MHlthSc (Sports Physiotherapy) **Assessment:** Assessment will be clinical and practical examinations and seminar presentation **Campus:** Cumberland **Mode of delivery:** Clinical Experience

The aim of this unit is to advance course participants' clinical skills by providing the opportunity to conduct clinical practice in a supervised and supportive environment, wherein experienced clinicians provide expert feedback to participants. Over the course of the semester, the focus of teaching will evolve so that each component of the assessment and treatment interaction between therapist and patient will receive attention. Within the constraints of the patient demographic for each hospital unit, participants will have the opportunity to receive feedback and be evaluated while managing individual caseloads of acute to chronic and spinal or peripheral problems and younger versus older patients. Skills and knowledge gained within the other units will also be applied during clinical education. Students will also complete a module on manipulation of the cervical and cervicothoracic spines. This will include the theoretical bases as well as the practical skills required.

PHTY5156
Clinical Manipulative Physiotherapy D

Credit points: 12 **Teacher/Coordinator:** Dr Rob Boland, R.Boland@fhs.usyd.edu.au **Session:** Semester 2 **Corequisites:** PHTY5155 Clinical Manipulative Physiotherapy C **Assumed knowledge:** This unit of study is available only to students who have completed all requirements for the MHlthSc (Sports Physiotherapy) **Assessment:** Assessment will be by clinical and practical examinations and seminar presentation **Campus:** Cumberland **Mode of delivery:** Clinical Experience

The aim of this unit is to advance course participants' clinical skills by providing the opportunity to conduct clinical practice in a supervised and supportive environment, wherein experienced clinicians provide expert feedback to participants. Over the course of the semester, the focus of teaching will evolve so that each component of the assessment and treatment interaction between therapist and patient will receive attention. Within the constraints of the patient demographic for each hospital unit, participants will have the opportunity to receive feedback and be evaluated while managing individual caseloads of acute to chronic and spinal or peripheral problems and younger versus older patients. Skills and knowledge gained within the other subjects

will also be applied during clinical education. Students will also complete a module on manipulation of the lumbar spine. This will include the theoretical bases as well as the practical skills required.

PHTY5157
Clinical Sports Physiotherapy C

Credit points: 12 **Teacher/Coordinator:** Dr Leslie Nicholson, L.Nicholson@fhs.usyd.edu.au **Session:** Semester 1 **Classes:** 3 hours per week: on campus classes and on and off campus clinical hours **Assumed knowledge:** This unit of study is available only to students who have completed all requirements for the MHlthSc (Manipulative Physiotherapy) **Assessment:** Assessment will include clinical exams, seminar presentations and written reports **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit will provide the opportunity for students to integrate their knowledge gained in other units in this course and their previous clinical knowledge and skills with new approaches to the management of the person with a sports injury. The focus of this unit is on musculoskeletal disorders sustained in sporting contexts. Clinical learning opportunities will be provided in a variety of spheres of sports physiotherapy practice, including different age groups and different types of sport and ranging from acute on-field management to procedures designed to prevent injury or effectively deal with chronic or recurring injuries. Students will be required to complete clinical hours equivalent to three half days per week. In addition there will be an academic component, which will involve on-campus attendance at classes.

PHTY5158
Clinical Sports Physiotherapy D

Credit points: 12 **Teacher/Coordinator:** Dr Leslie Nicholson, L.Nicholson@fhs.usyd.edu.au **Session:** Semester 2 **Classes:** 3 hours per week: on campus classes plus off campus clinical work **Assumed knowledge:** This unit of study is available only to students who have completed all requirements for the MHlthSc (Manipulative Physiotherapy) **Assessment:** Assessment will include clinical exams, seminar presentations and written reports **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit will provide the opportunity for students to integrate their knowledge gained in other units in this course and their previous clinical knowledge and skills with new approaches to the management of the person with a sports injury. Clinical learning opportunities will be provided in a variety of spheres of sports physiotherapy practice, including different age groups and different types of sport and ranging from acute on-field management to procedures designed to prevent injury or effectively deal with chronic or recurring injuries. This unit will have on-campus hours and will require considerable off campus commitment. Students will also complete a module which will require further investigation of selected clinical presentations.

PHTY5159
Managing Clinical Education Placements

Credit points: 6 **Session:** Semester 1 **Classes:** Distance education with 1 or 2 on-campus block workshops. **Assumed knowledge:** Professional practice and teaching experience. **Assessment:** Completion of 5 modules (40%), workplace project OR a practical guide for organising your clinical placement (60%). **Campus:** Cumberland **Mode of delivery:** Distance Education/Intensive on Campus

Within the overall curriculum framework, fieldwork and clinical educators face the task of designing, implementing and evaluating clinical/fieldwork practicums/placements. They need to liaise with the relevant educational and fieldwork/clinical institutions. This unit will focus on the practical aspects of structuring and organising clinical placements. It will deal with the various organisational, interpersonal, and administrative aspects of this challenging task. Learning activities include reflecting on the participants' experience in conducting clinical education and exploring new strategies for structuring their clinical education/fieldwork placements. This will be supplemented by an on campus workshop and independent learning based on readings and self-directed learning activities.

PHTY5163
Physiotherapy in Pulmonary Rehab

Credit points: 6 **Teacher/Coordinator:** A/Prof Jenny Alison, J.Alison@fhs.usyd.edu.au **Session:** Semester 2 **Classes:** Off campus, web-based **Assessment:** Two assignments (25% each), written examination (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.

PHTY5164
Ultrasound for Physiotherapists

Credit points: 6 **Teacher/Coordinator:** Dr Debra Shirley, D.Shirley@fhs.usyd.edu.au **Session:** Semester 1 **Classes:** Flexible delivery mode with 2 intensive block attendances **Assessment:** Assignment, written exam, practical exam **Campus:** Cumberland **Mode of delivery:** Block Mode

This unit of study aims to introduce graduate physiotherapists to the use of real time ultrasound in the visualization and assessment of musculoskeletal structures. Students will be assisted in learning by the integration of the principles of real time scanning, appearances of anatomy as displayed in ultrasound images and instruction in equipment controls. While the emphasis will be on the use of ultrasound for biofeedback, some common diagnostic procedures such as rotator cuff sonography will be introduced to provide a basic appreciation of normal and pathological findings. Students will be expected to undertake some independent learning. Practical sessions will provide the opportunity for hands-on scanning with experienced tutors.

PHTY5169
Physiotherapy Management in Acute Care

Credit points: 6 **Teacher/Coordinator:** Dr Lyndal Maxwell, L.Maxwell@fhs.usyd.edu.au **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 analysis of complex arterial gases, interpretation of the CXR and findings from invasive cardiovascular monitoring equipment in ICU, pharmacology in acute care, modes of 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.

29. Yooroang Garang: Indigenous Health Studies

Graduate Studies in Indigenous Community Health

The Graduate courses in Indigenous Community Health aim to provide people currently working, or intending to work, in the field of Indigenous Community Health with core knowledge and skills appropriate to maintaining health, preventing diseases and promoting the well-being of Indigenous people. Project Based and Research Based pathways contain many elective choices to enable students to develop their professional and research skills.

Project based pathway

This course provides a broad, multidisciplinary learning experience in core areas of community health theory and practice, as well as opportunities for specialist study. Flexibility is one of the main features of the program. The Project Based pathway, through the Project Series of units of study, provides a range of opportunities for students to strengthen their areas of professional interest.

Research based pathway

This course focuses on the development of research skills through a consecutive series of research electives and research projects. Students in this course will be introduced to a range of research methods applicable to health science research.

Graduate Certificate of Health Science (Indigenous Community Health)

This course will provide students with the relevant skills and attributes that are required for work in the Indigenous context. The course focuses on the health needs of Indigenous people and their communities. The opportunity for choice of electives provides students with flexibility and enables them to select subjects relevant to their professional development needs.

Admission requirements

- Completed undergraduate diploma or degree in health science or relevant areas; or
- Evidence of equivalent professional qualification and/or experience to demonstrate the capacity to pursue graduate studies.

Course outline

The course outline for the Graduate Certificate of Health Science (Indigenous Community Health) is presented in Table 29.1.

Table 29.1: Graduate Certificate of Health Science (Indigenous Community Health)

Unit of study	*Credit points*	*A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition*	*Session*
Course code SG021, Credit points for award: 24			
Full-time off-campus, minimum 1 semester			
Part-time off-campus, minimum 2 semesters			
Part-time mode			
Year 1 (Core units)			
AHCD5052 Indigenous Community Health	6		Semester 1 Semester 2
AHCD5054 Indigenous Health: Research & Evaluation	6		Semester 1 Semester 2
plus			
Semester 1			
Elective or Research Elective [6] (see notes below)			
Semester 2			
Elective or Research Elective [6] (see notes below)			
Notes			
1. Project-based pathway: at least one elective must be chosen from electives offered by Yooroang Garang: Indigenous Health Studies. This option provides students with the relevant skills and attributes required for work in the Indigenous context.			
2. Research-based pathway: this option introduces students to the development of a research proposal through the study of research methodologies applied to health science research.			

Graduate Diploma of Health Science (Indigenous Community Health)

This course enables students to apply theory to practice in Indigenous health settings. The Graduate Diploma provides students with the opportunity of pursuing a project-based option or a number of specialist electives in various streams.

Admission requirements

- 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.

Course outline

The course outline for the Graduate Diploma of Health Science (Indigenous Community Health) is presented in Table 29.2.

Table 29.2: Graduate Diploma of Health Science (Indigenous Community Health)

Unit of study	*Credit points*	*A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition*	*Session*
Course code SF056, Credit points for award: 36			
Full-time, off-campus, minimum 2 semesters			
Part-time, off-campus, maximum 4 semesters			
Part-time mode			
Year 1 (Core units)			
AHCD5052 Indigenous Community Health	6		Semester 1 Semester 2
AHCD5054 Indigenous Health: Research & Evaluation	6		Semester 1 Semester 2
plus			
Semester 1			
Elective or Research Elective [6] (see notes below)			
Semester 2			
Elective or Research Elective [6] (see notes below)			
Year 2 (Option 1: Project-based pathway)			
Semester 1			
AHCD5041 Project Development	6		Semester 1 Semester 2
Semester 2			
AHCD5042 Project Management	6		Semester 1 Semester 2
Year 2 (Option 2: Research-based pathway)			
AHCD5056 Integrative Paper	12		Semester 1 Semester 2
Notes			
1. Project-based pathway: at least one elective must be chosen from electives offered by Yooroang Garang: Indigenous Health Studies. This option provides students with the relevant skills and attributes for work in the Indigenous context.			
2. Research-based pathway: this option introduces students to the development of a research proposal through the study of research methodologies applied to health science research.			

Master of Health Science (Indigenous Community Health) Pass

This course enables students to develop advanced knowledge, skills and understanding of project evaluation and research in Indigenous health. The course is offered in a flexible mode and accommodates individual approaches to learning.

Admission requirements

- 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.

Course outline

The course outline for the Master of Health Science (Indigenous Community Health) is presented in Table 29.3.

Table 29.3: Master of Health Science (Indigenous Community Health) Pass

Unit of study	*Credit points*	*A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition*	*Session*
Course code SC106, Credit points for award: 48			
Full-time, off-campus, minimum 2 semesters			
Part-time, off-campus, maximum 4 semesters			
Part-time mode			
Year 1 (Core units)			
AHCD5052 **Indigenous Community Health**	6		Semester 1 Semester 2
AHCD5054 **Indigenous Health: Research & Evaluation**	6		Semester 1 Semester 2
plus			
Year 1 (Option 1: Project-based pathway)			
Semester 1			
AHCD5041 **Project Development**	6		Semester 1 Semester 2
Semester 2			
AHCD5042 **Project Management**	6		Semester 1 Semester 2
Year 1 (Option 2: Research-based pathway)			
Semester 1			
Elective or Research Elective [6] (see notes below)			
Semester 2			
Elective or Research Elective [6] (see notes below)			
Year 2 (Option 1: Project-based pathway)			
Semester 1			
AHCD5068 **Project Evaluation (Theory)**	6		Semester 1 Semester 2
Elective or Research Elective [6] (see notes below)			
Semester 2			
AHCD5043 **Project Report**	6		Semester 1 Semester 2
AHCD5069 **Project Evaluation (Practice)**	6	**P** Project Evaluation (Theory) AHCD5068	Semester 1 Semester 2
or			
4 Electives or Research Electives [24] (see note 3 below)			
Year 2 (Option 2: Research-based pathway)			
Semester 1			
AHCD5056 **Integrative Paper**	12		Semester 1 Semester 2
Semester 2			
AHCD5057 **Literature Critique**	12		Semester 1 Semester 2
Notes			
1. Project-based pathway: at least one elective must be chosen from electives offered by Yooroang Garang: Indigenous Health Studies. This option provides students with the relevant skills and attributes required for work in the Indigenous context.			
2. Research-based pathway: this option introduces students to the development of a research proposal through the study of research methodologies applied to health science research.			
3. Please consult course co-ordinator for elective choices.			

Master of Health Science (Indigenous Community Health) Honours

This course of study enable students to consolidate their Integrative Paper and critically review the literature in their topic area into a supervised research project. To complete their research thesis each student works with an academic staff who serves as their supervisor.

Admission requirements

- 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.

Candidates in the MHlthSc(ICH) 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 enroll in the Honours program no later than the census date of the semester following that in which all coursework is completed.

The dissertation will be deemed to be worth 12 credit points and will normally be completed within one semester.

Course outline

The course outline for the Master of Health Science (Indigenous Community Health) Honours is presented in Table 29.3.1.

Table 29.3.1: Master of Health Science (Indigenous Community Health) Honours

Unit of study	*Credit points*	*A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition*	*Session*
Course code SC115, Credit points for award: 60			
Full-time, off-campus, minimum 3 semesters			
Part-time, off-campus, maximum 6 semesters			
Part-time mode			
Years 1 and 2			
As per Pass course (see Table 29.3)			
Year 3			
AHCD5055 Dissertation	12	**A** Normally students will have completed 48 credit points before enrolling in this unit.	Semester 1 Semester 2

Indigenous Community Health Project-Based Pathway Electives

Unit of study	*Credit points*	*A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition*	*Session*
1. Electives			
The following elective units may be offered subject to staff availability.			
AHCD5002 Program Planning and Evaluation	6		Semester 1 Semester 2
AHCD5033 Cultural Awareness for Indigenous Hlth	6		Semester 1 Semester 2
AHCD5039 Health Promotion	6		Semester 1 Semester 2
AHCD5041 Project Development	6		Semester 1 Semester 2
AHCD5042 Project Management	6		Semester 1 Semester 2
AHCD5043 Project Report	6		Semester 1 Semester 2
AHCD5046 Evaluation Research	6		Semester 1 Semester 2
AHCD5048 Action Research	6		Semester 1 Semester 2
AHCD5053 Social Justice and Indigenous Health	6		Semester 1 Semester 2
AHCD5058 Art & Media in Indigenous Health Promo.	6	**A** Internet skills: use of bulletin boards, email and Web searching. High quality access to the Web is necessary to undertake this unit.	Semester 1 Semester 2
AHCD5059 Alcohol & Other Drugs B	6		Semester 1 Semester 2
AHCD5060 Community Development B	6		Semester 1 Semester 2
AHCD5061 Indigenous Family Health B	6		Semester 1 Semester 2

Unit of study	*Credit points*	*A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition*	*Session*
AHCD5062 Indigenous Mental Health B	6		Semester 1 Semester 2
AHCD5063 Housing and Health B	6		Semester 1 Semester 2
AHCD5065 Injury Prevention B	6		Semester 1 Semester 2
AHCD5066 Independent Learning B	6		Semester 1 Semester 2
AHCD5067 Issues in Community Mental Health B	6		Semester 1 Semester 2
AHCD5068 Project Evaluation (Theory)	6		Semester 1 Semester 2
AHCD5069 Project Evaluation (Practice)	6	**P** Project Evaluation (Theory) AHCD5068	Semester 1 Semester 2

2. Research electives

With the aid of their supervisor students will select appropriate research electives from the Faculty-wide Master's research electives listed in Chapter 31.

Master of Applied Science (Indigenous Community Health) by research – SC068

This course provides the opportunity for research in Indigenous Community Health.

Admission requirements

- Completed bachelor's degree in an area of relevance such as health, welfare, social, behavioural or biological sciences; or
- Submit such other evidence of general and professional qualifications and experience as will satisfy the Faculty that the applicant possesses the educational preparation and capacity to pursue independent research, and
- In addition, meet any other requirements for admission to the program as may be prescribed.

Time limits

The maximum length would normally be four semesters full-time and eight semesters part-time.

Course outline

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.

Units of study

AHCD5002
Program Planning and Evaluation

Credit points: 6 **Session:** Semester 1, Semester 2 **Classes:** External/distance mode **Assessment:** Written assignments **Campus:** Cumberland **Mode of delivery:** Distance Education

The aim of this unit is to examine factors and elements involved in the process of planning, developing, implementing, and evaluating services/programs/projects. Student will be also become aware of the basic skills required in the management of non-profit organisations. This is a "hands on" subject which relies on the participants' work and experience. Students will also learn basic skills in critically analysing non-profit organisation management, and appreciate the role of health outcome in evaluation of health services.

AHCD5033
Cultural Awareness for Indigenous Hlth

Credit points: 6 **Session:** Semester 1, Semester 2 **Classes:** External/distance mode **Assessment:** Two Focus questions (1000 words each), 1000 word Action Plan, 1000 word Reflection. **Campus:** Cumberland **Mode of delivery:** Distance Education

The aim of this unit is to sensitise people of indigenous and non-indigenous communities with the cultural diversity in indigenous societies. This is a unit which aims to increase participants' knowledge through defining their prior knowledge of indigenous culture.

AHCD5039
Health Promotion

Credit points: 6 **Session:** Semester 1, Semester 2 **Classes:** External/distance mode **Assessment:** 1500-2000 word Critical review, 500-750 word Outline, 2000-2500 word Action Plan, 500-1000 word Promotional Material. **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.

AHCD5041
Project Development

Credit points: 6 **Session:** Semester 1, Semester 2 **Classes:** External/distance mode **Assessment:** Questions 1, 2 - 1000 words, 500 word Project Outline, 3000-4000 word The Project, 500 word Reflection. **Campus:** Cumberland **Mode of delivery:** Distance Education

This unit provides students with an opportunity to integrate learning by defining, planning, and developing a project related to professional practice in Aboriginal health and community development.

AHCD5042
Project Management

Credit points: 6 **Session:** Semester 1, Semester 2 **Classes:** External/distance mode **Assessment:** Question 1, 2 - 1000 words, 500 word Project Outline, 3000-4000 word The Project, 500 word Reflection. **Campus:** Cumberland **Mode of delivery:** Distance Education

In this unit students, using management tools, are practically engaged in the management of a project in areas of health and health care system.

AHCD5043
Project Report

Credit points: 6 **Session:** Semester 1, Semester 2 **Classes:** External/distance mode **Assessment:** 3-5 pages Outline, 10000-15000 word Final Report. **Campus:** Cumberland **Mode of delivery:** Distance Education

The aim of this subject is to give students opportunity to describe their evaluated project, explain its achievements/failures, discuss its significance and its financial implication for both consumers and service providers.

AHCD5046
Evaluation Research

Credit points: 6 **Session:** Semester 1, Semester 2 **Classes:** Individual Supervision **Assessment:** 750 word Outline, 2500-3000 word Essay. **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

In this unit, students will examine aspects of conducting evaluation research, an area that focuses on the application of research methods to health services. Empowering and critical approaches will be included.

AHCD5048
Action Research

Credit points: 6 **Session:** Semester 1, Semester 2 **Classes:** Off-campus web based **Assessment:** 750-1000 word Proposal, 2000 word Review Article, various lengths Reflections. **Campus:** Cumberland **Mode of delivery:** On-line

Participatory action research extends knowledge and improves social practice through processes, which empower ordinary people. Action research projects proceed through cycles of planning, acting, observing and reflecting with the participation of the people affected by the practices under consideration. www.fhs.usyd.edu.au/bach/5300.

AHCD5052
Indigenous Community Health

Credit points: 6 **Session:** Semester 1, Semester 2 **Classes:** External/distance mode **Assessment:** Focus questions, 2000 words; Review of a health care setting, 2000 words; 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.

AHCD5053
Social Justice and Indigenous Health

Credit points: 6 **Session:** Semester 1, Semester 2 **Classes:** External/distance mode **Assessment:** 1000-15000 word Discussion paper, 500-700 Outline, 2000-2500 word Case Study, 500-750 word Reflection. **Campus:** Cumberland **Mode of delivery:** Distance Education

This unit of study focuses on social justice as a fundamental principle in understanding the current situation of indigenous health in Australia. Concepts of power and historical settings and their impact on social justice, human rights, equity and access to services will be explored. Models of change aiming toward individual and community empowerment, organisational and institutional change theories will be examined and utilised in the development of plan to bring about changes in the community, workplace or institutions. Strategies such as International Human Rights mechanisms, domestic policies and laws, social and community development models and principles of advocacy and equity will be the major components of this unit of study at micro and macro levels.

AHCD5054
Indigenous Health: Research & Evaluation

Credit points: 6 **Session:** Semester 1, Semester 2 **Classes:** Distance Mode, approximately 156 hours or 12 hours per week **Assessment:** Essay and action plan. **Campus:** Cumberland **Mode of delivery:** Distance Education

This unit provides an introduction to approaches in Indigenous research and evaluation, as well as major ethical issues in Indigenous health contexts. It involves an examination of the social, economic, and political constructions of Indigenous Australia. Some of the issues addressed include protocols, collaboration, dissemination of outcomes and their implication, questions of intellectual property, ownership, research, evaluation and development for self-determination. Particular emphasis will be placed on a critical analysis of existing research and evaluation practices and procedures as they impact and influence Aboriginal and Torres Strait Islander populations.

Textbooks
Resources are provided in print based learning packages and others are available on the web.

AHCD5055
Dissertation

Credit points: 12 **Session:** Semester 1, Semester 2 **Classes:** Distance education: off campus independent learning. Approximately 312 hours or 24 hours per week **Assumed knowledge:** Normally students will have completed 48 credit points before enrolling in this unit. **Assessment:** Written dissertation **Campus:** Cumberland **Mode of delivery:** Distance Education

The honours dissertation aims to give students the opportunity to develop the skills required for an independent investigation in an area of relevance to their professional interests. This may take several forms depending on the nature of the investigation.

Textbooks
Resources provided in print based packages and others are available on the Web.

AHCD5056
Integrative Paper

Credit points: 12 **Teacher/Coordinator:** Dr Freidoon Khavarpour (02) 9351 9127, F.Khavarpour@fhs.usyd.edu.au **Session:** Semester 1, Semester 2 **Classes:** Distance mode, approximately 312 hours or 24 hours per week **Assessment:** Written essays **Campus:** Cumberland **Mode of delivery:** Distance Education

This unit of study enables students to investigate an area related to research that is of relevance to their professional interests

Textbooks
Resources are provided in print based learning packages and others are available on the Web.

AHCD5057
Literature Critique

Credit points: 12 **Teacher/Coordinator:** Dr Freidoon Khavarpour (02) 9351 9127, F.Khavarpour@fhs.usyd.edu.au **Session:** Semester 1, Semester 2 **Classes:** Distance mode, approximately 312 hours or 24 hours per week. **Assessment:** Annotated Bibliography and literature review **Campus:** Cumberland **Mode of delivery:** Distance Education

This unit will enable students to conduct an analysis of the literature in a chosen area and develop a number of research questions that could assist in preparation for the honours dissertation. Students will be required to select an area of study in consultation with the unit co-ordinator and identify as well as critique the main body of literature in the field. Assessment will involve the submission of a 12,000 word critical review of this literature.

Textbooks
Resources are provided in print based learning packages and others are available on the Web.

AHCD5058
Art & Media in Indigenous Health Promo.

Credit points: 6 **Teacher/Coordinator:** Enquiries (02) 9351 9393 **Session:** Semester 1, Semester 2 **Classes:** Distance mode. Off campus independent learning, off campus asynchronous group discussion, off campus. Web-based and Web-supported learning. Approximately 156 hours or 12 hours per week **Assumed knowledge:** Internet skills: use of bulletin boards, email and Web searching. High quality access to the Web is necessary to undertake this unit. **Assessment:** Contribution to on-line asynchronous discussion, on-line group presentation, individual portfolio. **Campus:** Cumberland **Mode of delivery:** Distance Education

This unit of study focuses on the planning processes invloved in the strategic design of art and/ or media health promotion materials.

Students will develop their own plan as well as study the design, production and delivery of health promotion messages in art through painting. Threatre, dance and song and in film, television, radio and the print media. The communication of indigenous concepts of health in images and stories is explored with reference to selected Indigenous health promotion projects.

Textbooks

Resources provided during residential blocks and others are available on the Web. The following text is a useful resource. Egger, G. Donovan, R. Spark, R. (1993). Health and the Media, Principles and Practices for Health promotion Workers. McGraw-Hill Book Company: Sydney

AHCD5059
Alcohol & Other Drugs B

Credit points: 6 **Session:** Semester 1, Semester 2 **Classes:** External/Distance Mode **Assessment:** Negotiated learning contract. **Campus:** Cumberland **Mode of delivery:** Distance Education

This unit introduces students to the issues surrounding drug and substance abuse in Indigenous and non Indigenous communities. Students are expected to examine such issues as the social and psychological bases of drug abuse and social reactions to such use. Students will develop knowledge of the variety of approaches to drug use and abuse including rehabilitation strategies and police and court practices.

AHCD5060
Community Development B

Credit points: 6 **Session:** Semester 1, Semester 2 **Classes:** Off campus **Assessment:** Negotiated learning contract **Campus:** Cumberland **Mode of delivery:** Distance Education

This unit has been designed to give students the knowledge and skills to design, plan and evaluate community development projects. Methods of obtaining involvement for maximum benefit of communities are examined.

AHCD5061
Indigenous Family Health B

Credit points: 6 **Session:** Semester 1, Semester 2 **Classes:** External/Distance Mode **Assessment:** Negotiated learning contract. **Campus:** Cumberland **Mode of delivery:** Distance Education

The purpose of this unit is to describe Family Health within the context of Aboriginal culture and holistic approach to intervention, particularly in areas of family violence and sexual assault. This perspective is quite different from the conventional western approach of dealing with violence upon women and children. It uses a positive approach with cultural perspective to deal with the problem.

AHCD5062
Indigenous Mental Health B

Credit points: 6 **Session:** Semester 1, Semester 2 **Classes:** External/Distance Mode **Assessment:** Negotiated learning contract **Campus:** Cumberland **Mode of delivery:** Distance Education

Mental Health has only been recently acknowledged as a specific health issue for Aboriginal and Torres Strait Islander people. In the past Aboriginal Mental health was treated in the realm of drug and alcohol problems. Indigenous Mental Health does require an insider's perspective, and a framework for acknowledging the injustices forced upon the Indigenous population. Any discussion and solution to the mental health problems needs to consider the healing process through appropriate strategies based on experience of those familiar and knowledgeable about Aboriginal culture. The aim of this unit is to consider these frameworks.

AHCD5063
Housing and Health B

Credit points: 6 **Session:** Semester 1, Semester 2 **Classes:** External/Distance Mode **Assessment:** Negotiated learning contract. **Campus:** Cumberland **Mode of delivery:** Distance Education

The aim of this unit is to provide students with skills in examining health within the living environment. The aim is to equip students with knowledge and skills in order to examine, evaluate and survey present living conditions within the broad definition of health. The unit will enable students to plan, develop and implement housing intervention strategies for health. In this unit students, using management tools, are practically engaged in the management of a project in areas of health and health care system.

AHCD5065
Injury Prevention B

Credit points: 6 **Session:** Semester 1, Semester 2 **Classes:** External/Distance Mode **Assessment:** Negotiated learning contract. **Campus:** Cumberland **Mode of delivery:** Distance Education

This unit introduces students to the basic principles of injury control within a community health framework. Students will gain the skills and knowledge to understand injury as a preventable problem, identify data sources and use data in a variety of ways. Issues surrounding personal and community responsibility for injury will be considered. Specific case studies will be critically examined to assess the way in which injury prevention strategies have been used in Indigenous and non Indigenous contexts.

AHCD5066
Independent Learning B

Credit points: 6 **Session:** Semester 1, Semester 2 **Classes:** External/Distance Mode **Assessment:** Negotiated learning contract. **Campus:** Cumberland **Mode of delivery:** Distance Education

The aim of this unit is to provide the students with opportunities in exploring areas of studies which are not covered by the other unit topics, either in depth or meet their needs. It will help the students to explore a context in which their skills, independent learning interests learning objectives could come together.

AHCD5067
Issues in Community Mental Health B

Credit points: 6 **Session:** Semester 1, Semester 2 **Classes:** External/Distance Mode **Assessment:** Negotiated learning contract **Campus:** Cumberland **Mode of delivery:** Distance Education

This unit is designed to give students an understanding of factors affecting mental health and the provision of Indigenous and non Indigenous community mental health services. It has two main foci: the complex factors involved in achieving integrated service networks, and those involved in providing ways forward for people with chronic mental health problems.

AHCD5068
Project Evaluation (Theory)

Credit points: 6 **Session:** Semester 1, Semester 2 **Classes:** External/distance mode **Assessment:** 2000-3000 word Reviewing Evaluation, 1800-2000 word Case Study Analysis, 1200-1500 word Design of Evaluation tools. **Campus:** Cumberland **Mode of delivery:** Distance Education

Students examine the theoretical base and underlying assumptions, strengths, limitations, and suitability of evaluation theories and models. They also explore a range of evaluation tools and consider different approaches to investigating services/programs/projects in health and community settings.

AHCD5069
Project Evaluation (Practice)

Credit points: 6 **Session:** Semester 1, Semester 2 **Classes:** Individual supervision **Prerequisites:** Project Evaluation (Theory) AHCD5068 **Assessment:** 1200-1500 word Outline for Evaluation Report, 3600-4000 word Evaluation Report, 1000-1500 word Reflection. **Campus:** Cumberland **Mode of delivery:** Distance Education

Students apply their understanding of evaluation theory in a practical setting. Using the theories and models explored in Project Evaluation (Theory), they design and conduct a small scale evaluation of a service/program/project in a health or community setting.

30. Singapore postgraduate courses

The chapter provides detailed course information for the master's programs offered in Singapore. The off-shore (Singapore-based) programs are conducted by the Faculty of Health Sciences in conjunction with the Singapore Institute of Management. Graduates from the program will graduate with a University of Sydney award.

The ongoing responsibility for managing the courses lies with the Faculty of Health Sciences. The role of the Singapore Institute of Management is to provide a vehicle for implementing the courses.

Off-shore students should note that the semesters outlined in the *Tables* and the *Units of study* section refer to the University of Sydney academic year. That is, Semester 1 is February to June and Semester 2 is July to December. All off-shore programs commence in Semester 2. Students enrolled in the off-shore programs are required to undertake the units of study in the semester designated for the off-shore curriculum (as per course outline tables).

The program structure for the master's degrees in Child and Adolescent Health, Education and Gerontology will be four core units and four electives.

The core units will be offered as distance education units and, in addition, each core unit will have 16 hours of face-to-face contact with a content specialist. The electives are to be offered as distance education/online offerings only.

Master of Health Science (Child and Adolescent Health)

Off-shore (Singapore-based) – Not offered in 2007

This course allows students who have some background in the health professions and/or relevant disciplines to gain specialised knowledge in child and adolescent health. The program will allow students to gain considerable contemporary knowledge in the application of psychology to child and adolescent health issues.

The units aim to produce health professionals who are aware of, and can critically evaluate, and integrate into their work practice, culturally relevant, scientific, and methodologically sound research evidence in child and adolescent health.

The electives give students the opportunity to develop discipline-based knowledge and research skills (including qualitative and quantitative data analysis) and an understanding of selected key issues in development and developmental psychopathology in a social and cultural context.

Admission requirements

In order to qualify for admission to this course, applicants shall have:

1. a bachelor's degree with a major in anthropology, sociology or psychology; or
2. a bachelor's degree in social work; or
3. an approved bachelor's degree in a health profession with satisfactory performance in behavioural sciences; or
4. evidence of general and/or professional qualifications where the prospective candidate can satisfy the Faculty that she or he possesses expertise equivalent to 1, 2, or 3.

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.

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. Students will complete a dissertation (BACH5263) worth 12 credit points and the dissertation will normally be completed within one or two semesters.

The dissertation should be on a topic covered in one of the units for which the student has earned at least a grade of distinction.

Course outline

The course outline for the Master of Health Science (Child and Adolescent Health) Pass is presented in Table 30.1.

Table 30.1: Master of Health Science (Child and Adolescent Health) Pass

Unit of study	*Credit points*	*A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition*	*Session*
Course code: SC100, Credit points for award: 48			
Part-time, 4 semesters, Semester 2 start			
Part-time mode			
Year 1 (no first year intake in 2007)			
Semester 2 (July-December)			
BACH5186 **Professional Development Skills**	6		Semester 2
BACH5321 **Psychology for Graduate Students**	6		Semester 1 Semester 2
SEMESTER 2 TOTAL: 12 CREDIT POINTS			
Semester 1 (February- June)			
BACH5313 **Child and Adolescent Psychology**	6	**A** Previous study of Psychology at undergraduate level is assumed.	Semester 1 Semester 2
Elective from Group 1 [6]			
SEMESTER 1 TOTAL: 12 CREDIT POINTS			
Year 2			
Semester 2 (July-December)			
BACH5063 **Therapies for Children and Adolescents**	6		Semester 1 Semester 2
Elective from Group 2 [6]			
SEMESTER 2 TOTAL: 12 CREDIT POINTS			
Semester 1 (February-June)			
2 Electives from Group 3 [12]			
SEMESTER 1 TOTAL: 12 CREDIT POINTS			
Electives			
Group 1. Choose any one elective			
BACH5138 **Abnormal Psychology and Mental Health**	6	**A** Undergraduate Psychology	Semester 1 Semester 2
BACH5143 **Counselling**	6	**A** Undergraduate Psychology	Semester 1 Semester 2
BACH5198 **Contemporary Issues 1**	6	**A** Previous study of Psychology at undergraduate level or BACH5321 Psychology for Graduate Students.	Semester 1 Semester 2
BACH5268 **Developing A Research Project**	6	*Not available for Doctor of Health Science students*	Semester 1 Semester 2
Group 2. Choose any one elective			
BACH5138 **Abnormal Psychology and Mental Health**	6	**A** Undergraduate Psychology	Semester 1 Semester 2
BACH5143 **Counselling**	6	**A** Undergraduate Psychology	Semester 1 Semester 2
BACH5198 **Contemporary Issues 1**	6	**A** Previous study of Psychology at undergraduate level or BACH5321 Psychology for Graduate Students.	Semester 1 Semester 2
BACH5323 **Advanced Counselling Skills**	6	**A** Basic counselling skills **P** BACH5143 Counselling	Semester 1 Semester 2
Group 3. Choose any two electives			
BACH5138 **Abnormal Psychology and Mental Health**	6	**A** Undergraduate Psychology	Semester 1 Semester 2
BACH5143 **Counselling**	6	**A** Undergraduate Psychology	Semester 1 Semester 2
BACH5198 **Contemporary Issues 1**	6	**A** Previous study of Psychology at undergraduate level or BACH5321 Psychology for Graduate Students.	Semester 1 Semester 2
BACH5268 **Developing A Research Project**	6	*Not available for Doctor of Health Science students*	Semester 1 Semester 2

Master of Health Science (Education)

Off-shore (Singapore-based)

Health Science Education refers to the theory and practice of teaching and learning undertaken by health professionals in a variety of contexts across the health sciences, including undergraduate and postgraduate 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, and health information management, and the complementary therapies including homoeopathy, 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 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.

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.

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

Admission requirements

In order to qualify for admission to this course, applicants shall have:

1. a bachelor's degree in a health science field or other relevant area; or
2. submit other evidence of general and professional qualifications and/or experience, as well as satisfy the Faculty that the applicant possesses the educational capacity to pursue graduate studies, and satisfy such additional requirements for admission to the program, if any, as may be prescribed by the Faculty; and
3. have completed at least one year full-time practice as a health science professional. Current or recent experience in teaching is considered desirable.

Honours

Articulation into the Master of Health Science (Education) 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 (Education) Pass course.

Course outline

The course outline for the Master of Health Science (Education) Pass is presented in the Table 30.2.

Table 30.2: Master of Health Science (Education) Pass

Unit of study	*Credit points*	*A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition*	*Session*
Course code: SC099, Credit points for award: 48			
Part-time, 4 semesters, Semester 2 start			
Part-time mode			
Year 1			
Semester 2 (July-December)			
BACH5001 **Adult Learning**	6		Semester 1 Semester 2
BACH5186 **Professional Development Skills**	6		Semester 2
SEMESTER 2 TOTAL: 12 CREDIT POINTS			
Semester 1 (February-June)			
BACH5002 **Educational Design**	6		Semester 1 Semester 2
Elective from Group 1 [6]			
SEMESTER 1 TOTAL: 12 CREDIT POINTS			

Unit of study	*Credit points*	*A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition*	*Session*
Year 2			
Semester 2 (July-December)			
BACH5003 Facilitating Learning	6	**A** Some knowledge of Adult Learning theory and Group Dynamics useful.	Semester 2
Elective from Group 2 [6]			
SEMESTER 2 TOTAL: 12 CREDIT POINTS			
Semester 1 (February-June)			
2 Electives from group 3 [12]			
SEMESTER 1 TOTAL: 12 CREDIT POINTS			
Electives			
Group 1. Choose any one elective			
BACH5020 Introduction to Educational Computing	6	**A** Basic computer skills and some knowledge of Adult Learning theory is useful.	Semester 1
BACH5085 Clinical Teaching and Supervision	6	**A** Some knowledge of Adult Learning theory is useful.	Semester 1
BACH5153 Assessment of Learning	6	**A** Knowledge of Adult Learning and Educational Design is useful.	Semester 1
BACH5336 Lecturing and Large Group Teaching	6	**A** BACH5001 Adult Learning and BACH5002 Educational Design	Semester 1
Group 2. Choose any one elective			
BACH5007 Curriculum Leadership	6	**A** Adult Learning BACH5001 and Educational Design BACH5002	Semester 2
BACH5024 In-service and Continuing Education	6	**A** Adult Learning BACH5001 and Educational Design BACH5002 .	Semester 2
BACH5042 Teaching Clinical Reasoning	6	**A** Some knowledge of Adult Learning theory is useful.	Semester 2
BACH5116 Developing Web-Based Education	6	**A** Basic computer skills and some knowledge of Adult Learning theory would be useful.	Semester 2
Group 3. Choose any two electives			
BACH5020 Introduction to Educational Computing	6	**A** Basic computer skills and some knowledge of Adult Learning theory is useful.	Semester 1
BACH5085 Clinical Teaching and Supervision	6	**A** Some knowledge of Adult Learning theory is useful.	Semester 1
BACH5153 Assessment of Learning	6	**A** Knowledge of Adult Learning and Educational Design is useful.	Semester 1
BACH5336 Lecturing and Large Group Teaching	6	**A** BACH5001 Adult Learning and BACH5002 Educational Design	Semester 1

Master of Health Science (Education) Honours

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

Course outline

The course outline for the Master of Health Science (Education) Honours is presented in Table 30.2.1.

Table 30.2.1: Master of Health Science (Education) Honours

Unit of study	*Credit points*	*A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition*	*Session*
Course code: SC124, Credit points for award: 60			
Part-time, 1 semester			
Part-time mode			
Years 1 and 2			
As per Pass course			
Year 3 Honours			
BACH5263 Dissertation	12		Semester 1 Semester 2

Master of Health Science (Gerontology)

Off-shore (Singapore-based) – Not offered in 2007

This course offers professional development for practitioners whose work requires understanding of individual and population ageing. Graduates are equipped to occupy senior positions in management, policy, planning, education, research, clinical or other service delivery settings. The course structure reflects the need for professionals to understand the theoretical basis of gerontology and its application in specialised areas of knowledge about ageing and older people. To this end, participants undertake four core units of study and a choice of specialist electives in Gerontology (to a total of 24 credit points).

Admission requirements

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

1. a bachelor's degree in an area of occupational relevance such as the health, welfare, social or biological sciences; or
2. overseas qualifications acceptable to the Faculty; or
3. other general and professional qualifications and/or experience as will satisfy the Faculty that the applicant possesses the educational preparation and capacity to pursue graduate studies, and satisfy such additional requirements for admission to the program, as may be prescribed by Faculty.

Honours

Articulation into the Master of Health Science (Gerontology) 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 (Gerontology) Pass course.

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. Students will complete a dissertation (BACH5263) worth 12 credit points and the dissertation will normally be completed within one or two semesters.

Course outline

The course outline for the Master of Health Science (Gerontology) Pass is presented in Table 30.3.

Table 30.3: Master of Health Science (Gerontology) Pass

Unit of study	*Credit points*	*A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition*	*Session*
Course code: SC103, Credit points for award: 48			
Part-time, 4 semesters, Semester 2 start			
Year 1 (no first year intake in 2007)			
Semester 2 (July-December)			
BACH5041 Introduction to Gerontology	6		Semester 1 Semester 2
BACH5186 Professional Development Skills	6		Semester 2
SEMESTER 2 TOTAL: 12 CREDIT POINTS			
Semester 2 total: 12 credit points			
Semester 1 (February-June)			
BACH5216 Behavioural Aspects of Ageing	6		Semester 1
Elective from group 1 [6]			
SEMESTER 1 TOTAL: 12 CREDIT POINTS			

Unit of study	*Credit points*	*A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition*	*Session*
Year 2			
Semester 2 (July-December)			
BIOS5041 **Biological Aspects of Ageing**	6		Semester 2
Elective from Group 2 [6]			
SEMESTER 2 TOTAL: 12 CREDIT POINTS			
Semester 1 (February-June)			
2 Electives from Group 3 [12]			
SEMESTER 1 TOTAL: 12 CREDIT POINTS			
Electives			
Group 1. Choose any one elective			
BACH5027 **Mental Health in Later Life**	6		Semester 1 Semester 2
BACH5034 **Residential Care and Older People**	6		Semester 1
BACH5036 **Community Aged Care**	6		Semester 1
BACH5224 **Organisational Management**	6		Semester 1
Group 2. Choose any one elective			
BACH5001 **Adult Learning**	6		Semester 1 Semester 2
BACH5038 **The Community Setting and Older People**	6		Semester 2
BACH5058 **Residential Care Policies and Services**	6		Semester 2
BIOS5018 **Health, Dysfunction and Ageing**	6		Semester 1 Semester 2
Group 3. Choose any two electives			
BACH5027 **Mental Health in Later Life**	6		Semester 1 Semester 2
BACH5034 **Residential Care and Older People**	6		Semester 1
BACH5036 **Community Aged Care**	6		Semester 1
BACH5224 **Organisational Management**	6		Semester 1

Master of Health Science (Management)

The Master of Health Science (Management) course is offered to professionals in the health sector of Singapore. The program is designed to develop the management knowledge and skills of a range of professionals employed in the planning and delivery of health services in the Singapore context.

Admission requirements

In order to qualify for admission to this course, applicant shall have:

1. a bachelor's degree in health sciences from a recognised tertiary institution (or equivalent); and
2. a minimum of three years experience in the health services of a kind acceptable to the Dean of the Faculty of Health Sciences; or such qualifications as are deemed to be equivalent to 1. above.

Honours

Candidates with a 65 per cent pass or better in all units of study and a 75 per cent pass or better in at least two units of study in the Master of Health Science (Management) program may apply to complete the additional Honours requirement of a dissertation.

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 or two semesters.

Course outline

The course outlines for the Master of Health Science (Management) Pass and Honours are presented in Tables 30.4 and 30.4.1.

Table 30.4: Master of Health Science (Management) Pass

Unit of study	*Credit points*	*A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition*	*Session*
Course code: SC078, Credit points for award: 48			
Pass course, 2 semesters, Semester 2 start			
Part-time mode			
Year 1			
Semester 2 (July-December)			
SING5001 Organisational and Managerial Behaviour	6		Semester 2
SING5002 Health Economics	6		Semester 2
SEMESTER 2 TOTAL: 12 CREDIT POINTS			
Semester 1 (February-June)			
SING5003 Health Service Leadership and Change	6		Semester 1
SING5004 Accounting and Financial Management	6		Semester 1
SEMESTER 1 TOTAL: 12 CREDIT POINTS			
Year 2			
Semester 2 (July-December)			
SING5005 Health Service Marketing	6		Semester 2
SING5006 Strategic Management and Planning	6		Semester 2
SEMESTER 2 TOTAL: 12 CREDIT POINTS			
Semester 2 total: 12 credit points			
Semester 1 (February-June)			
SING5007 Managing HR and IR in the Health Sector	6		Semester 1
SING5008 Information and Decision Analysis	6		Semester 1
SEMESTER 1 TOTAL: 12 CREDIT POINTS			

Table 30.4.1: Master of Health Science (Management) Honours

Unit of study	*Credit points*	*A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition*	*Session*
Course code: SC079, Credit points for award: 60			
Part-time, 1 or 2 semesters			
Years 1 and 2			
As per Pass course			
Year 3 (Honours)			
Semester 2 (July-December)			
SING5013 Dissertation	12		Semester 2
or			
Semester 2 (July-December)			
SING5014 Dissertation A	6		Semester 2
Semester 1 (February-June)			
SING5015 Dissertation B	6		Semester 1

Units of study

BACH5001
Adult Learning

Credit points: 6 **Teacher/Coordinator:** Ms Victoria Neville. (02) 9351 9118. V.Neville@fhs.usyd.edu.au **Session:** Semester 1, Semester 2 **Classes:** External/distance mode: independent learning package with internet support. **Assessment:** Assignment based (non exam) **Campus:** Cumberland **Mode of delivery:** Distance Education

The unit has been designed to encourage you to think critically about the concepts, strategies and theories of adult learning (traditional and contemporary). The purpose of this process is to enable you to make informed, evidence-based arguments for enhancing deep approaches to student learning and encouraging self-regulated learning in your own teaching practice.

BACH5002
Educational Design

Credit points: 6 **Teacher/Coordinator:** Ms Fran Everingham (02) 9351 9116, f.everingham@fhs.usyd.edu.au **Session:** Semester 1, Semester 2 **Classes:** No classes - independent learning package, WebCT, and email support. **Assessment:** Assignment-based (non exam) **Campus:** Cumberland **Mode of delivery:** Distance Education

This unit examines the procedures and practices used by an educational designer in collecting and analysing data required for planning and proposing educational programs and designing effective learning plans. The models and readings recognise the differences and commonalities in the design needs of academics, clinical teachers and professional educators in university and further education settings, clinical and workplace contexts, and patient and community health education. Current concerns, such as evidence based design, constructive alignment, flexible and technology based modes of delivery and student approaches to learning are addressed. Participants experience design processes, such as pedagogical reasoning, by undertaking a design project relevant to their setting.

Textbooks
Recommended: Caffarella, R (2002) Planning Programs for Adult Learners A practical guide for educators, trainers and staff developers, (Jossey Bass, San Francisco); Fraser, K (1996) Student centered teaching: the development and use of conceptual frameworks (Green Guide No 18, Higher Education and Research Society of Australasia); Higgs, J & Edwards, H (eds) (1999) Educating Beginning Practitioners (Butterworth Heinemann, London).

BACH5003
Facilitating Learning

Credit points: 6 **Teacher/Coordinator:** Ms Fran Everingham (02) 9351 9116, f.everingham@fhs.usyd.edu.au **Session:** Semester 2 **Classes:** External/distance mode: independent learning package, WebCT and email support. Optional weekend workshop (Saturday and Sunday). **Assumed knowledge:** Some knowledge of Adult Learning theory and Group Dynamics useful. **Assessment:** Literature review, video skills practice and reflective report (non exam). **Campus:** Cumberland **Mode of delivery:** Distance Education

This unit engages new and experienced academic and clinical teachers and tutors with the opportunity to experiment with and practice the micro skills of teaching that are associated with effective learning, such as explaining, variation, questioning, demonstration and group discussion, and the micro skills of facilitation that enable students to learn from experience and construct personal and professional meaning. Participants videotape themselves practising various micro skills in their place of work or in the workshop offered on campus. Participants then experience reflection as the basis for developing their "pedagogical signature" as a teacher and as a catalyst for continuing professional development. Teacher inquiry is introduced in the context of the scholarship of teaching associated with selecting and investigating the effectiveness of teaching and learning strategies.

Textbooks
Recommended: Brookfield, S. The Skilful Teacher: on techniques, trust and responsiveness in the classroom (Jossey Bass, San Francisco, 1990); Brookfield., S and Reskill, S Discussion as a way of Teaching: Tools and techniques for university teachers (Buckingham, The Society for research into Higher Education, 1999); Higgs, J and Edwards, H (eds) Educating Beginning Practitioners (Butterworth Heinemann, London, 1999).

BACH5007
Curriculum Leadership

Credit points: 6 **Teacher/Coordinator:** Ms Fran Everingham (02) 9351 9116, f.everingham@fhs.usyd.edu.au **Session:** Semester 2 **Classes:** Independent learning package / WebCT and email support **Assumed knowledge:** Adult Learning BACH5001 and Educational Design BACH5002 **Assessment:** Assignment choices include essays or workplace project (no exam) **Campus:** Cumberland **Mode of delivery:** On-line

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

BACH5020
Introduction to Educational Computing

Credit points: 6 **Teacher/Coordinator:** Ms Victoria Neville, tel: (02) 9351 9118. Email: v.neville@fhs.usyd.edu.au **Session:** Semester 1 **Classes:** External/distance with internet support. **Assumed knowledge:** Basic computer skills and some knowledge of Adult Learning theory is useful. **Assessment:** Assignment based (non exam) **Campus:** Cumberland **Mode of delivery:** Distance Education

This unit examines the conceptual and technological developments in educational computing and their use and impact on health science education. Participants will learn to apply concepts and skills of educational computing to their own educational settings, and developing a small web site.

BACH5024
In-service and Continuing Education

Credit points: 6 **Teacher/Coordinator:** Ms Fran Everingham (02) 9351 9116, f.everingham@fhs.usyd.edu.au **Session:** Semester 2 **Classes:** Distance education mode: independent learning package, WebCT and email support. **Assumed knowledge:** Adult Learning BACH5001 and Educational Design BACH5002 . **Assessment:** Assignment based. **Campus:** Cumberland **Mode of delivery:** Distance Education

Participants explore the main challenges facing educators delivering inservice and continuing education in the workplace. For example, the effects of the changing nature of work; the culturally diverse work force; multi-disciplinary service delivery; job redesign; workplace standards; retention; and information and communication technologies. Education trends associated with these changes are considered; such as, on the job training, competency-based education, mandatory continuing education, informal and incidental learning, transfer of learning and life long learning.

BACH5027
Mental Health in Later Life

Credit points: 6 **Teacher/Coordinator:** Assoc Prof Cherry Russell **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 and the opportunity for in-depth study of an area of professional relevance.

Textbooks
Please refer to www.fhs.usyd.edu.au/bach/5027

BACH5034
Residential Care and Older People

Credit points: 6 **Teacher/Coordinator:** Assoc Prof Cherry Russell (02) 9351 9129. Email: c.russell@fhs.usyd.edu.au **Session:** Semester 1 **Classes:** Web-based; external/distance mode **Assessment:** Three assignments **Campus:** Cumberland **Mode of delivery:** On-line

This unit examines the environment of supported accommodation from the perspective of older residents and professional care staff. There are 3 modules: Quality of life in residential care; Working in residential care; Managing for quality in residential care.

Textbooks
www.fhs.usyd.edu.au/bach/5034

BACH5036
Community Aged Care

Credit points: 6 **Teacher/Coordinator:** Assoc Professor Cherry Russell, c.russell@fhs.usyd.edu.au **Session:** Semester 1 **Classes:** web based off-campus mode **Assessment:** continuous **Campus:** Cumberland **Mode of delivery:** On-line

This unit examines the development and implementation of community care policy for frail and disabled older people. It provides a critical analysis of "deinstitutionalisation" as a defining feature of contemporary health policy and explores its intended and unintended consequences. There are 3 modules: The Policy Context; Programs and Services; Profile and Analysis.

Textbooks
www.fhs.usyd.edu.au/bach/5036

BACH5038
The Community Setting and Older People

Credit points: 6 **Teacher/Coordinator:** Assoc. Prof. Cherry Russell (02) 9351 9129 **Session:** Semester 2 **Classes:** Web based learning see www.fhs.usyd.edu.au/bach/5038; external/distance mode **Assessment:** Three assignments **Campus:** Cumberland **Mode of delivery:** On-line

This unit explores the home and community environment of older people in relation to factors which affect their health and quality of life. There are 3 modules: Ageing, Community and Culture; Ageing, Communities and Social Resources; Ageing in the Community Environment.

Textbooks
www.fhs.usyd.edu.au/bach/5038

BACH5042
Teaching Clinical Reasoning

Credit points: 6 **Teacher/Coordinator:** Ms Victoria Neville (02) 9351 9118 email: v.neville@fhs.usyd.edu.au **Session:** Semester 2 **Classes:** External/distance mode: independent learning package with email and web support; **Assumed knowledge:** Some knowledge of Adult Learning theory is useful. **Assessment:** Assignment based (non-exam) **Campus:** Cumberland **Mode of delivery:** Distance Education

Participants explore theories and models of clinical reasoning and decision-making from the medical, nursing and allied health literature. A range of strategies to facilitate the development of clinical reasoning will be examined. Participants will have the opportunity to plan the application of strategies to their teaching context.

Textbooks
Clinical Reasoning in the Health Professions. 2nd Edition. Higgs, J. & Jones, M. (2000). Butterworth Heinneman.

BACH5058
Residential Care Policies and Services

Credit points: 6 **Teacher/Coordinator:** A/Prof Cherry Russell **Session:** Semester 2 **Classes:** Distance/external mode: web based **Assessment:** 3 x assignments (33%, 33%, 34%) **Campus:** Cumberland **Mode of delivery:** On-line

This unit provides an overview of the development and implementation of residential care policies for older Australians, explores specific issues in the delivery of residential aged care services and provides opportunity for independent inquiry.

Textbooks
www.fhs.usyd.edu.au/bach/5058

BACH5063
Therapies for Children and Adolescents

Credit points: 6 **Teacher/Coordinator:** Assoc Professor Dianne Kenny (02) 9351 9644 email: d.kenny@fhs.usyd.edu.au **Session:** Semester 1, Semester 2 **Classes:** Contract learning **Assessment:** Assignments **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit will provide students with an understanding of the major forms of therapy for children, adolescents and their families, research methods appropraite 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

BACH5085
Clinical Teaching and Supervision

Credit points: 6 **Teacher/Coordinator:** Ms Victoria Neville, 02-93519118. Email: v.neville@fhs.usyd.edu.au **Session:** Semester 1 **Classes:** External/distance mode: independent learning package with web support. **Assumed knowledge:** Some knowledge of Adult Learning theory is useful. **Assessment:** Assignment based (non exam) **Campus:** Cumberland **Mode of delivery:** Distance Education

This unit of study is concerned with exploring teaching and supervision in clinical settings. You will be introduced to the principles of roles and responsibilities of clinical educators/supervisors/teachers, styles and models of clinical supervision, clinical assessment, and other important issues. The teaching and learning experiences in this subject are structured to allow you the opportunity to learn and apply these principles to your own teaching contexts.

Textbooks
Rose, M. & Best, D. (eds) (2005) Transforming practice through clinical education, professional supervision & mentoring. Elsevier Churchill Livingstone

BACH5116
Developing Web-Based Education

Credit points: 6 **Teacher/Coordinator:** Ms Victoria Neville (02) 9351 9118. Email: v.neville@fhs.usyd.edu.au **Session:** Semester 2 **Classes:** Web-based. **Assumed knowledge:** Basic computer skills and some knowledge of Adult Learning theory would be useful. **Assessment:** Assignment based (non exam) **Campus:** Cumberland **Mode of delivery:** On-line

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

Textbooks
Study materials will include CDROM study guide and readings on papers, with internet support. Students will be expected to purchase Microsoft Frontpage software.

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:** Normal (lecture/lab/tutorial) Day

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 two and three will involve learning by case studies. The Unit is available in Distance Education mode in the Second Semester of each year, and is taught as a series of 6 seminars in Semester 1 of each year. Assessment requires students to complete 5 case studies and conduct a literature review.

Textbooks
Abnormal Psychology, 2nd Edition. Barlow (2001).

BACH5143
Counselling

Credit points: 6 **Teacher/Coordinator:** Dr Chris Lennings (02) 9351 9587 and A/Prof Dianna Kenny (02) 9351 9644 **Session:** Semester 1, Semester 2 **Classes:** Class attendance required (Semester 1); Distance Learning (Semester 2) **Assumed knowledge:** Undergraduate Psychology **Assessment:**

Audio-tape; literature review. **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

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
The Skilled Helper. Egan, G. (2001).

BACH5153
Assessment of Learning

Credit points: 6 **Teacher/Coordinator:** Ms Fran Everingham (02) 9351 9116. Email: f.everingham@fhs.usyd.edu.au **Session:** Semester 1 **Classes:** Independent learning package for external/distance students. Email support. **Assumed knowledge:** Knowledge of Adult Learning and Educational Design is useful. **Assessment:** Two written assignments **Campus:** Cumberland **Mode of delivery:** Distance Education

Various educationalists point to the impact of assessment on student approaches to learning. Combined with concern to promote deep approaches 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.

BACH5186
Professional Development Skills

Credit points: 6 **Teacher/Coordinator:** Ms Victoria Neville (02) 9351 9118 email V.Neville@fhs.usyd.edu.au **Session:** Semester 2 **Classes:** Distance education: no on-campus attendance required **Assessment:** Assignments **Campus:** Cumberland **Mode of delivery:** Distance Education

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

Textbooks
1. The Research Student's Guide to Success. Cryer, P. (1996). Buckingham, England. Open University Press.
2. Get Great Information Fast. Germov, J. and Williams, L. (1999). Sydney: Allen and Unwin.

BACH5198
Contemporary Issues 1

Credit points: 6 **Teacher/Coordinator:** Dr Chris Lennings (02) 9351 9587 and Assoc Professor Dianna Kenny (02) 9351 9644 **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 focussed 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)

BACH5224
Organisational Management

Credit points: 6 **Teacher/Coordinator:** Dr Kate O'Loughlin. (02) 9351 9531. Email: K.Oloughlin@fhs.usyd.edu.au **Session:** Semester 1 **Classes:** Distance Education **Assessment:** Three written assignments (20%, 30% and 50%). **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 springboard for the analysis of changing functions of a successful manager.

BACH5263
Dissertation

Credit points: 12 **Teacher/Coordinator:** A/Prof Cherry Russell **Session:** Semester 1, Semester 2 **Classes:** Supervised project: external/distance mode **Assessment:** Written report of 12,000 words **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

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.

BACH5268
Developing A Research Project

Credit points: 6 **Teacher/Coordinator:** Dr Rob Heard, email: r.heard@fhs.usyd.edu.au **Session:** Semester 1, Semester 2 **Classes:** 3 hrs/week semester 1 on campus Delivery Mode: Normal delivery evening Cumb Sem 1, DE Cumb Sem 1, Cumb Sem 2 **Assessment:** 3 assignments **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Evening

Note: Not available for Doctor of Health Science students

This unit provides an overview of the research process and focus on the formulation of a research proposal. It provides students with an opportunity to review and update their knowledge of research methods, and introduce the research electives which concentrate on a particular methodology or aspect of the research process. Basic research design issues are considered. Various methods of data collection are examined together with their suitability for investigating different types of research questions. Students explore the use of quantitative and qualitative data, longitudinal and cross-sectional designs, and data resulting from experimental interview, observation, single case and survey research methods in addition to content analysis and secondary data analysis. Emphasis is placed on the issues of validity and reliability of data collection techniques. Basic statistical procedures are briefly reviewed and applications such as epidemiology and evaluation research are introduced.

Textbooks
Minichiello V, Sullivan G, Greenwood K, & Axford R. (2004) Handbook of Research Methods for Nursing and Health Sciences (2nd ed) Frenchs Forest NSW: Pearson Education Australia.

BACH5323
Advanced Counselling Skills

Credit points: 6 **Teacher/Coordinator:** Dr Chris Lennings **Session:** Semester 1, Semester 2 **Classes:** Contract learning, including attendance at 6 seminars. Also available by distance education mode. **Prerequisites:** BACH5143 Counselling **Assumed knowledge:** Basic counselling skills **Assessment:** Case study analysis and counselling management plan. **Campus:** Cumberland **Mode of delivery:** Distance Education

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 and complete a counselling management plan.

Textbooks
To be advised.

BACH5336
Lecturing and Large Group Teaching

Credit points: 6 **Teacher/Coordinator:** Ms Fran Everingham (02) 93519116, email: f.everingham@fhs.usyd.edu.au **Session:** Semester 1 **Classes:** Distance education mode: independent learning package with webCT and email support. No on-campus attendance required. **Assumed knowledge:** BACH5001 Adult Learning and BACH5002 Educational Design **Assessment:** Assignment based **Campus:** Cumberland **Mode of delivery:** Distance Education

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 concering the impact of memory, attention and motivation in the process of student learning and the transfer of learning. Design issues, such as strategies to engage deep learning, monitoring understanding, and flexibility offered by the new information and communication technologies are explored. Relevant micro skills of teaching, such as getting and keeping attention, explaining, variation, dynamic structuring and managing disruption are addressed.

Textbooks
Recommended:
Bligh, D (2000) What's the use of lectures? (Jossey Bass, San Francisco)

BIOS5018
Health, Dysfunction and Ageing

Credit points: 6 **Teacher/Coordinator:** Dr Dana Strain (02) 9351 9140. email D.Strain@fhs.usyd.edu.au **Session:** Semester 1, Semester 2 **Classes:** Web CT **Assessment:** 1 essay on set case study online (100%) **Campus:** Cumberland **Mode of delivery:** On-line

This unit aims to provide an understanding of the factors responsible for the increased prevalence, with age, of certain diseases and syndromes / disorders, especially those with a tendency to become disabling. Particular attention is paid to the contribution of environmental factors to the development of these conditions and to the ways in which such disorders may be prevented or resulting to futher disability. The unit also provides an in-depth study of a specific aspect of individual student interest.

BIOS5041
Biological Aspects of Ageing

Credit points: 6 **Teacher/Coordinator:** Dr Peter Knight (02) 9351 9339. **Session:** Semester 2 **Classes:** Independent learning package. No attendance required. **Assessment:** Written assignment. **Campus:** Cumberland **Mode of delivery:** Distance Education

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.

SING5001
Organisational and Managerial Behaviour

Credit points: 6 **Session:** Semester 2 **Classes:** 2 x 19 hour teaching blocks including lectures, group work and presentation. **Assessment:** Two written assignments (50% each). **Campus:** Cumberland **Mode of delivery:** Block Mode

The study of organisations and their management is challenging, stimulating and rewarding. In this unit of study, we examine what it means to manage effectively within the health sector. We expose students to a range of management theories, perspectives and approaches. In particular, recent ideas from management and organisational studies are examined and their applicability to the health sector considered. Core topics include organisational communications, politics, culture, quality improvement and change. A feature of this unit of study is to learn about and apply a number of techniques and tools designed to improve organisational, managerial and individual performance. Learning methods incude small group work, case studies, presentations, debates, completion of some aptitude and managerial behaviour exercises and the application of the ideas to the students' own workplaces. We provide feedback on students' own managerial attributes.

SING5002
Health Economics

Credit points: 6 **Session:** Semester 2 **Classes:** 2 x 19 hour teaching blocks including lectures, group work and presentations. **Assessment:** Two written assignments (50% each). **Campus:** Cumberland **Mode of delivery:** Block Mode

This unit of study provides an introduction to health economics as a way of thinking about problems of resource allocation (priority setting) in health care. The unit ibncludes an introduction to microeconomics, health care markets, market failure, economic evaluation, pharmaceuticals, health care financing and the values that underpin decision-making.

SING5003
Health Service Leadership and Change

Credit points: 6 **Session:** Semester 1 **Classes:** 2 x 19 hour teaching blocks including lectures, group work and presentations. **Assessment:** Three written assignments (25%, 25% 50%). **Campus:** Cumberland **Mode of delivery:** Block Mode

This unit of study is about leadership and change management in the health sector. The overall aims of the unit are to enable students to develop a good understanding of the attributes, skills and behaviours of effective leaders and to develop knowledge of, and practical skills in, the planning and implementation of change. Students will explore historical and current theories of management and leadership and their implications for enhancing personal leadership skills and strategies and examine the relationships between societal culture and leadership style and effectiveness. Students will gain an understanding of the sources of power and the appropriate use of power and influence strategies. Students will also examine the forces driving change in healthcare organisations, the models of planning and implementing change and the visions and directions for change. The major topics studied are the theory of change, change management skills, and leadership and management skills necessary for implementing change.

SING5004
Accounting and Financial Management

Credit points: 6 **Session:** Semester 1 **Classes:** 2 x 19 hour teaching blocks including lectures, group work and presentations. **Assessment:** Two written assignements (25%, 50%), one exam (25%). **Campus:** Cumberland **Mode of delivery:** Block Mode

This unit of study provides students with an understanding of accounting and financial management in health care environments. Students learn how health service managers use accounting information to support decision-making. Topics covered include accounting principles, financial statements, ratio analysis, budgeting, variance analysis, capital budgeting, product costing and internal control systems.

SING5005
Health Service Marketing

Credit points: 6 **Session:** Semester 2 **Classes:** 2 x 19 hour teaching blocks including lectures, group work and presentations. **Assessment:** Two written assignments (25%, 30%), group presentation (20%), in class activities and participation (25%). **Campus:** Cumberland **Mode of delivery:** Block Mode

Health services marketing is studied in the context of contemporary concepts, theory and applications of the broader field of services marketing. Students learn how the services marketing system works, how to research the potential for new health care services and how to devise the most appropriate marketing strategies to secure a competitive and profitable position in the marketplace -whether local, regional or international. Topics covered include the rise of services marketing, consumer behaviour and decision making; employee and customer satisfaction and relationship management, marketing communications in the traditional and emerging media; and ethical

considerations in the marketing of health care services. Learning scenarios include case studies and give scope for group projects as well as individual work.

SING5006
Strategic Management and Planning

Credit points: 6 **Session:** Semester 2 **Classes:** 2 x 19 hour teaching blocks including lectures, group work and presentations. **Assessment:** Three written assignments (25%, 25%, 50%). **Campus:** Cumberland **Mode of delivery:** Block Mode

Strategic management is a vital link - a bridge - between the external environment and the health service organisation. Strategic planning is concerned with the organisation today and what it will be like tomorrow. This unit of study is centred on learning about those two ideas. Specifically, we will apply the ideas to improve the mid- to long-term viability and competitiveness of profit and not-for-profit health sector enterprises. We learn about the kind of strategic choices, tools and techniques available to the health services manager responsible for strategy and planning. A number of intriguing questions are posed. To get a flavour, consider some what and how questions: what is strategic behaviour? What does it mean to manage strategically? How do health service organisations (or, more accurately, the people within them) express their strategic intent and core competencies? What is a learning organisation? How can I plan for the future when the environment is so complex and change so rapid? Topics covered include strategic planning, strategic behaviour, competitive advantage and the learning organisation.

SING5007
Managing HR and IR in the Health Sector

Credit points: 6 **Session:** Semester 1 **Classes:** 2 x 19 hour teaching blocks including lectures, group work and presentations. **Assessment:** Two written assginments (30% each), two class presentations (20% each). **Campus:** Cumberland **Mode of delivery:** Block Mode

This unit will introduce participants to a range of issues facing human resource managers in their everyday working lives and will include human resource management tools, techniques and strategies to effectively enhance the performance of the most important resource in organisations, that is, human resources. In the Human Resources module, topics include: strategic human resource mangement; personnel selection; appraising and managing performance; training and career development. In the Industrial Relations module, topics include: the nature of conflict of interests within organisations; theories which systematise explanations of these; and the nature of state control of management/employee relationships.

SING5008
Information and Decision Analysis

Credit points: 6 **Session:** Semester 1 **Classes:** 2 x 19 hour teaching blocks including lectures, group work and presentations. **Assessment:** Two written assignments (40% each), one presentation (20%). **Campus:** Cumberland **Mode of delivery:** Block Mode

This unit of study provides students with an understanding of the principles of information and telecommunications technology in health care, and an appreciation of the impact this technology has on decision-making and ultimately clinical care. The unit showcases current health informatics applications and healthcare information systems. Students also learn how to design and operate a database. Topics covered include information systems development, systems analysis and design, informatics in healthcare management and desicion-making, electronic health initiatives and artificial intelligence, and managing the socio-technical aspects of health informatics.

SING5013
Dissertation

Credit points: 12 **Session:** Semester 2 **Campus:** Cumberland **Mode of delivery:** Block Mode

The dissertation provides candidates with an opportunity to undertake an advanced investigation in a topic or issue through to 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.

SING5014
Dissertation A

Credit points: 6 **Session:** Semester 2 **Campus:** Cumberland **Mode of delivery:** Block Mode

The dissertation provides the student with an opportunity to undertake an advanced investigation in a topic or issue throught 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.

SING5015
Dissertation B

Credit points: 6 **Session:** Semester 1 **Campus:** Cumberland **Mode of delivery:** Block Mode

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.

31. Postgraduate elective units of study

This section contains details of the units of study available as electives for postgraduate students.

It should be noted that:

- not all electives are offered each semester;
- the mode of presentation varies between units of study;
- the credit point values of units are not all the same; and
- there may be limitations on enrolment in some units of study.

Students who require further information about the content or administration of electives and when they are offered should contact the unit coordinator of specific elective. To obtain this information a unit of study code has been used next to the unit title. The four letter alphabet represents the academic unit in which the elective is taught (see Table 31.1 below). The first digit represents the level of that unit:

- 5 = postgraduate coursework
- 6 = master's research
- 7 = PhD
- A further three digits distinguish the particular unit of study.

Table 31.1: Alphabet unit code

Alphabet code	Taught by	Office	Phone
AHCD	Yooroang Garang: Indigenous Health Studies	T409	+61 2 9351 9393
BACH	Behavioural and Community Health Sciences	G101	+61 2 9351 9228
BIOS	Biomedical Sciences	S202	+61 2 9351 9455
CSCD	Communication Sciences and Disorders	S101	+61 2 9351 9450
DHSC	Doctor of Health Science	G101	+61 2 9351 9220
EXSS	Exercise and Sport Science	K122	+61 2 9351 9612
GSDD	Graduate Studies in Developmental Disability	J105	+61 2 9351 9383
HIMT	Health Information Management	T301	+61 2 9351 9494
MRTY	Medical Radiation Sciences	M201	+61 2 9351 9640
OCCP	Occupational Therapy	J105	+61 2 9351 9383
ORTH	Applied Vision Sciences	T326	+61 2 9351 9250
PHTY	Physiotherapy	O100	+61 2 9351 9273
REHB	Behavioural and Community Health Sciences	G101	+61 2 9351 9123

Units of study

Faculty electives

AHCD5002
Program Planning and Evaluation

Credit points: 6 **Session:** Semester 1, Semester 2 **Classes:** External/distance mode **Assessment:** Written assignments **Campus:** Cumberland **Mode of delivery:** Distance Education

The aim of this unit is to examine factors and elements involved in the process of planning, developing, implementing, and evaluating services/programs/projects. Student will be also become aware of the basic skills required in the management of non-profit organisations. This is a "hands on" subject which relies on the participants' work and experience. Students will also learn basic skills in critically analysing non-profit organisation management, and appreciate the role of health outcome in evaluation of health services.

AHCD5033
Cultural Awareness for Indigenous Hlth

Credit points: 6 **Session:** Semester 1, Semester 2 **Classes:** External/distance mode **Assessment:** Two Focus questions (1000 words each), 1000 word Action Plan, 1000 word Reflection. **Campus:** Cumberland **Mode of delivery:** Distance Education

The aim of this unit is to sensitise people of indigenous and non-indigenous communities with the cultural diversity in indigenous societies. This is a unit which aims to increase participants' knowledge through defining their prior knowledge of indigenous culture.

AHCD5039
Health Promotion

Credit points: 6 **Session:** Semester 1, Semester 2 **Classes:** External/distance mode **Assessment:** 1500-2000 word Critical review, 500-750 word Outline, 2000-2500 word Action Plan, 500-1000 word Promotional Material. **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.

AHCD5041
Project Development

Credit points: 6 **Session:** Semester 1, Semester 2 **Classes:** External/distance mode **Assessment:** Questions 1, 2 - 1000 words, 500 word Project Outline, 3000-4000 word The Project, 500 word Reflection. **Campus:** Cumberland **Mode of delivery:** Distance Education

This unit provides students with an opportunity to integrate learning by defining, planning, and developing a project related to professional practice in Aboriginal health and community development.

AHCD5042
Project Management

Credit points: 6 **Session:** Semester 1, Semester 2 **Classes:** External/distance mode **Assessment:** Question 1, 2 - 1000 words, 500 word Project Outline, 3000-4000 word The Project, 500 word Reflection. **Campus:** Cumberland **Mode of delivery:** Distance Education

In this unit students, using management tools, are practically engaged in the management of a project in areas of health and health care system.

AHCD5043
Project Report

Credit points: 6 **Session:** Semester 1, Semester 2 **Classes:** External/distance mode **Assessment:** 3-5 pages Outline, 10000-15000 word Final Report. **Campus:** Cumberland **Mode of delivery:** Distance Education

The aim of this subject is to give students opportunity to describe their evaluated project, explain its achievements/failures, discuss its significance and its financial implication for both consumers and service providers.

AHCD5052
Indigenous Community Health

Credit points: 6 **Session:** Semester 1, Semester 2 **Classes:** External/distance mode **Assessment:** Focus questions, 2000 words; Review of a health care setting, 2000 words; 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.

AHCD5053
Social Justice and Indigenous Health

Credit points: 6 **Session:** Semester 1, Semester 2 **Classes:** External/distance mode **Assessment:** 1000-15000 word Discussion paper, 500-700 Outline, 2000-2500 word Case Study, 500-750 word Reflection. **Campus:** Cumberland **Mode of delivery:** Distance Education

This unit of study focuses on social justice as a fundamental principle in understanding the current situation of indigenous health in Australia. Concepts of power and historical settings and their impact on social justice, human rights, equity and access to services will be explored. Models of change aiming toward individual and community empowerment, organisational and institutional change theories will be examined and utilised in the development of plan to bring about changes in the community, workplace or institutions. Strategies such as International Human Rights mechanisms, domestic policies and laws, social and community development models and principles of advocacy and equity will be the major components of this unit of study at micro and macro levels.

AHCD5058
Art & Media in Indigenous Health Promo.

Credit points: 6 **Teacher/Coordinator:** Enquiries (02) 9351 9393 **Session:** Semester 1, Semester 2 **Classes:** Distance mode. Off campus independent learning, off campus asynchronous group discussion, off campus. Web-based and Web-supported learning. Approximately 156 hours or 12 hours per week **Assumed knowledge:** Internet skills: use of bulletin boards, email and Web searching. High quality access to the Web is necessary to undertake this unit. **Assessment:** Contribution to on-line asynchronous discussion, on-line group presentation, individual portfolio. **Campus:** Cumberland **Mode of delivery:** Distance Education

This unit of study focuses on the planning processes invloved in the strategic design of art and/ or media health promotion materials. Students will develop their own plan as well as study the design, production and delivery of health promotion messages in art through painting. Threatre, dance and song and in film, television, radio and the print media. The communication of indigenous concepts of health in images and stories is explored with reference to selected Indigenous health promotion projects.

Textbooks

Resources provided during residential blocks and others are available on the Web. The following text is a useful resource. Egger, G. Donovan, R. Spark, R. (1993). Health and the Media, Principles and Practices for Health promotion Workers. McGraw-Hill Book Company: Sydney

AHCD5068
Project Evaluation (Theory)

Credit points: 6 **Session:** Semester 1, Semester 2 **Classes:** External/distance mode **Assessment:** 2000-3000 word Reviewing Evaluation, 1800-2000 word Case Study Analysis, 1200-1500 word Design of Evaluation tools. **Campus:** Cumberland **Mode of delivery:** Distance Education

Students examine the theoretical base and underlying assumptions, strengths, limitations, and suitability of evaluation theories and models. They also explore a range of evaluation tools and consider different approaches to investigating services/programs/projects in health and community settings.

AHCD5069
Project Evaluation (Practice)

Credit points: 6 **Session:** Semester 1, Semester 2 **Classes:** Individual supervision **Prerequisites:** Project Evaluation (Theory) AHCD5068 **Assessment:** 1200-1500 word Outline for Evaluation Report, 3600-4000 word Evaluation Report, 1000-1500 word Reflection. **Campus:** Cumberland **Mode of delivery:** Distance Education

Students apply their understanding of evaluation theory in a practical setting. Using the theories and models explored in Project Evaluation (Theory), they design and conduct a small scale evaluation of a service/program/project in a health or community setting.

BACH5001
Adult Learning

Credit points: 6 **Teacher/Coordinator:** Ms Victoria Neville. (02) 9351 9118. V.Neville@fhs.usyd.edu.au **Session:** Semester 1, Semester 2 **Classes:** External/distance mode: independent learning package with internet support. **Assessment:** Assignment based (non exam) **Campus:** Cumberland **Mode of delivery:** Distance Education

The unit has been designed to encourage you to think critically about the concepts, strategies and theories of adult learning (traditional and contemporary). The purpose of this process is to enable you to make informed, evidence-based arguments for enhancing deep approaches to student learning and encouraging self-regulated learning in your own teaching practice.

BACH5002
Educational Design

Credit points: 6 **Teacher/Coordinator:** Ms Fran Everingham (02) 9351 9116, f.everingham@fhs.usyd.edu.au **Session:** Semester 1, Semester 2 **Classes:** No classes - independent learning package, WebCT, and email support. **Assessment:** Assignment-based (non exam) **Campus:** Cumberland **Mode of delivery:** Distance Education

This unit examines the procedures and practices used by an educational designer in collecting and analysing data required for planning and proposing educational programs and designing effective learning plans. The models and readings recognise the differences and commonalities in the design needs of academics, clinical teachers and professional educators in university and further education settings, clinical and workplace contexts, and patient and community health education. Current concerns, such as evidence based design, constructive alignment, flexible and technology based modes of delivery and student approaches to learning are addressed. Participants experience design processes, such as pedagogical reasoning, by undertaking a design project relevant to their setting.

Textbooks

Recommended: Caffarella, R (2002) Planning Programs for Adult Learners A practical guide for educators, trainers and staff developers, (Jossey Bass, San

Francisco); Fraser, K (1996) Student centered teaching: the development and use of conceptual frameworks (Green Guide No 18, Higher Education and Research Society of Australasia); Higgs, J & Edwards, H (eds) (1999) Educating Beginning Practitioners (Butterworth Heinemann, London).

BACH5003
Facilitating Learning

Credit points: 6 **Teacher/Coordinator:** Ms Fran Everingham (02) 9351 9116, f.everingham@fhs.usyd.edu.au **Session:** Semester 2 **Classes:** External/distance mode: independent learning package, WebCT and email support. Optional weekend workshop (Saturday and Sunday). **Assumed knowledge:** Some knowledge of Adult Learning theory and Group Dynamics useful. **Assessment:** Literature review, video skills practice and reflective report (non exam). **Campus:** Cumberland **Mode of delivery:** Distance Education

This unit engages new and experienced academic and clinical teachers and tutors with the opportunity to experiment with and practice the micro skills of teaching that are associated with effective learning, such as explaining, variation, questioning, demonstration and group discussion, and the micro skills of facilitation that enable students to learn from experience and construct personal and professional meaning. Participants videotape themselves practising various micro skills in their place of work or in the workshop offered on campus. Participants then experience reflection as the basis for developing their "pedagogical signature" as a teacher and as a catalyst for continuing professional development. Teacher inquiry is introduced in the context of the scholarship of teaching associated with selecting and investigating the effectiveness of teaching and learning strategies.

Textbooks
Recommended: Brookfield, S. The Skilful Teacher: on techniques, trust and responsiveness in the classroom (Jossey Bass, San Francisco, 1990); Brookfield., S and Reskill, S Discussion as a way of Teaching: Tools and techniques for university teachers (Buckingham, The Society for research into Higher Education, 1999); Higgs, J and Edwards, H (eds) Educating Beginning Practitioners (Butterworth Heinemann, London, 1999).

BACH5004
Educational Practice

Credit points: 6 **Teacher/Coordinator:** Ms Victoria Neville, tel: (02) 93519118. Email: v.neville@fhs.usyd.edu.au **Session:** Semester 2 **Classes:** Distance education with internet support. **Assumed knowledge:** Educational Design BACH5002 **Assessment:** Assignment based (non exam) **Campus:** Cumberland **Mode of delivery:** Distance Education

Available only to Health Science (Education) students. Participants undertake an independent learning project in which they develop a teaching plan or product relevant to their professional setting. Directed independent learning contract including negotiated assessment with internet support.

BACH5007
Curriculum Leadership

Credit points: 6 **Teacher/Coordinator:** Ms Fran Everingham (02) 9351 9116, f.everingham@fhs.usyd.edu.au **Session:** Semester 2 **Classes:** Independent learning package / WebCT and email support **Assumed knowledge:** Adult Learning BACH5001 and Educational Design BACH5002 **Assessment:** Assignment choices include essays or workplace project (no exam) **Campus:** Cumberland **Mode of delivery:** On-line

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

BACH5022
Independent Investigation II

Credit points: 6 **Teacher/Coordinator:** Ms Fran Everingham (02) 9351 9116. Email: f.everingham@fhs.usyd.edu.au **Session:** Semester 2 **Classes:** Contract learning **Assumed knowledge:** Basic principles of adult learning and educational design are useful **Assessment:** Negotiated **Campus:** Cumberland **Mode of delivery:** Distance Education

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

BACH5024
In-service and Continuing Education

Credit points: 6 **Teacher/Coordinator:** Ms Fran Everingham (02) 9351 9116, f.everingham@fhs.usyd.edu.au **Session:** Semester 2 **Classes:** Distance education mode: independent learning package, WebCT and email support. **Assumed knowledge:** Adult Learning BACH5001 and Educational Design BACH5002 . **Assessment:** Assignment based. **Campus:** Cumberland **Mode of delivery:** Distance Education

Participants explore the main challenges facing educators delivering inservice and continuing education in the workplace. For example, the effects of the changing nature of work; the culturally diverse work force; multi-disciplinary service delivery; job redesign; workplace standards; retention; and information and communication technologies. Education trends associated with these changes are considered; such as, on the job training, competency-based education, mandatory continuing education, informal and incidental learning, transfer of learning and life long learning.

BACH5027
Mental Health in Later Life

Credit points: 6 **Teacher/Coordinator:** Assoc Prof Cherry Russell **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 and the opportunity for in-depth study of an area of professional relevance.

Textbooks
Please refer to www.fhs.usyd.edu.au/bach/5027

BACH5034
Residential Care and Older People

Credit points: 6 **Teacher/Coordinator:** Assoc Prof Cherry Russell (02) 9351 9129. Email: c.russell@fhs.usyd.edu.au **Session:** Semester 1 **Classes:** Web-based; external/distance mode **Assessment:** Three assignments **Campus:** Cumberland **Mode of delivery:** On-line

This unit examines the environment of supported accommodation from the perspective of older residents and professional care staff. There are 3 modules: Quality of life in residential care; Working in residential care; Managing for quality in residential care.

Textbooks
www.fhs.usyd.edu.au/bach/5034

BACH5036
Community Aged Care

Credit points: 6 **Teacher/Coordinator:** Assoc Professor Cherry Russell, c.russell@fhs.usyd.edu.au **Session:** Semester 1 **Classes:** web based off-campus mode **Assessment:** continuous **Campus:** Cumberland **Mode of delivery:** On-line

This unit examines the development and implementation of community care policy for frail and disabled older people. It provides a critical analysis of "deinstitutionalisation" as a defining feature of contemporary health policy and explores its intended and unintended consequences. There are 3 modules: The Policy Context; Programs and Services; Profile and Analysis.

Textbooks
www.fhs.usyd.edu.au/bach/5036

BACH5038
The Community Setting and Older People

Credit points: 6 **Teacher/Coordinator:** Assoc. Prof. Cherry Russell (02) 9351 9129 **Session:** Semester 2 **Classes:** Web based learning see www.fhs.usyd.edu.au/bach/5038; external/distance mode **Assessment:** Three assignments **Campus:** Cumberland **Mode of delivery:** On-line

This unit explores the home and community environment of older people in relation to factors which affect their health and quality of life. There are 3 modules: Ageing, Community and Culture; Ageing, Communities and Social Resources; Ageing in the Community Environment.

Textbooks
www.fhs.usyd.edu.au/bach/5038

BACH5041
Introduction to Gerontology

Credit points: 6 **Teacher/Coordinator:** Assoc Prof Cherry Russell email C.Russell@fhs.usyd.edu.au **Session:** Semester 1, Semester 2 **Classes:** Web-based off-campus mode **Assessment:** Three assignments **Campus:** Cumberland **Mode of delivery:** On-line

This unit provides an overview of gerontology as a multi-disciplinary field of study and its application to professional practice. It explains basic concepts and key issues in the study of ageing at the level of individuals and of populations. 3 Modules: Population ageing and public policy; Understanding health and ageing; Ageing, society and professional practice.

Textbooks
www.fhs.usyd.edu.au/bach/5041

BACH5042
Teaching Clinical Reasoning

Credit points: 6 **Teacher/Coordinator:** Ms Victoria Neville (02) 9351 9118 email: v.neville@fhs.usyd.edu.au **Session:** Semester 2 **Classes:** External/distance mode: independent learning package with email and web support; **Assumed knowledge:** Some knowledge of Adult Learning theory is useful. **Assessment:** Assignment based (non-exam) **Campus:** Cumberland **Mode of delivery:** Distance Education

Participants explore theories and models of clinical reasoning and decision-making from the medical, nursing and allied health literature. A range of strategies to facilitate the development of clinical reasoning will be examined. Participants will have the opportunity to plan the application of strategies to their teaching context.

Textbooks
Clinical Reasoning in the Health Professions. 2nd Edition. Higgs, J. & Jones, M. (2000). Butterworth Heinneman.

BACH5058
Residential Care Policies and Services

Credit points: 6 **Teacher/Coordinator:** A/Prof Cherry Russell **Session:** Semester 2 **Classes:** Distance/external mode: web based **Assessment:** 3 x assignments (33%, 33%, 34%) **Campus:** Cumberland **Mode of delivery:** On-line

This unit provides an overview of the development and implementation of residential care policies for older Australians, explores specific issues in the delivery of residential aged care services and provides opportunity for independent inquiry.

Textbooks
www.fhs.usyd.edu.au/bach/5058

BACH5063
Therapies for Children and Adolescents

Credit points: 6 **Teacher/Coordinator:** Assoc Professor Dianne Kenny (02) 9351 9644 email: d.kenny@fhs.usyd.edu.au **Session:** Semester 1, Semester 2 **Classes:** Contract learning **Assessment:** Assignments **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit will provide students with an understanding of the major forms of therapy for children, adolescents and their families, research methods appropraite 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

BACH5074
Reflective Inquiry in Practice

Credit points: 6 **Teacher/Coordinator:** Dr Ian Hughes, email: i.hughes@fhs.usyd.edu.au **Session:** Semester 1, Semester 2 **Classes:** Web based. No on-campus attendance required. **Assessment:** Continuous **Campus:** Cumberland **Mode of delivery:** On-line

Note: Access to the World Wide Web is essential.

In this unit, students participate in a learning set to read, plan, implement, reflect and report on a reflective inquiry project. Participants use reflective inquiry cycles that can be applied in action learning, professional development, reflective practice, problem solving, diagnostic professional practice, continuous improvement, and action inquiry. Reflective Inquiry in Practice is delivered through the Internet for on-campus study, distance education, workplace learning or facilitated learning.

Textbooks
www.fhs.usyd.edu.au/bach/5074

BACH5085
Clinical Teaching and Supervision

Credit points: 6 **Teacher/Coordinator:** Ms Victoria Neville, 02-93519118. Email: v.neville@fhs.usyd.edu.au **Session:** Semester 1 **Classes:** External/distance mode: independent learning package with web support. **Assumed knowledge:** Some knowledge of Adult Learning theory is useful. **Assessment:** Assignment based (non exam) **Campus:** Cumberland **Mode of delivery:** Distance Education

This unit of study is concerned with exploring teaching and supervision in clinical settings. You will be introduced to the principles of roles and responsibilities of clinical educators/supervisors/teachers, styles and models of clinical supervision, clinical assessment, and other important issues. The teaching and learning experiences in this subject are structured to allow you the opportunity to learn and apply these principles to your own teaching contexts.

Textbooks
Rose, M. & Best, D. (eds) (2005) Transforming practice through clinical education, professional supervision & mentoring. Elsevier Churchill Livingstone

BACH5116
Developing Web-Based Education

Credit points: 6 **Teacher/Coordinator:** Ms Victoria Neville (02) 9351 9118. Email: v.neville@fhs.usyd.edu.au **Session:** Semester 2 **Classes:** Web-based. **Assumed knowledge:** Basic computer skills and some knowledge of Adult Learning theory would be useful. **Assessment:** Assignment based (non exam) **Campus:** Cumberland **Mode of delivery:** On-line

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

Textbooks
Study materials will include CDROM study guide and readings on papers, with internet support. Students will be expected to purchase Microsoft Frontpage software.

BACH5118
Learning in Groups

Credit points: 6 **Teacher/Coordinator:** Ms Fran Everingham (02) 9351 9116, f.everingham@fhs.usyd.edu.au **Session:** Semester 1 **Classes:** External/distance mode: Independent learning package with WebCT and email support. **Assessment:** Assignment based (non exam) **Campus:** Cumberland **Mode of delivery:** Distance Education

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

BACH5128
Educational Innovation Project A

Credit points: 6 **Teacher/Coordinator:** Ms Victoria Neville and subject specialists where relevant. Ph: 02 9351 9118. Email: V.Neville@fhs.usyd.edu.au **Session:** Semester 1 **Classes:** Learning contract **Assessment:** Report based **Campus:** Cumberland **Mode of delivery:** Distance Education

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

Supervised project available in distance education mode with internet support.

BACH5129
Educational Innovation Project B

Credit points: 6 **Teacher/Coordinator:** Ms Victoria Neville and subject specialists where relevant. Ph: 02 9351 9118. Email: V.Neville@fhs.usyd.edu.au **Session:** Semester 2 **Classes:** Learning contract **Assumed knowledge:** Educational Design BACH5002 **Assessment:** Report based **Campus:** Cumberland **Mode of delivery:** Distance Education

Available only to Health Science Education students. This unit enables participants to explore the major issues concerned with developing, implementing and evaluating an educational innovation in their own teaching context. This unit addresses the second part of the project. Supervised project available in distance education mode with internet support.

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:** Normal (lecture/lab/tutorial) Day

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 two and three will involve learning by case studies. The Unit is available in Distance Education mode in the Second Semester of each year, and is taught as a series of 6 seminars in Semester 1 of each year. Assessment requires students to complete 5 case studies and conduct a literature review.

Textbooks
Abnormal Psychology, 2nd Edition. Barlow (2001).

BACH5139
Behaviour Mod & Cog Behavioural Therapy

Credit points: 6 **Teacher/Coordinator:** Dr Mairwen Jones **Session:** Semester 1 **Classes:** Individual supervision **Assessment:** Assignments and examination **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 programs based on reinforcement principles, such as operant and classical conditioning, extinction, shaping, maintenance and generalisation of the behaviour, stimulus discrimination training and fading, cognitive behaviour modification and assertiveness training, a behavioural model of somatic disorders and behavioural intervention in rehabilitation. This is an on-campus, directed independent study unit.

Textbooks
Behavior Modification What It Is and How To Do It. Martin & Pear. (2000).

BACH5143
Counselling

Credit points: 6 **Teacher/Coordinator:** Dr Chris Lennings (02) 9351 9587 and A/Prof Dianna Kenny (02) 9351 9644 **Session:** Semester 1, Semester 2 **Classes:** Class attendance required (Semester 1); Distance Learning (Semester 2) **Assumed knowledge:** Undergraduate Psychology **Assessment:** Audio-tape; literature review. **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

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
The Skilled Helper. Egan, G. (2001).

BACH5147
Psychology of Ageing

Credit points: 6 **Teacher/Coordinator:** Dr Steve Cumming and Assoc Prof Lynne Harris **Session:** Semester 2 **Classes:** On campus: directed independent and contract learning **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

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

BACH5151
Independent Investigation I

Credit points: 6 **Teacher/Coordinator:** Ms Fran Everingham (02) 93519116, f.everingham@fhs.usyd.edu.au **Session:** Semester 1 **Classes:** Contract learning **Assumed knowledge:** Basic principles of adult learning and educational design are useful **Assessment:** Negotiated **Campus:** Cumberland **Mode of delivery:** Distance Education

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

BACH5153
Assessment of Learning

Credit points: 6 **Teacher/Coordinator:** Ms Fran Everingham (02) 9351 9116. Email: f.everingham@fhs.usyd.edu.au **Session:** Semester 1 **Classes:** Independent learning package for external/distance students. Email support. **Assumed knowledge:** Knowledge of Adult Learning and Educational Design is useful. **Assessment:** Two written assignments **Campus:** Cumberland **Mode of delivery:** Distance Education

Various educationalists point to the impact of assessment on student approaches to learning. Combined with concern to promote deep approaches 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.

BACH5164
Occupational Health

Credit points: 6 **Teacher/Coordinator:** Dr Carol O'Donnell and Dr Kate O'Loughlin **Session:** Semester 1, Semester 2 **Classes:** External /distance mode: independent learning package **Assessment:** Two written assignments. **Campus:** Cumberland **Mode of delivery:** Distance Education

This unit teaches basic management principles related to the effective implementation of the duty of care in regard to occupational health and safety. Students will gain an understanding of the legislative and policy provisions associated with occupational health and safety, workers' compensation, rehabilitation and re-training. Students will be required to gain access to a workplace and develop a prevention

program proposal based on identification of risks and provision of strategies for their control.

BACH5165
Post Trauma Stress

Credit points: 6 **Teacher/Coordinator:** Dr Gomathi Sitharthan **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 **Teacher/Coordinator:** Dr Gomathi Sitharthan **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
Stress and Health. 3rd Edition. Rice, PC. (1999). Melbourne: Brooks/Cole Publishing Company.

BACH5186
Professional Development Skills

Credit points: 6 **Teacher/Coordinator:** Ms Victoria Neville (02) 9351 9118 email V.Neville@fhs.usyd.edu.au **Session:** Semester 2 **Classes:** Distance education: no on-campus attendance required **Assessment:** Assignments **Campus:** Cumberland **Mode of delivery:** Distance Education

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

Textbooks
1. The Research Student's Guide to Success. Cryer, P. (1996). Buckingham, England. Open University Press.
2. Get Great Information Fast. Germov, J. and Williams, L. (1999). Sydney: Allen and Unwin.

BACH5196
International Health and Society

Credit points: 6 **Teacher/Coordinator:** Dr Zakia Hossain, email: z.hossain@fhs.usyd.edu.au **Session:** Semester 1, Semester 2 **Classes:** External/distance mode: independent learning package **Assessment:** Project and 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 (02) 9351 9587 and Assoc Professor Dianna Kenny (02) 9351 9644 **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 focussed 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 (02) 9351 9587 and Assoc Professor Dianna Kenny (02) 9351 9644 **Session:** Semester 1, Semester 2 **Classes:** Distance education: contract learning. **Prerequisites:** Contemporary Issues I BACH5198 **Assessment:** Four critical reviews **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

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 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

BACH5208
Introduction to Computers & the Internet

Credit points: 6 **Teacher/Coordinator:** Dr Peter Choo and Dr Zakia Hossain **Session:** Semester 2 **Classes:** Contract learning. **Prohibitions:** BACH3105 Computing for Health Practitioners **Assumed knowledge:** Familiarity with Windows **Assessment:** One assignment **Practical field work:** 1 project **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit introduces the student to the use of computers for research, educational, and professional purposes. Important computer concepts will be covered, however the emphasis will be on developing practical computer skills. Skills covered will include the rudiments of computer programming; the use of popular applications such as word processors, spreadsheets and databases; and the use of the Internet as a research and communications tool.

BACH5212
Multicultural Issues in Gerontology

Credit points: 6 **Teacher/Coordinator:** Dr Zakia Hossain, email: z.hossain@fhs.usyd.edu.au **Session:** Semester 1, Semester 2 **Classes:** Independent learning package **Assessment:** Project **Campus:** Cumberland **Mode of delivery:** Distance Education

This unit examines what it means to be old in a country whose language, expectations for aged behaviour and types of support available, differ from those of their country of origin. The impact of immigration policy and services provision will be analysed.

BACH5216
Behavioural Aspects of Ageing

Credit points: 6 **Teacher/Coordinator:** Dr Steven Cumming, (02) 9351 9404 **Session:** Semester 1 **Classes:** Distance education: web based delivery **Assessment:** 3 assessments at 2000 words each. **Campus:** Cumberland **Mode of delivery:** On-line

This unit provides an overview of how psychology and sociology approach issues associated with ageing. There are three modules: ageing brain, ageing mind (psychology); sociological theories in ageing (sociology); the 3rd age in the 21st century (integrative module).

Textbooks
See www.fhs.usyd.edu.au/bach/5216

BACH5224
Organisational Management

Credit points: 6 **Teacher/Coordinator:** Dr Kate O'Loughlin. (02) 9351 9531. Email: K.Oloughlin@fhs.usyd.edu.au **Session:** Semester 1 **Classes:** Distance Education **Assessment:** Three written assignments (20%, 30% and 50%). **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 springboard for the analysis of changing functions of a successful manager.

BACH5289
Disability and the Community

Credit points: 6 **Teacher/Coordinator:** Ms Rosemary Pynor, email R.Pynor@fhs.usyd.edu.au **Session:** Semester 1, Semester 2 **Classes:** Individual supervision: on-campus attendance not required. **Prohibitions:** BACH5178 Stress & Disability, BACH4063 Stress & Disability, BACH4064 Disability & The Community **Assessment:** Two essays (1,500 words and 2,000 words), one Journal (2,000 words) **Campus:** Cumberland **Mode of delivery:** Distance Education

The aim of this unit of study is to challenge students' understanding of disability. Definitions and models of disability will be examined in terms of how they affect community attitudes toward disability. The unit provides an insight into the life experiences and social position of disabled people from their own perspective. Students will be encouraged to focus their study on a particular segment of the community (ie health professionals, different ethnic groups or media) and examine that group's attitudes towards people with disabilities. Alternatively, students could examine how a particular group in the community is viewed (ie women, children or people with a specific condition). Some of the topics covered will be definitions of disability, models of disability, attitudes toward disability, attitudes of particular groups in the community and strategies for improving community attitudes toward disability. Upon completion of this unit, students should have an increased understanding of disability. This understanding will improve the effectiveness of their service deivery to disabled people leading to more positiver rehabilitation outcomes.

BACH5306
International Health Risk Management

Credit points: 6 **Teacher/Coordinator:** Dr Carol O'Donnell **Session:** Semester 1, Semester 2 **Classes:** Contract learning: no on-campus attendance required. **Assessment:** Two assignments. **Campus:** Cumberland **Mode of delivery:** Distance Education

This unit aims to provide students with an understanding of the requirements of basic health risk managment in the context of the principles adopted by the World Health Organization (WHO). Basic principles of health risk management as required by relevant International Labour Organisation (ILO) Conventions and Australian legislation related to health, work and rehabilitation are also addressed. Students develop a program for controlling risks to health in a particular regional environment in the light of these international and national requirements.

BACH5309
Assessment of Children and Adolescents

Credit points: 6 **Teacher/Coordinator:** Assoc Professor Dianna Kenny (02) 9351 9644 and Dr Chris Lennings (02) 9351 9587 **Session:** Semester 1, Semester 2 **Classes:** Contract learning, including on-campus attendance of two hrs/fortnight. Also available by distance education. **Prerequisites:** BACH5313 Child and Adolescent Psychology **Assessment:** Case study and 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

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 Children.

Textbooks
A manual will be provided.

BACH5313
Child and Adolescent Psychology

Credit points: 6 **Teacher/Coordinator:** Assoc. Prof. Dianna Kenny (02) 9351 9644 **Session:** Semester 1, Semester 2 **Classes:** Distance education plus 16 hrs face-to-face **Assumed knowledge:** Previous study of Psychology at undergraduate level is assumed. **Assessment:** Four tasks **Campus:** Cumberland **Mode of delivery:** Distance Education/Intensive on Campus

This unit will provide students with an understanding of the major theories of child development with a focus on cognitive and social development; an overview of current issues in child development and the application of developmental theory to health professional practice. Students will be encouraged to pursue an area of special interest within the field of child development related to their area of professional practice.

Textbooks
Berk, L E (2003) Child Development (6th edition) Boston, Allyn & Bacon Publishing OR
Shaffer, D R (2002) Developmental Psychology (6th edition) Belmont: Wadsworth/Thomson Learning.

BACH5321
Psychology for Graduate Students

Credit points: 6 **Teacher/Coordinator:** Dr Chris Lennings **Session:** Semester 1, Semester 2 **Classes:** External/distance mode **Assessment:** Literature review **Campus:** Cumberland **Mode of delivery:** Distance Education

This subject provides students with an understanding of the major theoretical perspectives, concepts and vocabulary of psychology. Psychology is concerned with the science of human behaviour - how individuals perceive, think about, and behave in the 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.

BACH5322
Sociology for Health Professionals

Credit points: 6 **Teacher/Coordinator:** Dr Toni Schofield (02) 9351 9577 Email: t.schofield@fhs.usyd.edu.au **Session:** Semester 1, Semester 2 **Classes:** External/distance mode **Assessment:** Six short answers (500 words each), 3000 word essay. **Campus:** Cumberland **Mode of delivery:** Distance Education

The aim of this unit is to develop an understanding of basic sociological concepts and theories and their applications in analysing health issues. It also aims to develop an ability to critically examine and evaluate aspects of a familiar society in order to extend an understanding of the social structures, institutions and processes relevant to health issues.

Textbooks
www.fhs.usyd.edu.au/bach/5322

BACH5323
Advanced Counselling Skills

Credit points: 6 **Teacher/Coordinator:** Dr Chris Lennings **Session:** Semester 1, Semester 2 **Classes:** Contract learning, including attendance at 6 seminars.

Also available by distance education mode. **Prerequisites:** BACH5143 Counselling **Assumed knowledge:** Basic counselling skills **Assessment:** Case study analysis and counselling management plan. **Campus:** Cumberland **Mode of delivery:** Distance Education

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 and complete a counselling management plan.

Textbooks
To be advised.

BACH5324
Psychotherapy

Credit points: 6 **Teacher/Coordinator:** Dr Chris Lennings **Session:** Semester 2 **Classes:** Contract learning, including attendance at 6 seminars **Prerequisites:** BACH 5143 Counselling **Corequisites:** BACH 5323 Advanced Counselling Skills **Assessment:** Completion of 3 case studies **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

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.

Textbooks
To be advised.

BACH5326
Improving Health Systems

Credit points: 6 **Teacher/Coordinator:** Dr Ian Hughes, email: i.hughes@fhs.usyd.edu.au **Session:** Semester 2 **Classes:** Seminars vary from year to year (see www.fhs.usyd.edu.au/bach/5326.shtml). **Assessment:** Three assignments **Campus:** Cumberland **Mode of delivery:** Distance Education

This seminar series enables postgraduate research and coursework students to explore the uses of systems thinking, complex adaptive systems, and recent advances in networks theory with related practices such as working with communities of knowledge and on the edge of chaos. Student participation in developing emerging ideas and applications is encouraged. Topics and learning activities in this emergent field may change from year to year (eg monthly seminars, day-long workshops, on-line seminars etc). Check the web site at www.fhs.usyd.edu.au/bach/5326.shtml for most recent information.

Textbooks
www.fhs.usyd.edu.au/bach/5326.shtml

BACH5336
Lecturing and Large Group Teaching

Credit points: 6 **Teacher/Coordinator:** Ms Fran Everingham (02) 93519116, email: f.everingham@fhs.usyd.edu.au **Session:** Semester 1 **Classes:** Distance education mode: independent learning package with webCT and email support. No on-campus attendance required. **Assumed knowledge:** BACH5001 Adult Learning and BACH5002 Educational Design **Assessment:** Assignment based **Campus:** Cumberland **Mode of delivery:** Distance Education

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 concering the impact of memory, attention and motivation in the process of student learning and the transfer of learning. Design issues, such as strategies to engage deep learning, monitoring understanding, and flexibility offered by the new information and communication technologies are explored. Relevant micro skills of teaching, such as getting and keeping attention, explaining, variation, dynamic structuring and managing disruption are addressed.

Textbooks
Recommended:
Bligh, D (2000) What's the use of lectures? (Jossey Bass, San Francisco)

BACH5338
Cyberpsychology and Online Health

Credit points: 6 **Teacher/Coordinator:** Dr Andrew Campbell, email: A.Campbell@fhs.usyd.edu.au **Session:** Semester 2 **Classes:** On-campus 2 hours per week **Assessment:** Assignments and 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 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: 1. Informing allied health professionals of online resources for their profession. 2. How types of ICT functions may affect the behaviour of youth and the elderly. 3. Ethics and viability of delivering general health and mental health resources online. 4. The evolution of Telemedicine and Cyber-pharmacology practices. 5. Provision of psychological therapy over the Internet. 6. General health and mental health research and testing online. 7. Quality control and assessment of general and specific online health resources. 8. 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.Gomathi Sitharthan, tel: (02) 9351 9584, email: G.Sitharthan@fhs.usyd.edu.au **Session:** Semester 2 **Classes:** 3 hours per week (2 hours lectures and 1 hour tutorials) **Assessment:** Two assignments: 1500 & 3000 words worth 25% and 50% respectively; Exam: Short answers, worth 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 mobilsations, 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.

BIOS5018
Health, Dysfunction and Ageing

Credit points: 6 **Teacher/Coordinator:** Dr Dana Strain (02) 9351 9140. email D.Strain@fhs.usyd.edu.au **Session:** Semester 1, Semester 2 **Classes:** Web CT **Assessment:** 1 essay on set case study online (100%) **Campus:** Cumberland **Mode of delivery:** On-line

This unit aims to provide an understanding of the factors responsible for the increased prevalence, with age, of certain diseases and syndromes / disorders, especially those with a tendency to become disabling. Particular attention is paid to the contribution of environmental factors to the development of these conditions and to the ways in which such disorders may be prevented or resulting to futher disability. The unit also provides an in-depth study of a specific aspect of individual student interest.

BIOS5041
Biological Aspects of Ageing

Credit points: 6 **Teacher/Coordinator:** Dr Peter Knight (02) 9351 9339. **Session:** Semester 2 **Classes:** Independent learning package. No attendance required. **Assessment:** Written assignment. **Campus:** Cumberland **Mode of delivery:** Distance Education

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.

BIOS5050
Clin Oriented Musculoskeletal Anatomy

Credit points: 4 **Teacher/Coordinator:** Dr. Catherine Willis (02) 9351 9458. **Session:** Semester 1 **Classes:** On campus lectures, tutorials & practical classes. **Assessment:** Written examination and assignment. **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 studies have been carefully selected to support the knowledge required by health practitioners and there is particular emphasis on the functional applications of the knowledge within the framework of clinical situations. A study of gross anatomy of upper limb and histological features of the musculoskeletal system or a study of gross anatomy of the lower limb and torso are currently available. The unit includes laboratory classes where tissues from of human cadavers are examined in detail. Attendance at such classes is required for this unit. Instructional methodology will include: lectures, practical classes, CD-ROM based learning support packages and on line.

EXSS5029
Exercise Metabolism and Physiology

Credit points: 6 **Teacher/Coordinator:** Mr Tom Gwinn (02) 9351 9569 **Session:** Semester 1 **Classes:** 2 hours lecture plus 2 hours practical classed per week. **Assumed knowledge:** Good working knowledge by students of basic human biochemistry and physiology **Assessment:** Mid semester exam (40%), End of 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 cardio-vascular adaptions 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:** Associate Professor Richard Smith, r.smith@fhs.usyd.edu.au/Dr Margaret Torode, m.torode@fhs.usyd.edu.au **Session:** Semester 1 **Classes:** Normal Evening 2 hours lecture, 2 hours practical per week. **Assessment:** Assignment (40%), theory (30%) and practical examinations (30%). **Practical field work:** Practical assignment included **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Evening

This unit aims to investigate how the musculo-skeletal 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 activit (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
Joint Structure & Function. Norkin & Levange; Skeletal muscle structure and function. Leiber, R.I.

HIMT5023
Fundamentals of Medical Terminology

Credit points: 6 **Teacher/Coordinator:** Sheree Crick (02) 9351 9336, s.crick@fhs.usyd.edu.au **Session:** Semester 2 **Classes:** On-Line **Assessment:** Assignments and 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.

HIMT5027
Introduction to Epidemiology

Credit points: 6 **Teacher/Coordinator:** Dr Aditi Dey (02) 9351 9058, a.dey@fhs.usyd.edu.au **Session:** Semester 1 **Classes:** Distance Education **Assessment:** Assignments & examination **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.

HIMT5067
Evidence Based Health Care

Credit points: 6 **Teacher/Coordinator:** Anne Marks (02) 9351 9057, a.marks@fhs.usyd.edu.au **Session:** Semester 1, Semester 2 **Classes:** Intensive compulsory block mode. Semester 2 workshop may be held during intersemester break. **Assessment:** 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. Please note that there are limited places in this unit of study.

HIMT5068
Microcomputing and Data Mining

Credit points: 6 **Teacher/Coordinator:** Angelika Lange (02) 93519570, a.lange@fhs.usyd.edu.au **Session:** Semester 1 **Classes:** Normal delivery evening **Assessment:** Windows/Word in-class test (25%), Excel assignment (practical) (40%), internet/library presentation in front of the class (35%) **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Evening

This unit introduces the student to common computer applications including word processors, spreadsheets, databases, and web browsers. The aim is for students to acquire sophisticated skills in the use of these applications. Search strategies for finding health information on the Internet are covered and different search engines are compared. An introduction to the structure of literature databases, thesauri and MESH-systems is given and methods of searching the medical literature, for example using CD-ROM databases are presented.

HIMT5069
Health Care Systems

Credit points: 6 **Teacher/Coordinator:** Janelle Craig (02) 9351 9651, j.craig@fhs.usyd.edu.au **Session:** Semester 1 **Classes:** Block mode **Assessment:** Assignments and examinations **Campus:** Cumberland **Mode of delivery:** Block Mode

This unit provides an introduction to the Australian health care system. Topics covered include Commonwealth and State responsibilities for health with a particular focus on funding issues, healthcare expenditure, the structure and organisation of health insurance, health care facilities and the health workforce. The unit encourages a critical appraisal of current health arrangements and policies and an appreciation of the pluralistic nature of the health system. Students will participate in the Health Care Game, an interactive web-based program, as part of the unit.

HIMT5070
Human Resource Management

Credit points: 6 **Teacher/Coordinator:** Dr Joanne Callen (02) 9351 9558, j.callen@fhs.usyd.edu.au **Session:** Semester 1 **Classes:** Distance education mode **Assessment:** Assignments **Campus:** Cumberland **Mode of delivery:** Distance Education

This unit of study focuses on managing the human resources of an organisation. Students explore in depth the individual processes of human resource management and their inter-relationships, including: human resource planning; recruitment; selection; orientation and training; career development and performance appraisal. The unit also covers the industrial relations framework in Australia with particular emphasis on the current workplace focus with enterprise bargaining. The implications of equal employment legislation and affirmative action legislation to the employment relationship are also covered.

HIMT5076
Casemix Measurement Systems

Credit points: 6 **Teacher/Coordinator:** Anne Marks (02) 9351 9057, a.marks@fhs.usyd.edu.au **Session:** Semester 2 **Classes:** Distance education mode **Assessment:** Assignments **Campus:** Cumberland **Mode of delivery:** Distance Education

This unit introduces the student to casemix classification systems which are used by states and territories to fund healthcare services. This unit is designed to cover a variety of casemix classification systems for acute and non-acute inpatients and ambulatory patients. The major emphasis will be on Diagnosis Related Groups (DRGs) with specific reference to the Australian National Diagnosis Related Groups (AN-DRGs). Casemix applications and current casemix initiatives will also be explored.

HIMT5078
Health Sector Financial Management

Credit points: 6 **Teacher/Coordinator:** Michelle Bramley (02) 9351 9493, michelle.bramley@fhs.usyd.edu.au **Session:** Semester 2 **Classes:** Distance education mode **Assessment:** Assignments and examinations **Campus:** Cumberland **Mode of delivery:** Distance Education

In this unit students are introduced to the financial management of hospitals and health service institutions. Topics covered include basic financial accounting, costing and budgeting with an emphasis on departmental budgeting. Billing and claims processes in the private sector are examined as well as methods of funding used in the public sector. Differences between financial management approaches in the private and public sectors are highlighted.

MRTY5056
Patient/Practitioner Communication

Credit points: 6 **Teacher/Coordinator:** Mr John Atyeo **Session:** Semester 2 **Classes:** Distance Education **Assessment:** Continuous assessment no examination **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 reflective 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

OCCP5127
Enhancing Functional Reach

This unit of study is not available in 2007

Credit points: 3 **Teacher/Coordinator:** Ms Judy Ranka (02) 9351 9207 **Classes:** Distance education with intensive block attendance (3 days). **Assessment:** Combined written and practical assignment. **Campus:** Cumberland **Mode of delivery:** Distance Education/Intensive on Campus

Note: Department permission required for enrolment.

This module examines the use of various physical guidance models to improve performance of occupational tasks by people whose reach is compromised by neurological or developmental disorder. Each model will be examined relative to its theoretical base, assumptions and application to the specific therapeutic instruction for reach. Students will select one specific physical guidance model and develop skill in the associated therapeutic instructional methods that enable adults or children to perform the reach patterns required by their occupational performance. Learning experiences include seminars, problem solving around case studies, and videotape analysis of students' skill in their chosen model of physical guidance.

OCCP5187
Falls Prevention With Older People

Credit points: 6 **Teacher/Coordinator:** Dr. Lindy Clemson (02) 9351 9377. Email: l.clemson@fhs.usyd.edu.au **Session:** Semester 2 **Classes:** Distance education, web-based module **Assessment:** Contribution to web-based discussions (40%) and 4,000 word assignment (60%) **Campus:** Cumberland **Mode of delivery:** Distance Education

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.

Textbooks
Clemson L., Swann M., Twible R., Cumming R.G., Kendig H. & Taylor K. (2003) Stepping On: building confidence and reducing falls. A community based program for older people. Lidcombe, NSW: The University of Sydney. Lord S.R., Sherrington & C., Menz H.B. (2001) Falls in older people. Risk factors and strategies for prevention. Cambridge: Cambridge University Press.

OCCP5191
Assessing Play: Top to Toes

Credit points: 3 **Teacher/Coordinator:** Professor Anita Bundy. Email: a.bundy@fhs.usyd.edu.au **Session:** Semester 2 **Classes:** 3 day block mode **Assumed knowledge:** Moderate knowledge of normal child development **Assessment:** 3000 word paper **Practical field work:** Students learn to administer, score, and interpret the results of the assessments. **Campus:** Cumberland **Mode of delivery:** Block Mode

This course provides students with in-depth knowledge of two observational assessments of children's play: The Test of Playfulness (ToP) and the Test of Environmental Supportiveness (TOES). The ToP is based on a conceptualisation of play that includes intrinsic motivation, internal control, the freedom to suspend some aspects of reality, and the ability to give and read cues. The TOES is set in the context of children's motivations for play and examines the supportiveness of various aspects of the environment.

OCCP5198
Using Water to Promote Participation 1

Credit points: 3 **Teacher/Coordinator:** Professor Anita Bundy (02) 9351 9373. A.Bundy@fhs.usyd.edu.au **Session:** Semester 2 **Classes:** Intensive block mode (2.5 days), on-campus. **Prohibitions:** OCCP5199 Using Water to Promote

Participation 2 **Assessment:** 3,000 words assignment. **Practical field work:** One pool practice. **Campus:** Cumberland **Mode of delivery:** Block Mode

Water-based intervention may widen clients' experiences and provide learning and developmental experiences - physically, emotionally, socially and cognitively. Students will get an introduction to: water activities, reflections on what water activities facilitate, hydrodynamics, how water influences a body and basic water-skills. In theory and through one pool-practice the students will experience how to promote activity and participation through water activities with children and adults. Learning activities will consist of lectures, group-based reflections, group-work, videos and pool-practice.

Textbooks
Nil

OCCP5199
Using Water to Promote Participation 2

Credit points: 6 **Teacher/Coordinator:** Professor Anita Bundy (02) 9351 9373. A.Bundy@fhs.usyd.edu.au **Session:** Semester 2 **Classes:** On-campus, block mode (5 days). **Prohibitions:** OCCP5198 Using Water to Promote Participation 1 **Assessment:** 6,000 words assignment. **Campus:** Cumberland **Mode of delivery:** Block Mode

Note: Open to MOT students.

Water-based intervention may widen clients' experiences and provide learning and developmental experiences - physically, emotionally, socially and cognitively. Students will get in addition to an introduction more advanced theory and practice about hydrodynamics. We will reflect on assessment of clients' abilities in water, on designing activities in water to meet the goals of the clients, and on designing progression in the activities. In this course there will be 2 more pool-practices: one on assessment and one on activities. Learning activities will consist of lectures, group-based reflections, group-work, videos and pool-practice.

Textbooks
Nil

PHTY5134
Therapy in Disorders of the Hand

Credit points: 6 **Teacher/Coordinator:** Dr Martin Mackay, m.mackey@fhs.usyd.edu.au **Session:** Semester 2 **Classes:** Two on-campus teaching blocks of 2-4 days plus some off-campus distance mode. **Assumed knowledge:** Graduate experience in hand therapy as a qualified Physiotherapist or Occupational Therapist. **Assessment:** Seminar presentation, participation, essay, group participation and mastery of practical skills. **Campus:** Cumberland **Mode of delivery:** Block Mode

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.

PHTY5159
Managing Clinical Education Placements

Credit points: 6 **Session:** Semester 1 **Classes:** Distance education with 1 or 2 on-campus block workshops. **Assumed knowledge:** Professional practice and teaching experience. **Assessment:** Completion of 5 modules (40%), workplace project OR a practical guide for organising your clinical placement (60%). **Campus:** Cumberland **Mode of delivery:** Distance Education/Intensive on Campus

Within the overall curriculum framework, fieldwork and clinical educators face the task of designing, implementing and evaluating clinical/fieldwork practicums/placements. They need to liaise with the relevant educational and fieldwork/clinical institutions. This unit will focus on the practical aspects of structuring and organising clinical placements. It will deal with the various organisational, interpersonal, and administrative aspects of this challenging task. Learning activities include reflecting on the participants' experience in conducting clinical education and exploring new strategies for structuring their clinical education/fieldwork placements. This will be supplemented by an on campus workshop and independent learning based on readings and self-directed learning activities.

Research electives

AHCD5046
Evaluation Research

Credit points: 6 **Session:** Semester 1, Semester 2 **Classes:** Individual Supervision **Assessment:** 750 word Outline, 2500-3000 word Essay. **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

In this unit, students will examine aspects of conducting evaluation research, an area that focuses on the application of research methods to health services. Empowering and critical approaches will be included.

AHCD5048
Action Research

Credit points: 6 **Session:** Semester 1, Semester 2 **Classes:** Off-campus web based **Assessment:** 750-1000 word Proposal, 2000 word Review Article, various lengths Reflections. **Campus:** Cumberland **Mode of delivery:** On-line

Participatory action research extends knowledge and improves social practice through processes, which empower ordinary people. Action research projects proceed through cycles of planning, acting, observing and reflecting with the participation of the people affected by the practices under consideration. www.fhs.usyd.edu.au/bach/5300.

BACH5011
Survey Research Methods

Credit points: 6 **Teacher/Coordinator:** Dr Peter Choo (02) 9351 9583 email: p.choo@fhs.usyd.edu.au and Dr Kate O'Loughlin (02) 9351 9531 email: k.oloughlin@fhs.usyd.edu.au **Session:** Semester 1, Semester 2 **Classes:** Ondividual supervision; night classes **Assessment:** Three written assignments each worth 33.3% **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Evening

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

BACH5026
Special Investigation

Credit points: 6 **Teacher/Coordinator:** Dr Ian Hughes (02) 9351 9582. Email: i.hughes@fhs.usyd.edu.au **Session:** Semester 1, Semester 2 **Classes:** Contract learning on- and off-campus **Assessment:** Negotiated learning contract **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

This unit provides participants with an opportunity to undertake a critical review of the literature in relation to a significant topic or issue of relevance to their professional interest. www.fhs.usyd.edu.au/bach/5026

Textbooks
www.fhs.usyd.edu.au/bach/5026

BACH5050
Issues in Educational Research

Credit points: 6 **Teacher/Coordinator:** Ms Fran Everingham (02) 9351 9116 **Session:** Semester 1, Semester 2 **Classes:** Contract learning: no on-campus attendance required. **Assumed knowledge:** BACH5001 Adult Learning and BACH5186 Graduate Skills **Assessment:** Essay (non exam) **Campus:** Cumberland **Mode of delivery:** Distance Education

This unit explores issues in educational research, including using theories and conceptual frameworks to help deal with multiple dimensions of the educational process, and considers some of the methodologies used in educational research.

BACH5068
Statistics for Clinical Research

Credit points: 6 **Teacher/Coordinator:** Dr Rob Heard, email: r.heard@fhs.usyd.edu.au and Dr Zakia Hossain, email:

z.hossain@fhs.usyd.edu.au **Session:** Semester 1, Semester 2 **Classes:** Off-campus **Assessment:** Four assignments, total length 6000 words equivalent **Campus:** Cumberland **Mode of delivery:** Distance Education

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

BACH5253

Intermediate Statistics

Credit points: 6 **Teacher/Coordinator:** Dr Peter Choo, Dr Zakia Hossain **Session:** Semester 1, Semester 2 **Classes:** On-campus, Night classes **Prerequisites:** Research Methods I (BACH2115) and Research Methods II: Data Analysis and Statistics (BACH1118), or equivalent. **Assessment:** Written reports, written examination **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Evening

Note: Department permission required for enrolment.

In this unit, students will extend and consolidate the research methods and statistical skills acquired in Research Methods I and II. Students will gain experience in data screening techniques, analysis of variance, multiple regression and non-parametric statistics. Students will learn how to use SPSS to conduct these statistical tests.

BACH5255

Qualitative Research Methods

Credit points: 6 **Teacher/Coordinator:** Assoc Prof Cherry Russell **Session:** Semester 2 **Classes:** 3 hours per week **Assessment:** Assignments **Practical field work:** 2 hours fieldwork **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; students also work on a research project of their choice throughout the semester.

Textbooks

No set texts - readings are recommended

BACH5268

Developing A Research Project

Credit points: 6 **Teacher/Coordinator:** Dr Rob Heard, email: r.heard@fhs.usyd.edu.au **Session:** Semester 1, Semester 2 **Classes:** 3 hrs/week semester 1 on campus Delivery Mode: Normal delivery evening Cumb Sem 1, DE Cumb Sem 1, Cumb Sem 2 **Assessment:** 3 assignments **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Evening

Note: Not available for Doctor of Health Science students

This unit provides an overview of the research process and focus on the formulation of a research proposal. It provides students with an opportunity to review and update their knowledge of research methods, and introduce the research electives which concentrate on a particular methodology or aspect of the research process. Basic research design issues are considered. Various methods of data collection are examined together with their suitability for investigating different types of research questions. Students explore the use of quantitative and qualitative data, longitudinal and cross-sectional designs, and data resulting from experimental interview, observation, single case and survey research methods in addition to content analysis and secondary data analysis. Emphasis is placed on the issues of validity and reliability of data collection techniques. Basic statistical procedures are briefly reviewed and applications such as epidemiology and evaluation research are introduced.

Textbooks

Minichiello V, Sullivan G, Greenwood K, & Axford R. (2004) Handbook of Research Methods for Nursing and Health Sciences (2nd ed) Frenchs Forest NSW: Pearson Education Australia.

BACH5298

History and Philosophy of Science

Credit points: 6 **Teacher/Coordinator:** Dr Rodd Rothwell (02) 9351 9122 email: r.rothwell@fhs.usyd.edu.au **Session:** Semester 1 **Classes:** 2 hours per week on-campus evening classes. Not available to Doctor of Health Science students. **Assessment:** 2 assignments, 1000 words each **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Evening

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

What is this thing called Science? (1994). Chalmers, A. University of Queensland Press.
The Name of Science: Problems and Perspective. (1997). Hung, E. Wadsworth Press

BACH5302

Epidemiological Research

Credit points: 6 **Teacher/Coordinator:** Dr Kaye Brock (02) 9351 9124 email: k.brock@fhs.usyd.edu.au **Session:** Semester 1, Semester 2 **Classes:** On-campus 3 hours/week **Assumed knowledge:** Previous study of Research Methods at undergraduate level **Assessment:** Assignments and examination **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

Epidemiology in Medicine. Hennekens & Buring

BACH5327

Internet Research

Credit points: 6 **Teacher/Coordinator:** Dr Andrew Campbell **Session:** Semester 1, Semester 2 **Classes:** Internet delivery **Assumed knowledge:** Basic knowledge of research approaches and methods. **Assessment:** Project based assignments and participation. **Campus:** Cumberland **Mode of delivery:** On-line

This unit of study teaches Web-Based management strategies that focus on data collection, analysis and dissemination over the Internet, by either using the Internet as a tool, resource or topic of Investigation. Students taking this unit of study will acquire the knowledge and skills to conduct research projects by using the Internet and will be able to effectively apply such techniques in many research and applied employment positions. www.fhs.usyd.edu.au/bach/5327

Textbooks

www.fhs.usyd.edu.au/bach/5327

BACH5328

Evaluating Health Interventions

Credit points: 6 **Teacher/Coordinator:** Dr Ian Hughes (02) 9351 9582 email: i.hughes@fhs.usyd.edu.au **Session:** Semester 1, Semester 2 **Classes:** Web based. Some optional evening classes may be offered. In semester 1, four optional face-to-face workshops may be offered if there is sufficient demand. **Assessment:** Continuous. Project based assignments and participation. **Campus:** Cumberland **Mode of delivery:** On-line

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. www.fhs.usyd.edu.au/bach/5328

Textbooks

J.Ovretreit (1998) Evaluating Health Interventions, Buckingham: Open University Press. www.fhs.usyd.edu.au/bach/5328
See www.usyd.edu.au/bach/5238.

DHSC7001
Theory in the Health Professions

Credit points: 6 **Teacher/Coordinator:** Dr Rodd Rothwell (02)93519531 r.rothwell@fhs.usyd.edu.au **Session:** Semester 1 **Classes:** 2 hours per week on-campus; external/distance mode **Assessment:** Three assignments **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

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

Textbooks

Extensive study notes provided

DHSC7002
Research & Inquiry in Health Professions

Credit points: 6 **Teacher/Coordinator:** Dr Kate O'Loughlin (02)93519531 k.oloughlin@fhs.usyd.edu.au **Session:** Semester 2 **Classes:** 3 hours per week evening lectures. **Prerequisites:** DHSC7001 Theory in Health Professions, DHSC7003 Foundations for Doctoral Studies **Assessment:** 3 assignments. **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Evening

This unit provides an overview of the research process applied to the formulation of a research proposal. Students will review and update their knowledge of a range of research designs and approaches to data analysis, and will consider the advantages of alternative strategies for addressing particular research questions. Students explore the use of quantitative and qualitative data, longitudinal and cross-sectional designs, and data resulting from experimental, interview, observation, single case and survey research methods. At the conclusion of this unit, students will have developed a research proposal for answering a research question of their choosing.

DHSC7003
Foundations for Doctoral Studies

Credit points: 6 **Teacher/Coordinator:** Dr Ian Hughes, i.hughes@fhs.usyd.edu.au **Session:** Semester 1 **Classes:** On-campus; off-campus/distance mode **Assessment:** Continuous **Campus:** Cumberland **Mode of delivery:** Distance Education

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

Textbooks

www.fhs.usyd.edu.au/bach/dhsc7003

OCCP5145
Research Elective Independent Study

Credit points: 6 **Teacher/Coordinator:** Dr Christine Chapparo (02) 9351 9206. Email: c.chapparo@fhs.usyd.edu.au **Session:** Semester 1, Semester 2 **Classes:** Independent learning - no on-campus attendance required. **Assumed knowledge:** BACH1143 Designing Health Research and BACH 1145 Quantitative Health and Social Research and BACH1147 Qualitative Health and Social Research, or equivalent. **Assessment:** Assignment (6000 words) 100% **Campus:** Cumberland **Mode of delivery:** Distance Education

Note: For Occupation and Leisure Sciences graduate research students only

This unit will function as an independent study program. As with other research elective units, it allows students to pursue an area of study related to the development of knowledge and skills in a specific area of research methodology in preparation for their research thesis. 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.

PHTY5067
Research Elective Independent Study

Credit points: 6 **Teacher/Coordinator:** Prof. Joy Higgs J.Higgs@fhs.usyd.edu.au **Session:** Semester 1, Semester 2 **Classes:** Independent learning: no on-campus attendance required. **Campus:** Cumberland **Mode of delivery:** Distance Education

Note: For Physiotherapy research students only.

This unit will function as an independent study program. As with other research elective units, it allows students to pursue an area of study related to the development of knowledge and skills in a specific area of research methods in preparation for their thesis.

PHTY5094
Research Elective Independent Study

Credit points: 8 **Teacher/Coordinator:** Prof. Joy Higgs J.Higgs@fhs.usyd.edu.au **Session:** Semester 1, Semester 2 **Classes:** Independent learning: no on-campus attendance required. **Campus:** Cumberland **Mode of delivery:** Distance Education

Note: For Physiotherapy research students only.

This unit will function as an independent study program. As with other research elective units, it allows students to pursue an area of study related to the development of knowledge and skills in a specific area of research methods in preparation for their thesis.

PHTY5095
Structuring a Qualitative Res. Thesis

Credit points: 6 **Teacher/Coordinator:** Prof. Joy Higgs (J.Higgs@fhs.usyd.edu.au) **Session:** Semester 1 **Assessment:** Individual project. **Campus:** Cumberland **Mode of delivery:** Normal (lecture/lab/tutorial) Day

Students engaged in qualitative research need to consider structures for their theses which can be different from traditional quantitative models. This unit explores elements of qualitative research in the context of graduate research programs. Topics will include: philosophical basis for research paradigms, the nature of qualitative research, paradigms and strategies, ethical issues and strategies in qualitative research, writing qualitative research, and quality in qualitative research. These elements will enable students to structure their research theses. The unit will be practical and numbers are limited to 12 students only. Closing date 10th December.

32. Facilities and services

See also the chapter of General Uninversity Information for support services providing by the University.

Campus Property and Services (Cumberland)

Campus Property and Services (Cumberland) is located at the mezzanine level of A block.

Enquiries

Phone:+61 2 9351 9678
Website: http://www.fhs.usyd.edu.au/current_students/campus.shtml.

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 included with course offers. Places are determined by ballot.

Information

Contact the Residential Manager:
Phone: +61 2 9351 9405
Website:
http://www.usyd.edu.au/stuserv/accommodation/other.shtml#cum.

For further information about the accommodation at the University of Sydney:
Phone +61 2 9351 3312
Email: accomm@stuserv.usyd.edu.au
Website:
http://www.usyd.edu.au/stuserv/accommodation/accommodation.shtml.

After hours security bus services

A free shuttle bus service to Lidcombe Station is provided between 6.30pm and 9pm, 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@csg.org.au

Lost property

Property found on campus should be taken to Property Services Divsion. Lost property is held for a period of three months. If unclaimed after two months, it may be claimed by the finder (not including a member of staff). If it is still unclaimed after a three month period, the University reserves the right to dispose of these items.

Parking

Parking on campus for undergraduate students is very limited and travel by train/bus is encouraged. However, car parking facilities at Gate 3 are available for students. Entry is by prepaid card only. The SEINS parking infringement system is in operation to control parking on University grounds and is enforceable 24 hours a day.

A ballot is held each year for postgraduate students for access to Gates 1 and 2.

For further information contact the Property Services Division:
Phone: +61 2 9351 9232

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 with Property Services Division. See CSG relating to bookings for the multi-purpose courts.

Child care Cumberland Campus

Childcare: Ngallia Early Learning Centre

The centre's philosophy is to provide quality child care that is appropriate to the needs of children, parents or others responsible for each child. It actively promotes the education of the children in care. This is achieved by working in partnership with families or others responsible, as the child's main educators, and by extending their experiences, skills and knowledge. Ngallia respects the privacy of parents, children and staff.

Gate 1, Cumberland Campus
East Street Lidcombe
NSW 2141 Australia
Phone: +61 2 9749 7575
Website: http://www.sdn.org.au/locations/lidcombe

Cumberland Student Guild (CSG)

CSG is the membership based organisation that provides a broad spectrum of resources and representation that encompass food and beverage, sport and recreation, retail, academic support services, accommodation and social activities for all students on the Cumberland Campus.

Information regarding CSG's services is available from any of our outlets, including JDV Food Court, the Nook, Dragonfly, Filling Station, Rejuiced, the Campus Bookstore, CSG Sports Centre, or CSG Administration. Being a member of CSG entitles you to various discounts on and off- campus far in excess of the membership fee.

The objectives of CSG are to:

- serve and represent the needs of members,
- further the interests and needs of its members,
- provide social, cultural and recreational facilities for members,
- encourage participation in and increase understanding of matters affecting the interests of members,
- afford a recognised means of communication between members,
- encourage evaluation and exchange of ideas in all fields of health between members, and
- do all other lawful things as are incidental or conductive to attain the objectives.

CSG's website http://www.csg.org.au/ provides its members with benefits and services available at CSG. Our service enables students to become better informed of and better involved in campus life.

Sporting facilities (multi-purpose courts)

Bookings for the multi-purpose tennis, netball and basketball courts must be made with the CSG Sports Centre:
Phone: +61 2 9351 9970
Website: sport@csg.org.au

The Campus Bookstore

The Campus Bookstore opened in January 2005 is under the management of Cumberland Student Guild (CSG). Following the total refurbishment of the retail and bookstore space, The Campus Bookstore is the location on campus to purchase all course requirements including text books, notes and compulsory clinical placement uniforms along with a variety of confectionary, beverages, stationery and memorabilia items.

Contacting the Cumberland Student Guild (CSG)

Phone: +61 2 9351 9970
Fax: +61 2 9351 9971
Email: contact@csg.org.au
Website: http://www.csg.org.au

Postal address:
PO Box 170, Lidcombe
NSW 1825 Australia

On-campus address:
Level 3, CSG Administration (U Block)
Gate 1, Faculty of Health Sciences
University of Sydney
East Street Lidcombe
NSW 2141 Australia

Graduates Association and alumni

The Graduates Association was established in 1980. The general aims of the Association are to:

- support and advance the character, status and interests of the College/Faculty,
- provide meeting opportunities for graduates to maintain or re-establish friendships,
- act as a centre for liaison with industry, commerce and community,
- assist the College/Faculty to communicate with graduates,
- assist in the future development of the College/Faculty and of tertiary education in the health sciences.

All graduates of the Faculty of Health Sciences (formerly Cumberland College of Health Sciences), and graduates of the professional schools which together formed Cumberland College, are eligible for membership of this Association and can therefore retain a vital, active and professional link with the University.

Further information

Phone: +61 2 9988 0079

The Faculty's Alumni include all its graduates, ex-staff, and ex-students. Alumni are kept in touch through the Faculty website: http://www.fhs.usyd.edu.au/alumni/index.shtm.

All alumni are able to become life members of the Graduate Association on payment of a once-only fee of $50. Members can:

- attend meetings of and help develop the activities of your own Graduates Association,
- borrow from the Health Sciences Library on Cumberland Campus (free on the first year of membership),
- get help if you would like to organise a reunion, or other alumni function,
- use the Cumberland Campus sporting facilities by arrangement with the Cumberland Student Guild,
- be eligible for the grant for postgraduate study, and
- make your voice heard on issues affecting the Faculty.

The Graduates Association offers annually a grant of $1500 to provide financial assistance to a new or continuing student in any course of postgraduate study in the Faculty of Health Sciences. The grant is made over one year for full-time students and over two years for part-time students. Applicants must be members of the Association.

Membership enquiries: +61 2 9988 0079 or
Email: pettitt@veritel.com.au
Graduate Association Grant enquiries: +61 2 9351 9637

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 900 journal titles as well as electronic journals, 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 Branch 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 18 other branch libraries. The catalogue offers many self-service options and can be accessed externally through the Internet.

Extensive computer facilities allow users to make their own literature searches on a wide variety of databases. Many of these offer full text or are interactive. Library staff conduct regular classes in use of the database network, the Internet, and other methods of information gathering.

Off-campus students may be eligible for some special benefits which are outlined in a separate booklet.

Information Desk: +61 2 9351 9437
Enquiries about any aspect of the Library's services are most welcome.

Circulation Desk: +61 2 9351 9423
Renewals of loans may be made in person or by phone during library hours. Loans can also be renewed through the Internet. Overdue items may not be renewed.

Library hours

During semester

Monday–Thursday: 8am–9pm
Friday: 8am–6pm
Saturday: 9am–4pm
Sunday: 1–5pm

Inter-semester and long vacation

Monday–Friday: 9am–5pm
Saturday and Sunday: Closed

For more information about the Library's collections and services, including remote access instructions to the OPAC, visit:
http://www.library.usyd.edu.au/libraries/healthsciences/.

A detailed list of the various databases available can be found online at:
http://www.library.usyd.edu.au/databases/.

Official notice boards

Official notices are displayed on the Official Notice Boards on the Cumberland Campus. Students are expected to be acquainted with the contents of those announcements which concern them.

- 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 focused 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 impact on student welfare. Faculty of Health Science students may access all student services. For details of services and online resources provided see your MyUni student portal or the Services for Students website:
http://www.usyd.edu.au/stuserv.

There are services based at Cumberland Campus. These services are outlined below.

Contacting the Student Services Cumberland

Ground Floor, A Block, Cumberland Campus C42
University of Sydney
East Street
Lidcombe
NSW 2141 Australia
Phone: +61 2 9351 9638
Fax: +61 2 9351 9635

Counselling Services Cumberland Campus

The Counselling Service aims to help students fulfil their academic, individual and social goals through professional counselling. Counselling is free and confidential. The service provides short-term, problem-focused counselling to promote psychological wellbeing and to help students develop effective and realistic coping strategies. The service runs a program of workshops during each semester. For details of workshops, activities and online resources provided by the service see the Counselling Service website via your MyUni student portal or the Services for Students website:
http://www.usyd.edu.au/stuserv

Email: CS_Cumberland@fhs.usyd.edu.au
Website: www.usyd.edu.au/counsel

Disability Services Cumberland Campus

Disability Services is the principal point of contact for advice on assistance available for students with disabilities. Students with a disability must register with Disability Services to receive support and assistance. Disability Services works closely with academic and administrative staff to ensure that students receive reasonable accommodations in their areas of study. Examples of the sorts of assistance available include the provision of note taking, interpreters and negotiation with academic staff regarding assessment and course requirement modifications where appropriate.

For details on registering with the Service including documentation required and online resources see the Disability Services website via your MyUni student portal or http://www.usyd.edu.au/disability.

Email: DS_Cumberland@fhs.usyd.edu.au
Website: http://www.usyd.edu.au/disability

International Student Support Unit Cumberland Campus

The International Student Support Unit assists international students through the provision of orientation, counselling and welfare services to both students and their families. ISSU aims to help international students cope successfully with the challenges of living and studying in a unfamiliar culture, to achieve success in their studies and to make the experience of being an international student rewarding and enjoyable.

For details of orientation activities, counselling and welfare services provided to both students and their families and online resources, see the MyUni student portal or the Services for Students website:
http://www.usyd.edu.au/stuserv. International students also have access to all University student support services.

Email: ISSU_Cumberland@fhs.usyd.edu.au
Website: http://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.

During orientation week the Learning Centre Cumberland Campus runs Academic Skills Day, a one-day program for students wishing to develop their academic skills. This is especially relevant for students from non-English speaking backgrounds, special entry students, and mature-age students returning to study after a long absence. Students who feel they need to refresh their academic skills will also find them helpful. 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. Regular workshops, seminars and one-to-one tutorials on academic, clinical and professional communication skills are also available.

Information about the Learning Centre Cumberland Campus

Email: LC_Cumberland@fhs.usyd.edu.au
http://www.usyd.edu.au/stuserv/academic_support/index.shtml

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 postgraduate writing 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.

For details of programs, activities and online resources provided by the Learning Centre visit the website:
http://www.usyd.edu.au/stuserv/academic_support/index.shtml via your MyUni student portal or the Services for Students website:
http://www.usyd.edu.au/stuserv.

33. Resolutions of the Senate and the Faculty

Resolutions of the Faculty

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 academic units, 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 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 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;
1.6 the Faculty Executive Director 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. The Faculty shall encourage teaching, scholarship and research in the academic units; and
3.1 that the Vice-Chancellor has determined;
3.1.1 shall be placed under the supervision of the Faculty of Health Sciences; and
3.1.2 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 (BHlthSci)
1.4 Master of Applied Science (MAppSc)
1.5 Master of Clinical Vision Sciences (MClinVisSci)
1.6 Master of Communication Disorders (MCommDis)
1.7 Master of Diagnostic Radiography (MDR)
1.8 Master of Exercise and Sport Science (MExSpSci)
1.9 Master of Health Information Management (MHIM)
1.10 Master of Health Science (MHlthSc)
1.11 Master of Nuclear Medicine (MNM)
1.12 Master of Occupational Therapy (MOT)
1.13 Master of Orthoptics (MOrth)
1.14 Master of Physiotherapy (MPhty)
1.15 Master of Radiation Therapy (MRT)
1.16 Master of Rehabilitation Counselling (MRehabClng)
1.17 Master of Speech Language Pathology (MSLP)*
1.18 Doctor of Health Science (HScD)
1.19 Doctor of Philosophy (PhD)

* *May be awarded in the grade of pass degree or honours degree. There shall be one level of honours.*

2. The combined degrees in the Faculty of Health Sciences shall be:
2.1 Bachelor of Applied Science (Exercise and Sport Science)/Bachelor of Science (Nutrition) [BAppSc (Ex&SpSc) and BSc (Nutr)]
2.2 Bachelor of Health Sciences/Master of Clinical Vision Sciences (BHlthSci/MClinVisSci)
2.3 Bachelor of Health Sciences/Master of Health Information Management (BHlthSci/MHIM)
2.4 Bachelor of Health Sciences/Master of Rehabilitation Counselling (BHlthSci/MRehabClng)
3. The diplomas and certificates in the Faculty of Health Sciences shall be:
3.1 Diploma of Health Science (DipHlthSc)
3.2 Graduate Diploma of Health Science (GradDipHlthSc)
3.3 Graduate Diploma in Rehabilitation Counselling (GradDipRehabClng)
3.4 Graduate Diploma in Communication Disorders (GradDipCommDis)
3.5 Graduate Certificate of Health Science (GradCertHlthSc)
4. The Faculty, acting on the recommendation of the head of the academic unit concerned, may refuse permission to a candidate for any of the above degrees, diplomas or certificates, to undertake or continue the clinical education (fieldwork/professional experience) component of the award; in circumstances where the candidate has not demonstrated satisfactory progress toward fulfilling the clinical requirements of the award.
5. The Faculty delegates authority to the Sub-Dean (Undergraduate Studies)/Sub-Dean (Graduate Studies) to act on behalf of Faculty in relation to section 4 above; and
5.1 that the Dean be the first point of appeal for students in relation to actions taken in this matter.

Master's 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 may be taken:
1.1.1.1 as a generic degree offered by the Faculty of Health Sciences in appropriate cognate fields in the following subject areas:
1.1.1.1.1 Behavioural Science
1.1.1.1.2 Biomedical Sciences
1.1.1.1.3 Communication Sciences and Disorders
1.1.1.1.4 Education
1.1.1.1.5 Exercise and Sport Science
1.1.1.1.6 Gerontology
1.1.1.1.7 Health Information Management
1.1.1.1.8 Indigenous Community Health
1.1.1.1.9 Medical Radiation Sciences
1.1.1.1.10 Occupational Therapy
1.1.1.1.11 Orthoptics
1.1.1.1.12 Physiotherapy
1.1.1.1.13 Rehabilitation
1.1.1.1.14 Rehabilitation Counselling
1.1.1.1.15 Stuttering

1.2 *Master of Health Science*
1.2.1 The degree of Master of Health Science may be awarded in the grade of pass degree or honours* degree in the following subject areas:
1.2.1.1 Augmentative and Alternative Communication
1.2.1.2 Behavioural Science
1.2.1.3 Cardiopulmonary Physiotherapy
1.2.1.4 Child and Adolescent Health
1.2.1.5 Clinical Data Management
1.2.1.6 Development Disability
1.2.1.7 Education
1.2.1.8 Exercise and Sport Science (no commencing students)
1.2.1.9 Gerontology
1.2.1.10 Health Informatics
1.2.1.11 Indigenous Community Health
1.2.1.12 Management
1.2.1.13 Manipulative Physiotherapy
1.2.1.14 Medical Radiation Sciences
1.2.1.15 Medical Sonography
1.2.1.16 Neurological Physiotherapy
1.2.1.17 Occupational Therapy
1.2.1.18 Paediatric Physiotherapy
1.2.1.19 Physiotherapy
1.2.1.20 Sexual Health
1.2.1.21 Speech-Language Pathology
1.2.1.22 Sports Physiotherapy
** There shall be one level of honours.*

1.3 *Master of Communication Disorders (by research only)*
1.4 *Master of Diagnostic Radiography**
1.5 *Master of Exercise and Sport Science*
1.5.1 The degree Master of Exercise and Sport Science will be awarded in the following specialisations:
1.5.1.1 Master of Exercise and Sport Science (Sports Performance)*
1.5.1.2 Master of Exercise and Sport Science (Clinical Exercise Science)*

1.6 *Master of Health Information Management*
1.7 *Master of Occupational Therapy*
1.8 *Master of Orthoptics*
1.9 *Master of Nuclear Medicine**
1.10 *Master of Physiotherapy*
1.11 *Master of Radiation Therapy**
1.12 *Master of Rehabilitation Counselling*
1.13 *Master of Speech Language Pathology**
1.14 *The combined degrees of Master of Health Science (Sports Physiotherapy) and Master of Health Science (Manipulative Physiotherapy)*
1.15 *The combined degrees of*
1.15.1 Bachelor of Health Sciences/Master of Clinical Vision Sciences
1.15.2 Bachelor of Health Sciences/Master of Health Information Management
1.15.3 Bachelor of Health Sciences/Master of Rehabilitation Counselling
**May be awarded in the grade of pass degree or honours degree. There shall be one level of honours.*

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
2.1.1.1 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
2.1.2 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 in accordance with the provisions of Chapter 10 of the By-Laws**.

***Chapter 10 of the By-Laws has been repealed and Part 9, section 47 of the University of Sydney (Amendment Act) Rule 1999 (as amended) refers.*

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 In considering an application for admission to candidature the Faculty shall take account of any quota; and
3.3.1 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 less than one semester; and
4.2.2 in not greater time than the Faculty may prescribe but in any case in not longer than two years.

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
5.2 upon completion of this period the Faculty shall:
5.2.1 review the candidate's work; and
5.2.1.1 either confirm the candidate's status with effect from the date of the original acceptance; or
5.2.1.2 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 7.6 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 third semester: and
7.2.1.2 not later than the end of the fourth 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;
7.2.2.2.1 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, and Master of Speech Language Pathology;
7.2.2.2.2 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 fourth 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 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
9.1.1 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, as thought most appropriate for each candidate proceeding primarily by coursework.
9.3 The Faculty may appoint, on the recommendation of the head of the academic unit concerned, from amongst appropriately qualified persons, an associate supervisor to assist in the supervision of any candidature.

10. **Enrolment**
10.1 A candidate shall, unless otherwise permitted by the Faculty, enrol each year until the requirements for the degree are completed or the candidature terminated.
10.2 A candidate readmitted to candidature after an absence of more than one year shall complete the degree under such conditions as the Faculty shall determine.

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.
11.5.1 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.
11.5.2 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.
11.5.3 Supporting material should be bound in the back of the thesis as an appendix or in a separate set of covers.
11.6 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.
11.7 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.
11.8 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.
11.9 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;
11.9.1 provided that in presenting the thesis the candidate indicates the part of the work which has been so incorporated.
11.10 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.
11.11 All examiners shall be furnished with a copy of the course description and course requirements as published in the Faculty Postgraduate Study booklet; and
11.11.1 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).
11.12 The reports of the examiners shall be made available to the head of the academic unit concerned, who shall consult with the supervisor.
11.13 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.
11.14 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.
11.15 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.
11.16 On the completion of the requirements for the degree by a candidate proceeding primarily by coursework 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.

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. 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

12.4.1 where, in the opinion of the Faculty, the candidate does not show good cause, the Faculty may terminate the candidature.

Master of Exercise and Sport Science

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

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 Applied Science (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 60 credit points with credit grade point average, including 12 credit points in the form of 'Dissertation'.

3.3 There shall be one level of honours award.

Bachelor of Health Sciences/Master of Clinical Vision Sciences

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

1. **Requirements for the Bachelor of Health Sciences/Master of Clinical Vision Sciences.**

1.1 To qualify for the award of the Bachelor of Health Sciences/Master of Clinical Vision Sciences a student must:

1.1.1 complete successfully units of study giving credit for a total of 192 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.

Bachelor of Health Sciences/Master of Health Information Management

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

1. **Requirements for the Bachelor of Health Sciences/Master of Health Information Management.**

1.1 To qualify for the award of the Bachelor of Health Sciences/Master of Health Information Management a student must:

1.1.1 complete successfully units of study giving credit for a total of 192 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.

Bachelor of Health Sciences/Master of Rehabilitation Counselling

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

1. **Requirements for the Bachelor of Health Sciences/Master of Rehabilitation Counselling**

1.1 To qualify for the award of the Bachelor of Health Sciences/Master of Rehabilitation Counselling a student must:

1.1.1 complete successfully units of study giving credit for a total of 192 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.

Doctor of Health Science (HScD)

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 (Research) or head of the 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.

1.2 *Admission to candidature by the Faculty*
1.2.1 The Dean may admit an applicant to candidature for the degree if:
1.2.1.1 the candidate's application complies with the general requirements in section 1.1 above, and
1.2.1.2 the applicant holds or has fulfilled the requirements for:
1.2.1.2.1 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, 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 has a minimum of three years' recent, full-time experience in the health field.

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 In the doctoral seminar program students will be expected to present three research colloquia to their peers in the form of a thesis proposal and two 'work in progress' seminars, one of which might be analogous to an oral defence of the nearly-completed thesis.
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 Approval for credit transfer will be granted by the Graduate Studies Committee of the Faculty of Health Sciences on the recommendation of the relevant head of the academic unit.
2.2.4 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.
2.2.5 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 the 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 the academic unit concerned and the Faculty.
3.2 The Faculty, on the recommendation of the head of the 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 the academic unit concerned and any Unit or Faculty Postgraduate Review Committee.
5.2.1 On the basis of evidence provided, the head of the 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 the academic unit considers appropriate.
5.3 If a candidate fails to submit evidence of progress or if the head of the 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 thesis shall carry a value of 96 credit points.
6.3 The candidate shall state:
6.3.1 the sources from which the information is derived;
6.3.2 the extent to which the work of others has been made use of; and
6.3.3 the portion of the work that the candidate claims as original.
6.4 The topic of the thesis shall be approved by Faculty.
6.5 The Dean, on the recommendation of the head of the academic unit, shall appoint a supervisor who shall be a member of the academic staff of the Faculty.
6.5.1 In appropriate cases the Dean may appoint an associate supervisor.
6.6 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,

6.6.1 provided that, in presenting the thesis, the candidate indicates the part of the work which has been incorporated.

6.7 A candidate shall submit to the Registrar four copies of the thesis in a form prescribed by the Faculty.

6.8 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.

6.9 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 6 semesters of candidature taken over a period of time and in such manner as approved by the Dean.

Doctor of Philosophy (PhD)

The Resolutions of the Senate and Academic Board relating to the degree of Doctor of Philosophy are set out in the University of Sydney Calendar and the University Postgraduate Research and Coursework Handbook.

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 Behavioural Science
1.1.3 Child and Adolescent Health
1.1.4 Education
1.1.5 Exercise and Sport Science
1.1.6 Gerontology
1.1.7 Health Information Management*
1.1.8 Indigenous Community Health
1.1.9 Manipulative Physiotherapy*
1.1.10 Medical Radiation Sciences
1.1.11 Medical Sonography
1.1.12 Physiotherapy*
1.1.13 Sexual Health
1.1.14 Sports Physiotherapy*

**No commencing students*

1.2 A Graduate Diploma may be taken in the following subject areas:

1.2.1 Rehabilitation Counselling
1.2.2 Communication Disorders

1.3 The Graduate Certificate of Health Science may be taken in the following areas:

1.3.1 Augmentative and Alternative Communication
1.3.2 Behavioural Science
1.3.3 Child and Adolescent Health
1.3.4 Clinical Data Management
1.3.5 Developmental Disability
1.3.6 Education
1.3.7 Exercise and Sports Science
1.3.8 Indigenous Community Health
1.3.9 Medical Radiation Sciences
1.3.10 Medical Sonography
1.3.11 Occupational Therapy
1.3.12 Physiotherapy*
1.3.13 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 Chapter 10 of the By-Laws**.

***Chapter 10 of the By-Laws has been repealed and Part 9, section 47 of the University of Sydney (Amendment Act) Rule 1999 (as amended) refers.*

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

5.1.1 upon completion of this period the Faculty shall review the candidate's work and shall:

5.1.1.1 either confirm the candidate's status with effect from the date of the original acceptance; or

5.1.1.2 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
10.2 where, in the opinion of the Faculty, the candidate does not show good cause, the Faculty may terminate the candidature.

Resolutions of the Faculty

Degree of Bachelor of Applied Science

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

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 may proceed concurrently to the degrees of Bachelor of Applied Science (Exercise and Sport Science) and Bachelor of Science (Nutrition).
1.4.1 To qualify for the award of the combined degrees a student shall complete, normally over a period of ten semesters, units of study having a total value of at least 240 credit points as specified in Table 10.2 of the Faculty of Health Sciences Handbook including:
1.4.1.1 at least 138 credit points from Science subject areas;
1.4.1.2 at least 12 credit points from the Science subject areas of Mathematics and Statistics;
1.4.1.3 an honours year in Nutrition or Nutrition and Dietetics;
1.4.1.4 at least 102 credit points of units of study in Exercise and Sport Science listed in Table 10.1 of the Faculty Resolutions for the degree of BAppSc(Exercise and Sport Science) in the Faculty of Health Sciences.
1.4.2 A student who does not qualify to undertake the final year (year 5) of the combined degrees course or who chooses to exit after completing year 4 may:
1.4.2.1 graduate with the degree of Bachelor of Applied Science (Exercise, Sport Science and Nutrition) in accordance with the Resolutions of the Senate in the Faculty of Health Sciences; or
1.4.2.2 elect to undertake the degree of Bachelor of Applied Science (Exercise, Sport Science and Nutrition) (Honours) in accordance with the Resolutions of the Senate in the Faculty of Health Sciences.
1.4.3 After completing at least two semesters in the combined degrees course, a student may abandon the combined degrees course and elect to complete either a BSc, a BSc(Nutrition), a BAppSc(Exercise and Sport Science) or a BAppSc(Exercise, Sport Science and Nutrition) in accordance with the Resolutions of the Senate and Faculty Resolutions governing those degrees.
1.4.4 Students in years 1-4 of the combined degrees course will be under the general supervision of the Faculty of Health Sciences; students in the honours year will be under the supervision of the faculty in which the honours course is being undertaken.
1.4.5 The Deans of the Faculties of Health Sciences and Science shall jointly exercise authority in any matter concerning the combined degrees 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 in workload and academic standard, completed at another university or other tertiary institution, provided that the maximum credit granted shall not exceed the equivalent of two-thirds of the degree requirements 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.

Degree of Bachelor of Health Science

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

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.

Degree of Bachelor of Health Sciences

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

[Section 1]

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:
2.2.1 meet the requirements for admission to the honours program; and
2.2.2 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 Bachelor of Health Sciences**
3.1 To qualify for the award of the degree students must:
3.1.1 complete successfully units of study giving credit for a total of 144 credit points for the pass degree; and
3.1.2 satisfy the requirements of all other relevant By-Laws, Rules and Resolutions of the University and the Faculty.
3.2 To achieve a specialisation in one of the streams Health System and Services, Health and Wellbeing, or Healthcare Science the student must complete successfully all core and elective units of study identified for the specialisation 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.
3.3 To progress to the Healthcare Science stream students must achieve a minimum of a credit average in the first year of the program (i.e. annual average mark for Year 1 of at least 65) and a minimum grade of credit in each of the units Biochemistry and Human Biology, Principles of Human Body Systems, and Human Development A.
3.4 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.
3.4.1 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 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 Table 16.3.1, 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.
4.4 The grading system and criteria for the award of honours will follow Academic Board specifications as follows:

Grade	Description	Mark Range
HIM	Honours Class I and Medal	90-100
H1	Honours Class I	80-89
H21	Honours Class II (Division I)	75-79
H22	Honours Class II (Division II)	70-74
H3	Honours Class III	65-69
P	Pass	less than 65

[Section 2]

5. **Details of units of study**
5.1 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.

6. **Enrolment in more/less than the minimum load**
6.1 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.
6.2 The Dean may permit students, who can demonstrate good reason, to undertake less than 12 credit points in any one semester.

7. **Cross-institutional study**

7.1 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.

8. **Restrictions on enrolment**

8.1 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.

9. **Discontinuation of enrolment**

9.1 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.

10. **Discontinuation or suspension of candidature**

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.

10.2 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 for a degree, diploma, graduate diploma or graduate certificate has lapsed, is to reapply for admission to candidature.

11. **Re-enrolment after an absence**

11.1 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.

11.2 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:

11.2.1 enrolled on a full-time basis but has not successfully completed all first year degree or diploma requirements within two years;

11.2.2 enrolled on less than a full-time basis, but has not successfully completed those subjects the Faculty requires him or her to complete in the first year of his or her approved program of study within two years

11.2.3 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 the Faculty requires him or her to complete in the first year.

11.3 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.

11.4 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.

11.4.1 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.

12. **Satisfactory progress**

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

12.2 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.

12.3 Detailed information about progression and show cause was set out in the Faculty of Health Sciences Handbook.

13. **Time limit**

13.1 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.

13.1.1 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.

13.1.2 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.

13.1.3 All candidates must complete the requirements for the pass degree within seven calendar years of first enrolment.

13.1.4 All candidates must complete the requirements for the honours degree within eight calendar years of first enrolment.

14. **Assessment policy**

14.1 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.

15. **Credit transfer policy**

15.1. 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*.

15.2. 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.

15.3. A student seeking credit for units of study completed at the University of Sydney is to apply on the form provided by the Faculty.

15.4. A student seeking credit for units of study completed other than at the University of Sydney is to:

15.4.1 apply on the form provided by the Faculty;

15.4.2 supply documentary evidence of the unit of study description and the assessment result; and

15.4.3 be available for discussion with appropriate Faculty staff.

15.5. A student seeking credit on the basis of non-credentialed learning or experience is to -

15.5.1 apply on the form provided by the Faculty, and

15.5.2 be available for assessment by the appropriate unit of study coordinator.

15.6. Credit is not to be granted for units of study completed with the grade of 'Terminating Pass' or 'Conceded Pass', or equivalent.

15.7. For each application for credit, the Dean is to determine, as necessary:

15.7.1 the method for demonstrating the achievement of the equivalent academic standard for applications based on non-credentialed learning or experience;

15.7.2 the units of study for which credit is to be granted;

15.7.3 the credit point value of any credit granted for units of study not listed in the relevant *Table of units of study*;

15.7.4 the maximum duration of the student's candidature for the degree, proportionate to the amount of credit granted

15.7.5 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.

Combined Degrees of Bachelor of Health Sciences/Master of Clinical Vision Sciences

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

[Section 1]

1. **Admission**

1.1 Applicants for admission as candidates for the combined Bachelor of Health Sciences/Master of Clinical Vision Sciences shall:

1.1.1 be eligible for admittance to the Bachelor of Health Sciences, University of Sydney

1.1.2 meet minimum standards, as specified by the Faculty of Health Sciences, of:

1.1.2.1 written and verbal English language competence and interpersonal communication;
1.1.2.2 numeracy;
1.2 Candidates who do not meet the above criteria may be admitted by the Dean of Faculty of Health Sciences.
1.3 Applicants with qualifications gained in a country other than Australia, where the previous qualification was not taken in English, will be required to have a minimum IELTS of 7.0 with 7.0 in each band.
1.4 Mature-age applicants will be assessed on criteria determined by the Faculty of Health Sciences.

2. **Management of combined degree course**
2.1 The Faculty of Health Sciences is the primary faculty for management of the combined degree course.

3. **Units of study**
3.1 A student who is a candidate for the degree is to complete all core and elective units of study 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.

4. **Requirements for the Bachelor of Health Sciences/Master of Clinical Vision Sciences**
4.1 To qualify for the award of the degree of combined Bachelor of Health Sciences/Master of Clinical Vision Sciences , a candidate shall complete successfully:
4.1.1 a minimum of 192 credit points including
4.1.1.1 96 credit points for the Bachelor of Health Sciences; and
4.1.1.2 96 credit points for the Master of Clinical Vision Sciences;
4.1.1.3 providing that all requirements are met for the Bachelor of Health Sciences and the Master of Clinical Vision Sciences as specified in the tables of units for those degree; and
4.1.2 students may not enrol in any unit of study that is substantially the same as one they have already passed;
4.1.3 students may not commence Master of Clinical Vision Sciences units of study without satisfactorily completing those Bachelor of Health Sciences units of study that occur prior to the first semester of year two.
4.1.4 students must maintain a credit average across the first two years of the course to remain in the Master of Clinical Vision Sciences program.
4.1.5 students must satisfy the requirements of all other relevant By-Laws, Rules and Resolutions of the University and Faculty;
4.1.6 where appropriate, the Faculty of Health Sciences reserves the right to require individual students to undertake further or remedial theoretical, clinical or practical study in addition to the minimum requirements set down in 4.1.1.
4.2 The requirements of the award must be completed within a maximum of six calendar years.
4.3 Candidates who abandon the combined course may elect to complete the Bachelor of Health Sciences degree in accordance with appropriate rules governing the degree and the Faculty of Health Sciences will recognise up to 48 credit points completed in the Master of Clinical Vision Sciences as satisfactorily completing requirements for the Bachelor of Health Sciences.
4.4 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 clinical placement.

5. **Requirements for honours degrees**
5.1 The Bachelor of Health Sciences/ Master of Clinical Vision Sciences will not be offered with an honours option. A program that will be recognised for Australian Postgraduate Awards and University Postgraduate Awards will be available for selected students.

[Section 2]

See Bachelor of Health Sciences/Master of Rehabilitation Counselling.

Combined Degrees of Bachelor of Health Sciences/Master of Health Information Management

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

[Section 1]

1. **Admission**
1.1 Applicants for admission as candidates for the combined Bachelor of Health Sciences/Master of Health Information Management shall:
1.1.1 be eligible for admittance to the Bachelor of Health Sciences, University of Sydney
1.1.2 meet minimum standards, as specified by the Faculty of Health Sciences, of:
1.1.2.1 written and verbal English language competence and interpersonal communication;
1.1.2.2 numeracy;
1.2 Candidates who do not meet the above criteria may be admitted by the Dean of Faculty of Health Sciences.
1.3 Applicants with qualifications gained in a country other than Australia, where the previous qualification was not taken in English, will be required to have a minimum IELTS of 7.0 with 7.0 in each band.
1.4 Mature-age applicants will be assessed on criteria determined by the Faculty of Health Sciences.

2. **Management of combined degree course**
2.1 The Faculty of Health Sciences is the primary faculty for management of the combined degree course.

3. **Units of study**
3.1 A student who is a candidate for the degree is to complete all core and elective units of study 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.

4. **Requirements for the Bachelor of Health Sciences/Master of Health Information Management**
4.1 To qualify for the award of the degree of combined Bachelor of Health Sciences/Master of Health Information Management, a candidate shall complete successfully:
4.1.1 a minimum of 192 credit points including
4.1.1.1 96 credit points for the Bachelor of Health Sciences; and
4.1.1.2 96 credit points for the Master of Health Information Management;
4.1.1.3 providing that all requirements are met for the Bachelor of Health Sciences and the Master of Health Information Management as specified in the tables of units for those degree; and
4.1.2 students may not enrol in any unit of study that is substantially the same as one they have already passed;
4.1.3 students may not commence Master of Health Information Management units of study without satisfactorily completing those Bachelor of Health Sciences units of study that occur prior to the first semester of year two.
4.1.4 students must maintain a credit average across the first two years of the course to remain in the Master of Health Information Management program.
4.1.5 students must satisfy the requirements of all other relevant By-Laws, Rules and Resolutions of the University and Faculty;
4.1.6 where appropriate, the Faculty of Health Sciences reserves the right to require individual students to undertake further or remedial theoretical, clinical or practical study in addition to the minimum requirements set down in 4.1.1.
4.2 The requirements of the award must be completed within a maximum of six calendar years.
4.3 Candidates who abandon the combined course may elect to complete the Bachelor of Health Sciences degree in accordance with appropriate rules governing the degree and the Faculty of Health Sciences will recognise up to 48 credit points completed in the Master of Health Information Management as

satisfactorily completing requirements for the Bachelor of Health Sciences.

4.4 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 clinical placement.

5. **Requirements for honours degrees**

5.1 Honours will be awarded in accordance with the resolutions for the degree to which the award is to be applied.

[Section 2]

See Bachelor of Health Sciences/Master of Rehabilitation Counselling.

Combined Degrees of Bachelor of Health Sciences/Master of Rehabilitation Counselling

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

[Section 1]

1. **Admission**

1.1 Applicants for admission as candidates for the combined Bachelor of Health Sciences/Master of Rehabilitation Counselling shall:

1.1.1 be eligible for admittance to the Bachelor of Health Sciences, University of Sydney

1.1.2 meet minimum standards, as specified by the Faculty of Health Sciences, of:

1.1.2.1 written and verbal English language competence and interpersonal communication;

1.1.2.2 numeracy;

1.2 Candidates who do not meet the above criteria may be admitted by the Dean of Faculty of Health Sciences.

1.3 Applicants with qualifications gained in a country other than Australia, where the previous qualification was not taken in English, will be required to have a minimum IELTS of 7.0 with 7.0 in each band.

2. **Management of combined degree course**

2.1 The Faculty of Health Sciences is the primary faculty for management of the combined degree course.

3. **Units of study**

3.1 A student who is a candidate for the degree is to complete all core and elective units of study 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.

4. **Requirements for the Bachelor of Health Sciences/Master of Rehabilitation Counselling**

4.1 To qualify for the award of the degree of combined Bachelor of Health Sciences/Master of Rehabilitation Counselling, a candidate shall complete successfully:

4.1.1 a minimum of 192 credit points including

4.1.1.1 96 credit points for the Bachelor of Health Sciences; and

4.1.1.2 96 credit points for the Master of Rehabilitation Counselling;

4.1.1.3 providing that all requirements are met for the Bachelor of Health Sciences and the Master of Rehabilitation Counselling as specified in the tables of units for those degree; and

4.1.2 students may not enrol in any unit of study that is substantially the same as one they have already passed;

4.1.3 students may not commence Master of Rehabilitation Counselling units of study without satisfactorily completing those Bachelor of Health Sciences units of study that occur prior to the first semester of year two.

4.1.4 students must maintain a credit average across the first two years of the course to remain in the Master of Rehabilitation Counselling program.

4.1.5 students must satisfy the requirements of all other relevant By-Laws, Rules and Resolutions of the University and Faculty;

4.1.6 where appropriate, the Faculty of Health Sciences reserves the right to require individual students to undertake further or remedial theoretical, clinical or practical study in addition to the minimum requirements set down in 4.1.1.

4.2 The requirements of the award must be completed within a maximum of six calendar years.

4.3 Candidates who abandon the combined course may elect to complete the Bachelor of Health Sciences degree in accordance with appropriate rules governing the degree and the Faculty of Health Sciences will recognise up to 48 credit points completed in the Master of Rehabilitation Counselling as satisfactorily completing requirements for the Bachelor of Health Sciences

4.4 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 clinical placement.

5. **Requirements for honours degrees**

5.1 Honours will be awarded in accordance with the resolutions for the degree to which the award is to be applied.

[Section 2]

6. **Details of units of study**

6.1 The units of study, which may be taken for the degree, 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 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 clinical and field experience required for the course.

9.4 Except with the express permissions of the Dean, a candidate may not enroll 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 candidate 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.

11. **Suspension of candidature**

11.1 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.

11.2 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.

11.3 The granting of a suspension of candidature is at the discretion of the Dean.

11.4 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.

11.5 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.

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 that 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 degree or diploma requirements within two years

12.2.2 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

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 units 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.

12.4.1 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 was set out in the Faculty of Health Sciences Handbook.

14. **Time limit**

14.1 A candidate for the degree may proceed only on a full-time basis.

14.2 All candidates must complete the requirements for the degree within six calendar years of first enrolment.

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 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*.

16.2 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.

16.3 A student seeking credit for units of study completed at the University of Sydney is to apply on the form provided by the Faculty.

16.4 A student seeking credit for units of study completed other than at the University of Sydney is to:

16.4.1 apply on the form provided by the Faculty

16.4.2 supply documentary evidence of the unit of study description and the assessment result, and

16.4.3 be available for discussion with appropriate Faculty staff.

16.5 A student seeking credit on the basis of non-credentialed learning or experience is to:

16.5.1 apply on the form provided by the Faculty, and

16.5.2 be available for assessment by the appropriate unit of study coordinator.

16.6 Credit is not to be granted for units of study completed with the grade of 'Terminating Pass' or 'Conceded Pass', or equivalent.

16.7 For each application for credit, the Dean is to determine, as necessary:

16.7.1 the method for demonstrating the achievement of the equivalent academic standard for applications based on non-credentialed learning or experience;

16.7.2 the units of study for which credit is to be granted;

16.7.3 the credit point value of any credit granted for units of study not listed in the relevant *Table of units of study*;

16.7.4 the maximum duration of the student's candidature for the degree, proportionate to the amount of credit granted;

16.7.5 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.

Diploma of Health Science

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

1. **Requirements for the diploma**

1.1 A student who is a candidate for the Diploma is to complete all units of study shown in the *Table of units of study* for the diploma, as set out in the chapter of the Faculty of Health Sciences Handbook for the diploma concerned.

1.2 Units of study may specify assumed knowledge or prerequisite or corequisite units of study. 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.

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 28 credit points in any one semester.

Policies

1. **Granting of credit towards the coursework awards in the Faculty of Health Sciences**

1.1 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-credentialed 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-credentialed 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.

The Sydney Summer and Winter Schools

2007	Dates
Summer School	December 2006–February 2007
Winter School	July 2007

The Summer School

The Summer School is a full fee-paying, intensive program offering high quality undergraduate and postgraduate units of study from most faculties. These units of study are the same as those offered in Semesters One and Two, but are taught as an intensive program over summer. Some classes commence in December, others commence in January and continue into February (including the exam week). Some units of study run for seven weeks others are shorter. Students can take a maximum of two units of study.

The Winter School

The Winter School is held every July during the academic year. The Winter School is a smaller, more intensive three week program.

Advantages

Attending classes at Sydney University during summer offers many advantages. You can

- use this time to accelerate your academic career and to finish your degree sooner
- devote your full attention to a single area of study
- take courses that might be outside your normal degree
- reduce your workload throughout the rest of the year
- repeat units of study in which you may have been unsuccessful
- combine study with a field trip in Australia or a tour overseas.

For high school graduates, you can

- sample a university program
- get a head start on your degree.

How to apply

Applications will only be accepted online. Our website is www.summer.usyd.edu.au

Some units have limited places and fill very quickly. All places are filled strictly on a first in first served basis so it is recommended that you apply early.

Applications open on 27 September 2006.

Applications close on 15 December 2006.

Census dates – Summer School 2007

Students can withdraw from their unit of study without academic penalty and receive a full refund until the census date. However, a late withdrawal fee may apply. As classes start throughout December to February there are three census dates for the Summer School. These are based on when the class commences.

ID	Session name	Classes begin	Census date
42*	Summer Dec	11 December	2 January
43	Summer Main	4 January	12 January
44**	Summer Late	12 January	6 February

**42 Summer Dec: Allows for a unit to run for 3–9 weeks, provided that the 20 per cent criterion is met.*
***44 Summer Late: Last exam must be held by 1 March.*

Withdrawal and Refund policy

- For classes commencing in **December 2006**, students withdrawing from a Summer School unit of study from 28 November 2006 to 2 January 2007, will receive a refund of tuition fees but will be liable for a $500 late withdrawal fee.
- For classes commencing after **4 January 2007**, students withdrawing from a Summer School unit of study from 16 December 2006 to 12 January 2007, will receive a refund of tutition fees but will be liable for a $500 late withdrawal fee.
- For classes commencing after **12 January 2007**, students withdrawing from a Summer School unit of study from 16 December 2006 to 6 February 2007, will receive a refund of tutition fees but will be liable for a $500 late withdrawal fee.
- Students may withdraw from their Summer School unit(s) of study up until 4pm on the last day of the Teaching Period for that particular unit of study. However, there may be an academic penalty (please refer to our website).The Teaching Period for purposes of this policy is defined in hours of published classes from the first day through to the last day of classes, excluding any final examination or assessment.
- Students withdrawing from a Summer School unit of study after 4pm on the relevant census date will receive no refund of their tuition fee.

Transferring between Summer School units

There will be no penalty if a student changes between units of study in the Summer School before the commencment of class. However NO transfers will be allowed after the commencement of the class.

Summer School scholarships

Merit scholarships

Only four merit scholarships are available and are automatically awarded to the top four students who achieve the highest results in their Summer School unit of study.

Educational/Financial Disadvantage scholarships

Partial or full Summer School scholarships are available to local undergraduate students for the Summer School with a good academic record. To be eligible for consideration you will need to provide evidence of long-term and serious educational disadvantage based on two or more criteria, one of which must be financial hardship. Please check our website for further details. Applications close on 27 October 2006.

For more information

Web: www.summer.usyd.edu.au
Email: info@summer.usyd.edu.au
Phone: +61 2 9351 5542
Fax: +61 2 9351 5888

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

Approved by: Senate on 4 December 2000
Date of effect: 1 January 2001

Latest amendment approved by: Senate on 3 December 2001
Date of effect: 1 January 2002

[Section 1]

University Coursework Rule

Preliminary

Rules relating to Coursework Award Courses

Division 1 Award course requirements, credit points and assessment

Division 2 Enrolment

Division 3 Credit, cross-institutional study and their upper limits

Division 4 Progression

Division 5 Discontinuation of enrolment and suspension of candidature

Division 6 Unsatisfactory progress and exclusion

Division 7 Exceptional circumstances

Division 8 Award of degrees, diplomas and certificates

Division 9 Transitional provisions

Preliminary

1. **Commencement and purpose of Rule**

1.1 This Rule is made by the Senate pursuant to section 37(1) of the *University of Sydney Act 1989* for the purposes of the *University of Sydney By-Law 1999*.

1.2 This Rule comes into force on 1 January 2001.

1.3 This Rule governs all coursework award courses in the University. It is to be read in conjunction with the *University of Sydney (Amendment Act) Rule 1999* and the Resolutions of the Senate and the faculty resolutions relating to each award course in that faculty.

Rules relating to coursework award courses

1. **Definitions In this Rule:**

1.1 **award course** means a formally approved program of study which can lead to an academic award granted by the University.

1.2 **coursework** means an award course not designated as a research award course. While the program of study in a coursework award course may include a component of original, supervised research, other forms of instruction and learning normally will be dominant. All undergraduate award courses are coursework award courses.

1.3 **credit** means advanced standing based on previous attainment in another award course at the University or at another institution. The advanced standing is expressed as credit points granted towards the award course. Credit may be granted as specific credit or non-specific credit.

1.3.1 **specific credit** means the recognition of previously completed studies as directly equivalent to units of study;

1.3.2 **non-specific credit** means 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; and

1.3.3 **credit points** means a measure of value indicating the contribution each unit of study provides towards meeting award course completion requirements stated as a total credit point value.

1.4 **dean** means the dean of a faculty or the director or principal of an academic college or the chairperson of a board of studies.

1.5 **degree** means a degree at the level of bachelor or master for the purpose of this Rule.

1.6 **embedded courses/programs** means award courses in the graduate certificate/graduate diploma/master's degree by coursework sequence which allow unit of study credit points to count in more than one of the awards.

1.7 **faculty** means a faculty, college board, a board of studies or the Australian Graduate School of Management Limited as established in each case by its constitution and in these Rules refers to the faculty or faculties responsible for the award course concerned.

1.8 **major** means a defined program of study, generally comprising specified units of study from later stages of the award course.

1.9 **minor** means a defined program of study, generally comprising units of study from later stages of the award course and requiring a smaller number of credit points than a major.

1.10 **postgraduate award course** means an award course leading to the award of a graduate certificate, graduate diploma, degree of master or a doctorate. Normally, a postgraduate award course requires the prior completion of a relevant undergraduate degree or diploma.

1.11 **research award course** means an award course in which students undertake and report systematic, creative work in order to increase the stock of knowledge. The research award courses offered by the University are: higher doctorate, Doctor of Philosophy, doctorates by research and advanced coursework, and certain degrees of master designated as research degrees. The systematic, creative component of a research award course must comprise at least 66 per cent of the overall award course requirements.

1.12 **stream** means a defined program of study within an award course, which requires the completion of a program of study specified by the award course rules for the particular stream, in addition to the core program specified by award course rules for the award course.

1.13 **student** means a person enrolled as a candidate for a course.

1.14 **testamur** means a certificate of award provided to a graduate, usually at a graduation ceremony.

1.15 **transcript** or **academic transcript** means a printed statement setting out a student's academic record at the University.

1.16 **unit of study** means the smallest stand-alone component of a student's award course that is recordable on a student's transcript. Units of study have an integer credit point value, normally in the range 3–24.

1.17 **undergraduate award course** means an award course leading to the award of an associate diploma, diploma, advanced diploma or degree of bachelor.

2. **Authorities and responsibilities**

2.1 Authorities and responsibilities for the functions set out in this Rule are also defined in the document *Academic Delegations of Authority.* The latter document sets out the mechanisms by which a person who has delegated authority may appoint an agent to perform a particular function.

2.1 The procedures for consideration of, and deadlines for submission of, proposals for new and amended award courses will be determined by the Academic Board.

Division 1: Award course requirements, credit points and assessment

3. **Award course requirements**

3.1 To qualify for the award of a degree, diploma or certificate, a student must:

3.1.1 complete the award course requirements specified by the Senate for the award of the degree, diploma or certificate concerned;

3.1.2 complete any other award course requirements specified by the Academic Board on the recommendation of the faculty and published in the faculty resolutions relating to the award course;
3.1.3 complete any other award course requirements specified by the faculty in accordance with its delegated authority and published in the faculty resolutions relating to the award course; and
3.1.4 satisfy the requirements of all other relevant by-laws, rules and resolutions of the University.

4. **Units of study and credit points**

4.1.1 A unit of study comprises the forms of teaching and learning approved by a faculty. Where the unit of study is being provided specifically for an award course which is the responsibility of another faculty, that faculty must also provide approval.
4.1.2 Any faculty considering the inclusion of a unit of study in the tables of units available for an award course for which it is responsible may review the forms of teaching and learning of that unit, may consult with the approving faculty about aspects of that unit and may specify additional conditions with respect to inclusion of that unit of study.
4.2 A student completes a unit of study if the student:
4.2.1 participates in the learning experiences provided for the unit of study;
4.2.2 meets the standards required by the University for academic honesty;
4.2.3 meets all examination, assessment and attendance requirements for the unit of study; and
4.2.4 passes the required assessments for the unit of study.
4.3 Each unit of study is assigned a specified number of credit points by the faculty responsible for the unit of study.
4.4 The total number of credit points required for completion of an award course will be as specified in the Senate resolutions relating to the award course.
4.5 The total number of credit points required for completion of award courses in an approved combined award course will be specified in the Senate or faculty resolutions relating to the award course.
4.6 A student may, under special circumstances, and in accordance with faculty resolutions, be permitted by the relevant dean to undertake a unit or units of study other than those specified in the faculty resolutions relating to the award course and have that unit or those units of study counted towards fulfilling the requirements of the award course in which the student is enrolled.

5. **Unit of study assessment**

5.1 A student who completes a unit of study will normally be awarded grades of high distinction, distinction, credit or pass, in accordance with policies established by the Academic Board. The grades high distinction, distinction and credit indicate work of a standard higher than that required for a pass.
5.2 A student who completes a unit of study for which only a pass/fail result is available will be recorded as having satisfied requirements.
5.3 In determining the results of a student in any unit of study, the whole of the student's work in the unit of study may be taken into account.
5.4 Examination and assessment in the University are conducted in accordance with the policies and directions of the Academic Board.

6. **Attendance**

6.1 A faculty has authority to specify the attendance requirements for courses or units of study in that faculty. A faculty must take into account any University policies concerning modes of attendance, equity and disabled access.
6.2 A faculty has authority to specify the circumstances under which a student who does not satisfy attendance requirements may be deemed not to have completed a unit of study or an award course.

Division 2: Enrolment

7. **Enrolment restrictions**

7.1 A student who has completed a unit of study towards the requirements of an award course may not re-enrol in that unit of study, except as permitted by faculty resolution or with the written permission of the dean. A student permitted to re-enrol may receive a higher or lower grade, but not additional credit points.
7.2 Except as provided in section 7.1, a student may not enrol in any unit of study which overlaps substantially in content with a unit that has already been completed or for which credit or exemption has been granted towards the award course requirements.
7.3 A student may not enrol in units of study additional to award course requirements without first obtaining permission from the relevant dean.
7.4 Except as prescribed in faculty resolutions or with the permission of the relevant dean:
7.4.1 a student enrolled in an undergraduate course may not enrol in units of study with a total value of more than 32 credit points in any one semester, or 16 credit points in the summer session; and
7.4.2 a student enrolled in a postgraduate award course may not enrol in units of study with a total value of more than 24 credit points in any one semester, or 12 credit points in the summer session.

Division 3: Credit, cross-institutional study and their upper limits

8. **Credit for previous studies**

8.1 Students may be granted credit on the basis of previous studies.
8.2 Notwithstanding any credit granted on the basis of work completed or prior learning in another award course at the University of Sydney or in another institution, in order to qualify for an award a student must:
8.2.1 for undergraduate award courses, complete a minimum of the equivalent of two full-time semesters of the award course at the University; and
8.2.2 for postgraduate award courses, complete at least 50 per cent of the requirements prescribed for the award course at the University.

These requirements may be varied where the work was completed as part of an embedded program at the University or as part of an award course approved by the University in an approved conjoint venture with another institution.

8.3 The credit granted on the basis of work completed at an institution other than a university normally should not exceed one third of the overall award course requirements.
8.4 A faculty has authority to establish embedded academic sequences in closely related graduate certificate, graduate diploma and master's degree award courses. In such embedded sequences, a student may be granted credit for all or some of the units of study completed in one award of the sequence towards any other award in the sequence, irrespective of whether or not the award has been conferred.
8.5 In an award course offered as part of an approved conjoint venture the provisions for the granting of credit are prescribed in the Resolutions of the Senate and the faculty resolutions relating to that award course.

9. **Cross-institutional study**

9.1 The relevant dean may permit a student to complete a unit or units of study at another university or institution and have that unit or those units of study credited to the student's award course.
9.2 The relevant dean has authority to determine any conditions applying to cross-institutional study.

Division 4: Progression

10. **Repeating a unit of study**

10.1 A student who repeats a unit of study shall, unless granted exemption by the relevant dean:
10.1.1 participate in the learning experiences provided for the unit of study; and
10.1.2 meet all examination, assessment and attendance requirements for the unit of study.
10.2 A student who presents for re-assessment in any unit of study is not eligible for any prize or scholarship awarded in connection with that unit of study without the permission of the relevant dean.

11. **Time limits**

11.1 A student must complete all the requirements for an award course within ten calendar years or any lesser period if specified by resolution of the Senate or the faculty.

Division 5: Discontinuation of enrolment and suspension of candidature

12. **Discontinuation of enrolment**

12.1 A student who wishes to discontinue enrolment in an award course or a unit of study must apply to the relevant dean and will be presumed to have discontinued enrolment from the date of that application, unless evidence is produced showing:

12.1.1 that the discontinuation occurred at an earlier date; and

12.1.2 that there was good reason why the application could not be made at the earlier time.

12.2 A student who discontinues enrolment during the first year of enrolment in an award course may not re-enrol in that award course unless:

12.2.1 the relevant dean has granted prior permission to re-enrol; or

12.2.2 the student is reselected for admission to candidature for that course.

12.3 No student may discontinue enrolment in an award course or unit of study after the end of classes in that award course or unit of study, unless he or she produces evidence that:

12.3.1 the discontinuation occurred at an earlier date; and

12.3.2 there was good reason why the application could not be made at the earlier time.

12.4 A discontinuation of enrolment may be recorded as 'Withdrawn (W)' or 'Discontinued – not to count as failure (DNF)' where that discontinuation occurs within the time-frames specified by the University and published by the faculty, or where the student meets other conditions as specified by the relevant faculty.

13. **Suspension of candidature**

13.1 A student must be enrolled in each semester in which he or she is actively completing the requirements for the award course. A student who wishes to suspend candidature must first obtain approval from the relevant dean.

13.2 The candidature of a student who has not re-enrolled and who has not obtained approval from the dean for suspension will be deemed to have lapsed.

13.3 A student whose candidature has lapsed must apply for re-admission in accordance with procedures determined by the relevant faculty.

13.4 A student who enrols after suspending candidature shall complete the requirements for the award course under such conditions as determined by the dean.

Division 6: Unsatisfactory progress and exclusion

14. **Satisfactory progress**

14.1 A faculty has authority to determine what constitutes satisfactory progress for all students enrolled in award courses in that faculty, in accordance with the policies and directions of the Academic Board.

15. **Requirement to show good cause**

15.1 For the purposes of this Rule, 'good cause' means circumstances beyond the reasonable control of a student, which may include serious ill health or misadventure, but does not include demands of employers, pressure of employment or time devoted to non-University activities, unless these are relevant to serious ill health or misadventure. In all cases the onus is on the student to provide the University with satisfactory evidence to establish good cause. The University may take into account relevant aspects of a student's record in other courses or units of study within the University and relevant aspects of academic studies at other institutions provided that the student presents this information to the University.

15.2 The relevant dean may require a student who has not made satisfactory progress to show good cause why he or she should be allowed to re-enrol.

15.3 The dean will permit a student who has shown good cause to re-enrol.

16. **Exclusion for failure to show good cause**

The dean may, where good cause has not been established:

16.1 exclude the student from the relevant course; or

16.2 permit the student to re-enrol in the relevant award course subject to restrictions on units of study, which may include, but are not restricted to:

16.2.1 completion of a unit or units of study within a specified time;

16.2.2 exclusion from a unit or units of study, provided that the dean must first consult the head of the department responsible for the unit or units of study; and

16.2.3 specification of the earliest date upon which a student may re-enrol in a unit or units of study.

17. **Applying for re-admission after exclusion**

17.1 A student who has been excluded from an award course or from a unit or units of study may apply to the relevant dean for re-admission to the award course or re-enrolment in the unit or units of study concerned after at least four semesters, and that dean may readmit the student to the award course or permit the student to re-enrol in the unit or units of study concerned.

17.2 With the written approval of the relevant dean, a student who has been excluded may be given credit for any work completed elsewhere in the University or in another university during a period of exclusion.

18. **Appeals against exclusion**

18.1 In this Rule a reference to the Appeals Committee is a reference to the Senate Student Appeals Committee (Exclusions and Re-admissions).

18.2.1.1 A student who has been excluded in accordance with this Rule may appeal to the Appeals Committee.

18.2.1.2 A student who has applied for re-admission to an award course or re-enrolment in a unit of study after a period of exclusion, and who is refused re-admission or re-enrolment may also apply to the Appeals Committee.

18.2.2 The Appeals Committee shall comprise:

18.2.2.1 three *ex officio* members (the Chancellor, the Deputy Chancellor and the Vice-Chancellor and Principal);

18.2.2.2 the Chair and Deputy Chairs of the Academic Board;

18.2.2.3 two student Fellows; and

18.2.2.4 up to four other Fellows.

18.2.3 The Appeals Committee may meet as one or more subcommittees providing that each subcommittee shall include at least one member of each of the categories of:

18.2.3.1 *ex officio* member;

18.2.3.2 Chair or Deputy Chair of the Academic Board;

18.2.3.3 student Fellow; and

18.2.3.4 other Fellows.

18.2.4 Three members shall constitute a quorum for a meeting of the Appeals Committee or a subcommittee.

18.2.5 The Appeals Committee and its subcommittees have authority to hear and determine all such appeals and must report its decision to the Senate annually.

18.2.6 The Appeals Committee or a subcommittee may uphold or disallow any appeal and, at its discretion, may determine the earliest date within a maximum of four semesters at which a student who has been excluded shall be permitted to apply to re-enrol.

18.2.7 No appeal shall be determined without granting the student the opportunity to appear in person before the Appeals Committee or subcommittee considering the appeal. A student so appearing may be accompanied by a friend or adviser.

18.2.8 The Appeals Committee or subcommittee may hear the relevant dean but that dean may only be present at those stages at which the student is permitted to be present. Similarly, the dean is entitled to be present when the Committee or subcommittee hears the student.

18.2.9 If, due notice having been given, a student fails to attend a meeting of the Appeals Committee or subcommittee scheduled to consider that student's appeal, the Appeals Committee or subcommittee, at its discretion, may defer consideration of the appeal or may proceed to determine the appeal.

18.2.10 A student who has been excluded in accordance with these resolutions and has lodged a timely appeal against that exclusion may re-enrol pending determination of that appeal if it has not been determined by the commencement of classes in the next appropriate semester.

Division 7: Exceptional circumstances

19. **Variation of award course requirements in exceptional circumstances**

19.1 The relevant dean may vary any requirement for a particular student enrolled in an award course in that faculty where, in the opinion of the dean, exceptional circumstances exist.

Division 8: Award of degrees, diplomas and certificates

20. **Classes of award**

20.1 Undergraduate diplomas may be awarded in five grades – pass, pass with merit, pass with distinction, pass with high distinction or honours.

20.2 Degrees of bachelor may be awarded in two grades – pass or honours.

20.3 Graduate diplomas and graduate certificates may be awarded in one grade only – pass.

20.4 Degrees of master by coursework may be awarded three grades – pass, pass with merit or honours.

21. **Award of the degree of bachelor with honours**

21.1 The award of honours is reserved to indicate special proficiency. The basis on which a student may qualify for the award of honours in a particular award course is specified in the faculty resolutions relating to the course.

21.2 Each faculty shall publish the grading systems and criteria for the award of honours in that faculty.

21.3 Classes which may be used for the award of honours are:

21.3.1 First Class

21.3.2 Second Class/Division 1

21.3.3 Second Class/Division 2

21.3.4 Third Class

21.4 With respect to award courses which include an additional honours year:

21.4.1 a student may not graduate with the pass degree while enrolled in the honours year;

21.4.2 on the recommendation of the head of the department concerned, a dean may permit a student who has been awarded the pass degree at a recognised tertiary institution to enrol in the honours year in that faculty;

21.4.3 faculties may prescribe the conditions under which a student may enrol part-time in the honours year;

21.4.4 a student who fails or discontinues the honours year may not re-enrol in it, except with the approval of the dean.

22. **University Medal**

22.1 An honours bachelor's degree student with an outstanding academic record throughout the award course may be eligible for the award of a University Medal, in accordance with Academic Board policy and the requirements of the faculty resolutions relating to the award course concerned.

23. **Award of the degree of master with honours or merit**

23.1 The award of honours or pass with merit is reserved to indicate special proficiency or particular pathways to completion. The basis on which a student may qualify for the award of honours or the award with merit in a particular degree is specified in the Faculty Resolutions relating to that degree.

24. **Transcripts and testamurs**

24.1 A student who has completed an award course or a unit of study at the University will receive an academic transcript upon application and payment of any charges required.

24.2 Testamurs may indicate streams or majors or both as specified in the relevant faculty resolutions.

Division 9: Transitional provisions

25. **Application of this Rule during transition**

25.1 This Rule applies to all candidates for degrees, diplomas and certificates who commence candidature after 1 January 2001.

25.2 Candidates who commenced candidature prior to this date may choose to proceed in accordance with the resolutions of the Senate in force at the time they enrolled, except that the faculty may determine specific conditions for any student who has re-enrolled in an award course after a period of suspension.

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

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

Please also see the University of Sydney (Authority Within Academic Units) Rule 2003 (as amended)

Part 1 – Preliminary

Part 2 – Admission to candidature

Part 3 – Supervision

Part 4 – Candidature

Part 5 – Submission of thesis

Part 1 – Preliminary

1. **Citation and commencement**

1.1 *Citation*

1.1.1 This Rule is made by the Senate of the University of Sydney pursuant to section 37(1) of the University of Sydney Act 1989 for the purposes of the University of Sydney By-law 1999.

1.2 *Commencement*

1.2.1 This Rule commences on the day after it is made in accordance with Chapter 2 of the University of Sydney By-law 1999.

2. **Purpose**

2.1 This Rule:

2.1.1 repeals and replaces Part 10, Division 4 of the University of Sydney (Amendment Act) Rule 1999 in its entirety; and

2.1.2 deals with matters relating to the degree of Doctor of Philosophy.

Part 2 – Admission to candidature

3. **Heads of department**

3.1 A head of department may delegate to a specified member of the academic staff his or her responsibilities under these Rules by countersigning a specific recommendation in respect of a particular candidature or by making, and forwarding to the Registrar, a written statement of delegation of those powers.

4. **Admission to candidature**

4.1 An applicant for admission as a candidate for the degree shall, except as provided in 4.2 and 4.3 below, hold or have fulfilled all the requirements for:

4.1.1 the degree of master, or

4.1.2 the degree of bachelor with first or second class honours.

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

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 for the degree of master as a period of candidature completed for the degree of Doctor of Philosophy, provided that the period of candidature for the degree of master for which credit is sought shall have been a course of full-time or part-time advanced study and research under a supervisor appointed by the faculty or board of studies concerned and directly related to the candidate's proposed course of advanced study and research for the degree of Doctor of Philosophy.

8.2 A candidate who, at the date of admission has completed not less than six months as a candidate for a higher degree in another university or institution may be permitted by the Academic Board, on the recommendation of the faculty concerned, to be credited for the whole or any part of the period of candidature completed as a period completed for the degree of Doctor of Philosophy of the University of Sydney, provided that:

8.2.1 at the date of admission to candidature for the higher degree of the other university or institution concerned the candidate shall have fulfilled the requirements of admission to candidature set out in section 3 above;

8.2.2 the period of candidature for the higher degree of the other university or institution concerned for which credit is sought shall have been a course of full-time or part-time advanced study and research under a supervisor appointed by the

other university or institution concerned and directly related to the candidate's proposed course of advanced study and research in the University of Sydney;

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 of which the candidate is the sole or joint author. In such a case the candidate must produce evidence to identify satisfactorily the sections of the work for which the candidate is responsible.

12.3 Except where the candidature has been governed by an approved cotutelle agreement, a candidate may not present as the thesis any work which has been presented for a degree or diploma at this or another university, but the candidate will not be precluded from incorporating such in the thesis, provided that, in presenting the thesis, the candidate indicates the part of the work which has been so incorporated.

12.4 Theses shall be written in English, except that:

12.4.1 in the case of a candidature governed by an approved cotutelle agreement, the thesis may be written in English or in another language; and

12.4.2.1 in the Faculty of Arts, in the case of language departments, theses may be written either in English or in their target language as determined by the department, unless a department has specified by means of a Faculty resolution that it will consider applications to submit the thesis in a language other than:

12.4.2.1.1 English; or

12.4.2.1.2 a target language of the department.

12.4.2.2 Such applications should be made in writing; and approved by the head of department concerned and the Dean of the Faculty, before the commencement of candidature.

12.4.2.3 In considering applications a head of department shall take into account arrangements for supervision and examination.

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

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

13. **Earliest date for submission**

13.1 Except as provided below, a candidate may not submit a thesis for examination earlier than the end of the sixth semester of candidature.

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

13.2.1 a degree of master completed primarily by research;

13.2.2 both the degrees of Bachelor of Dental Surgery with honours and Bachelor of Science (Dental) with honours;

13.2.3 both the degrees of Bachelor of Medicine with honours and Bachelor of Science (Medical) with honours; or

13.2.4 both the degrees of Bachelor of Veterinary Science with honours and Bachelor of Science (Veterinary) with honours.

13.3 Notwithstanding 13.1 and 13.2 above, a faculty may, on the recommendation of the head of department and supervisor concerned, permit a candidate to submit a thesis for examination up to one semester earlier than prescribed if, in the opinion of the faculty, evidence has been produced that the candidate has made exceptional progress in his or her candidature.

13.4.1 Notwithstanding 13.1, 13.2 and 13.3 above, the Chair of the Academic Board may, on the recommendation of the dean

of the faculty in which the candidate is enrolled, permit a candidate to submit a thesis for examination earlier than prescribed if, in the opinion of the Chair of the Academic Board, evidence has been produced that the candidate has made exceptional progress in his or her candidature.

13.4.2 The Chair of the Academic Board may take advice from the Chair of the Graduate Studies Committee and shall report any applications under this provision and the action taken to the next meeting of the Academic Board.

14. **Latest date for submission**

14.1 Except as provided in 14.1 to 14.3 below, a candidate shall submit the thesis for examination not later than the end of the eighth semester of candidature.

14.2 A candidate whose candidature has been part-time throughout shall submit the thesis for examination not later than the end of the 16th semester of candidature.

14.3 The time limits set out in 14.1 to 14.2 above, apply to candidates who commence candidature after 31 December 2000. Candidates who commenced candidature prior to this date may choose to proceed in accordance with the Rules in force at the time when they commenced candidature.

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

15. **Examination**

15.1 The procedures for examination shall be prescribed by the Academic Board.

General University information

For further information or advice, please feel free to call our Helpline on **1300 362 006**.

Accommodation Service
Admissions Office
Applying for a course
Assessment
Careers Centre
Casual Employment Service
Centre for Continuing Education
Centre for English Teaching
Child Care
Client Services, Information and Communications Technology (ICT)
The Co-op Bookshop
Counselling Service
Disability Services
Email
Enrolment
Environmental Policy
Examinations
Fees
Financial Assistance Office
Freedom of Information
Graduations Office
(Grievances) Appeals
HECS and Fees Office
HELP
Information and Communications Technology
International Office
International Student Support Unit
Koori Centre and Yooroang Garang
Learning Centre
Library
Mathematics Learning Centre
Multimedia and Educational Technologies in Arts (META) Resource Centre
MyUni Student Portal
Part-time, full-time
Policy online
Privacy
Scholarships for undergraduates
Services for Students
Student Centre
Student Identity Cards
Student Services
The Sydney Summer School
The University of Sydney Foundation Program
Timetabling Unit
University Health Service

Accommodation Service

The Accommodation Service helps students find off-campus accommodation. The service maintains extensive databases of share accommodation, rental properties, and full board accomodation. Currently enrolled students can access the database online through the MyUni student portal (http://myuni.usyd.edu.au), or the accommodation website via your MyUni student portal or the Services for Students website (http://www.usyd.edu.au/stuserv).

Level 7, Education Building A35
University of Sydney
NSW 2006 Australia

Phone: +61 29351 3312
Fax: +61 2 9351 8262
Email: accomm@stuserv.usyd.edu.au
Web: http://www.usyd.edu.au/accom

Admissions Office

The Admissions Office, located in the Student Centre, is responsible for overseeing the distribution of offers to undergraduate applicants through the Universities Admission Centre (UAC). They can advise prospective local undergraduate students on admission requirements. Postgraduate students should contact the appropriate faculty. If you are an Australian citizen or a permanent resident but have qualifications from a non-Australian institution phone +61 2 9351 4118 for more information. For enquiries regarding special admissions (including mature-age entry) phone +61 2 9351 3615. Applicants without Australian citizenship or permanent residency should contact the International Office.

Student Centre
Ground Floor, Carslaw Building F07
University of Sydney
NSW 2006 Australia

Phone: +61 2 9351 4117 or +61 2 9351 4118
Fax: +61 2 9351 4869
Email: admissions@records.usyd.edu.au
Web: http://www.usyd.edu.au/studentcentre

Applying for a course

Domestic applicants for undergraduate courses and programs of study

For the purpose of admission and enrolment 'domestic applicant' refers to citizens and permanent residents of Australia and citizens of New Zealand. If you are in this group and wish to apply for admission into an undergraduate course, you would generally apply through the Universities Admissions Centre (UAC). The deadline for application is the last working day of September in the year before enrolment. Go to the UAC website (http://www.uac.edu.au) for more information.

Note that some faculties, such as Pharmacy, the Sydney Conservatorium of Music and Sydney College of the Arts, have additional application procedures.

Domestic applicants for postgraduate courses and programs of study

For the purpose of admission and enrolment 'domestic applicant' refers to citizens and permanent residents of Australia and citizens of New Zealand. Application is direct to the faculty which offers the course that you are interested in. Application forms for postgraduate coursework, postgraduate research and the master's qualifying or preliminary program and for non-award postgraduate study can be found at http://www.usyd.edu.au/studentcentre.

Please note that some faculties use their own specially tailored application forms for admission into their courses. Please contact the relevant faculty.

International applicants for all course types (undergraduate and postgraduate)

'International applicants' refers to all applicants other than Australian citizens, Australian permanent residents and citizens of New Zealand. In the majority of cases international applicants apply for admission through the University's International Office (IO). All the information international applicants need, including application forms, is available from the IO website (http://www.usyd.edu.au/internationaloffice).

Assessment

For assessment matters refer to the relevant department or school.

Careers Centre

The Careers Centre will help you with careers preparation and gradutate recruitment.

Careers Centre
Ground Floor, Mackie Building K01
University of Sydney
NSW 2006 Australia

Phone: +61 2 9351 3481
Fax: +61 2 9351 5134
Email: info@careers.usyd.edu.au
Web: http://www.careers.usyd.edu.au

Casual Employment Service

The Casual Employment Service helps students find casual and part-time work during their studies and during University vacations. The service maintains a database of casual employment vacancies. Currently enrolled students can access the database online through the MyUni student portal, or the casual employment website via your MyUni student portal, or the Services for Students website (http://www.usyd.edu.au/stuserv).

Level 7, Education Building A35
University of Sydney
NSW 2006 Australia

Phone: +61 2 9351 8714
Fax: +61 2 9351 8717
Email: ces@stuserv.usyd.edu.au
Web: http://www.usyd.edu.au/cas_emp

Centre for Continuing Education

The Centre for Continuing Education offers a wide range of short courses for special interest, university preparation and professional development.

Centre for Continuing Education
160 Missenden Rd
Newtown NSW 2042

Postal address:
Locked Bag 2020
Glebe NSW 2037

Ph: +61 2 9036 4789
Fax: +61 2 9036 4799
Email: info@cce.usyd.edu.au
Web: http://www.cce.usyd.edu.au

Subject areas include: history and culture, creative arts, social sciences, languages, IT, business and overseas study tours. Courses are open to everyone.

Centre for English Teaching (CET)

The Centre for English Teaching (CET) offers English language and academic study skills programs to students from overseas and Australian residents from non-English speaking backgrounds who need to develop their English language skills to meet academic entry requirements.

Camperdown Campus G01
University of Sydney
NSW 2006 Australia

Phone: +61 2 9351 0760
Fax: +61 2 9351 0710
Email: info@cet.usyd.edu.au
Web: http://www.usyd.edu.au/cet

Child care

Contact the Child Care Information Officer for information about child care for students and staff of the University who are parents. For details of centres, vacation and occasional care see the child care website via your MyUni student portal or the Services for Students website (http://www.usyd.edu.au/stuserv)

Child Care Information Officer
Level 7, Education Building A35
University of Sydney
NSW 2006 Australia

Phone: +61 2 9351 5667
Fax: +61 2 9351 7055
Email: childc@stuserv.usyd.edu.au
Web: http://www.usyd.edu.au/childcare

Client Services, Information and Communications Technology (ICT)

Client Services are responsible for the delivery of many of the computing services provided to students. Students can contact Client Services by phoning the ICT Helpdesk on 9351 6000, through the IT Assist website (http://www.itassist.usyd.edu.au) or by visiting the staff at one of the University Access Labs.
The access labs on the Camperdown and Darlington campuses are located in:

- Fisher Library (Level 2);
- Carslaw Building (Room 201);
- Education Building (Room 232);
- Christopher Brennan Building (Room 232);
- Engineering Link Building (Room 222); and
- Pharmacy and Bank Building (Room 510).

Other labs are available at the Law, Westmead Hospital and Cumberland campuses.

The labs provide students free access to computers including office productivity and desktop publishing software.

Services are available on a fee for service basis which include Internet access, printing facilities and the opportunity to host their own non-commercial website.

Each student is supplied with an account, called a 'Unikey' account, which allows access to a number of services including:

- free email (http://www-mail.usyd.edu.au);
- access to the Internet from home or residential colleges (http://www.itassist.usyd.edu.au/services.html);
- student facilities via the MyUni student portal (http://myuni.usyd.edu.au), including exam results, enrolment variations and timetabling; and
- free courses in basic computing (such as MS Office; basic html and excel) that are run by Access Lab staff in the week following orientation week. To register contact the Access Lab Supervisor on +61 2 9351 6870.

Client Services, Helpdesk
University Computer Centre, H08
University of Sydney
NSW 2006 Australia

Phone: +61 2 9351 6000
Fax: +61 2 9351 6004
Email: support@usyd.edu.au
Web: http://www.itassist.usyd.edu.au

The Co-op Bookshop

The Co-op Bookshop is a one-stop bookshop for:

- textbooks
- general books
- reference books
- DVDs
- flash drives; and
- software at academic prices.

Lifetime membership costs $20.00 and gives great discounts on purchases (conditions apply).

Sports and Aquatic Centre Building G09

Phone: +61 2 9351 3705
Fax: +61 2 9660 5256
Email: sydu@coop-bookshop.com.au
Web: http://www.coop-bookshop.com.au

Counselling Service

The Counselling Service aims to help students fulfil their academic, individual and social goals through professional counselling. The Service provides short-term, problem-focused counselling to promote psychological wellbeing and to help students develop effective and realistic coping strategies. International students can access counselling assistance through the International Students Support Unit (ISSU).

Each semester the Counselling Service runs a program of workshops designed to assist students master essential study and life management skills. Workshops are available to all local and international students. For details of workshops, activities and online resources provided by the service see the Counselling Service website via your MyUni student portal or the Services for Students website (http://www.usyd.edu.au/stuserv). Phone to make an appointment. Daily walk-in appointments are also available between 11am and 3pm.

Camperdown and Darlington campuses

Level 7, Education Building A35
University of Sydney
NSW 2006 Australia

Phone: +61 2 9351 2228
Fax: +61 2 9351 7055
Email: counsell@mail.usyd.edu.au
Web: http://www.usyd.edu.au/counsel

Cumberland Campus

Ground Floor, A Block, Cumberland Campus C42
University of Sydney
East Street
Lidcombe
NSW 2141 Australia

Phone: +61 2 9351 9638
Fax: +61 2 9351 9635
Email: CS_Cumberland@fhs.usyd.edu.au
Web: http://www.usyd.edu.au/counsel

Disability Services

Disability Services is the principal point of contact for advice on assistance available for students with disabilities. Students with a disability need to register with Disability Services to recieve support and assistance. Disability Services works closely with academic and administrative staff to ensure that students receive reasonable accommodations in their areas of study. Assistance available includes the provision of note taking, interpreters and negotiation with academic staff regarding assessment and course requirement modifications where appropriate. For details on registering with the Service including documentation required and online resoures see the Disability Services website via your MyUni student portal or http://www.usyd.edu.au/disability.

Camperdown and Darlington campuses

Level 7, Education Building A35
University of Sydney
NSW 2006 Australia

Phone: +61 2 9351 7040
Fax: +61 2 9351 3320
TTY: +61 2 9351 3412
Email: disserv@stuserv.usyd.edu.au
Web: http://www.usyd.edu.au/disability

Cumberland Campus

Ground Floor, A Block, Cumberland Campus C42
University of Sydney
East Street
Lidcombe
NSW 2141 Australia

Phone: +61 2 9351 9638
Fax: +61 2 9351 9635
Email: DS_Cumberland@fhs.usyd.edu.au
Web: http://www.usyd.edu.au/disability

Email

See Client Services, Information and Communications Technology

Enrolment

Students entering first year

Details of enrolment procedures will be sent to you with your UAC offer of enrolment. Enrolment takes place at a specific time and date, usually during the last week of January.

All other students

A pre-enrolment package is sent to all enrolled students in late September and contains instructions on the procedure for web-based pre-enrolment.

Environmental Policy

The University of Sydney's Environmental Policy promotes sustainable resource and product use; and encourages the practice of environmental stewardship by staff and students. The policy is supported by the University wide Sustainable Campus Program.

Enquiries can be directed to the Manager, Environmental Strategies
Phone: +61 2 93512063
Email: sustainable@usyd.edu.au
or go to http://www.usyd.edu.au/sustainable where you can find out what the University is doing and how you can get involved, make suggestions or receive the Sustainable Campus Newsletter.

Equity Support Services

Equity Support Services, located within Student Services, brings together a number of student support services that produce practical assistance and information to support students in meeting their academic and personal goals while at University. Services include Accommodation Service, Casual Employment Service, Childcare Information Officer, Disability Services and the Financial Assistance Officer. For details of these services and online resources provided see their individual entry in this Handbook or go to the MyUni student portal or the Services for Students website (http://www.usyd.edu.au/stuserv).

Examinations

The Examinations and Exclusions Office looks after the majority of examination arrangements and student progression. Some faculties, such as the Sydney Conservatorium of Music, make all examination arrangements for the units of study that they offer.

Examinations and Exclusions Office
Student Centre
Level 1, Carslaw Building F07
University of Sydney
NSW 2006 Australia

Phone: +61 2 9351 4005 or +61 2 9351 4006
Fax: +61 2 9351 7330
Email: exams.office@exams.usyd.edu.au

Fees

The Fees Office provides information on how to pay fees, where to pay fees and if payments have been received. The office also has information on obtaining a refund for fee payments.

Fees Office
Margaret Telfer Building K07
University of Sydney
NSW 2006 Australia

Phone: +61 2 9351 5222
Fax: +61 2 9351 4202
Email: feespay@usyd.edu.au

Financial Assistance Office

The University of Sydney has a number of loan and bursary funds to assist students experiencing financial difficulties. Loan assistance is available for undergraduate and postgraduate students enrolled in degree and diploma courses at the University.

The assistance is not intended to provide the principle means of support but to help enrolled students in financial need with expenses such as housing bonds and rent; phone and electricity bills; medical expenses; buying textbooks and course equipment.

Loans are interest free and are repayable usually within one year. Bursaries may be awarded depending on financial need and academic merit and are usually only available to local full-time undergraduate students. Advertised bursaries, including First Year Bursaries, are advertised through the MyUni student portal in January each year.

For details of types of assistance and online resources provided by the service see the Financial Assistance website via your MyUni student portal or the Services for Students website (http://www.usyd.edu.au/stuserv).

Level 7, Education Building A35
University of Sydney
NSW 2006 Australia

Phone: +61 2 9351 2416
Fax: +61 2 9351 7055
Email: fao@stuserv.usyd.edu.au
Web: http://www.usyd.edu.au/fin_assist

Freedom of Information

The University of Sydney falls within the jurisdiction of the *NSW Freedom of Information Act, 1989*. The act:

- requires information concerning documents held by the University to be made available to the public;
- enables a member of the public to obtain access to documents held by the University; and
- enables a member of the public to ensure that records held by the University concerning his or her personal affairs are not incomplete, incorrect, out of date or misleading.

(Note that a 'member of the public' includes staff and students of the University.)

It is a requirement of the act that applications be processed and a determination made within a specified time period, generally 21 days. Determinations are made by the University's Registrar.

While application may be made to access University documents, some may not be released in accordance with particular exemptions provided by the act. There are review and appeal mechanisms which apply when access has been refused.

The University is required to report to the public on its freedom of information (FOI) activities on a regular basis and to produce two documents: a *Statement of Affairs* (annually) and a *Summary of Affairs* (every six months). The *Statement of Affairs* contains information about the University, its structure, function and the kinds of documents held. The *Summary of Affairs* identifies the University's policy documents and provides information on how to make an application for access to University documents.

Further information and copies of the current Statement and Summary may be found at http://www.usyd.edu.au/arms/foi

The University is required to report to the public on its freedom of information (FOI) activities on a regular basis and to produce two documents: a *Statement of Affairs* (annually) and a *Summary of Affairs* (every six months). The *Statement of Affairs* contains information about the University, its structure, function and the kinds of documents held. The *Summary of Affairs* identifies the University's policy documents and provides information on how to make an application for access to University documents.

Further information and copies of the current Statement and Summary may be found at http://www.usyd.edu.au/arms/foi

Graduations Office

The Graduations Office is responsible for organising graduation ceremonies and informing students of their graduation arrangements.

Student Centre
Carslaw Building F07
University of Sydney
NSW 2006 Australia

Phone: +61 2 9351 3199, +61 2 9351 4009
Protocol: +61 2 9351 4612
Fax: +61 2 9351 5072

(Grievances) Appeals

You may consider that a decision affecting your candidature for a degree or other activities at the University has not taken into account all relevant matters.

In some cases the by-laws or resolutions of the Senate (see the University Calendar: http://www.usyd.edu.au/about/ publication/ pub/calendar.shtml) provide for a right of appeal against particular decisions; for example, there is provision for appeal against academic decisions, disciplinary decisions and exclusion after failure.

A document outlining the current procedures for appeals against academic decisions is available at the Student Centre, at the SRC, and on the University's policy online website: http://www.usyd.edu.au/policy (click on 'Study at the University', then click on 'Appeals' – see the Academic Board and Senate resolutions).

For assistance or advice regarding an appeal contact:

Students' Representative Council
Level 1, Wentworth Building G01
University of Sydney
NSW 2006 Australia

Phone: +61 2 9660 5222

HECS and Fees Office

Student Centre
Ground Floor, Carslaw Building F07
University of Sydney
NSW 2006 Australia

Phone: +61 2 9351 5659, +61 2 9351 5062, +61 2 9351 2086
Fax: +61 2 9036 6111

HELP

See HECS and Fees Office

Information and Communications Technology

See Client Services, Information and Communications Technology

International Office

The International Office provides assistance with application, admission and enrolment procedures for international students. The International Office also includes units responsible for international marketing, government relations, international scholarships, including AusAID scholarships, and compliance with government regulations related to international students.

The Study Abroad and Exchange unit assists both domestic and international students who wish to enrol for study abroad or exchange programs.

International Office

Services Building G12
University of Sydney
NSW 2006 Australia

Phone: +61 2 9351 4079
Fax: +61 2 9351 4013
Email: info@io.usyd.edu.au
Web: http://www.usyd.edu.au/internationaloffice

Study Abroad

Phone: +61 2 9351 3699
Fax: +61 2 9351 2795
Email: studyabroad@io.usyd.edu.au
Web: http://www.usyd.edu.au/studyabroad

Student Exchange

Phone: +61 2 9351 3699
Fax: +61 2 9351 2795
Email: exchange@io.usyd.edu.au
Web: http://www.usyd.edu.au/studentexchange

International Student Support Unit

The International Student Support Unit assists international students through the provision of orientation, counselling and welfare services to both students and their families. ISSU aims to help international students cope successfully with the challenges of living and studying in a unfamiliar culture, to achieve success in their studies and to make the experience of being an international student rewarding and enjoyable.

For details of orientation activities, counselling and welfare services provided to both students and their families and online resources, see the MyUni student portal or the Services for Students website http://www.usyd.edu.au/stuserv. International students also have access to all University student support services.

Camperdown and Darlington campuses

Ground Floor, Services Building G12
University of Sydney
NSW 2006 Australia

Phone: +61 2 9351 4749
Fax: +61 2 9351 6818
Email: info@issu.usyd.edu.au
Web: http://www.usyd.edu.au/issu

Cumberland Campus

Ground Floor, A Block, Cumberland Campus C42
University of Sydney
East Street, Lidcombe
NSW 2141 Australia

Phone: +61 2 9351 9638
Fax: +61 2 9351 9635
Email: ISSU_Cumberland@fhs.usyd.edu.au
Web: http://www.usyd.edu.au/issu

Koori Centre and Yooroang Garang

Islander people in all aspects of tertiary education at the University of Sydney. The Cadigal Special Entry Program assists Indigenous Australians to enter undergraduate study across all areas of the University.

As well as delivering block-mode courses for Indigenous Australian students, the Koori Centre teaches Indigenous Australian Studies in various mainstream courses. In addition the Centre provides tutorial assistance, and student facilities such as: computer lab, Indigenous research library and study rooms for Indigenous Australian students across the University.
In particular the Koori Centre aims to increase the successful participation of Indigenous Australians in undergraduate and postgraduate degrees, develop the teaching of Aboriginal Studies, conduct research in the field of Aboriginal education, and establish working ties with schools and communities.

The Koori Centre works in close collaboration with Yooroang Garang: School of Indigenous Health Studies in the Faculty of Health Sciences at the University's Cumberland Campus. Yooroang Garang provides advice, assistance and academic support for Indigenous students in the faculty, as well as preparatory undergraduate and postgraduate courses.

Koori Centre

Ground Floor, Old Teachers College A22
University of Sydney
NSW 2006 Australia

Phone: +61 2 9351 2046 (general enquiries)
Toll Free: 1800 622 742
Community Liaison Officer: +61 2 9351 7003
Fax: +61 2 9351 6923
Email: koori@koori.usyd.edu.au
Web: http://www.koori.usyd.edu.au

Yooroang Garang

T Block, Level 4, Cumberland Campus C42
University of Sydney
NSW 2006 Australia

Phone: +61 2 9351 9393
Toll Free: 1800 000 418
Fax: +61 2 9351 9400
Email: yginfo@fhs.usyd.edu.au
Web: http://www.yg.fhs.usyd.edu.au

Learning Centre

The Learning Centre helps students develop the generic learning and communication skills that are necessary for university study and beyond. The centre is committed to helping students achieve their academic potential throughout their undergraduate and postgraduate studies. The centre's program includes a wide range of workshops

on study skills, academic reading and writing, oral communication skills and postgraduate writing and research skills. Other services include an individual learning program, faculty-based workshops, computer-based learning resources, publications of learning resources and library facilities. For details of programs, activities and online resources provided by the centre see the website via your MyUni student portal or the Services for Students website (http://www.usyd.edu.au/stuserv).

Camperdown and Darlington campuses

Level 7, Education Building A35
University of Sydney
NSW 2006 Australia

Phone: +61 2 9351 3853
Fax: +61 2 9351 4865
Email: lc@stuserv.usyd.edu.au
Web: http://www.usyd.edu.au/lc

Cumberland Campus

Ground Floor, A Block, Cumberland Campus C42
University of Sydney
East Street
Lidcombe
NSW 2141 Australia

Phone: +61 2 9351 9638
Fax: +61 2 9351 9635
Email: LC_Cumberland@fhs.usyd.edu.au
Web: http://www.usyd.edu.au/lc

Library

The University of Sydney Library, the largest academic library in the Southern Hemisphere, is a network of 17 libraries located on nine campuses. The Library website (http://www.library.usyd.edu.au) provides access to services and resources, anywhere at anytime. The locations, opening hours and subject specialities of the libraries are listed on the website.

Over five million items are available via the Library catalogue, including more than 68,000 electronic journals and 281,000 electronic books. Past exam papers are also available online. Enrolled students are entitled to borrow from any of the University Libraries. More information is available at http://www.library.usyd.edu.au/borrowing.

Reading list items are available via the reserve service. Increasingly, reading list material is becoming available in electronic form. For details see the reserve service website: (http://opac.library.usyd.edu.au/screens/reserve.html).

Library staff are always available to support students in their studies. 'Ask a Librarian' in person, by email, or by using an online chat service (http://www.library.usyd.edu.au/contacts/index.html).

A specialist librarian is available for all discipline areas and will provide training in finding high quality information. Courses cover a range of skills including research methodology, database searching, effective use of the Internet and the use of reference management software. See the subject contact page: (http://www.library.usyd.edu.au/contacts/subjectcontacts.html).

Library facilities include individual and group study spaces, computers, printers, multimedia equipment, photocopiers and adaptive technologies. Check the 'Libraries' link on the home page (http://www.library.usyd.edu.au) to find out about services and facilities in specific libraries.

The *Client Service Charter* describes the Library's commitment to supporting students' learning, including those with special needs. See the *Client Service Charter* online (http://www.library.usyd.edu.au/about/policies/clientcharter.html.

Your comments and suggestions are always welcome.

University of Sydney Library F03
University of Sydney
NSW 2006 Australia

Phone: +61 2 9351 2993 (general enquiries)
Fax: +61 2 9351 2890 (administration)
+61 2 9351 7278 (renewals)
Email: loanenq@library.usyd.edu.au (loan enquiries),
udd@library.usyd.edu.au (document delivery enquiries)
Web: http://www.library.usyd.edu.au

Mathematics Learning Centre

The Mathematics Learning Centre assists undergraduate students to develop the mathematical knowledge, skills and confidence that are needed for studying first level mathematics or statistics units at university. The Centre runs bridging courses in mathematics at the beginning of the academic year (fees apply). The centre also provides on-going support to eligible students during the year through individual assistance and small group tutorials. For details of activities and online resources provided by the centre see the website via your MyUni student portal or the Services for Students website (http://www.usyd.edu.au/stuserv).

Level 4, Carslaw Building F07
University of Sydney
NSW 2006 Australia

Phone: +61 2 9351 4061
Fax: +61 2 9351 5797
Email: mlc@stuserv.usyd.edu.au
Web: http://www.usyd.edu.au/mlc

Multimedia and Educational Technologies in Arts (META) Resource Centre (Languages and E-Learning)

The centre provides access to recorded lectures, classwork and interactive self-paced learning materials for students of languages other than English (LOTE) and English as a second language (ESL).

The self study room provides interactive computer assisted learning and access to live multilingual satellite television broadcasts. Computer access labs provide Internet, email and word processing access. The centre also provides teaching rooms with state-of-the-art multimedia equipment, language laboratories and video conferencing facilities for Faculty of Arts courses.

Level 2, Brennan Building (opposite Manning House)
University of Sydney
NSW 2006 Australia

Phone: Library enquiries +61 2 9351 2683
For all other enquiries +61 2 9351 6781
Fax: +61 2 9351 3626
Email: For Library enquiries meta.library@arts.usyd.edu.au
For all other enquiries meta@arts.usyd.edu
Web: http://www.arts.usyd.edu.au/centres/meta

MyUni Student Portal

The MyUni student portal (http://myuni.usyd.edu.au) is the starting point and 'one-stop' environment for students to access all their web-based University information and services.

MyUni automatically tailors what a student sees based on their login-in and offers students the option of further personalising content. Most importantly, MyUni allows students to complete tasks online that would previously have required attendance in person. The following are examples of MyUni services and information:

- support services for students in health, counselling, child care, accommodation, employment and wellbeing;
- student administration systems for obtaining exam results, enrolment and variations, timetabling, email services and links to courses and units of study information;
- links to the University's e-learning systems;
- library services;
- important messages and student alerts;
- information technology and support services;
- information for local, indigenous and international students; and
- campus maps, with descriptions of cultural, sporting and campus facilities.

Website: http://myuni.usyd.edu.au

Part-time, full-time

Undergraduate students

Undergraduate students are usually considered full-time if they have a student load of at least 0.375 each semester. Anything under this amount is considered a part-time study load.

Note that some faculties have minimum study load requirements for satisfactory progress.

Postgraduate students (Coursework)

For postgraduate coursework students part-time or full-time status is determined by credit-point load. Enrolment in units of study which total at least 18 credit points in a semester is classed as full-time. Anything under this amount is a part-time study load.

Please note that classes for some coursework programs are held in the evenings (usually 6–9pm).

Postgraduate students (Research)

Full-time candidates for research degrees do not keep to the normal semester schedule, instead they work continuously throughout the year with a period of four weeks recreation leave. There is no strict definition of what constitutes full-time 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 you should consult your faculty or supervisor.

International students

Student visa regulations require international students to undertake full-time study. International students on visas other than student visas may be permitted to study part-time.

Policy online

In addition to the resolutions covering specific courses there are a number of University policies that apply to students. These include:

- The code of conduct for students
- Academic honesty in coursework
- Student plagiarism: Coursework assessment and examination of coursework

All of these policies can be accessed from the University's Policy website online (http://www.usyd.edu.au/policy).

Privacy

The University is subject to the *NSW Privacy and Personal Information Protection Act 1998* and the *NSW Health Records and Information Privacy Act 2002*. Central to both acts are the sets of information protection principles (IPPs) and health privacy principles which regulate the collection, management, use and disclosure of personal and health information. In compliance with the *Privacy and Personal Information Protection Act* the University developed a *Privacy Management Plan* which includes the *University Privacy Policy*. The *Privacy Management Plan* sets out the IPPs and how they apply to functions and activities carried out by the University. Both the plan and the *University Privacy Policy* were endorsed by the Vice-Chancellor on 28 June 2000.

Further information and a copy of the plan may be found at http://www.usyd.edu.au/arms/privacy.

Any questions regarding the *Freedom of Information Act*, the *Privacy and Personal Information Protection Act*, the *Health Records and Information Privacy Act* or the *Privacy Management Plan* should be directed to:

Tim Robinson: +61 2 9351 4263, or
Anne Picot: +61 2 9351 7262
Email: foi@mail.usyd.edu.au

Scholarships for undergraduates

Scholarships Unit
Room 147, Ground Floor, Mackie Building KO1
University of Sydney
NSW 2006 Australia

Phone: +61 2 9351 2717
Fax: +61 2 9351 5134
Email: scholarships@careers.usyd.edu.au
Web: http://www.usyd.edu.au/scholarships

Services for Students

See Student Services

Student Centre

Ground Floor, Carslaw Building F07
University of Sydney
NSW 2006 Australia

Phone: +61 2 9351 3023 (general enquiries)
Academic records: +61 2 9351 4109
Discontinuation of enrolment: +61 2 9351 3023
Handbooks: +61 2 9351 5057
Prizes: +61 2 9351 5060
Fax: +61 2 9351 5081, +61 2 9351 5350 (academic records)
Web: http://www.usyd.edu.au/studentcentre

Student Identity Cards

The student identity card functions as a library borrowing card, a transport concession card (when suitably endorsed) and a general identity card. The card must be carried at all times on the grounds of the University and must be shown on demand.

Student Services

The University provides personal, welfare, administrative and academic support services to facilitate your success at University. Many factors can impact on your wellbeing while studying at university and student services can assist you in managing and handling these more effectively. For details of services and online resources provided see your MyUni student portal or the Services for Students website: http://www.usyd.edu.au/stuserv.

The Sydney Summer School

Most faculties at the University offer units of study from undergraduate degree programs during summer. There are also some units of study available for postgraduate coursework programs from some faculties. As the University uses its entire quota of Commonwealth supported places in first and second semester, these units are full fee-paying for both local and international students and enrolment is entirely voluntary. However, Summer School units enable students to accelerate their degree progress, make up for a failed unit or fit in a unit which otherwise would not suit their timetables. New students may also gain a head start by completing subjects before they commence their degrees. Units start at various times from late November and run for up to six weeks (followed by an examination

week). Notice of the units available is on the Summer School website and is usually circulated to students with their results notices. A smaller Winter School is also run from the Summer School office. It commences on 3 July and runs for up to three weeks (followed by an examination week). It offers mainly postgraduate and a few undergraduate units of study.

Information can be found on the Summer School website:
http://www.summer.usyd.edu.au.

The University of Sydney Foundation Program (USFP)

The University of Sydney offers its foundation program to international students as a preparation for undergraduate degrees at several Australian universities.
The Foundation Program is conducted by Taylors College on behalf of Study Group Australia and the University of Sydney. The Foundation Program allows both first and second semester entry to undergraduate courses at the University of Sydney and other universities within Australia.

Phone: +61 2 8263 1888
Fax: +61 2 9267 0531
Email: info@io.usyd.edu.au
Web: http://www.usyd.edu.au/foundationprogram

College Address
The University of Sydney Foundation Program
Taylors College
965 Bourke St
Waterloo NSW 2017

Phone: +61 2 8303 9700
Fax: +61 2 8303 9777

Timetabling Unit

The Timetabling Unit in the Student Centre is responsible for producing students' class and tutorial timetables. Semester One timetables are available from the Wednesday of O Week through the MyUni website (http://myuni.usyd.edu.au).

University Health Service

The University Health Service provides a full experienced general practitioner service and emergency medical care to all members of the University community. You can consult a doctor either by appointment or on a walk-in basis (for more urgent matters only). The Health Service bills Medicare or your overseas student health care provider (Worldcare or Medibank Private) directly for the full cost of most consultations.

Email: director@unihealth.usyd.edu.au
Web: http://www.unihealth.usyd.edu.au
Fax: +61 2 9351 4110

University Health Service (Holme)

University Health Service (Holme)]]
Holme Building A09
Science Rd
University of Sydney
NSW 2006 Australia

Opening Hours: 8:30am–5pm, Mon–Fri
Phone: +61 2 9351 4095

University Health Service (Wentworth)

Level 3, Wentworth Building G01
University of Sydney
NSW 2006 Australia

Opening Hours: 8:30am–5:30pm, Mon–Fri
Phone: +61 2 9351 3484
Holme Building A09
Science Rd
University of Sydney
NSW 2006 Australia

Opening Hours: 8:30am–5pm, Mon–Fri
Phone: +61 2 9351 4095

See also the Glossary for administrative information relating to particular terms.

Student organisations and International students

Student organisations

Students' Representative Council

The Students' Representative Council (SRC) advances and defends the interests of Sydney University undergraduate students at Sydney University and in the comunity. SRC members receive free advocacy and advice and a discount at the SRC shop.

Level 1, Wentworth Building G01
University of Sydney
NSW 2006 Australia

Phone: + 61 2 9660 5222
Fax: +61 2 9660 4260
SRC Shop: +61 2 9660 4756
Email: info@src.usyd.edu.au
Web: www.src.usyd.edu.au

Sydney University Postgraduate Representative Association (SUPRA)

SUPRA is an independent representative association providing advice, advocacy and support services for the postgraduate student community. SUPRA is your postgraduate student association and is here to help you.

Raglan Street Building G10
University of Sydney
NSW 2006 Australia

Phone: +61 2 9351 3715
Freecall: 1800 249 950
Fax: +61 2 9351 6400
Email: admin@supra.usyd.edu.au
Web: www.supra.usyd.edu.au

Sydney University Sport

Sydney University Sport provides opportunities for participation in a range of sporting and recreational activities along with first class facilities.

University Sports and Aquatic Centre G09
University of Sydney
NSW 2006 Australia

Phone: +61 2 9351 4960
Fax: +61 2 9351 4962
Email: admin@susport.usyd.edu.au
Web: www.susport.com

University of Sydney Union

The University of Sydney Union (USU) is the main provider of catering facilities, retail services, welfare programs and social and cultural events for the University community on the Camperdown and Darlington campuses and at many of the University's affiliated campuses.

University of Sydney Union
Level 1, Manning House A23
University of Sydney
NSW 2006 Australia

Phone: 1800 013 201 (switchboard)
Fax: +61 2 9563 6109
Email: info@usu.usyd.edu.au
Web: www.usuonline.com

International students

The following information is for international students studying onshore on an Australian Student Visa.

Full-time study

International students must maintain full-time enrolment at all times (a minimum of 18 credit points). However, in the following limited circumstances, part-time study is permitted:

- students studying in Australia on a different type of visa that does not carry study restrictions;
- students in their final semester who are required to take additional units to complete their course;
- cross-institutional students enrolled full-time at their home institution;
- students enrolled in an approved joint delivery program that involves enrolment at two institutions.

Satisfactory academic progress

The University is required to report to the Department of Immigration and Multicultural Affairs (DIMA) any International Student who fails to maintain satisfactory academic progress. This may result in automatic visa cancellation. It is important that International Students contact the International Office if they are experiencing academic difficulties.

Distance/web-based study

International students studying onshore in Australia are not permitted to enrol in distance or web-based courses. However, a small number of web-based units within a course taught largely in face-to-face mode are allowed. Contact the faculty to discuss enrolment options.

Work permits

International students with a work permit are permitted to work for up to 20 hours during semester and full-time during the University's official vacation periods. Contact the International Office for more information.

Change of address

International Students must notify the University of their residential address within seven days of arrival and notify any change of address within seven days. This may be done via the University's MyUni Web portal.

Course transfers

Sponsored students will need permission from their sponsors before transferring courses. Australian Government sponsored students (AusAID, Endeavour) and Asia Development Bank (ADB) sponsored students should contact the International Office in the early stages of considering a course transfer.

Suspension/discontinuation

The University is required to report to DIMA international students who discontinue or suspend their studies. Students who suspend their studies for severe medical or compassionate reasons should contact the International Office urgently.

Overseas student health cover

Australian Student Visa holders must maintain overseas health cover for the duration of their stay. The International Office arranges health cover for the first year but it is the individual student's responsibility to maintain health cover for each subsequent year.

Additional information

For more information related to international students, please see the Glossary in this handbook.

Abbreviations

For a glossary of terms, describing the terminology in use at the University of Sydney, please see the glossary section.

Listed below are the more commonly used acronyms that appear in University documents and publications.

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
AAUT	Australian Awards for University Teaching
AAM	Annual Average Mark
ABC	Activity Based Costing
ABSTUDY	Aboriginal Study Assistance Scheme
ACER	Australian Council for Educational Research
AGSM	Australian Graduate School of Management
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
APEC	Asia-Pacific Economic Cooperation
APF	Australian Postdoctoral Fellowship
AQF	Australian Qualifications Framework
ARC	Australian Research Council
ARTS	Automated Results Transfer System
ASDOT	Assessment Fee Subsidy for Disadvantaged Overseas Students
ATN	Australian Technology Network
ATP	Australian Technology Park
ATPL	Australian Technology Park Limited
AUQA	Australian Universities Quality Agency
AusAID	Australian Agency for International Development
AUTC	Australian Universities Teaching Committee
AVCC	Australian Vice-Chancellors Committee

B	
BAA	Backing Australia's Ability
BAC	Budget Advisory Committee
BITLab	Business Intelligence Lab
BLO	Business Liaison Office
BOTPLS	Bridging for Overseas Trained Professionals Loans Scheme

C	
CAF	Cost Adjustment Factor
CAUT	Committee for Advancement of University Teaching
CDP	Capital Development Program
CEP	Country Education Profile
CEQ	Course Experience Questionnaire
CES	Casual Employment Service
CFO	Chief Financial Officer
CHASS	College of Humanities and Social Sciences
CHESSN	Commonwealth Higher Education System Student Number
CHS	College of Health Sciences
CIO	Chief Information Officer
COE	Confirmation of Enrolment
CPSU	Community and Public Sector Union

C	
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
CSIRO	Commonwealth Scientific and Industrial Research Organisation
CST	College of Sciences and Technology
CULT	Combined Universities Language Test
CUTSD	Committee for University Teaching and Staff Development

D	
DAC	Data Audit Committee
DEST	Commonwealth Department of Education, Science and Training
DET	NSW Department of Education and Training
DIMA	Department of Immigration and Multicultural Affairs
D-IRD	Discovery-Indigenous Researchers Development Program
DVC	Deputy Vice-Chancellor

E	
EB	Enterprise Bargaining
EFTSU	Equivalent Full-Time Student Unit
EFTSL	Equivalent Full-Time Student Load
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	
FFT	Fractional Full-Time (Equivalent Staff)
FlexSIS	Flexible Student Information System
FHS	Faculty of Health Sciences
FMO	Facilities Management Office
FOS	Field of Study
FTE	Full-Time Equivalent (Staff)
FRM	Faculty of Rural Management

G	
GATS	General Agreement on Trade in Services
GCCA	Graduate Careers Council of Australia
GDS	Graduate Destination Survey
GPOF	General Purpose Operating Funds
GSA	Graduate Skills Assessment
GSG	Graduate School of Government
GWSLN	Greater Western Sydney Learning Network

H	
HDR	Higher Degree Research
HECS	Higher Education Contribution Scheme
HEEP	Higher Education Equity Program

H	
HEFA	Higher Education Funding Act 1988
HEIMS	Higher Education Information Management System
HEIP	Higher Education Innovation Program (DEST)
HELP	Higher Education Loan Program
HEO	Higher Education Officer
HEP	Higher Education Provider
HERDC	Higher Education Research Data Collection
HESA	Higher Education Support Act
HOD	Head of Department

I	
IAF	Institutional Assessment Framework (This is a new name for what was previously the DEST Profile process.)
IAS	Institute of Advanced Studies
ICT	Information and Communication Technology
ICTR	Information and Communication Technology Resources
IELTS	International English Language Testing Scheme
IGS	Institutional Grants Scheme (DEST)
IO	International Office
IP	Intellectual Property
IPRS	International Postgraduate Research Scholarships
IREX	International Researcher Exchange Scheme
ISFP	Indigenous Support Funding Program
ISIG	Innovation Summit Implementation Group
ISSU	International Student Services Unit
ITC	Information Technology Committee
ITL	Institute for Teaching and Learning
ITS	Information Technology Services

J	
JASON	Joint Academic Scholarships Online Network

L	
LBOTE	Language Background Other Than English

M	
MBA	Master of Business Administration
MISG	Management Information Steering Group
MNRF	Major National Research Facilities Scheme
MOU	Memorandum of Understanding
MPG	Major Projects Group
MRB	Medical Rural Bonded Scholarship Scheme

N	
NBCOTP	National Bridging Courses for Overseas Trained Program
NCG	National Competitive Grant
NESB	Non-English-Speaking Background
NHMRC	National Health and Medical Research Council
NOIE	National Office for the Information Economy
NOOSR	National Office for Overseas Skill Recognition
NRSL	Non-Recent School Leaver
NSW VCC	New South Wales Vice-Chancellors' Conference
NTEU	National Tertiary Education Industry Union

O	
OECD	Organisation for Economic Cooperation and Development
OLA	Open Learning Australia
OLDPS	Open Learning Deferred Payment Scheme

O	
OPRS	Overseas Postgraduate Research Scholarships

P	
PELS	Postgraduate Education Loans Scheme
PSO	Planning Support Office
PVC	Pro-Vice-Chancellor

Q	
QA	Quality Assurance
QACG	Quality Advisory and Coordination Group

R	
R&D	Research and Development
R&R	Restructuring and Rationalisation Program
RC	Responsibility Centre
REG	Research and Earmarked Grants
REP	Research Education Program
RFM	Relative Funding Model
RIBG	Research Infrastructure Block Grant (DEST)
RIEF	Research Infrastructure Equipment and Facilities Scheme
RISF	Restructuring Initiatives Support Fund
RMO	Risk Management Office
ROA	Record of Achievement
RQ	Research Quantum
RQU	Recognition Quality Unit (Higher Education Division – DEST)
RRTMR	Research and Research Training Management Reports
RSL	Recent School Leaver
RTS	Research Training Scheme (DEST)

S	
SCA	Sydney College of the Arts
SCEQ	Sydney Course Experience Questionnaire
SCM	Sydney Conservatorium of Music
SCR	Science Capability Review
SDF	Strategic Development Fund
SEG	Senior Executive Group
SES	Socioeconomic Status
SI	Scholarship Index
SLE	Student Learning Entitlement
SNA	Safety Net Adjustment
SPIRT	Strategic Partnerships with Industry – Research and Training Scheme
SPR	Student Progress Rate
SRC	Students' Representative Council
SSR	Student/Staff Ratio
STABEX	Study Abroad Exchange (database)
SUPRA	Sydney University Postgraduate Students' Representative Association
SUSport	Sydney University Sport

T	
TAFE	Technical and Further Education
TOEFL	Test of English as a foreign language
TPI	Teaching Performance Indicator

U	
UAC	Universities Admissions Centre
UMAP	University Mobility in Asia and the Pacific
UNESCO	United Nations Educational, Scientific and Cultural Organisation

U	
UPA	University Postgraduate Awards

V	
VCAC	Vice-Chancellor's Advisory Committee
VET	Vocational Education and Training

W	
WAM	Weighted Average Mark
WRP	Workplace Reform Program
WTO	World Trade Organization

Y	
YFE	Year of First Enrolment

Glossary

For a table of the more commonly used acronyms and abbreviations that appear in University documents and publications please see the abbreviations section.

This glossary describes terminology in use at the University of Sydney.

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

A

Academic Board
The senior academic body within the University. In conjunction with faculties, the Academic Board has responsibility for approving, or recommending to Senate for approval, new or amended courses and units of study and policy relating to the admission and candidature of students.
(For further information, see the University Calendar.)

Academic cycle
The program of teaching sessions offered over a year. Currently the cycle runs from the enrolment period for Semester One through to the completion of the processing of results at the end of Semester Two.
(See also Stage.)

Academic dishonesty
Academic dishonesty occurs when a student 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 the examiner. 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 External transcript, Internal transcript.)

Academic year
The current calendar year in which a student is enrolled.
(See also Academic cycle, Stage.)

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 courses is based on performance in the HSC, with applicants ranked on the basis of their UAI. Other criteria such as a portfolio, interview, audition, or results in standard tests may also be taken into account for certain courses.

Admission basis
The main criterion used by a faculty in assessing an application for admission to a course. The criteria used include, among other things, previous secondary, TAFE or tertiary studies; work experience; special admission; and the Universities Admission Index (UAI).

Admission (Deferment)
An applicant who receives an offer of admission to a course may apply to defer enrolment in that course for one semester or one academic cycle.

Admission mode
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 Award course.)

Advanced standing
(See Credit.)

Advisor
A member of academic staff appointed in an advisory role for some postgraduate coursework students.
(See also Associate supervisor, Instrumental supervisor/teacher, Research supervisor, Supervision.)

Aegrotat
In exceptional circumstances involving serious illness or death of a student prior to completion of their course, the award of aegrotat and posthumous degrees and diplomas may be conferred.

Alumni sidneiensis
A searchable database of graduates of the University from 1857 to 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:

$$AAM = \frac{\sum (marks \times credit\ point\ value)}{\sum (credit\ point\ value)}$$

(sums over all units of study completed in the selected period)
Where 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 which is used to monitor a research student's progress each year. The form provides for comments by the student, the supervisor, the head of the department and the dean (or 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. An academic appeal (e.g. against exclusion) is managed by the Student Centre–Exclusions Office while it is under consideration and a record of the outcome of the appeal will be retained.

Assessment
The process of measuring the performance of students in units of study and courses. Performance may be assessed by examinations, essays, laboratory projects, assignments, theses, treatises or dissertations.
(See also Result processing, Result processing schedule.)

Formative assessment
Used principally to provide students with feedback on their progress in learning. It reinforces successful learning, and is an opportunity for students to expose the limitations in their knowledge and understanding.

Summative assessment
Used to certify competence, or to arrange students in a rank order of merit. It certifies the attainment of a standard, and is used as the basis for progression to the next part of a program, or to graduation.

Associate supervisor
A person who is appointed in addition to the supervisor of a research student, who can provide the day-to-day contact with the candidate or provide particular expertise or additional experience in supervision.
(See also Advisor, Instrumental supervisor/teacher, Research supervisor, Supervision.)

Assumed knowledge
For some units of study, a student is assumed to have passed a relevant subject at the HSC and this is called assumed knowledge. While students are generally advised against taking a unit of study for which they do not have the assumed knowledge, they are not prevented from enrolling in the unit of study.
(See also Prerequisite.)

Attendance pattern
Attendance pattern is classified as full-time, part-time or external. This is dependant on the student's mode of attendance and the student load.

Attendance mode
A Department of Education, Science and Technology (DEST) classification defining the manner in which a student is undertaking a course, i.e. internal, external, mixed or offshore.

Australian Qualifications Framework (AQF)
The framework for recognition and endorsement of qualifications established by the Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA).

AUSTUDY
Provides financial help to students who are 25 years old or over who meet the required criteria, and are undertaking an approved full-time course at an approved institution.
(See also Youth Allowance.)

Automated Results Transfer System (ARTS)
This system was developed by the Australasian Conference of Tertiary Admissions Centres (ACTAC) to allow the electronic academic record of a student to be accessed, via an admission centre, by tertiary institutions.

Award course
(See Course.)

B

Bachelor's degree
The highest undergraduate award offered at the University. A bachelor's degree course normally requires three or four years of full-time study or the part-time equivalent.
(See also Award course.)

Barrier
An instruction placed on a student's record that prevents the student from re-enrolling or graduating.
(See also Deadlines (fees), Suppression of results.)

Board of Studies
An academic body which supervises a course or courses, and which is similar to a faculty except that it is headed by a chair rather than a dean and does not supervise PhD candidates.

Bursaries
Financial award made to a student, based primarily on need.
(See also Scholarships.)

C

Calendar
The annual University publication which provides general and historical information about the University of Sydney, the statutes and regulations under which it operates and the Senate resolutions relating to constitutions and courses in each faculty.

Cadigal program
A program, named in recognition of the Aboriginal people of the land on which the University is located, designed to increase the successful participation of Aboriginal and Torres Strait Islander people in degree courses in all faculties at the University of Sydney.

Campus
The grounds on which the University is situated. There are 10 campuses of the University of Sydney:

- Burren Street (Institute of Transport Studies)
- Camperdown
- Darlington
- Camden (Agriculture and Veterinary Science)
- Conservatorium (Sydney Conservatorium of Music)
- Cumberland (Health Sciences)
- Mallett Street (Nursing)
- Rozelle (Sydney College of the Arts)
- St James (Law)
- Surry Hills (Dentistry)

Cancellation
Where enrolment is cancelled for non-payment of fees.

Candidature
Candidature commences when a student is admitted to a course of study leading to the award of a degree, diploma or certificate. There are maximum periods and in some cases minimum periods of candidature depending on the award course and whether the candidate is a full-time or part-time student.

Census date
The date at which a student's enrolment, load and HECS liability are finalised before this information is reported to DEST.
(See also Commonwealth-supported Student, HECS-HELP.)

Ceremony
(See Graduation ceremony.)

Chancellor
The non-executive head of the University. An honorary position, the Chancellor presides over meetings of the University's governing body, the Senate, and important ceremonial occasions such as graduations.

Clinical experience
Students undertake clinical placements in a professional environment as part of their course requirements. Many require University approved supervision. In order to undertake clinical placements a student may be required to fulfil additional requirements.

College of Health Sciences
Consists of the Faculties of Dentistry; Health Sciences; Medicine; Nursing; and Pharmacy.

College of Humanities and Social Sciences (CHASS)
Consists of the Faculties of Arts; Economics and Business; Education; Law; the Sydney College of the Arts; and the Sydney Conservatorium of Music.

College of Sciences and Technology (CST)
Consists of the Faculties of Agriculture, Food and Natural Resources; Architecture; Engineering; Rural Management; Science, and Veterinary Science.

Combined course
A course which leads to two awards. For example the Arts/Law course leads to the separate awards of Bachelor of Arts and Bachelor of Laws.

Combined degree
A single program with a single set of course resolutions leading to the award of two degrees (unless otherwise specified in the resolutions).
(See also Combined course.)

Commencement date
The date a student commences candidature.

Commonwealth-supported student
Most of the students who study at the University of Sydney are Commonwealth supported. These students have most of the cost of their education paid by the government but must also contribute towards this cost themselves (their student contribution).

Compulsory subscriptions
Each enrolled student is liable to pay annual (or semester) subscriptions, as determined by the Senate, to the student organisations at the University. There are different organisations for undergraduate and postgraduate students, and these are specific to different campuses. The organisations at campuses other than Camperdown and Darlington include: the Conservatorium Student Association, the Cumberland Student Guild, the Orange Agricultural College Student Association and the Student Association of Sydney College of the Arts.
(See also Compulsory subscription exemption, Joining fee, Life membership.)

Compulsory subscription exemption
Students of a certain age or those with disabilities or medical conditions may be exempt from the subscription to the sports body. Conscientious objectors to the payment of subscriptions to unions of any kind may apply to the Registrar for exemption. The Registrar may permit such a student to make the payment to the Jean Foley Bursary Fund instead.
(See also Compulsory subscriptions.)

Confirmation of Enrolment form (COE)
This form is issued to each student after enrolment, showing the course and the units of study in which the student is enrolled, together with the credit point value of the units of study and the HECS weights. Until all fees are paid, it is issued provisionally. A new confirmation of enrolment form is produced every time a student's enrolment is varied.

Conjoint ventures
Two or more institutions cooperate to provide a unit or course of study to postgraduate coursework students. Arrangements exist between individual departments at the University of Sydney and individual departments at the University of New South Wales (UNSW) and the University of Technology Sydney (UTS), whereby students enrolled for a degree at one institution complete one or more units of study at the other institution to count towards the award program at their 'home' institution.

Continuing professional education
A process which provides a number of programs of continuing education courses for professionals as they move through their career. These programs are presently administered by the Centre for Continuing Education and a number of departments and foundations across the University. This process supports the whole of life learning concept and involves the maintenance of a long term relationship between the student and the University.

Convocation
The body comprising all graduates of the University.

Core unit of study
A unit of study that is compulsory for a particular course or subject area.
(See also Unit of study.)

Corequisite
A unit of study which must be taken in the same semester or year as a given unit of study (unless it has already been completed). These are determined by the faculty or board of studies concerned, published in the faculty handbook and shown in FlexSIS.
(See also Prerequisite, Waiver.)

Cotutelle Scheme
Agreement between the University and any overseas university for joint supervision and examination of a PhD student as part of an ongoing cooperative research collaboration. If successful, the student receives a doctorate from both universities with each testamur acknowledging the circumstances under which the award was made.

Course
An undertaking of study at the University of Sydney.

Award course
A formal course of study that will see attainment of a recognised award. Award courses are approved by Senate, on the recommendation of the Academic Board. The University broadly classifies courses as undergraduate, postgraduate coursework or postgraduate research.
(See also Bachelor's degree, Course rules, Diploma, Doctorate, Major, Master's degree, Minor, PhD, Stream.)

Non-award course
Studies undertaken by students who are not seeking an award from the University.
(See also Cross-institutional enrolment.)

Coursework
An award course not designated as a research award course. While the program of study in a coursework award course may include a component of original, supervised, other forms of instruction and learning normally will be dominant.

Research
A course in which at least 66 per cent of the overall course requirements involve students in undertaking supervised research, leading to the production of a thesis or other piece of written or creative work, over a prescribed period of time.

Course alias
A unique five character alpha-numeric code which identifies a University course.

Course code
(See Course alias.)

Course enrolment status
A student's enrolment status in a course is either 'enrolled' or 'not enrolled'. 'Not enrolled' reasons include: cancelled; suspended; under examination; or terminated.
(See also Cancellation, Candidature, Course leave, Enrolment, Enrolment variation, Terminated, Under examination.)

Course leave
Students are permitted to apply for a period away from their course without losing their place. Course leave is formally approved by the supervising faculty for a minimum of one semester. Students on leave are regarded as having an active candidature, but they are not entitled to a student card. At undergraduate level, leave is not counted towards the total length of the course. Students who are absent from study without approved leave may be discontinued and may be required to formally reapply for admission.
(See also Progression.)

Course rules
Rules which govern the allowable enrolment of a student in a course. Course rules may be expressed in terms of types of units of study taken, length of study, and credit points accumulated, e.g. a candidate may not enrol in units of study having a total value of more than 32 credit points per semester. Course rules also govern the requirements for the award of the course, e.g. a candidate must have completed a minimum of 144 credit points.
(See also Award course, Corequisite, Prerequisite.)

Course suspension
(See Course leave.)

Course transfer
A transfer occurs when a student changes from one course in the University to another course in the University without the requirement for an application and selection process (e.g. from a PhD to a master's program in the same faculty).

Credit
The recognition of previous studies successfully completed at this University, or another university or tertiary institution recognised by the University of Sydney, as contributing to the requirements of the course to which the applicant requesting such recognition has been admitted. It may be granted as specified credit or non-specified credit.

Specified credit
The recognition of previously completed studies as directly equivalent to units of study.

Non-specified credit
A 'block credit' for a specified number of credit points at a particular level. These credit points may be in a particular subject area but are not linked to a specific unit of study.
(See also AAM – Annual average mark, Waiver, Weighted average mark (WAM).)

Credit points
The value of the contribution each unit of study provides towards meeting course completion requirements. Each unit of study will have a credit point value assigned to it. The total number of credit points required for completion of award courses will be specified in the Senate Resolutions relevant to the award course.

Cross-institutional enrolment
An enrolment in units of study at one university to count towards an award course at another university. Cross-institutional enrolments incur a student-contribution liability (see Commonwealth-supported student) or tuition fee charge at the institution at which the unit of study is being undertaken.
(See also Non-award course).

D

Data Audit Committee (DAC)
The Data Audit Committee's role is to oversee the integrity and accuracy of the course and unit of study data as strategic University data. It also advises the Academic Board on suggested policy changes related to course and unit of study data. A subcommittee of the VCAC Enrolment Working Party, it is chaired by the Registrar, with membership including the deans, the Student Centre, FlexSIS and the Planning Support Office.

Deadlines (Enrolment variations)
(See Enrolment variation.)

Deadlines (Fees)
The University has deadlines for the payment of fees (e.g. HECS, compulsory subscriptions, course fees). Students who do not pay fees by these deadlines may have their enrolment cancelled or they may have a barrier placed on the release of their record.
(See also Barrier, Cancellation.)

Dean
The head of a faculty, or the principal or director of a college (such as the Sydney Conservatorium of Music or the Sydney College of Arts).

Dean's certificate
A statement from the Dean certifying that all requirements, including fieldwork and practical work, have been met and that the student is eligible to graduate. Not all faculties use Dean's Certificates. In faculties that do, qualified students have 'Dean's Certificate' noted on their academic record.

Deferment (Deferral)
(See Admission (deferment), Course leave.)

Degree
(See also Award course, Bachelor's degree.)

Delivery mode
Indicates how students receive the instruction for a unit of study. The delivery mode must be recorded for each unit as distinct from the attendance mode of the student, i.e. an internal student may take one or more units by distance mode and an external student may attend campus for one or more units.

Distance education
Where subject matter is delivered in a more flexible manner, such as correspondence notes, and student may only attend campus if required.
(See also Extended semester, Distance education, International – off shore.)

Intensive on campus
Core content is delivered with support learning in an intensive (one or more days) format on campus. Participation is usually compulsory. Previously this may have been called residential, block mode, or weekend workshop.

On campus (normal)
Attendance of scheduled lectures, tutorials etc at a campus of the University.

Department
(See School.)

Department of Education, Science and Training (DEST)
The Commonwealth Government department responsible for higher education.

Differential HECS
(See Higher Education Contribution Scheme (HECS).)

Diploma
The award granted following successful completion of diploma course requirements. A diploma course usually requires less study than a degree course.
(See also Award course.)

Direct admissions
For some courses, applications may be made directly to the University. Applications are received by faculties or the International Office, and considered by the relevant department or faculty body. Decisions are recorded and letters are forwarded to applicants advising them of the outcome.
(See also Admission, UAC.)

Disability information
Students may inform the University of any temporary or permanent disability which affects their life as a student. Disability information is recorded but it is only available to particular authorised users because of its sensitive nature.

Disciplinary action
Undertaken as the result of academic or other misconduct, e.g. plagiarism, cheating, security infringement, criminal activity.

Discipline
A defined area of study, for example, chemistry, physics, economics.

Discipline group
A DEST code used to classify units of study in terms of the subject matter being taught or being researched.

Discontinuation (course)
(See Enrolment variation.)

Discontinuation (unit of study)
(See Enrolment variation.)

Dissertation
A written exposition of a topic which may include original argument substantiated by reference to acknowledged authorities. It is a required unit of study for some postgraduate award courses in the faculties of Architecture and Law.

Distance education
Where a student does not attend campus on a daily basis for a given course or unit of study.
(See also Delivery mode, Extended semester.)

Doctorate
A high-level postgraduate award. A doctorate course normally involves research and coursework; the candidate submits a thesis that is an original contribution to the field of study. Entry to a doctorate course often requires completion of a master's degree course. Note that the doctorate course is not available in all departments at the University.
(See also Award course, PhD.)

Domestic Student
A student who is not an international student.
(See also Local student.)

Double degree
A double degree is a program where students are permitted by participating faculties (and/or by specific resolutions within a single award) to transfer between courses in order to complete two awards.

Downgrade
Where a student enrolled in a PhD reverts to a master's by research, either on the recommendation of the University on the basis that the research they are undertaking is not at an appropriate level for a PhD; or at the student's own request, for personal or academic reasons.

E

Equivalent full-time student unit (EFTSU)
The equivalent full-time student unit (EFTSU) is a measure of student load based on the workload for a student undertaking a full year of study in a particular course. A student is then recorded as having generated one EFTSU.
(See also Load, Stage.)

Equivalent full-time student load (EFTSL)
The equivalent full-time student load (EFTSL) for a year. It is a measure, in respect of a course of study, of the study load for a year of a student undertaking that course of study on a full-time basis (effective 1 January 2005).

Embedded courses
Award courses in the graduate certificate, graduate diploma and master's degree by coursework sequence which allow unit of study credit points to count in more than one of the awards, e.g. the Graduate Certificate in Information Technology, Graduate Diploma in Information Technology and Master of Information Technology.

Enrolment
A student enrols in a course by registering with the supervising faculty in the units of study to be taken in the coming year, semester or session.

Commencing
An enrolment is classified as commencing if a student has enrolled in a particular degree or diploma for the first time.

Continuing
Students already in a course at the University re-enrol each year or semester. Most continuing students are required to pre-enrol.
(See also Pre-enrolment.)

Enrolment list
A list of all currently enrolled students in a particular unit of study.
(See also Unit of study.)

Enrolment status
(See Course enrolment status.)

Enrolment Variation
Students may vary their enrolment at the beginning of each semester. Each faculty determines its deadlines for variations, but HECS liability depends on the HECS census date.
(See also HECS.)

Examination
A set of questions or exercises evaluating on a given subject given by a department or faculty.
(See Examination period, Assessment.)

Examination period
The time set each semester for the conduct of formal examinations.

Examiner (Coursework)
The person assessing either the written/oral examination, coursework assignments, presentations, etc of a student or group of students.

Exchange student
Either a student of the University of Sydney who is participating in a formally agreed program involving study at an overseas university or an overseas student who is studying here on the same basis. The International Office provides administrative support for some exchanges.

Exclusion
A faculty may ask a student whose academic progress is considered to be unsatisfactory to 'show good cause' why the student should be allowed to re-enrol. If the faculty deems the student's explanation unsatisfactory, or if the student does not provide an explanation, the student may be excluded either from a unit of study or from a course or faculty. An excluded student may apply to the faculty for permission to re-enrol. Normally, at least two years must have elapsed before such an application would be considered.

University policy relating to exclusion is set out in the University Calendar.
(See also Progression, Senate appeals.)

Exemption
A decision made at a sub-unit of study level to allow a student to complete a unit of study without also completing all the prescribed components of coursework and/or assessment.
(See also Credit, Waiver.)

Expulsion
The ultimate penalty of disciplinary action is to expel the student from the University. The effect of expulsion is:

- the student is not allowed to be admitted or to re-enrol in any course at the University;
- the student does not receive their results;
- the student is not allowed to graduate; and
- the student does not receive a transcript or testamur.

Extended semester
A distance-learning student may be allowed more time to complete a module or program if circumstances beyond the student's control, e.g. drought, flood or illness, affect the student's ability to complete the module or program in the specified time.
(See also Distance education.)

External
(See Attendance mode, Distance education.)

External transcript
A certified statement of a student's academic record printed on official University security paper. It includes the student's name, any credit granted, all courses the student was enrolled in and the final course result and all units of study attempted within each course together with the result. It also acknowledges prizes the student has received. Marks can be included or omitted, as required.
(See also Academic transcript, Internal transcript.)

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 inquiries related to its courses. The University Calendar sets out the constitution of each of the University's faculties.
(See also Board of Studies, Supervising faculty.)

Faculty handbook
The annual University publication for each faculty which provided detailed information about the faculty and its courses.

FEE-HELP Loan
Fee-paying students who are Australian citizens or holders of a Permanent Humanitarian Visa can gain assistance in paying their fees through the Commonwealth Government's FEE-HELP program. There is a $50,000 limit to the amount students can borrow and a 20 per cent loan fee on the amounts borrowed through FEE-HELP.

Fee-paying students
Students who pay tuition fees to the University and are not liable for HECS.

Fellows of Senate
Members of the governing body of the University.

Flexible learning
(See Delivery mode, Distance education.)

Flexible start date
Full fee-paying distance students are not restricted to the same enrolment time frames as campus-based or HECS students.

Flexible Student Information System (FlexSIS)
The computer-based Flexible Student Information System at the University of Sydney.

FlexSIS holds details of courses and units of study being offered by the University and the complete academic records of all students enrolled at the University.

Formative assessment
(See Assessment.)

Full-time student
(See also Attendance pattern, EFTSU.)

G

Grade
The outcome for a unit of study linked with a mark range. For example, a mark in the range 85–100 attracts the grade 'high distinction' ('HD').
(See also Mark.)

Grade	Description	Comment
HD	High distinction	A mark of 85–100.
D	Distinction	A mark of 75–84.
CR	Credit	A mark of 65–74.
P	Pass	A mark of 50–64.
R	Satisfied requirements	This is used in pass/fail only outcomes.
UCN	Unit of study continuing	Used at the end of semester for units of study that have been approved to extend into a following semester. This will automatically flag that no final result is required until the end of the last semester of the unit of study.
PCON	Pass (concessional)	A mark of 46–49. Use of this grade is restricted to those courses that allow for a concessional pass of some kind to be awarded. A student may re-enrol in a unit of study for which the result was PCON. Each faculty will determine and state in its course regulations what proportion, if any, may count – e.g. "no more than one sixth of the total credit points for a course can be made up from PCON results".
F	Fail	A mark of 0–49. This grade may be used for students with marks of 46–49 in those faculties which do not use PCON.
AF	Absent fail	Includes non-submission of compulsory work (or non-attendance at compulsory labs, etc) as well as failure to attend an examination.
W	Withdrawn	Not recorded on an external transcript. This is the result that obtains where a student applies to discontinue a unit of study by the HECS census date (i.e. within the first four weeks of enrolment).
DNF	Discontinued not to count as failure	Recorded on external transcript. This result applies automatically where a student discontinues after the HECS census date but before the end of the seventh week of the semester (or before half of the unit of study has run, in the case of units of study which are not semester-length). A faculty may determine that the result of DNF is warranted after this date if the student has made out a special case based on illness or misadventure.

Grade	Description	Comment
INC	Incomplete	This result is used when examiners have grounds (such as illness or misadventure) for seeking further information or for considering additional work from the student before confirming the final result. Except in special cases approved by the Academic Board, this result will be converted to a normal permanent passing or failing grade either: by the dean at the review of examination results conducted pursuant to section 2(4) of the Academic Board policy 'Examinations and Assessment Procedures'; or automatically to an AF grade by the third week of the immediately subsequent academic session. Deans are authorised to approve the extension of a MINC grade for individual students having a valid reason for their incomplete status.
UCN	Incomplete	A MINC or INC grade is converted, on the advice of the dean, to UCN when all or many students in a unit of study have not completed the requirements of the unit. The students may be engaged in practicum or clinical placements, or in programs extending beyond the end of semester (e.g. honours).

Graduand
A student who has completed all the requirements for an award course but has not yet graduated.
(See also Graduation, Potential graduand.)

Graduate
A person who holds an award from a recognised tertiary institution.
(See also Graduand, Graduation.)

Graduate Certificate
(See Award course.)

Graduate Diploma
(See Award course.)

Graduate entry degree
A bachelor's, or undergraduate degree, that requires another undergraduate degree as a prerequisite of entry. Examples of graduate entry degrees at the University of Sydney include: the Medical Program; Graduate Law and the Bachelor of Dentistry.

Graduation
The formal conferring of awards either at a ceremony or in absentia.
(See also In absentia, Potential graduand.)

Graduation ceremony
A ceremony where the Chancellor confers awards upon graduands.

Group work
Means a formally established project to be conducted by a number of students in common, resulting in a single piece of assessment or a number of associated pieces of assessment.
(See also Legitimate cooperation.)

Grand Weighted Average Mark (GWAM)
Is the WAM calculated over all units of study undertaken in a degree course (except those "Discontinued – Not to count as failure" and those with only a "Satisfied Requirements" result), weighted according to credit point value and the year-levels (1, 2, 3 or 4) of the units of study. The GWAM may be expressed as:

$$GWAM = \frac{\sum (Mark \times Credit\ Points \times Year)}{\sum (Credit\ Points \times Year)}$$

H

Handbook
(See Faculty handbook.)

Head of department (HOD)
The head of the academic unit which has responsibility for the relevant unit of study, or equivalent program leader.

Higher doctorates
(See Award course.)

HECS (Higher Education Contribution Scheme)
Higher Education Contribution Scheme (HECS)
The Higher Education Contribution Scheme (HECS) was the previous Commonwealth Government student loan scheme. It ceased to operate on 1 January 2005 and was replaced by HECS-HELP (see below).

HECS-HELP Loan
Commonwealth supported students who are Australian citizens or holders of a Permanent Humanitarian Visa can choose to pay their contributions upfront or to obtain a HECS-HELP loan from the Commonwealth. A HECS-HELP loan is repaid through the tax system once the student is working and their income reaches a threshold (currently around $35,000). Students who choose to pay their student contribution upfront receive a 20 per cent discount. The student's contribution is calculated twice a year (before each semester).

Honorary degrees
A degree *honoris causa* (translated from the Latin as 'for the purpose of honouring') is conferred on a person whom the University wishes to honour. Long-standing full-time members of the University's academic staff who are not graduates of the University may be considered by Senate, upon their retirement, for admission ad eundem gradum, to an appropriate degree of the University.

Honours
Some degrees may be completed 'with Honours'. This may involve either the completion of a separate honours year or additional work in the later years of the course or meritorious achievement over all years of the course. Honours are awarded in a class (Class I, Class II – which may have two divisions or, Class III).

NSW Higher School Certificate (HSC)
The NSW Higher School Certificate (HSC), which is normally completed at the end of year 12 of secondary school. The UAI (Universities Admission Index) is a rank out of 100 that is computed from a student's performance in the HSC.

I

In absentia
Latin for 'in the absence of'. Awards are conferred in absentia when graduands do not, or cannot, attend the graduation ceremony scheduled for them. Those who have graduated in absentia may later request that they be presented to the Chancellor at a graduation ceremony.
(See also Graduation.)

Instrumental supervisor/teacher
All students at the Sydney Conservatorium of Music and BMus students on the Camperdown Campus have an instrumental teacher appointed.
(See also Advisor, Associate supervisor, Research supervisor, Supervision.)

Internal mode
(See Attendance mode.)

Internal transcript
A record of a student's academic record for the University's own internal use. It includes the student's name, student identifier (SID), address, all courses in which the student was enrolled and the final course result, and all units of study attempted within each course together with the unit of study result.
(See also Academic transcript, External transcript.)

International student
Any student who is not an Australian or New Zealand citizen or a permanent resident of Australia is an international student. An

international student is required to hold a visa that allows study in Australia and may be liable for international tuition fees.

Fee-paying
A private International Student who is liable to pay tuition fees for their studies with the University.

Fee-paying – Outgoing exchange
An international fee-paying student undertaking short term study at a recognised overseas institution with which the University has a student exchange agreement. Exchange study counts towards the student's University of Sydney award and students remain enrolled in their University of Sydney course during the period of exchange.

International – cross-institutional
An international fee paying student undertaking non-award study at the University on a cross-institutional basis. They are liable to pay fees for the study they undertake at the University, but there is no compliance reporting requirement, which rests with their 'home' institution.

International – Sponsored
A private international student who is fully sponsored for his/her tuition; his/her sponsorship may also cover Overseas Health Cover and Compulsory Subscriptions.

Offshore studies
International offshore students undertake their program of study at one of the University's offshore campuses and hence do not enter Australia; therefore they do not require a visa. The are distinct from international students who are on outbound exchange programs as they never enter Australia during their program of study.

Short course
An international fee-paying student undertaking a short course with the University of Sydney comprising such programs as international development programs, executive training or study visits. The study undertaken by these students is non-award and generally a student visa is not required.

Sponsored award
An international student sponsored by the Australian government, undertaking a program of study at the University. Currently Australian Development Scholarships holders, funded by AusAID, are the only students in this category. These students are fully sponsored for their tuition and other costs such as travel and health cover, and are paid a stipend.

Study Abroad
An international student who is undertaking short-term study at the University under the Study Abroad scheme. Study Abroad students must have completed at least one year of study towards a degree at a recognised institution in their home country and are continuing towards the degree of their home institution.
(See also Local student, Student type.)

J

Joining fee
Students enrolling for the first time pay a joining fee in addition to the standard subscription for the University of Sydney Union or equivalent student organisation.
(See also Compulsory subscription.)

L

Learning Entitlement
Each student has a seven year full-time period during which they can remain Commonwealth supported. This seven year period is called their 'learning entitlement'.

Leave
(See Course leave.)

Legitimate cooperation
Any constructive educational and intellectual practice that aims to facilitate optimal learning outcomes through interaction between students.
(See also Group work.)

Life membership
Under some circumstances (e.g. after five full-time years of enrolments and contributions) students may be granted life membership of various organisations. This means they are exempt from paying yearly fees.
(See also Compulsory subscriptions.)

Load
The sum of the weights of all the units of study in which a student is enrolled. The weight is determined by the proportion of a full year's work represented by the unit of study in the degree or diploma for which the student is a candidate. Student load is measured in terms of Equivalent full-time student units (EFTSU).
(See also Equivalent full-time student units (EFTSU).)

Local Student
Either an Australian or New Zealand citizen or Australian permanent resident. New Zealand citizens are required to pay their Higher Education Contribution Scheme (HECS) fees upfront.
(See also Commonwealth-supported student, Domestic student, International student.)

M

Major
A field of study, chosen by a student, to represent their principal interest. this would consist of specified units of study from later stages of the award course. Students select and transfer between majors by virtue of their selection of units of study. One or more majors may be awarded upon the graduand's assessment of study.
(See also Award course, Minor, Stream.)

Major timetable clash
The term used when a student attempts to enrol in units of study which have so much overlap in the teaching times that it has been decided that students must not enrol in the units simultaneously.

Mark
An integer (rounded if necessary) from 0 to 100 indicating a student's performance in a unit of study.
(See also Grade.)

Master's degree
A postgraduate award. Master's degree courses may be offered bycoursework, research only or a combination of coursework and research. Entry to the course often requires completion of an honours year at an undergraduate level.
(See also Award course.)

Method of candidature
A course is either a research course or a coursework course and so the methods of candidature are 'research' and 'coursework'.
(See also Course – Coursework, Course – Research.)

Minor
Studies undertaken to support a Major. Requiring a smaller number of credit points than a major students select and transfer between minors (and majors) by virtue of their selection of units of study. One or more minors may be awarded upon the graduand's assessment of study.
(See also Award course, Major, Stream.)

Mixed mode
(See Attendance mode.)

MPhil
The Master of Philosophy (MPhil) is a master's by research degree offered by some (but not all) of the University's faculties.
(See also Award course, Master's degree.)

Mutually exclusive units of study
(See Prohibited combinations of units of study.)

MyUni
The University of Sydney's student portal system. It provides students with access to information about the University and its courses, including access to email, library services, student support services, student self-administration and e-learning software such as Blackboard and WebCT.

N

Non-award course
(See Course.)

Non-standard session
A teaching session other than the standard February and August sessions – e.g. Summer School, in which units of study are delivered and assessed in an intensive mode during January.
(See also Semester, Session.)

O

Orientation Week
Orientation or 'O Week', takes place in the week before lectures begin in Semester One. During O Week, students can join various clubs, societies and organisations, register for courses with departments and take part in activities provided by the University of Sydney Union.

P

Part-time student
(See Attendance mode, Attendance pattern, Equivalent full-tme student units (EFTSU).)

Permanent home address
The address used for all official University correspondence with a student, both inside and outside of semester time (e.g. during semester breaks), unless the student provides a different overridden by semester address for use during the semester.
(See also Semester address.)

PhD
The Doctor of Philosophy (PhD) and other doctorate awards are the highest awards available at the University. A PhD course is normally purely research-based; the candidate submits a thesis that is an original contribution to the field of study.
(See also Award course, Doctorate.)

Plagiarism
Presenting another person's ideas, findings or work as one's own by copying or reproducing them without the acknowledgement of the source.
(See also Academic dishonesty.)

Postgraduate
A term used to describe a course leading to an award such as graduate diploma, a master's degree or PhD which usually requires prior completion of a relevant undergraduate degree (or diploma) course. A 'postgraduate' is a student enrolled in such a course.
(See also Course – Coursework, Course – Research.)

Postgraduate Education Loans Scheme (PELS)
An interest-free loans facility for eligible students who are enrolled in fee-paying, postgraduate non-research courses. It is similar to the deferred payment arrangements available under the Higher Education Contribution Scheme (HECS). This scheme was replaced by the FEE-HELP scheme on 1 January 2005.
(See FEE-HELP Loan.)

Potential graduand
A student who has been identified as being eligible to graduate on the satisfactory completion of their current studies.
(See also Graduand, Graduation.)

Pre-enrolment
Pre-enrolment – also known as provisional re-enrolment – takes place in October, when students indicate their choice of unit of study enrolment for the following year. After results are approved, pre-enrolment students are regarded as enrolled in those units of study for which they are qualified. Their status is 'enrolled' and remains so provided they pay any money owing and comply with other requirements by the due date. Students who do not successfully pre-enrol in their units of study for the next regular session are required to attend the University on set dates during the January/February enrolment period.
(See also Enrolment.)

Prerequisite
A unit of study that is required to be successfully completed before another unit of study can be attempted. Prerequisites can be mandatory (compulsory) or advisory.
(See also Assumed knowledge, Corequisite, Waiver, Qualifier.)

Prizes
Awarded in recognition of outstanding performance, academic achievement or service to the community or University.

Probationary candidature
A student who is enrolled in a postgraduate course on probation for a period of time up to one year. The head of department is required to consider the candidate's progress during the period of probation and make a recommendation for normal candidature or otherwise to the faculty.

Professional practice
Students undertake placement in a professional practice as a part of their course requirements. May require University approved supervision. Professional placements are located in a wide range of professional practices environments, and may not require additional criteria to be fulfilled.

Progression
Satisfactory progression is satisfying all course and faculty rules (normally assessed on an annual basis) to enable the completion of the chosen award within the (maximum) completion time allowed.
(See also Exclusion.)

Prohibited combinations of units of study
When two or more units of study contain a sufficient overlap of content, enrolment in any one such unit prohibits enrolment in any other identified unit.
(See also unit of study.)

Provisional re-enrolment
(See Pre-enrolment.)

Q

Qualification
An academic attainment recognised by the University.

Qualifier
A mandatory (compulsory) prerequisite unit of study which must have a grade of pass or better.
(See also Assumed knowledge, Corequisite, Prerequisite, Waiver.)

R

Recycling
The submission for assessment of one's own work, or of work which substantially the same, which has previously been counted towards the satisfactory completion of another unit of study, and credited towards a university degree, and where the examiner has not been informed that the student has already received credit for that work.

Registration
In addition to enrolling with the faculty in units of study, students must register with the department responsible for teaching each unit. This is normally done during Orientation Week. Note that unlike enrolment, registration is not a formal record of units attempted by the student.

Research course
(See Course – Research.)

Research supervisor
A supervisor is appointed to each student undertaking a research postgraduate degree. The supervisor will be a full-time member of the academic staff or a person external to the University recognised for their association with the clinical teaching or the research work of the University. A research supervisor is commonly referred to as a supervisor.
(See also Advisor, Associate supervisor, Instrumental supervisor/teacher, Supervision.)

Result processing
Refers to the processing of assessment results for units of study. For each unit of study, departments tabulate results for all assessment activities and assign preliminary results.
(See also Assessment, Formative assessment, Examination period, Summative assessment.)

Result processing schedule
The result processing schedule will be determined for each academic cycle. All departments and faculties are expected to comply with this schedule.
(See also Assessment, Examination period, Result processing.)

Result
The official statement of a student's performance in each unit of study attempted as recorded on the academic transcript, usually expressed as a mark and grade.
(See also Grade, Mark.)

Research Training Scheme (RTS)
The RTS provides Commonwealth-funded higher degree by research (HDR) students with an 'entitlement' to a HECS exemption for the duration of an accredited HDR course, up to a maximum period of four years full-time equivalent study for a doctorate by research and two years full-time equivalent study for a master's by research.

S

Scholarships
Financial or other form of support made available to enable students to further their studies. (See also Bursaries.)

School
A school or academic unit shall encourage and facilitate teaching, scholarship and research and coordinate the teaching and examining duties of members of staff in the subjects or courses of study with which it is concerned.

Semester
A half-yearly teaching session whose dates are determined by the Academic Board. Normally all undergraduate sessions will conform to the semesters approved by the Academic Board. Any offering of an undergraduate unit not conforming to the semester dates (non-standard session) must be given special permission by the Academic Board.
(See also Session, Non-standard session.)

Semester address
The address to which all official University correspondence is sent during semester time, if it is different to the permanent address.

Senate
The governing body of the University.
(See the University Calendar for more details of its charter and powers.)

Senate appeals
Senate appeals are held for those students who, after being excluded by a faculty from a course, appeal to the Senate for readmission. While any student may appeal to the Senate against an academic decision, such an appeal will normally be heard only after the student has exhausted all other avenues, i.e. the department, faculty, board of study and, in the case of postgraduates, the Committee for Graduate Studies.
(See also Exclusion.)

Session
Any period of time during which a unit of study is taught. A session differs from a semester in that it need not be a six-month teaching period, but it cannot be longer than six months. Each session maps to either Semester One or Two for DEST reporting purposes. Session offerings are approved by the relevant dean, taking into account all the necessary resources, including teaching space and staffing. The Academic Board must approve variation to the normal session pattern.
(See also Semester, Non-standard teaching period.)

Session address
(See Semester address.)

Short course
A fee paying student undertaking a short course with the University of Sydney comprising professional development, executive training etc. The study undertaken by these students is a non-award course.

Show cause
(See Progression, Exclusion.)

Special consideration
Candidates who suffer serious illness or misadventure which may affect performance in any assessment, may request that they be given special consideration in relation to the determination of their results.

Sponsorship
Financial support of a student by a company or government body.

Stage
A normal full-time course of study taken in a year.
(See also Course rules, EFTSU, Progression.)

Stream
A defined award course, which requires the completion of set units of study as specified by the course rules for the particular stream, in addition to the core program specified by the course rules. A stream will appear with the award course name on testamurs, e.g. Bachelor of Engineering in Civil Engineering (Construction Management).
(See also Award course, Major, Minor.)

Student
Student means a person enrolled as a candidate for an award course or unit of study.

Student identifier (SID)
A nine-digit number which uniquely identifies a student at the University.

Student ID Card
All students who enrol are issued with an identification card. The card includes the student's name, SID, the course code, a library borrower's bar code and a passport-style photo. The card identifies the student as eligible to attend classes and must be displayed at formal examinations. It must be presented to secure student concessions and to borrow books from all sections of the University Library.

Student progress rate (SPR)
A calculation which measures the rate at which load undertaken is passed annually in each award program.

Student type
Student type identifies whether a student is local or international and the type of study the student is undertaking.
(See also International student, Domestic student, Exchange student.)

Study Abroad program
A scheme administered by the International Office which allows international students who are not part of an exchange program to take units of study at the University of Sydney, but not towards an award program. In most cases the units of study taken here are credited towards an award at their home institution.
(See also Exchange student.)

Subject area
A unit of study may be associated with one or more subject areas. The subject area can be used to define prerequisite and course rules, e.g. the unit of study 'History of Momoyama and Edo Art' may count towards the requirements for the subject areas 'Art History and Theory' and 'Asian Studies'.

Summative assessment
(See Assessment.)

Summer School
(See Sydney Summer School.)

Supervising faculty
The faculty which has the responsibility for managing the academic administration of a particular course, i.e. the interpretation and administration of course rules, approving students' enrolments and variations to enrolments. Normally the supervising faculty is the faculty offering the course.

However, in the case of combined courses, one of the two faculties involved will usually be designated the supervising faculty. Further, in the case where one course is jointly offered by two or more faculties (e.g. the Liberal Studies course), a joint committee may make academic decisions about candidature and the student may be assigned a supervising faculty for administration.

Supervision
Refers to a one-to-one relationship between a student and a nominated member of the academic staff or a person specifically appointed to the role.
(See also Advisor, Associate supervisor, Instrumental supervisor/teacher, Research supervisor.)

Suppression of results
Results for a particular student can be suppressed by the University when the student has an outstanding debt to the University; or the student is facing disciplinary action. A student may also request a suppression for personal reasons.

Suspension
(See Course leave.)

Sydney Summer School
A program of accelerated, intensive study running for approximately six weeks during January and February each year. Both undergraduate and postgraduate units are offered. Summer School provides an opportunity for students at Sydney and other universities to catch up on needed units of study, to accelerate completion of a course or to undertake a unit that is outside their award course.

All units attract full fees and enrolled students are also liable for compulsory subscriptions. Some fee-waiver scholarships are available.

Semester Weighted Average Mark (SWAM)
Is the WAM calculated over all units of study undertaken in a semester (except those 'Discontinued – Not to count as failure' and those with only a 'Satisfied Requirements' result), weighted according to credit point value. The SWAM may be expressed as:

$$SWAM = \frac{\sum (Mark \times Credit\ points)}{\sum (Credit\ points)}$$

T

Teaching department
(See School.)

Teaching end date
Official finish date of formal timetabled classes.

Teaching start date
Official commencement date of formal timetabled classes.

Terminated
Term used when a student's candidature has been officially closed because they are not able to complete the Course requirements.
(See also Candidature.)

Testamur
A certificate of award provided to a graduand, usually at a graduation ceremony. The Award conferred will be displayed along with other appropriate detail.

Thesis
A major work that is the product of an extended period of supervised independent research.
(See also Course – Research.)

Timetable
The schedule of lectures, tutorials, laboratories and other academic activities that a student must attend.

Transcript
(See Academic transcript.)

Transfer
(See Course transfer.)

Tuition fees
Tuition fees may be charged to students in designated tuition fee-paying courses. Students who pay fees are not liable for HECS.

U

Universities Admissions Centre (UAC)
The UAC receives and processes applications for admission to undergraduate courses at recognised universities in NSW and the ACT. Most commencing, local undergraduate students at the University apply through the UAC.

Universities Admission Index (UAI)
A measure of overall academic achievement in the HSC that assists universities in ranking applicants for university selection. The UAI is based on the aggregate of scaled marks in ten units of the HSC, and is a number between 0.00 and 100.00 with increments of 0.05.

Under examination
Indicates that a research student has submitted their written work (thesis) for assessment, and is awaiting the finalisation of the examiners' outcome and recommendation.

Undergraduate
A term used to describe both a course leading to a diploma or bachelor's degree and a student enrolled in such a course.

Unit of study
Unit of study or unit means a stand-alone component of an award course. Each unit of study is the responsibility of a department.
(See also Prohibited combinations of unit of study.)

Unit of study enrolment status
The enrolment status indicates whether the student is still actively attending the unit of study (i.e. currently enrolled) or is no longer enrolled.
(See also Discontinuation or Cancellation.)

Unit of study level
Units of study are divided into Junior, Intermediate, Senior, Honours, Year 5, and Year 6. Most majors consist of 32 Senior credit points in a subject area (either 3000 level units of study or a mix of 2000 and 3000 level units of study).

University
Unless otherwise indicated, University in this document refers to the University of Sydney.

University Medal
A faculty may recommend the award of a University Medal to a student qualified for the award of an undergraduate honours degree (or some master's degrees), whose academic performance is judged to be outstanding.

Upgrade
Where a student enrolled in a master's by research course is undertaking research at such a standard that either the University recommends that the student upgrade their degree to a PhD, or the student seeks to upgrade to a PhD and this is supported by the University.

USYDnet
The University of Sydney's intranet system. It provides access to other services such as directories (maps, staff and student, organisations), a calendar of events (to which staff and students can submit entries), and a software download area.

V

Variation of enrolment
(See Enrolment variation.)

Vice-Chancellor and Principal
The chief executive officer of the University, responsible for its leadership and management. The Vice-Chancellor and Principal is head of both academic and administrative divisions.

W

Waiver
In a prescribed course, a faculty may waive the prerequisite or corequisite requirement for a unit of study or the course rules for a particular student. Unlike credit, waivers do not involve a reduction in the number of credit points required for a course.
(See also Credit, Exemption.)

Winter School
An intensive session offered by the University during the mid-year break.

Weighted average mark (WAM)
This mark uses the unit of study credit point value in conjunction with an agreed 'weight'. The formula for this calculation is:

$$WAM = \frac{\sum (W_c \times M_c)}{\sum (W_c)}$$

Where Wc is the weighted credit point value – i.e. the product of the credit point value and the level of weighting of 1, 2, 3, or 4 for a first, second, third or fourth year unit of study respectively; and where Mc is the greater of 45 or the mark out of 100 for the unit of study.

The mark is the actual mark obtained by the student for the unit of study, or in the case of a failing grade with no mark – 0. Pass/fail assessed subjects and credit transfer subjects (from another institution) are excluded from these calculations; however, the marks from all attempts at a unit of study are included. (Effective from 1 January 2004.)

In addition, faculties may adopt other average mark formulae for specific progression or entry requirements. If such a formula is not specified in the faculty resolutions, the formula outlined above is used. (See also WAM weight.)

WAM weight
A weight assigned to each unit of study to assist in the calculation of WAMs.

Y

Year of first enrolment (YFE)
The year in which a student first enrols at the University.
(See also Commencement date.)

Youth Allowance
Youth Allowance is payable to a full-time student or trainee aged 16–24 years of age who is enrolled at an approved institution such as a school, college, TAFE or university, and undertaking at least 15 hours a week face-to-face contact.

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J4 Anderson Stuart Building
G3 Badham Building
H3 Bank Building
L2 Baxter's Lodge
L8 Biochemistry and Microbiology Building
E6 Blackburn Building
E7 Bosch Building 1A
E7 Bosch Building 1B
H3 Brennan MacCallum Building
E6 Bruce Williams Pavilion
L6 Carslaw Building
F4 Chaplaincy
M8 Chemical Engineering Building
J5 Chemistry Building
N8 Civil Engineering Building
N9 Civil Engineering Workshop
K10 Clark Building
J9 Darlington Centre
J10 Darlington House
K9 Darlington Road Terraces
L10 Demountables
K5 Eastern Avenue Auditorium & Lecture Theatre Complex
L9 Economics and Business Building
H2 Edgeworth David Geology Building
G4 Education Building
G4 Education Building Annexe
H5 Edward Ford Building
N7 Electrical Engineering Building
N7 Engineering Link Building
C3 Evelyn Williams Building
K3 Fisher Library
K4 Fisher Library Stack
G2 Footbridge Theatre
C3 Gatekeeper's Lodge
J7 Gatekeeper's Lodge (City Road)
M8 Gordon Yu-Hoi Chui Building
J2 Great Hall
G3 Griffith Taylor Building
D4 HK Ward Gymnasium
F2 Heydon-Laurence Building
G2 Holme Building
N5 Information Technologies
K8 Institute Building
N5 International House
F2 JRA McMillan Building
D3 JD Stewart Building
F3 John Woolley Building
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H3 MacLaurin Hall
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G1 Margaret Telfer Building
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D3 McMaster Annexe
D3 McMaster Building
O6 Mechanical Engineering Building
A2 Medical Foundation Building
K8 Merewether Building
E1 No.1–3 Ross Street
M7 Old School Building
F4 Old Teachers' College
H3 Pharmacy Building
H6 Physics Annexe
G5 Physics Building
N8 PNR Building
E6 Queen Elizabeth II Research Institute
H5 RC Mills Building
F2 RD Watt Building
D4 RMC Gunn Building
M9 Raglan Street Building
N7 Rose Street Building
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G2 Science Road Cottage
E1 Selle House
M10 Services Building
N6 Seymour Centre
K10 Shepherd Centre
O6 Shepherd Street Carpark
K9 Storie Dixson Wing
F5 The Arena Sports Centre
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L10 University Computing Centre
J10 University Garage
M9 University Sports & Aquatic Centre
D3 Veterinary Science Conference Centre
E6 Victor Coppleson Building
F3 Wallace Theatre
K7 Wentworth Building
E7 Western Avenue Carpark
M6 WH Maze Building
M6 Wilkinson Building

Academic colleges (offices)

H5 Health Sciences
F4 Humanities and Social Sciences
N8 Sciences and Technology

Childcare centres

K11 Boundary Lane
F9 Carillon Avenue
H1 Laurel Tree House
N9 Union

Colleges and residential accommodation

J10 Darlington House
K9 Darlington Road Terraces
N5 International House
L10 Mandelbaum House
A4 Sancta Sophia College
C8 St Andrew's College
B5 St John's College
L6 St Michael's College
G7 St Paul's College
E1 Selle House
D10 Sydney University Village
F7 Wesley College
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Computer access centres

H3 Brennan
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L6 McGrath (Carslaw)
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Cultural venues

H2 Macleay Museum
J3 Nicholson Museum
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K7 Sir Hermann Black Gallery
M6 Tin Sheds Gallery
J2 War Memorial Art Gallery Faculties (offices)
F2 Agriculture, Food and Natural Resources
M6 Architecture
H3 Arts
K8 Economics & Business
G4 Education and Social Work
N7 Engineering
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L6 Science
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M6 Architecture
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Retail

H3 Australia Post Office
J9 Darlington Centre
G2 Holme Building
H4 Manning House
F5 The Arena Sports Centre
M9 University Copy Centre
K7 University Health Service
M9 University Sports & Aquatic Centre
M9 University Co-op Bookshop
C3 Valentine Charlton Cat Centre
C3 Veterinary Hospital & Clinic
K7 Wentworth Building

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H5 Lawn Tennis Courts
H4 Manning Squash Courts
F5 The Arena Sports Centre
G5 The Square
E5 University Oval No1
E3 University Oval No2
M9 University Sports & Aquatic Centre

Unions and associations (offices)

K7 Students' Representative Council (SRC)
M9 Sydney University Postgraduate Representative Association (SUPRA)
M9 Sydney University Sport
G2 University of Sydney Union

University administration and Services

M10 Advancement Services
H3 Alumni Relations Office
F3 Business Liaison Office
F1 Careers Centre
G1 Cashier
D10 Centre for Continuing Education
H3 Chancellor
L10 Computing Centre
H2 Executive Offices
J3 Information Centre
L10 Information and Communications Technology
L9 International Office
K8 Office of Development
G1 Personnel
M10 Printing Services (UPS)
H2 Publications Office
H3 Research Office
M10 Room Bookings & Venue Management
F1 Scholarships Unit
L5 Student Centre
M10 Student Housing
G4 Student Services Unit
K8 Summer School
H3 University Relations (Vice Principal)
C3 Veterinary Hospital & Clinic
H2 Vice-Chancellor

The University of Sydney

Cumberland Campus

East Street, PO Box 170, Lidcombe 1825
Telephone (02) 9351 2222 Fax (02) 9351 9412

KEY

A Campus Property Services
Education Connections
Faculty Services
Finance/Cashier/Purchasing
Human Resources
Student Central
Student Counsellor
Student Services

B Teaching Rooms – Level 0
Information and Communication Technology
Open Access Computer Laboratories – Level 1

C FitAbility Programs
Rehabilitation Research Centre
Exercise and Sport Science Research

D Australian Stuttering Research Centre
Physiotherapy Research

E Lecture Theatre/Auditorium

F Food Services

G Behavioural and Community Health Sciences

H Exercise and Sport Science/ Biomedical Sciences Laboratories

J Driver Rehabilitation
Occupational Therapy

K Exercise and Sport Science

L Anatomy and Physiology Laboratories

M Medical Radiation Sciences – Levels 0, 1 and 2
National Centre for Classification in Health – Level 5
Occupational Therapy Specialist Areas – Levels 3 and 4

N Teaching Rooms and Physiotherapy Research

O Physiotherapy

Q Ngallia Child Care Centre

R Printery and Central Store – Level 0
Health Sciences Library – Levels 1 and 2

S Biomedical Sciences – Level 2
Communication Disorders Research and Treatment Clinics – Level 1
Communication Sciences and Disorders – Level 1
Physiotherapy Specialist Areas – Level 2

T Teaching Rooms – Levels 1 and 2
Applied Vision Sciences – Level 3
Health Information Management – Level 3
Yooroang Garang – Level 4

U CSG Administration
The Campus Bookstore
JDV Food Court

V CSG Sports Centre

W Building and Grounds Workshop

Y Yannadah (Students' Residence)

2006CumbMap

Course planner

Year	Semester	Unit of study 1 & credit points		Unit of study 2 & credit points		Unit of study 3 & credit points		Unit of study 4 & credit points		Total credit points
1	1									
	2									
2	summer									
	1									
	winter									
	2									
3	summer									
	1									
	winter									
	2									
4	summer									
	1									
	winter									
	2									
5	summer									
	1									
	winter									
	2									
								Total credit points		